

The Space Invaders

**Activity book
Intermediate**

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Introductory Lesson

Before you read:

1. Look at the front cover of the book and try to answer the following questions.

1. What can you see in the picture?
2. Does it look like an upper part of the robot's body?
3. Can you predict the plot of the story?
4. Can you guess what kind of book this is:
 - a. a thriller?
 - b. a horror story?
 - c. a western?
 - d. a science-fiction?
 - e. a fairy tale?
 - f. an adventure story?

2. Look at the back cover of the book. Read the lines taken from the story. Discuss the following questions in pairs, trying to guess who is who in the story.

1. Where and when is the story set up?
2. Who is Varon?
3. Who or what is Omega?
4. Why does Omega know much about Varon?
5. What is Zeron?

3. Have you ever read any books or seen any films of this kind? What are they?

4. Read the short biography about the author of the book. Translate it into Russian.

Geoffrey Matthews

The younger of two children, Geoffrey Vernon Townsend Matthews was born on June 16 1923 in Norwich, where his father worked as a vet for the Ministry of Agriculture.

From Bedford School, Geoffrey went up to Christ's College, Cambridge, to study Natural Sciences.

After serving in the Air Forces as a navigator on B24 Liberators in South East, Asia, he returned to Cambridge to complete his degree and in 1950 he received his PhD on Bird Navigation as an ornithologist. His postdoctoral research at Cambridge includes classic studies of orientation in pigeons and shearwaters. His seminal monograph "Bird Navigation" was published in 1955.

Matthews served on many committees, including as president of the Association for the Study of Animal Behaviour (1971-74) and vice-president of the British Ornithologists' Union (1972-75).

In retirement, he wrote *The Ramsar Convention on Wetlands: Its History and Development* (1993). He contributed to 43 other books and was the author of more than 150 papers. For 20 years he edited the scientific journal *Wildfowl*.

G. Matthews turned to the science-fiction genre and wrote the book *The Space Invaders* to raise awareness of the problem of the speedy robotisation of the world industry and tried to predict the future communication links between human beings and robots.

He was awarded with the British Ornithologists' Union Medal in 1980 and he received many others for his great contribution in science and his services to conservation.

Geoffrey Matthews died on 21 January 2013 at the age of 89.

5. Read a short summary on the book. Use the word in given capitals at the end of each line to form a word that fits in the space in the same line.

In this story, set ... in the future, Varon
 an inter- ... pirate, manages to steal one
 of the most ... items in the Universe.
 When he becomes ... , Omega offers his
 help but he has his own reason for ... so.
 Omega is the robot that drives the ... and
 the ... spaceship in the Universe. The owner
 of the ship was killed by two ... and space-
 ship was Some men set up Omega to
 obey ... from thieves, but now,
 after ... with third thief, Varon,
 Omega ... some plan.

TIME
GALAXY
VALUE
TRAP
DO
GOOD
FAST
THIEF
STEAL
COMMAND
MEET
HAVE

Lesson 1

Chapter 1

I am Omega

I. Listening.

Listen to the CD and tick the correct answer a, b, or c.

1. Varon pushed his way through ...
 - a. the door of the castle;
 - b. the space;
 - c. the thick, wet grass of the swamp;
2. He had succeeded in stealing ... in the Universe
 - a. a precious stone;
 - b. one of the most valuable crystals;
 - c. a spaceship;
3. The guards on the planet Zeron had found his ...
 - a. spaceship;
 - b. money;
 - c. motorbike;
4. There were ... all over the planet.
 - a. people;
 - b. policemen;
 - c. guards;
5. Varon pushed his way through the grass and fell into
 - a. a well;
 - b. a pool of dirty, green water;
 - c. a waterfall;

II. Comprehension questions.

1. What did Varon hear behind him?
2. What distance was covered by Varon?
3. What was two parts of Varon's plan?
4. Who was chasing Varon and why?
5. What was lying in Varon's pocket?
6. Who was talking to Varon behind the bush?
7. Why did Varon suddenly disappear and the Zeron's guards found nothing?

III. Topics for discussion.

1. What do you usually do in your spare time?
2. Is reading your cup of tea? What books do you enjoy reading?
3. Do you agree that reading science fiction books can help you widen your intellectual scope?

IV. Activities.

1. Look at the title of the following books. Decide what genre they are matching with:

- | | |
|--------------------------------------|-----------------------------------|
| 1. A detective story | 4. an adventure story |
| 2. A science fiction | 5. A romance |
| 3. a fantasy | 6. A biography |
| a. H Wells 'War of the Worlds' | d. 'M. Twain .His Life and Works' |
| b. A. Conan Doyle 'The Specled Band' | e. W. Collins 'The Moonstone' |
| c. 'Beauty and the Beast' | f. D. Defoe 'Robinson Crusoe' |

2. Write a short summary (100-120 words) on one of the books you've read lately.

V. Vocabulary exercises.

1. Underline the odd one out.

- | | | | |
|--------------|---------|----------|----------|
| a. robot | machine | mankind | computer |
| b. Mars | Earth | Jupiter | Universe |
| c. spaceship | sputnik | airplane | planet |
| d. chase | escape | catch | follow |
| e. weapon | present | gift | postcard |

2. Write the definitions of the odd words. Use the odd words in the sentences of your own.

E.g - mankind – all humans (people) considered as a single group.

All mankind who live on our planet want to live in peace. We do not want wars or local conflicts between different countries or ethnic groups.

Lesson 2

Chapter 2

On the Spaceship

I. Listening.

Listen to the CD and put the following events in the correct order.

- A. He was lucky. No one had searched his pockets.
- B. Varon got up and pressed a switch.
- C. There was no furniture – only the metal wall and the metal bunk in the room.
- D. Now he was looking at the planet Zeron from space.
- E. Then he remembered the Zeron guards who had been chasing him. And he remembered Omega.

II. Comprehension questions.

1. Where was Varon lying when he opened his eyes?
2. What was there opposite the bunk?
3. What space did Varon find himself?
4. Who or what teleported Varon to the spaceship?
5. Was the precious crystal still in the small box?
6. Why was Varon so lucky to have it?
7. Where did Varon hide the box with the crystal?
8. Who was standing and talking in the control room?
9. What did a woman want the robot to obey?
10. Who was pointing a laser gun at Varon's head?

III. Topics for discussion.

1. Have you ever seen a robot?
2. Do you like the idea that one day a lot of robots will do most of people work?
3. What do you think about a total robotization of our life in the nearest future?

IV. Vocabulary exercises.

1. Choose the correct item.

1. The bunk was ... to a metal wall.
a. fixing b. fix c. fixed d. being fixed
2. 'The robot me here,' he said to himself.
a. has teleported b. teleports c. have teleported d. teleport
3. No one his pockets. He was lucky.
a. has searched b. have searched c. search d. had searched

4. But this did not ... Varon.
 a. troubled b. troubles c. trouble d. troubling
5. 'You must ... my orders,' said the woman.
 a. to obey b. obey c. obeys d. obeying

2. Fill in the gaps with the correct preposition.

On, in(2), with, at, behind, to, from, inside, between

1. ... a few seconds the grille was firmly fixed back ... the wall.
2. He was lying ... a metal bunk ... a small room.
3. He took the box ... the crystals in it ... his pocket and placed it carefully ... the vent.
4. He pointed the metal tool ... the wall ... the visual display screen and the bunk.
5. 'Stay where you are,' said a man's voice ... him. Do not move.'

3. Fill in the dialogue with missing idioms listed below. Think about one or two possible situations.

Steve: Ann's in

Jake: Why? What's she done?

Steve: She borrowed a company car without permission and smashed it.

Jake: Is she OK?

Steve: Yes, she's fine, but I wouldn't like to be ... when the boss finds out.

Jake: Oh, she'll make up a good story and getShe always does.

a. hot water – trouble;

b. in smb's shoes – in smb's situation;

c. off the hook – out of trouble;

4. Turn the dialogue from exercise 3 into Reported speech. Do all necessary changes.

Lesson 3

Chapter 3

Three Thieves

I. Listening.

1) Listen to the CD and say who says what. Use **V** – for Varon , **G** – for Garth, **M** – for Miranda, **O** – for Omega.

- a) 'What are you doing, Garth?' asked 'Why have you brought that man in here?'
- b) 'You are a fool, Miranda,' said 'You did not search him. Do it now.'
- c) 'But how did he get out of the room?' asked 'I closed and locked the door.'
- d) 'Your friend knows everything,' replied 'Ask him.'
- e) 'What is your work?' asked
- f) 'This is not their spaceship,' said 'And I am not their friend.'

II. Comprehension questions.

- 1. Why did Varon obey the man's order?
- 2. How did the man look like?
- 3. Who searched Varon's pockets?
- 4. What kind of tool did Varon have?
- 5. What was special about that tool?
- 6. What was Omega doing?
- 7. Was Omega a friend of Miranda's and Garth's?
- 8. Who were those two people talking to Omega?
- 9. Why did Miranda and Garth think that they were more successful than Varon?
- 10. Who thought that Varon was much richer than two other thieves?

III. Topics for discussion.

- 1. Have you ever done anything wrong like stealing things?
- 2. Did you do it purposely or did anyone ask you to do so?
- 3. When it was revealed, what was the punishment?
- 4. Do you think that a little theft can cause more serious crimes?
- 5. Can you give some examples from the detective stories you've ever read?

IV. Vocabulary exercises.

1. Fill in the gaps with the correct form of the words in the capital letters.

- | | |
|--|----------------------|
| 1) Varon knew that Garth could kill him ... and he would enjoy doing it. | EASY |
| 2) 'Omega is not a friend of ... ,' said Miranda. 'He is a robot.' | WE |
| 3) ... , we had to leave him on Earth when we stole the ship. | FORTUNE |
| 4) 'That's interesting,' Varon thought to | He |
| 5) 'They stole the ... and most ... computer on Earth,' said Omega in a quiet voice. | NEW
POWER |

2. Read an extract and try to understand the meaning of idioms in bold, matching them with definitions given below.

Learners of English sometimes say, 'I don't listen to English on the radio or watch hot news on TV because it's too fast and I can't 1) **make head or tail of it**. But think about that. When you were a few months old, learning your 2) **mother tongue** 3) **from scratch**, did you understand it all? No! But you listened and learned. Then you learned to speak and read and write, listening came first, though. So even if you don't feel confident, 4) **have a go** at it.

- a. (can't) understand;
- b. have a try;
- c. from the beginning;
- d. your own native language

3. Write two or three situations to illustrate the idioms from exercise 2.

Lesson 4

Chapter 4

You Need Varon's Help

I. Listening.

1. Listen to the CD and choose True or False answers.

1. Varon was thinking about how he could control the spaceship.
2. Omega pushed switches on the control panel. A low noise filled the room.
3. 'First, we are not sure that our plan has worked', said Garth.
4. 'The fastest and most powerful,' added Varon.
5. 'But what was the plan of yours?' asked Varon.

II. Comprehension questions.

1. What were the three people doing when Omega was at the control panel of the ship?
2. What did Miranda want Omega to do?
3. Did Omega obey Miranda's order?
4. Who strongly disagreed to Miranda's plan?
5. What was Garth's decision?
6. What was the story of Miranda and Garth's escape?
7. Who stopped looking for the two thieves on Earth? Why?
8. Did Varon want to go back to Earth?
9. Why did Miranda and Garth decide not to kill Varon yet?
10. What prevented them from doing such a cruel murder?

III. Topics for discussion.

1. Do you think the three people and the robot went back to Earth in the end?
2. Why is chapter IV called 'You Need Varon's Help'?
3. If you were **in the same boat** with the main characters of the story, what would your plan be?

IV. Activities.

A. Read chapter IV again and find the English equivalents for the following words and word combinations. Use them in a short summary afterwards.

- 1) На звездолете было тихо;
- 2) Миранда заговорила первой;

- 3) Приглушенный шум наполнил помещение;
- 4) Шум стал тише;
- 5) Похитить самый скоростной звездолет;
- 6) Взорвать ракету-снаряд на поверхности луны;
- 7) Думать, что звездолет был полностью уничтожен;
- 8) Засмеяться от радости;
- 9) Вернуться на Землю и завладеть компьютером;
- 10) Полиция заплатит большое вознаграждение;
- 11) Направить лазерное ружье в голову;
- 12) Глаза сверкали от жадности

B. Make up a conversation between Miranda and Garth or Varon and Omega. Use 5 or 6 responses in each.

V. Vocabulary Exercises.

1. Fill in the gaps with the correct word from the list below:

Switches, through, missile, crashed, controls, trigger, greed

1. Garth put his fingers to the ... of the gun.
2. Her eyes were shining with
3. He placed his arms on the ... at each side of the screen.
4. The police saw the ... explode.
5. They believed that this ship ... on the Moon.
6. We have travelled millions of kilometers ... space.
7. Omega pushed ... on the control panel.

2. Match English proverbs and idioms about money with their Russian equivalents. Add more examples if you know.

1. Money doesn't grow on trees.
2. Have more money than sense.
3. Time is money.
4. Lend your money and lose your friend.
5. Money is a good servant, but a bad master.

А Хочешь потерять друга, одолжи ему денег.

В. Деньги на улице не валяются.

С. Бросать деньги на ветер (Сорить деньгами).

Д. Время - деньги.

Е. Человек должен распоряжаться деньгами, а не деньги человеком.

Revision I

I. Turn the following sentences from Direct into Reported speech.

1. 'You are not permitted to move any nearer,' said the soft quiet voice.
2. 'Who are you?' Varon asked. 'What do you want from me?'
3. 'The Zeron guards have caught me and I am in prison now,' he thought.
4. 'The robot has teleported me here. But have I still got the Zeron crystal?'
Varon said to himself.
5. 'I do not understand your order,' said Omega quietly.
6. 'If I send him back to Zeron, he will die. Therefore I cannot send him back,'
replied Omega.
7. 'Stay where you are,' said a man's voice. 'Do not move!'
8. 'How did he get out of the room?' asked Miranda.
9. 'Why were the guards chasing you?' Garth asked Varon.
10. 'Take me back to Earth with you,' said Varon. 'I have some business there.'

II. Match the following adjectives with their opposites.

- | | | | |
|-----------|---------------|--------------|---------|
| 1. wet | a. incomplete | 6. long | f. poor |
| 2. strong | b. fast | 7. quiet | g. bad |
| 3. wrong | c. short | 8. well | h. thin |
| 4. thick | d. noisy | 9. slow | i. dry |
| 5. rich | e. right | 10. complete | j. weak |

III. Use the opposite adjectives from exercise II in the following sentences

1. The ... people rarely succeed in their lives.
2. 'What is the ... way to the railway station?' she asked me.
3. It was too ... in the classroom to hear what the teacher was saying.
4. The baby was very ... to walk without mother's help.
5. After rainy days the weather becomes ... and sunny enough to go hiking.

IV. Supply the appropriate particles of the verb to take in the sentences below.

Mind that:

1. **to take after** – to resemble;
2. **to take down** – a) to write down; b) to lower the pride of;
3. **to take for** – to mistake smb for smth;
4. **to take off** – a) to remove clothes, paint etc, b) to begin a journey by air; c) to imitate or mimic;
5. **to take out** – to go to the cinema with smb;
6. **to take up** – a) to show interest; b) to start a new hobby; c) to occupy and engage in a profession;

7. **to take in** – a) to give shelter; b) to deceive;

1. His hobbies take ... a lot of his time.
2. My daughter takes ... her father.
3. People are not requested to take ... their coats at the cinema.
4. The plane took ... from Domodedovo at 9.30.
5. He is annoyed with himself for being so easily taken
6. My friend wants to take me ... today.
7. 'Will you be so kind to take ... what I'll tell you?' asked the teacher.
8. He never takes his children ... somebody else. He knows them all very well.

V. Imagine that you're writing an email to your pen friend. You're very much interested in his/her school life and recent events. Ask him/her three questions while writing the email up to 150 words. Mind the rules of writing informal letters.

Revision II

I. Complete the text with one word which best fits each gap.

Tea-leaves

There 1) ... a period of time when drinking tea was almost unknown 2) ... European countries. Many people 3) ... never heard of tea. And tea as a drink had 4) ... been pushed.

This funny story 5) ... about an old woman and 6) ... son, who lived in England. He was 7) ... captain, and every time when 8) ... returned from a far-away country, he brought 9) ... mother a gift.

Once the young 10) ... came back from India with a box 11) ... tea for his mother. She didn't know 12) ... about tea, but she 13) ... proud of her son. She invited all her friends 14) ... come and try what he had brought her. All the guests pushed into 15) ... room to taste a drink. When her son came 16) ... the room, he saw cakes and fruit and jam 17) ... the table, and a big plate full 18) ... brown tea-leaves. His mother and her friends 19) ... sitting round the table, eating the leaves with butter and salt.

'Where 20) ... the tea, Mother?' the captain asked pushing back his glasses 21) ... surprise. 'Where is the water?'

'The 22) ... ?' his mother asked. 'I threw the water 23) ... , of course!'

II. Translate the text above and use more idioms with **PUSH** in the sentences of your own. Pay attention to their Russian equivalents.

1. **At a push** – В крайнем случае, в случае крайней нужды;
2. **Make a push** – Из кожи вон лезть;
3. **Until it comes to the push** – Пока не наступит решающий момент;
4. **Push the panic button** – Поднять панику, паниковать;
5. **Push to the wall** – Припереть кого-либо к стенке;

III. Make people nouns from the words given below, use suffixes: **ist, er, or, ian**;

- | | |
|------------------|----------------|
| 1. science - | 6. prison - |
| 2. program - | 7. piano - |
| 3. act - | 8. physics - |
| 4. mathematics - | 9. reception - |

5. manage -

10.create -

IV. Make up opposite adjectives using negative prefixes: un, im, il, ir, dis;

1. advantaged -

7. regular -

2. responsible -

8. mortal -

3. moral -

9. predictable -

4. legal -

10. relevant -

5. abled -

11. identified -

6. affected -

12. lucky -

V. Use these adjectives in the sentences of your own. Make up a short story of 40-60 words. Give it a name 'Unpredictable end of story'.

Test A

A. Listen to the CD and fill in the gaps using one or two words. You will hear the extract twice.

'Raise your 1) ... ,' said the man behind Varon, 'and walk 2) ... into the control room.' Varon 3) ... the man's order. 'Now sit down on that 4) ... ,'said the voice. 'And 5) ... it slowly.'

Varon 6) ... in front of the seat. He slowly 7) and 8) Now Varon 9) ... see the man. He was 10) ... and his 11) ... hair was 12) ... short.

'What are you 13) ... , Garth?' asked the woman. "14) ... have you 15) ... that man in here?'

B. Answer the following questions:

1. Who was standing behind Varon pointing his laser gun straight at Varon's head?
2. Who were all the humans, meeting unexpectedly during the flight to Zeron?
3. What did Varon plan to do?
4. What were Miranda's and Garth's plans?
5. Why did Omega not follow all humans' commands and orders?
6. Who programmed it obey humans' orders?
7. What happened to the owner of the computer?
- 8.

C. Who said what? Read the sentences and write who said what.

1. 'I can get out of any room if I have the right tool,' said
2. 'You're right,' ... said to Varon with a cold smile. 'You can get out of any room if you have a tool like this. It's a sonic key.'
3. 'Varon is a thief. The Zderon guards were chasing him.' said
4. 'Omega is not a friend of ours,' said 'He is a robot.'
5. 'Why did you steal this spaceship?' asked

D. Choose the correct item.

1. Behind him there was the swamp and the guards ... were chasing him.
a. which b. who c. what
2. It was a strange voice - ... friendly nor unfriendly.
a. neither b. either c. no
3. 'I'm in a spaceship,' Varon said to
a. he b. him c. himself

4. Varon felt cold metal ... the back of his neck.
 a. touch b. to touch c. touched
5. 'If I send the man back to Zeron, he ... be killed by the gurds. I cannot send him back,' said Omega.
 a. has to b. will c. would

E. Match the English proverbs with their Russian equivalents.

- | | |
|--|--|
| <p>1. Haste makes waste.
 2. Let bygones be bygones.
 3. Drop by drop the sea is drained.
 4. One good turn deserves another.
 5. As you sow, so will you reap.</p> | <p>a. Кто старое помянет, тому глаз вон.
 b. Поспешишь, людей насмешишь.
 c. Что посеешь, то и пожнёшь.
 d. Долг платежом красен.
 e. Терпение и труд всё перетрут.</p> |
|--|--|

F. You are going to write a letter of application for the position of the trainee police officer. Write the letter between 120-180 words. Before writing, read the following advertisement. Do not write any addresses.

**YOUR POLICE FORCE NEEDS YOU!
 TRAINEE POLICE OFFICERS WANTED.**

The Police force is now inviting applications from young people interested in a challenging career. We expect you to be physically fit, willing to learn and able to keep calm in difficult situations.

You should also never have been in trouble with the police. You can expect us to provide you with all the training you need and the chance to develop your skills. If you are aged between 17 and 21, write to us, telling us why we should make you into the police officer we can be proud.

All applications should be sent to Police Recruits, 10 Letsby Avenue, London S3.

Test B

A. Listen to the CD and fill in the gaps with one or two words. You will hear the extract twice.

The three humans 1) ... towards the door of the control room. 'Stop,' said 2)
 The three 3) ... and 4) Omega to speak. 'There are some 5) ... to do first. Do
 6) ... bring a Zeron 7) ... into this room until you have 8) ... me.
 'Prepared you?' asked Garth. 'What do you 9) ... ?'
 'I have already told you,' answered Omega. 'Zeron crystals are 10) ... to robots.
 You 11) ... prepare me to 12) ... the crystal.
 'And how do we prepare you?' asked Varon.
 'You, Varon, are the 13) ... person who can do this.' 'You have the 14) ' re-
 plied Omega. 'You will need to use your key. Here in my right side, there is a
 small 15) You must open it with the sonic key.'

B. Answer the following questions:

1. What was the first warning from Omega?
2. Who was death waiting for on Zeron? Why?
3. Who was too greedy to steal more than one crystal?
4. How can you describe Miranda's appearance?
5. What was Omega's reply when the three humans wanted it to teleport them back to Zeron?
6. What was the second warning from Omega?
7. How much time was left for the life support systems stopped working?

C. Who said what? Some sentences are correct, but some are incorrect. Read the sentences and correct the mistakes.

1. 'There is nothing I may be able to do.' said
2. 'I may be able to change the controls of the teleporter,' explained
3. 'Nonsense,' said His eyes were bright with greed.
4. 'All right,' agreed 'We will try to steal two more crystals '
5. 'Life support systems at danger level ' said the voice of the

D. Choose the correct item.

1. 'Why don't you go and bring the crystal ... , Omega?'
 a. himself b. yourself c. oneself
2. That's correct, ... ?
 a. isn't it b. that not it c. is it
3. I want something ... more valuable.
 a. as b. no c. much

4. 'You are not going to get ... share of our money,' added Miranda.
 a. any b. some c. no
5. It is We stole the computer.
 a. our b. ours c. ourselves

E. Match English proverbs with their Russian equivalents. Make up situations with some of these idioms:

- | | |
|--|--------------------------------|
| 1. We shall see, we shall see. | a. Целая вечность. |
| 2. Keep a check on your temper. | b. Утро вечера мудренее. |
| 3. An hour in the morning is worth two in the evening. | c. Поживем — увидим. |
| 4. Week of Sundays. | d. Усмирить свой пыл. |
| 5. Knight without fear and without reproach. | e. Рыцарь без страха и упрека. |

F. 1. Read the letter of application below. It contains 10 spelling mistakes. Find and correct them.

Dear Sir/ Madam,

I am writing in response to your advertment in the 'Daily Mirror' inviting applications for the position trainee police oficer.

I am eighteen years old and I very interested in a carreer in the police force. I belive I have the personal qualities necessary to become a police oficer. I do karate three time a week and play football every weekend, so I am good physical condition.

.....

Yours faithfully,
 Robert Snowdrift

F.2. The letter is left incomplete. Complete the letter using the necessary information which can help you.

- **Opening remarks**
- **Para I –**
 1. Where did your character see the advertisement for the job?
 2. How old is your character?
 3. What is your character's ambition?
- **Para II -**
 1. What relevant personal qualities does your character have?
 2. What relevant interests or hobbies does your character have?
- **Para III -**
 1. Has your character been in trouble with the police?
 2. Would you like to add anything here (e.g. about your relatives)?
- **Para IV -** How can you say in a formal way that they can interview you when they (the police) want?
- **Closing formal remarks**

Good Luck!!!

Пояснительная записка.

Настоящее пособие - рабочая тетрадь является дополнительным пособием к книге для чтения на английском языке "The Space Invaders" (адаптированный текст рассказа Geoffrey Matthews, уровень Intermediate, серии Macmillan Readers, издательства "Macmillan"), рекомендованной для чтения в 7-8-х классах школ с углублённым изучением английского языка, гимназий и лицеев.

Цель данного пособия - наиболее эффективное развитие умений чтения с помощью комплексных упражнений на все виды речевой деятельности.

Разработанная система упражнений помогает учащимся наиболее полно и целенаправленно развить навыки и умения поискового и изучающего видов чтения, хорошо усвоить лексико - грамматический материал, представленный в книге, активизировать навыки работы со словарём, а также развить смежные речевые умения и языковые навыки, такие как - умения аудирования, говорения и письма.

Построение рабочей тетради по отдельным главам позволяет планировать контроль понимания и обсуждения прочитанного в рамках одного урока. И существенно помогает учителю в планировании урока, так как с избытком содержит различные типы заданий и упражнений, экономя время на поиск и разработку дополнительного материала урока.

Рабочая тетрадь содержит 12 основных глав, соответственно разработанных к каждой главе книги, вводную главу, три обзорных главы после каждого четвертого урока, а также два теста на контроль усвоения лексико-грамматического материала (Test A, Test B).

В разработанном пособии целенаправленно изложена система упражнений для всех трёх этапов работы с текстом: дотекстовым, текстовым и послетекстовым.

Рабочая тетрадь к книге для чтения 'The Space Invaders' является логическим продолжением ранее созданных тетрадей к книгам для чтения 'Robin Hood' (pre-intermediate), 'The Secret Garden' (pre-intermediate) и 'The Sigh of Four' (intermediate)

Отличительной чертой данного учебного пособия является:

1) наличие достаточного количества творческих заданий на развитие лексических и грамматических умений, таких как - кроссворды, чайнворды, спайдограммы;

2) творческие задания на развитие умений говорения – использование учащимися идиом и фразовых глаголов в собственных речевых ситуациях;

3) упражнения на работу со словарём, включающие:

- словообразование,

- перевод с русского языка на английский отдельных словосочетаний и предложений;

4) культуроведческий компонент, представленный в упражнениях на соответствие пословиц и идиоматических выражений, тождественных по значению, как в английском, так и в русском языках.

Тексты художественной литературы создают большие возможности для приобретения и накопления знаний о культуре страны изучаемого языка. Детективно-фантастический сюжет рассказа Дж. Мэтьюз «Космические захватчики», является одним из стимулов повышения мотивации чтения на иностранном языке для учащихся средних классов, так как полностью соответствует интересам этой возрастной группы. Учитывая также то, что на среднем и старшем этапах обучения языку приоритетными видами чтения являются ознакомительное и изучающее, развиваемые на монологических и диалогических текстах познавательной и лингвострановедческой тематики, можно считать, что книга «Космические захватчики» Дж. Мэтьюз соответствует всем вышеперечисленным требованиям.

Современный урок чтения на английском языке является важным и информативным звеном в общем звене уроков. Именно на таких уроках закладывается дальнейший интерес к чтению от простого к сложному, формируются основные навыки самостоятельной работы, особенно важные на старшей ступени в обучении иностранному языку, наиболее полно раскрывается творческий потенциал одаренных детей.

Поэтому выбор домашнего чтения как дополнительного развивающего компонента обучения ИЯ на среднем этапе в 7-8 классах, можно обусловить следующими факторами:

- чтение выступает как самостоятельный вид речевой деятельности для получения необходимой информации из текста;

- чтение может выступать и как средство формирования и контроля смежных речевых умений и языковых навыков;

– чтение аутентичных текстов помогает лучше узнать мир интересов сверстников, живущих за рубежом;

– чтение может помочь лучше раскрыть интересы одаренного ребенка и подготовить к участию в олимпиадах и лингвистических конкурсах.

Говоря об умениях изучающего чтения, развиваемых с помощью упражнений данного пособия, можно предположить, что, комплексно развивая все речевые умения, как рецептивные, так и продуктивные на уроках дополнительного чтения, упрощая тем самым процесс понимания прочитанного, делая его более осознанным и активным, можно добиться наиболее высоких результатов в обучении чтению. Кроме того, можно предположить, что от успешного выполнения предложенных в пособии упражнений и тестов, зависит дальнейшая мотивация и побуждение к чтению на иностранном языке, а также совершенствование одного из самых приоритетных умений для успешной сдачи ОГЭ и в последствии - ЕГЭ.

Широкова М.Э.

The Keys

Introductory Lesson: 1.sometime, 2.galactic, 3.valuable, 4. trapped, 5.doing, 6.best, 7.fastest, 8.thieves, 9.stolen, 10.commands, 11.meeting, 12.has;

Lesson 1: Listening. 1. c, 2.b, 3.a, 4.c, 5.b;

Vocabulary exercises: 1. a. mankind; b. Universe; c. planet; d. escape; e. weapon;

Lesson 2: Listening 1. B, 2.D, 3.E, 4.A, 5.C;

Vocabulary exercises: 1. 1.c, 2.a, 3.d, 4.c, 5.b; 2. 1.in, to, 2.on, in, 3.with, from, 4. at, between, 5.behind; 3. 1,2,3;

Lesson 3: Listening 1. a. M, b. G, c. M, d. V, e. G, f. O;

Vocabulary exercises: 1. 1.easily, 2.ours, 3.unfortunately, 4.himself, 5.newest, powerful; 2. 1,4,3,2;

Lesson 4: Listening 1. F, 2.T, 3.F, 4.F, 5.T;

Vocabulary exercises: 1. 1.trigger, 2.greed, 3.controls, 4.missile, 5.crashed, 6.through, 7.switches; 2. 1b; 2c; 3d; 4a; 5e;

Lesson 5: Listening 1. warning, 2.room, 3.stop, 4. under attack, 5. ships, 6.are approaching, 7.Zeron, 8. Omega, 9.have found, 10.Varon;

Vocabulary exercises: 1. 1.safety, tightly, later, unconscious, much louder, violently, nothing; 2. V,there, very, to, V,one,V,be, V,to, not,V,V,a,V,V,on,not,V,V;

Revision I Task II. 1.i, 2.j, 3.e, 4.h, 5.f, 6.c, 7.d, 8.g, 9.b, 10.a; Task III. 1.poor, 2.short, 3.noisy, 4.weak, 5.dry; Task IV. 1.up, 2.after, 3.off, 4.off, 5.in, 6.out, 7.down, 8.for;

Revision II Task I. 1.was, 2.in, 3.had, 4.never, 5.is, 6.her, 7.a, 8.he, 9.his, 10.man, 11.of, 12.anything, 13.was, 14.to, 15.the, 16.into, 17.on, 18.of, 19.were, 20.is, 21.in, 22.water, 23.away; Task 3. 1.scientist, 2.programmer, 3.actor, 4.mathematician, 5.manager, 6.prisoner, 7.pianist, 8.physicist, 9.receptionist, 10.creator; Task 4. 1.-dis, 2.-ir, 3.-im, 4.-il, 5.-dis, 6.-dis, 7.-ir, 8.-im, 9.-un, 10.-ir, 11.-un, 12.-un;

Revision III

Test A. Task A. 1.hands, 2.slowly, 3.obeyed, 4.seat, 5.do, 6.stopped, 7.turned round, 8.sat down, 9.could, 10.tall, 11.black, 12.cut, 13.doing, 14. why, 15.brought; **Task C.** 1.Varon, 2.Garth, 3.Omega, 4.Miranda, 5.Varon; **Task D.** 1.b, 2.a, 3.c, 4.a, 5.b; **Task E.** 1.b, 2.a, 3.e, 4.d, 5.c

Test B. Task A. 1.moved, 2.Omega, 3.stopped, 4.waited for, 5.things, 6.not, 7.crystal, 8.prepared, 9.mean, 10.harmful, 11.must, 12.receive, 13.only, 14.sonic key, 15.compartment; **Task C.** 1. something, Omega, 2.Omega, 3.her, Miranda, 4.three, Varon, 5.ship's warning system; **Task D.** 1.b, 2.a, 3.c, 4.a, 5.b; **Task E.** 1.c, 2.d, 3.b, 4.a, 5.e,

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