

**Рабочие тетради:  
ВОЗМОЖНОСТИ  
ИСПОЛЬЗОВАНИЯ ДЛЯ  
самостоятельной работы.**

**на примере УМК  
«English 2-11»  
авторы: Кузовлев В.П. и др.,  
из-во «Просвещение»**

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## Аналитический отчет по результатам ВПР

Таким образом, результаты исследования показали наличие ряда проблем в обучении английскому языку, в том числе:

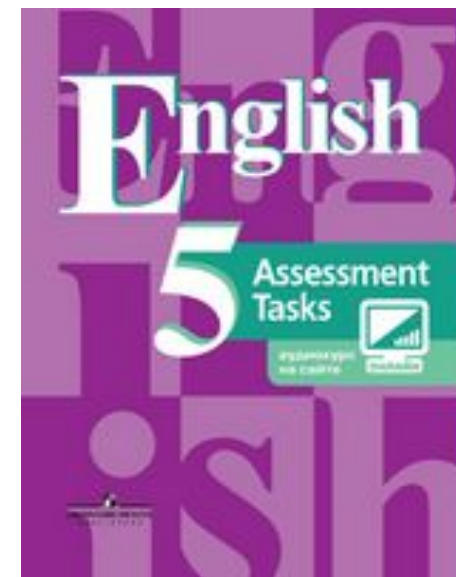
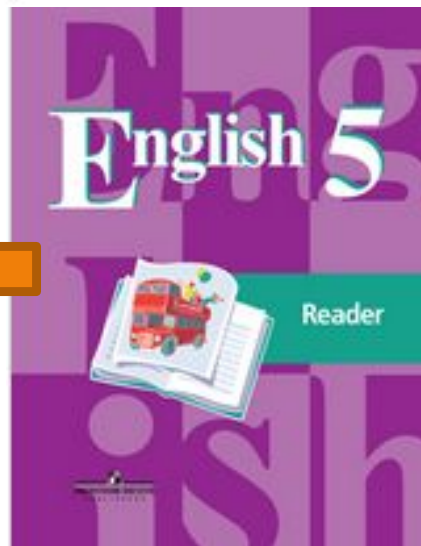
- низкий уровень сформированности навыков самоконтроля, включая навыки внимательного прочтения текста задания, сопоставления выполняемых действий с условием задания, предварительной оценки правильности полученного ответа и его проверки;



## Советы родителям учеников в основной школе:

Родителям рекомендуется:

★ предоставить подростку все компоненты УМК по английскому языку, необходимые для учебы;



- ★ выяснить у учителей дефициты своего ребенка в области иностранного языка; регулярно проверять, сумел ли ребенок выполнить полностью домашнее задание по иностранному языку, и выяснять, в чем состоят трудности при его выполнении;

Аналитический  
отчет по  
результатам  
ВПр



## Аннотация

Рабочая тетрадь является необходимым компонентом УМК «Английский язык» для 7 класса общеобразовательных организаций и предназначена для активизации и закрепления лексико-грамматического материала учебника. Её содержание разбито на циклы, каждый из которых соотносится с соответствующим циклом учебника. Каждый цикл завершается разделом “Consolidation”, в котором в новых ситуациях повторяется материал, усвоенный ранее.

Рабочая тетрадь может использоваться как на уроке, так и для самостоятельных заданий дома.

Содержание рабочей тетради соответствует требованиям Федерального государственного образовательного стандарта основного общего образования.

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<b>Unit 6.</b> What is best about your country? .....
<b>Unit 7.</b> Do you have an example to follow? .....
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Понятная  
структура!!



My favourite

Lesson 2

1. Grammar. In different countries Christmas traditions are different. What did children from different countries do last Christmas?

Britain Spain

Germany Italy Spain

Presents in the evening on December 24

First mother and the girls (3) \_\_\_\_\_ (clean) every part of the house. Then they (4) \_\_\_\_\_ (wash) all our best clothes. The men (5) \_\_\_\_\_ (prepare) wood<sup>1</sup> for all the cooking. Finally, all the family (6) \_\_\_\_\_ (drive) into town to buy coffee and sugar.

On Thanksgiving morning the women (7) \_\_\_\_\_ (get) up early to begin cooking. While mother (8) \_\_\_\_\_ (cook) the turkey and Aunt Ellen (9) \_\_\_\_\_ (make) pumpkin pies<sup>2</sup>, Aunt Mary (10) \_\_\_\_\_ (bring) in the vegetables.

While the older children (11) \_\_\_\_\_ (help) to set the table and the twins (12) \_\_\_\_\_ (play) in their chair, our old dog (13) \_\_\_\_\_ (come) in. I (14) \_\_\_\_\_ (start) to feed the dog.

5. There are mistakes in the following sentences. Find the mistakes and correct each sentence.

(0) While we were writing a maths test, our form teacher was coming into the room. came

1 I played the computer game from 6 till 7 yesterday. \_\_\_\_\_

2 What were you doing when I was seeing you yesterday? \_\_\_\_\_

3 While I was buying presents, I was meeting my friend. \_\_\_\_\_

4 When he was coming into the room, music was playing. \_\_\_\_\_

5 Did you do your homework at 6 yesterday? \_\_\_\_\_

Test yourself

1 LISTENING COMPREHENSION

A girl is talking about a holiday called Kwanzaa [ˈkwɑːnzɑː]. What is it like? For questions 1–5, choose the correct answer a or b. You will hear the talk twice.

1 Kwanzaa is ...

On/At ... I ...

Lesson 3

1. Grammar. Here is a short article about the Christmas lighting up festival in Abingdon, England. What questions can you ask to learn more about the festival?

The show started at 5.30 pm in the town centre, with people in bright costumes in the Market Place and High Street.

(0) (What / people / do) what were people doing in the in High Street?

1 (What / people / do) \_\_\_\_\_ in High Street?

An hour later, a parade with the town band and a golden coach<sup>1</sup> was going to the museum.

2 (Who / sit) \_\_\_\_\_ in the golden coach?

3 (What music / the town band / play) \_\_\_\_\_ in High Street?

4 (the parade / go) \_\_\_\_\_ in High Street?

Lesson 4

1. In your culture. On the day before New Year in Kursk there was an interesting show. What was it like last year? Choose the correct translation.

1. I played the music of "The Nutcracker" was playing, 40 Fathers

Lesson 5

1. Sarah and Clare are talking about different holidays. 1) Match the answers to the questions. One answer is extra.

- |  |   |
|--|---|
| 1 — Do you like school parties or family parties?      | A — No, I don't. I prefer Thanksgiving. |
| 2 — What is your number one holiday?                   | B — Yes, we do.                         |
| 3 — Do you like Halloween?                             | C — No, I don't. I usually make them.   |
| 4 — Do you exchange presents with your sister?         | D — I like New Year best of all.        |
| 5 — Do you buy presents for the people in your family? | E — My flat is number one.              |
|  | F — I prefer family parties.            |

2) Choose the correct answer or question.

1 What holiday do you prefer?  
a New Year. b Christmas songs. c Thanksgiving turkey.

2 What holiday is your first choice?  
a I choose summer. b I like when I have a choice of tasty food. c I like Easter best of all.

3 a Do you like Christmas more than Halloween?  
b Do you like Christmas or Halloween?  
c What holiday do you prefer?  
Yes, I do.

4 a What do you know about Easter?  
b What is your favourite holiday?  
c Do you like traditional celebrations?  
Easter is my number one holiday.

Consolidation

1. In your culture. What holidays are popular in your country? Write the names of the people of the Republic of ...

Упражнения к каждому уроку

Домашнее задание к уроку

English 5



5. All about me. My family's favourite holidays. (AB No. 8), AB ex. 3, Reader ex. 1.

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Раздел  
CONSOLIDATION  
(повторение  
усвоенного  
материала)

Раздел  
TEST YOURSELF  
(контроль  
усвоенного  
материала)

Раздел  
ALL ABOUT ME  
(работа над  
продуктивными  
умениями)

# CONSOLIDATION

1. A teacher of English makes notes on her pupils.

1)  **Word building.** Fill in the tables first.

Noun	Noun (person)	Adjective	Verb
spelling work	_____	written	<u>to spell</u>
	speaker		_____
	learner		_____
	_____		_____

Adjective	Adverb	Adjective	Adverb
careless	_____	incorrect	_____
bad	_____	good	_____
hard	_____	serious	_____
fast	_____	neat	_____
slow	_____		

**Тема  
ВСЕГДА СОВПАДАЕТ  
С УЧЕБНИКОМ**  
Школа. Внеклассная  
деятельность. Любимые  
занятия.

Словообразование:  
-ly; -er; -or

• в **говорении** формируются лексические навыки по теме «Школа. Достижения в школе и во внеклассной деятельности. Любимые занятия в свободное время» (19 ЛЕ); формируются грамматические навыки употребления наречий, оканчивающихся на -ly, а также совпадающих по форме с прилагательными, степеней сравнения наречий; совершенствуются грамматические навыки употребления глаголов в видовременных формах действительного залога (Present Perfect, Past Simple), условных предложений реального характера, способов словообразования (суффиксы наречий -ly, существительных -er, -or, -ian, -ist); развивается умение вести диалог-расспрос: выражать речевые функции запроса информации об умении что-либо делать (*asking if someone can do something*), сообщения информации об умении / неумении что-либо делать (*saying you can / can't do something*), используя новые речевые средства; в монологической речи развивается умение высказываться о фактах, используя оценочные суждения и аргументы, умение передавать содержание прочитанного и услышанного с выражением своего отношения;



ТВ



2) **Grammar.** Write how well each pupil does in English. Use the words from the tables.

0) **Mark:** Bad spelling. Careless written work.

*Mark spells badly. He writes carelessly.*

1) **Alex:** Hard worker. Fast learner.

2) **Victor:** Slow speaker. Incorrect spelling.

3) **Helen:** Good and serious worker.

4) **Daniel:** Neat written work.

Школа. Внеклассная  
деятельность.  
Любимые занятия.

Наречия, оканчивающиеся на  
-ly, и совпадающие по форме с  
прилагательными

2. **Word building.** Sarah talks about her ambition.

Use the words in the box to form new words that fit in the gaps (1–5) in the text. Read the Learning to learn note first.

## Learning to learn

### Как выполнить задание на словообразование

Когда ты выполняешь задание, в котором требуется образовать новое слово для заполнения пропуска в предложении, поступай следующим образом:

1. Прочитай предложение с пропуском, чтобы понять общий смысл.
2. Определи, какой частью речи является пропущенное слово.
3. Вспомни суффиксы и приставки (а также другие способы словообразования), с помощью которых ты можешь образовать нужное слово.
4. Правильно запиши образованное слово в указанном месте.
5. Прочитай готовое предложение и проверь, имеет ли оно смысл.

Словообразование:  
-ly; -er; -or; +  
повторение

I love drama and acting and I have joined a drama club.  
We (0) usually do one (1) \_\_\_\_\_ every six months. We (2) \_\_\_\_\_ every week. In the weeks before a show we work harder. This means that school work has to wait but the (3) \_\_\_\_\_ usually understand. We do everything (4) \_\_\_\_\_.  
I want to be a professional (5) \_\_\_\_\_.

- (0) USUAL
- (1) PERFORM
- (2) PRACTICE
- (3) TEACH
- (4) PROFESSION
- (5) ACT

Школа. Внеклассная  
деятельность.  
Любимые занятия.

**3. Grammar.** Try to guess what the people do and how they do it. The verb begins with the same letter as the first name and the adverb with the same letter as the surname.

- 0) Rose Frost is a good runner. She runs fast. She runs faster than anyone in the class.
- 1) Sally Baker has abilities in singing. She \_\_\_\_\_
- 2) It is difficult to hear what Tom Quin is saying. He \_\_\_\_\_
- 3) Will Harris is a hard working person. He \_\_\_\_\_
- 4) Roy Cooper has never had an accident on his bike. He \_\_\_\_\_
- 5) Sam White is not afraid of water. He \_\_\_\_\_
- 6) Peter Brown is not a good actor. He \_\_\_\_\_

Степени сравнения  
наречий

**4. Vocabulary.** Choose the word that fits in each sentence in the pair. Translate the word.

board • hard • set • top • train • -try-



- 0 a You must try hard to be the best. стараться  
b try on this sweater. \_\_\_\_\_
- 1 a She set a new record yesterday. \_\_\_\_\_  
b I always help Mum to \_\_\_\_\_ the table.  
\_\_\_\_\_
- 2 a It was \_\_\_\_\_ work. \_\_\_\_\_  
b It is necessary to work \_\_\_\_\_ to get good results. \_\_\_\_\_
- 3 a My mum bought me a \_\_\_\_\_ and a skirt for summer. \_\_\_\_\_  
b She is a \_\_\_\_\_ sportsman. \_\_\_\_\_
- 4 a I want to take part in the Olympics and I \_\_\_\_\_ hard for this sports event. \_\_\_\_\_  
b We went to the competition in Spain by \_\_\_\_\_.
- 5 a It was interesting to travel on \_\_\_\_\_ the ship. \_\_\_\_\_  
b There is my name on the \_\_\_\_\_ of fame in our class. \_\_\_\_\_

Лексические  
навыки

**5. Grammar.** What is the best way to do your homework?

Fill in the gaps with the correct verb form.



**First Conditional**

If you **ask** your parents, they **will help** you.

GS p. 205

- 0) If you have a comfortable homework area with pens, pencils, rulers, a dictionary, you will spend less time looking for things you need. (*to have; to spend*)
- 1) If you \_\_\_\_\_ to do your homework at the same time each day, it \_\_\_\_\_ a part of your schedule. (*to become; to try*)
- 2) If you \_\_\_\_\_ to your teacher carefully at school, it \_\_\_\_\_ you some ideas for your homework. (*to listen; to give*)
- 3) It \_\_\_\_\_ you to do your homework properly if you \_\_\_\_\_ the television while you are doing your homework. (*to help; to turn off*)
- 4) You \_\_\_\_\_ words more easily if you \_\_\_\_\_ them aloud.<sup>1</sup> (*to read; to remember*)
- 5) If you \_\_\_\_\_ neatly, your homework \_\_\_\_\_ nice. (*to look; to write*)

**6. Grammar.** What do children say about their achievements?

Fill in the gaps with the correct verb form.



**Present Perfect and Past Simple**

I **have set** a record.

Last year I **set** a national record.

GS p. 197

- 0) I have loved (*to love*) drama and acting since I was small.
- 1) I \_\_\_\_\_ (*to ski*) for eight years already.
- 2) I \_\_\_\_\_ (*to do*) Taekwon-Do since I was five years old.
- 3) I \_\_\_\_\_ (*to begin*) studying the piano at the age of four.
- 4) I \_\_\_\_\_ (*to give*) my first concert at nine.
- 5) I \_\_\_\_\_ (*to win*) my first prize in 2009.
- 6) When we \_\_\_\_\_ (*to win*) the World Cup I was so happy.
- 7) I \_\_\_\_\_ (*to win*) lots of medals for team races and single races.
- 8) I \_\_\_\_\_ (*to start*) playing tennis two years ago and I \_\_\_\_\_ (*to achieve*) a lot since then.
- 9) My life \_\_\_\_\_ (*to change*) since I \_\_\_\_\_ (*to win*) my medals in swimming.

<sup>1</sup> aloud — вслух

Школа. Внеклассная  
деятельность.  
Любимые занятия.

Условные  
предложения

Грамматические  
навыки:  
действительный  
залог Present Perfect,  
Past simple

# Lesson 8

## TEST YOURSELF

### I LISTENING COMPREHENSION

You will hear a story about Molly. She took part in a competition. For questions 1–7, write T (if the statement is true), F (if it is false) and N/s (if it is not stated). You will hear the recording twice.

- 1) \_\_\_ Molly started taking photos when she was five.
- 2) \_\_\_ Molly's relatives like photography, too.
- 3) \_\_\_ Molly learned about the competition from her family.
- 4) \_\_\_ She sent the photo of an owl to the magazine.
- 5) \_\_\_ Molly had to go to another city to get the award.
- 6) \_\_\_ All the winners came to get awards with their parents.
- 7) \_\_\_ Molly hopes to become a professional photographer.



Your score	7	6–5	4–3	2 and less
Your mark	5	4	3	2

### II READING COMPREHENSION

Read the story *Sadie's Talent* by Lloydene Cook. For questions 1–6, choose the correct answer (a, b or c).

Sadie was the youngest child in the family with lots of talents. Her papa was the Pig Calling Champion. Her mama sewed perfectly. Her brother, Buster, could stand on his head. And her sister, Clorissa, could sing better than a bird on a sunny morning in May. Sadie liked making up stories in her head, but she was shy and didn't share them with anyone.

One summer afternoon Sadie sat near the house. She was upset. "What's worrying you, Sadie?" asked Grandma.

"I can't do anything better than I do," Sadie said.  
"I haven't found your gift yet," Grandma said.  
"What?" Sadie asked.  
"I don't know," Grandma explained. "Something that makes you special."  
"I don't know my talent yet."  
"I know your talent?" Sadie asked.  
"I don't know myself," Grandma said.  
"I don't know if I find it?"

Аудирование

Умение самостоятельно оценивать свои умения в различных видах речевой деятельности

Контроль достижения предметных результатов

Чтение

A

English 7

Activity Book

TEST YOURSELF

"You will feel special all over," Grandma said.

And Sadie looked. She sang with Clorissa. She sewed with Mama and made pies with Grandma. But Sadie didn't feel anything.

One night after supper the family gathered in the yard.

Mama was sewing, Grandma was shelling<sup>1</sup> nuts and Grandpa was making a toy alligator. Clorissa was singing a new song and Buster was standing on his head.

Grandma said, "I remember how my mama told me stories — best stories I ever heard."

Sadie said quietly, "I know a story, Grandma. Far back there lives a big old hairy monster. Every night he comes out and looks for something to eat ..."

When Sadie told her story, everyone stopped to listen. Clorissa and Buster sat down near Sadie.

"People tried to catch the monster, but he always went away. Some people say he's still walking in this forest at night, hungry for his supper!"

Buster said "That was a good story."

"Tell us another one. Please!" Clorissa asked.

Sadie smiled at Grandma. "Once upon a time ..."



Чтение

1 In Sadie's family

- a people liked stories.
- b children sang beautifully.
- c everybody had some abilities.

2 Sadie didn't tell other people her stories because

- a the members of the family were busy.
- b she didn't want to share her stories.
- c she wasn't sure that people liked them.

3 Sadie was upset because

- a she had lost her gift.
- b she thought she didn't have any talent.
- c all members of the family had got gifts and Sadie hadn't got one.

4 While Sadie was telling her story about a monster,

- a her sister was singing.
- b her Grandma remembered a better story.
- c the members of the family listened to her quietly and carefully.

5 Sadie was happy because

- a she understood what talent she had.
- b nobody was scared of the monster.
- c her Grandma smiled.

6 The word *gift* in the story means

- a a present.
- b a talent.

Your score	6	5	4—3	2 and less
Your mark	5	4	3	2

<sup>1</sup> to shell — очищать (от скорлупы)

1. Grammar. Here is some information about a young sportsman.

Fill in the gaps (1—12) with the correct form of the word. There is an example (0) at the beginning.

Sam plays cricket. He (0) is (to be) one of the players on the National Skill Sets programme.

My greatest achievement is that I (1) \_\_\_\_\_ (to play) for Kent. I (2) \_\_\_\_\_ (to start) playing when I was \_\_\_\_\_ the Kent team when I was nine and (4) \_\_\_\_\_ since then because I love it.

I (5) \_\_\_\_\_ (to train) twice a week in the winter and every day of the week in the summer.

I advise young cricketers to enjoy (6) \_\_\_\_\_ (to play) the sport. If you (7) \_\_\_\_\_ (to play) more, you'll play (8) \_\_\_\_\_ (well). To get good results you should have (9) \_\_\_\_\_ (good) skills than everyone else, and train (10) \_\_\_\_\_ (hard) than everyone else, and think (11) \_\_\_\_\_ (carefully) of all.

My ambition is to get in the Kent (12) \_\_\_\_\_ (one) team and progress from there.

2. Word building. Use the words in the box to form new words that fit in the gaps (1—5) in the text. There is an example (0) at the beginning.

More than 80 teams took part in the Robot (0) Olympiad in Tokyo. Each team built a robot. One of the (1) \_\_\_\_\_ says that it is necessary to make children interested in science. One of the boys said, "At the world (2) \_\_\_\_\_ we will write a program (3) \_\_\_\_\_ during the (4) \_\_\_\_\_. That's why we have to work harder and more (5) \_\_\_\_\_."

- (0) OLYMPIC
- (1) ORGANISE
- (2) CHAMPION
- (3) PROFESSION
- (4) COMPETE
- (5) PROPER

Словообразование

3. Vocabulary. Peter became the youngest winner of the music competition.

How did Peter feel about winning? Choose the correct word (a, b, c or d) to fill each gap (1—7). There is an example (0) at the beginning.

Last night I won the BBC Young Musician of the Year (0) competition. When they said my name it felt like a dream.

I felt quite (1) \_\_\_\_\_ at the competition final. But I (2) \_\_\_\_\_ to enjoy myself. And I really enjoyed playing with the orchestra. I was happy when the competition was (3) \_\_\_\_\_. I felt pleased with the part I had played. I took the (4) \_\_\_\_\_ music prize. It was (5) \_\_\_\_\_ without hard work.

I first started playing the violin when I was six. I play it for about an hour and half every day. My (6) \_\_\_\_\_ is to be a violin soloist. But now I can relax a bit and enjoy my (7) \_\_\_\_\_! (Peter, 12)

Лексика

- |                 |               |               |             |
|-----------------|---------------|---------------|-------------|
| 0 a competition | b school      | c achievement | d ambition  |
| 1 a nervous     | b necessary   | c possible    | d properly  |
| 2 a tried       | b played      | c set         | d trained   |
| 3 a away        | b around      | c up          | d over      |
| 4 a award       | b top         | c drama       | d same      |
| 5 a possible    | b impossible  | c important   | d necessary |
| 6 a ability     | b ambition    | c achievement | d skill     |
| 7 a gold        | b achievement | c schedule    | d team      |

Your score	24—22	21—18	17—12	11 and less
Your mark	5	4	3	2

#### IV WRITING

British and American children write letters to different magazines for children and ask for advice. Here is one of the letters.

*I like playing an unusual instrument – the pipe. My granddad kept one in his house. But some children laugh at me. Why don't they understand?*  
(Alex Winter, 13)

Write back to Alex. Give advice and write about your favourite activity and your achievements (100 words). Follow the rules of letter writing.

Blank lined writing area for the student's response to Alex's letter.

Письмо

#### V CULTURAL AWARENESS

How much do you know about British and American culture?

Mark the following statements T (true) or F (false).

- \_\_\_ In the report cards parents are asked to read teachers' comments on the pupil's work.
- \_\_\_ If pupils stay at school after school hours, they are called 'staying put' at this time.
- \_\_\_ If a person can do many different jobs, they are called 'multi-faceted' or 'all-trades'.
- \_\_\_ Children of 13 years old can take part in the Duke of Edinburgh's Award.
- \_\_\_ In Russia there is an award, which is a part of the International Award Association.
- \_\_\_ The Duke of Edinburgh has three awards: bronze, silver and gold.

Your score	6	5	4—3	2 and less
Your mark	5	4	3	2

Социокультурные навыки

#### VI SELF-ASSESSMENT

Description of achievement	Level reached			
	Poor	Fair	Good	Excellent
<b>I can read and understand:</b> <ul style="list-style-type: none"> <li>descriptions of people's activities;</li> <li>stories about people's achievements;</li> <li>magazine articles about children's problems.</li> </ul>				
<b>I can understand:</b> <ul style="list-style-type: none"> <li>opinions about how people can do things;</li> <li>when people ask me about my abilities.</li> </ul>				
<b>I can:</b> <ul style="list-style-type: none"> <li>express my opinion about people's abilities;</li> <li>say I can/can't do something;</li> <li>say how I can do something;</li> <li>ask if a person can do something;</li> <li>retell stories about after-school activities.</li> </ul>				

Самоконтроль

**IV SELF-ASSESSMENT**

Description of achievement	Level reached			
	2	3	4	5
<p><b>I can read and understand:</b></p> <ul style="list-style-type: none"> <li>• stories about celebrations,</li> <li>• how people celebrate different holidays.</li> </ul>				
<p><b>I can understand:</b></p> <ul style="list-style-type: none"> <li>• stories about favourite holidays and celebrations.</li> </ul>				

Description of achievement	Level reached			
	2	3	4	5
<p><b>I can talk:</b></p> <ul style="list-style-type: none"> <li>• about my favourite celebration,</li> <li>• about my last celebration,</li> <li>• about an unusual celebration.</li> </ul> <p><b>I can write:</b></p> <ul style="list-style-type: none"> <li>• about favourite holidays in our family,</li> <li>• about my last celebration.</li> </ul>				

Grammar checklist	Can understand	Can use
<ul style="list-style-type: none"> <li>• Past Progressive</li> <li>• Prepositions of time</li> <li>• Prepositions of direction</li> <li>• The degrees of comparison of adjectives</li> </ul>		

Учебные умения	Не умею	Умею
<ul style="list-style-type: none"> <li>• понимать связи между словами и предложениями в тексте</li> <li>• выполнять задания по чтению с выбором правильного ответа из нескольких</li> <li>• сравнивать информацию</li> <li>• сравнивать качества</li> </ul>		

Exercises I found most interesting /boring / difficult \_\_\_\_\_



**Соотнести свою успешность с целями (самоконтроль)**

Description of achievement	Level reached			
	Poor	Fair	Good	Excellent
<p><b>I can read and understand:</b></p> <ul style="list-style-type: none"> <li>● magazine and newspaper articles about sports and sports history;</li> <li>● magazine and newspaper articles about health problems and healthy lifestyles;</li> <li>● stories about sports competitions;</li> <li>● stories about people's behaviour</li> </ul>				
<p><b>I can understand:</b></p> <ul style="list-style-type: none"> <li>● opinions about sport;</li> <li>● opinions about health problems and healthy lifestyles;</li> <li>● if I'm asked to approve;</li> <li>● if I'm asked for more focused information</li> </ul>				
<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>● express my opinion about different sports;</li> <li>● describe my favourite sport or sports competition;</li> <li>● say that I approve/don't approve of something;</li> <li>● describe my way of living;</li> <li>● explain what promotes good health;</li> <li>● ask for more focused explanation</li> </ul>				
<p><b>I can write:</b></p> <ul style="list-style-type: none"> <li>● a report about a sports event;</li> <li>● a composition about healthy/unhealthy lifestyles, expressing reason and showing result</li> </ul>				

Grammar checklist	Can understand	Can use
<ul style="list-style-type: none"> <li>● Present Perfect Passive</li> <li>● Present Perfect Progressive</li> <li>● reflexive pronouns (<i>myself, ...</i>)</li> <li>● conjunctions (<i>both ... and ..., either ... or ..., neither ... nor ...</i>)</li> <li>● <i>used to</i></li> <li>● verbs + infinitive or Ving</li> </ul>		

Учебные умения	Не умею	Умею
<ul style="list-style-type: none"> <li>● понимать структурные связи внутри текста (хронологический порядок)</li> <li>● понимать связи между абзацами текста</li> <li>● использовать слова и выражения для показа очерёдности событий в рассказе</li> <li>● использовать слова для логической связи частей предложения (чтобы указать причину и подчеркнуть результат)</li> <li>● сравнивать и анализировать фактическую информацию (цифровые данные), используя различные языковые средства</li> <li>● слушать с целью извлечения конкретной информации</li> <li>● слушать с целью понимания основного содержания</li> <li>● выполнять задания по аудированию в тестовом формате (заполнение пропусков)</li> <li>● выполнять задания по аудированию в тестовом формате (соотнесение)</li> </ul>		

**Pupil's comments**

Exercises I found most interesting/boring/difficult:

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**Соотносить свою успешность с целями (самоконтроль)**



		Level reached	1	2	3	4 <sup>1</sup>
Reading	I can understand:					
	<ul style="list-style-type: none"> <li>short simple texts about characteristic features of the youth, their after-school activities;</li> <li>articles and reports about young people's life;</li> <li>contemporary literary prose about young people.</li> </ul>					
Listening	I can understand:					
	<ul style="list-style-type: none"> <li>short talks on the topics related to young people;</li> <li>extended speech about young people's problems;</li> <li>extended conversations about young people's activities/problems.</li> </ul>					
Speaking	<b>Spoken production</b>					
	I can present a clear detailed description of:					
	<ul style="list-style-type: none"> <li>my generation;</li> <li>my after-school activities.</li> </ul>					
	I can explain my viewpoint (giving reasons/arguments) on:					
Writing	<b>Spoken interaction</b>					
	I can participate in a conversation:					
	<ul style="list-style-type: none"> <li>about holiday/part-time jobs;</li> <li>about the ways to spend spare time.</li> </ul>					
	<b>Speech functions</b>					
Writing	I can express unwillingness to do something.					
	I can say I am not interested.					
	I can write simple texts on:					
	<ul style="list-style-type: none"> <li>my extracurricular activities;</li> <li>playing video games;</li> <li>planning my day.</li> </ul>					
Writing	I can write a clear well-structured text expressing different points of view about:					
	<ul style="list-style-type: none"> <li>video games;</li> <li>doing risky activities.</li> </ul>					
	<b>Speech functions</b>					
	I can make generalisations.					
Writing	I can add reasons.					

Грам. навыки

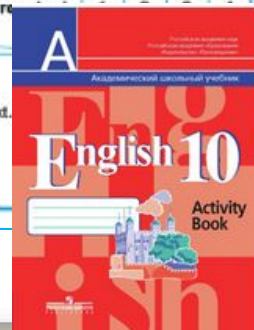
УУД + Test taking skills

Виды РД

Grammar checklist	Level reached	Can understand				Can use			
		1	2	3	4	1	2	3	4
<ul style="list-style-type: none"> <li>Reported speech</li> <li>Phrasal verbs (with the particle up/down)</li> <li>Pronouns/quantifiers (used to talk about a quantity)</li> <li>Adverbs with different forms and meanings</li> <li>Suffixes of abstract nouns</li> <li>Double comparatives</li> </ul>									

		Level reached	1	2	3	4
Study skills	<b>Reading</b>					
	I can read for the main idea:					
	<ul style="list-style-type: none"> <li>I can predict the content according to the headline.</li> <li>I can find the key words, identify the relevant information and so get the idea of the content.</li> </ul>					
	I can read for detailed comprehension:					
Study skills	<b>Listening</b>					
	I can listen for the main idea:					
	<ul style="list-style-type: none"> <li>I can predict the information using the key words as a kind of support.</li> <li>I can listen for detailed comprehension.</li> <li>I can use contextual clues.</li> </ul>					
	I can use an outline as a kind of support.					
Study skills	<b>Speaking</b>					
	I can make a report on the results of the project work.					
	I can answer a series of follow-up questions about my project.					
	I can make my feelings understood (e.g. indifference) and react to others' feelings.					
Study skills	<b>Writing</b>					
	I can write:					
	<ul style="list-style-type: none"> <li>a factual description interpreting graphic aids (comparing facts, generalising, making conclusions);</li> <li>an opinion essay;</li> <li>a personal letter describing experiences;</li> <li>a summary of an article.</li> </ul>					
	I can sum up the results of the project work.					
Study skills	<b>Writing</b>					
	I can monitor my typical mistakes and correct them in my writing.					

		Level reached	1	2	3	4
Test-taking skills perfection	I can do a matching test:					
	<ul style="list-style-type: none"> <li>matching six audio texts to one of seven prompts;</li> <li>choosing which sentence/part of the sentence fits into gaps in a text.</li> </ul>					
	I can do a multiple choice test:					
	<ul style="list-style-type: none"> <li>with a written text;</li> <li>with an audio text.</li> </ul>					
Test-taking skills perfection	I can do a word building test.					



## All about me



### 1. What I like doing.

My name is \_\_\_\_\_.

I like \_\_\_\_\_ tales.

My favourite tale is \_\_\_\_\_.

It is \_\_\_\_\_.

My favourite character is: \_\_\_\_\_.

I like \_\_\_\_\_ games.

My favourite game is \_\_\_\_\_.

It is \_\_\_\_\_.

I \_\_\_\_\_.

My \_\_\_\_\_.

It \_\_\_\_\_.

### 2. My country.

I'm from \_\_\_\_\_.

My country is \_\_\_\_\_.

There are \_\_\_\_\_.

I live in \_\_\_\_\_.

It is \_\_\_\_\_.

In my region you can see \_\_\_\_\_.

My favourite place is \_\_\_\_\_.

I like \_\_\_\_\_.



## All about me

### 1. My family's summer favourites.

Summer is a time for family holidays.

In my family we like to spend time together.

Mum likes \_\_\_\_\_.

\_\_\_\_\_ likes \_\_\_\_\_.

\_\_\_\_\_ likes \_\_\_\_\_.

I like \_\_\_\_\_.

We like \_\_\_\_\_ together.

### 2. My favourite animal.

My favourite animal is \_\_\_\_\_.

Here is its picture.



I think \_\_\_\_\_ is very special because \_\_\_\_\_.

It is \_\_\_\_\_ than \_\_\_\_\_.

I like \_\_\_\_\_.



# All about me

Монологическое  
высказывание  
(с опорой)

**4. My flat/house.**

I live in \_\_\_\_\_

There is/are \_\_\_\_\_

I (don't) have \_\_\_\_\_

My room is comfortable \_\_\_\_\_

There is/are \_\_\_\_\_

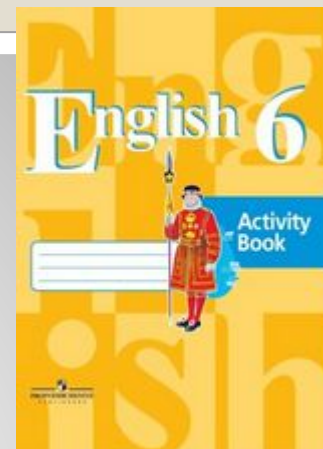
Besides \_\_\_\_\_ on \_\_\_\_\_

My room is \_\_\_\_\_ because \_\_\_\_\_

I like \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**8. The recipe for my favourite dish.**

My favourite dish is \_\_\_\_\_

To cook \_\_\_\_\_ you need

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I like \_\_\_\_\_ a lot. It tastes \_\_\_\_\_

\_\_\_\_\_

Монологическое  
высказывание  
(с опорой)

All about me

-Создавать связные монологические высказывания с использованием основных коммуникативных типов речи (описание/характеристика, повествование/сообщение) в рамках предметного содержания речи с опорой или без опоры, с изложением своего мнения и краткой аргументацией (объем высказывания до 10–12 фраз); (ФГОС ООО)



### 1. My impressions about my favourite trip.

Not long ago I went to \_\_\_\_\_

I saw \_\_\_\_\_

\_\_\_\_\_

I visited \_\_\_\_\_

\_\_\_\_\_

On the whole, \_\_\_\_\_

\_\_\_\_\_

I want to show you some photos of the trip.

In photo No. 1 you can see \_\_\_\_\_

I took it \_\_\_\_\_

I think \_\_\_\_\_

In the second photo \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Успешность**




**усвоение  
несложного  
материала**

**Успешность**



**Удовлетворение  
от решения  
сложных задач**

## 2. Holiday code.

1)  **Vocabulary.** Match the verbs with nouns and write the code.

1 climb		a books		1 — i
2 run		i a tree		2 —
3 eat		o football		3 —
4 go	←	y nice food	→	4 —
5 spend	←	e in the sea	→	5 —
6 stay	←	h rides	→	6 —
7 play	←	d a parade	→	7 —
8 put on		k gifts		8 —
9 read		l different places		9 — a
10 swim		m clothes		10 —
11 go on		n time		11 —
12 visit		r letters		12 —
13 watch		w shopping		13 —
14 write		s races		14 —
15 buy and bring		t at home		15 —


1

шаг

Сочетаемость  
ЛЕ



задания

2)  Where did Sid go last summer? Use the code to read the holiday postcard. Tick (✓) the correct picture.



11-1

*Hi!* \_\_\_\_\_

1 9-8 1-5 2-3-13-5-10-3.

1-6 1-2 11-7-6 11-10-14-10.

1 2-4-1-8 9 12-7-6.

6-11-10-14-10 9-14-10 8-9-5-3

9-5-1-8-9-12-2 11-10-14-10.

1 2-9-4 9 15-7-9-12-9

3-10-2-6-10-14-13-9-3.

2-1-13.



Формат  
личного  
письма

Чтение с  
извлечением  
конкретной  
информации

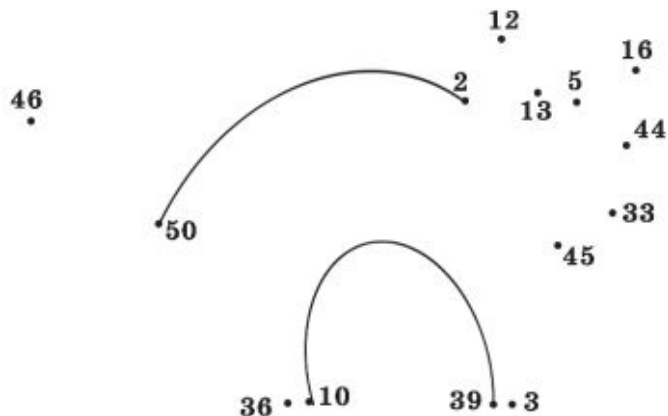


## Lesson 4

What is the favourite animal in Egypt? Read the sentences and choose true or false, then join the dots.

join the dots — соедини точки

	TRUE	FALSE
1. The tallest animal is the giraffe.	10-39	10-45
2. The animal with the longest nose is the dog.	27-50	13-5
3. The largest animal is the blue whale.	5-16	2-13
4. The fastest animal is the horse.	44-50	44-33
5. The parrot is best at talking.	39-3	39-16
6. The biggest fish is the shark.	46-50	46-39
7. The smartest animal is the sheep.	12-50	12-2
8. The longest reptile is the anaconda.	50-2	13-50
9. The smallest bird is the humming bird.	36-46	36-39
10. The most dangerous fish is the goldfish.	16-13	16-44
11. The heaviest bird is the turkey.	33-46	33-45
12. The biggest reptile in North America is the American alligator.	10-36	10-12
13. The largest member of the cat family is the wild cat.	3-33	3-45
14. The most beautiful bird is the ostrich.	12-50	12-13



Грамматические  
навыки

Межпредметные  
связи  
Критическое  
мышление





# Lesson 2

## GRAMMAR

I have made lunch. Enjoy your meal!

GS p. 80

2) What have the Mills done? Why are they happy? Match.

1. Andy's father has bought a new cooker.
2. Andy has swept the paths.
3. They have cleaned the garden.
4. They haven't forgotten to wash the floor.
5. Andy has repainted the door.



- a. The garden is clean.
- b. Andy's mother can cook on the new cooker now.
- c. The floor is *super* clean now.
- d. The door is blue now.
- e. Now the paths are clean.

### WORD BUILDING

to paint — красить  
to repaint — перекрасить

- 1) Find Past Simple and Past Participle of the verbs and colour the picture.

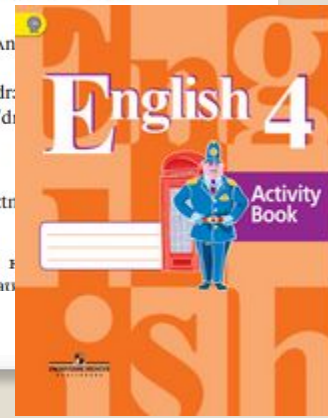


- (yellow) bring — \_\_\_\_\_
- (brown) do — \_\_\_\_\_
- (blue) buy — \_\_\_\_\_
- (green) draw — \_\_\_\_\_
- (grey) eat — \_\_\_\_\_
- (orange) forget — \_\_\_\_\_
- (pink) make — \_\_\_\_\_
- (red) put — \_\_\_\_\_

Грамматические  
НАВЫКИ

### Список неправильных глаголов

be [bi:]	was/were [wɒz/wɜ:]	been [bi:n] быть
break [breɪk]	broke [brəʊk]	broken ['brəʊkən] ломать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t] приносить
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t] покупать
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t] ловить
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzən] выбирать
come [kʌm]	came [keɪm]	come [kʌm] приходиться
do [du:]	did [dɪd]	done [dʌn] сделать
draw [drɔ:]	drew [dru:]	drawn [drɔ:n] вытянуть
drive [draɪv]	drove [drəʊv]	driven ['drɪvən] привести
eat [i:t]	ate [et]	eaten ['i:tn]
feed [fi:d]	fed [fed]	fed [fed]
find [faɪnd]	found [faʊnd]	found [faʊnd]



## 2. Vocabulary.

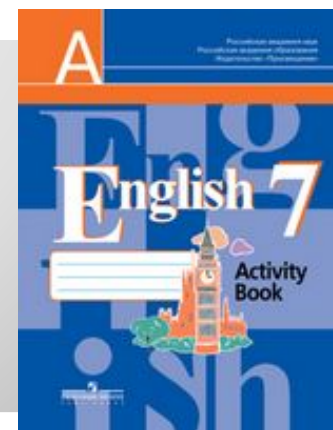
The highlighted words are in the wrong sentences.  
Find the correct word for each sentence.



- 1) In judo you first learn how to fall <sup>properly</sup> **necessary**.
- 2) I'm hoping to compete in the Winter Olympics. I'm training **gold**.
- 3) I go in for music and want to be a **properly** pianist.
- 4) I am looking forward to the World **achievement**.
- 5) I'd like to win a **professional** medal.
- 6) I ski with the British Children's Ski **championships**.
- 7) My website has won a top net **record**.
- 8) I'm working hard at my **award** to be a professional actor.
- 9) My biggest **ambition** was that I got a medal for a running race.
- 10) My ambition is to set a new **team**.
- 11) To get good results it is **hard** to enjoy playing the sport.

Сочетаемость  
ЛЕ

Нестандартные  
упражнения



**2. Vocabulary.** What relations do these conjunctions and linking words show? Put them into the right column.

after all	besides	for example	next
as a result	but	for this reason	on the other hand
because	consequently	however	since (×2)
			such as

Time Время	Reason Причина	Result Результат	Contrast Противопо- ставление	Adding Добавление	Giving examples Примеры

**3. Vocabulary.** Fill in the gaps in the article with the appropriate conjunction or linking word from ex. 2. More than one answer may be possible.

**Eating in Britain**

Visitors to Britain generally agreed about one thing — British cooking. “It’s terrible!” they said. “You can cook vegetables in so many interesting ways.

(0) But the British cook vegetables for too long; (1) \_\_\_\_\_, they lose their taste.” But things have changed ...

Food has become very important in Britain. (2) \_\_\_\_\_, TV cooks are more famous than writers and their recipe books are bestsellers.

Twenty years ago, British people usually ate at home. Today, (3) \_\_\_\_\_, many people eat out at least once a week in lots of different kinds of restaurants,

(4) \_\_\_\_\_ French, Indian, Chinese, Thai ... People prefer “international” food,

(5) \_\_\_\_\_, pizza and curry.



Структурно-  
СМЫСЛОВЫЕ  
СВЯЗИ

**3. Vocabulary.** Match the words from the first and the second columns to form meaningful expressions, then find the correct translation and complete it.

- |                   |                                   |                             |
|-------------------|-----------------------------------|-----------------------------|
| 1 to get on       | A a nice flat                     | a включать _____            |
| 2 to get on with  | B a very interesting story        | b выдумывать _____          |
| 3 to look for     | C as an old man                   | c выключать _____           |
| 4 to look out for | D early                           | d загризировать _____       |
| 5 to make up      | E fine                            | e искать <u>преступника</u> |
| 6 to make up      | F in the examination              | f ладить с _____            |
| 7 to put on       | G smart clothes                   | g надевать _____            |
| 8 to turn off     | H the classmates                  | h оказаться _____           |
| 9 to turn on      | I the computer and check the mail | i подыскивать _____         |
| 10 to turn out    | J the criminal                    | j преуспеть _____           |
| 11 to turn up     | K the lights when you leave       | k приходить _____           |

Фразовые глаголы

**4. Vocabulary.** The first day on a new job is like the first day of school. What should you know on your first day at work? Complete the sentences with the verbs that fit in the correct form.

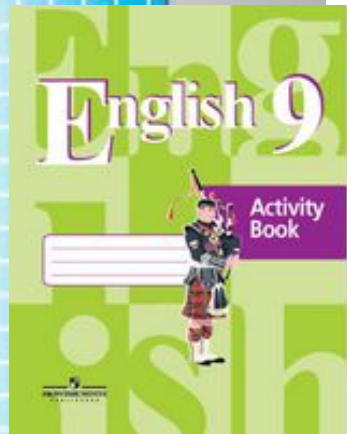
Do some research to (0) find out all you can about your new employer and the company.

Plan what you're going to (1) \_\_\_\_\_ on during the first week of work. Choose the suit in which you look your best. Before going to sleep the night before, (2) \_\_\_\_\_ through things that you will need for your first day at work. Be sure to have a pen to (3) \_\_\_\_\_ in those necessary forms.

If you (4) \_\_\_\_\_ up on time, it will make a good impression on your employer. (5) \_\_\_\_\_ of clever questions about the work, even when you may already know the answers.

At home write by name all the workers you can remember. You can compare (6) \_\_\_\_\_ in your list on Day Two.

That first day of a new job usually (7) \_\_\_\_\_ out to be physically and mentally tiring. But each day after will get easier and easier.



Нестандартные упражнения

**1. Word building.** Volunteering has always been popular among students. What is it necessary to do to make young people interested in volunteering?

Add a word from the box to the suffixes to make abstract nouns. Make any other necessary changes to the word.

add • agree • contribute • decide • develop • diverse  
employable • expect • flexible • organise (x2) • recognise  
situate • understand • volunteer

Students make a valuable (1) \_\_\_\_\_ion to their community through (2) \_\_\_\_\_ing.

Students are enthusiastic, skilled and keen to share new ideas. In (3) \_\_\_\_\_tion to their time, students bring (4) \_\_\_\_\_ity relating to their background and skills.

Many students are interested in skills (5) \_\_\_\_\_ment, since (6) \_\_\_\_\_ity is a definite concern in the current economic climate.

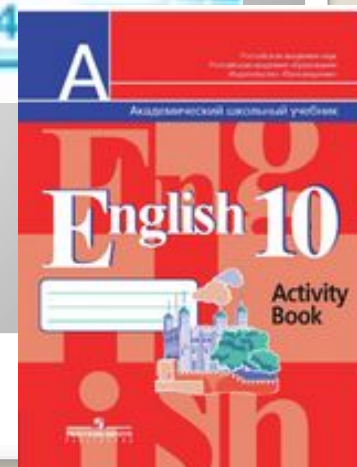
Volunteer (7) \_\_\_\_\_ations and students require (8) \_\_\_\_\_ity and (9) \_\_\_\_\_ing. Students may not know local issues and (10) \_\_\_\_\_ions. To succeed, volunteers need to be properly supported and feel valued. Making students feel valued can be achieved through rewards and (11) \_\_\_\_\_tion, or just by saying thank-you. Creating interesting and meaningful roles and involving students in (12) \_\_\_\_\_sion-making processes makes them feel

словообразование

Нестандартные  
упражнения

Unit 4

olidation



## Cassie is not a monster!

1. **Group work.** Вы нашли фотографии из альбома Хелен. Кто изображён на этих фотографиях? Опишите одного из героев, используя *is* или *is not*.



He \_\_\_\_\_ a monster.  
 He \_\_\_\_\_ a dragon.  
 He \_\_\_\_\_ big.  
 He \_\_\_\_\_ kind.  
 He \_\_\_\_\_ evil.



2. Шерлоку поручили узнать, кто съел в доме всё печенье. Подскажите Шерлоку приметы того, кто это сделал. Впишите подходящие по смыслу слова.



He \_\_\_\_\_ a dragon.  
 He is \_\_\_\_\_ blue \_\_\_\_\_.  
 He \_\_\_\_\_ big.  
 He is not \_\_\_\_\_.  
 He is a \_\_\_\_\_ monster.  
 He likes \_\_\_\_\_.



is not

a monster

evil  
[ˈiːvl]

kind

cookies

is

19

## Аудиоподдержка

2. Майк получил первое письмо от друга по переписке. Что его друг написал о своей семье? Выберите из рамки подходящие по смыслу предложения и восстановите письмо.



Dear Mike,

My name is Nick. I am 8.

I have got a mother. Her name is Emma.

She is nice and merry.

\_\_\_\_\_ His name is John.

He is smart and brave.

\_\_\_\_\_ She is little. She is funny.

\_\_\_\_\_ He is friendly.

He likes playing sports.

\_\_\_\_\_ They are very kind.

Their names are Friskie and Blackie.

All the best,

Nick

We have got two little cats.  
 I have got a brother.  
 I have got a grandma and a grandpa.  
~~I have got a mother.~~  
 I have got a sister.  
 I have got a father.

Опора

# Формирование уверенности в своих силах

Полноценные высказывания!!!



1. Young British children answered the question "What job do you want to do when you're older?". What are their answers? Fill in the gaps with suitable conjunctions.

grammar hint

**Both** Layla and her friend want to work with children.  
**either** a coach or a teacher.  
 Layla **nor** highly paid.

и ... и  
 или ... или  
 ни ... ни

GS pp. 194—195

Опора

1 "I would like to be \_\_\_\_\_ a scientist \_\_\_\_\_ a vet. I would like to be a scientist because I want to discover new things and do experiments. I would like to be a vet because I love animals and I would love to save them!" (Eden)

2 "I'd like to be \_\_\_\_\_ an air hostess because they're really kind and have really nice uniforms, \_\_\_\_\_ a dancer because I love music, and I'm far better at dancing than at singing!" (Millie)

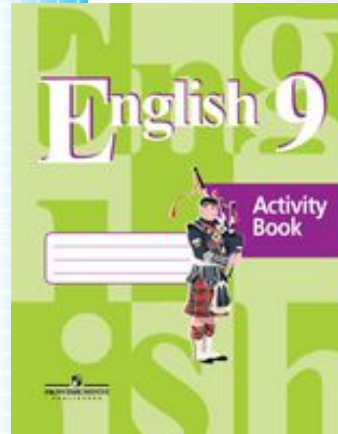
3 "The job I want when I am older is to be a photographer to be able \_\_\_\_\_ to earn money \_\_\_\_\_ become famous." (Anna)

4 "I want to be a model but I want to be \_\_\_\_\_ underweight \_\_\_\_\_ muscular." (Miranda)

5 "I want to \_\_\_\_\_ play my violin in the Royal Symphony Orchestra \_\_\_\_\_ be an architect." (Philippa)

6 "I want to work \_\_\_\_\_ in the police \_\_\_\_\_ to be a nurse, because I want to help others who are in need." (Emily)

7 "When I am older I would like to be a lawyer because I love \_\_\_\_\_ fighting \_\_\_\_\_ winning arguments!" (Jaz)



Коммуникативно значимые тексты

Формирование уверенности в своих силах

1. **Word building.** After-school life is an important part of teenagers' lives.

1) What are the positive sides of after-school life? Complete the words 1–11 with a suffix from the box. Make any necessary changes to the word.

**WORD building**

Suffixes of nouns

-dom -ence -er -hood -ion (-sion) -ity -ment

The research found that (1) participate in extracurricular (2) active raised pupils' self-esteem and led to lower levels of (3) depress. Schools that offer more clubs outside the classroom get better GCSE exam results from their pupils. The advantages were greater for boys. It could be so because boys are more motivated by doing sports. It's a key (4) drive in their (5) achieve.

Extracurricular (6) active are a source of skills that could be a ticket to a dream job in a competitive job market. (7) Employ are looking for people who have more than just academic and professional knowledge, who have skills like (8) communicate, (9) confident, problem solving and teamwork.

The more schools offer, the greater the (10) likely that pupils will find something they are good at. If a child has the (11) free of choice, he will certainly find something



2) **!** What extracurricular activities do you take part in? What skills do they help to develop? Write about 100–140 words. Get ready to talk about it.

# Формирование уверенности в своих силах

Коммуникативно значимые тексты



# The sound symbols

## Таблица соответствий английских и русских звуков

Звуки-близнецы, но ...

### Согласные

- [b] ≈ /б/, но твёрже и энергичнее
- [p] ≈ /п/, но с придыханием
- [v] ≈ /в/, но энергичнее, отчётливее
- [f] ≈ /ф/, но энергичнее, отчётливее
- [m] ≈ /м/, но более напряжённо, протяжно
- [g] ≈ /г/, но твёрже
- [k] ≈ /к/, но с придыханием, энергичнее
- [j] ≈ /й/, как в слове «май», но слабее, без шума
- [tʃ] ≈ /ч/, как в слове «чай», но /ч/ твёрже; кончик языка прижат к альвеолам

### Гласные

- [i:] ≈ /и:/, как в слове «ива», но более напряжённо, бы растянуты в улыбке
- [ɪ] ≈ /и/, как в слове «история», но кратко
- [ʌ] ≈ /а/, как в слове «оса», но короче, «о» как [а] ударно

[h]	[l]	[n]
[m]	[k]	[ɪ]
[aɪ]	[e]	[t]

## Дополнительные упражнения

### I четверть

1. The Little Prince lives on a small planet. What is his planet like? Fill in *is*, *are*, or *haven't got*. Вставьте, *is*, *are* или *haven't got*.

This (0) is my small planet. There (1) \_\_\_\_\_ no trees on my planet. But there (2) \_\_\_\_\_ many small baobabs. There (3) \_\_\_\_\_ three volcanoes [vol'kænəʊ] (вулканы) there. There (4) \_\_\_\_\_ a rose. It (5) \_\_\_\_\_ beautiful. But I (6) \_\_\_\_\_ friends here.

2. Во время своего путешествия Маленький Принц встретил делового человека, который был занят подсчётом звёзд. Проверьте, правильно ли он сосчитал. Напишите примеры цифрами.

(0) Three and two make five.  $3+2=5$

1. Five and seven make twelve. \_\_\_\_\_
- . Twelve and three make fifteen. \_\_\_\_\_
- . Fifteen and seven make twenty-two. \_\_\_\_\_
- . Twenty-two and six make twenty-eight. \_\_\_\_\_
- . Twenty-six and five make thirty-one. \_\_\_\_\_

3. Kate is asking her sister about Robin. Write Kate's questions. Match Kate's questions with her sister's answers. Напишите вопросы Кейт. Сопоставьте её вопросы с ответами.

0) Where/live/does/Robin?

— Where does Robin live?      g



Дополнительный учебный (и не только) материал

## Список установок

### Act the dialogues out.

Разыграйте диалоги.

### Answer your partner's/classmates' questions.

Ответьте на вопросы вашего собеседника/ваших одноклассников.

### Are these sentences true or false according to the information you've learnt?

Содержат эти предложения верную или неверную информацию в соответствии с содержанием текста?

### Ask your partner questions about ...

Задайте вопросы вашему собеседнику о ...

### Ask your partner/classmates questions to find out ...

Задайте вопросы вашему собеседнику/вашим одноклассникам, чтобы узнать ...

### Choose (and circle) the correct variant (a, b or c).

Выберите (и обведите) правильный вариант (a, b or c).

### Choose the correct verb form.

Выберите правильную форму глагола.

### Choose the words from the word box.

Выберите слова из рамки.

### Compare your notes.

Сравните ваши записи.

### Complete the table.

Заполните таблицу.

## Список неправильных глаголов

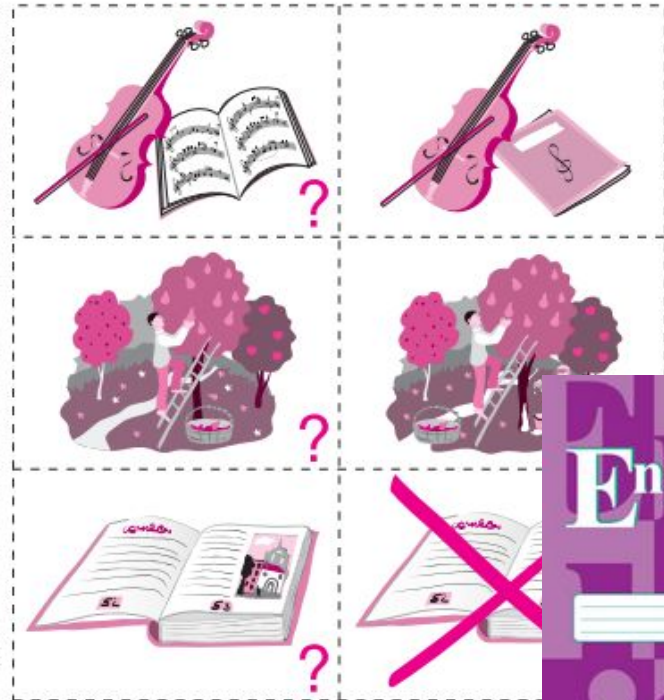
be [bi:]	was/were [wɒz/wɜ:]	been [bi:n] быть
break [breɪk]	broke [brəʊk]	broken ['brəʊkən] ломать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t] приносить
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t] покупать
catch [kæʃ]	caught [kɔ:t]	caught [kɔ:t] ловить
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzən] выбирать
come [kʌm]	came [keɪm]	come [kʌm] приходить
do [du:]	did [dɪd]	done [dʌn] делать, выполнять
draw [drɔ:]	drew [dru:]	drawn [drɔ:n] рисовать
drive [draɪv]	drove [drəʊv]	driven ['drɪvɪn] водить машину
eat [i:t]	ate [et]	eaten ['i:tn] есть
feed [fi:d]	fed [fed]	fed [fed] кормить
find [faɪnd]	found [faʊnd]	found [faʊnd] находить
fly [flaɪ]	flew [flu:]	flown [fləʊn] летать
forget [fə'get]	forgot [fə'gɒt]	forgotten [fɔ'gɒtn] забывать
get [get]	got [gɒt]	got [gɒt] получать
give [gɪv]	gave [geɪv]	given ['gɪvɪn] давать, отдавать
go [gəʊ]	went [went]	gone [gɒn] идти, ходить
have [hæv]	had [hæd]	had [hæd] иметь
keep [ki:p]	kept [kept]	kept [kept] держать
know [nəʊ]	knew [nju:]	known [nəʊn] знать



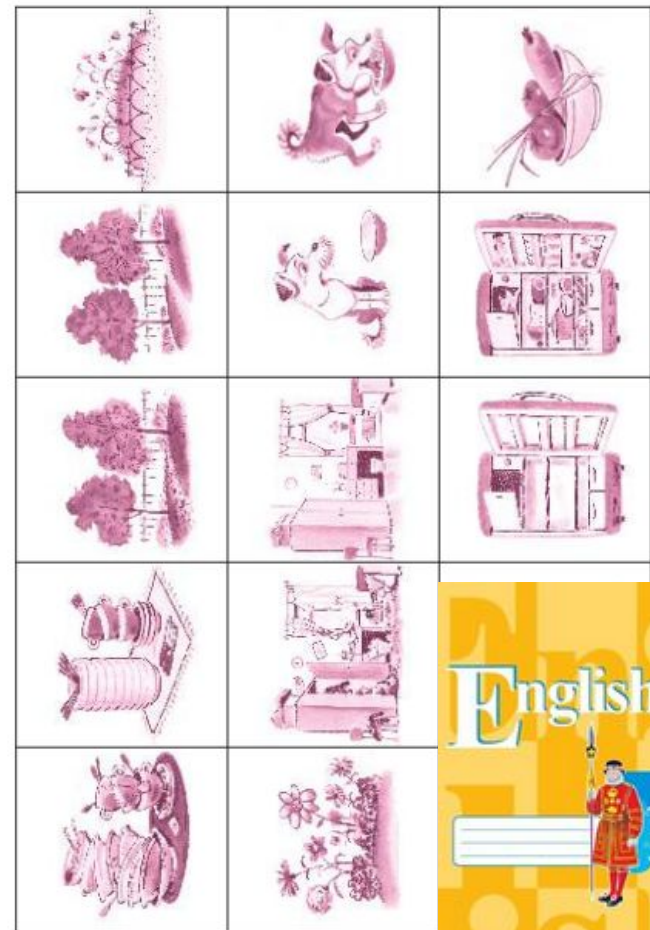
Дополнительный учебный (и не только) материал

## Picture cards for games

1. Карточки для игры "Have You Done It Yet?" (Unit 3, Lesson 4, ex. 3) — с. 131—137.
2. Образцы сюжетных карточек для игры "Fishy Stories" (Unit 6, Lesson 2, ex. 4) — с. 139—141.

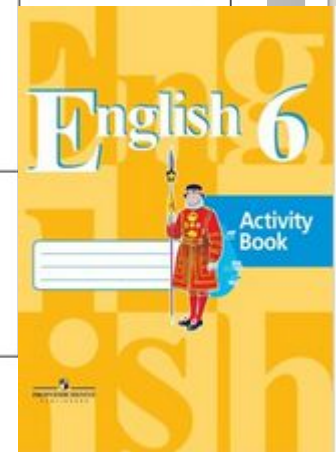


Picture cards for ga



126

Game



Дополнительный учебный (и не только) материал

# IRREGULAR VERBS

be [bi:]	was/were [wɒz/wɜ:]	been [bi:n]	быть
bear [beə]	bore [bɔ:]	born(e) [bɔ:n]	родить
become [brɪ'kʌm]	became [brɪ'keɪm]	become [brɪ'kʌm]	становиться
begin [brɪ'gɪn]	began [brɪ'gæn]	begun [brɪ'gʌn]	начинать(ся)
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]	ломать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносить
build [bɪld]	built [bɪlt]	built [bɪlt]	строить
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	покупать
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	выбирать
come [kʌm]	came [keɪm]	came [kʌm]	приходить
cost [kɒst]	cost [kɒst]	cost [kɒst]	стоить
cut [kʌt]	cut [kʌt]	cut [kʌt]	резать, рубить
do [du:]	did [dɪd]	done [dʌn]	делать
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	рисовать
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]	водить машину
eat [i:t]	ate [et]	eaten ['i:tn]	есть
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падать
feed [fi:d]	fed [fed]	fed [fed]	кормить
feel [fi:l]	felt [felt]	felt [felt]	чувствовать
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	драться, сражаться
find [faɪnd]	found [faʊnd]	found [faʊnd]	находить
fly [flaɪ]	flew [flu:]	flown [fləʊn]	летать
forget [fɔ:'get]	forgot [fɔ:'gɒt]	forgotten [fɔ:'gɒtn]	забывать
get [get]	got [gɒt]	got [gɒt]	получать
give [gɪv]	gave [geɪv]	given ['gɪvn]	давать, отдавать
go [gəʊ]	went [went]	gone [gɒn]	идти, ходить
grow [grəʊ]	grew [gru:]	grown [grəʊn]	расти
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	вешать
have [hæv]	had [hæd]	had [hæd]	иметь
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	слушать, слышать
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	делать больно
keep [ki:p]	kept [kept]	kept [kept]	держать
know [nəʊ]	knew [nju:]	known [nəʊn]	знать
lead [li:d]	led [led]	led [led]	вести
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	учиться
leave [li:v]	left [left]	left [left]	покидать, оставлять
let [let]	let [let]	let [let]	позволять
lose [lu:z]	lost [lɒst]	lost [lɒst]	терять
make [meɪk]	made [meɪd]	made [meɪd]	делать, совершать
mean [mi:n]	meant [ment]	meant [ment]	значить, означать
meet [mi:t]	met [met]	met [met]	встречать
pay [peɪ]	paid [peɪd]	paid [peɪd]	платить
put [pʊt]	put [pʊt]	put [pʊt]	класть, положить
read [ri:d]	read [red]	read [red]	читать
rebuild [,ri:'bɪld]	rebuilt [,ri:'bɪlt]	rebuilt [,ri:'bɪlt]	перестраивать



Дополнительный учебный (и не только) материал

## Lesson 4

1. Video games addiction is very dangerous. How can a person understand that there is video games addiction?

1) **Vocabulary.** Fill in gaps 1–10 with the suitable particle from the box. You can use the particles more than once.

on • out • up • with

Someone who needs help dealing (1) \_\_\_ their dependency on video or computer games or spending too much time going online will recognise themselves in the following descriptions.

You feel really happy when you're online or when you're playing games. You can go (2) \_\_\_ playing endlessly.

You keep (3) \_\_\_ thinking about going online or playing when you're supposed to be focusing on other things like doing school work or hanging (4) \_\_\_ with your family.

You spend more time with your keyboard than with your mates. Playing video games takes (5) \_\_\_ all of your time.

Your friends or parents ask what you spend all your time doing, and you make (6) \_\_\_ something about it. You know your parents don't hold (7) \_\_\_ your staying late in front of the computer. But you stick (8) \_\_\_ it. You may even fall (9) \_\_\_ with your parents or friends.

You get (10) \_\_\_ in the middle of the night to check your e-mail or your Facebook account because you're having trouble sleeping.

Unit 4

• повторение материала, вызывающего трудности на ЕГЭ

• задания в формате ЕГЭ

# Подготовка к ЕГЭ

## EXAM PREPARATION

### I LISTENING COMPREHENSION

Listen to six people talking about their volunteering experience. Match speakers A–F and statements 1–7. One statement is extra.

The speaker:

- 1) didn't expect that he would have to organise the work himself.
- 2) got a lot of satisfaction out of an administrative role.
- 3) had a great time working in the countryside.
- 4) had enough qualifications to do the task.
- 5) was impressed by the number of participating volunteers.
- 6) realised the necessity of office work.
- 7) remembered the moment when he was really worried.

Speaker	A	B	C	D	E	F
Statement						

### II READING COMPREHENSION

Read an article about Facebook and decide in which gap A–F each phrase 1–7 should go. There is one extra phrase that you do not need to use.

Facebook, for those of you who don't know, is a social networking system on the Internet. However, with any social networking system there are positive and negative sides and this is true of having an account on Facebook. The one major negative thing about having an account on Facebook is that pretty much everyone in the world can see (A) \_\_\_\_\_. There are privacy settings for your profile, which is a nice feature, but there are people out there (B) \_\_\_\_\_. This is why it is so important to be careful about the information you put on your account and (C) \_\_\_\_\_.

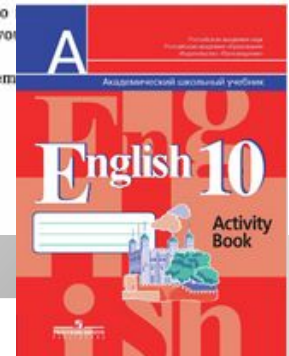
The good sides of Facebook are that it is an awesome way to keep in touch with your family and friends, share videos and pictures of one another and even make new friends. There is a chat button at the bottom of the screen so you can talk to your friends (D) \_\_\_\_\_. You can comment on a picture, video or status, expressing how you feel about it. Just don't put any inappropriate videos or pictures on because you will either get in trouble with your parents or guardians or worse the government. Commenting on everyone's pictures even people who you don't know isn't appreciated by most. And throwing your opinion in places (E) \_\_\_\_\_ is even worse.



Here are some important aspects about Facebook you need to know. For example, if you are going to a party, don't say whether or not you'll be home, don't give your phone number, don't say what place you are going to and (F) \_\_\_\_\_.

Facebook is a great way to keep in touch, but you should remember the advantages and disadvantages of having an account!

- 1) what time you are going there
- 2) what you put on it
- 3) how to make it safer for users

Unit 4



2.   Mr and Mrs Mills went away for the weekend. They gave Andy and Ashley a checklist of things they should do. Andy and Ashley have done some of these things (✓). Complete the dialogue between Andy and his mother.

## GRAMMAR

I **have done** my homework.

GS p. 78

- Have breakfast. ✓
- Feed Sparky. ✓
- Give Sparky some water. ✓
- Clean Sparky's cage.
- Have lunch. ✓
- Water the flowers.
- Clean the house.



**Mother:** Is everything OK?

**Andy:** Oh, yes, everything's OK.

**Mother:** (0) Have you had breakfast?

**Andy:** (1) Yes, we \_\_\_\_\_.

**Mother:** (2) Have you \_\_\_\_\_ Sparky?

**Andy:** (3) Yes, we \_\_\_\_\_.

**Mother:** (4) \_\_\_\_\_ you given Sparky some water?



**Andy:** (5) \_\_\_\_\_.

**Mother:** (6) \_\_\_\_\_.

**Andy:** (7) \_\_\_\_\_.



## Lesson 5

  Ben and Vicky love school fairs. They are going to take part in the Summer Fair, too. What are they, their parents and grandparents going to do for the Fair? Make up questions.

## GRAMMAR

**Are you going to take me to the Fair?**

**What are you going to do?**

GS p. 79

0. **Ben:** you/to help us with the Fair, Mum?

Are you going to help us with the Fair, Mum?

1. **Mum:** you/to play the piano, Vicky?

2. **Dad:** Ben/to buy face paints?

3. **Vicky:** you/to make a fruitcake, Grandma?



## Lesson 6

**g** Andy Mills is at his friend Harry's place. Fill in the gaps in the dialogue with the correct form of the verbs according to the questions.

### GRAMMAR

Watch a new TV game!

I **am going to** watch a new TV game.

I **have watched** a new TV game.

GS pp. 78-

- (1) What game **are they going to** start on TV?
- (2) What is the TV presenter **going to** do? **to**
- (3) What does the TV presenter tell children **to** do?
- (4) **Has** Andy **written** the address?

## Lesson 7

1. **g** Why are these children happy? Has anything really nice happened to them? What have they done? Fill in the gaps with Present Perfect of the verbs from the box.

### GRAMMAR

At last I **have done** my homework.

He **has not done** his homework.



GS p. 76

~~to decorate~~      to buy      to do      to take part  
to get      to finish      to make (2)      to come

0. I'm happy because my parents *have redecorated* my bedroom.

# Повторение



2.   Jack's little sister Jessica can use the computer very well. Now she's in her room, she is writing an e-mail letter to her granny. What's happening in the house? What are the members of the family doing? Use Present Simple or Present Progressive of the verbs in brackets.

## GRAMMAR

I often **write** letters to my granny.  
I'm **writing** a letter now.  
What **are you writing**?



# Повторение

Hi, Granny,

Today is Sunday. It (0) (rain) *is raining* and we are all at home.

Jack (1) (talk) \_\_\_\_\_ over the phone to Olivia. (Ha-ha!)

Dad (2) (watch) \_\_\_\_\_ TV. Guess what? A cartoon!

Usually he (3) (watch) \_\_\_\_\_ football.

Mum is in the kitchen. She (4) (make) \_\_\_\_\_ biscuits.

Sometimes I (5) (help) \_\_\_\_\_ her but not today.

Freddie (6) (sleep) \_\_\_\_\_ on the floor.

He always (7) (sleep) \_\_\_\_\_ when it is rainy.

I (8) (sit) \_\_\_\_\_ in my room and (9) (write) \_\_\_\_\_ you this letter.

What (10) \_\_\_\_\_ YOU (do) \_\_\_\_\_ now?

What (11) \_\_\_\_\_ my grandpa (do) \_\_\_\_\_?

Sorry, mum and dad (12) (call) \_\_\_\_\_ me.

Write back. Come to us next weekend. Please!

Love,  
Jess





“Morozko”

“The Scarlet Flower”



Nastenka

her stepsister

Nastenka

Lyubava

Gordeya

helpful    talented    tidy    lazy    kind    evil  
silly    brave    merry    gentle    friendly    smart

0. Nastenka is *kinder* than her stepsister.
1. She is \_\_\_\_\_ in the family.
2. Her stepsister is \_\_\_\_\_ than Nastenka.
3. Ivan Tsarevich is \_\_\_\_\_ than Emelya.
4. Emelya is \_\_\_\_\_ than Ivan Tsarevich.
5. Sadko is the \_\_\_\_\_ singer in Novgorod.
6. Gordeya is \_\_\_\_\_ than Lyubava.
7. Nastenka is \_\_\_\_\_ than her sisters.
8. She is the \_\_\_\_\_ in the family.

# Повторение



4. Andy and Ashley are going to be late for their School Summer Fair. Fill in the gaps with the correct form of the verbs in brackets.

## GRAMMAR

I'm going to write a letter.  
I'm writing a letter now.  
At last! I've written my letter.

GS pp. 77—80

**Ashley:** Has granny (0) (make) *made* the biscuits?

**Andy:** Of course, she has.

**Ashley:** Have you (1) (put) \_\_\_\_\_ them into the bag, Jack?

**Andy:** Of course not. You can do that.

**Ashley:** No, I can't. I haven't (2) (get) \_\_\_\_\_ dressed.

**Andy:** And I haven't (3) (clean) \_\_\_\_\_ my shoes!

**Ashley:** And you haven't (4) (paint) \_\_\_\_\_ your face!

**Andy:** I'm (5) (look) \_\_\_\_\_ for the face paints and I can't find them. Has dad (6) (buy) \_\_\_\_\_ them?

## • Достижение метапредметных результатов (регулятивные УУД)

- планировать и учитывать время, последовательность действий необходимых для решения учебной задачи; самостоятельно планировать деятельность (намечать цель, создавать алгоритм, отбирая целесообразные способы решения учебной задачи);
- оценивать средства (ресурсы), необходимые для решения учебной задачи;
- осуществлять контроль результата (продукта) и процесса деятельности (степень освоения способа действия) по заданным и (или) самостоятельно определенным критериям;

• Умения учиться

ФГОС ООО

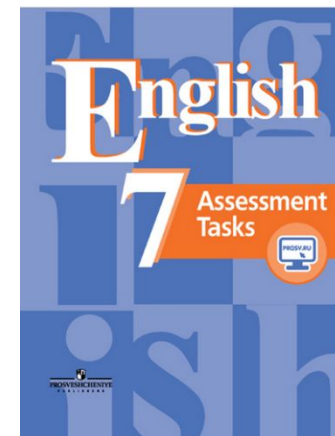
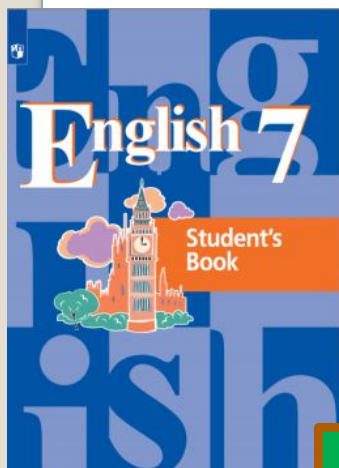
## • Достижение метапредметных результатов (регулятивные УУД)

- устанавливать приоритеты в деятельности, вносить коррективы в деятельность на основе новых обстоятельств, измененных ситуаций, установленных ошибок, возникших трудностей;
- прогнозировать последствия своих решений и действий;
- прогнозировать трудности, которые могут возникнуть при решении учебной задачи;
- объяснять причины успеха (неудач) в деятельности;
- сравнивать полученные результаты с исходной учебной задачей (достигнуто ли решение, каковы его сильные и слабые стороны);
- осуществлять дедуктивные и индуктивные умозаключения в том числе умозаключения по аналогии, приводить аргументы, подтверждающие собственную позицию с учетом существующих точек зрения;

# Работа над достижением предметных и метапредметных результатов



И



## Рабочие тетради обеспечивают требования ФГОС (а именно)

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- достижение метапредметных результатов
- формирование функциональной грамотности
- эффективное использование времени
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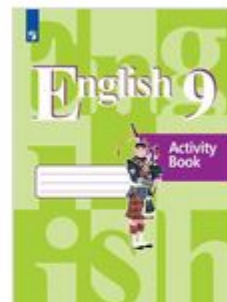


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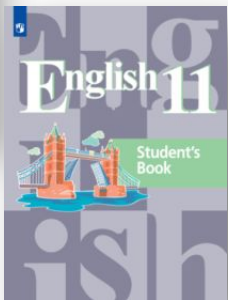
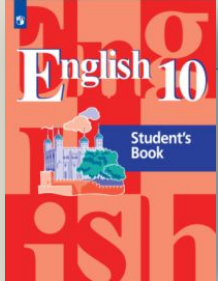


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