

# Spotlight



## My Language Portfolio

Virginia Evans  
Jenny Dooley  
Olga Podolyako  
Julia Vaulina

# 9



**Express Publishing**



**PROSVESHCHENIYE**  
PUBLISHERS

Dear ....., (your name)

This *Language Portfolio* is your property. It has been designed to help you improve your language learning. It will accompany you throughout your school life and will help you document your learning both inside and outside the classroom.

The *Language Portfolio* contains material which you can use and then keep as a record of your learning. In this portfolio you can also include any extra material given by your teacher, throughout the course. However, the final decision of what to include in the *Language Portfolio* is completely up to you.

In practice, *Language Portfolios* may include a project or other examples of written work, computer diskettes (with some work or drawings completed inside or outside the class), video cassettes (with your favourite story or with performances of songs, school plays, etc), certificates, reports from your teachers, or even a collection of objects or pictures.

Here is a short explanation of each section in your *Language Portfolio*:

### **I. Language Passport**

This is an updated report of your progress in English language learning. You will include in this section any evidence of your formal qualifications (certificates, diplomas), tests, progress report cards, self-assessment forms, etc.

### **II. Language Biography**

This is an updated record of your personal language learning history which helps you evaluate your learning aims, and reflect on your language learning and intercultural experiences.

### **III. Dossier**

This is a collection of your work which you have chosen to illustrate your language skills, experiences and achievements in the English language. In this section of your *Language Portfolio* there is some material you can use. You can also file any work you do inside or outside the classroom that you would like to keep as evidence of your work in English.

We hope you really enjoy doing these activities.

*Virginia Evans – Jenny Dooley – Olga Podolyako – Julia Vaulina*

# Английский в фокусе



## АНГЛИЙСКИЙ ЯЗЫК

Языковой портфель

9 класс

Учебное пособие  
для общеобразовательных организаций

4-е издание

Москва  
Express Publishing  
«Просвещение»  
2017

Серия «Английский в фокусе» основана в 2006 году.

**Авторы:** Ю. Е. Ваулина, Д. Дули, О. Е. Подоляко, В. Эванс

**Authors:** Virginia Evans, Jenny Dooley, Olga Podolyako, Julia Vaulina

## Acknowledgements

### Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks are due in particular to: Meryl Phillips (Editor-in-Chief); Julie Rich (senior editor); Nina Peters and Rianna Diamond (editorial assistants); Alex Barton (senior production controller) and the Express Publishing design team. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

Colour Illustrations: Pan, Stone.

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Языковой портфель является неотъемлемым компонентом УМК серии «Английский в фокусе» ("Spotlight") для учащихся 9 класса общеобразовательных организаций. Языковой портфель позволит учащимся собрать все свои достижения (письменные работы продуктивного и творческого характера, аудиозаписи собственных диалогов и т. д.) и оценить уровень полученных знаний в конце обучения. Содержание языкового портфеля направлено на достижение личностных, метапредметных и предметных результатов освоения основной образовательной программы.

## Учебное издание

### Серия «Английский в фокусе»

**Ваулина** Юлия Евгеньевна

**Дули** Дженни

**Подоляко** Ольга Евгеньевна

**Эванс** Вирджиния

## Английский язык

## Языковой портфель

### 9 класс

### Учебное пособие для общеобразовательных организаций

Центр лингвистического образования

Руководитель Центра Ю. А. Смирнов

Зав. редакцией английского языка М. А. Семичев

Ответственный за выпуск О. С. Виданова

Редактор Ю. А. Смирнов

Художественный редактор Н. В. Дождева

Корректор Н. Д. Цухай

Налоговая льгота – Общероссийский классификатор продукции ОК 005-093 – 953000. Изд.лиц. Серия ИД № 05824 от 12.09.01. Подписано в печать 20.09.16. Формат 60х90/8. Бумага офсетная. Гарнитура Прагматика. Печать офсетная. Уч.-изд. л. 1,21. Доп.тираж 1500 экз. Заказ № 4729.

Акционерное общество «Издательство «Просвещение». 127521, Москва, 3-й проезд Марьиной рощи, 41.

Express Publishing. Liberty House, New Greenham Park, Newbury, Berkshire RG19 6HW Tel.: (0044) 1635 817 363 Fax: (0044) 1635 817 463 e-mail: [inquiries@expresspublishing.co.uk](mailto:inquiries@expresspublishing.co.uk) <http://www.expresspublishing.co.uk>

Отпечатано по заказу АО «ПолиграфТрейд» в филиале «Тверской полиграфический комбинат детской литературы» ОАО «Издательство «Высшая школа». 170040, г. Тверь, проспект 50 лет Октября, 46.

Тел.: +7(4822) 44-85-98. Факс: +7(4822) 44-61-51

**ISBN 978-5-09-049543-1**

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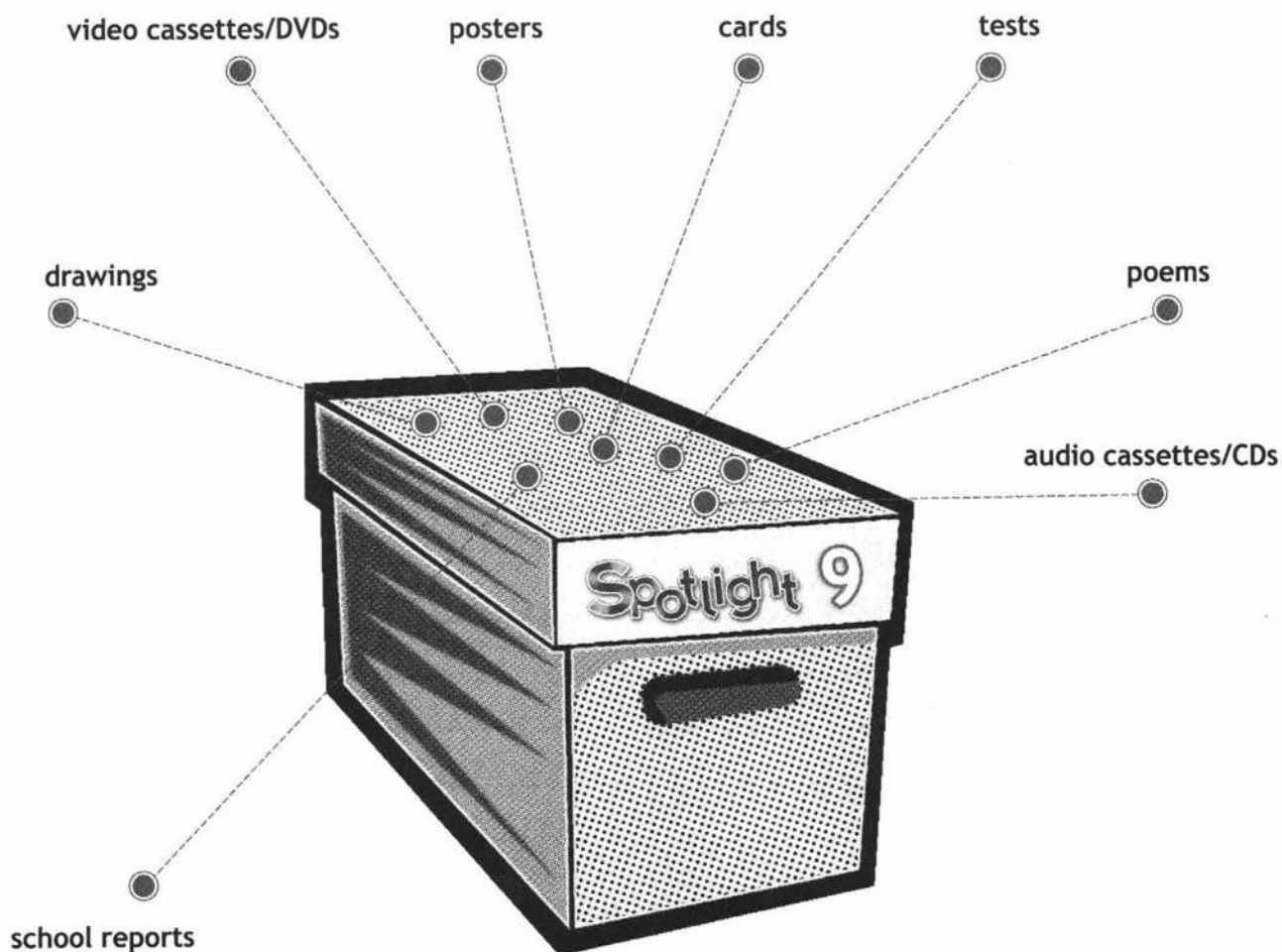
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## How to organise your Language Portfolio

You can include in your *Language Portfolio* almost anything you have produced or collected that proves your progress in English. We suggest you keep your work in plastic envelopes so that it remains in good condition.

In practice, your *Language Portfolio* can be in any shape or size according to the material you choose to store.

Your *Language Portfolio* can include any of the following:



## I. Language Passport

Here you can record all your achievements in the English language. You can include certificates, diplomas, progress report cards, self-assessment forms, tests, etc. In general, you can include anything that is proof of your competence in English.

Every time you add something, record it on your Language Passport Chart.

[illegible]

## II. Language Biography

### All About Me!

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

Date of birth: \_\_\_\_\_

Age: \_\_\_\_\_

Place of birth: \_\_\_\_\_

Number of years that I've studied English: \_\_\_\_\_

My English teacher's name: \_\_\_\_\_

Read and put a tick (✓) or a cross (X).

Some members of my family speak at least basic English. ☐

Some members of my family speak English fluently or are from an English-speaking country. ☐

There is someone at home who regularly speaks English to me. ☐

I often read English books, magazines, websites, etc. for enjoyment. ☐

I sometimes use English resources e.g. articles, websites, books for research for school projects or out of personal interest. ☐

I often listen to English songs or watch English films or TV programmes for enjoyment. ☐

I have extra English lessons. ☐

I have some contact with people from English-speaking countries, e.g. pen friends, tourists, English-speaking friends. ☐

I have been on a school exchange or educational trip to an English-speaking country. ☐

I sometimes receive or send letters, emails or greeting cards in English. ☐

I have been on holiday to/lived in the following English-speaking countries: ☐

.....  
.....  
.....

### How I Learn!

Think about the easiest ways for you to learn something new. Read the sentences below and choose. You can choose more than one.

#### 1 I understand words/sentences/texts better if I

- A listen to them on cassette/CD. ☐
- B listen to my teacher saying them. ☐
- C see them written. ☐
- D read them in context as part of a text. ☐
- E see them, listen to them and do something with them. ☐
- F other (state what) ..... ☐

#### 2 I learn words/phrases better if

- A I listen to them on cassette/CD. ☐
- B I listen to my classmates saying them. ☐
- C I read them. ☐
- D I write them. ☐
- E I repeat them many times. ☐
- F I act them out, sing them, etc. ☐
- G they are part of a video/DVD, etc. ☐
- H other (state what) ..... ☐

#### 3 I can express myself best if I

- A already know all the words I need to use. ☐
- B know some of the words I need to use. ☐
- C use mime, objects and pictures to help me. ☐
- D already have some life experience on the subject. ☐
- E other (state what) ..... ☐

#### 4 I learn best if I work

- A on my own. ☐
- B in pairs. ☐
- C in groups/teams. ☐
- D other (state how) ..... ☐

## II. Language Biography

### 5 I am more eager to learn if

- A I know why I'm doing an activity. ☐
- B I know an activity will help me. ☐
- C I am rewarded. ☐
- D an activity will help me to find out more about  
the things I like. ☐
- E other (state what) ..... ☐

### 6 I understand grammar rules better if

- A they are explained to me in my mother tongue. ☐
- B I compare them with my mother tongue. ☐
- C I get them from a text by exploring it. ☐
- D other (state what) ..... ☐

### My World of English!

Make a note of what you do in English.

#### The stories I know in English

|       |       |
|-------|-------|
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |

#### The books I've read in English

|       |       |
|-------|-------|
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |

#### The videos/DVDs/cartoons/films I've watched in English

|       |       |
|-------|-------|
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |

## II. Language Biography

### Now I Can ...!

Here is what you will be able to do in English at this level. Every now and then, for instance once a month, you will need to check your progress in the English language. For this reason you should use a pencil so that you can change and/or add things as you go along. You can use the following code:

Very Well: ✓✓✓

OK: ✓✓

Not Very Well: ✓



### Listening

I can ...

- understand and follow orders and instructions from my teacher or on a cassette/CD. ....
- connect what I hear to a picture, object, advert, notice, etc. ....
- understand dialogues about various topics. ....
- single out the main idea of short or longer texts, monologues interviews, etc. ....
- find specific information from different types of listening material e.g. texts, dialogues, monologues, announcements. ....
- understand what the most important information is when I listen, even if I don't understand everything. ....
- understand descriptions of people, places or activities. ....
- understand questions about myself, my experiences and my opinions. ....
- understand a simple video or TV programme about various topics. ....
- understand short jokes, stories, announcements, adverts, etc. ....



### Reading

I can ...

- connect phrases and paragraphs to pictures. ....

## II. Language Biography

- choose words/phrases from a list to complete dialogues, texts, etc. ....
- understand rubrics. ....
- guess the subject and contents of a text from its title. ....
- understand the purpose of a text. ....
- single out the main idea of a text, e.g. an article, a leaflet or website. ....
- understand what the most important points in a text are and ignore the irrelevant ones. ....
- scan a text to find specific information. ....
- understand short written messages, notes, notices, posters, etc. ....
- understand some unknown words from their context. ....
- use a dictionary to find out the meaning of new words. ....
- understand the writers attitudes and opinions in a text. ....
- formulate my own attitude and opinions about information in a text. ....



### Speaking

I can ...

- politely ask for and give practical information in everyday situations  
e.g. ask for/give the time or directions, buy things, etc. ....
- politely answer questions about myself  
e.g. personal details, experiences, free-time activities, opinions, etc. ....
- describe pictures and give my opinions about them. ....
- politely make requests and respond to those of others  
e.g. inviting, accepting/rejecting an invitation. ....
- sing English songs. ....
- give a summary of the main points of a text after I have read it. ....
- start and end a dialogue/conversation and keep it going. ....
- express my opinions and feelings about something I have read or heard,  
e.g. a story, an article, a brochure. ....
- describe and give my opinions about facts and events. ....
- give a short talk based on a text. ....

## II. Language Biography



### Writing

I can ...

- take notes from a text. ....
- write short greetings cards. ....
- organise information into sentences, paragraphs and texts. ....
- fill in forms. ....
- write letters covering several topics  
e.g. asking the recipient about their life, thanking them, making  
a request. ....
- use various techniques to make my writing more interesting  
e.g. use a variety of adjectives/adverbs, use linking words. ....

### Improving My English!

What would you like to do to improve your English? How can you learn more about other people and other countries? Keep a record of what you do. You can also add your own ideas.

#### I WOULD LIKE TO ...

|                                         |                                                       |
|-----------------------------------------|-------------------------------------------------------|
| • read English stories, magazines, etc. | • find information about other countries and cultures |
| • watch English films, programmes, etc. | • .....                                               |
| • listen to English songs               | • .....                                               |
| • talk to native speakers               | • .....                                               |
| • use the Internet                      | • .....                                               |
| • write to people from other countries  |                                                       |
| • visit other countries                 |                                                       |

| What I did                                                 | Date           |
|------------------------------------------------------------|----------------|
| <i>I learnt the words to Justin Timberlake's new song.</i> | 13th September |
| .....                                                      | .....          |
| .....                                                      | .....          |
| .....                                                      | .....          |
| .....                                                      | .....          |
| .....                                                      | .....          |
| .....                                                      | .....          |
| .....                                                      | .....          |
| .....                                                      | .....          |
| .....                                                      | .....          |

### III. Dossier

In your *Language Portfolio*, you can include anything of your choosing to keep and show as evidence of your progress in the English language. Here are some activities you can do that can be included in your *Language Portfolio*, if you wish. Every time you do one of these activities, tick (✓) the relevant box.

| Page | Title of the activity      | It can be done at the end of Module ... |                          |
|------|----------------------------|-----------------------------------------|--------------------------|
| 19   | FESTIVALS AND CELEBRATIONS | 1                                       | <input type="checkbox"/> |
| 21   | SUPERSTITIONS              | 1                                       | <input type="checkbox"/> |
| 23   | HOME SWEET HOME            | 2                                       | <input type="checkbox"/> |
| 25   | HOUSEHOLD CHORES           | 2                                       | <input type="checkbox"/> |
| 27   | MYTHICAL CREATURES         | 3                                       | <input type="checkbox"/> |
| 29   | A SCARY STORY              | 3                                       | <input type="checkbox"/> |
| 31   | IMPRESSIVE INVENTIONS      | 4                                       | <input type="checkbox"/> |
| 33   | LIVING IN THE FUTURE       | 4                                       | <input type="checkbox"/> |
| 35   | THEATRICAL PERFORMANCE     | 5                                       | <input type="checkbox"/> |
| 37   | DVD REVIEW                 | 5                                       | <input type="checkbox"/> |
| 39   | PUBLIC SERVICES            | 6                                       | <input type="checkbox"/> |
| 41   | FAMOUS MONUMENTS           | 6                                       | <input type="checkbox"/> |
| 43   | HEALTHY HABITS             | 7                                       | <input type="checkbox"/> |
| 45   | YOUR OPINION               | 7                                       | <input type="checkbox"/> |
| 47   | JOB APPLICATION            | 8                                       | <input type="checkbox"/> |
| 49   | TAKING RISKS               | 8                                       | <input type="checkbox"/> |

# My Dossier



Stick a photo  
of yourself  
here

Name: .....

School: .....

Class: .....

## Festivals and Celebrations

Name: ..... Date: ..... Class: .....

- ✓ You have received a letter from your English-speaking pen friend Jane, who writes

... Did you go to that festival you were telling me about? What was it like? I want to know all about it!

In other news, it's my sister's birthday next week and I'm planning a huge surprise party for her ...

- ✓ Write a letter to Jane (100-140 words). In your letter

- answer her questions
- ask 3 questions about the party she is planning

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How much did you like the activity? (tick ✓)

☐

very much

☐

quite a lot

☐

a little

☐

not at all

# Superstitions

Name: ..... Date: ..... Class: .....

- ✓ Your English-speaking pen friend is doing a school project on superstitions around the world and has written to you asking for your help. Write a letter to your friend and give him/her information about two popular superstitions in your country.

In your letter include information on

- the origins of each superstition
- whether each superstition has grown stronger or weaker over the years

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How much did you like the activity? (tick ✓)

☐ very much      ☐ quite a lot      ☐ a little      ☐ not at all

# Home Sweet Home

Name: ..... Date: ..... Class: .....

✓ Your pen friend from abroad is thinking of visiting your town/city for a few weeks. Send him/her an email describing your area. In your email talk about the following:

- what the area looks like
- what facilities (e.g. shops, places of entertainment, sports centres etc.) there are
- the local residents
- how you think your area could improve

**New Message**

To: .....

Cc: .....

Subject: .....

Dear .....,

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How much did you like the activity? (tick ✓)

☐

very much

☐

quite a lot

☐

a little

☐

not at all

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# Household Chores

Name: ..... Date: ..... Class: .....

- ✓ You are conducting a survey on household chores. Interview your classmates and complete the form below.

## HELPING AROUND THE HOME

Name: ..... Age: .....

| How often do you:       | every day                | more than 3 times a week | never                    |
|-------------------------|--------------------------|--------------------------|--------------------------|
| 1 make your bed?        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 tidy your room?       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 do the washing-up?    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 dust the furniture?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 mop the floors?       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 take the rubbish out? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 hang out the washing? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 wash the clothes?     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 clean the windows?    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 do the ironing?      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Write down two chores that you don't mind doing: .....

.....

Write down two chores that you can't stand doing: .....

.....

- ✓ Report your findings to the class. Make a graph and use it while presenting the results of the survey. Record your presentation.

How much did you like the activity? (tick ✓)

☐

very much

☐

quite a lot

☐

a little

☐

not at all



## Mythical Creatures

Name: ..... Date: ..... Class: .....

- ✓ You've read a book about mythical creatures. Send a letter to an English-speaking pen friend who shares the same fascination with myths and legends as you and tell him/her about the most fascinating creature in the book.

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How much did you like the activity? (tick ✓)

☐

very much

☐

quite a lot

☐

a little

☐

not at all

# A Scary Story

Name: ..... Date: ..... Class: .....

- ✓ You have seen the following announcement in your local paper and have decided to enter the competition.

## How Scary Are You?

We are holding a competition for the most creative and imaginative ghost story.  
Send in your story of about 150 words. The winner receives an all-expense paid trip to Dover  
Castle, one of England's most haunted spots!  
Your story **must** begin with the words: *I had never been a great believer in ghosts until ...*

## Seeing is Believing

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How much did you like the activity? (tick ✓)

☐

very much

☐

quite a lot

☐

a little

☐

not at all

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# Impressive Inventions

Name: ..... Date: ..... Class: .....

✓ You are a journalist for an online technology magazine and you have been asked to choose and write about three inventions of the past century that you find impressive. Stick or draw pictures and write about:

- what their purpose is
- how they work
- how they have changed our life
- what is most impressive about them

File Edit View Favorites Tools Help

Address <http://www.hi-tech4all.com> Go Links

## What would we do without them?

Three inventions that have made our lives easier and more pleasant.

[Empty box for drawing] .....  
.....  
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[Empty box for drawing]

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[Empty box for drawing] .....  
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.....

How much did you like the activity? (tick ✓)

☐

very much

☐

quite a lot

☐

a little

☐

not at all

## Living in the Future

Name: ..... Date: ..... Class: .....

- ✓ Your class has had a discussion on what life might be like by the end of the century. Read some of your classmates' comments below and then write an essay discussing life in the future. Discuss the aspects of home living, education and entertainment.

Houses will be fully automated.

There will be much less face-to-face contact among people.

Classrooms will become a thing of the past. All learning will be taking place at home, through computers.

Energy use will increase because we'll be using too many devices.

We'll stop going to the cinema, theatre or concerts because everything will be available online.

We'll be missing out on the experience of live performances.

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How much did you like the activity? (tick ✓)

☐

very much

☐

quite a lot

☐

a little

☐

not at all

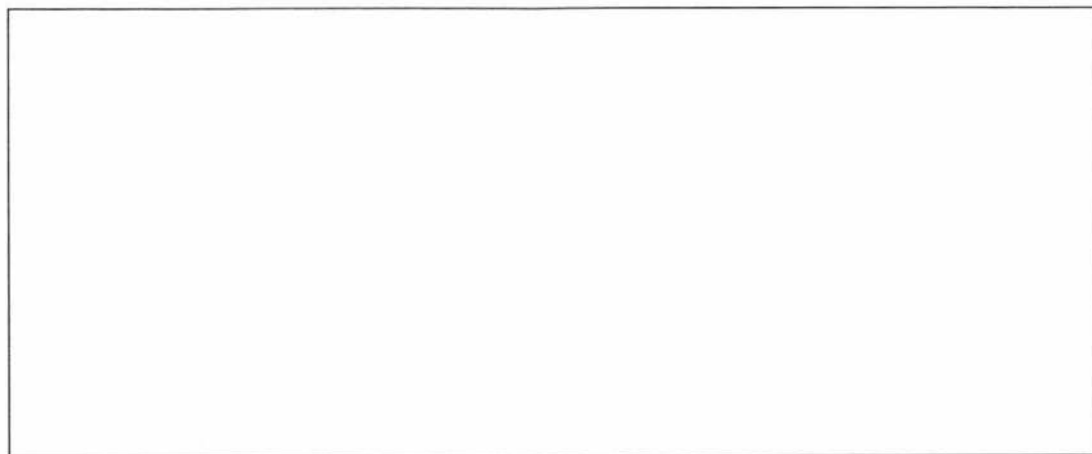


# Theatrical Performance

Name: ..... Date: ..... Class: .....

✓ Your drama club is putting on a play. Make a poster to advertise the play. Include the following information:

- title of the play
- date, time, venue of the performance
- ticket prices
- short review of the play



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How much did you like the activity? (tick ✓)

☐

very much

☐

quite a lot

☐

a little

☐

not at all

Express Publishing & Prosveshcheniye Publishers © Photocopiable

## DVD Review

Name: ..... Date: ..... Class: .....

- ✓ You have just received an email from a friend. Read an extract from the email and send a reply to your friend, answering his/her questions.

... I think a DVD would be a perfect gift for my cousin. I know you love watching DVDs and that you have a huge collection. So, is there something you recommend? My cousin loves adventure and fantasy films. Can you tell me a few things about one such film? I'd like some information on the plot, the characters and why you think my cousin would enjoy it.

Thanks for your help!

Anna

Dear Anna,

I was happy to read your latest news. Now, let me see if I can recommend something your cousin will enjoy watching.

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How much did you like the activity? (tick ✓)

☐

very much

☐

quite a lot

☐

a little

☐

not at all

## Public Services

Name: ..... | Date: ..... | Class: .....

- ✓ You are conducting a survey in order to evaluate the quality of services and facilities in your area. Interview your classmates and complete the evaluation form below.

## EVALUATION FORM

Name: ..... Age: .....

Rating (please circle one): (1) Excellent      (2) Average      (3) Needs improvement

## Public Services

| 1 | Transport | (1) | (2) | (3) |
|---|-----------|-----|-----|-----|
|---|-----------|-----|-----|-----|

| 2 Post Office | (1) | (2) | (3) |
|---------------|-----|-----|-----|
|---------------|-----|-----|-----|

| 3 Bank | (1) | (2) | (3) |
|--------|-----|-----|-----|
|--------|-----|-----|-----|

| 4 Library | (1) | (2) | (3) |
|-----------|-----|-----|-----|
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## Shopping Facilities

| 1   | Department Stores | (1) | (2) | (3) |
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| 100 |                   |     |     |     |

|               | (1) | (2) | (3) |
|---------------|-----|-----|-----|
| 2 Music Shops |     |     |     |

| 3 Book Shops | (1) | (2) | (3) |
|--------------|-----|-----|-----|
|--------------|-----|-----|-----|

| 4 Toy Shops | (1) | (2) | (3) |
|-------------|-----|-----|-----|
|-------------|-----|-----|-----|

5 Supermarkets (1) (2) (3)

## Sports and Leisure Facilities

| 1 | Parks | (1) | (2) | (3) |
|---|-------|-----|-----|-----|
|---|-------|-----|-----|-----|

|                | (1) | (2) | (3) |
|----------------|-----|-----|-----|
| 2 Coffee Shops |     |     |     |

| 3 Gyms | (1) | (2) | (3) |
|--------|-----|-----|-----|
|--------|-----|-----|-----|

| 4 Leisure Centres | (1) | (2) | (3) |
|-------------------|-----|-----|-----|
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|             |     |     |     |
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| Other ..... | (1) | (2) | (3) |
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(please specify)

Please add here any  
comments and/or suggestions:

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- ✓ Report your findings to the rest of the class. Make your conclusions and suggestions on the development of the area. Record your presentation.

How much did you like the activity? (tick ✓)

☐ very much

☐ quite a lot

☐ a little

☐ not at all

# Famous Monuments

Name: ..... Date: ..... Class: .....

✓ Complete the quiz below on famous monuments.

## How Much Do You Know About Famous Monuments?

- |                                                                                    |                               |                                |
|------------------------------------------------------------------------------------|-------------------------------|--------------------------------|
| 1 The Eiffel Tower in Paris was named after its designer.                          | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 2 The Kremlin in Moscow was originally made of wood.                               | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 3 The Statue of Liberty was given to America by the Italian people.                | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 4 The Great Wall of China is the only man-made object that can be seen from space. | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 5 The Coliseum in Rome was originally used as a theatrical stage.                  | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 6 The Taj Mahal is located in Bombay, India.                                       | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 7 The original Parthenon in Athens was destroyed in a Persian invasion.            | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 8 La Sagrada Familia is an important monument located in Barcelona, Spain.         | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 9 The first pyramids in the world were built in Egypt.                             | True <input type="checkbox"/> | False <input type="checkbox"/> |
| 10 The prehistoric monument of Stonehenge in the UK is made of marble.             | True <input type="checkbox"/> | False <input type="checkbox"/> |

✓ Now write a short paragraph about a famous monument in your country. Use the passive. Present it to the class. The class guess what monument you are talking about.

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How much did you like the activity? (tick ✓)

☐

very much

☐

quite a lot

☐

a little

☐

not at all

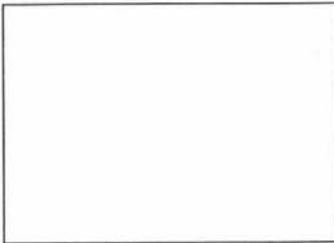
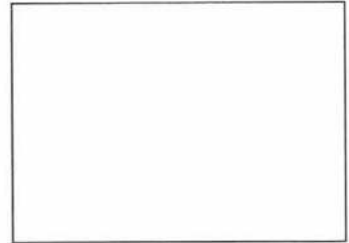
# Healthy Habits

Name: ..... Date: ..... Class: .....

- ✓ You are taking part in a campaign to promote a healthier lifestyle for teenagers. Prepare a leaflet offering advice on how to lead a healthy life. You may include pictures, diagrams or drawings. Use a quotation or a title for the leaflet.

## EAT WELL

- 1 .....
- 2 .....
- 3 .....

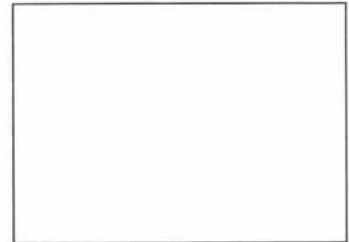


## MOVE MORE

- 1 .....
- 2 .....
- 3 .....

## LIVE BETTER

- 1 .....
- 2 .....
- 3 .....



How much did you like the activity? (tick ✓)

☐

very much

☐

quite a lot

☐

a little

☐

not at all

## Your Opinion

Name: ..... Date: ..... Class: .....

- ✓ Your class has had a discussion on personal safety. It has been suggested that martial arts classes should become compulsory in schools. Write an essay discussing the advantages and disadvantages of this. (120-180 words)

This image shows a full page of primary-ruled paper. It features multiple sets of horizontal dotted lines spaced evenly down the page, providing a guide for handwriting practice. The paper is otherwise blank, with no margins or additional markings.

How much did you like the activity? (tick ✓)

☐ very much

☐ quite a lot

☐ a little

☐ not at all

Express Publishing &amp; Prosveshcheniye Publishers © Photocopiable

## Job Application

Name: ..... | Date: ..... | Class: .....

- ✓ You would like a part-time job this summer and have seen this advertisement in your local newspaper. Write a letter applying for the post (120-180 words).

## PET KINGDOM WANTED!

If you are free for a few hours every afternoon and like working with animals we are looking for someone to fill a part-time position in our pet shop.

**Duties include:**

- cleaning and feeding the animals
- working at the cash register
- dealing with customers

Send your letter of application, explaining why you think you are a suitable candidate for the post to: Mrs Celia Brown at [cbpets@netmail.com](mailto:cbpets@netmail.com)

[illegible]

How much did you like the activity? (tick ✓)

☐ very much      ☐ quite a lot      ☐ a little      ☐ not at all

Express Publishing &amp; Prosveshcheniye Publishers © Photocopiable

## Taking Risks

Name: ..... Date: ..... Class: .....

- ✓ You have received a letter from your pen-friend, telling you that he's decided to take up extreme sports but his parents are really worried that he will hurt himself. He needs your opinion and advice on whether he should really go ahead and sign up with an extreme sports club. Write a letter of reply to your friend.

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How much did you like the activity? (tick ✓)

☐

very much

☐

quite a lot

☐

a little

☐

not at all

## **IV. Extra Activities**

In this section you can include anything you do inside and outside the classroom which shows your work with the English language. You can also write some comments (why you like it, if you found it difficult/easy, etc.) on the activity pages. It will be useful if you write the date you did this activity. Remember: the choice of the activities is yours. Every time you include something new, record it in the table on the next page.

## My Selection!

| Date | Type of Material | Content | Individual Work | Group Work | With Corrections (from the teacher) |
|------|------------------|---------|-----------------|------------|-------------------------------------|
|      |                  |         | yes<br>no       | yes<br>no  | yes<br>no                           |
|      |                  |         | yes<br>no       | yes<br>no  | yes<br>no                           |
|      |                  |         | yes<br>no       | yes<br>no  | yes<br>no                           |
|      |                  |         | yes<br>no       | yes<br>no  | yes<br>no                           |
|      |                  |         | yes<br>no       | yes<br>no  | yes<br>no                           |
|      |                  |         |                 |            |                                     |

- ✓ You can use this page to write the titles of the activities you choose to file in your Language Portfolio.

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## **Компоненты УМК:**

- Учебник
- Рабочая тетрадь
- ✓ **Языковой портфель**
- Книга для чтения («Пигмалион», по Б. Шоу)
- Аудиокурсы
- Контрольные задания
- Книга для учителя
- Тренировочные упражнения в формате ОГЭ (ГИА)
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## **Интернет-сайт УМК:**

**<http://prosv.ru/umk/spotlight>**

ISBN 978-5-09-049543-1



**Express Publishing**



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