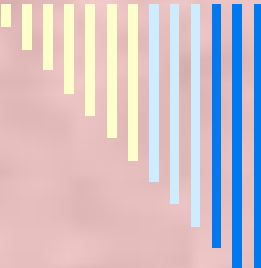


# УМК «SPOTLIGHT» (10-11 класс) с точки зрения подготовки к ЕГЭ.

Раздел «чтение»

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**УМК «Spotlight» (В.Эванс, Д. Дули, Б.Оби, О. Афанасьева, И. Михеева) для 10 и 11 классов вошли в Федеральный перечень учебников, рекомендованных Министерством образования и науки РФ к использованию в общеобразовательных учреждениях на 2009/2010 учебный год.**

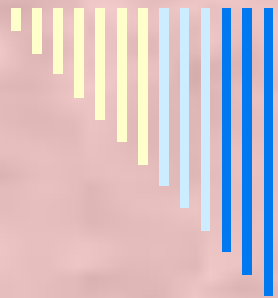
**Основные характеристики УМК для 10 и 11 классов:**

- включение учащихся в диалог культур;
- осуществление межпредметных связей;
- подготовка к ЕГЭ;
- дальнейшее развитие умений самостоятельной работы и самоконтроля.

## УМК «Английский в фокусе» для 10 и 11 классов состоит из следующих компонентов:

- Учебник;
- Рабочая тетрадь;
- Языковой портфель;
- Книга для учителя;
- Книга для чтения (с CD);
- Контрольные задания;
- CD для работы в классе;
- CD для самостоятельной работы дома;
- Интернет-страница курса ([www.spotlightinrussia.ru](http://www.spotlightinrussia.ru));
- Интернет-страница курса ([www.spotlightinrussia.ru](http://www.spotlightinrussia.ru));
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- Интернет-страница курса ([www.spotlightinrussia.ru](http://www.spotlightinrussia.ru));





# КОМПЕТЕНТНОСТНЫЙ ПОДХОД (цели)

- Развитие иноязычной коммуникативной компетенции в совокупности ее составляющих
- Развитие и воспитание понимания важности иностранного языка

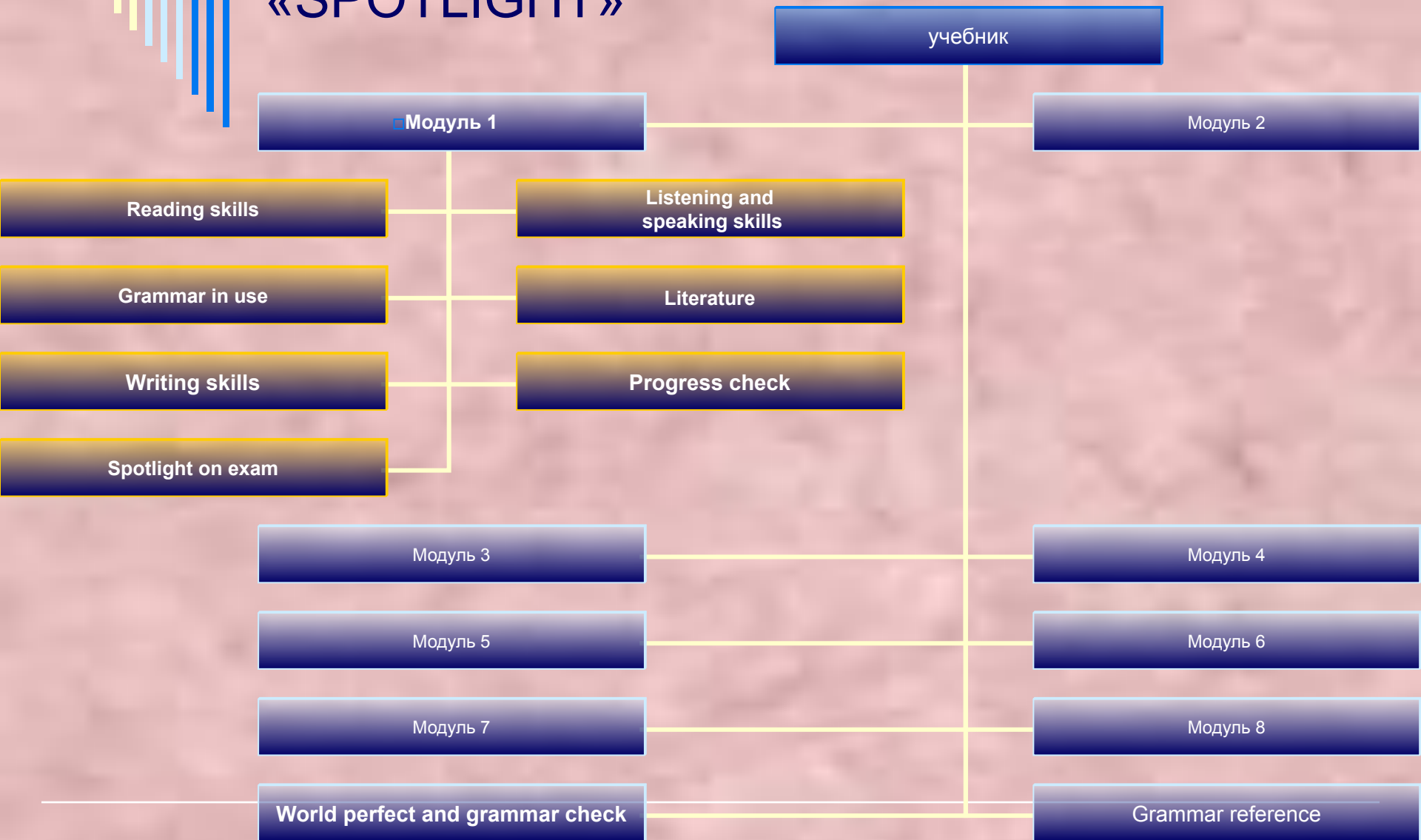
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# Составляющие иноязычной коммуникативной компетенции

- Речевая
  - Языковая
  - Социокультурная
  - Компенсаторная
  - Учебно-познавательная
-

# СТРУКТУРА И СОДЕРЖАНИЕ УЧЕБНИКА «SPOTLIGHT»





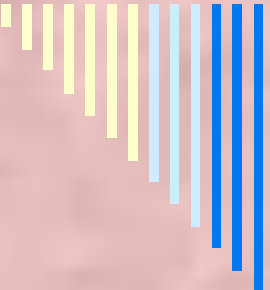
# Структура и содержание раздела «READING»(Чтение) ЕГЭ

## РАЗДЕЛ «ЧТЕНИЕ»

Чтение с пониманием основного  
содержания  
и установление соответствия

Чтение с пониманием структурно-  
смысловой  
связи текста  
и установление соответствия,

Чтение с полным пониманием текста  
и множественным выбором ответа



Дидактические ресурсы, представленные в  
УМК «SPOTLIGHT»  
для 10 и 11 классов

МОДУЛЬ

READING SKILLS

LISTENING AND SPEAKING

GRAMMAR IN USE

LITERATURE

WRITING SKILLS

PROGRESS CHECK

SPOTLIGHT ON EXAM



# READING SKILLS

## Mystic Places

There are certain places around the world that are surrounded by mystery because they contain the remains of lost civilisations. They may have strange buildings, unusual statues or interesting temples, but they are places of great architectural beauty and archaeological interest.

1 Look at the pictures. What do you know about these places? What do you think makes them mysterious?  
 Listen to and read the texts to find out.

2 **R** **NE** Read again. Which place (A, B, C or D) ...

- cannot be easily seen?
- is in the middle of an ocean?
- took about 150 years to create?
- was discovered by an American?
- includes a stadium?
- is at the base of a mountain?
- was discovered by a European?
- includes a park?
- was built for religious reasons?
- has decorations below ground level?

3 Match the underlined words to their meanings.

- praised the gods
- not able to be seen
- ask for advice
- one of a kind
- moved
- achievement
- designs to represent sth else
- far away
- kept in a good condition
- qualities
- soldiers who enter a country by force
- gifts to the gods

4 How are the following related to each place?

Jacob Roggeveen	the Oracle
Lord Shiva	Hiram Bingham
Spanish invaders	the Pythia
	monks

Jacob Roggeveen found Easter Island and gave it its name.

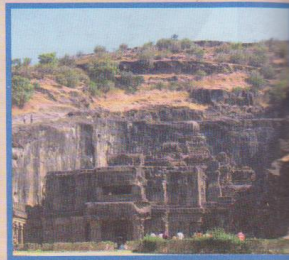
### A Easter Island

On Easter Sunday, 5th April, 1722, Jacob Roggeveen, a Dutch explorer, found and named a small island in the Pacific Ocean 2,000 miles from South America. He was the first European to visit the world's most remote inhabited island. He noticed that the island had very few trees or animals, and there were only a few thousand people who lived there. He also could not fail to notice the hundreds of magnificent stone statues that stood proudly all over the island. These 887 statues, called 'moai', are up to 10 metres tall and weigh about 80 tonnes. No one knows why they were built and how exactly they were carved and transported at least 14 miles across the island, or by whom. One theory is that a great civilisation built them and cut down the trees to transport them and when all the trees were gone, the animals died out and so did the people. Other researchers think climate change affected the island and its people. Perhaps we will never know the truth, and so Easter Island will remain a beautiful and mysterious place.

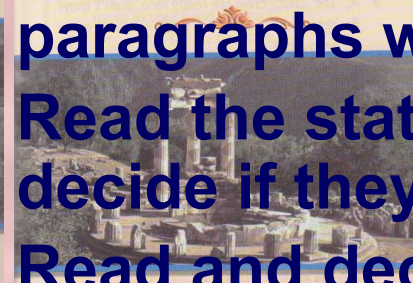


### B Kailasa Temple

The Kailasa Temple was cut by hand from a granite cliff in Ellora about 300 km northeast of Mumbai. Generations of dedicated monks lived, worked and worshipped their gods there and created the largest structure in the world carved from a single rock. Built around the 8th century, it is believed to have taken 7,000 workers 150 years to carve it and remove 200,000 tonnes of rock from it. Every surface is covered with symbols and figures, and the temple is full of beautiful sculptures. It was built to honour the Hindu god, Lord Shiva. Around the base of the temple, some 90 metres below the surface, there are hundreds of carved elephants that look as if they are carrying the temple on their backs. This unique place brings the ancient culture of India to life.



Otherwise known as 'The Lost City of the Incas', Machu Picchu is an ancient Inca city located almost 2,500 metres above sea level on the edge of a mountain in Peru. Machu Picchu is invisible from below and no one knows when life in this city ended. It was forgotten by almost everyone until an American called Hiram Bingham found it, in 1911. Unlike most ancient ruins that were made of mud-brick, Machu Picchu's invaders, only by time. Many of the buildings are completely preserved. It is thought to have been a royal residence, a sort of palace. There are gardens, parks and a swimming pool. The stones fit together so perfectly, not even a knife edge can fit between them. It is an amazing feat of craftsmanship.



Delphi, at the foot of Mount Parnassus, is one of the most amazing archaeological sites in Greece. In ancient times, it was thought to be the centre of the known world. It was also a spiritual centre for several thousand years, because it was the home of the Oracle. This was a mysterious force said to be the spirit of the god Apollo, that spoke through the high priestess of the Temple of Apollo, called The Pythia. People travelled a long and difficult journey through the mountains to visit the temple and consult the Oracle, who predicted the future and answered people's questions. The success of the Oracle made the town very wealthy as the city states of Greece gave offerings for every victory they had in battle. Most of the ruins that you can see today, including the Temple of Apollo, the treasuries, the gymnasium, the stadium and the theatre date back to the 5th and 6th centuries BC. Some people also say that the Oracle is still there, and if you listen carefully enough, you may hear it.

### Vocabulary

Geographical features

5 List the words under the headings. Make sentences about your country using them.

- | water   | land                                    |
|---|---|
| canal • pond • dam • valley • glacier • waterfall • hot spring • bay • desert • swamp • grassland • forest • cliff • plain • river • cave | mountain • large house • woods • stream |

6 Underline the correct word, then make a sentence with the other one.

- The people who inhabited/lived the island had been there for centuries.  
The statues were carved/cut in the 5th century.
- What happened remains a mystic/ mystery.
- The World Heritage Organisation works hard to preserve/careve ancient sites.
- The Aztecs and the Incas are two lost/ disappeared civilisations.
- The city is now in ruins/remains, but still has a palace.
- If you go to Paris, you can't fail/miss to notice the Eiffel Tower.
- Machu Picchu is a starta/ an archaeological ancient site.
- People thought Delphi was the centre of the familiar/known world.  
The Oracle was said to predict/forecast the future by the ancient Greeks.
- The Parthenon was built to honour/praise Athena.

### Speaking

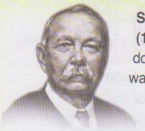
7 **THINK!** Which place would you like to visit? Why? Tell your partner.

### Words of Wisdom

**THINK!** Without mysteries, life would be very dull indeed. What would be left to strive for if everything were known?  
 (Charles de Lint, Celtic folk musician)

# LITERATURE

1 Look at the title of the text and the picture on p. 70. What do you think the extract is about? Read the biography and check.



**Sir Arthur Conan Doyle (1859-1930)** was a Scottish doctor and author. His mother was passionate about books and a fantastic storyteller.

Arthur discovered he had a talent for telling fascinating stories. His works include science-fiction and historical novels, plays and romances, poetry and non-fiction.

*The Lost World* (1912) was the first in a series of four novels. It is about an expedition to the Amazon Rainforest in South America where Professors Challenger and Summerlee, reporter Edward Malone and hunter Lord John Roxton encounter prehistoric animals.

2 a Read lines 1-19 of the extract. What do you think the professor has seen? What do you think will happen next? Listen and read to find out.

b **Match** the sentences (A-G) to the gaps (1-6). There is one extra sentence you do not need to use. Compare with a partner.

- A Then they vanished from our sight.
- B August 28th - the day we saw five live iguanodons in a clearing of the Amazon Rainforest.
- C Crouching down among the bushes, we observed them at our leisure.
- D A dreadful thing has happened to us.
- E No; a reptile - a dinosaur.
- F They were enormous.
- G What will they say in England about this?

## The Lost World

"But what do you make of this?" cried Professor Summerlee, **triumphantly** pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks.

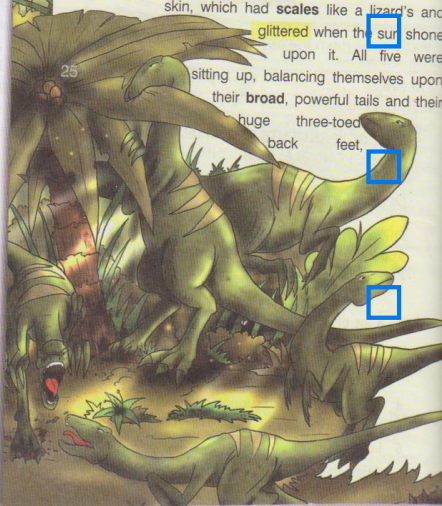
5 "Wealden!" cried Professor Challenger, in ecstasies. "I've seen them in Wealden in England. It is a creature walking **upright** upon three-toed feet, and occasionally putting one of its five-fingered forepaws down on the ground. Not a bird, my dear Roxton - not a bird."

10 "A beast?"  
"1  Nothing else could have left such a **track**."

His words died away into a whisper, and we all stood in **motionless** amazement. Following the tracks, we left the **swamp** and passed through some bushes and trees.

15 Beyond was an open **clearing**, where there were five of the most extraordinary creatures that I have ever seen.  
2

There were, as I say, five of them, two adults and three young ones. 3  Even the babies were as big as elephants, while the two adults were bigger than any creatures I have ever seen. They had **slate-coloured** skin, which had **scales** like a lizard's and **glittered** when the **sun** shone upon it. All five were sitting up, balancing themselves upon their **broad**, powerful tails and their huge three-toed back feet. 4



while they pulled down branches with their small five-fingered front feet. I do not know if I can describe them to you other than by saying that they looked like **brown** kangaroos, twenty feet in length, and with skin like crocodiles.

I do not know how long we stayed gazing at this marvellous **sight**. A strong wind blew towards us but we were well **concealed**, so there was **no chance of discovery**. From time to time the little ones played round their parents in **clumsy** games, the great beasts **hopping** into the air and falling with dull **thuds** upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a **bunch** of leaves which grew upon a large tree, put his forelegs round the trunk and tore it down as if it were a sapling". This showed not only the strength of its muscles, but also the weakness of its brain, for the whole tree came crashing down on top of it. It **yelped** loudly, showing that despite its size there was a limit to what it could **endure**. The incident caused him to move off, followed by its partner and their three enormous infants. We saw the **shimmering** grey **gleam** of their skin between the tree **trunks** and their heads moving up and down high above the tree tops. 4

I looked at my **comrades**. Lord John was staring at the creature with a look of amazement. The two professors were in silent **ecstasy**. In their excitement, they had grabbed each other by the hand and were like a little child who has produced a masterpiece. Challenger's cheeks displayed a **purple** tinge, and Summerlee's ironic face softened in a **hazy** smile.  
"My God!" he cried at last. 5

"My dear Summerlee, I will tell you with great confidence exactly what they will say. They will say that you are a liar and a scientific fake, just as you and others said of me."  
"Ah, we are a good job!"

"Faked, Summerlee, faked, they'll say!"  
"I don't know how to speak English!"  
"Ah, there we may have them! The newspapers may say that you are a liar and a scientific fake, just as you and others said of me."  
"Ah, we are a good job!"

3 a Match the highlighted words to their meanings. Use each one in a sentence of your own.

- 1 put up with
- 2 not moving
- 3 cried out
- 4 hidden
- 5 sparkled
- 6 huge
- 7 shine
- 8 extreme happiness
- 9 because

b Use a dictionary to explain the words in bold. What are they in your language?

4 Find words that mean **big** in the extract. Make sentences using them.

5 Find all words related to animals and list them under the headings:

- classes ▶ reptile
- parts of body
- types

Compare with another pair.

6 Which is compared to little children? elephants? a human hand? a lizard? great beasts?

7 Which adjectives best describe: - the baby dinosaurs - the adult dinosaurs - the two professors and the narrator?

- excited
- unintelligent
- playful
- huge
- unusual
- strong
- overjoyed

8 Which parts of the text helped you decide?

9 Explain the underlined phrases in the text.

### Writing

8 Portfolio: Imagine you are part of the expedition. Write a letter to a friend describing what you have seen.

# MODULE 2

# SPOTLIGHT ON EXAMS



**READING**

Read, then choose A, B, C or D for each question (1-6).

## RUSSIAN STAR IN STAR TREK

Fictional character Pavel Andreievich Chekhov first appeared on TV in 1967, during the second season of the science fiction series *Star Trek*. Despite being on TV for a short time (from 1966-69), the series was a hit and still has many fans today, 40 years after its creation. *Star Trek* led to ten feature films, an animated series, novels and comic books. So why was it so popular and why did they need a Russian star?

Executive Producer Gene Roddenberry decided to introduce a character with 'youth appeal', that is to say a character young people could understand. Best known as the young, enthusiastic navigator on board the starship *Enterprise*, Chekhov had a haircut similar to one of *The Monkees* (a very popular pop group in the USA at that time). But he certainly was no American! He was a proud Russian with a thick accent and had the surname of the famous Russian playwright. Actor Walter Koenig played the role, an American with Lithuanian Russian parents.

We can view the character of Chekhov as symbolic, one introduced to present a better world. Created in the 1960s during the Cold War, the series was set in a very different time – in the 23<sup>rd</sup> century. There was a rumour that the Russians themselves came up with the idea of including a Russian character, writing an article in *Pravda* criticising the absence of a Russian in the series. One thing is sure – it made sense to have a Russian on board as the Soviet Union was one of the leaders in space exploration. Other characters of the multinational crew included Scotty (of Scottish heritage), Sulu (from Japan), Uhura (from Africa) and Spock, the half-human, part alien (Vulcan). All were on the same mission: 'to explore new worlds, to seek out new life and new civilisations, to boldly go where no man has gone before', as the series states in its opening.

Chekhov and the crew certainly live through many exciting adventures: mysterious illnesses, capture by aliens, time travel – even romance. In the course of the two series we get to know Chekhov quite well. We see that he has many positive qualities: he is young, good-looking and has a good sense of humour. He regularly jokes (and boasts) about Russia's achievements. He even claims in one programme that the fairy tale *Cinderella* came from Russia! However, he himself was less lucky in love. While training at the Academy in the 2260s Chekhov had a romance with another Russian, Irina Galiulin. But their characters were too different (Irina criticised Chekhov for being too rigid) and disappointment followed.

Chekhov's character develops in the programme and he begins to take on some of the traits of the ship's captain, Captain James T Kirk. We understand that he has strong principles and can pay close attention to detail. He is also a loyal member of the team. As a result he is able to work himself up the ranks, working first as a junior officer, then as navigator. In the first *Star Trek* film he becomes lieutenant; in the second he is the commander on another spaceship, *The USS Reliant*. In this film Chekhov's character is severely tested. Villain Khan Noonien Singh puts eels inside Chekhov's head in attempt to control his brain. However, our hero recovers and lives to fight another battle.

The character's final appearance takes place in the year 2293 when he is a guest on board a new ship called *Enterprise B*. Another ship, *The USS Chekhov*, was named in his honour, but is destroyed at the Battle of Wolf 359.

But the *Star Trek* legend lives on. 'Trekies' or 'Trekkers' as the fans are called, can see another film, out in 2008, or watch *Star Trek* webisodes online.

- Pavel Andreievich Chekhov is a character in
  - a real-life drama based in space.
  - a Russian series about life in America.
  - a series based in the future.
  - a Russian TV soap opera.
- In 1967,
  - the last episode of *Star Trek* was shown.
  - the first episode featuring Pavlov was shown on TV.
  - the first film of the series was made.
  - Star Trek* celebrated its 40<sup>th</sup> anniversary.
- Chekhov joined the crew because
  - the *Pravda* newspaper demanded it.
  - his name was similar to a famous Russian author.

- of his good looks.
  - the *Star Trek* creator wanted to have another Russian crew.
  - Chekhov and Captain Kirk were two very different characters.
  - disliked one another immensely.
  - resembled one another in many ways.
  - both worked as junior officers.
- Khan Noonien Singh
    - successfully used a creature to take over Chekhov's brain.
    - was commander of the USS *Reliant*.
    - was a hero in *Star Trek*.
    - tried to take over Chekhov's brain.
  - Star Trek* fans
    - may be angry that *Star Trek* has ended.
    - can see new *Star Trek* episodes on TV.
    - may go and see the new *Star Trek* film.
    - are mostly from Russia.

real like extreme sports. Do you like other hobbies do you have? I'm going to wash my dad's car now. He sometimes pays me to do chores!

**LISTENING**

Listen to the speakers (1-5). Which of the comments below might each speaker make? There is one comment you don't need to use.

Speaker	1	2	3	4	5
Comment					

- Watching sporting events on TV is important to me.
- I only like watching team sports.
- I don't mind paying a lot to watch an event.
- I'm not at all interested in sporting events.
- I don't like staying at home alone to watch sporting events.
- I'm not at all interested in watching sports on TV.

**USE OF ENGLISH**

Complete the gaps (1-8) with a word derived from the word in bold.

- I like shopping and I like to go to the supermarket. I don't think it's the most important thing in the world. We need to shop for the things we need in clothes, of course. In recent years, clothing has got so 1) ..... , but the pocket money I earn is not 2) ..... in the supermarket. I don't have the time. When I 4) ..... need something, I go to the shop. 5) ..... with my sister. Last year, I bought a 6) ..... bag. I'd saved for weeks to buy it. A wave of 7) ..... washed over me when I finally paid for it. My sister 8) ..... it to me. I'll let her use it sometimes.

- EXPENSE
- WAVE
- REAL
- USUAL
- SHINE
- EXCITE

**WRITING**

Read the extract from your pen-friend's letter. His name is Mark. Write a letter to Matt, and tell your baby sister in your letter what you would like to tell him about your hobbies.

- tell him about your hobbies
- ask three questions about his pocket money

Write 100-140 words.

**SPEAKING**

You and your brother/sister want to buy a present for your parents' wedding anniversary. Discuss the gift with your partner. Choose the one you and like most of all.

- two tennis racquets
- a big box of chocolates
- invite your brother/sister to come up with other suggestions
- discuss all the options
- come to an agreement

Match the headings to the texts  
 Read and choose A, B, C, D for each question  
 Match each profile to a text  
 Read and choose where you ...

# Choose the correct answer

## Reading

F You are going to read an article about a popular magazine. For questions 39–44, choose the correct answer A, B, C or D which you think fits best according to the text.

### Small change for a Big Difference

Help, in the form of a magazine, is available for homeless people who seek a better existence than the uncertain lives they lead on the streets. The Big Issue is one of the first magazines of its kind and its main concern is to provide income and better chances to those who are homeless or at risk of homelessness. It is sold exclusively by homeless people, who get to keep 80 pence out of the £1.50 that they sell the magazine for.

This prized magazine, which offers entertainment as well as the latest news developments, was started by John Bird and Gordon Roddick in 1991. Worried about the enormous number of people living on the streets of London, the two businessmen decided to do something about it. The idea for the magazine arose when Roddick went to New York and came across a newspaper that was sold by homeless people there.

Originally, the magazine came out monthly, and was distributed around London. Yet, such was its success, that two years after its first publication, The Big Issue started coming out once a week. Not only that, but shortly later it became available in other areas

of England, as well as Scotland and Wales. Today, along with the five local editions that go out to most parts of the UK, the magazine also enjoys international status.

The quality of the magazine is very high, as its pages are filled with informative and entertaining articles written by expert reporters. There is also a section where homeless people have their stories and articles published. Not only this, but respected celebrities such as David Beckham and Sir Paul McCartney have at times contributed their thoughts and ideas to the pages of The Big Issue.

The increasing number of homeless people who were willing to participate in the sale of the magazine gave rise to another great idea. In 1995 The Big Issue Foundation was set up. This is a charity organisation, but it is not one that sees the homeless as beggars in need of a few pounds. In the organisation's own words, they are there to help homeless people "off the streets and into a life, that is, training, education, accommodation and transformation."

- 39 The Big Issue mostly aims at  
 A raising money for the homeless.  
 B making the streets safer for the homeless.  
 C improving the living situation of the homeless.  
 D providing homes for the homeless.
- 40 The idea for The Big Issue occurred  
 A when the two men went to the States.  
 B after talking to some homeless people.  
 C from a similar foreign publication.  
 D after watching a news story.
- 41 The Big Issue magazine  
 A was hugely successful as soon as it came out.  
 B began as a weekly publication.  
 C originally came out in Scotland and Wales once a week.  
 D became more popular a while later.
- 42 At present, The Big Issue is available  
 A in several countries around the world.  
 B everywhere in the United Kingdom.  
 C in most African countries.  
 D only in different areas around London.
- 43 All articles in The Big Issue are  
 A respected by famous people.  
 B about homeless people.  
 C written by professionals.  
 D educational and enjoyable.
- 44 The Big Issue Foundation  
 A was set up by homeless people.  
 B gives money to beggars.  
 C wants to increase the sales of the magazine.  
 D offers classes for the homeless.

(Marks:  $\frac{\quad}{6 \times 2 \quad 12}$ )

...e extreme sports. Do you like  
 What other hobbies do you have?  
 to wash my dad's car now. He  
 es pays me to do chores!

## Listening

...to the speakers (1-5). Which of the  
 nts below might each speaker make?  
 is one comment you don't need to use.

1	2	3	4	5

...ng sporting events on TV is important to

like watching team sports.  
 mind paying a lot to watch an event.  
 t all interested in sporting events.  
 t like staying at home alone to watch  
 g events.  
 mind watching sports but I prefer to take

## Speaking

...r brother/sister want to buy a present  
 nents' wedding anniversary. Discuss the  
 tions and choose the one you both like

...f in Rome  
 the theatre  
 s racquets  
 of chocolates

...e conversation and have to decide on  
 n (only one) to choose. Your partner will  
 t of your brother/sister. Remember to:

...ticipate in the conversation and be polite  
 with ideas  
 reasons  
 our brother/sister's opinion and take it  
 into  
 r brother/sister to come up with other  
 ns  
 of the options  
 in agreement

# True – False – Doesn't say

## Everyday English

E Complete the exchanges using the phrases below.

- Well, I could be better.
- Well, suit yourself!
- All right, just this once.
- Sure. I suppose we could.
- It's not a big deal.

- 34 A: I'm really sorry I scratched your CD.  
B: .....
- 35 A: Can you help me with my homework?  
B: .....
- 36 A: Are you alright? You don't look very well.  
B: .....
- 37 A: You don't need to drive me to the shops.  
I'll take the bus.  
B: .....
- 38 A: Let's go see the football game. It might be fun!  
B: .....

(Marks: —)  
5x2 10

## Reading

F Read the text and mark the statements 39–44 as T (true), F (false), or DS (doesn't say).

### The Lowdown on Bullies!

At some point in our lives many of us will have to deal with a bully. Yet bullies are not all the same. To be able to handle such a threat, it is important to know what kind of person you are dealing with.

The most dangerous and common bully is the aggressive one. Aggressive bullies use the fear of violence to control others. Unfortunately, it doesn't stop there. They are known to quickly lose their temper and harm their victims without ever feeling sorry for them. When faced with such a person, immediately tell a parent or teacher. Furthermore, stay in public places and amongst others for safety. Some people even learn self-defence to protect themselves against this kind of bully. However, violence is not the answer, as it leads to even more violence.

Next, are the verbal bullies. They attack with words and are only happy when others feel hurt. So when an unkind joke is made, show as little reaction as possible and just walk away. Remember, you cannot talk sense to an unreasonable person. And, above all, never make jokes about yourself to prove that nothing can hurt you. This will only encourage them.

Last, is the computer bully. The best way to deal with this menace is by deleting their messages. Do not read anything they write and never send a reply. When faced with such a person, it is wise to seriously consider a change of email address.

Keep in mind that bullies are simply people who envy the talents of their victims. The only way they can feel powerful is by putting others down. Therefore, never listen to anything they have to say!

- 39 Aggressive bullies later regret hurting someone. ....
- 40 When dealing with an aggressive bully, seek the help of an adult. ....
- 41 Humour will keep verbal bullies away. ....
- 42 One way to deal with computer bullies is to report them to the police. ....
- 43 Computer bullies use very advanced technology. ....
- 44 Bullies are jealous of what other people are good at. ....

(Marks: —)  
6x2 12

5a

Reading Skills

## BEAUTIFUL Nepal!

### Sun 5<sup>th</sup> April – Kathmandu

We arrived safely in a very foggy Kathmandu after our short but delayed flight from India. We caught a local bus to the hotel, passing street vendors, beggars, shoeshine boys and even a barber with his chair and cracked mirror out on the pavement! This morning we escaped the dust, noise and pollution of the city to visit the incredible Monkey Temple up in the hills. There really were hundreds of monkeys there — they were running around everywhere. There were lots of steps to climb but it was worth it — the view of the snowy peaks of the Himalayas in the distance was absolutely breathtaking!

### Tues 7<sup>th</sup> April – The Himalayas

We woke up yesterday morning feeling so excited! Finally the day we would begin our 2-day trekking excursion to the Himalayas had arrived! We took a small plane journey from Kathmandu and then trekked for hours up and down the rocky mountain trail. It was hot in the bright mountain sun but quite cold wherever there was some shade. You can't imagine how spectacular the scenery was! We finally reached a village called Phakding where we put up our tent and camped outside a tea-house. We tried some local dishes, which were delicious, and then got into our sleeping bags. It got cold very quickly once the sun had gone down! I awoke the next morning to the most amazing sunrise I had ever seen! I took a walk down

to the river where I ran into two young boys playing. They were really friendly. Nepalese villages are very poor, but everyone we met in the mountains seemed happy.

### Thurs 9<sup>th</sup> April – Bhaktapur

Returning from the mountains, Kathmandu seemed even busier than when we left! We took a taxi to the ancient town of Bhaktapur today as we had heard that its annual festival Bisket Jatra was taking place. When we got there, we hired a guide, who took us to see the noisy tug-of-war contest that kicks off the festival every year. Apparently, the festival is based on a fairy tale and continues for days. It includes a wild parade, a candlelit procession and two more tugs-of-war! Later in the day, we went on a guided tour of Bhaktapur's magnificent temples, then we went shopping for souvenirs. The city is full of craftsmen selling paintings and handicrafts. I bought some beautiful pottery and Jake found a fantastic pair of hand-made drums!

### Sat 11<sup>th</sup> April – Home Sweet Home!

Jake and I finally put on our backpacks for the last time and flew home today after 5 weeks, 4 countries, 2 nasty viruses and countless temples, mountains, beaches and cheap campsites and hotels! I'll never forget the amazing experiences I've had backpacking through Asia, but right now I'm looking forward to some home comforts and a good night's sleep ...

## Reading

- 1 Look at the travel diary above. Where were the travellers? What did they see/do? Listen and read to find out.
- 2 Read again and decide if the statements are true or false. Compare with your partner. Correct the false statements.
- 3 Answer the questions.
- 5 Bhaktapur is a modern town.  
6 Bisket Jatra takes place once a year.  
7 Bisket Jatra lasts a week.  
8 Jake and the author went back home by plane.  
9 The author missed home.  
10 The author didn't sleep at all during the holiday.
- 1 What was the weather like in Kathmandu? the Himalayas?  
2 What means of transport did they use while in Nepal?  
3 Where did they stay?  
4 What did they do and see in each place?

# Read and match

## 1a Reading Skills

### Vocabulary

Teen activities

1 Which of these activities do teens in your country enjoy doing? What about you? Use: most, a few, some, not many.

- hang out with friends
- go clubbing
- send emails
- play computer games
- go window shopping
- send text messages on their mobiles
- chat online
- listen to music
- watch TV/DVDs
- surf the Net
- do extreme sports
- spend time with their families
- go on trips to the countryside
- do voluntary work (plant trees, run errands for the elderly, etc)

► Most teens enjoy hanging out with friends. I enjoy chatting online, etc

### Reading

2 Look at the title and the introduction in the text. What do you expect to read? Listen, read and check.

### study skills

#### Reading for specific information

Underline key words in the instructions, questions, etc. Read the text(s) and try to find sentences, phrases, etc that match the underlined key words. The matching sentences, phrases, etc are usually paraphrased. Using this information, answer the questions.

3 **RI** Read again. Answer questions 1-6. Who ...

- 1 would rather live somewhere else?
- 2 enjoys watching funny programmes on television?
- 3 likes buying clothes but not spending too much money on them?
- 4 prefers to spend his/her free time doing unusual activities?
- 5 enjoys spending some of his/her weekend with their family?
- 6 gets angry with members of his/her family?

## TEENAGERS



Who We spoke around th and their time. Here

Fiona L. Galway

"I've got to same kind especially at Father Ted. into indie Arctic Mon as I can. I'm shopping a designer lat

Josie, 1 L. Glasgow

"I really lik enjoyable p hours wind my friends. because yo there. I also to catch a my friend, about mob a new natio

Jamie, L. Crystal

"I live with town in Sc beautiful at horse riding don't fang dream of g

\* from a and \*\* live perform

## 3a Reading Skills

### Reading

#### study skills

Choosing headings To choose the heading that best describes each paragraph, look for key words/phrases which are examples or synonyms of the words in each heading.

1 Read the title of the text and the headings below. What do you think the text is about? Listen, read and check.

- A NASTY ATTACK      D CAUGHT IN THE ACT  
B UNLUCKY MUGGERS      E COMMON TRICK  
C FRAUD VICTIM

2 **RI** Read again and match each posting (1-4) with a heading (A-F). There is one heading that you do not need to use. Which words/phrases helped you to find the answers?

3 Match the underlined words/phrases with their meanings: got into by force; trusting/easily tricked; small/minor; take someone's attention away from something; was deceived; recently; in shock; remove it with a cloth; unexpectedly. Then explain the words in bold.

### Vocabulary

Crime & the law

4 a Use words from the text to complete the table.

Crime	Criminal	Verb
bank robbery	bank robber	rob (a bank)
burglary	.....	burgle (sb's house)
mugging	.....	mug sb
shoplifting	shoplifter	shoplift
theft	.....	steal (a car)
vandalism	vandal	vandalise (sth)
pickpocketing	.....	steal (sb's purse)
kidnapping	kidnapper	kidnap (sb)

## HAVE YOU BEEN THE VICTIM OF A CRIME?

1

Tue Oct 26 16:34:06  
Debbie

A couple of months ago, I received a letter out of the blue saying I'd won a prize in an international lottery. I couldn't even remember buying a ticket! Anyway, I contacted the people the letter was from, who asked me to send them a 'fee' to process my winnings. Like an idiot, I fell for it and sent them the money. I realised it was a scam when I didn't hear from them again. So basically, the 'prizes' don't exist. These terrible fraudsters are just trying to trick gullible people (like me!) into sending them money. The police say they've been investigating this crime for a while now, but they haven't found the culprits yet.



2

Mon Nov 1 09:03:12  
Steve

Burglars recently broke into our house while we were sleeping upstairs! My sister and I heard a noise, so we woke up our dad, who called the police. By the time the police arrived, though, the burglars had gone. While we were checking what they had taken, a neighbour reported a burglary at their house too. The police caught them red-handed! My dad's got to give evidence in court in a few weeks!



### Speaking

4 Portfolio: Imagine you are a TV

Perhaps you've been taken for a ride by a con artist or been the victim of some other petty crime? Or maybe the crime was something more serious? Let's see what our readers say.



Thur Oct 28 11:14:32  
David

I used to think crime was just something that happened to other people until I got mugged on the way home from school last year. The attacker just came out of nowhere, threatened me with a knife, grabbed my mobile phone and ran away. Fortunately, I was able to identify the mugger from a photo at the police station. He was a well-known criminal in the area, so the police knew where to find him. Anyway, he confessed to the crime, the police arrested him, and he received a two-year prison sentence! I was shaken up and bruised, but it could have been a lot worse. I even got my phone back!

3

Sat Oct 30 20:11:54  
Anna

I was out shopping in the town centre when suddenly, something that looked like bird mess landed on my shoulder! Immediately, a so-called passer by appeared with a cloth to wipe it off. It wasn't until I reached for my wallet to buy something that I realised it had been stolen. When I reported the crime to the police, I was told that this has been happening a lot lately. These people are professional pickpockets, who use any means they can to distract their victims!



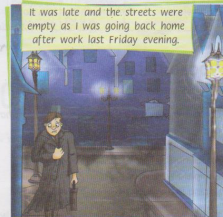
6 Complete the exchanges with the verbs below in the correct tense/form.

- arrest • appear • confess • chase • pay
- get • let • find • make • sentence
- convict • break

- 1 A: Have you ever ..... the law?  
B: Well, I once had to ..... a fine for speeding!
- 2 A: Did the man ..... to the burglary?  
B: Yes, the police have ..... him and he's ..... in court on Thursday.
- 3 A: So the thieves didn't ..... away with the robbery then?  
B: No, they didn't. The security guards ..... after them, so they didn't manage to ..... off with the money.
- 4 A: Did the judge ..... the man guilty of dangerous driving?  
B: Yes, but he ..... him off with just a heavy fine.
- 5 A: Is it true that your neighbour has just been ..... of fraud?  
B: Yes, he has been ..... to ten years in prison.

### Speaking

7 Continue the story. Use these words: out of the blue, mug, grab, attack, threaten, identify, criminal



THINK! What does the proverb mean? Do you agree with it? Why/Why not?

### Words of Wisdom

Crime doesn't pay. (proverb)

# Fill in the gaps

## Everyday English

E Use the sentences A–E to complete the dialogue.

Sarah: 34) ..... Would you like me to help you with your homework?  
 John: Yes, please. 35) .....  
 Sarah: Have you got a temperature?  
 John: Yes, a slight one.  
 Sarah: 36) .....  
 John: 37) ..... My throat has been sore.  
 Sarah: Would you like me to call the doctor?  
 John: Actually, I've already done it.

## Reading

F Match the sentences A–G with the text.

**Dogs**  
 Dogs are great companions. [39] canine friends have made a vast contribution to society. SAR (Search and Rescue) dogs are specifically trained to find victims of snow or debris, so they can quickly locate them. [40] When it comes to rescues, these dogs are fast and their keen sense of smell enables them to find accident victims much more easily than humans. Any breed of dog can be trained for SAR rescue missions. [41] They are people-friendly. This is important because missing people they find are so many times the dogs have to stay with them until a rescue crew arrives. [42] This is because puppies are being trained, it is their job.

- A An SAR dog will even enter a burning building to save someone's life.
- B After this, the dogs are taught to perform tasks to prepare them for different emergencies.
- C In snowstorms, earthquakes and landslides, dog teams are usually the first on the scene.
- D Trainers have to be careful when working with puppies.

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Module 6

### Everyday English

F Complete the exchanges using the phrases.

- Serves him right!
- Good for you!
- Well, don't believe everything you hear!

34 A: I've been offered a job with a big new contract.  
 B: .....

35 A: Would you mind lending me your money?  
 B: .....

36 A: He'll go to jail for lying in court.  
 B: .....

### Reading

G Read and match the sentences A–G with the text.

**LIVING ON THE MOON**

The race is on as to who will be the first to take humans to the Moon. At this time scientists are looking at the North or South Pole, as it does near the Earth. At present, NASA is using the latest computer technology. As for the question of resources as possible for a moon base, it is a matter of time. Once this is done, the atmosphere that can be used to grow crops. Once we inhabit the Moon, it will be a matter of time before we can send people to the Moon. Perhaps the human race will be able to live on the Moon. Yet, we must face the fact that before we can do this, we must first be able to live on the Moon. Moreover, the poles see much more sunlight. If this is the case, astronauts can use solar panels to generate power.

A Just think, \$400,000 is needed to send a person to the Moon.  
 B All the same, we have not found any evidence of life on the Moon.  
 C Perhaps the human race will be able to live on the Moon.  
 D Yet, we must face the fact that before we can do this, we must first be able to live on the Moon.  
 E With this information they will be able to live on the Moon.  
 F Moreover, the poles see much more sunlight.  
 G If this is the case, astronauts can use solar panels to generate power.

## 4d Literature

### The Lost World

1 Look at the title of the text and the picture on p. 70. What do you think the extract is about? Read the biography and check.

**Sir Arthur Conan Doyle (1859-1930)** was a Scottish doctor and author. His mother was passionate about books and a fantastic storyteller. Arthur discovered he had a talent for telling fascinating stories. His works include science-fiction and historical novels, plays and romances, poetry and non-fiction. *The Lost World* (1912) was the first in a series of four novels. It is about an expedition to the Amazon Rainforest in South America where Professor Challenger and Summerlee, reporter Edward Malone and hunter Lord John Roxton encounter prehistoric animals.

2 a Read lines 1-19 of the extract. What do you think the professor has seen? What do you think will happen next? Listen and read to find out.  
 b **LINE** Match the sentences (A-G) to the gaps (1-6). There is one extra sentence you do not need to use. Compare with a partner.

A Then they vanished from our sight.  
 B August 28th - the day we saw five live Iguanodons in a clearing of the Amazon Rainforest.  
 C Crouching down among the bushes, we observed them at our leisure.  
 D A dreadful thing has happened to us.  
 E No; a reptile - a dinosaur.  
 F They were enormous.  
 G What will they say in England about this?

while they pulled down branches with their small five-fingered front feet. I do not know if I can describe them to you better other than by saying that they looked like monstrous kangaroos, twenty feet in length, and with skin like crocodiles.

I do not know how long we stayed gazing at this marvellous sight. A strong wind blew towards us but we were well concealed, so there was no chance of discovery. From time to time the little ones played round their parents in clumsy games, the great beasts hopping into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of leaves which grew upon a large tree, put his forelegs round the trunk and tore it down as if it were a sapling. This showed not only the strength of its muscles, but also the weakness of its brain. For the whole tree came crashing down on top of it. It yelped loudly, showing that despite its size there was a limit to what it could endure. The incident caused him to move off, followed by his partner and their three enormous infants. We saw the shimmering grey gleam of their skin between the tree trunks and their heads moving up and down high above the tree tops.

I looked at my comrades. Lord John was staring intently in the direction the creatures had disappeared. The two professors were in silent ecstasy. In their excitement, they had grabbed each other by the hand and stood like two little children in the presence of a wonderful sight. Challenger's cheeks displayed a broad smile, and Summerlee's ironic face softened in amazement.

"My God!" he cried at last. "5"

"My dear Summerlee, I will tell you with great confidence exactly what they will say," said Challenger. "They will say that you are a liar and a scientific fake, exactly as you and others said of me."

"And if we have photographs?"

"Faked, Summerlee, faked, they'll say!"

"And if we have specimens?"

"Ah, there we may have them! The newspapers may praise us yet. 6 Put it down in your diary, my young friend, and send it to your paper."

\* a young tree

- 3 a Match the highlighted words to their meanings. Use each one in a sentence of your own.
- 1 put up with 2 not moving 3 cried out  
 4 hidden 5 sparkled 6 huge 7 shine  
 8 extreme happiness 9 because
- b Use a dictionary to explain the words in bold. What are they in your language?

4 Find words that mean **big** in the extract. Make sentences using them.

- 5 Find all words related to the headings:
- classes** ▶ reptile  
**parts of body**  
**types**
- Compare with another pair.

- 6 a Who/What is compared to: little children? elephants? a human hand? a lizard? great beasts? crocodiles? kangaroos?
- b Which adjectives best describe: - the baby dinosaurs - the adult dinosaurs - the two professors and the narrator.

- excited
- unintelligent
- playful
- huge
- unusual
- amazed
- strong
- overjoyed

Which parts of the text helped you decide?

7 Explain the underlined phrases in your own words.

**Writing**

8 Portfolio: Imagine you are part of the expedition. Write a letter to a friend describing what you have seen.



# Задания типа В2

- Чтение с пониманием основного содержания и установление соответствия
- Соответствуют требованиям Госстандарта школьного образования к уровню знания иностранного языка и являются Базовым уровнем сложности. Предполагается, что учащиеся овладевают этим уровнем знаний к окончанию девятого класса общеобразовательной школы. Этот раздел содержит одно задание, максимальный первичный балл – 7. В этой части представлены краткие тексты информационного и научно-популярного характера.
- Встречаются в разделах УМК READING SKILLS, READING, SPOTLIGHT ON EXAMS





# Задания типа В3

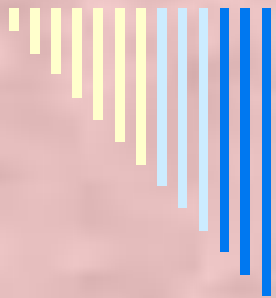
- Чтение с пониманием структурно-смысловой связи текста и установление соответствия
- Соответствуют требованиям Госстандарта школьного образования к уровню знания иностранного языка выпускниками одиннадцатого класса и являются Повышенным уровнем сложности. Предполагается, что учащиеся овладевают этим уровнем знаний к окончанию одиннадцатого класса общеобразовательной школы при изучении иностранного языка на базовом уровне при нагрузке два часа в неделю. Этот раздел содержит одно задание, максимальный первичный балл – 6. В этой части представлены публицистические и научно-популярные тексты.
- Встречаются в разделах УМК READING SKILLS, READING, SPOTLIGHT ON EXAMS



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# Задания типа А

- Чтение с полным пониманием текста и множественным выбором ответа
  - Соответствуют требованиям Госстандарта школьного образования к уровню знания иностранного языка выпускниками одиннадцатого класса и являются Высоким уровнем сложности. Предполагается, что учащиеся овладевают этим уровнем знаний к окончанию одиннадцатого класса общеобразовательной школы при изучении иностранного языка при нагрузке шесть часов в неделю. Этот раздел содержит семь заданий, максимальный первичный балл – 7. В этой части представлен публицистический текст.
  - Встречаются в разделах УМК READING, SPOTLIGHT ON EXAMS
-



Презентация подготовлена  
учителем английского языка  
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