

Алгоритм успеха

FORWARD

 | российский учебник



класс

АНГЛИЙСКИЙ ЯЗЫК

**Учебник для учащихся
общеобразовательных
организаций**

В двух частях

Часть вторая

Под редакцией доктора филологических наук,
профессора М.В. Вербицкой

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Учебник для 7 класса серии «Forward» обеспечивает преемственность изучения английского языка со 2 по 11 класс общеобразовательных организаций. Учебник рассчитан на обязательное изучение предмета «Иностранный язык» в 7 классе в организациях, работающих по базисному учебному плану, а также в школах и классах с углублённым изучением английского языка.

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© T001 Texts recorded on CD.

P Listen and repeat, mind your pronunciation.

9

Free time

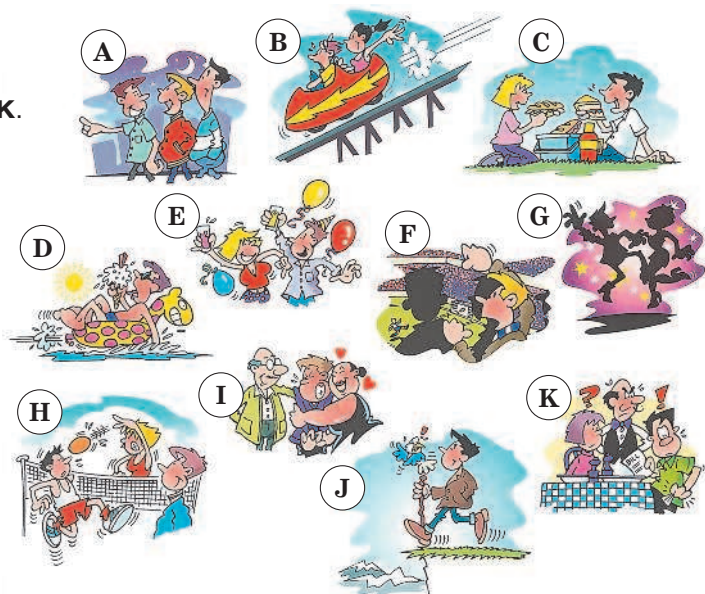
Listening and vocabulary

1 Match phrases 1–11 with pictures A–K.

- 1 go to a funfair
- 2 go to the seaside
- 3 go to a restaurant
- 4 go to a football match
- 5 go to a volleyball match
- 6 go out with friends
- 7 have a picnic
- 8 go for a walk
- 9 go to a disco
- 10 have a party
- 11 visit relatives

Listen and check.

Listen and repeat.



2 Do you like doing the activities mentioned in Exercise 1? Write the activities in the appropriate column.

Love	Like	Quite like	Don't really like	Don't like	Hate
					visiting relatives

Discuss the activities.

Example:

A: Do you like visiting relatives?

B: No, I don't. I hate visiting relatives.

REMEMBER!

After **like/hate** you use the **-ing** form of the verb!

3 Listen to Richard and Sarah discussing theme parks. Who loves theme parks? Who hates them? What theme park is mentioned in the conversation?

Listen to the conversation again and say who (Richard or Sarah) express the following opinions.

- 1 Theme parks are very expensive.
- 2 The rides in theme parks are very exciting.
- 3 I enjoyed my visit to Alton Towers.
- 4 The food in theme parks is awful.
- 5 Theme parks are safe for children who are not with their parents.
- 6 I prefer going for a walk in the country to going to a theme park.

Listen and check. What is the last thing Sarah says about theme parks? Can you repeat the sentence? Can you explain it?



- 4 Do you like or hate theme parks? In pairs, discuss it using Richard's and Sarah's arguments and adding arguments of your own.

Reading and writing

- 5 Work in pairs. You have received a letter from your English-speaking pen friend, Richard. Do you think the letter is formal or informal? Read the letter and analyse its structure. Find in the letter the following parts:

- | | | |
|--------------|---------------------------------|-------------------------|
| A address | D first paragraph with greeting | G final phrase |
| B date | E main paragraph | H closing (signing off) |
| C salutation | F paragraph with questions | I signature |

London, Great Britain — 1
 January 20, 2015 — 2

3 Dear ... ,

4 Thanks for your letter. It's nice to hear from you again. I enjoyed your story about the trip to Suzdal with your class.

5 You've asked me about my free time. Last Sunday I went to Alton Towers with my parents and my younger brother. Alton Towers is a theme park with a lot of rides and other amusements. You can also call it a funfair. I hate theme parks. I prefer going for a walk in the country to going to a theme park. For a start, theme parks are very expensive. Another thing is that the food in theme parks is awful! Last but not least, I don't think theme parks are very safe.

6 Have you ever been to a theme park, or a funfair? Are there many theme parks in your region? What do you think about theme parks?

7 Looking forward to your letter.

8 Bye,
Richard — 9

Read the sentences explaining the rules of writing informal letters and look at the letter again. Complete the sentences with the words from the box. There are some new words, try to guess their meaning and then look them up in the Vocabulary at the end of the Student's book.

- | | | |
|-------|------|-------------|
| short | left | nice/polite |
| date | line | name |
| right | ask | answer |
- 1 Write your address in the top ____ corner.
 - 2 You may write a full address (the house number, street name, town/city/village, postcode and country) or a ____ address (town/city/village and country).
 - 3 Write the ____ below the address.
 - 4 Write the salutation on the ____ of the page: *Dear ...* ,
 - 5 On the next ____, write the greeting:
Thanks for your letter./It's nice to hear from you again.
 - 6 In the main paragraph, ____ your friends questions:
You've asked me about .../You are asking if .../To answer your question, I'd like to ...
 - 7 You may ____ questions, if you like:
I wonder if .../Could you tell me about ...
 - 8 Finish your letter with a ____ phrase like:
Looking forward to your letter./Hope to hear from you soon.
 - 9 Sign off: *Bye, .../Best wishes, .../Yours, ...*
 - 10 Write your ____ (your first name only, without the family name): *Dasha/Nikita.*
 - 11 Remember: there is a comma after the salutation and sign-off.

- 6 Write a letter to Richard answering his questions. Remember the structure of an informal letter and the rules of its writing.

Listening and reading

7 Robert and Nevita are planning a Sunday trip.

© T057 Listen to the conversation without looking at the text and answer the following questions: *Where are the friends going? What are they going to do there?*

In groups, read the conversation.

Rachel: Hello, Nevita.

Nevita: Hi, Rachel. Would you like to come to Alton Towers with us on Sunday?

Rachel: Yes, I'd love to.

Robert: We're going to have a picnic there.

Rachel: Great.

Nevita: Ah, here's Trevor. Good morning, Trevor.

Trevor: Hi, Nevita.

Nevita: Would you like to come to Alton Towers with us on Sunday?

Trevor: Er... No, thanks.

Robert: Why not, Trevor?

Trevor: I've got to visit my gran on Sunday.

Nevita: Oh, dear.

Robert: Yes, it's a pity. We're going to have a picnic there.

Nevita: Yes. I'm going to bring some chicken and salad. What are you going to bring, Robert?

Robert: I'm going to bring some crisps, some cola and some fruit.

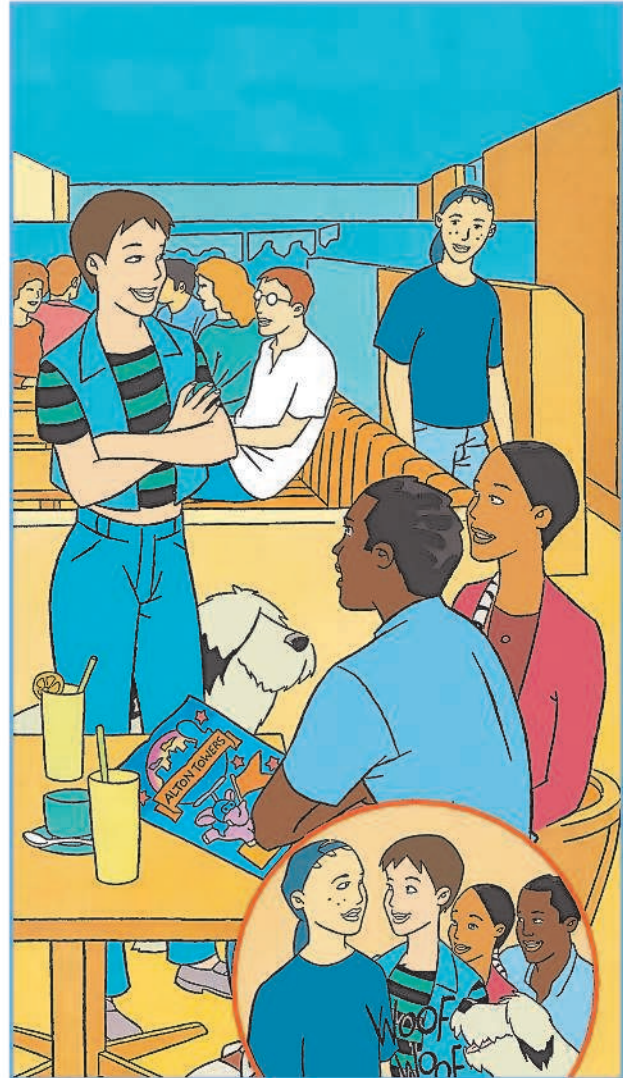
Trevor: Chicken, salad, crisps and cola. Mmm...

Nevita: Come on, Trevor.

Trevor: OK. I can visit my gran on Saturday evening.

All: Ha ha ha.

Scoop: Woof! Woof!



P Look at the text, listen and repeat.

8 Answer the following questions.

- 1 Where are Nevita and Robert going on Sunday?
- 2 Who invites Rachel to join them?
- 3 What are they going to do there?
- 4 Who invites Trevor to join them?
- 5 Why can't Trevor accept their invitation?
- 6 What is Nevita going to bring?
- 7 What is Robert going to bring?
- 8 Why does Trevor decide to go with them?
- 9 When is he going to visit his gran?
- 10 Do you think Scoop would like to go, too?

LANGUAGE FOCUS: Future intentions

9

© T058 Listen and read.

We're going to have a picnic at Alton Towers.



What are you going to bring?



I'm going to bring some chicken and salad.

I'm going to bring some crisps, some cola and some fruit.

P Listen and repeat.

Grammar

10 Write sentences with *to be going to*.

Example:

1 Mark/visit/his grandparents/Sunday. —

Mark is going to visit his grandparents on Sunday.

2 Rachel/bring/oranges/picnic.

3 I/go/swimming pool/next weekend.

4 We/play/basketball/this evening.

5 They/come/my/birthday party/Saturday.

6 You/go/London/next holiday.

7 He/take/train/Alton Towers/this afternoon.

THINK ABOUT GRAMMAR: Конструкция *to be going to do sth.*

Конструкция *to be going to do sth.* используется в тех случаях, когда мы хотим сообщить о том, что собираемся сделать, или о том, что планируем осуществить в будущем.

Affirmative

I **am ('m)** going to see my friends on Christmas Day.
You/We/They **are ('re)** going to visit Moscow this winter.
He/She **is ('s)** going to study Chinese next year.

Negative

I **am not ('m not)** going to see my friends.
You/We/They **are not ('re not)** going to visit Moscow.
He/She **is not ('s not)** going to study Chinese next year.

Wh- questions

What am I going to do on New Year's Day?
Where are you/we/they going to go?
When is he/she going to study Chinese?

Yes/No questions

Are they going to visit Moscow? — Yes, they are./No, they aren't.
Is she going to study Chinese? — Yes, she is./No, she isn't.

Grammar and vocabulary

- 11** What are you going to do at the weekend? Write an activity for Saturday afternoon, Saturday evening, Sunday morning and Sunday afternoon.

☐ Ask about your partner's plans for the weekend.

Example:

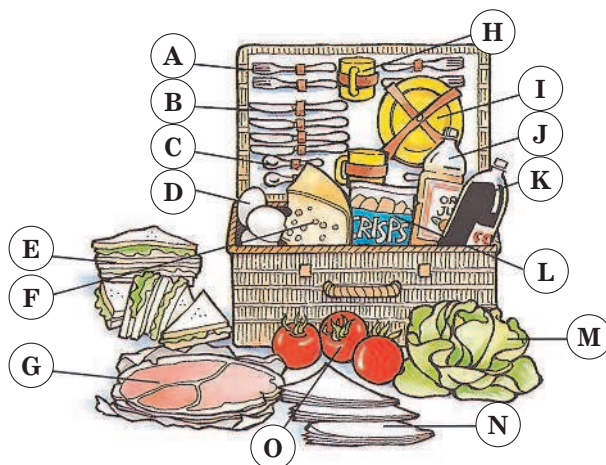
A: What are you going to do on Saturday afternoon?

B: I'm going to go out with my friends.

- 12** Write as many *Wh-* questions as you can to each sentence.

- 1 Trevor's going to visit his grandmother this weekend.
- 2 Richard and Sarah are going to watch a new film in the cinema on Sunday.
- 3 Dasha and Nikita are going to skate on Saturday.

- 13** Here is the picnic basket that Nevita and her friends are taking to Alton Towers. Match things from the basket **A–O** with their names **1–15**.



- | | |
|--------------|---------------------|
| 1 lettuce | 9 cups |
| 2 sandwiches | 10 eggs |
| 3 forks | 11 orange juice |
| 4 tomatoes | 12 plates |
| 5 crisps | 13 cheese |
| 6 spoons | 14 knives |
| 7 ham | 15 paper serviettes |
| 8 cola | |

T059 Listen and check.

☐ Which of these would you recommend because it's healthy food? Give your advice to Nevita using the following phrases.

You should eat/drink more ... You should eat/drink less ... You shouldn't eat/drink ...

- 14** Dasha and Nikita are going to visit London during their spring holidays. In pairs, read Dasha's questions and answer them. What is the Russian for *bank holiday*? What is the English for *государственный праздник*?

- 1 What are bank holidays?
- 2 Why are they called so?
- 3 How many bank holidays are there in the UK?
- 4 Are museums and other public attractions open on bank holidays?

☐ Now read Trevor's letter to Dasha on page 11 (Exercise 26) and check your answers.

Writing and listening

- 15** Rachel is going to do a survey for The RAP about young people and their free time. Can you help her with questions to be asked? Write 5 questions you think Rachel should ask young people about their free time.

- 16** T060 Listen to Rachel's questions. Have you got the same questions on your list? Tick those of your questions which you hear from Rachel.

☐ Listen to Rachel again and add the rest of her questions to your list.

P Listen and repeat.

Reading and speaking

- 17 Before you read, discuss in pairs what you do in your free time. Choose phrases from the box or use your own.

play sports
make a newspaper
do volunteer work

participate in a drama club
play musical instruments

The RAP

Letters from
our readers

- 18 Look at the pictures and read the title of the article. In pairs, guess what Pamela does outside the classroom.

☐ Read the text. Were your guesses right? Which extracurricular activities would you like to choose?

Extracurricular activities

By Pamela Stone, the USA

Before I started high school my mom kept bugging me about which extracurricular activities I was going to choose. I really didn't know what the big deal was. But now that I'm a senior, I totally understand. I've spent the last three months filling in college applications, and now I get how important extracurricular activities are. Colleges want to see that you're busy not just in the classroom, but outside as well.

For the last three years I've been very active on the Student Council. This is like student government. Our job is to work with the principal's office to make life at our school better. I'm also the captain of the girls' basketball team. We're not very good, but it keeps me fit and it's a lot of fun.

My friend Tom plays on our soccer team. Now, they're really good! They won the championship in our school division three years in a row, and Tom is being recruited by colleges because he's our star forward.

A bunch of my friends are really active in our school drama club. Last year they put on a great production of the musical "Grease". Our school also has an online newspaper, and almost anyone who wants to can contribute to that.

But for me, the best of my extracurricular activities is the volunteer work I do at a senior centre. I go in once or twice a week and help in all sorts of ways, like reading out loud to someone or making decorations for a holiday party. Last year I travelled to our state capital to hear politicians talk about new laws for senior care. Because of this experience I'm now thinking about a career in public policy — and that's what I wrote about in my college application.



- 19 In small groups, answer the questions.

- 1 Why did Pamela's mother keep asking Pamela about her choice of extracurricular activities?
- 2 When and why did she begin to understand her mother's concern?
- 3 What is a Student Council?
- 4 What sport does Pamela play? Does she enjoy it?
- 5 What sport does Tom play? Is he good at it?
- 6 What extracurricular activities can students of Pamela's school take part in?
- 7 What kind of volunteer work does she do?
- 8 Why did Pamela get interested in a career in public policy?

Vocabulary

extracurricular
principal
soccer team
championship
school division
in a row
experience
career
to recruit
to contribute to

- 20 In pairs, role-play Rachel's Skype interview with Pamela.

- 21 Prepare a talk on how Pamela spends her time.

Listening and speaking

LANGUAGE FOCUS: Invitations

22 © T061 Listen and read.

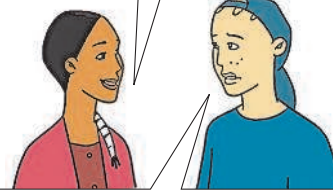
Would you like to come to Alton Towers with us on Sunday?



Yes, I'd love to.

P Listen and repeat.

Would you like to come to Alton Towers with us on Sunday?



No, thanks.
I've got to visit my gran on Sunday.

23 Look at the list of activities. Choose 5 things you would like to do and 5 you wouldn't like to do on Saturday.

go to the seaside

have a picnic

go to a restaurant

go to a football match

go to a volleyball match

go out with friends

go to a funfair

go for a walk

go to a disco

have a party

visit relatives

go cycling

☐ Invite your partner to do the activities you like.

Example:

A: Would you like to go to the seaside on Saturday?

B: Yes, I'd love to.

or:

B: No, thanks. I've got to visit my aunt.

24 Look at the Free Time page from the Bristol Daily News. What would you like to do on Saturday? Choose an activity. Find 4 other students to do your activity with you.

Example:

A: Would you like to go to the cinema on Saturday evening?

B: Yes, I'd love to.

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FUNFAIR

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Reading and writing

- 25** Nevita wants to write a letter to Alton Towers asking for information about the theme park. Help her to write the letter. Follow the plan given below.

Write The RAP's address at the top right:

The RAP
Bristol Building
Bath Road
Bristol
Avon BN4 7JY

Write the date:
(month) (day), (year)

Write Alton Towers' address on the left:

Alton Towers
Alton
Staffordshire ST10 4BX

Write the salutation:

Dear Sir/Madam,

Write the main paragraph:

- say when you are going to visit Alton Towers;
- ask about the cost of admission;
- ask about opening and closing times;
- ask how to get there by bus or train.

Finish the letter:

I look forward to hearing from you.

Sign off:

Yours faithfully,

Write your name:



- 26** Read Trevor's letter and find answers to Dasha's questions (Exercise 14). How many of them have you answered correctly?

Bristol, the UK
January 23, 2015

Dear Dasha,

Thank you for your letter. I like your idea to come to London in spring very much. I'll come to London to meet Nikita and you.

You are asking me about British holidays. British bank holidays are public holidays. The name "bank holiday" comes from the time when banks were closed and so no trading could take place. Nowadays both terms are in use, they have basically the same meaning.

There are currently 8 permanent public holidays in England, Scotland and Wales, and 10 in Northern Ireland. Public holidays in the UK include New Year's Day, Good Friday, Easter Monday, Early May Bank holiday, Spring Bank holiday, Summer Bank holiday, Christmas Day and Boxing Day. Banks are still closed on those days, but many shops now are open. Shops, museums and other public attractions such as historic houses and sports centres may close on certain public holidays.

Write to me soon and ask Nikita to write to me.

Bye,
Trevor

- 27** In pairs, compare the format of a formal and informal letter and discuss the differences in their structure. Compare your ideas with other students' in your class.