

# Новый УМК для современного поколения

А. А. Алексеев, Е. Ю. Смирнова и др.

# «Английский язык»



# Состав УМК

- **УЧЕБНИК**
- **АУДИОКУРС**
- **ТЕТРАДЬ-ТРЕНАЖЁР (WORKBOOK)**
- **ПОУРОЧНЫЕ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ (TEACHER'S BOOK)**
- **ТЕТРАДЬ-ЭКЗАМЕНАТОР (TESTBOOK)**
- **РАБОЧИЕ ПРОГРАММЫ**



## УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКТ (УМК):

Согласованность с требованиями ФГОС

Практико-  
ориентированный  
характер

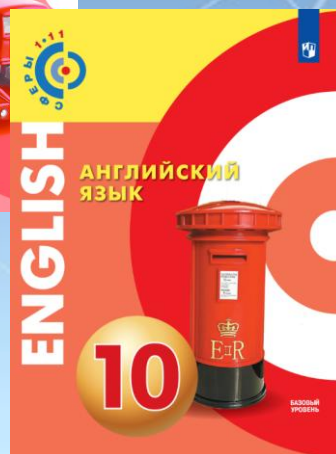
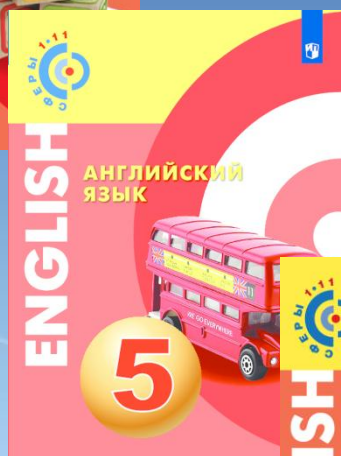
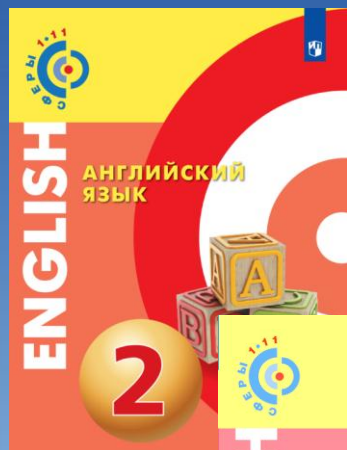
Учет возрастных и  
психологических  
особенностей учащихся

Аутентичность  
языковых  
материалов

Подготовка к ОГЭ и  
ЕГЭ

Развитие  
коммуникативной  
компетенции





# Учебник

# Структура учебника

Уроки

Рубрики

Циклы  
(Units)

Учебник

«Учись учиться» (Skills File)

Грамматический справочник

Словарь

# Вводная страница (Lead-in)

In this Unit you will...

Задания для  
введения в тему  
цикла

## UNIT 3 SAVING THE PLANET

*The sun, the moon and the stars would have disappeared long ago had they happened to be within the reach of human hands.*

Havelock Ellis

In this unit you will ...

■ **listen, read and talk about**

- carbon footprints
- saving the environment
- going green

■ **learn how to**

- talk about the future
- follow a class or radio discussion
- write an opinion essay
- make complex sentences

a) Match the captions with the pictures:

- Is the world addicted to fossil fuels?
- Many undiscovered medicines are to be found in rainforests
- One of the biggest problems in the developing world
- Global warming
- Hundreds are killed illegally every year

b) Work with a partner. Make notes on the problem each photo highlights. What other problems does our planet have? Add them to your notes.

c) Work in groups of four. Discuss the ways people are changing the planet. Many things people do have a negative effect on the planet. For example, ...  
Driving cars is bad for the planet because ...  
Cutting down rainforests ...

d) Discuss the quote by Havelock Ellis. What does it mean?

Give water.  
Give life.  
Give £2  
a month.  
WaterAid



# SKILLS FILE

## 2.6, 3.3

### REFERENCE

exs. 1, 3

a partner.  
lights when you leave a room.  
minute?

#### Agreeing

I think ... is absolutely right.  
I completely agree with ...

#### Adding a comment

The reason why I say that is ...  
Can I just make the point that ...  
Sorry to interrupt (you), but ...

#### Disagreeing

I see what ... means, but ...  
I don't quite see it that way.  
I think there is another way of  
looking at this.

exs. 1, 3

a room. And when you're not using  
your computer, TV or stereo, turn  
them off completely.



#### Heat less water

Heating water uses more power in  
houses than anything else. So when  
you make tea or coffee, fill the ket-  
tle only as much as you need to.



#### Save trees

Why not plant a tree? Trees use CO<sub>2</sub>  
and they produce clean air that we  
need! More trees mean less CO<sub>2</sub> in  
the air.

and cuts down energy consumption.  
You can recycle paper, plastic and  
glass.



To help fight  
to eat more  
small carb  
travelled a



SKILLS FILE  
1.3

### 2 SPEAKING Describing a cartoon

Describe the cartoon to your partner. Then  
its message is.

The cartoon shows that the ice caps have  
been melting ...  
The polar bear in the background has  
been sitting ...  
The two men on the left have come to ...  
The artist wants to say that ...



### 3 LISTENING People's opinion

a) Look at the questions. Then  
classroom discussion on globa  
your answers with a partner.

- 1 What does the discussion leader, Jean, tell students to do and  
not to do?
- 2 What does Amy say about the greenhouse effect?
- 3 What does Max add to her point?

b) Look at the questions below and listen to the second part of the  
discussion.

- 1 Which of the following bad discussion habits do you hear? Note  
down the mistakes and who makes them (Tom, Max, Maggie,  
Amy or John).

interrupting • being rude • talking too much • not listening to  
the last speaker • not giving facts to support statements

- 2 What three conclusions does the discus-  
end?

### 4 WRITING An opinion essay

Write an essay discussing the following state  
I won't go green because I can never save t

#### a) Organise your ideas.

- Brainstorm with a partner and  
make notes.
- Organize your ideas into  
arguments *for* and *against*.
- Think of examples.

#### b) Write an outline.

Introduction: Say why the question

#### OUTLINE

- 1 Introduction
- 2 First point of view:  
arguments and examples
- 3 Second point of view:  
arguments and examples
- 4 Conclusion

I am going to discuss/write

#### In an essay:

- it's often better to start with the  
points of view you disagree with.
- remember to read everything again  
and check for mistakes.

# EXAM

In an essay:

- it's often better to start with the  
points of view you disagree with.
- remember to read everything again  
and check for mistakes.





## Part C PRACTICE

### 1 VOCABULARY For a greener world

a) For each group find a word that doesn't fit.

- 1 sun • plastic • paper • glass
- 2 oil • water • wind • sun
- 3 waste • recycle • reduce • save
- 4 help • pollute • protect • save
- 5 climate change • solar power •



to extra endings.

tables.

the environment.  
the dustbin.

s.

fect progressive form

# GRAMMAR FILE 4.4, 4.6

GRAM  
FILE  
4.4

- 1 Peter only buys local food. He *has been eating* it for a year now. Today, for example, he *has already eaten* local farm bacon and eggs. (eat)
- 2 James is very interested in environmental problems. He \_\_\_ "green" magazines all afternoon. He \_\_\_ at least three magazines. (read)
- 3 Luke is going to raise money in a marathon for "Clean Water for Africa". He \_\_\_ three times this week. Now it is the fourth time. He \_\_\_ for at least an hour. (train)
- 4 Sue is going to Manchester for a job interview. She \_\_\_ on the motorway for about two hours. Now she has arrived at last. She \_\_\_ over two hundred miles. (drive)
- 5 The weather is terrible. It must be global warming! It \_\_\_ every day so far this week. It \_\_\_ since early this morning, and it is still raining. (rain)

### 3 GRAMMAR Phrasal verbs

Add *up* or *down* to the verbs below and complete the sentences with these *phrasal verbs*. Use the right tenses and *active* or *passive* forms.

calm • come • cut • end • hang • hurry • look • slow • write

- 1 Darwin *wrote down* his ideas on evolution in his book "On the Origin of Species".
- 2 Plastic and glass should always \_\_\_ in a recycling bin.
- 3 Many scientists \_\_\_ with answers to problems accidentally.
- 4 My mother was annoyed that the neighbours didn't recycle waste. We had to \_\_\_ her \_\_\_.
- 5 I must \_\_\_. I'm late for my lesson on greenhouse gases.
- 6 In order to build a new factory, the company \_\_\_ a lot of trees \_\_\_.
- 7 You can \_\_\_ the laws of relativity in your science books.
- 8 Can we \_\_\_ a poster of Einstein in the classroom?

GRAMMAR  
FILE  
17

### 4 VOCABULARY The environment

Complete the sentences with words below.

carbon footprint • cars • emissions • fossil fuels • appliances • global • greenhouse gas • insulation • recycle rubbish • solar energy • turn off • wind power

- 1 If there were fewer \_\_\_ on the roads, we could reduce carbon \_\_\_.
- 2 Good \_\_\_ keeps a house warm and saves energy.
- 3 \_\_\_ and \_\_\_ are examples of "green" energy.
- 4 We should \_\_\_ like glass, paper and cans.
- 5 Burning \_\_\_ is one of the main causes of \_\_\_ warming.
- 6 The average \_\_\_ of someone in Europe is much larger than of someone in Africa.
- 7 CO<sub>2</sub> is a \_\_\_.
- 8 To save energy we can \_\_\_ electric lights and electronic \_\_\_ when we are not using them.

GRAMMAR  
FILE  
15

### 5 GRAMMAR Complex sentences

Rewrite the statements below as one sentence, using one of the words in *italics* in the examples.

*Unless* we stop global warming, the next generation will have big problems.

He always switches the heating *off in order* to save electricity.

There's *so much* pollution *that* it's difficult to breathe.

It has *such* a strong smell *that* I can't eat it.

1 Stop cutting down rainforests. The forests will disappear.

2 We send a lot of CO<sub>2</sub> into the atmosphere. The climate is changing.

3 They may introduce carbon rationing. The reason is to cut the size of the country's carbon footprint.

4 The wind was very cold. I wanted to stay indoors.

5 She reads the news every day. She likes to know what is happening in the world.

have

MORE HELP  
P. 146

# MORE HELP P. 146

- 2 Tell us three things you can do to save other kinds of energy.
- 3 Tell us three things you can do to save water.
- 4 Tell us three things you can do to avoid waste.
- 5 What else can you do to save the environment?

#### 6 WRITING Completing a questionnaire

Greenpeace are looking for ideas about what you can do to save the environment. Answer the questionnaire in full sentences.

**Think global — act local: What *you* can do to look after this planet ... and win a free trip with the **Rainbow Warrior** to go whale-watching!**

Name: \_\_\_\_\_

- 1 Tell us three things you can do to save electricity.
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- 4 Tell us three things you can do to avoid waste.
- 5 What else can you do to save the environment?

**MORE HELP**  
**P. 146**

## Раздел помощи для слабых учащихся

#### Part C: Practice

#### 6 WRITING Completing a questionnaire

Greenpeace are looking for ideas about what you can do to save the environment. Answer the questionnaire in full sentences.

**Think global – act local: What *you* can do to look after this planet ... and win a free trip with the **Rainbow Warrior** to go whale-watching!**

Name: \_\_\_\_\_

- 1 Tell us three things you can do to save electricity.
- 2 Tell us three things you can do to save other kinds of energy.
- 3 Tell us three things you can do to save water.
- 4 Tell us three things you can do to avoid waste.
- 5 What else can you do to save the environment?

Here are some ideas to help you answer the questions:

- use a microwave oven
- have good insulation doors and windows
- use electric blankets
- use a smaller fridge
- wash clothes in cold water
- fill the washing machine with clothes
- use small lights, not big central lights
- use shower, not bath
- hot water shouldn't be too hot
- heat hot water in the kettle
- don't run the hot water tap
- don't heat empty rooms
- collect rainwater for the garden



i

## First driving lessons

In Britain young drivers from age 11 can have basic lessons in driving – but they don't drive on the road! Hopefully, they will be safer drivers later.

A: I think that in Russia you have to be ... before you can ...  
B: I agree. / I disagree. You have to be older / can be younger.

you are allowed to do these things? Discuss

too young / too old / the right age to ...

it's more/less likely that they will get  
accidents / alcohol problems / ...

... until I was ..., I would ...

c) Find out about the age you are allowed to do these things in other countries. Use the Internet.

EXTRA

Search under  
"minimum age +

EXTRA  
SKILLS FILE  
1.5



Search under  
"minimum age +  
(marry) +  
(a country), etc."

RD

ks. 2, 3  
the

of discrimination. Every day I see signs on shops that say "2 children at a time", "no school bags" or even "no children under 16 with an adult". Children have to wait outside and wait in and out of a shop. When they go into the shop, they leave their bag outside. It's unfair! It doesn't make sense to have an expensive tennis racket in the shop to stay outside. If I ask my friends, I can't go outside the shops or the restaurant near my house. Because there is a "mosquito" device.

The "mosquito" device is that makes a terrible noise. Only teenagers can hear our ears, and shops use it to keep anti-social people away. But the noise is nice, friendly teenagers, people like me and my friends, away. In fact, teenage troublemakers are only a very small percentage of the youth population.

But did anyone think about the huge majority of young people who do not cause

## Verb collocations in the text:

have	rights
have	sth. to say
get	married
cause	problems
make	a decision
make	a difference
take	seriously

enough to help to improve things, and that we have the right to be heard.

Oliver Munslow (16)

b) Match parts of sentences 1-6 with A-F.

- 1 Oliver says teenagers are only different because ...
- 2 He thinks that too many adults think ...
- 3 The "mosquito" makes a noise that ...
- 4 If Oliver gets a job, he will be paid ...
- 5 If they aren't happy about the situation, 16-year-olds ...
- 6 Oliver wants adults to ...

- A adults can't hear.
- B can't vote for a different government.
- C they are younger than adults.
- D that teenagers shouldn't have equal rights.
- E listen to teenagers.
- F less money for teenagers.

c) Oliver thinks that teenagers are discriminated against. Give examples of this can you find in the text?

Children in Britain:

- cannot work before the age of 13.
- cannot work during school hours, before 7 am or after 7 pm.
- can work 8 hours a week (term time) or 35 hours (holidays) if they

SKILLS FILE  
1.2

3 WRITING Comment on the article

Write to Oliver, comment on his article and tell him about your own experience as a teenager who has been discriminated against (where you were, what you were doing, what happened and why, how you felt and why).

Remember the rules of writing letters.

MORE HELP  
P. 147

SKILLS FILE  
3.12



But British children aren't taken seriously until they're 18. Too many adults think that we have nothing important to say, and we don't deserve equal rights. Here are some examples

• **Informal letters**

(1) Write your address in the top right corner. Don't give the address of the person you are writing to.

(2) Use *Dear ...*, *Hi ...*, or just the name: *Sarah*, / *Tom*,

(3) Comma after the name.

(4) Opening: ask about the person you are writing to or refer to his/her last letter.

(5) Use short forms.

(6) Each part must be a separate paragraph.

(7) In the last sentence write a friendly "goodbye" or a thought about the future.

(8) Sign *Love*, / *Best wishes*, / *Best*, and your name on a new line. Don't forget the comma!

(1) 7 Sinyaya str., Apt. 17  
370672 St Petersburg  
Russia  
28 May 2013

(2) Dear Tom, (3)

(4) How are you? It was good to hear from you. I'm

(5) glad you're well.

(6) I've got some good news: I've been offered a summer job on a farm near Cambridge for the whole July! My parents say they'll pay for the flight. It'll be my first visit to England. Isn't that great?

(6) This will also be a chance for us to meet at last. Do you think I could stay with you for 10 days or so? I can come before or after I start working on the farm. I hope you will be home. Could you ask your parents?

I'm so excited! Please write soon (7).

(8) Best wishes,  
Tamara

**«Учись  
учиться»**

## SKILLS FILE 1.2

### 1.5 RESEARCH

• **Where can I find information?**

Use several sources: the Internet, schoolbooks, an atlas, newspapers, magazines, CDs and DVDs. Use English sources because this will help you when you write a text in English.

• **How can I use the Internet?**

Sometimes you get lost in the amount of information on the Internet. Here are a few tips:

- Make a list of key words, e.g. *carbon calculator*, *carbon footprint*.
- Test which word or words give you the best results.
- If you want to get a general overview first, use an internet reference website, such as [www.infoplease.com](http://www.infoplease.com) or [www.wikipedia.org](http://www.wikipedia.org).
- Search engines (such as *Google*, *Altavista*, or *Yahoo!*) help you to find websites about your topic.
- If you find too many websites or the ones you don't need, make your key words more precise, e.g. *carbon calculator footprint Russia*.
- Go to several websites to make sure that the information is correct.
- You don't need to understand everything on English websites. Concentrate on the important information.
- Don't copy word for word. Make notes in your own words.



# Урок чтения (Extended reading)

a) First, read just the title of the story and the first paragraph. What do you think it will be about? Then read the rest of the text.

a) First, read just the title of the story and the first paragraph. What do you think it will be about? Then read the rest of the text.

"Why don't you want to meet our son's girlfriend?" the man asked. "I don't see a problem."



ter, Lisa?" he asked.  
the text?

es the living room in Tim's

a comment about it.  
it she thinks about it.  
nobody is there.

4 Tim's father believes  
a) Sunday is a day for the family.  
his wife should be happy.  
his wife should spend more money.  
here is a problem with Tim's girlfriend.

parents.  
2 When Tim and Lisa enter the house,  
at Tim is surprised that his parents aren't

this."  
They walked into the big square hall.  
"Tim's intention was to see his parents," Tim said. "Mum? Dad?"

EXAM

c) Choose the correct answer.

- 1 When Lisa sees Tim's house, she
  - a) is surprised at how small it is.
  - b) turns around and goes home.
  - c) feels more relaxed about meeting his parents.
  - d) feels more nervous about meeting his parents.
- 2 When Tim and Lisa enter the house,
  - a) Tim is surprised that his parents aren't there.
  - b) Tim's parents are there to welcome them.
  - c) only Tim's mum is there to welcome them.
  - d) Tim's parents are waiting in the living room.

- 3 When Lisa sees the living room in Tim's house, she
  - a) really likes it.
  - b) makes a polite comment about it.
  - c) tells Tim what she thinks about it.
  - d) wonders why nobody is there.
- 4 Tim's father believes
  - a) Sunday is a day for the family.
  - b) his wife should be happy.
  - c) his wife should spend more money.
  - d) there is a problem with Tim's girlfriend.

01290 --  
01290 --

Howling? Explain why.

This isn't the life I expected when I got married.  
I don't want to talk to her.  
Awful! What should I do now?

act.

sure of herself • tiny

do you think the story ends?



# «Окно в мир» (Window on the world)

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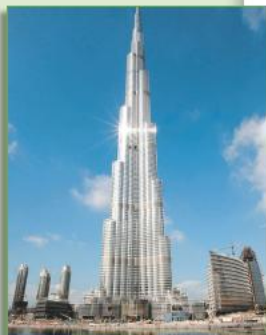
## Window on the world

### REACH FOR THE SKY!

- For thousands of years the Great Pyramid at Giza was the world's highest 1 \_\_\_\_ (build).
- In the nineteenth century a technique that used a steel frame to carry the 2 \_\_\_\_ (weigh) of a building was developed. From now on, buildings could be many storeys higher.
- At the end of the nineteenth century the cities of Chicago and New York were short of land. This started the building of the first skyscrapers, with the two cities competing against each other to build the tallest buildings.
- In the 1920s and 1930s New York 3 \_\_\_\_ (competition) with itself for the world's tallest building. The Empire State Building in 1931 was the first building to have more than 100 floors and was the world's tallest building for 40 years.



Empire State Building  
(New York)



The Burj Khalifa  
(Dubai)

#### Empire State Building. Did you know?

**Annual Run-Up.** One of the most extreme races in the world — a race up 1,576 stairs!

**Valentine's Day.** Every year just 14 couples are married at the top. **Movies.** More than 250 films have been set in the building since 1931.

- In the twenty-first century the setting of new records has passed from the United States to other countries: Taiwan in 2004 (the Taipei 101) and Dubai in 2010 (the Burj Khalifa, with 163 floors, is currently the world's tallest building).
- New York, Hong Kong and Chicago have the world's most 4 \_\_\_\_ (impression) skylines. Chicago is going through a new construction boom which will greatly change the city's skyline: since 2000 at least 40 new skyscrapers 5 \_\_\_\_ (build) or planned.
- The World Trade Centre is now under 6 \_\_\_\_ (construct) to replace the building destroyed in 2001. Its 7 \_\_\_\_ (high) of 1,776 feet (541 metres) represents the year of the United States Declaration of Independence.
- Skyscrapers use a huge amount of steel, concrete and glass, as well as a lot of electricity (lifts, ventilation, etc). However, from the point of view of transport and waste disposal they are 8 \_\_\_\_ (extreme) energy efficient.

EXAM

a) Fill in the gaps with the correct form of the words in brackets.

b) What facts in the text do these numbers refer to?

1931 • 100 • 101 • 163 • 40 • 1,776 • 2001

c) Use the Internet to find out about a skyscraper which is not named in the text. Present it to the class.

Go to: [www.skyscraperpage.com](http://www.skyscraperpage.com) or [www.infoplease.com](http://www.infoplease.com), or search under "world's tallest buildings"

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## Window on the world

### THE EDEN PROJECT



Biomes



The Eden Project is a spectacular attraction 1 \_\_\_\_ (build) in a disused mine in Cornwall, England. The mine 2 \_\_\_\_ now \_\_\_\_ (transform) into a wonderful global garden, containing the world's 3 \_\_\_\_ (large) greenhouse among other things. A million people a year visit the centre to enjoy and study nature.

The centre 4 \_\_\_\_ (dominate) by gigantic domes or "biomes", 5 \_\_\_\_ (make) of plastic material and steel, housing plants collected from around the world. Most of the huge amount of water needed by these greenhouses is supplied by rainwater.

As an educational charity, Eden aims to:

- run 6 \_\_\_\_ (environment) projects,
- put on arts, theatre and music events,
- create fantastic gardens and do plant research,
- use the "greenest" possible ways to run the 7 \_\_\_\_ (operate).

#### The Rainforest Biome

The Tower of London would fit into the Rainforest Biome, which is 55 metres high, 100 metres wide and 200 metres long. There you can find banana trees, coffee, rubber and giant bamboo kept at a tropical temperature and moisture levels. There are mangrove swamps and a great waterfall crashing through the forest.

#### The Mediterranean Biome

This houses grape vines, olive trees, lemon trees and perfumed herbs. Walk through the 8 \_\_\_\_ (colour), temperate regions of the world: the Mediterranean, South Africa and California.

EXAM

a) Read the text and complete it with the correct form of the words in brackets.

b) Read the text again, then answer the questions.

- Why do you think it is called "Eden"?
- Why is it described as a "global garden"?
- Which attraction do you think interests people the most? Which would interest you?

c) Explain the words in bold. Check in a dictionary if you need to.



# «О России» (Russian corner)

## Russian corner

d) Ask your family members to tell you about famous people of their time. Look up their names on the Internet, collect the information about one of them and share it in class.

right to make free use of his or her abilities for work and to choose a type of activity and occupation.

- Everyone shall have the right to rest and leisure.

From Article 38:

- Motherhood, and childhood, and the family shall be under state protection.
- Care for children and their upbringing shall be the equal right and duty of the parents.
- Employable children who have reached 18 years old shall care for their non-employable

- Everyone shall have the right to receive [...] higher education in a state or municipal educational institution.

From Article 44:

- Everyone shall be guaranteed freedom of literary, artistic, scientific, intellectual and other types of creative activity.
- Everyone shall care for the preservation of the historic and cultural heritage.

From Article 45:

- State protection for human rights and liberties in the Russian Federation shall be guaranteed.

d) Ask your family members about the hottest summer they can remember. Collect the information and share it in class.

a) What basic right is each Article about? Match these headings with the Articles.

Becoming an adult • Education • Family • Home • Intellectual freedom • Looking after the natural world • Personal freedom • Work

b) Match the words in bold in the text with these definitions.

- responsibility
- keeping something the same, unchanged
- freedom
- keeping something safe from injury or damage
- to promise something will happen
- a person's job
- something which is part of the culture of a society
- made by law to do something
- free time

c) Did you know about all your right

d) Ask your parents or grandparen when they were your age. Collect class.



## Russian corner

### RUSSIA

our different countries, isn't it? I checked on the Internet and found that in different countries, people eat different foods which are really different. I want to know what foods they eat. Can you help me? I'll be glad to hear from you. Write to me soon. Yura

**Cabbage** (excellent for good digestion).

**Radish** (good for the blood).

**Hazelnuts** (good for your heart).

You also asked me to tell you about typical Russian meals. So here goes:

**Breakfast.** We usually start the day with a good meal. Very often this includes *kasha*, a type of porridge which is very common in Russia.

**Lunch.** This is the main meal of the day. It starts with a big bowl of soup (Russians love soup!). I prefer cabbage soup (*shchi*) and I like to add lots of sour cream (*smetana*) to it. Sometimes we eat *pelmeni* instead of soup. This is a thin dough with different meat or fish fillings. There is a Russian proverb which states "Shchi and



For example, in Central Asia, originally a land of nomads, they eat lots of lamb, horsemeat, cheese and milk. They like rice dishes and meat sauces with garlic and yoghurt.

I forgot to mention that tea is the most important drink for us. Do you want to know more about the different ways we make tea here?

Speak to you soon.  
Yura

a) Read Yura's email and complete the chart below with the food he writes about. Can you add more words of your own?

Meat/fish	Vegetables	Dishes
bacon	beetroot	soup

d) Ask your family members about the meals they had when they were your age. Collect the information and share it in class.

when they were your age. Collect the information and share it in class.



# Межпредметные связи (Cross-curricular studies)

70

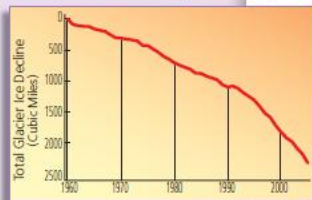
## Cross-curricular studies: geography

### GLOBAL WARMING

SKILLS FILE  
1.2, 1.9

Describe the photos and say what the graph on the left shows. Use the language below.

The graph/photo ... deals with / gives information about ...  
It says/shows that ...  
In the foreground/background you can see ...  
This is a photo of ...  
It covers the period ...  
The vertical/horizontal line represents ...  
In 2003, glaciers ... compared with ...



Useful verbs:  
melt (change from snow to water)  
increase/decrease (become more/less)

Pedersen Glacier (1920–2005)



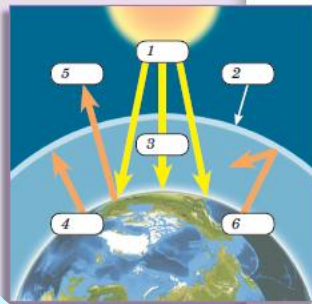
### THE GREENHOUSE EFFECT

Greenhouse gases cover the earth and keep it warmer than it would be without the gases. The "greenhouse effect" is the heating of the earth due to the gases.

The diagram explains the process.

Match labels A-F with numbers 1-6 in the diagram.

- A Planet's atmosphere contains greenhouse gases.  
B The sun warms the surface of the earth, and heat rises.  
C Some heat is able to pass through the gases.  
D Heat from the sun.  
E Some heat can't pass through and remains in the atmosphere, so that the temperature increases.  
F The sun's heat passes down to the earth through the gases.



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## Cross-curricular studies: science

### INVENTIONS AND DISCOVERIES

#### Energy

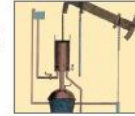
1,500,000 years ago  
Humans learn to control 1 \_\_\_\_.  
They grow in numbers because they can now eat cooked food, be active at night and protect themselves from wild animals.



1879  
Thomas Edison invents the 3 \_\_\_\_.



1769  
James Watt invents his 2 \_\_\_\_.  
Steam is the power behind the Industrial Revolution.



The future?  
Will climate change destroy our civilisation? Or will 4 \_\_\_\_ like wind or solar power save us? Will we one day use nuclear fusion, which powers the sun, to have energy without end?



#### Life sciences

1543  
The Flemish doctor Andreas Vesalius publishes a book on the human body. It revolutionises medicine and founds modern 5 \_\_\_\_.



1953  
Francis Crick and James Watson make the first correct model of the structure of 7 \_\_\_\_, discovering the secret of life on earth.



1869  
Dmitry Ivanovich Mendeleev publishes the "periodic table", arranging the 63 then known elements according to their 6 \_\_\_\_, and correctly predicting new elements which would be discovered later.



The future?  
8 \_\_\_\_ might let us cure diseases, clean up pollution and even design new life forms. But how can we be sure what effect new life forms will have on the planet?



a) Read the text about milestones in science and fill in the gaps with these words:

anatomy • chemistry • DNA • electric light bulb • fire • genetic engineering • renewable energy • steam engine

b) Explain why the milestones were important for humanity. Here are some more milestones. Discuss with a partner how important they were, then present your ideas to the class.

1040: gunpowder invented in China • 1543: Copernicus states that the earth goes round the sun • 1821: the electric motor invented • 1895: X-rays discovered • 1928: penicillin discovered • 1969: first man on the moon



# Самопроверка (Checkpoint)

## Checkpoint

- 1 GRAMMAR Choose the correct **future form** of the verbs in brackets.
- Oh, it's starting to rain. Get in. I        (drive/will drive) you home.
  - The first bus to Coventry        (is leaving/leaves) at 6.15. I think.

**5 Work with a partner. Make a mind map as a poster with the title "Saving the planet". Go through this unit and collect words and phrases. Use the Internet if necessary. Show the problems and the solutions.**

- Why are you so cold? (sit / room / heating / at 15 °C)
- Why is your brother so bored? (listen / a talk / carbon footprints / two hours)



**e) Search the news websites on the Internet. Note down ten different headlines about the 2010 heat wave. Choose two which you think describe the situation well. Compare them with your partner.**

- Don't be ready — about the new electric car. He is taking me out on Sunday. It is going to be an        drive! (exciting/ excited)
- The high price for solar power in your house is       , isn't it? I can see from your face that you are       . (disappointing/ disappointed)
- Laura looks       . Perhaps it is because her        neighbour never reduces her waste. (annoying/ annoyed)

4 WRITING Write the outline for an opinion essay about the following statement. Remember the introduction, the points of view and the conclusion.  
*Cars should be banned from the centre of cities. Only buses and taxis should be allowed.*

5 Work with a partner. Make a mind map as a poster with the title "Saving the planet". Go through this unit and collect words and phrases. Use the Internet if necessary. Show the problems and the solutions.

### PROBLEMS

global warming

climate change

glaciers melt

### PROJECT

## PROJECT

- 1 GRAMMAR Complete the sentence pairs with one verb from the list below in **present perfect** or **past simple**. The verbs can be positive or negative.

- a) I        another bad accident on the motorway today.
- b) The last big motorway accident        in June last year.
- a) I        these old books the other day. Are they Dad's?



y day.



## PROJECT

Go to some news websites:  
[news.yahoo.com](http://news.yahoo.com)  
[www.bbc.co.uk/news](http://www.bbc.co.uk/news)  
[www.reuters.com](http://www.reuters.com)  
[english.pravda.ru](http://english.pravda.ru)





# «Готовимся к ЕГЭ» (Focus on exams)

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## Focus on exams



**1 LISTENING** Listen to Sam talking about lunches in the school canteen. Are the statements below *true*, *false* or is the information *not stated*?

- Sam normally eats lunch in the school canteen.
- His mother makes very good sandwiches.
- Sam's friends laughed because he didn't eat chips.
- The menu on Tuesday was the same as Monday's menu.
- Every Wednesday Sam always eats chips.
- Sam had a sandwich for one lunch during the week.
- Sam has decided not to eat canteen food because it is not healthy.

**2 READING** A magazine has done a number of surveys of American teenagers. Read the results and match headings 1–8 with paragraphs A–G. There is one extra heading.

**A** \_\_\_ What is more important for a celebrity – talent or personality? This survey shows that only about a third (36%) of all teenagers think that talent is more important. About 60% said that teens want to get a piercing or a tattoo because a celebrity has one. Half of all teenagers say that their friends drink, smoke or diet because their favourite stars do it.

**B** \_\_\_ More than 90% of teenagers say they have good relationships with their parents. 82% report “no problems” with any family member. Many teens say that their mother or father is their best friend, and that they can talk to their parents about their problems. Some of them even said their parents were cool. On the other hand, over 70% of the teens in the survey say that their parents try to control them too much.

**C** \_\_\_ Boys spend more time with the media than girls because they play video games, use computers and watch television more. Girls spend more time reading magazines and listening to music on the radio, CDs or on an iPod than boys. The average American teenager spends six hours a day with the media! When teens were asked what kind of music they would choose to listen to, 27% said hip-hop and rap.

**D** \_\_\_ American teenagers spent \$141 billion last year. Almost 50% of the teenagers in the survey had spent at least \$20 in stores the week before. About 30% had been to a movie, and over 25% had bought coffee or another drink. Nine out of ten teenagers say they save some money. 75% of the teenagers get pocket money from their parents, but 50% of them also work part-time or go babysitting.

**E** \_\_\_ Most teens (56% of girls and 79% of boys) say that the way somebody looks is the first thing they notice. For many guys love begins with the eyes, but for many girls it begins with the heart. Half of the girls (but only 34% of the guys) in the survey get advice about the opposite sex from their friends. 90% of the teens have friends of both sexes. 80% of guys and girls think it is OK for a girl to ask a boy out on a date.

**F** \_\_\_ 20% of the teenagers in the survey are afraid of violence and bullying at school. 10% said they were afraid of water. 28% said they were afraid of fire. 38% are afraid of taking tests at school, and 48% are afraid of getting bad marks.

**G** \_\_\_ The older kids get, the less sport they do. The average American teenager spends less than one hour a day on exercise. 32% of teens don't do any sport at all.

- |  |                        |
|--|------------------------|
| 1 Good-looking                           | 5 Lazy!                |
| 2 Not enough money from their parents    | 6 School               |
| 3 They need them – but not all the time! | 7 Not a good influence |
| 4 Worries and concerns                   | 8 Are they addicted?   |

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**3 GRAMMAR AND VOCABULARY** Choose the best word from the table (A, B, C or D) to complete sentences 1–8.

### KEITH'S STORY

Before I started taking drugs, I was often lonely because I didn't have any real friends. At that time my parents preferred my two brothers, so I didn't feel accepted 1 \_\_\_ my parents. When I changed schools, I thought I 2 \_\_\_ real friends. We were a group of students 3 \_\_\_ always did a lot of things at the weekend. I 4 \_\_\_ exactly the first time I took drugs. We were staying at a friend's place over the weekend. The first night someone offered me some drugs, I was terribly afraid that if I 5 \_\_\_ them, they would not accept me as a member of their group. My family didn't know that I was taking drugs. But when I ran 6 \_\_\_ money, I started stealing money 7 \_\_\_ them. After a while they noticed it and became suspicious. I was quite lucky to get to know my girlfriend. She helped me to stop 8 \_\_\_ drugs before it was too late.

1	A of	B by	C from	D for
2	A have found	B found	C had found	D founded
3	A which	B who	C what	D whose
4	A am remembering	B remember	C am reminding	D remind
5	A wouldn't take	B didn't take	C wasn't taking	D wouldn't taking
6	A of	B off	C out of	D from
7	A of	B off	C out of	D from
8	A take	B to take	C taking	D taken

**4 WRITING** Your English friend Tim has asked you these questions in an email.

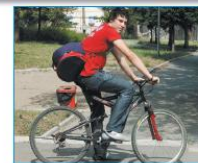
... You said that you love sport and watch a lot of it on TV. I'm keen on sport, too. What is your favourite sport? Do you have a favourite sports personality? My favourite sport is cycling ...

Write a reply to Tim. In your email:

- answer his questions and give reasons,
- ask him three questions about his favourite sport.

Write 100–140 words. Remember the rules of writing letters.

**5 SPEAKING** You are on holiday in the USA. It's dinner time. You can go out to eat or buy some food in a supermarket and cook at home. Discuss what to do with a partner.



#### Partner A

- You just love fast food:
- fast food tastes good
  - it is a lot better in the US
  - it is not expensive at all
  - it is very easy
  - it has home delivery
  - compromise: cook at home tomorrow?

#### Partner B

- You are very health-conscious. You know some delicious and healthy meals to cook.
- fast food is unhealthy
  - cooking is more fun
  - cooking together is more social
  - you can try a new recipe
  - it is not more expensive than fast food
  - compromise: eat out tomorrow?



# Самооценка знаний (Self-evaluation)

## Список активной лексики (Key vocabulary)

52

### Self-evaluation

How well can you do

LISTENING AND READ

I can understand ...

– texts on technical o

– numbers and descri

SPEAKING AND WRIT

I can ...

– make compliments

– write a short forma

TOPICS

I have learned about .

– inventions that hav

– the importance of s

STUDY AND LANGUAGE

I have learned more a

– describing objects a

– past simple, presen

add

adjust

aim

amount (of)

appliance

billion

consist (of)

core

develop

distribute

divide

edge

experiment

focus

frame

gradual

heat

initial

install

invention

край  
эксперимент  
фокус (оптический)  
рамка  
последовательный,  
последовательный  
нагревать  
первоначальный  
устанавливать  
изобретение

scientific  
shape  
soft  
sphere  
substantial  
subtract  
texture  
universe  
weigh  
work out

научный  
форма  
мягкий  
сфера  
внутренний  
вычитать  
материал  
вселенная  
весить  
находить (ответ), решать  
(задачу)

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### Self-evaluation

How well can you do these things?

LISTENING AND READING

I can understand ...

– an extract from a diary

– discussions on environmental problems

SPEAKING AND WRITING

I can ...

– express my opinion on a subject and give reasons

– write more complex sentences

TOPICS

I have learned about ...

– pollution, carbon footprints and carbon rationing

– surviving away from “civilization”

STUDY AND LANGUAGE SKILLS

I have learned more about ...

– word formation: suffixes

– future tense and present perfect progressive

Very well

OK

Practise!

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II OK Practise!

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гЕ)

ть  
ние  
ться  
гивать  
ть, сокращать  
нный  
вать повторно

отных, растений)  
правиться с чем-

fossil fuel  
garbage  
global warming  
greedy  
greenhouse  
heating  
insulation  
keep (doing sth)

природное топливо  
мусор (AmE)  
глобальное потепление  
жадный  
парниковый  
отопление  
теплоизоляция  
продолжать (делать что-либо)

target  
unconscious  
waste  
waste-free

Phrases  
make a difference

либо  
цель  
без сознания  
1) отходы; 2) растрчивать  
безотходный

повлиять на что-либо,  
изменить что-либо к  
лучшему



# «Учись учиться» (Skills file)



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## 1.8 GIVING A PRESENTATION — USEFUL PHRASES

### • Introduction

*The topic of my talk today is ...  
I'm going to divide this talk into sections.  
First, I'll give you some general facts about ...  
Next I'll look at ...  
Finally, I'll ...*

### • During the presentation

*Now please have a look at ...  
On the next slide ...  
Now I'd like to draw your attention to ...  
As you can see in ...*

### • Ending

*To sum up my talk, I ...  
Please feel free to ask questions or comment on anything I've said.*

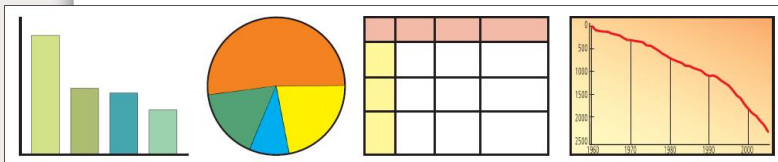
## 1.9 TALKING ABOUT CHARTS AND DIAGRAMS

### • What information can I get from diagrams and charts?

Diagrams compare figures or statistics for at least two things. They compare either numbers or percentages.

### • What different types of diagrams are there?

*Bar charts* often describe the number or sizes of two or more things.  
*Pie charts* give a quick impression of percentages or proportions.  
*Charts/tables* compare different data using numbers and percentages.  
*Line graphs* show the relationship between two different sets of data.



### • How can I describe a diagram?

To describe a diagram you should answer the following questions:

- What is the chart/table/graph about?  
*The chart shows the number of ...  
The bar/pie chart is about ...  
The line graph deals with ...  
It is taken from ...*
- What does the chart/table/graph compare or show?  
*The chart/table/graph compares the size/number of ...  
It shows the different ...  
The pie chart is divided into ... slices that show ...*
- What does the chart tell you? What information does it give you?  
*... has the largest/second largest ... is twice/three times ... as big as ...  
There are more than / nearly twice as many ... as there are ...  
A huge majority / small minority / per cent of ...*



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- Describe your strengths. Give the qualifications and interests which are asked for in the advertisement. Show that you have informed yourself about the company:  
*I have studied English for six years, and my level is quite high.  
I am a friendly, ... person and I enjoy working in a team/serving customers ...  
As you can see on my CV, I have work experience in ...  
I have good computer skills / I am good at ...  
On your website I learned that your company ...*
- Thank the person:  
*Thank you very much for your time. I look forward to hearing from you.*

### • A letter to a newspaper

If you react to a newspaper or magazine article, you write a reader's letter. Begin the letter:

*Dear Sir or Madam ..., / Dear Editor ..., (or the name of the author of the article).*

### • Informal letters

(1) Write your address in the top right corner. Don't give the address of the person you are writing to.

(1) 7 Sinyaya str., Apt. 17  
370672 St Petersburg  
Russia  
28 May 2013

(2) Use *Dear ... Hi ...*, or just the name: *Sarah, / Tom,*

(3) Comma after the name.

(4) Opening: ask about the person you are writing to or refer to his/her last letter.

(5) Use short forms.

(6) Each part must be a separate paragraph.

(2) Dear Tom, (3)

(4) How are you? It was good to hear from you. I'm  
(5) glad you're well.

(6) I've got some good news: I've been offered a summer job on a farm near Cambridge for the whole July! My parents say they'll pay for the flight. It'll be my first visit to England. Isn't that great?

(6) This will also be a chance for us to meet at last. Do you think I could stay with you for 10 days or so? I can come before or after I start working on the farm. I hope you will be home. Could you ask your parents?

I'm so excited! Please write soon (7).

(8) Best wishes,  
Tamara

(7) In the last sentence write a friendly "goodbye" or a thought about the future.

(8) Sign *Love, / Best wishes, / Best,* and your name on a new line. Don't forget the comma!

## 3.13 FROM OUTLINE TO ESSAY

### • When do I need an outline?

You often have to produce a written comment on statements such as "I won't go green because I can't save the planet anyway". In the comment you need to give your own opinion and also show that you have looked at the arguments for and against. To do this, it is better to collect and organise your arguments as an *outline* before you write your essay.

### • How do I write an outline?

– Collecting ideas: Use a *mind map, wh-questions* or a *table* to do this. Note down concrete examples as well as arguments.

– Outlining: Structure the points you have collected into an outline. Decide what your point of view is. List the arguments against your point of view first. Then list the arguments and examples which support your point of view.

- 1 Introduction
- 2 The first point of view: arguments and examples
- 3 The second point of view: arguments and examples
- 4 Conclusion

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# **ЦЕНТР ЛИНГВИСТИЧЕСКОГО ОБРАЗОВАНИЯ**

**[Ysmirnov@prosv.ru](mailto:Ysmirnov@prosv.ru)**

**Смирнов Юрий Алексеевич**