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АНГЛИЙСКИЙ ЯЗЫК в 9 классе

Учебно-методическое пособие
для учителей учреждений общего среднего образования
с белорусским и русским языками обучения

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ВВЕДЕНИЕ

Образовательный процесс по обучению английскому языку в 9 классе строится в соответствии с методическими подходами, принятыми в Республике Беларусь, и нацелен на *формирование личности*, которая способна к диалогу культур, т.е. является компетентной в ситуациях межкультурной коммуникации и обладает рядом качеств, необходимых для эффективного общения.

Согласно новой концепции учебного предмета «Иностранный язык» *«генеральная цель* обучения иностранным языкам состоит в формировании учащихся как субъектов межкультурной коммуникации посредством овладения ими иноязычной коммуникативной компетенцией и развития у них качеств поликультурной личности, востребованных современным информационным обществом в условиях глобализации»¹.

В соответствии с *генеральной целью* языкового образования в учебном пособии и во всем учебно-методическом комплексе (УМК) в целом определяются и реализуются ведущие методические подходы в обучении иностранным языкам на современном этапе – *«лично ориентированный, компетентностный, коммуникативный, когнитивный и социокультурный в их единстве»*².

УМК для 9 класса решает задачи по развитию личности учащегося через формирование навыков и развитие целого комплекса умений, соответствующих различным формируемым компетенциям. Он направляет организацию учебного процесса таким образом, что учащийся становится субъектом разнообразной коммуникативной деятельности в ситуациях межкультурного общения, что способствует достижению генеральной цели обучения иностранным языкам.

Образовательный процесс организуется в соответствии с ведущими принципами коммуникативного подхода – *речевой направленности, ситуативности, функциональности,*

¹ Баранова, Н.П. Концепция учебного предмета «Иностранный язык» / Н.П. Баранова [и др.] // *Замежные мовы*. 2015. № 4. С. 5.

² Там же. С. 4.

соизучения языка и культуры, диалога культур, аутентичности.

Каждый урок иностранного языка представляет собой урок общения: он носит целостный характер, подчинен общей теме, сюжету, помогает учащимся решать определенные коммуникативные задачи и ориентирован на продукт в продуктивных видах речевой деятельности (создание собственного устного и письменного высказывания с целью решения поставленной коммуникативной задачи) и результат в рецептивных видах речевой деятельности (понимание, использование и интерпретация информации, содержащейся в текстах для чтения и восприятия на слух).

Каждый из уроков предполагает взаимосвязанное обучение всем видам речевой деятельности и аспектам языка в целях общения, т.е. ориентирован на иноязычное общение в устной и письменной форме.

Для организации *устного иноязычного общения* учебное и учебно-методическое пособия задают ряд ситуаций, участники которых наделены определенными ролями, решают поставленные коммуникативные задачи, обмениваясь своими знаниями, мыслями, чувствами, опытом. Это означает, что роль учителя меняется – он становится организатором общения. Однако на основе материала учебного пособия учитель может расширять рамки общения, создавать различные ситуации на любом из этапов урока, направляя взаимодействие учащихся. Для этого любое задание должно предваряться формулировками, задающими основные параметры общения: *кто, кому, о чем, с какой целью и при каких обстоятельствах (где, когда) говорит*. Иными словами, для того, чтобы процесс обучения иностранному языку был действительно коммуникативным, учитель должен создать на уроке «... микромир окружающей нас жизни со всеми реальными, межчеловеческими отношениями и целенаправленностью в использовании языка»³.

³ *Риверс, М.* Десять принципов изучения и обучения иностранным языкам на основе взаимодействия обучаемого и преподавателя // Глядя в будущее. Первый советско-американский симпозиум по теоретическим проблемам преподавания и изучения иностранных языков. 17–21. X. 89. М., 1992. С. 99.

Восприятие и понимание звучащей речи и чтение рассматриваются в учебном пособии в качестве средств иноязычного общения. Это означает, что учащиеся:

- воспринимают информацию, содержащуюся в тексте, которая используется как руководство к действию или учитывается в дальнейшей деятельности;
- оценивают информацию, как полезную / бесполезную, интересную / неинтересную, новую / знакомую;
- сравнивают полученную информацию с известной или с информацией на аналогичную тему, сопоставляют, анализируют, делают выводы;
- дают эмоциональную оценку действующим лицам, героям;
- пытаются понять мысль автора, его отношение к описываемому;
- выражают свою точку зрения на точку зрения автора.

Учебное пособие предлагает разнообразные формы общения – ролевые игры, драматизации, викторины, форумы, конференции, экскурсии, интернет-сайты, брошюры, и т.д., которые приближают условия овладения иноязычным общением к тому, как это происходит в родном языке.

Коммуникативное обучение опирается на знание и учет закономерностей познавательного процесса при овладении иностранным языком и особенностей умственной деятельности учащихся данного возраста, учет универсальных процессов познания и индивидуальных свойств, характеризующих познавательную деятельность каждого учащегося.

В учебном пособии учитываются также особенности мнемических и волевых процессов учащихся данного возраста. С этой точки зрения в организации учебного процесса осуществляется опора на все виды памяти – зрительную, слуховую, двигательную, эмоциональную, в том числе на произвольную и произвольную память. Эмоциональная память – основа прочного запоминания материала, так как то, что у человека вызывает эмоции, запоминается без особого труда и на более долгий срок. В отличие от произвольной памяти, когда ставится специальная задача на запоминание, например, выучить формы неправильных глаголов, запомнить краткое правило-инструкцию, произвольная память

функционирует автоматически, без особых на то усилий человека, например, запоминание правописания слов в ходе решения кроссвордов, запоминание слов в процессе общения, решения коммуникативных задач, когда внимание учащегося направлено на содержательную, смысловую сторону высказывания. Непроизвольное запоминание не обязательно является более слабым, чем произвольное, часто оно превосходит последнее, поэтому учебное пособие и рабочая тетрадь включают вопросы и задания на развитие произвольной памяти, внимания, логики, мышления, а также задания проблемного и творческого характера, активизирующих умственную и эмоциональную деятельность учащихся. Например, учебное пособие не содержит готовых списков лексических единиц, которые учащиеся должны выучить. Вместо этого, учащиеся нацелены на приобретение знаний путем собственных усилий, они выводят значения новых слов из контекста, на основе знания и понимания ситуации общения.

Личностно ориентированный подход, принятый в современном образовании, также выдвигает ряд требований к организации учебного процесса.

В свете личностно ориентированного подхода *роль учителя* в организации процесса обучения иностранному языку как средству межкультурного общения должна быть направлена на то, чтобы учебный процесс представлял собой *процесс взаимодействия учителя и учащихся, учащихся друг с другом*, в результате которого учащиеся приобретают речевой опыт на иностранном языке и приобщаются к иноязычной культуре и традициям, сопоставляя их со своей национальной культурой и собственным опытом. Соответственно, *традиционная фронтальная работа сокращается в пользу парных, групповых и коллективных форм обучения*. В данном случае тем не менее необходимо предусматривать деятельность, которая вызывает у учащихся положительный отклик. Для этого нужно моделировать разнообразные ситуации общения, в которых учащимся приходится действовать так или иначе от чьего-либо лица.

Как известно, образовательный процесс должен быть направлен на развитие личности и активизировать знания, интеллектуальные способности, речевой опыт, эмоции. Для

этого учебный процесс должен быть организован таким образом, чтобы *учащийся стал субъектом деятельности* и при этом чувствовал себя комфортно, свободно, раскрепощенно, без страха сказать что-либо не так. Эффективность процесса обучения иностранному языку определяется готовностью и желанием учащихся участвовать в межкультурном общении на иностранном языке. Отличительной особенностью такого общения должно стать стремление к взаимодействию, принятию друг друга. Во многом это определяется стилем поведения учителя. *Учитель отвечает за создание атмосферы комфорта и радости, поэтому авторитарный стиль и назидательный тон учителя неприемлемы.* Учитель как организатор общения и партнер по общению сам должен быть раскован, терпим к другим суждениям, идеям, ошибкам, уметь сопереживать и восхищаться. Тон голоса должен быть добрым и располагающим к общению, а выражение лица должно соответствовать тону, а следовательно, может быть интригующим, доверительным, серьезным, деловым и т.д.

Комфортность общения также зависит от того, как учитель реагирует на ошибки учащихся, поэтому им необходима вера в их способности и успех. В связи с этим исправлять ошибки нужно в деликатной форме, например, путем переспроса, подсказки. Следует также помнить, что исправление ошибок нарушает коммуникацию. Можно следовать следующему правилу: в ходе формирования речевых навыков исправление ошибок оправдано, в ходе порождения устных высказываний исправление ошибок крайне нежелательно, так как усилия учащихся направлены прежде всего на выражение собственной мысли, мнения, изложения своего опыта.

Все перечисленные теоретические положения коммуникативного и личностно ориентированного подходов реализуются в УМК по английскому языку для 9 класса учреждений общего среднего образования. Их реализация способствует:

- удовлетворению познавательных потребностей учащихся, формированию их мировоззрения и созданию у них целостной картины мира;
- усвоению учащимися знаний, формированию навыков и развитию умений, которые необходимы им для нормальной жизнедеятельности в обществе;

- стимулированию креативного мышления учащихся;
- развитию у учащихся системы личностных свойств и качеств, способствующих их саморазвитию: мотивации, рефлексии, системных знаний;
- созданию атмосферы сотрудничества и доверия и изменению отношений «учитель – ученик»;
- созданию атмосферы радости и успеха через разнообразные формы организации взаимодействия на уроке – обучение в сотрудничестве, взаимо- и самообучение.

Структура УМК

Учебно-методическое пособие (книга для учителя) помогает учителю организовать процесс обучения в соответствии с обозначенными целями, подходами и принципами. Оно представляет детальное, поэтапное планирование большинства уроков, включая постановку целей как для учителя, так и для учащихся, и заканчивая рефлексией по поводу достижения поставленных целей. Последовательность обучения в уроках представлена в соответствии с этапами познавательного процесса, необходимых для овладения учащимися фонетической, лексической, грамматической сторонами речи и видами речевой деятельности.

Учебно-методическое пособие разработано с учетом особенностей учебного пособия и других компонентов УМК, изложенных далее.

Учебное пособие последовательно готовит учащихся к общению в рамках определенной учебной программой тематики, представленной по разделам. Внутри каждого тематического раздела первые 4–5 уроков посвящены изучению нового языкового материала в целях общения, 5–6-е уроки посвящены развитию умений устной монологической или диалогической речи. Целью последующих уроков является развитие умений восприятия и понимания речи на слух, после чего следует урок развития умений письменной речи, который, по сути, представляет собой урок подготовки текста проекта. На следующем уроке учащиеся работают с текстом для чтения, учитель раздает проверенные тексты проектов. Учащиеся получают домашнее задание – оформить свои про-

екты и подготовиться к их презентации, чему посвящается весь следующий отдельный урок, который заканчивает цикл работы над темой.

Следует отметить, что задания, представленные в учебном пособии, адекватны целям каждого этапа урока, они разнообразны, вплетены в сюжет урока и позволяют учащимся не только сменить вид деятельности, но и в непринужденной обстановке, приближенной к естественному процессу общения, продолжить работу над языком.

На уроке ознакомления с новым языковым материалом и формирования лексических и грамматических навыков соблюдается следующий порядок работы.

1. Введение в тему урока или повторение пройденного в связи с темой, как правило, на основе заданий, предшествующих тексту, которые способствуют активизации знаний учащихся по данной теме и обеспечивают повторение необходимого языкового материала.

2. Обращение к тексту для ознакомления с новыми лексическими единицами или грамматическими структурами: изучение названия, обсуждение иллюстраций, фотографий, ознакомление с предтекстовым заданием. Методическая цель – облегчение восприятия письменного или звучащего текста – «спрятана» для учащихся, которые получают смысловое задание, предполагающее понимание основного содержания текста.

3. Чтение про себя (и одновременное прослушивание) текста для выполнения предтекстового задания на общее понимание содержания, целью которого является ознакомление с текстом и первичное предъявление нового материала без акцента на значение слов.

4. Обсуждение ответов на вопросы или выполнение предтекстового задания на понимание общего содержания воспринимаемого текста, которые помогают развивать умения игнорирования неизвестного.

5. Извлечение детальной информации из текста, обращение к новым языковым единицам, представленным в тексте жирным шрифтом, и самостоятельное выведение значений новых слов или грамматических структур путем активизации мыслительных процессов: на основе контекста и ситуации,

с привлечением фоновых знаний, на основе понимания грамматики предложения, по знакомым словообразовательным элементам и использования толкования слов:

- парная или индивидуальная работа: *Read the sentences with the new words. What do the new words mean? If you can't guess, look at the explanation of the words below. (If you can't guess, choose the corresponding Russian word from exercise ...)*;
- проверка понимания новых слов со всей группой, их перевод на родной язык, запись на доске в качестве опоры для последующей работы. Правильное и точное понимание слова или грамматической структуры значительно увеличивает эффективность всей дальнейшей работы;
- произношение и чтение новых слов и структур отдельно и в предложениях с использованием приемов, облегчающих запоминание звукового и графического образа слов и грамматических структур, например, «эхо», «поезд», произнесение с определенным настроением (грустно, весело, категорично, с вопросительной интонацией и т.п.).

Как вариант для более сложных текстов или в менее подготовленном классе может использоваться *Shared reading* (совместное чтение) и отработка текста по частям (п. 3–5).

6. Ответы на вопросы или выполнение других послетекстовых заданий на понимание деталей текста, выражение личного отношения к содержащимся в тексте информации и фактам, что обеспечивает полное и точное понимание информации, содержащейся в тексте.

7. Порождение собственных мини-высказываний с использованием нового языкового материала: сокращение исходного текста с определенной коммуникативной целью, перенесение ситуации на свою жизнь, свою страну, свою культуру, например, подготовить краткий рассказ для Web-страницы, для встречи с ..., и т.п.

8. Использование нового лексического и грамматического материала в заданиях для самостоятельной работы в рабочей тетради.

На последующих уроках осуществляется совершенствование лексических и грамматических навыков в различных коммуникативных заданиях:

- в ролевых играх, диалогах по заданной ситуации, текстах для восприятия на слух или чтения, а также для их обсуждения;
- при создании письменного проекта и его устной презентации;
- в межтематических проектах (например, ролевая игра “The trip of my life”).

Порядок работы над грамматическим явлением схож с тем, как мы работаем с лексикой, но в п. 5 он следующий (извлечение детальной информации из текста, обращение к новым языковым единицам, представленным в тексте):

- понимание значения предложения и нового грамматического явления (контроль понимания на родном языке);
- определение функции языковой единицы (например, выделенные структуры служат для рассказа о прошлых событиях, действиях);
- анализ формы изучаемой грамматической структуры;
- самостоятельное выведение и формулирование правила с опорой на формулировки с пропусками, приведенными в учебном пособии;
- сравнение грамматического явления с правилом, приведенном в справочном разделе учебного пособия;
- произношение и чтение новых грамматических структур отдельно и в предложениях.

Рабочая тетрадь написана в тесной связи с учебным пособием и позволяет совершенствовать фонетические, лексические и грамматические навыки, а также развивать речевые умения.

В рабочую тетрадь включены задания:

- для работы с *деконтекстуализированным словом*: группировка слов по определенному признаку, угадывание или поиск слов по определению в кроссвордах, работа с грамматикой слова (часть речи, его сравнение со схожими / однокоренными словами, особенности использования, например, перед существительным или после глагола-связки);
- на активизацию лексики в новом контексте: вставить слово в предложение по смыслу или вставить одно и то же слово в блок предложений, что позволяет продемонстрировать

большее количество ситуаций, в которых используется данное слово;

- на повторение изучаемых и изученных ранее грамматических явлений: повторение форм неправильных глаголов, употребления временных форм, артиклей, согласования времен, предлогов, местоимений, исправление грамматических и орфографических ошибок.

Развитие умений говорения осуществляется на каждом уроке, однако несколько уроков каждого раздела посвящены именно этой цели. Для развития умений *диалогической речи*, как правило, организуется ролевая игра, отправным моментом которой служит текст, содержащий необходимую содержательную информацию, речевые клише, даются опоры в виде ключевых слов и выражений. Задание ставит коммуникативную задачу для каждого участника игры. Для ее выполнения нужно выбрать из текста необходимую информацию для решения поставленной задачи, поэтому не нужно подробно и в деталях изучать все тексты или текст, например, о климатах разных стран (раздел 6, урок 1 “Climates of the world”).

Для развития умений *монологической речи* предусмотрены специальные уроки, однако учащиеся продуцируют монологические высказывания практически на каждом уроке:

- на этапе ознакомления с новым языковым материалом – порождение мини-текстов о себе, о своей стране (с использованием опор);
- при работе с текстом для восприятия на слух или текстом для чтения на последнем уроке раздела для выражения своего мнения по поводу прослушанного или прочитанного;
- на уроках совместного обучения, когда каждый учащийся готовит к пересказу по заданному плану свою часть информации (индивидуально или в группах), а затем обменивается информацией с группой других учащихся, которые не читали данный текст;
- в ходе работы по созданию и презентации проекта.

Как уже отмечалось, **текст проекта** готовится в классе на специально выделенном для этой цели уроке. Подготовка текста проекта начинается с изучения задания проекта и вы-

бора индивидуальной или групповой задачи. Далее учащиеся самостоятельно выбирают материалы учебного пособия, выполненные ранее домашние задания и упражнения из рабочей тетради, которые могут быть использованы для подготовки текста проекта, и обсуждают с учителем. В конце этого урока учитель собирает написанные проекты для проверки, а учащиеся получают задание подобрать фотографии, сделать рисунки, продумать оформление проекта к следующему уроку, а также выполнить задания из рабочей тетради, которая включает большое разнообразие речевых упражнений, требующих порождения письменных высказываний о себе (*About you*), выражения собственного мнения (*I think*) в связи с прочитанным.

Данный подход к работе над проектом дает возможность использовать весь изученный языковой материал в итоговом проекте для решения поставленной коммуникативной задачи, т.е. создать собственный продукт. Работа над созданием собственного проекта позволяет повторить и прочнее усвоить языковой материал данного раздела, так как именно умение использовать языковой материал в собственном речевом продукте является свидетельством того, что материал усвоен. Помимо этого работа над текстом проекта в классе исключает вероятность несамостоятельной работы учащегося и дает возможность оказать помощь тем учащимся, которым она необходима.

Именно такая подготовка проекта делает доступным его восприятие и понимание другими участниками общения, так как презентация проекта должна быть организована именно как общение, участники которого предварительно получают определенные задания перед презентацией проектов. Например, распределить представленные проекты по номинациям: самый информативный (обстоятельный, глубокий) проект; самый логичный проект; самый эстетичный проект; самый лаконичный проект; лучшая презентация проекта и т.п. Перед презентацией проекта необходимо выработать вместе с учащимися критерии оценки, например, оформление проекта и его презентация оцениваются по +5 баллов, при этом если учащийся просто читает текст проекта, а не излагает его устно, он получает -4 балла.

Уроки развития умений чтения и восприятия речи на слух организуются по классической схеме: предтекстовые, текстовые и послетекстовые задания и полностью проводятся в урочное время. Упражнения рабочей тетради, разработанные к некоторым текстам, позволяют лучше усвоить и осмыслить информацию текста, а также новый языковой материал, например, восстановить правильный порядок частей текста, сжать информацию абзаца до одного предложения, расширить текст через использование прилагательных, обобщить информацию текста, завершая предложения в предложенном кратком пересказе.

В заключение необходимо подчеркнуть, что учитель должен обеспечить использование в первую очередь всех имеющихся компонентов УМК, так как именно использование всех компонентов УМК позволяет достичь поставленных целей и обеспечивает как максимальную эффективность обучения английскому языку, так и создание мотивации к изучению английского языка. УМК создает все необходимые условия и предоставляет все необходимые средства как для обучающей деятельности учителя, так и для учебной деятельности учащихся. Компоненты УМК дополняют друг друга, принося в учебный процесс последовательность и повторяемость, целостность и завершенность. Так достигается методическая технологичность процесса обучения, что работает на успех.

СПИСОК СОКРАЩЕНИЙ

- SB – Student’s Book – учебное пособие
- WB – Workbook – рабочая тетрадь
- Ex. – exercise
- S – student
- Ss – students
- T – teacher
- A – предтекстовый этап
- B – текстовый этап
- C – послетекстовый этап
- L1 – Language 1 – белорусский или русский язык

UNIT 1. FAMILY RELATIONSHIPS

Lesson 1. Happy families are alike

<p style="text-align: center;">Aims</p> <p>To present and practise vocabulary To develop listening, reading and speaking skills</p>	<p style="text-align: center;">New language</p> <p>An extended family, a nuclear family, a single-parent family, a close-knit family, a shoulder to cry on, to rely on, to secure, support, to support, to deal with, to get on well with, confident</p>
<p style="text-align: center;">Revision</p> <p>Summer holidays</p>	<p style="text-align: center;">You will need</p> <p>Audio recording of ex. 4a</p>

I. Warm-up

T: *How did you spend your holidays? Where did you spend your holidays? Who did you spend your holidays with? Did you spend your holidays with your family? Did you enjoy your holidays?* When Ss have answered the questions, summarise their answers: *People rarely feel happy when they are alone. We need friends. We need a family. It's very important to have a happy family.*

Setting the aim. **T:** *What are we going to learn to speak about? Look at the title of the lesson.* – **Ss:** *Happy families.* **T:** *Right! Your goal is to explain what makes a happy family. Use ten sentences.*

II. Vocabulary presentation 1

Presentation in context with the help of definitions.

SB, ex. 1. **T:** *First, let's see what types of families there are.* With Ss read the definitions below if they need your help or set pair work. When they have read them, check how Ss understand the meaning of the words: *a nuclear family* – основная / нуклеарная семья, *an extended family* – расширенная

семья, включающая всех родственников, *a single-parent family* (= *a one-parent family*) – семья с одним родителем.

Ss **pronounce** the words together. Then they work in pairs answering the first three questions of the exercise.

Discuss the last question with the class: *What kind of family shows a typical family of your country?* Accept any answer including the answer that all of these families are typical of our country because we all have extended families, there are many nuclear families and there are many single-parent families as well.

III. Vocabulary practice

SB, ex. 2. Set the time. Use a sandglass or a timer on your mobile phone.

T: *Happiness of the family doesn't depend on its size. A family can be perfect when it's a single-parent family or it can be unhappy and imperfect even if it's a nuclear family. So what does it depend on? What makes a family happy and perfect?*

Read the words together with the whole class and provide the translation of each word in a weaker class – write the key on the board or hand out sheets of paper where each word has a corresponding Russian word.

SB, ex. 3a. Ss work in pairs. In a weaker class choose two Ss who will demonstrate the exercise in front of the whole class, question by question and answer by answer.

SB, ex. 3b. Work as a whole class.

IV. Vocabulary presentation 2

Presentation in a text.

☉ **SB, ex. 4a.** **T:** *It's great you have a good memory of your family. What else makes a family happy? While you are listening and reading write down the word "happy" or "unhappy" after each speaker, e.g. Alice – happy, etc.* When Ss finish listening, check what they have written (all the speakers are happy).

Tapescript in SB

Checking understanding.

SB, ex. 4b. Ss look through the right column – words in Russian.

Then they do **shared reading** of the text together with you. After each paragraph ask Ss to guess the meaning of the words in bold (they choose it from the right column). They might work in pairs.

Finally, Ss read the definitions of the words. In a weaker class read the definitions together with Ss.

Pronunciation and reading of the words.

Say each word and word combination, accompanying it with the gestures you feel proper for their meaning – Ss repeat after you. Draw Ss' attention to the [l] and [t] sounds.

Read all the words together. Then Ss read them in pairs.

WB, ex. 1.

Key: deal, shoulder, face, key.

Moving activity “Catch the word”. Ss stand up. Divide them into two groups. One ‘throws a word’ on the topic “How to make a happy family” – the other group throws it back only if it fits the topic. Ss use the words from ex. 2, 4b and words to express destructive behaviour, e.g. *argue with somebody, misbehave at school, not to help, be lazy, shout at somebody, lie, be rude.*

Group 1: *Rely on?* – Group 2: *Yes, rely on!*

Group 1: *A close-knit family?* – Group 2: *Yes, a close-knit family!*

If a word does not belong to the topic, Ss put their hands down, e.g.:

Group 1: *Lazy?* – Group 2: *No, not lazy!*

Ss do throwing and catching movements.

V. Speaking

SB, ex. 5a. Ss work in pairs.

SB, ex. 5b. At first Ss work in pairs, then in groups. They must use the vocabulary from ex. 4b, 2.

SB, ex. 6. You may provide the key to this exercise on the board. Ss work in pairs and check with the key. Then Ss read all the questions together and answer the questions in pairs.

In a class where there are good relationships you might suggest rating the classmates' families as very happy, happy, almost happy. Avoid saying the word “unhappy”.

Key: 1 – close-knit; 2 – on well; 3 – deal; 4 – rely; 5 – confident; 6 – secure; 7 – support; 8 – shoulder.

VI. Workbook activities

WB, ex. 2. In a weaker group you can prepare strips of paper with the questions which are written in a jumbled order. First, they make up the questions, and then match them with the answers. In a very weak group provide all the questions on strips of paper. Ss read and match them with the answers, and then write them. For checking the exercise divide the group into two parts: one will read the questions, the other will read the answers.

Key: 1. Why do you like your family? 2. What do you like doing together? 3. Do you ever quarrel? 4. Who is the most important person for you? 5. Have you got any siblings?

VII. Homework

SB, ex. 7; WB, ex. 3.

VIII. Round-up

T: *Have you achieved the goal which is to say ten sentences explaining what makes a happy family?* Ss work in pairs or in groups of 3–4 or play a “Snowball game”. When the last S completes saying the sentence, ask everybody to tell everything together.

Lesson 2. Can you recognise true beauty?

<p style="text-align: center;">Aims</p> <p>To present and practise vocabulary To develop listening, reading and speaking skills</p>	<p style="text-align: center;">New language</p> <p>Hazel eyes, a forehead, to go bald, spiky hair, a moustache, a beard, long eyelashes, make-up</p>
<p style="text-align: center;">Revision</p> <p>An extended family, a nuclear family, a single-parent family, a close-knit family, a shoulder to cry on, to rely on, to secure, to support, to deal with, to get on well with, confident</p>	<p style="text-align: center;">You will need</p> <p>Audio recording of ex. 1b A card “Recognise true beauty” (see IV. Practice. Speaking) Access to the Internet</p>

I. Warm-up

T: *We started speaking about family relationships and we sure are interested in happy families. It is easy to ruin somebody's life and it's a lot more difficult to build a happy relationship and have a happy family. What does happiness depend on?*

Accept any Ss' answers, e.g. *on money, on good things in your life, on good relationships with people.*

Comment on every answer very briefly (for example, *on money* – to some extent, *on good things* – to some extent. *Relationships with people* is the right answer).

T: *Do you agree that building a relationship begins with looking at a person's appearance?*

Setting the aim. **T:** *Describe a person's appearance and explain what kind of person you are happy to be with: with a person whose appearance is good-looking or with somebody who makes you feel comfortable, safe and secure. Say ten sentences, using active vocabulary (lessons 1–2).*

II. Checking homework

SB, ex. 7, lesson 1. Ss work in pairs or groups. They tell each other their stories, then choose one story from each group to be listened to by the whole class. Decide whether you agree with the opinion about a happy family.

WB, ex. 3, lesson 1. Give the key on the board. Ss exchange their WBs and check each other's works.

Key: 1 – close-knit; 2 – rely on; 3 – shoulder; 4 – secure; 5 – confident; 6 – get on; 7 – support; 8 – deal with.

III. Vocabulary presentation

Presentation in context through listening and reading.

A

SB, ex. 1a. Ss might have forgotten the words about appearance, so you will be on the safe side if you prepare the words, which are used in the exercise, as a matching activity on the board: *thick eyebrows* ['aɪ,brəʊz] (*густые брови*), *full lips* (*полные губы*), *freckles* (*веснушки*), *a ponytail* (*хвостик*).

Ss read the task. Set pair work. You'd better set the time for this work – 2 minutes.

B

🎧 **SB, ex. 1b.** Ss listen and write down the number of the photos.

Tapescript

1. This person is pretty young with blue eyes and long blond wavy hair. She's got an oval face, full lips and a small nose.

2. This person is a pretty lady in her late twenties. She's got a small straight nose, a ponytail and a tattoo.

3. This is a young lady in her early twenties, I think. She's got blue eyes, straight red hair and a lot of freckles.

C

Checking the pre-listening task.

Key: 1 – F; 2 – E; 3 – C.

SB, ex. 2a. Ss do the exercise focusing on something they know, e.g. *She's got a tattoo.*

Key: 1 – J; 2 – H; 3 – I; 4 – K; 5 – G; 6 – B.

Checking understanding. When Ss have identified the right picture, they try to guess the meaning of the words in bold and give it in L1: *hazel eyes, wide forehead, go bald, spiky hair, moustache, beard, long eyelashes, make-up.* Check the meaning of the words with the whole class.

Pronunciation. Pay Ss' attention to the sounds: [v] – [ɔ:] forehead – bald, [eə] – [ɪə] hair – beard, [a:] – [æ] moustache – eyelashes. Ask Ss to read all the words together. Then play riddles, for example: T: *Which word has the sound [ɪə]?* – S: *Beard.*

IV. Practice. Speaking

SB, ex. 2b. Ss work in pairs. Check their work by means of random choice. Listen to two Ss, the others listen and say what else they can add to the description. Set the time for the activity.

SB, ex. 2c. Ss work in groups of 3–4. Give a model on the board.

Judging by the appearance of the people in the pictures of **ex. 1a**, Ss try to guess who is a good one to build relationships with and explain their choice.

Recognise true beauty. T: *Who of the people in exercise 1a could you deal with? Who of them could you develop relationships with? Why? Would you like to have a relationship with a good-looking person but the one who hates everyone / thinks only about himself or herself / has no kindness / who is lazy / who is full of conflict? Would you rather have a relationship with a person you can rely on / feel comfortable, secure, safe with / the one who supports you / cares about you / who thinks about others / the one who is loving / easy to deal with / full of humour / intelligent / confident?* Prepare a card with these words.

V. Workbook and Internet activities

WB, ex. 2. Do this exercise with the whole class.

Key: **Age** – in her teens, in his early / mid- / late forties, middle-aged, young. **Build** – slim, fit / unfit, big, sporty, well-built. **Height** – tall, short, of medium height. **Hair** – wavy, straight, dark, fair, grey, curly, shoulder-length, long, short, bald, blond, spiky, a ponytail. **Skin** – fair, sun-tanned, pale, dark-skinned. **Face** – oval, round, a wide / narrow forehead, freckles, a beard, a moustache. **Eyes** – dark, big, round, grey, long / short eyelashes, hazel. **Appearance** – lovely, good-looking, pretty, ugly, handsome.

VI. Moving activity

Ss show in what order they are going to describe appearance and character. E.g. for “age” Ss show a number with their hands, “built” – point to their body, “height” – raise their hands, “hair” – touch their hair, “skin” – touch the skin on their face, “face” – cover the face with their palms, “eyes” – touch their eyes, “appearance” – show the whole of appearance with their hands.

First Ss accompany their gestures with words, then they make only gestures showing the order of the description and finally they say only words.

VII. Speaking

SB, ex. 3. Ss use the plan of ex. 2, WB.

Option: Ss make up riddles about their classmate. They describe their classmate and add something about how they feel with the person and why they have chosen the person for description, what his / her character is like. Ss should say 10 sentences.

VIII. Homework

SB, ex. 4 (or WB, ex. 3); WB, ex. 1.

IX. Round-up

Ss use the same plan as in ex. 2, WB to speak about a family member who is the most important to them, who they feel comfortable with. Ss take turns speaking in pairs and then evaluate their progress. Each comments on their classmates' progress and says whether they have achieved the aim of the lesson or not, whether they have been able to say 10 sentences or whether they haven't been able to say 10 sentences, adding the word "yet". The teacher should stress that learning is a continuing process and what Ss don't know today they will know tomorrow if they work in every lesson and do their homework.

Lesson 3. Relationship is built around personalities

Aims	New language
To present and practise vocabulary To develop listening, reading and speaking skills	Sentimental, charming, full of beans, a breadwinner, strict, to take after smb

Revision	You will need
An extended family, a nuclear family, a single-parent family, a close-knit family, a shoulder to cry on, to rely on, to secure, to support, to deal with, to get on well with, confident	Audio recordings of ex. 2, 3

I. Warm-up

T: *Which of the sayings do you agree with and why? First, listen to all of them:*

1. *In family and in friendship real beauty is in the personality of people.*

2. *It's more important to have a good-looking friend or relative than a good-natured one.*

3. *Everything should be beautiful in a person: the face, the clothes, the soul and the thoughts.*

4. *Appearance is important when you first meet a person.*

5. *Long-lasting relationships are built around people's characters.*

6. *Each person is unique and each one decides who is attractive for them.*

You can write these sayings on the board. Ask Ss to recognise the famous quote by Chekhov and to explain their choice, why they think like that. After that set the aim.

Setting the aim. **T:** *Describe one of your relatives who you think is unique. Speak about the person's personality, interests, occupations. Say 10 sentences using the words of this lesson and the previous lesson.*

II. Checking homework

WB, ex. 1, lesson 2. Provide the key to the exercise, ask Ss to exchange their WBs and check the homework following the key. When they have checked, read the correct answers together with the whole class as shared reading.

Key: 1 – mid-forties; 2 – bald; 3 – moustache; 4 – hazel; 5 – eyelashes; 6 – make-up; 7 – forehead; 8 – spiky; 9 – get on; 10 – support.

SB, ex. 4 (or WB, ex. 3), lesson 2. Ss tell their descriptions in pairs without telling each other whom they have described. The listener has to guess who has been described. Then Ss report back to the teacher who has been described by each of the S.

III. Vocabulary presentation

Presentation in a text for listening. Before telling the story write the vocabulary of the lesson on the board, number it and ask Ss to write the translation into Russian while they are listening to the story. It's better to write the words in the order of their appearance in the story. T tells the following story:

*Today we are going to speak about a family. Look at the picture in your book. We understand that a family is made up by people. People are very different. Some of them are **sentimental** and easily feel sadness, love, are touched by other people's stories or situations. **Sentimental** people can cry quite often. It's very touching! But all of them are **charming** people. It means they are attractive both in appearance and in character. It doesn't matter what role they play in their family. It doesn't matter whether somebody is the **breadwinner** and earns the money for the whole family. And it doesn't matter that somebody is learning to become a future **breadwinner**. They all share lots of interests and they have their own interests which makes them interesting, unique, which pushes them to learn life, which makes them **full of beans** – they never stop. They want to discover new things and do things.*

*Some of them are **strict**. I think that parents are **strict** because they are responsible for their children and they teach their children to follow rules and that's why I believe it's OK for parents to be **strict**.*

*Some of the people, the younger ones might **take after their parents** in character or in appearance but as I have already said they all are unique, they all are very special, they all have a personality of their own which makes them interesting and which makes the relationship in the family good and happy.*

After you have told the story **check understanding** of the words. Then ask Ss to read the words and their definitions in **SB, ex. 1**. They read them together with you and then in pairs or groups. Pay Ss' attention to the long and short sounds [i:] – [ɪ] (beans – strict, beans – winner), to the sounds [t], [w].

IV. Practice. Reading and speaking

A

SB, ex. 1. Ask Ss to read the task and make their guesses.

B

🎧 **SB, ex. 2.** Ss listen to Ted's speaking about his family, check their predictions and answer the pre-listening question.

Tapescript in SB

C

🎧 **SB, ex. 3.** If you are short of time, divide the task between two groups. The first group will finish with “at Wellington University” (8), the second one will carry on after that and they will insert the necessary words. It will help you to save some time because later on Ss will check together and they will read the whole text with the correct prepositions as shared reading. Prepare the key on the board and ask the groups to exchange their tasks. In this case each group will read the whole text. Then Ss might read together – do **shared reading** taking turns reading the paragraphs. Pay Ss' attention to the sounds [ð], [t], [w] and to the correct reading of the words. It could be a brief competition.

Key: 1 – from; 2 – in; 3 – late; 4 – about; 5 – mid-; 6 – full; 7 – on; 8 – at; 9 – crazy; 10 – stand; 11 – after; 12 – of; 13 – by; 14 – mid-; 15 – up; 16 – in; 17 – in.

SB, ex. 4. You can go on with the competition between two groups and answer the questions as a “Memory game” (who will remember the exact answers). If your Ss are not very strong and fast learners, first they might do the tasks in pairs and then they will do it as a group competition.

SB, ex. 5a. This exercise can be done in different modes. **Individual:** If your Ss are fast learners and they are very good at writing, they can do it quickly. Ss read through the text again and fill in the tables which they have prepared in their exercise books. Ss can do the exercise **in pairs** splitting the task between the two of the Ss. Words about three people will be prepared by one S and words about the other three by the other S. Ss can do the exercise **as a group activity**. Split the class into two groups and continue the competition. Ss who will be the first will get an additional point. Then again provide the key for checking and you'll see who has fewer mistakes to add to the competition.

Key: Personality: **Mum** – energetic, talkative, crazy about shopping. **Dad** – energetic, full of beans, the breadwinner. **Sister Lucy** – crazy about studies, friendly, understanding, charming, attractive, likes expensive things, can't stand boring people, talks too much. **Grandad John** – kind-hearted, has a lot of interests. **Granny Mary** – looks strict, kind-hearted, soft, sentimental. **Cousin Alice** – successful, rich. **Interests and hobbies:** **Mum** – works from home, is crazy about shopping. **Dad** – a businessman, enjoys reading books on history, likes to play rugby. **Sister Lucy** – a medical student, is crazy about studies, spends most time reading books. **Grandad John** – likes reading, travelling, doing yoga, jogging, surfing the Net. **Granny Mary** – likes gardening, spends a lot of time growing vegetables and flowers. **Cousin Alice** – is interested in fashion and cars.

SB, ex. 5b. Groups of Ss prepare a description of at least one person of Ted's family and they tell it to each other. The other group guesses.

SB, ex. 6a, 6b. Ask Ss to choose a unique person from their family, not the one they have already written about in their homework, and prepare to speak about them. They give their descriptions in groups of 3–4. This exercise can be used as a **Round-up**.

V. Workbook activities

WB, ex. 2. Do it in groups. Ss read the words aloud in their group and then they go to the board and write the odd word. And again you'll see who the winner is. The most important thing is that groups should write it on a sheet of paper without telling each other, and you check it.

Key: appearance – full of beans; personality – jogging; interests and hobbies – beard.

VI. Homework

SB, ex. 7; WB, ex. 1a, 1b, 1c, 3.

VII. Round-up

Ss have written the words about the unique person in their family and now they tell each other about them. Set the time. Each S is given only one minute. Ask the other Ss to follow these stories and see if they have coped with the aim, whether they are able to say 8–10 sentences about a unique person in their family, nuclear or extended.

Lesson 4. Spend quality time together!

<p style="text-align: center;">Aims</p> <p>To present and practise grammar: expressing future actions To develop reading accuracy To develop speaking skills</p>	<p style="text-align: center;">New language</p> <p>Be going to, the Present Continuous, the Present Simple for expressing future actions</p>
<p style="text-align: center;">Revision</p> <p>Be going to, the Present Continuous, the Present Simple – forms, meaning, functions</p>	<p style="text-align: center;">You will need</p> <p>Audio recording of ex. 3a Strips of paper with one question from ex. 2a on them (for the Mingling activity)</p>

I. Warm-up

T: *Let's remember. What makes a happy family? Accept any answer of the Ss and sum up: I'd like to remind you that a happy family is a close-knit family, it is a family where each person is very important. It's a family where the atmosphere is comfortable, everyone feels secure, protected, confident and can rely on*

other people because people in a happy family support each other. We also know that in a happy family it is the person's character that matters, it is the person's qualities that matter more than his appearance. We know that spending time together might help to develop a good relationship and to be a happy family. How does spending time together help to make a happy family? Ss answer the question. The possible answers might be: Spending time together unites the family, helps to understand who is who, helps to see the character of each other.

Setting the aim. T: *What are we going to do today in the lesson? Accept any answer. Ss will probably say: We will speak about spending weekends together. Sum it up: Yes. Spending time together. You will speak about the plans to spend time together with your family. Say 10 sentences. So, if we speak about plans, is it present, past or future? – Ss: It is future. T: We will learn to speak about plans expressing future actions with the help of “be going to”, the Present Simple, the Present Continuous.*

II. Checking homework

SB, ex. 7, lesson 3. Ss listen to each other without naming who they're speaking about and show their family tree. The listener guess the family members.

WB, ex. 1a, lesson 3. Ask one S to read the questions, then provide the correct answers and repeat them with the whole class. Or ask Ss to exchange their WBs and check the exercise with the help of the key you give them.

Key: 1 – sentimental; 2 – strict; 3 – beans; 4 – charming; 5 – breadwinner.

WB, ex. 1b, 1c. Ss work in pairs.

As a feedback on this exercise ask Ss: *Whose parents are strict? Sentimental? Charming? Full of beans? Who is the breadwinner in the family?*

WB, ex. 3, lesson 3. You might follow the model suggested for ex. 1a.

Key: 1) a; 2) –; 3) –; 4) –; 5) a; 6) –; 7) an; 8) –; 9) a; 10) the; 11) –; 12) a; 13) –; 14) the; 15) the; 16) an; 17) the; 18) the.

III. Grammar presentation

Presentation in context. Speaking.

SB, ex. 1. First, read all the questions and make sure Ss understand everything.

SB, ex. 2a. Mingling activity. Write the beginnings of the questions on the board and ask Ss to give short answers. E.g. T: *Are you going to (do something) ...?* – S: *Yes, I am. / No, I'm not.* T: *Do you think you will...?* – S: *Yes, I will. / No, I won't.* T: *Are you (doing something)...?* – S: *Yes, I am. / No, I'm not.*

Hand out strips of paper with one question on each strip of paper. Start **Mingling activity** when each S is ready to ask others their own questions.

SB, ex. 2b. T: *Listen to the reports. What is surprising?* Tell Ss to use the **Help box**. When they have finished reporting their findings, they answer the question “What is surprising?” After that proceed to analysing future actions and how we express them. Analyse the tense forms and meanings which are presented in the sentences (1–3). Ss read their functions (A–C) and match the functions to the sentences. To check their guesses Ss read the rule in the Grammar reference section of the book.

Key: 1 – C; 2 – A; 3 – B.

IV. Practice. Listening and reading

🎧 **SB, ex. 3a.** Read the words together, pre-teach the words which are in pink boxes. Ss write the forms in their exercise books, then listen and check. Make sure Ss understand what they have read. Practise **shared reading**. Divide the dialogue into parts (Dad – Jane) and Ss exchange these roles several times. First practise group reading, then pair reading.

Tapescript in SB

Key: 1 – is coming; 2 – are we going; 3 – will eat out; 4 – am having; 5 – will take; 6 – will like; 7 – will want; 8 – are you going; 9 – will be glad; 10 – 'll think; 11 – will help.

V. Practice. Speaking

SB, ex. 3b. In a weaker class stay at the point of reading the dialogue expressively and not speaking because it might be difficult for them to role-play the dialogue. They will have a chance to make up a dialogue in the next exercise.

SB, ex. 4. Ss read the **Help box**, discuss the ideas for a weekend with a relative and make up a dialogue using ex. 3a.

VI. Workbook activities

WB, ex. 1a. When Ss have restored the dialogue, provide the key. Ss read the dialogue in pairs or in two large groups to practise shared reading and to give enough practice to each S. Again for shared reading keep in mind that you need to concentrate on sounds [t], [d], [n], [l], on short or long sounds, on keeping together or reading with correct intonation. So this could be an additional task for shared reading.

Key: 1 – b4; 2 – d5; 3 – c2; 4 – e3; 5 – a1.

WB, ex. 1b.

WB, ex. 2.

Key: 1 – are planning; 2 – are going; 3 – will spend; 4 – will go; 5 – will probably invite; 6 – will have.

VII. Homework

SB, ex. 5; WB, ex. 3.

VIII. Round-up

SB, ex. 4. Ss take parts in a dialogue (five sentences on each side). Ss tell their dialogues, listen to all the dialogues and say at least two things that each of the Ss will do at the weekend. It's like a "Memory game".

Lesson 5. Strong bonds will always matter

Aims To develop reading and listening skills To develop speaking skills	New language
Revision Vocabulary of lessons 1–3	You will need Audio recordings of ex. 3a, 4b Access to the Internet

I. Warm-up

T: *We'll talk about future families.*

SB, ex. 1. Accept any answer from your Ss. **T:** *Families might change, especially their size. What will be the same even a hundred years ahead?* Ss might guess that there will be happy and unhappy families. And most people will dream of happy families. As usual people will need support of their families. People will always want to feel good in their families. Encourage Ss to give as many sentences as possible using the active vocabulary.

Play “The Last Sentence” game about what family relationships will be like in the future.

Setting the aim. **T:** *What is the aim of our lesson? Speak about building relationships with family and other people in the future. Use 10 sentences using the vocabulary of lessons 1–3 and the Future Simple Tense for making predictions.*

II. Checking homework

SB, ex. 5, lesson 4.

WB, ex. 3, lesson 4. Provide the key to the exercise, ask Ss to exchange their WBs and check the homework following the key. When they have checked, read the correct answers together with the whole class as shared reading.

Key: 1 – will change, will be; 2 – Are you going, will watch; 3 – am planning; 4 – am seeing; 5 – will probably go; 6 – will buy; 7 – will go; 8 – will be; 9 – is going; 10 – am spending.

III. Speaking

SB, ex. 2a. Ask a couple of Ss to answer the questions of the exercise. Ask who has ever asked their grandparents about their families. If no, what questions could they ask. Each S gives one question only, which the others shouldn't repeat. **T:** *Remember these questions and ask your parents when you meet them.*

SB, ex. 2b. Ss do it in pairs for 2 minutes. After the time is up ask Ss to say 3–4 ideas explaining how modern families differ from the families of the past.

🎧 **SB, ex. 3a.**

Tapescript in SB

Set the time for the work (3–4 minutes).

SB, ex. 3b. Have a class vote for the ideas (e.g. **T:** *Who thinks that young people will get lazier and lazier? Raise your hands.*). Choose somebody to help you count the votes and write on the board, e.g. #1–3. When you have finished the vote, ask Ss to speak about family relationships in the future, using the top 5 winning ideas.

T: *Remember the lesson! You will see later in some 30–40 years from now if we were right today.*

SB, ex. 4a. Read out loud the information about the family together or set up pair work. **T:** *Will people's characters be different from modern people? What will their hobbies and interests be?*

Play a “Memory game”. Two teams ask questions taking turns (one question about each member of the family). The team which answers keeps the book closed.

Opportunities for spending time together. **T:** *Like today people will have to work for a happy family. How can we improve relationships? – Ss: ... T: One of the ways to make a strong bond is to spend time together. In future there will be more possibilities. Read the ideas.* Use whole-class reading aloud. **T:** *Now you know what the Browns family like doing, their characters. Make predictions about one special weekend they will spend together. First, let's read the useful phrases.*

In a weaker class provide the “Useful phrases” with the necessary explanations in L1, e.g. *They will probably* (вероятно). Ss speak in groups (3 minutes) and one S from each group sums up the predictions speaking 1 minute.

🎯 **SB, ex. 4b.** Ss listen and decide which group has made more exact predictions. Congratulate them together: “Well done!”, “You are champs!”, “Congratulations!”

Tapescript

The Browns are a very active family. They’ve already been camping in the mountains of Jupiter, had a picnic on Mars. They are tired of travelling to the Moons with friends and relatives. That’s why they are going to buy a tent, take some food with them and find a natural forest somewhere on the Earth.

IV. Workbook and Internet activities

WB, ex. 1, 2. T: *Spending time together is important for good relationship. Spend a few more minutes together.* Ss do the exercises in groups. They exchange their WBs and check in groups. The key is on the board.

Key to ex. 1: 1) are going; 2) will visit; 3) –; 4) are you going to do; 5) we’ll probably go shopping; 6) will play football; 7) are you going.

Key to ex. 2: 1 – snows, will go; 2 – don’t hurry, will be; 3 – doesn’t call, will go; 4 – won’t find, don’t book; 5 – am going, is coming; 6 – doesn’t work, won’t pass; 7 – will cook, is tired.

V. Homework

SB, ex. 5; WB, ex. 3.

VI. Round-up

T: *Let’s answer the question of the lesson: ‘Will strong bonds always matter?’*

Play a “Snowball game”. Say 10 sentences.

Lesson 6. How to work through family problems

<p style="text-align: center;">Aims</p> <p>To present and practise vocabulary To develop listening, reading and speaking skills</p>	<p style="text-align: center;">New language</p> <p>To treat someone with (respect / kindness / politeness); to offend smb; to blame someone for smth; to quarrel with smb about / over smth; to compromise; to avoid smb / smth / doing smth</p>
<p style="text-align: center;">Revision</p> <p>Vocabulary of lessons 1–3</p>	<p style="text-align: center;">You will need</p> <p>Audio recording of ex. 3a</p>

I. Warm-up

SB, ex. 1. Ss answer the questions in pairs and report their answer to the second question: It's not easy to be a close-knit family.

Give Ss two quotes: 1) "All happy families are alike..." Leo Tolstoy; 2) "Happiness is having a large, caring, close-knit family in another city" George Burns.

T: *What's the hidden message of the quotes?* – **Ss:** *All families have problems.* **T:** *Who does happiness in a family relationship depend on?* – **Ss:** *It depends on everybody.*

Setting the aim. **T:** *That's why today you'll learn to give advice on how to sort out family problems (10 sentences).*

II. Checking homework

T: *Like in anything – in building family relationships or in learning English – work is important, everyday work. Let's check your homework.*

SB, ex. 5, lesson 5. Ss tell each other their stories in groups of 3. Set the time (5 minutes). **T** asks: *Whose story is very interesting? Let's listen to it.*

WB, ex. 3, lesson 5. Ask one S to read the answers, then provide the correct answers and repeat them with the whole class. Or ask Ss to exchange their WBs and check the exercise with the help of the key you give them.

Key: 1 – of; 2 – on; 3 – with; 4 – on; 5 – on; 6 – in; 7 – of; 8 – in; 9 – in; 10 – with; 11 – on; 12 – in; 13 – on; 14 – to; 15 – on; 16 – by; 17 – to.

III. Vocabulary presentation

SB, ex. 2a. T: *Let's learn how to work through family problems.* Ss do the exercise according to the task.

Checking understanding of the vocabulary. Check the meaning of the words in L1 with the whole class: *to treat someone with (respect / kindness / politeness); to offend; to blame someone for something; to quarrel with somebody about / over something; to compromise; to avoid somebody / something / doing something.*

Pronunciation and reading of the words.

SB, ex. 2b. T: *Use the words of exercise 2a.* Ss answer the questions.

SB, ex. 2c. Ask Ss to read the task and then go through the whole list of word combinations reading them out loud with the whole class and helping to remember their meaning (in case they forgot it). In a very slow class provide translation into L1.

IV. Vocabulary practice. Listening and reading

🎧 **SB, ex. 3a.**

Tapescript in SB

A

Ss read the task. Make sure they understand everything (in a slow class provide a parallel translation of the psychologists' tips).

B

Pause the audio after each speaker to let Ss write down the answers.

C

Give them the key to self-check the task.

Key: A – 3; B – 4; C – 2; D – 5; E – 1.

SB, ex. 3b. Ss answer each question in pairs and then one S answers for the whole class.

SB, ex. 4. Ss read and do the exercise in pairs. Then they exchange their exercise books and check with the key.

Option: Read aloud the correct complete sentences yourself or choose a reliable S. The others check the task and make corrections.

Key: 1 – with; 2 – to; 3 – in; 4 – in; 5 – with; 6 – on; 7 – with; 8 – for.

V. Workbook activities

WB, ex. 1.

Key: 1 – respect; 2 – compromise; 3 – get; 4 – treat; 5 – disagree; 6 – avoid; 7 – communicate; 8 – sort.

WB, ex. 2a.

Key: 1 – friendship; 2 – beautiful, charming; 3 – friendly, talkative; 4 – disagreement; 5 – energetic; 6 – relationship.

VI. Vocabulary practice. Speaking

SB, ex. 5. Ss do the exercise according to the task. First they read out loud the **Help box**. Explain to Ss that “Advice on how to be a close-knit family” is found in ex. 2c. Set the time (5 minutes) for making up the dialogues. Then Ss listen to each pair and answer the questions: 1) What are the most common problems and misunderstandings? 2) Whose advice is the most effective in your opinion?

VII. Homework

SB, ex. 6; WB, ex. 2b, 3.

VIII. Round-up

T: *Are you an expert in solving family problems? Give 10 most effective tips. Take turns talking in pairs.*

Lesson 7. Stop criticising me!

Aims To develop listening, reading and speaking skills	New language
Revision Vocabulary of the Unit	You will need Audio recording of ex. 2a

I. Warm-up

SB, ex. 1. Ss read aloud the list of misunderstandings together. Check they understand everything. Then they answer the questions in pairs. Set the time (4 minutes). Check with the whole class.

Setting the aim. T: *What are we going to learn today?* Ss answer. T: *Yes, we are going to learn to deal with criticism which offends and hurts us. We are going to learn to address a person criticising us (use 10 sentences).*

II. Checking homework

SB, ex. 6, lesson 6. T: *You are already an expert and can give some useful pieces of advice about building good, caring and loving relationships in a family which makes people happy.* Ss listen to their lists of tips in pairs and compare the lists (4 minutes). Then they present the common tips from each pair (3 minutes).

WB, ex. 2b, 3, lesson 6. Ss self-check the exercises according to the key and they read out loud the task together with you (3 minutes).

Key to ex. 2b: 1 – hard-working; 2 – breadwinner; 3 – sun-tanned; 4 – shoulder-length; 5 – make-up; 6 – close-knit.

Key to ex. 3: 1 – do; 2 – don't; 3 – do; 4 – don't; 5 – do; 6 – do; 7 – do; 8 – don't; 9 – do; 10 – do; 11 – do; 12 – don't.

III. Listening, reading and speaking

🎧 **SB, ex. 2a** (3 minutes).

Tapescript in SB

Ss read the task and reading the situations while listening they answer the question: *All the teenagers don't get along with their parents because parents criticise them.*

SB, ex. 2b (4 minutes). Before practising shared reading, silent reading or reading in pairs (Ss take turns to read aloud texts 1–4), ask Ss to read tasks A and B and make sure they understand them. Checking the exercise with the whole class ask Ss to add 1–2 sentences about the problem as seen by the teens and by their parents.

SB, ex. 2c (5 minutes). Role play.

SB, ex. 3 (5 minutes). T: *The advice the psychologists gave the teens in the role play are aimed to change their behaviour. And it is absolutely right to start the changes in your life with yourself. But sometimes two sides of the conflict have to do their best to stop problems and avoid future conflicts. What can we do in this case? Let's find the answer in the exercise.* Ss read the task and the questions below. In a strong class Ss read silently, in other classes lead shared reading for a quick and effective result.

SB, ex. 4. First Ss read the dialogue out loud in two groups (2 minutes). Then they work in pairs having chosen their roles. Divide the situations for acting out (ex. 2a). Give 3 minutes for preparation. Listen to the talks with the whole class. Set the task before listening: *Listen and say who will be able to put an end to the conflict in their family. It's your opinion.* Each pair is given 1.5 minutes for the talk.

IV. Workbook activities

WB, ex. 1.

Key: 1 – about; 2 – with; 3 – are; 4 – that; 5 – let; 6 – with; 7 – happy; 8 – at; 9 – money; 10 – cope; 11 – as.

WB, ex. 2.

Key: 1 – B; 2 – H; 3 – C; 4 – F; 5 – D; 6 – I; 7 – E; 8 – A; 9 – G.

V. Homework

SB, ex. 5; WB, ex. 3.

VI. Round-up

T: *You've delivered and heard a lot of talks today. Think about your participation and honestly tell yourself if you can say 10 sentences to address somebody about a misunderstanding or a family problem. Raise your hands if you can. Congratulations! You're winners.*

Lesson 8. Writing about your family

The lesson is planned by the teacher.

Pay attention: the aim of the lesson is *to develop writing skills*. Ss write a composition about their dream family in the lesson.

Ideas for checking homework (SB, ex. 5, lesson 7).

Write on the board or hand out the following **Help box**:

... has a misunderstanding with his / her ...
... has addressed the problem because he / she wants respect, support from the family. He / she wants to be treated well, to rely on the family, to feel confident and secure. She / he doesn't want to quarrel with or to blame her relatives. He / she is ready to compromise. He / she is ready to ...

- Listen to one S and as an example explain how the student addressed a problem using the **Help box** above.
- Ss work in pairs.

T: *How do you address your relatives about a problem? Listen to each other in pairs and then report to the class what misunderstandings or problems your classmate has addressed. See if your classmate can produce an effective address (10 sentences) which can help to improve the relationship in the family.*

After **Checking homework** follow the suggested procedure:

SB, ex. 1, 2a, 2b.

WB, ex. 1, 2, 3.

Key to ex. 1: spending time together, conclusion

Key to ex. 2: 1 – most; 2 – our; 3 – her; 4 – charming; 5 – fond; 6 – how; 7 – on; 8 – at; 9 – very; 10 – handsome; 11 – make; 12 – at; 13 – offend; 14 – the; 15 – understanding; 16 – avoid; 17 – gap.

Homework: SB, ex. 3.

Lesson 9. Can relationships be good in a foster family?

<p style="text-align: center;">Aims</p> <p>To develop listening and speaking skills</p>	<p style="text-align: center;">New language</p>
<p style="text-align: center;">Revision</p> <p>Vocabulary, model dialogues of the Unit</p>	<p style="text-align: center;">You will need</p> <p>Audio recordings of ex. 2a, 2b, 3b</p>

I. Warm-up

SB, ex. 1. Answer the questions as a whole class and read the definition of a foster family.

T: *We ask today if the relationship in a foster family can be good. But we know that unfortunately the relationship in usual nuclear or single-parent families or even in extended families is not always good. There can be problems, misunderstandings and conflicts that have to be dealt with. Each family member should work for a loving, caring relationship.*

Setting the aim. T: *We'll learn to ask about family relationships today (6 questions and answers).*

II. Checking homework

SB, ex. 3, lesson 8. Ss check their compositions in pairs, following the check list (ex. 2b, lesson 8).

III. Listening and speaking

🎧 **SB, ex. 2a, 2b.** The tasks should be read before listening.

Tapescript

John is extremely lucky. He is a happy, cheerful 17-year-old teenager who adores his family.

However, just like many teens, his life wasn't always so easy when he was growing up. John was brought up by his parents until he was 7. He was lucky to have a close-knit family.

Unfortunately, his mum and dad died in a car crash and John had to live with his grandparents. "I don't think they were happy with me. It was awfully difficult for them to look after me. I was really a wild child," said John. He started smoking, playing truant (missing school), getting into trouble. Nobody knew what to do with him. "I remember in my early teens I stayed out late at night, got into trouble with police and even started to take drugs. So it was decided that I should go and live with a foster family."

Things started to change. The Smiths had fostered a couple of teenagers before and they all were happy to be together. James and Linda Smith showed John that there was another life, did everything to bring him up with love and care. John understood how important it was to go to school, get education, get on well with everyone around and lead a healthy way of life. He is really happy with the recent changes in his life.

SB, ex. 2c. In a slow class Ss can use ex. 2b. In a confident class ask Ss to take down key words while listening to do the task. Ss might play "The Last Sentence" game with the whole class or compete in two groups to do ex. 2c. Set the time: 2 minutes to describe John before he was fostered and 2 minutes to speak about the teen after he was fostered. You might suggest summing up the ideas by one S in each group.

SB, ex. 3a. Read the task with the whole class and set pair work.

🌀 **SB, ex. 3b.** Ss read the answer in pairs taking turns (S1 – a, c; S2 – b). As an option you can practise shared reading. Pause after each part letting Ss write the answer. Ss listen and check their answers.

Key: 1 – c; 2 – a; 3 – b.

Tapescript

– How important are your foster parents to you?

- They’ve really done a lot for me. They help me to understand how to live my life, what’s good and what’s bad, how important it’s to go to school. They are quite easy to deal with, we spend a lot of time together, communicate in a relaxed way and it’s fun to be with them. It’s a real family because I’ve started to feel secure and confident.
- What can lead to family problems?
- Well... I’m sure that when you argue a lot it doesn’t help to deal with misunderstandings and sort out day-to-day problems. The relationships are bad if you criticise each other all the time without trying to understand each other. It’s very important to talk and communicate, for it will help to avoid conflicts and keep peace and friendship in our family.
- Do you sometimes quarrel with your foster parents and other children?
- When dealing with my family, I try to compromise. We are real friends, they help me, and I’m really glad they helped me to make up (помириться) with my grandparents and now we get on well. No, we never quarrel now.

SB, ex. 4a. Group work. Groups prepare as many questions as they can. Set the time (5 minutes). All Ss write down the questions. The minimum number of questions is 6. Ss compete in group asking questions about family relationships. The groups write down the questions they didn’t write doing the task.

SB, ex. 4b. To make the radio programme ask Ss to imagine themselves 20 years later. They have become successful people in their sphere. Ask: *What’s your job 20 years from now?* With the group decide who you want to invite to the radio programme. Begin the programme: *Today our guest is... He / she is a well-known personality. He / she is an outstanding actor / actress / writer / scientist / teacher. Why have we invited him / her to the “Family Life” programme? Because everything starts in the family. You are welcome. Can you answer our questions?*

IV. Workbook activities

WB, ex. 1a, 1b.

Key to ex. 1a: 1 – worked; 2 – ran; 3 – ended; 4 – didn’t think; 5 – left; 6 – drove; 7 – made; 8 – were not; 9 – ran;

10 – had become; 11 – had spent; 12 – knew; 13 – had been; 14 – made; 15 – knew; 16 – could; 17 – appeared; 18 – was wearing; 19 – took; 20 – ran; 21 – looked; 22 – took; 23 – was; 24 – sat; 25 – thanked; 26 – had made; 27 – had baked; 28 – was; 29 – didn’t know; 30 – liked; 31 – ate; 32 – learnt; 33 – are; 34 – is going to; 35 – are.

Key to ex. 1b: 1 – Linda’s husband, the foster dad; 2 – Linda, the foster mum; 3 – Jason, the foster child; 4 – Jason; 5 – Linda; 6 – Linda and her husband, the foster parents.

V. Homework

WB, ex. 2, 3.

Rewrite your compositions, correcting mistakes. Get ready to read your compositions expressively.

VI. Round-up

T: *Time to say if you can ask 6 questions about relationships in the family. Check in pairs. One minute for each.*

UNIT 2. INTERPERSONAL RELATIONSHIPS

Lesson 1. Why are you friends?

Aims	New language
To present and practise grammar (absolute possessive pronouns) and vocabulary To develop listening and speaking skills	Intelligent, sociable, to lend / give a (helping) hand, to let the cat out of the bag
Revision	You will need
A person’s appearance, character, interests, how the person makes you feel	Audio recordings of ex. 3a, 3b Charts from ex. 3b for all Ss Access to the Internet

I. Warm-up

SB, ex. 1a. (5 minutes) T: *We're going to understand what relations the people in the pictures are, whether they're friends or relatives. We need expressions for making guesses. Let's read the **Help box** first.* Despite the fact Ss are to work in pairs, that Ss discuss the first picture with the whole class as an example: ask a good S or do it yourself. Tell to use a different speech formula from the **Help box** each time.

NB: Keep track of the time. Allocate 30 seconds for each point of the list.

SB, ex. 1b. Ask Ss to speak about the pictures one by one. Ask the rest: *Do you agree? Who thinks so?* There are no correct and incorrect answers, accept any guess.

Setting the aim (1 minute). Ask: *How do all the people feel? – Ss: They're happy, secure, confident, etc.* T: *Right! We know that it's important to feel good in a family. It's also important to feel comfortable and happy with a friend. What question will we answer today?* Ss use the title of the lesson: *Explain why we have chosen a person as our friend.* T: *Make sure you can use 10 sentences in your answer.*

II. Checking homework

WB, ex. 2, lesson 9, Unit 1.

Key: 1 – helps; 2 – with; 3 – their; 4 – the; 5 – little; 6 – less (little); 7 – relationships.

Ss speak about their dream family using their compositions and read **ex. 3, WB** in pairs.

III. Grammar presentation

Presentation in a text.

T: *Let's begin to look for the answer to the question of the lesson.*

SB, ex. 2a. (3 minutes) Ss read silently. In a weaker class be a leader in shared reading. After each paragraph you can suggest taking down notes: *pleasant appearance, her character, common interests, her interesting hobby.* If Ss read silently ask them to read about each of the issues – what makes Alex a good friend.

Checking understanding (3 minutes). Discuss the **Grammar focus**. Draw Ss' attention to the difference between 'my' and 'mine'. Then Ss complete the table orally (help them with the pronouns) in pairs and check on pp. 277–278. Ask one S to read the rule.

IV. Grammar practice

SB, ex. 2b. Set the time – 3 minutes. Encourage Ss to read aloud.

Key: 1 – my; 2 – our; 3 – hers / theirs; 4 – her; 5 – my; 6 – hers; 7 – our; 8 – her; 9 – your; 10 – mine; 11 – ours.

Provide the key on the board. Ss self-check their work and then they read it out loud.

SB, ex. 2c. (3 minutes) Ss fill in the chart about Alex and ask about the words they don't know.

V. Vocabulary presentation and practice

Presenting vocabulary with the help of definitions.

🎧 **SB, ex. 3a.** (8 minutes) Ss read the task before listening. Check they understand everything: *Do you need my help to understand the task?* Ask Ss to read the definitions of the words in pairs and guess their meaning. Pay attention to their **pronunciation**. **Check understanding** with the whole class. Ss listen and take down notes.

Tapescript

Speaker A. Her name's Elizabeth, Liz for short. She's a bit taller than I am. She's got long dark hair and she likes to wear it in a ponytail. She's open-hearted and sociable ... and ... what makes her a real friend – very reliable. Yes ... you can always rely on her. She'll never let the cat out of the bag. She can't live without shopping, which makes us closer.

Speaker B. He's in his late thirties. He's got shoulder-length hair, a round face and freckles. He's quite well-built and muscular. Jeff is crazy about sports, especially body-building. He's got lots of positive features but what I appreciate most is that he's really hard-working. He sometimes stays in his office until

midnight. And he's really helpful ... He'll always lend a helping hand.

Speaker C. He's a bit younger than I am. He's a little shorter, but we look pretty similar. We don't spend as much time together as we used to when we were younger, but we play pool from time to time and we sometimes go jogging in the morning. I think I'm more sociable than George, but he's more popular with girls. He's good at languages, but his real passion is music ... And I think he's really well-organised and I like it.

Speaker D. I think Natasha is the most easy-going person I know. She makes friends easily, because she's sociable by nature. Imagine... She's got three mobile telephones and she's always on the phone. She enjoys outdoor life and never gets bored. She's naughty sometimes but when you talk to her you realise how intelligent she is. She's careful with money and generous at the same time. She dreams about travelling abroad one day and seeing the rest of the world.

Pause the audio after each speaker. Do the first paragraph with the class as an example, e.g. A – 1, 7, etc. Check the task: *Speaker A is crazy about shopping (1) and will never let the cat out of the bag (7).*

Key: A – 1, 7; B – 2, 6; C – 3; D – 4, 5.

🎧 **SB, ex. 3b.** (6 minutes) Ss listen to the speakers again. Let them listen to the whole audio, then split Ss into two groups and let them work together.

SB, ex. 3c. Do the exercise as a **Moving activity**. Ss stand up and make pairs. They use the charts and the **Help box** from ex. 1a. To check the task simply ask who each S would choose as a friend. Ask at the end of the activity: *Are there any favourites?*

VI. Workbook and Internet activities

WB, ex. 1a, 1b. Do them as a whole-class activity.

Key to ex. 1a: 1 – socialise, sociable, общительный; 2 – rely (on), reliable, надежный; 3 – enjoy, enjoyable, доставляющий удовольствие; 4 – change, changeable, изменчивый; 5 – imagine, imaginable, воображимый; 6 – agree, agreeable, приятный.

Key to ex. 1b: 1 – shoulder-length; 2 – body-building; 3 – kind-hearted; 4 – hard-working; 5 – well-built; 6 – ponytail; 7 – well-organised; 8 – easy-going.

WB, ex. 1c. Ss do it in pairs (one pair – one text) for a minute, and then check together.

Key to ex. 1c: 1 – ponytail; 2 – easy-going; 3 – reliable; 4 – kind-hearted; 5 – shoulder-length; 6 – well-built; 7 – body-building; 8 – hard-working; 9 – sociable; 10 – well-organised; 11 – changeable; 12 – agreeable; 13 – enjoyable; 14 – imaginable.

VII. Homework

SB, ex. 4c; WB, ex. 2a, 2b.

VIII. Round-up

SB, ex. 4a, 4b. Ss do the exercises according to the task. They help to see if the aim of the lesson has been achieved.

Lesson 2. Friendship is ...

Aims	New language
To present and practise vocabulary To develop listening, reading and speaking skills	Honesty, to be easy to deal with, to end up, to make up, to come up, selfish, a misunderstanding, to build a relationship
Revision	You will need
Vocabulary of Unit 1	Audio recordings of ex. 2d, 4b

I. Warm-up

T: *We have already tried to understand why we choose some people as our friends. I believe friendship is as long as life on the Earth. That's why there are many proverbs about friendship.*

SB, ex. 1a, 1b. Let's discover the proverbs.

Key to ex. 1a: 1 – b; 2 – f; 3 – a; 4 – e; 5 – c; 6 – d.

Do the exercise with the whole class or set individual work for 2 minutes, then Ss check with the key, read together the proverbs and sayings. Ss express their opinion (ex. 1b).

Setting the aim. T: *What's the aim of the lesson?* Let Ss guess (*explain what friendship is. Use 10 sentences, speech formulas and vocabulary of the lesson*).

II. Checking homework

SB, ex. 4c, lesson 1.

Choose any mode for checking homework: self-check with the key, reading each other's work and listening to 1–2 best stories about friends.

WB, ex. 2a, 2b, lesson 1.

Key to ex. 2a: 1 – mine; 2 – yours; 3 – his; 4 – theirs; 5 – mine; 6 – hers.

Key to ex. 2b: 1 – mine; 2 – him; 3 – our; 4 – yours; 5 – their; 6 – hers; 7 – us.

III. Vocabulary presentation

Vocabulary presentation in a text.

SB, ex. 2a. Ss read the whole text and answer who they agree with and why. Provide help on the board: *I agree with..., because he / she thinks / believes ...*

Checking understanding and pronunciation.

SB, ex. 2b. After checking the meaning ask Ss to pronounce the words and phrases together. Draw their attention to the problem sounds [t], [n].

Key: 1 – honesty; 2 – easy to deal with; 3 – make up; 4 – build a relationship; 5 – come up; 6 – misunderstanding; 7 – selfish; 8 – end up.

IV. Vocabulary practice

SB, ex. 2c. Practise **shared reading** (reading out loud together). Make a minute's pause after each speaker and ask Ss to write down 1–2 sentences to sum up their idea and guess the proverbs. Listen to each group's summary.

🕒 **SB, ex. 2d.** Ss listen and decide which group was right.

Tapescript

1. A friend in need is a friend indeed.
2. As we know, false friends are worse than open enemies.
3. When a friend asks, there's no tomorrow.
4. The way to have a friend is to be one.
5. Be slow in choosing a friend, but slower in changing them.

SB, ex. 3a. Ss do the exercise in pairs. Answering question 6, Ss might use: *try to compromise, listen to each other, not to offend each other, etc.*

SB, ex. 3b. Ask each S to use 1–2 sentences to characterise their classmate as a friend.

SB, ex. 4a. Ss do it individually, in pairs or in groups depending how fast or slow the Ss are. When in groups or in pairs it's important that they read everything aloud together and strong Ss may provide the necessary help and explanation. You may choose to work with the group of slower Ss yourself.

Key: 1 – absolutely; 2 – What is; 3 – That's; 4 – However; 5 – own opinion; 6 – personally.

🕒 **SB, ex. 4b.** Individuals, pairs or groups listen and check themselves and answer the question. In a slow class Ss may read the answer to the question choosing the necessary ideas.

Tapescript

I'm absolutely sure that friendship is the most fascinating thing in the whole world. They are rich who have true friends. What is more, they give us so many moments of happiness and satisfaction, make our life full of joy and pleasure. That's why we should value friendship and treat our friends with respect and love. However, friends sometimes fall out because of misunderstandings that appear from time to time. Besides, irresponsibility and selfishness can ruin the relationship between friends. My own opinion is that real friends are people who take care of each other and treat their friends the same way they would like to be treated. I personally believe that true friendship will save the world and make our life happier and more interesting.

V. Workbook activities

WB, ex. 1a, 1b.

Key to ex. 1a: 1 – irresponsible; 2 – irregular; 3 – unselfish; 4 – unreliable; 5 – disappear; 6 – disagree; 7 – misunderstanding; 8 – misuse.

Key to ex. 1b: 1 – misunderstanding; 2 – irresponsible; 3 – disagree; 4 – irregular; 5 – misuse; 6 – unselfish; 7 – disappear; 8 – unreliable.

VI. Homework

SB, ex. 5; WB, ex. 2a, 2b, 3.

VII. Round-up

Ss explain in pairs what friendship is and what kind of friends they are. Each S listens and counts the number of sentences. Volunteers demonstrate the result for the whole class. Praise everyone's effort to achieve the aim.

Lesson 3. What brings friends together

<p style="text-align: center;">Aims</p> <p>To present and practise vocabulary To develop listening and reading skills To develop speaking skills</p>	<p style="text-align: center;">New language</p> <p>To appreciate, to be passionate about, to bring smb together, worthwhile, to take up, trustworthy, to team up, a chit-chat, to bear in mind</p>
<p style="text-align: center;">Revision</p> <p>Free time activities and hobbies</p>	<p style="text-align: center;">You will need</p> <p>Audio recordings of ex. 2a, 2c, 3b Access to the Internet</p>

I. Warm-up

T: *Friends mean a lot in our life. What proverb about friendship do you remember? Why is it important to spend time with your friends? (It brings them together and strengthens relationships.)*

SB, ex. 1a. Ss do it according to the task for a minute.

SB, ex. 1b. You may organise “The Last Sentence” game. Accept any answer, e.g. *We do homework together.* Begin with your own example (write on the board): *My friend and I celebrate our birthdays together. We share recipes for dishes. We talk on the phone every day.*

Setting the aim. T: *We’ll explain what brings friends together and makes the relationships reliable (8–10 sentences with the new vocabulary); we’ll plan a weekend together (6 statements in a dialogue).*

II. Checking homework

SB, ex. 5, lesson 2. Ss speak in pairs.

WB, ex. 2a, lesson 2.

Key: 1. My own opinion is that friends are always easy to deal with. 2. I personally believe that it is easy to make friends. 3. I am absolutely sure that responsibility is the best quality in friendship. 4. I want to stress that if people are too selfish they often fall out. 5. I think that friendship is one of the most important things in life.

WB, ex. 2b, lesson 2. Ss exchange their opinions in pairs or in groups.

WB, ex. 3, lesson 2.

Key: 1 – D; 2 – F; 3 – C; 4 – G; 5 – A; 6 – B; 7 – E.

III. Vocabulary presentation

⊗ **SB, ex. 2a, 2b.** Ss do them according to the tasks. In a slower class pause the audio after each activity, check understanding of the new vocabulary. Ss pronounce the new vocabulary and explain if they like this activity. Set an example: *I appreciate reading but I have no time for a Book Club. I would discuss new books with my friend on the phone. I would share my thoughts on Facebook.*

Tapescript in SB

IV. Vocabulary practice

⊗ **SB, ex. 2c.** Accept any answer and then Ss will see who was correct.

Tapescript

What about starting a Fashion Club? Have you got any ideas how to make school uniform more attractive and comfortable? Are you dreaming about creating designer clothes? Bring your friends, join us, share your ideas and let's make the world around brighter and better.

SB, ex. 2d. To check pair work discuss the questions with the whole class.

SB, ex. 3a. Set pair work. Make sure Ss read the text aloud. Give the key for checking.

Key: 3 – b; 5 – d; 1 – e; 2 – c; 4 – a.

🎧 **SB, ex. 3b.** Ss listen and write down the correct order of the conversation, then they check ex. 3a.

Tapescript

Tom: Hi! Could I speak to Sam, please?

Sam: Sam speaking.

Tom: It's me, Tom. I'm calling to ask what you are going to do at the weekend. Have you got anything special to do? Any special plans?

Sam: Well ... Let me think ... Nothing special. Why are you asking? Have you got any ideas?

Tom: I think yes. What about joining our Local Tourist Club?

Sam: A Tourist Club? Sounds interesting! What is a Tourist Club?

Tom: Well, you see, there are a lot of places around our town which are totally undiscovered. I've already teamed up with some trustworthy guys from our school. At the moment we are working out a plan of our next trip.

Sam: I think I'd like to try. I've always dreamt of visiting some places I've never been to. When and where do I start?

Tom: We are gathering at Jason's at 3 on Saturday. We are going to brainstorm some ideas and get more information.

Sam: All right! I'll be there. And thanks for inviting me!

V. Speaking

SB, ex. 3c. Ss work in pairs.

SB, ex. 3d. Ss get some time to prepare the talks (4 minutes). Then all Ss listen to each one to decide which talk seemed the most interesting, natural and which were the most popular activities.

VI. Workbook and Internet activities

WB, ex. 1.

Key: 1 – mine; 2 – trustworthy; 3 – deal; 4 – passionate; 5 – worthwhile; 6 – brings.

WB, ex. 2. Provide the key for checking after 5 minutes of pair or group work. Ss discuss the questions in pairs or groups. To check it ask one S to answer one question.

Key: 1. What hobby are you passionate about? 2. What activity can bring you and your friend together? 3. Why do you appreciate your friend? 4. Is surfing the Internet worthwhile to find a friend? 5. Do you enjoy a chit-chat with your friend? 6. What should you bear in mind if you want to keep a friendship?

VII. Homework

SB, ex. 4; WB, ex. 3.

VIII. Round-up

T: *Why sharing activities is important for friendship? Use a “Snowball” activity to say 8–10 sentences, which was the aim for the lesson.*

Lesson 4. Friends or acquaintances?

<p>Aims</p> <p>To develop listening and reading skills To develop speaking and writing skills</p>	<p>New language</p>
<p>Revision</p> <p>Vocabulary of Unit 1 and lessons 1–3, Unit 2</p>	<p>You will need</p> <p>Audio recording of ex. 3c Access to the Internet</p>

I. Warm-up

SB, ex. 1. Add one more question: *Do you usually hang out with your friend or with your acquaintances?*

Setting the aim. T: *Look at the title of the lesson and guess the aim. – Ss: Answer the question: Who is an acquaintance and who is a real friend? T: And prove that your friend is not just an acquaintance. Use 10 sentences with the vocabulary of Unit 1 and lessons 1–3, Unit 2.*

II. Checking homework

SB, ex. 4, lesson 3. Ss read their articles in pairs and evaluate each other's work. Choose one article for reading to the whole class.

WB, ex. 3, lesson 3.

Key: 1 – B; 2 – E; 3 – C; 4 – A; 5 – D.

III. Speaking

SB, ex. 2a, 2b. Ss do the exercises according to the tasks.

IV. Listening and reading

A

SB, ex. 3a. If Ss can't answer, ask questions to help, e.g. *Do you have a lot in common with acquaintances?*

B

SB, ex. 3b. Ss read aloud in pairs. Ask if the predictions were right.

☉ **SB, ex. 3c.** Ss do the exercise individually, in pairs or in groups. Then they do self-check.

Tapescript in SB

Key: 1 – own; 2 – in; 3 – with; 4 – one; 5 – believe; 6 – about; 7 – sure; 8 – more; 9 – why.

C

SB, ex. 4. Ss give short answers.

V. Workbook and Internet activities

WB, ex. 1. Reading and understanding.

Key: 1 – d; 2 – c; 3 – e; 4 – a; 5 – b; 6 – f; 7 – g.

WB, ex. 2.

Key: 1 – helping hand; 2 – fun, hang out; 3 – tell, everything; 4 – every weekend; 5 – best friend; 6 – acquaintances.

VI. Writing and speaking

SB, ex. 5a. Ss do the exercise individually or in pairs (5 minutes). Ss use ex. 3b, SB; ex. 1, WB.

SB, ex. 5b. Ss write key words individually. Then they work in pairs. They may give their complete list taking turns or play a “Tennis game”: S1 gives a statement – S2 gives her / his statement, etc. The S who gives the last reason is the winner. Ss keep count of the statements (8–10).

VII. Homework

SB, ex. 5c; WB, ex. 3.

VIII. Round-up

Ask how many reasons each S could give and ask which mark they deserve (ex. 5b). Listen to 1–2 Ss.

Lesson 5. The main secret of a true friendship

Aims To develop reading and speaking (reproduction) skills	New language
Revision Vocabulary of Unit 1 and lessons 1–3, Unit 2	You will need Audio recording of ex. 3a A card for ex. 2a

I. Warm-up

T: *Let's go on speaking about your friends. You explained why your friend is not just an acquaintance. But let's learn more about the personality of your friend. Maybe we'll be able to guess what exactly makes your friendship worthwhile and true.*

Setting the aim. **T:** *Can you guess the aim of our lesson? – Ss: Discover the main secret of a true friendship. T: Yes. And speak about it (8–10 sentences).*

II. Checking homework

SB, ex. 5c, lesson 4. Ss speak in pairs. Ask them to assess each other. Listen to 2 Ss. Assess Ss you have listened to together with the class. Ask Ss to collect the most valuable and original arguments, proving that a friendship is not a mere acquaintance.

WB, ex. 3, lesson 4.

Key: 1 – have been; 2 – has he ever liked; 3 – made, was travelling; 4 – are starting; 5 – will improve, join; 6 – wants, needs; 7 – changed, was, worked out; 8 – doesn't cost; 9 – hung out, were; 10 – has never had.

III. Speaking

SB, ex. 2a. First, ask several Ss to read the information about questions with “like”. Make sure Ss understand it. Then read the questions one by one together with the whole class. Use the card to be sure Ss understand the questions in a slow class or hand it out to slow Ss.

Answer the questions yourself as an example.

Ss work in pairs.

CARD

1. Have you got a friend?	1. У тебя есть друг?
2. What does he / she look like? Does he / she take after his / her parents?	2. Как он / она выглядит? Он / Она похож(а) на родителей?

3. What does he / she like?	3. Что ему / ей нравится?
4. What is he / she like? (Does he / she often smile? Is he / she usually happy? Is he/she sociable / confident / full of beans / intelligent / responsible / reliable / hard-working / kind-hearted / honest? Is he / she an optimist or a pessimist?)	4. Какой(ая) он / она? (Он / она часто улыбается? Он / она обычно счастлив(а)? Он / она общительный(ая) / уверенный(ая) / энергичный(ая) / умный(ая) / ответственный(ая) / надежный(ая) / трудолюбивый(ая) / добросердечный(ая) / честный(ая)? Он / она оптимист или пессимист?)
5. What can you say about the relationship with your friend? (Do you get on well with your friend? Do you often quarrel? Do you easily make up? Does he/she offend you? Does he / she easily compromise? Can he / she avoid conflicts? Is he / she easy to deal with?)	5. Что ты можешь сказать об отношениях со своим другом? (Ты с ним ладишь? Вы часто ссоритесь? Вы легко миритесь? Он / Она обижает тебя? Он / Она легко идет на компромисс? Он / Она умеет избегать конфликтов? С ним / ней легко иметь дело?)
6. How do you feel with your friend? Secure or insecure? Comfortable or uncomfortable? Safe or unsafe? Supported or unsupported?	6. Как ты себя чувствуешь рядом со своим другом? Надежно или ненадежно? Комфортно или некомфортно? Безопасно или небезопасно? Он / Она тебя поддерживает или нет?
7. Is he / she trustworthy?	7. Он / Она заслуживает доверие?
8. Do you like spending time together?	8. Тебе нравится проводить время вместе?
9. Do you appreciate your friendship?	9. Ты ценишь вашу дружбу?
10. What's the main secret of your friendship?	10. Какой главный секрет вашей дружбы?

SB, ex. 2b. Each S has to say at least 10 sentences. They may use the card but without the L1 side. 5–6 Ss answer question 10.

IV. Reading

🎧 **SB, ex. 3a.**

A

Give brief information about Socrates: *Socrates was a Greek philosopher and the main source of Western thought. Little is known of his life except what was recorded by his students, including Plato.*

Pronounce the name. Set the task.

B

Ss listen and read along.

Tapescript in SB

C

Make sure Ss understand the story. With a slow class choose the word combinations and sentences which might cause problems for understanding in your particular class. Prepare them in L1 and ask Ss to find them in the text, read them out loud, e.g. *в древней Греции, мудрый человек, встретил великого философа, etc.*

T: *Let's complete the lesson of the story.* If Ss fail, they can decode it using the footnote: *Always avoid talking behind the back about your nearest and dearest.*

SB, ex. 3b. The whole class reads the whole story at the same time with you. Then check the task. Accept any answer, e.g. *Triple Filter; Don't Gossip About Your Friends; Gossip Ruins Friendship; The Main Secret of a True Friendship, etc.*

SB, ex. 3c. Set the time for pair work (3 minutes). Check the answers with the whole class.

V. Speaking

SB, ex. 4. Follow the suggested steps.

VI. Workbook activities

WB, ex. 1.

Key: 1 – from; 2 – about; 3 – of; 4 – of; 5 – for; 6 – about, to, about.

WB, ex. 2.

Key: all the **well** times – all the **good** times; is as **a** sun in winter – is as **the** sun in winter; makes your life **more** happier; he is **dear** – he is **dear**; lose a friend **quick** – lose a friend **quickly**; pleasant **peoples** – pleasant **people**; interesting to talk **in** – interesting to talk **to**.

VII. Homework

SB, ex. 5; WB, ex. 3.

VIII. Round-up

Go back to the aim of the lesson. Ss speak in pairs and evaluate each other. Listen to 1–2 Ss and also evaluate them. Give marks for the lesson.

Lesson 6. Good friends are like stars

Aims To develop reading and speaking skills	New language
Revision Vocabulary of Unit 1 and lessons 1–3, Unit 2	You will need Cards for the texts with key words

I. Warm-up

SB, ex. 1. The explanation of the quotation could be:

- True friends are always there for you.
- If they are not close to you, not near you, they are always on the phone, in Viber or on Skype.

- True friends are ready to support you.
- You can share not only unhappy moments when your friend is a shoulder to cry on. You can share happiness, too.
- They will give you a helping hand when you need it.
- They do not press on you, they give you an opportunity to be yourself.

Setting the aim. T: *Read the task of exercise 2a and guess the aim (how to be a friend). Let's remember a proverb about how to have a friend. (The way to have a friend is to be one.)* – Ss: *We'll explain how to be a friend.* T: *Yes. You should say at least 10 sentences.*

II. Checking homework

SB, ex. 5, lesson 5. Ss check it in groups.

WB, ex. 3, lesson 5.

Key: 1 – a; 2 – in; 3 – to; 4 – a; 5 – on; 6 – on; 7 – with; 8 – with; 9 – a; 10 – in; 11 – a; 12 – a; 13 – a; 14 – in; 15 – about; 16 – to; 17 – on / of; 18 – a; 19 – with; 20 – the; 21 – to; 22 – by.

III. Reading (cooperative learning)

SB, ex. 2a.

A

Read the task and form groups A, B, C.

B

Set the time for each group for making their lists (5 minutes). Ss read out loud their texts and make their lists using key words.

Text A

Be trustworthy: keep secrets, don't let the cat out of the bag, don't gossip, don't do anything to upset smb.

Care about your friend: send cards, emails, thank you notes, call them when they are sick, show them you appreciate them.

Text B

Be a good listener: don't be a chatterbox, listen carefully, don't interrupt, give the best advice you can if you're asked.

Spend time together: hang out at weekends, plan activities to bring you together, do homework together, chat during breaks, go shopping together.

Share laughs.

Text C

Be yourself: don't be false, be honest.

Be trustworthy: keep secrets when the information is only for the two of you.

Be helpful: make sure you're always there for your friends; make them feel comfortable, secure and confident; give them a shoulder to cry on, lend them a helping hand.

In a weak class you may give your cards as a key for corrections.

SB, ex. 2b. Speaking. Help Ss make new groups of three: one S who has read text A, one – text B, one – text C. Ss listen to each other first, then they make complete lists “How to be a good friend”.

SB, ex. 2c. Groups rate their lists. Ss of the three groups compare their ratings and explain them. They add their ideas.

IV. Workbook activities

WB, ex. 1. Ss do the exercise in groups.

Key: 1 – -tion; 2 – -ship; 3 – -ance; 4 – -ence; 5 – -th; 6 – -ity; 7 – -ness.

WB, ex. 2. Ss do the exercise individually, in pairs or in groups. They should read the sentences aloud. Give the key or read the correct sentences. Ss do self-check. You may also check with the whole class: one S reads – the others agree / disagree. All Ss read the correct sentence aloud. Ask if Ss can add any more ideas how to be a good friend based on the WB exercises.

Key: 1 – difference, acquaintances; 2 – happiness; 3 – friendship; 4 – responsibility; 5 – selfishness, relationship; 6 – truth; 7 – devotion / dedication.

V. Homework

SB, ex. 3; WB, ex. 3a, 3b.

VI. Round-up

Ss work in pairs to see if they can explain how to be a good friend, whether the aim has been achieved. Assess everyone with the help of the class.

Lesson 7. Friendship stories

Aims To develop listening, reading, speaking and writing skills	New language
Revision Vocabulary of Units 1–2 The Past Simple Tense	You will need Audio recordings of ex. 3a, 3b A card with support in L1 (for SB, ex. 2, 3b)

I. Warm-up

Start the lesson with “The Last Sentence” game. T: *Complete my idea: “Friendship is good relationships. It’s building a relationship. It’s being honest. Etc.”* – Ss: *It’s being understanding, easy to deal with, responsible, unselfish, trustworthy, attentive, devoted, sociable, reliable, respectful, etc.* Set the time for the game (2 minutes).

Setting the aim. T: *Look at the title and exercises of the lesson and guess.* – Ss: *The aim is to understand friendship stories, make out their structure and write one’s own friendship story.*

II. Checking homework

SB, ex. 3, lesson 6. Ss read the stories to each other. Tell them to correct each other’s mistakes if there are any.

WB, ex. 3a, 3b, lesson 6. Ss exchange their WBs and check the order.

Key to ex. 3a: A – 2; B – 6; C – 3; D – 7; E – 1; F – 4; G – 5.

Key to ex. 3b: b) has no friends.

Ask the class about the story:

1. *What's the main character?* (A hare)
2. *What animals were her friends?* (A horse, a bull, a goat, a sheep / a ram)
3. *What was the hare's problem?* (Dogs were running after her)
4. *Who saved the hare? / Who lent her a helping hand?* (Nobody)
5. *How did the hare escape the dogs?* (She hid in a hole)
6. *What's the lesson of the story?* (It's important to have a reliable, true friend, not many friends)

Ss answer to each other in pairs. After they have answered give the correct answer. Ss count each other's correct answers. For more fun Ss might talk to somebody in front of them or behind them, on the left or on the right.

III. Listening and speaking

Ss prepare for writing a composition "A Friendship Story".

SB, ex. 1.

SB, ex. 2. Read the questions before reading the announcement. Do shared reading of the announcement. Use the card for the exercise with weak Ss to make sure they understand.

Everyone has friendship stories – stories that explain what makes each friendship so special or what makes a group of friends have fun together.	У всех есть истории дружбы – рассказы, которые объясняют, что делает каждую дружбу такой особенной или что заставляет группу друзей веселиться вместе.
We want to share as many friendship stories as we possibly can in our school magazine.	В нашем школьном журнале мы хотим представить как можно больше рассказов о дружбе.
These friendship stories may be your personal experience or others' experience or it may be fiction.	Эти истории дружбы могут быть вашим личным опытом или опытом других, или это может быть вымысел.

A friendship story must be encouraging.	История дружбы должна быть вдохновляющей.
Friendship stories are told again and again to stress how important friendship is.	Истории о дружбе рассказывают снова и снова, чтобы подчеркнуть, насколько важна дружба.
We should always take care of our friends and never hurt them or offend them.	Мы всегда должны заботиться о наших друзьях и никогда не причинять им вреда или оскорблять их.
These stories teach us a lesson that friends are those people whom you can rely on when you are in trouble.	Эти рассказы преподносят нам урок: друзья – это те люди, на которых вы можете положиться, когда вы в беде.
The winner of the competition will get a prize and the best stories will be published in this magazine!!!	Победитель конкурса получит приз, и лучшие истории будут опубликованы в этом журнале!!!

SB, ex. 3a.

A

Pre-teach the words: *shy* (застенчивый), *high school*, *nervous*, *environment*, *details*, *silence*, *silent*, *introduce oneself*, *take action*, *focus on smb*. At first see if Ss know or can guess any of the words, and then provide explanation or translation. Read the task and ex. 1.

B

Ss listen to the story.

Tapescrript

Jill's Story

There was a time when Jill didn't have many close friends. She was a bit **shy** and not very confident. She never really

wanted to be popular, but she did want to have someone to share secrets and laughs with. All through **high school**, though, she just had some “light” friendships where she didn’t find much comfort or companionship.

When time came to go to college, Jill was quite **nervous**. She was going to live in a town 300 miles away from home with nobody to rely on and hang out with. There wouldn’t be a single person she knew in town. She had no idea how she was going to make friends in this new **environment**.

The first week of classes, something happened that changed Jill’s life forever. In her English Composition class, she was asked (as were all the students) to tell the class about herself. She told everyone where she came from and all of the other usual **details** that students share in such situations. The final question for each student was always the same: “What is your aim for this class?” Now, most of the students said it was to get a good mark, to learn something new or things like that, but for some reason, Jill said something absolutely different. She said that her aim was to make just one good friend.

While most of the students **sat in silence**, one student came to Jill and held out his hand and **introduced himself**. He asked if she would be his friend. The whole room was **silent** – all eyes **focused on** Jill and the hand just in front of her. She smiled and stretched her hand out to take his, and their friendship began. It was a friendship that lasted all through college. It was a friendship that turned into a romance. It was a friendship that brought two people together in marriage.

Jill learned that being confident, honest and **taking action** help to deal with problems and overcome difficulties.

C

Ss say which sentences are true and correct the wrong ones in pairs.

Follow the model: T: *I have many close friends.* Ss answer to each other. S (or T): *Jill didn’t have many friends, she was shy.* Ss repeat the correct answer to each other in pairs.

Key: 2. Jill didn’t find it easy to make friends in the new environment (and she was nervous). 3. Maybe she wanted comfort and companionship in friendship but she didn’t find it.

4. She didn't have many "light" friendships, she had some "light" friendships.

🎧 **SB, ex. 3b.**

A

Read the questions before listening.

1. Did Jill want to be popular?	1. Джил хотела быть популярной?
2. Why was Jill nervous when time came to go to college?	2. Почему Джил волновалась, когда пришло время ехать в колледж?
3. Did she know anybody in her new environment?	3. Знала ли она кого-нибудь среди нового окружения?
4. Did her English Composition class change her life forever?	4. Изменил ли урок – сочинение на английском языке навсегда ее жизнь?
5. How did Jill's life change at college?	5. Как изменилась жизнь Джил в колледже?
6. What was Jill's goal for the class? Was it different from other students' aims?	6. Какой была цель у Джил? Отличалась ли она от целей других студентов?
7. Did everybody want to be friends with Jill?	7. Все хотели дружить с Джил?
8. Did Jill marry her classmate?	8. Вышла ли Джил замуж за своего одноклассника?
9. What did she learn from the situation?	9. Какой урок она извлекла из этой ситуации?
10. What did you learn from the story?	10. Что ты извлек из этой истории?

B

Now listen to the story again.

C

Follow the model from ex. 3a (C).

SB, ex. 4. Ss use the questions as a prompt for their story. Begin with a question of “Jill’s grandchild”: *Granny, how did you meet grandad?* Ss work in groups of three. Ask the most confident S who has volunteered to tell his / her story to the whole class.

IV. Workbook activities

WB, ex. 1. Ss do the exercise individually and read it to each other in pairs.

WB, ex. 2. Reading and writing a plan. Ss read one more friendship story (aloud in pairs), number the sentences in the correct order and decide on the structure (plan of the story, what questions the paragraphs answer). Ss initiate the questions for the plan. Make corrections if necessary to get the following questions:

1. Name your friend.
 2. How long have you been friends?
 3. Your friend’s appearance.
 4. What’s your friend like?
 5. Why have you chosen him / her as your friend? (How do you feel with him / her?)
 6. What’s your relationship like?
 7. What are some problems in your relationship?
 8. How do you deal with them?
 9. Do you appreciate your friendship?
- Key:** 1, 4, 3, 2, 5, 6, 8, 7, 9.

V. Homework

SB, ex. 5; WB, ex. 3a, 3b, 3c.

VI. Round-up

T: *The aim was to understand a friendship story and make out its structure.* Ss check each other in pairs: stronger S tells the story of Jill or about Maxim; the other S reads the questions of the plan.

Lesson 8. Debate

(“Are friends or family more important?”)

Aims	New language
To develop reading and writing skills	Speech formulas for a debate: proving one’s point of view: <i>as we know; first of all; secondly; my opinion is that; moreover; what is more; I want to stress; finally; I personally believe that</i> expressing agreement: <i>absolutely / sure; I agree with you; I’m with you on that; you are absolutely right</i> expressing disagreement: <i>I’m afraid I can’t agree; I don’t think so; I’m not sure you’re right; I cannot believe that</i>
Revision	You will need
Vocabulary and materials from Units 1–2	A card with speech formulas Bilingual cards

I. Warm-up

T: We’ve come to the end of our topic about interpersonal relationships in families and with friends. Good relationships make us happy, bad relationships make us unhappy. Choose good qualities of a relationship.

R – reliable, respectful, responsible

E – encouraging, enthusiastic

L – lively, loving, loyal

A – adventurous, active, admirable, amazing, attractive

T – trustworthy, truthful, tactful, trustful, touching, tolerant

I – interesting, intelligent, impressive

O – open, outstanding, optimistic

N – natural, normal

S – selfless, supportive, secure

H – honest, helpful, happy, harmonious

I – inspiring, important

P – pleasant, patient, peaceful, passionate, polite, positive

Setting the aim: *The title is “Debate”. Your aim is to get ready to defend one’s point of view in support of or against an idea about relationships in friendship or in a family (at least 10 sentences).*

II. Checking homework

SB, ex. 5, lesson 7. Ss read their compositions to each other, help to correct mistakes.

WB, ex. 3a, 3b, 3c, lesson 7.

Key to ex. 3b: The true statements are 2, 5, 6, 7.

Key to ex. 3c: 1 – taller; 2 – thinner; 3 – older; 4 – more confident; 5 – better; 6 – good; 7 – less expensive; 8 – tidier; 9 – better; 10 – worse; 11 – nicer; 12 – easier.

III. Preparation for Debate

T: *In the heart of each of us there is a wonderful wish – we all want to be happy! We know that the road to happiness starts in the family.*

It’s your parents’ warm, tender hands when you are very little. It’s their reliable, supportive hands when you are growing and developing. It’s spending time together when you can stand firmly on the ground and when you are ready to go out with them into the wide world – travelling, going fishing or swimming together, going on a picnic, going to the park or forest, going to the zoo or to a museum, to a children’s party, meeting your numerous relatives. Your family, every member of your extended family, play their role in your education. All of them teach you something important. You should appreciate it, because they teach you attitude to different people and events. Through this attitude, you form values. Values and attitudes define your character and all your future life.

With your friends you test these values and attitudes, maybe correct them, to be better, naturally. With your friends, you check your own experience and get new experiences. Friends also play an important role.

We have a difficult task – we have to answer the question: “Are friends or family more important?”

Introduction of the rules.

SB, ex. 1a, 1b. Do the tasks. You might use bilingual cards to speed the work in a slow class.

Debate is a game in which two opposing teams make speeches to support their arguments and disagree with those of the other team.	Дебаты – это игра, в которой две противоположные команды выступают с речью, чтобы поддержать свои аргументы и не согласиться с аргументами другой команды.
Every debate has two sides, the affirmative side and the negative side.	Каждая дискуссия имеет две стороны, выступающие за и против чего-либо.
The affirmative side, “pro”, supports a proposition.	Утвердительная сторона, сторона «за», поддерживает предложение.
The opposing or negative side, “con”, opposes the proposition.	Отрицательная сторона, сторона «против», выступает против предложения.
Spending time with one’s family is more useful than with friends.	Проводить время со своей семьей более полезно, чем с друзьями.
Friends are more important than a family for a teenager.	Друзья для подростка более значимы, чем семья.
One can live without friends.	Можно жить без друзей.

Preparation for the debate.

Divide the class into 3 groups. Each group chooses the proposition they would like to support. Each group thinks of the arguments to support their proposition: they revise the corresponding materials from Units 1–2:

Spending time ... – lessons 4–5, Unit 1.

Friends are more important ... – lessons 1–3, Unit 2.

IV. Workbook activities

T: *You need additional preparation for the debate. First you need speech formulas to use while debating.*

WB, ex. 1. Ss do it in pairs, check with the class and make their cards: accepting ideas, expressing disagreement, time fillers. Work with the cards, helping to order one’s speech logically.

Key: 1 – B; 2 – A; 3 – A; 4 – A; 5 – B; 6 – A; 7 – C; 8 – B; 9 – C; 10 – C; 11 – B; 12 – C; 13 – A; 14 – B.

WB, ex. 2a. The exercise is useful for all groups, no matter which proposition they are going to support. The other groups should think about the arguments against this proposition.

Key: 1 – against; 2 – against; 3 – for; 4 – for; 5 – for; 6 – for; 7 – for; 8 – for; 9 – against; 10 – against.

WB, ex. 2b. Ss do the exercise in pairs. One group writes the arguments “for” (the one which supports the corresponding proposition). The other two groups write the arguments “against”.

V. Homework

Get ready for the debate – prepare speeches; get ready to tell your friendship stories.

VI. Round-up

Ss express their opinion about the effectiveness of their preparation for the debate and say what else they need to do to be successful.

Lesson 9. Love and friendship

Aims To develop listening, reading and speaking skills	New language
Revision The Present Simple, the Past Simple, Sequence of Tenses	You will need Audio recordings of ex. 2b, 3 Access to the Internet

I. Warm-up

SB, ex. 1. Ss may add some life examples if they know any.

Setting the aim. T: *The aim is to understand a story and re-tell it from a different viewpoint, using at least 10 sentences in the Past Simple.*

II. Checking homework

Ss tell their friendship stories in groups of three. The group will choose one best story and then the whole class will listen to it and choose the winner. It's a good idea to prepare a small gift for a winner (a magnet, a notepad, a chocolate).

III. Listening, reading and speaking

A

SB, ex. 2a. Accept any answer.

B

🎧 **SB, ex. 2b.** Checking the answer to the question ask if Ss need help with some words or sentences. Ask what else the apple symbolises. Ss might add that it symbolises care, sympathy. It reminds us that there is kindness in this world. It's the symbol of people being kind to each other. Ask about the tense of the story. Ask Ss about the most difficult parts of the Present Simple Tense and get the answer that it is the use of "s" forms with the subject in the third person singular.

Tapescript in SB

C

SB, ex. 2c. Ss read the answers to the questions and check the answers in pairs. Then they check with the whole class (one S – one question).

NB: Most questions are in the Past Simple.

A

Ask a few Ss to answer the last question – to make their predictions about the continuation of the story.

B

🎧 **SB, ex. 3.** Ss listen, read and check their predictions. Ss do **shared reading** to answer questions 2 and 3.

Tapescript in SB

Ideas for answers to question 3: We can't say that they have been in love all these years. We don't even know if they loved each other when they met at the concentration camp. We don't know if they fell in love when they met on a blind date but they had a whole history behind them.

It truly showed the characters of the people. First of all, they were both loyal and they were in no hurry to get married after the war. Maybe the red apple event had touched their hearts very deeply.

Secondly, when they first met they already knew all about caring about other people, they knew about being unselfish, they knew about being helpful. The girl lent the boy a helping hand when he was in need and it looks like they were more friends than lovers.

That's why it was all right for them to give this relationship a try after the blind date. They already knew that they would be supportive, reliable. These are very important qualities for building a good relationship as love is only one part of a strong, good marriage and relationship in marriage. Friendship is also important. They have already tried friendship in their lives.

C

SB, ex. 4.

Suggested answer: It's about two young people – a boy and a girl. They met in a difficult situation, their meeting clearly showed who was who. The girl demonstrated that she was very kind-hearted, actually she had a heart of gold. They didn't marry all those years as if they had been waiting for this meeting on a blind date. We know that they got married finally and they never broke up. They kept that relationship all their lives. It's a very touching story. It's a good example of a lasting happy family relationship. We call it a romantic story.

IV. Workbook activities

WB, ex. 1a, 1b. Do the exercise together with the whole class as this topic (Sequence of Tenses) is quite complicated and is for receptive use only.

Key to ex. 1a: Past Continuous (was / were + Ving); Past Perfect (had + V3); Future-Simple-in-the-Past (would + V).

Key to ex. 1b: He said they were sending him to another camp. She said she remembered she had thrown apples over the fence to a boy. He said he had been that boy. He said he had been taken away from her and he didn't want to be without her again. He said she had fed him through all those years. He said he was hungry only for her love then.

V. Speaking and Internet activities

SB, ex. 5. Ask what tense will be used. Give Ss time to prepare. Tell them to use the key words. Ss first tell the stories from the boy's or the girl's viewpoint in pairs or groups.

Then Ss participate in a TV show. The man and the woman are in different rooms. Give them the following quotes and ask which of them summarises the story best:

- "It is not a lack of love, but a lack of friendship that makes unhappy marriages." (Friedrich Nietzsche)
- "There is only one happiness in this life, to love and be loved." (George Sand)
- "Love is friendship that has caught fire. It is quiet understanding, mutual confidence, sharing and forgiving. It is loyalty through good and bad times." (Ann Landers)

VI. Homework

WB, ex. 2a, 2b; prepare for the debate.

Key to ex. 2a: 1 – false; 2 – true; 3 – false; 4 – false; 5 – false.

VII. Round-up

Ask Ss to self-evaluate themselves: *Have you achieved the aim of the lesson? Are there any personal achievements?*

Lesson 10. Project presentation: Debate

The lesson is planned by the teacher.