



**Обучение английскому языку
в курсе “Английский с удовольствием” /
“Enjoy English” в условиях ФГОС.
Подготовка к ГИА и ЕГЭ средствами
УМК “Enjoy English”**

МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ

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ИЗДАТЕЛЬСТВО
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P U B L I S H E R S

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Пояснительная записка

Курс „Английский с удовольствием“ / “Enjoy English” М. З. Биболетовой, Н. Н. Трубаневой и др. (2–11 классы) является завершённым курсом английского языка для российских общеобразовательных учреждений. В настоящее время курс “Enjoy English” является самым популярным современным курсом английского языка для массовых школ России, обеспечивающим преемственность между начальной (2–4 классы), средней (5–9 классы) и старшей (10–11 классы) школой через единую авторскую концепцию. Курс соответствует ФГОС и позволяет достигать планируемых результатов освоения учебных программ на каждой из ступеней обучения.

ФГОС и обучение английскому языку

Федеральный государственный образовательный стандарт (ФГОС) был принят для начального общего образования (ФГОС НОО) 12.12.2009, для основного общего образования (ФГОС ОО) 17.12.2010 и для полного общего образования (ФГОС СПОО) 17.05.2012. Принятие ФГОС в российском образовании подразумевает переход от парадигмы „знания – умения – навыки“ к личностно-деятельностной парадигме, способствующей формированию определенных компетенций личности, в том числе коммуникативной компетенции. ФГОС направлен на обеспечение духовно-нравственного развития, воспитания и социализации обучающихся; формирования их гражданской идентичности как основы развития гражданского общества; овладения духовными ценностями и культурой многонационального народа России; условий для индивидуального развития всех обучающихся, способствующих их самоидентификации посредством личностно значимой деятельности, социального и гражданского становления личности (*извлечение из ФГОС НОО, ФГОС ОО и ФГОС СПОО, полный список см. в Стандартах*). В основе ФГОС лежит личностно-деятельностный подход, способствующий формированию готовности к саморазвитию и непрерывному образованию; активной учебно-познавательной деятельности обучающихся; построению образовательного процесса с учетом индивидуальных возрастных, психологических и физиологических особенностей обучающихся.

Планируемые результаты в ФГОС задаются на трех уровнях: личностном, метапредметном и предметном.

Методические особенности курса “Enjoy English” для 2–11-х классов

Среди основных методических особенностей курса можно перечислить следующие:

1. Курс основан на деятельностном подходе. В УМК для начальной школы каждый урок является отдельной „историей“ с понятным и близким детям сюжетом. Так, например, дети не просто изучают названия домашних животных, а играют в журналистов, готовящих репортаж с фермы (см. “Enjoy English” для 2-го класса, Lessons 23–25), не просто изучают названия частей тела, а конструируют робота для полета на далекую планету (см. “Enjoy English” для 3-го класса, Lesson 53).

Учебники для 5–9-х классов также построены на сюжетной основе: в 5-м классе школьники готовятся к поездке в Лондон, в 6-м классе — участвуют в работе международного клуба юных путешественников и виртуально путешествуют по Великобритании, в 7-м классе — готовятся к участию в международном соревновании подростков, в 8-м классе — учатся решать проблемы экологии, в 9-м классе — готовятся к путешествиям по всему миру.

На старшем этапе в 10–11-х классах ученики знакомятся с достижениями научно-технического прогресса и планируют свое будущее (подробнее о тематике курса по годам обучения см. Биболетова М. З., Трубанева Н. Н. Программа курса английского языка к УМК “Английский с удовольствием” / “Enjoy English” для 2–11-х классов общеобразовательных учреждений. — Обнинск: Титул, 2010. — 56 с.). Изучение английского языка в рамках деятельностного подхода позволяет школьникам не только развивать коммуникативную компетенцию, ориентированную на реальное общение. Проектные работы, предлагаемые в конце каждого раздела учебника, позволяют школьникам интегрировать знания, полученные как на уроках английского языка, так и на занятиях по другим предметам, для решения актуальных жизненных проблем на английском языке, а также для реализации собственного творческого потенциала. Использование деятельностного подхода позволяет решать такую задачу ФГОС, как *создание условий для развития обучающихся, обеспечивающих их самоидентификацию посредством личностно-значимой деятельности.*

2. Курс направлен на **воспитание и личностное развитие учащихся**, их знакомство с морально-этическими нормами, развитие таких личностных качеств, как доброжелательность, открытость, толерантность, самоуважение, уважение к собеседнику, понимание ценности различных культур, а также развитие умений общения, включая умение избегать конфликтных ситуаций и мирно решать возникающие конфликты. Этому способствует тематика курса, например: „Стереотипы, которые мешают жить: религиозные, расовые, возрастные и др. „Почему важна политическая корректность в отношении людей старшего возраста, инвалидов, людей других национальностей“ (9 класс); „Культурный шок как восприятие нами непонятных явлений другой культуры“ (на примере высказываний, интервью и художественных текстов), „Основные правила вежливости“, „Заметки для путешественника, посещающего другую страну“. Личностному развитию учеников помогают как проекты „Международная конференция исследователей начинает свою работу“ (6 класс); „В семье за рубежом“ (10 класс) и т. д., так и задания в УМК, помогающие школьникам осуществлять моральный выбор, занимать активную жизненную позицию. Подобная направленность курса способствует достижению целого ряда *планируемых личностных результатов* ФГОС.

3. Курс „Enjoy English“, созданный в русле лично-ориентированной парадигмы образования, позволяет выстраивать **индивидуальную образовательную траекторию** учащегося. Это становится возможным за счет наличия в УМК:

- а) избыточного количества упражнений, что позволяет обеспечить оптимальную нагрузку для ученика с любыми способностями;
- б) приложений „School English“, показывающих возможности английского языка для получения знаний из областей науки, интересующих школьника;
- в) упражнений различной трудности, что дает возможность учителю подобрать подходящие по уровню сложности задания как для наиболее успешных учащихся, так и для учеников, испытывающих затруднения в изучении английского языка;
- г) разноуровневых упражнений в обучающих компьютерных программах к УМК, что позволяет обеспечить каждого учащегося возможностью дополнительной тренировки в индивидуальном темпе.

Методический аппарат курса способствует созданию *условий для индивидуального развития всех обучающихся*.

4. В курсе соблюдается тщательно выверенный **баланс всех видов речевой деятельности и форм работы**: в каждом разделе учебника представлены упражнения на обучение аудированию, чтению, говорению и письму, выполняемые индивидуально, фронтально, в парах и микрогруппах. Подобная организация работы на уроке способствует достижению *планируемых предметных результатов*.

5. Курс широко использует **здоровьесберегающие технологии**, что проявляется в наличии упражнений, направленных на поддержание физического здоровья, обеспечение душевного комфорта учеников. Упражнения, направленные на сохранение физического здоровья и повышение физической активности учащихся, предусматривают выполнение различного рода движений, (например, фонетическая разминка „Веселый оркестр“ (см. книгу для учителя ЕЕ–2, урок 47), песня „Head and shoulders, knees and toes“ (см. упр. 2, урок 53, ЕЕ–3, под которую выполняются соответствующие движения). В ходе выполнения совместных проектных работ используются действия на развитие мелкой моторики в начальных классах или перемещения по классу в процессе выполнения опросов (surveys) в средних и старших классах. Сохранению душевного здоровья учеников способствует комфортная обстановка на уроке, уважительное отношение между партнерами по общению, возможность высказать свою мнение по обсуждаемому вопросу и т. д., что является проявлением лично-ориентированного подхода к обучению.

6. **Формирование гражданской идентичности учащихся** происходит в ходе сравнения школьниками особенностей культуры и жизни в странах изучаемого языка и в родной стране, чему способствуют УМК, ролевые игры, проектные работы и др. Содержание и методический аппарат курса позволяют развивать социокультурную компетенцию учащихся и дают школьникам возможность *овладения духовными ценностями и культурой многонационального народа России*.

7. Курс направлен на развитие у школьников **умений контроля и самоконтроля** в ходе выполнения проверочных работ и заданий для самопроверки. В каждом разделе каждого учебника со 2-го по 11-й класс содержатся проверочная работа Progress check и задания для самопроверки Test yourself (начиная с 4-го класса). Большинство заданий этих разделов соответствуют **формату итоговой аттестации**.

Предусмотренные резервные уроки (Revision) дают ученикам возможность научиться корректи-

ровать собственные ошибки. Такие компоненты УМК, как рабочая тетрадь № 2 „Контрольные работы“ в 4, 9, 10 и 11-х классах, позволяют учителю объективно, на основе четких критериев, оценить прогресс учащихся в изучении английского языка, а ученику проверить свои знания по предмету. Приложение к учебнику “Learning strategies” (с 5 по 11 класс) знакомят учащихся со стратегиями поиска и обработки информации, выполнения контрольных заданий. В ходе работы с этими приложениями у школьников развивается критическое мышление, вырабатываются умения, необходимые для успешного прохождения итоговой аттестации в форматах ГИА и ЕГЭ. Контрольные задания в обучающих компьютерных программах позволяют ученикам самостоятельно оценить свой уровень и научиться исправлять допущенные ошибки без помощи учителя. Таким образом, с помощью методического аппарата курса школьники не только *развивают умения самоконтроля, но и учатся корректировать свою деятельность и получают прочную основу для непрерывного образования* в течение всей последующей жизни.

8. Курс имеет концентрическое построение, при котором ученики постоянно возвращаются к основным темам курса на каждой ступени обучения, рассматривая их с разных сторон и с новых позиций. Например, изучение темы „Семья“ происходит на протяжении нескольких лет обучения следующим образом: во 2-м классе: „Я и моя семья. Члены моей семьи, их имена“; в 3-м классе: „Знакомство (имя, возраст, что умеет делать, семья, любимое животное“, „Семейные праздники: Рождество, Новый год“; в 4-м классе: „Выходные в кругу семьи: любимые занятия членов семьи“, „Помощь родителям по дому“, „Поведение в семье

и гостях“; в 5-м классе: „Моя семья: черты характера членов семьи, профессии, хобби и увлечения, взаимоотношения в семье“; в 6-м классе: „Что такое семья: взаимоотношения в семье, близкие и дальние родственники, письма родственникам“, „Дети и родители“, „Взаимоотношения между подростками в семье: конфликты, совместные игры, розыгрыши“, „Взаимоотношения между людьми разных поколений в семье“; в 7-м классе: „Взаимоотношения в семье, с друзьями и сверстниками“; в 8-м классе: „Взаимоотношения в семье (с родителями, братьями и сестрами), с друзьями, со сверстниками. Домашние обязанности. Проблемы подростков и способы их решения“; в 9-м классе: „Трудный выбор подростка: семья или друзья. Причины недопонимания между детьми и родителями“, „Конфликты между родителями и детьми: их причины, возможные последствия. Мирное решение семейных конфликтов“, „Письмо в молодежный журнал: нахождение взаимопонимания между братьями и сестрами, детьми и родителями. Пути предотвращения и решения конфликтов. Советы сверстников и взрослого психолога“; в 10-м классе: „История моей семьи: связь поколений“, „Большие и маленькие семьи. Что делает семью счастливой? Полезны ли семейные ссоры? Как родители относятся к моим друзьям“, „Памятная семейная дата“; в 11-м классе: „Профессия твоей мечты. Влияние семьи, друзей и личных качеств на выбор профессии“.

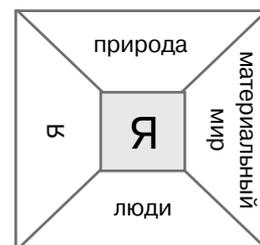
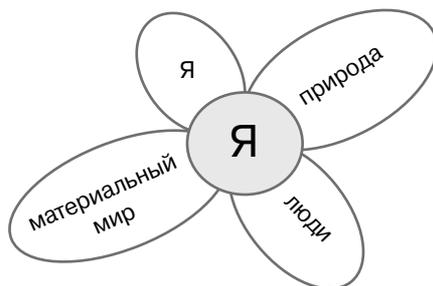
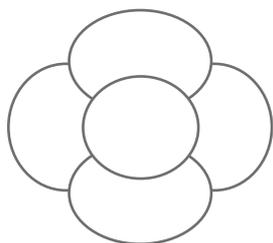
9. Курс ориентирован на достижение планируемых личностных, метапредметных и предметных результатов, обозначенных в ФГОС. В следующих разделах мы подробно рассмотрим средства и способы достижения планируемых результатов в курсе “Enjoy English”.

Принцип организации содержания курса “Enjoy English”

Один из главных принципов организации содержания курса — его линейно-концентрическое построение. Данный принцип предполагает, что в процессе развития коммуникативных умений школьников из года в год происходит не только продвижение вперед, но и сохранение достигнутого: через постоянное расширение тематики и трансформацию уже знакомых ситуаций общения зависимости от возраста обучающихся и

реалий повседневной жизни, через обогащение лексико-грамматических средств языка и увеличение объема социокультурных знаний. Наиболее отчетливо этот принцип можно проследить на тематике курса.

На каждом году обучения содержание курса включает четыре блока тем, в русле которых происходит развитие коммуникативных умений школьников:



Я и природа (животный и растительный мир, природные явления, Земля и космос, охрана окружающего мира и т. д.)

Я и материальный мир (предметы, которые меня окружают, цивилизация, технический прогресс)

Я и люди / социум (взаимоотношения с людьми в разном контексте: в семье / школе / на улице, с родными / друзьями / чужими, с земляками / иностранцами, со старшими / младшими и т. д.)

Я и я (мои чувства, эмоции, убеждения, мой внутренний мир и т. д.)

„Я“ стоит на первом месте в каждом из тематических блоков, поскольку истинное общение возможно только в том случае, когда затрагиваются личностное отношение обучающегося к обсуждаемым проблемам.

Попытаемся проиллюстрировать, обратившись к таблицам с тематикой общения в авторской программе.

Примерное тематическое планирование курса (2–4 классы)

Класс	Тематика общения	Количество часов
2 класс	II версия (новая редакция)	
	1. Приветствие. Знакомство с одноклассниками, учителем, актерами театра. Мое имя, возраст, что умею / не умею делать.	7
	2. Я и моя семья. Члены моей семьи, их имена. Мой питомец (любимое животное), его имя, возраст, характер, что умеет делать.	10
	3. Мои любимые занятия: что я умею / не умею (учебные действия, спортивные занятия и игры).	10
	4. Проект “The ABC”.	1
	5. Выходной день (в цирке, зоопарке, на ферме).	7
	6. Мои друзья: внешность, характер, что умеют / не умеют делать. Любимые животные.	14
	7. Проект “A Funny Riddle”.	1
	8. Мои любимые персонажи детских произведений: их внешность, их характер, что они умеют делать.	2
	9. Подготовка к школьному празднику: инсценирование английских сказок зарубежных сверстников.	4
10. Проект “My Friend”.	1	

Рабочая программа курса (2–4 классы), с. 16

Класс	Тематика общения	Количество часов
3 класс	1. Знакомство (имя, возраст, что умеет делать, семья , любимое животное).	5
	2. Прием и угощение друзей. Поведение за столом. Любимая еда. Покупка продуктов в магазине.	5
	3. Проект “Menu”.	1
	4. Мои друзья: внешность, характер, что умеют / не умеют делать. Любимое животное. Сказки “One Busy Morning”, “Eight Friends”.	9
	5. Здоровый образ жизни: правильное питание, необходимость занятий физкультурой.	2
	6. Семейные праздники: Рождество, Новый год.	2
	7. Проект “A Happy New Year! Merry Christmas!”	1
	8. Любимое время года. Занятия в разное время года.	5
	9. Мои друзья и я. День рождения друга (день, месяц). Подарок и поздравления для друга. Английская сказка о двух подругах “The Country Mouse and the Town Mouse”.	9
	10. Письмо зарубежному другу: обращение, прощание, оформление конверта. Сказка о волшебном почтовом ящике “Clever Miranda”.	9
	11. Проект “Happy Birthday to You!”	1
	12. Мой день. Распорядок дня. Как Тайни проводит свой день. Английская сказка “Ufo and His Friends”.	12
	13. Мир моих увлечений. Любимые детские произведения моих зарубежных сверстников: сказки, песни, стихи, игры. Инсценирование сказок.	5
	14. Проект “Let’s Write a Letter!”	1
4 класс	1. Любимое время года. Погода. Занятия в разное время года. Сказка о лягушке-путешественнице “Two Ducks and the Frog”. Сказка о временах года “The Donkey’s Favourite Season”. Выходной день — пикник.	9
	2. Английский дом. Мой дом, моя квартира, моя комната. Сказка о приключениях английского мальчика “The Big Secret”.	8
	3. Проект “We’ll Visit Fairy Land Next Holidays!”.	1
	4. Жизнь в городе и селе. Сказка о превращении серого города в цветущий сад “The Green Garden”. Дикие и домашние животные. Как люди и животные помогают друг другу.	7
	5. Мир моих фантазий: сочиняем истории и сказки. Английские сказки: “The Smart Little Bird”, “The Wolf and the Sheep”. История о том, как Санта-Клаус готовится к Рождеству и Новому году.	7
	6. Проект “Let’s Write a Fairy Tale!”.	1
	7. Выходные в кругу семьи: любимые занятия членов семьи. Мои любимые занятия. Помощь родителям по дому. Английские сказки: “I Don’t Want to”, “Why Do Cats Wash after Dinner?”. Вежливый телефонный разговор. Поведение в семье и гостях.	10
	8. В магазине: одежда и обувь, вежливый разговор с продавцом, что купить для путешествия. Английская сказка “Baby Elephant and His New Clothes”. Покупка продуктов в разных упаковках. Вежливый разговор за столом. Типичный английский завтрак.	8
	9. Проект “MFM (Modern Fashion Magazine) for Stars”.	1
	10. Моя школа, моя классная комната. Занятия в школе. Школьные принадлежности. Школьные предметы. Школьные истории “Jason and Becky at School”, “The Best Time for Apples”. Английская сказка об умении находить общий язык с соседями “The King and the Cheese”.	10
	11. Проект “Diploma”.	1
	12. Мир моих увлечений. Любимые детские произведения моих зарубежных сверстников: сказки, песни, стихи. Инсценирование сказок и рассказов.	4

Примерное тематическое планирование курса (7–8 классы)

Основная школа (7–8 классы)

Класс	Тематика общения	Количество часов
7 класс	1. Информация о себе (имя, возраст, характер, место жительства, любимые занятия и развлечения (участие в викторинах и конкурсах, Интернет); характер и увлечения друзей.	6
	2. Будущее нашей планеты; природные условия, население, погода столиц англоговорящих стран и России.	7
	3. Выдающиеся люди: знаменитые политики (Sir Winston Churchill, Andrei Sakharov), известные писатели и художники (William Shakespeare; Leonardo Da Vinci), знаменитые изобретатели (Alexander Bell; Pavel Shilling).	5
	4. Праздники и народные приметы англоговорящих стран (Hallowe'en) и России.	2
	5. Истории изобретений средств коммуникации (телеграф, телефон). Современные средства коммуникации: компьютер, телефон, факс, электронная почта, Интернет.	7
	6. Страны мира и их столицы, национальности / народы и языки, на которых они говорят.	5
	7. Роль английского языка в современном мире. Русский язык как язык международного общения. Выдающиеся люди России и их вклад в мировую культуру (А. С. Пушкин).	7
	8. Географические и природные условия, население, официальные языки англоговорящих стран (Великобритании, США, Канады, Австралии, Новой Зеландии) и России.	5
	9. Путешествия: карта мира, виды транспорта. Человек и автомобиль.	4
	10. Взаимоотношения в семье, с друзьями и сверстниками.	
	11. Карта города. Ориентация в городе. Транспорт.	4
	12. Школьная жизнь: учебные предметы, школьная форма, правила поведения в школе, наказания, взаимоотношения между учителями и учениками, между учащимися.	4
		7
	13. Школьная жизнь зарубежных сверстников: типы школ, учебные предметы, взаимоотношения между учителями и учащимися; школьные друзья.	10
	14. Круг чтения: как научиться правильно читать книгу.	3
	15. Некоторые проблемы современного подростка: выбор школьных предметов, карманные деньги, отказ от курения.	4
	16. Спорт: любимые виды спорта, места для занятий спортом.	4
	17. Здоровый образ жизни: бесплатные и платные занятия спортом, денежные единицы Великобритании, США, России.	6
	18. Здоровый образ жизни: правильное питание, советы врача, рассказы о спорте.	5
	19. Из истории Олимпийских игр, выдающиеся спортсмены России (Л. Егорова, О. Корбут, И. Роднина, В. Третьяк, В. Сальников, С. Бубка). Всемирные юношеские игры в Москве.	6
8 класс	1. Климат и погода в Великобритании, Австралии, Канаде и России.	4
	2. Земля, Вселенная: общая информация о планете Земля (вес, возраст, размер, ближайшие соседи); Солнечная система.	6
	3. Космос и человек: известные ученые (К. Циолковский, С. Королев), изобретатели и космонавты (Ю. Гагарин, В. Терешкова, А. Леонов, Н. Армстронг). Мечта человечества о космических путешествиях.	4

Программа курса английского языка (2–11 классы), с. 39

Класс	Тематика общения	Количество часов
	4. Природные стихийные бедствия: землетрясение, ураган, торнадо, извержение вулкана, наводнение, засуха. Поведение человека в экстремальных ситуациях.	7
	5. Удивительные природные места в России и англоговорящих странах (Kingdom of Birds (New Zealand), Hot and Dangerous (Australia), the Niagara Falls (the USA), the Peak District (Great Britain), “White Nights” (Russia)). Информация о мировых “чемпионах” (самое глубокое место на Земле, самая высокая точка и т. д.).	6
	6. Природа и проблемы экологии. Естественная и созданная человеком среда обитания. Проблемы загрязнения окружающей среды.	6
	7. Экология Земли и экология человека: твоё отношение. Взаимоотношения между людьми в обществе: причины недоверия друг к другу, причины военных конфликтов (на примере отрывка из романа “Gulliver’s Travels” by Jonathan Swift).	5
	8. Как можно защитить нашу планету: переработка промышленных и бытовых отходов, соблюдение чистоты в доме и на улице, в городе и за городом, экономия потребляемой энергии и воды. Совместные усилия по наведению чистоты в месте, где ты живешь.	10
	9. Средства массовой информации: телевидение, радио, пресса, Интернет. Теле- и радиопрограммы в России и англоговорящих странах: их достоинства и недостатки. Универсальность радио как наиболее доступного средства массовой информации.	5
	10. Телевидение — способ увидеть весь мир. Любимые телепередачи.	4
	11. Пресса как источник информации: газеты (центральные (The Times, The Daily Telegraph) и местные, ежедневные и воскресные, таблоиды (the Sun) и молодежные журналы (Just Seventeen, Smash Hits, Shout, TV Hits). Любимые издания моей семьи, любимые рубрики. Профессия — репортер (Артем Боровик). Создание собственного репортажа.	8
	12. Чтение в жизни современного подростка: печатные книги и книги на дисках, домашняя и школьная библиотека. Факты из истории книгопечатания (Иван Федоров). Круг чтения мой и моих зарубежных сверстников.	10
	13. Любимые писатели мои и моих зарубежных сверстников (Agatha Christie, Mark Twain, Jack London, Charles Dickens, Bernard Show, Lewis Carrol, Robert L. Stevenson, William Shakespeare, Chase, Arthur Conan Doyle, Stephen King, Pete Johnson; Александр Пушкин, Анна Ахматова, Антон Чехов, Николай Гоголь, Александр Беляев, Василий Шукшин, Аркадий Вайнер, Александра Маринина). Наиболее распространенные жанры литературы. Рассказ о любимой книге.	6
	14. Известные люди, добившиеся в жизни успеха собственным трудом: факты, некоторые биографические данные (Abraham Lincoln, Charlie Chaplin, Mother Teresa, Jack London, Walt Disney, The Beatles, Bill Gates; Галина Уланова, Слава Полунин, Ирина Роднина, Алла Пугачева, Гарри Каспаров). Успешные люди в твоём окружении.	7
	15. Взаимоотношения в семье (с родителями, братьями и сестрами), с друзьями, со сверстниками. Домашние обязанности. Проблемы подростков и способы их решения: письмо в молодежный журнал. Межличностные конфликты и их решения (на примере отрывка из романа “Jane Eyre” by C. Bronte).	8

Программа курса английского языка (2–11 классы), с. 40

**Примерное тематическое планирование курса (10–11 классы)
Полная средняя школа. Базовый уровень**

Класс	Тематика общения	Количество часов
10 класс	1. Новая школа — новые ожидания и тревоги. Некоторые особенности школьного образования в США и Великобритании. Школа вчера и сегодня (на примере школ Великобритании и Древней Греции). Советы школьного психолога: как эффективно организовать свое время. Что я думаю о школе.	6
	2. Дискуссия о школьной форме: является ли форма проявлением дискриминации молодежи. Имидж молодого человека как проявление его внутреннего мира.	5
	3. Спорт в жизни подростка. Популярные и экстремальные виды спорта. Новые виды спортивных соревнований. Безопасность при занятиях спортом. Олимпийские игры. Спортивная честь и сила характера (на примере Алексея Немова). Спортивные занятия в школе, их организация.	5
	4. Молодежь в современном мире. Досуг молодежи (музыкальные предпочтения, популярные солисты и группы). Письмо в молодежный журнал. Музыка в культуре и жизни разных стран (в том числе России). Проект “Гимн поколения”.	4
	5. Повседневная жизнь подростка. Отношения с друзьями. Как управлять своим временем, разумно сочетая напряженную учебу, общение с семьей и отдых: советы взрослых и личное мнение . Проект “Выиграй время”.	4
	6. История моей семьи: связь поколений. Семейная гостиная. Из жизни близнецов (на материале отрывка из книги “Double Act” by J. Wilson). Родные / Сводные братья и сестры. Бывает ли детям неловко за родителей? Проект “Из истории моей семьи”.	6
	7. Большие и маленькие семьи. Что делает семью счастливой? Полезны ли семейные ссоры? Как родители относятся к моим друзьям. Проект “Кто выбирает друзей для подростка: родители или он сам”.	6
	8. Памятная семейная дата. Космическая свадьба (отрывок из репортажа).	3
	9. Культурные особенности стран изучаемого языка: День благодарения. Памятный день в моей семье.	3
	10. Что такое цивилизация? Как археологические открытия помогают узнать историю Земли. Древние цивилизации (Майя), развитие и причины упадка. Проект “Открываем прошлые цивилизации”.	8
	11. Влияние изобретений на развитие человечества. Высокие технологии как часть нашей жизни: может ли современный человек обойтись без компьютера?	5
	12. Влияние человека на окружающую его среду и жизнь планеты в целом. Нравственный аспект технического прогресса: приз для прославивших человеческий дух. Жорес Алферов — лауреат приза Киото. Проект “Предложим новый приз”.	6
	13. Рукотворные чудеса света: всемирно известные сооружения XX века. Проект “Местное рукотворное чудо”.	4
	14. Перспективы технического прогресса. Роботы будущего (на материале отрывка из книги “I, Robot” by I. Asimov). Преимущества и недостатки новых изобретений в области техники. Проект “Создай нового робота”.	2

Программа курса английского языка (2–11 классы), с. 39

Класс	Тематика общения	Количество часов
	<p>15. Мир возможностей: Путешествие как способ расширить свой кругозор. Известные программы обмена для школьников за рубежом.</p> <p>16. Твой опыт путешественника: маршрут, транспорт, впечатления. Лондонское метро: история и современность. Проект “Клуб путешественников”.</p> <p>17. Стиль поведения: что такое хорошие манеры? Некоторые особенности поведения в разных странах. Вызывающее и невежливое поведение в обществе. Проект “Соглашение по правилам поведения”.</p> <p>18. Как вести себя в незнакомом окружении? Некоторые особенности поведения англичан. Что может удивить иностранца в публичном поведении россиян? “Small talk” и его особенности. Стратегии самостоятельной учебной работы.</p> <p>19. Культурный шок как восприятие нами непонятных явлений другой культуры (на примере высказываний, интервью и художественных текстов). Основные правила вежливости. Заметки для путешественника, посещающего другую страну. Проект “В семье за рубежом”.</p>	<p>4</p> <p>7</p> <p>3</p> <p>2</p> <p>4</p>
11 класс	<p>1. Языки международного общения. Трудно ли изучать иностранный язык? Что такое <i>Runglish</i> и <i>Globish</i>? Как меняется английский язык. Сколькими языками надо владеть, чтобы стать успешным. Проект “Постер “Иностранные языки в моей жизни”.</p> <p>2. Глобальная деревня. Плюсы и минусы глобализации. Классическая и популярная музыка как элемент глобализации (А. Нетребко, Д. Хворостовский, Э. Пресли, Битлз и др.). Приметы глобализации в твоём окружении. Антиглобалистское движение: причины и последствия. Кто населяет Британию: исторический экскурс. Почему люди мигрируют? Кто населяет Россию? Проект “Глобализация и ты”.</p> <p>3. Что ты знаешь о своих правах и обязанностях. Понятие свободы у современных тинейджеров. Проект “Портрет идеального старшеклассника”.</p> <p>4. Твое участие в жизни общества. Отношение к политике и политикам. Вклад известных людей разных профессий в жизнь общества. Дмитрий Лихачев как публичная фигура. Проект “Предлагаем премию за вклад в школьную жизнь”.</p> <p>5. Чувство безопасности, или как защитить Землю от нас. Мелкие преступления против планеты: одноразовые продукты, расход энергии и др. Киотский протокол как шаг к предотвращению парникового эффекта. Антисоциальное поведение: культура пользования мобильной связью. Проект “Каким гражданином должен быть тинейджер”.</p> <p>6. Профессия твоей мечты. Влияние семьи, друзей и личных качеств на выбор профессии. “Мужские” и “женские” профессии. Призвание и карьера. Проект “Что важно учитывать при выборе карьеры?”.</p> <p>7. Что нас ждет после школы. Традиции образования в России. Узнай больше о выбранном университете (по Интернету). Что такое <i>Global classroom</i>? Проект “Сотрудничество школ и университетов в твоём регионе”.</p>	<p>7</p> <p>6</p> <p>4</p> <p>3</p> <p>4</p> <p>4</p> <p>3</p>

Программа курса английского языка (2–11 классы), с. 40

Достижение планируемых личностных результатов ФГОС в курсе “Enjoy English” для 2–11-х классов

Планируемые личностные результаты ФГОС*	Средства достижения личностных результатов в курсе “Enjoy English”
<p>Российская гражданская идентичность, патриотизм, уважение к своему народу, чувство ответственности перед Родиной, гордость за свой край, свою Родину, прошлое и настоящее многонационального народа России, уважение государственных символов (герб, флаг, гимн)</p>	<p>Формируется за счет знакомства с историей, культурой, государственными символами, особенностями своей страны и малой Родины в сопоставлении с историей, культурой, государственными символами и особенностями стран изучаемого языка (например, тематика 9-го класса включает: „Мы в глобальной деревне. Англоязычные страны и родная страна. Географическое положение, основные географические и некоторые исторические данные о Великобритании, США и России. Государственная символика (флаг, герб), гербы регионов России. Знание других народов – ключ к взаимопониманию. Достопримечательности “).</p>
<p>Готовность и способность к образованию, в том числе самообразованию, на протяжении всей жизни</p>	<p>Формируется с помощью установки на учебу в текстах, учебных и игровых речевых ситуациях (например, тема в 11-м классе: „Альтернатива: традиционные или виртуальные университеты. Отличия разных типов образования. Виртуальная среда «Вторая жизнь»“ — шанс для многих. Что такое <i>Lifelong learning</i>? Непрерывное учение как условие успешности. Круглый стол „Образование в XXI веке“). На этот результат „работает“ специальное предложение “Learning strategies”.</p>
<p>Сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, а также различных форм общественного сознания, осознание своего места в поликультурном мире; толерантное сознание и поведение в поликультурном мире, готовность и способность вести диалог с другими людьми, достигать в нем взаимопонимания, находить общие цели и сотрудничать для их достижения</p>	<p>Формируется с помощью тщательно отобранного содержания и тематики курса, ориентации на адаптацию к жизни в поликультурном мире (например, тема в 11-м классе „Разные страны — разная жизнь. Восточный и западный стили жизни. Каков стиль жизни в твоём регионе? Влияние новых технологий на стиль жизни в разные времена. Может ли современный человек жить в гармонии с природой? Проект «Твой стиль жизни во многом зависит от тебя»“ и т. д.).</p>
<p>Формирование коммуникативной компетентности в общении и сотрудничестве со сверстниками, детьми старшего и младшего возраста, взрослыми в процессе образовательной, общественно-полезной, учебно-исследовательской, творческой и других видов деятельности</p>	<p>Формируется с помощью обширного ролевого репертуара учебника и баланса форм работы (парной, групповой видов деятельности) на уроке, а также многочисленных проектов курса, учитывающих возрастные особенности детей, их интересы и потребности.</p>

*Извлечение из ФГОС НОО, ФГОС ОО и ФГОС СПОО, полный список см. в Стандартах.

Планируемые личностные результаты ФГОС	Средства достижения личностных результатов в курсе “Enjoy English”
<p>Принятие и реализация ценностей здорового и безопасного образа жизни, потребность в физическом самосовершенствовании, занятиях спортивно-оздоровительной деятельностью, неприятие вредных привычек — курения, употребления алкоголя, наркотиков</p>	<p>Осуществляется на всем протяжении обучения в ходе обсуждения проблем, знакомства с отрицательными последствиями вредных привычек и формирования установки на здоровый образ жизни в текстах и упражнениях учебника (например, в 7-м классе обсуждается тема „Здоровый образ жизни: правильное питание, советы врача, рассказы о спорте“).</p>
<p>Осознанный выбор будущей профессии и возможностей реализации собственных жизненных планов</p>	<p>Происходит в ходе знакомства в курсе обучения с многообразием профессий, условий для успешной карьеры, психологическими качествами, необходимыми для той или иной работы, выполнения проектов (например, тема в 11-м классе „Профессия твоей мечты. Влияние семьи, друзей и личных качеств на выбор профессии. «Мужские» и «женские» профессии. Призвание и карьера. Проект «Что важно учитывать при выборе карьеры?»“).</p>
<p>Сформированность экологического мышления, понимания влияния социально-экономических процессов на состояние природной и социальной среды; приобретение опыта эколого-направленной деятельности</p>	<p>Формируется в процессе знакомства с экологическими особенностями России и стран изучаемого языка, выработки путей решения экологических проблем в ходе проектных работ, дискуссий и т. д. (например, тема в 8-м классе: „Как можно защитить нашу планету: переработка промышленных и бытовых отходов, соблюдение чистоты в доме и на улице, в городе и за городом, экономия потребляемой энергии и воды. Совместные усилия по наведению чистоты в месте, где ты живешь. Проект «Как спасти Землю»“).</p>
<p>Ответственное отношение к созданию семьи на основе осознанного принятия ценностей семейной жизни</p>	<p>Формируется в ходе знакомства с семейными ценностями и традициями различных стран и народов мира, включая Россию, затрагивая причины семейных конфликтов и способы их избежать (например, тема в 9-м классе: „Конфликты между родителями и детьми: их причины, возможные последствия. Изречения «великих» на эту тему. Мирное решение семейных конфликтов“).</p>

Формирование гражданской идентичности



a horse — horses
a cow — cows
a city — cities
a town — towns

but

a sheep — a lot of (many) sheep
a man — men
a woman — women



2. Listen and read:

[a:]	car	[ʌ]	funny	[i]	big
	large		some		live
	farm		up		bridge
	garden		London		hill
	dark		butter		windy
	farmer		country		city
	town				



3. Read Sveta's letter. Say what you can see in the city and in the country.



Dear Pen Friend,
My name is Sveta. I am from Russia. It is a large **country**. There are many cities, towns and farms in Russia. The **capital** of Russia is Moscow. I live in Moscow. It's a big **city**. The streets are wide and long in Moscow.
In the streets you can see a lot of **people**, cars, big and tall houses.
Some people like to live in **the country**. In the country you can see green fields and hills, long rivers and nice green gardens with apple trees. There are a lot of cows, horses and sheep on the farms. The houses in the country are nice and small.
Our country is beautiful! Come and see us!
Best wishes,
Sveta Belova

Look and learn!

country ['kʌntri] — страна; сельская местность (деревня)
in the country — за городом (в деревне)
capital ['kæpɪtl] — столица
city ['sɪti] — город
people ['pi:pl] — люди

Знакомство с Россией

b) Make up word combinations (словосочетания) or sentences with the words.

Example: a beautiful city
I live in a beautiful city.



9. Read Alex's letter. Complete the text using am / is / are.



Dear Sveta,

Thank you for your letter. I am Alex. I ... from Great Britain. My country ... beautiful too! The capital of **Great Britain** ... London. There ... many new and old houses and bridges in London. There ... a lot of cars in the streets. You can also see many interesting towns in **GB**, like Oxford, Cambridge and others.

I live in Oxford. But I often visit my granny. She lives in the country. There ... a green garden with white, red, yellow and blue flowers next to her house. There ... green fields and white sheep in the country.

I think Russia ... a beautiful country. So I want to visit Russia next summer.

Your pen friend,

Alex Giggs



Look and learn!

Great Britain = GB

Знакомство с Великобританией

46 Read the letter again and answer the questions.

- Where did Dima spend his summer holidays?
- Why did Dima like his holidays?
- What did Dima do during his stay in Boldino?
- When did his friends make a fire?
- What do you know about Boldino?

48 Translate the word combinations. Use them in your own sentences.

to spend — проводить
 — the holidays / weekends / the weekend
 — a lot of time doing sth

to go — идти, ехать
 — to school / abroad / shopping

to miss — скучать, пропустить
 — friends / parents / Maths lessons / a good film

to take — брать
 — part in (участвовать) / care of (заботиться) / place in (присоединить в, иметь место в...) / pictures / photos (фотографировать)

49 Complete the sentences with the verbs *to spend*, *to go*, *to miss*, or *to take* in the correct form.

- Last summer I ... abroad. I ... my parents and friends very much.
- Some girls like to ... shopping.
- I like to ... the summer holidays in the country. But then I always ... the summer football matches in my city.
- My granny had a nice puppy. I ... care of it when I stayed in the country.
- My parents gave me a new camera. So I can ... a lot of pictures now.
- All of my classmates will ... part in our school sports competition.

50 Read the information about these famous people, look at the photos and then describe the places where they lived.

47 Complete the table.

Verb / Noun	Глагол / Существительное
to visit / visit	посещать / визит
to taste	надеяться / надежда
to play	хотеть / желание



"PENATY"



ИВАНОВКА

There is a **museum** of Ilya Repin, the famous Russian **artist**, in "Penaty" not far from St Petersburg. Repin lived there and for 30 years created his famous pictures. There are many portraits of his friends in the museum. They were all talented writers, poets, artists. **scientists**: Maxim Gorkiy, Korney Chukovskiy, Sergey Esemin, Ivan Pavlov and others.

LOOK AND LEARN!

a **museum** [mju:ziəm] — музей
 an **artist** [ɑ:tsɪst] — художник
 a **scientist** [saɪəntɪst] — ученый



The famous Russian **musician** Sergey Rachmaninoff lived in a place called Ivanovka for 23 years. It is not far from Tambov. He created his most famous works of music there. Now Ivanovka is a **well-known** museum of Rachmaninoff. Every summer famous musicians and singers come to Ivanovka to take part in classical music concerts.

LOOK AND LEARN!

a **musician** [mju:zɪjn] — музыкант
well-known [wel 'həʊn] — известный



The famous British **writer** Joanne K. Rowling is the author of the *Harry Potter* books. When she was a small girl, she lived in Winterbourne. It is a large village in the south of England. It is not far from the city of Bristol. She went to St Michael's Primary School until she was nine years old. Potter's surname originated from some of her friends in the village.

LOOK AND LEARN!

famous [ˈfeɪməs] — знаменитый
 a **writer** [ˈraɪtə] — писатель



WINTERBOURNE

WORD FOCUS

51 Read, translate and remember.

poetry — a poet
 music — a musician
 art — an artist
 to write — a writer

Знакомство с родной страной и ее достопримечательностями

Unit 3

17 Read the texts from Julia's book "About Russia". Match the texts and the titles.

A St Petersburg is magic!

B Welcome to Vladimir!

C Enjoy Moscow and its sights!

D Kazan is waiting for you!

LOOK AND LEARN!

to be founded in — быть основанным
to be famous for — быть знаменитым
a cathedral [kə'ti:drəl] — собор
ancient ['eɪnʃənt] — древний
to be full of — быть наполненным
hospitable [hə'spɪtəbl] — гостеприимный

1. It is the capital of the Russian Federation. It **was founded in** 1147 by Prince Yuri Dolgoruky. Now it's a modern city. It is one of the biggest cities in Europe. A river runs through the centre of it. This wonderful Russian city **is famous for** its many places of interest. There are more than 80 museums, 10 large stadiums, and 40 theatres. Everyone knows Red Square and the Kremlin, the Tretyakov Gallery, the Pushkin Museum and the Bolshoi Theatre. It's the city at the very heart of Russia!
2. It was founded by tsar Peter the Great in 1703. The city was the capital of Russia in the 18th to 19th centuries. It stands on the Neva River. There are many canals which divide it into islands. That's why there are so many lovely bridges in the city. There are also lots of famous museums, churches and **cathedrals**. The city is a real "open air museum". You can learn a lot about Russian history in this place. You'll want to visit it again and again!
3. It is one of the oldest Russian towns. It was founded by Prince Vladimir Monomakh in 1108. The town was the Russian capital in the 12th century. It stands on the Klyazma River. There are many old churches and cathedrals, **ancient** monuments and historical buildings in this town. It **is full of** history. The people are very friendly and **hospitable**. You can buy unusual handmade souvenirs there. Come and enjoy some Russian history!
4. It is the third most important city of Russia. It was founded in 1005. It's one of the biggest cities on the Volga River. The city is famous for its ancient Kremlin, historical buildings and museums. There are lots of different places to visit. It's a hospitable city. Every year lots of tourists from different countries visit it. There are also some very good cafés in the city where tourists can enjoy traditional "tatar" and Russian meals. Welcome to this great city!



	Where	When	Why	How
1 STONEHENGE		About 3000–1000 BC		Builders could have used stone tools to shape the stones, and wooden rollers, levers, and ropes to set them in position.
2 PANAMA CANAL	Isthmus of Panama		To make it easier to travel between the Atlantic and Pacific Oceans.	
3 TRANS-SIBERIAN RAILWAY		1891–1916		
4 HOOVER DAM	Colorado River at the border of Nevada and Arizona (USA)			Explosives and heavy equipment enabled builders to create this huge dam.
5 ENGLISH CHANNEL TUNNEL or THE CHUNNEL		1987–1994		



90 Before listening to the recording, check with the other groups' results and compare them with your own results. Then listen to the recording and check your guesses. Make corrections and additions in your tables.



Mini-project: A local wonder



91 Work in groups and prepare a presentation about a man-made wonder in the place where you live.

- Think about the place where you live.
- Choose a man-made wonder near you.
- Discuss what makes it attractive or what you dislike about it.
- Make notes of your discussion.
- Describe the wonder using the table in Ex. 89 (Where? / When? / Why? / How?).
- Make a presentation of your wonder to the whole class using your notes.



92 Write a description of the man-made wonder you have presented, illustrate it and display it in your classroom. Then vote for the most original piece of work.



Формирование гражданской идентичности и понимания важности символов страны и своей малой родины

Unit 2 Section 4

107 Look at the pictures of the emblems and symbols of some of the Russian regions.



a) Answer these questions:

- What elements do they consist of?
- Have they got more animals or floral symbols on their emblems?
- What is your local emblem?
- What elements does it consist of?



b) Research your local emblem. Then write an essay about it.

108 Compare facts, figures and statistics from the charts and texts of this section and talk about how the flags, symbols, emblems, dates and statistics reflect the geography and history of the country you have researched.

109 Discuss as a class the following questions:

- Do you believe that what you have learned will help you understand our world community better?
- Do you think that what you have learned about the countries in this unit will help you to contribute better to your community and understand how we can cooperate with each other?
- What else do we need to live happily in the “global village”?

Key Vocabulary



- to board, to border, to check in, to collect (забирать), to confuse, to cooperate, to crash, to delay, to detect, to prevent, to register, to save (спасать, экономить), to sink, to take off, to weigh
- arrival(s), airport official, boarding pass, borders, check-in desk, currency, customs, emblem, insurance, luggage, permission, policy, takeoff, visa

- essential, floral, multinational, official, unattended, unavoidable, unfortunate, unpredictable, unsinkable, valuable
- to announce the flight, to collect the luggage from the baggage reclaim, to get through customs, to get through passport control, to fill in the declaration form, to prevent someone from doing something
- It's a good idea to... You can't do without... I'm absolutely positive that... It's obvious that... I feel strongly / dead against it. Sorry, but I have got my own idea about it.

Section 2 Speaking about animals

21 Listen and say where Alice and Jim took their guests to.

PRONUNCIATION FOCUS

22 Listen, repeat and read.

- [eɪ] — animal, camel, fact, attraction, capital
- [aɪ] — tiger, kind, wildlife, reptile
- [eɪ] — place, great, endangered, nature
- [eɪ] — bear, various, area, rare

THE LONDON ZOO

They say exotic animals were first taken to Britain in the 13th century when King Henry III received some presents of leopards and elephants. The animals lived in the Tower of London in a special place. Later, the King of Norway presented Henry III with a polar bear. The bear liked to go fishing in the Thames at the end of a long rope!

Five hundred years later, the London Zoo, the world's oldest zoo, was opened on 27th April, 1828. It is situated in the heart of London in Regent's Park. **Although** this zoo is located in the middle of the city, it still has **plenty of** animals to see including lions, camels, giraffes, penguins, tigers, monkeys and elephants. In fact, there are over 750 different **kinds of** animals in the London Zoo. It has one of the largest collections of animals in the UK.

The Zoo is divided up into many different areas, which are great fun to explore. The most popular attractions are *Meet the Monkeys*, *Butterfly Paradise and *Into Africa*.*

Children can also take part in fun activities, see performances and visit interesting exhibitions.

Whatever the time of the year or weather, there is always something to see and do at the London Zoo. The London Zoo is open all the year round except 25th December.

1 rope [rəʊp] — веревка

LOOK AND LEARN!

although [ə'lðəʊ] — несмотря на
plenty ['plenti] of — много
a kind [kaɪnd] of — вид (животных, птиц)



THE MOSCOW ZOO

The Moscow Zoo is situated in the centre of the Russian capital. It is one of the largest zoos in the world. It was founded in 1864 and from its first days, the Zoo became extremely popular with both children and adults. For more than 250 years, it had one million visitors.

Even during the war year, 1941, it had one million visitors. Nowadays, more than 6,000 animals live in the Zoo and some of them belong to **endangered** species. The Moscow Zoo consists of two parts (the Old and the New) which are connected by a bridge over the street. Everyone can enjoy watching swans, pelicans and other lovely birds in the zoo ponds as well as plenty of **rare** animals from all over the world and exotic reptiles. There is also the *Bird House*, *Night World* and others.

In the Moscow Zoo, you can walk and watch the **wildlife**, see a dolphin show, **go on rides** and take part in **various** activities and festivals. There are also clubs for children and teenagers.

The Moscow Zoo is open every day except Mondays and it's free for children.

LOOK AND LEARN!

endangered [ɪn'deɪndʒəd] — находящаяся под угрозой вымирания
rare [reɪ] — редкий
wildlife ['waɪldlaɪf] — живая природа
to go on rides — кататься на аттракционах
various ['veəriəs] — различные

Answer the questions.

1. When was the zoo open?
2. Where is the zoo situated?
3. How many animals live there?
4. What else can people do in the zoo besides watching animals?
5. When can people visit the zoo?

24 Find words or phrases in the texts which have a similar meaning to the following.

- in the centre of
- to look at
- to be situated
- a lot of
- look at
- beautiful
- greatest
- very
- nature
- exotic



25 Complete these sentences using information from the texts.

1. The London Zoo, which, was opened on
2. Londoners and tourists who ... can also visit the London Zoo.
3. Tourists can visit the London Zoo which
4. The Moscow Zoo, which, was opened more than ...
5. The Moscow Zoo, which ... for children, has various fun activities for their young visitors.

26 Have you ever been to a zoo? Tell your classmates about your visit. Say ...

- a) which zoo you have visited (the Moscow Zoo, the Kaliningrad Zoo etc).
- b) where it is situated (in the centre of the town, far from the centre of the town).
- c) what the zoo is like (big, green, clean; has a pond, a fountain etc).
- d) what animals and birds you saw.
- e) what you did there (watch the animals, go on rides, take part in fun activities, walk, visit an exhibition etc).
- f) if you enjoyed your visit to the zoo.

Section 5

Keeping traditions



99 Work in groups. Describe an unusual festival in your region or a festival you have read or heard about. The questions will help you to structure your description.

- 1 Where and when does the festival take place?
- 2 What are its origins?
- 3 What does the festival involve?
- 4 What do people wear? What do they eat?
- 5 Is it popular? Why?

Use:
take place, originate from, used to involve, commemorate, involve, feast



100 Work in groups. Discuss the questions.

- What are some of the traditions in your school?
- Do you think they should be kept? Why?
- Would you like to introduce a new tradition for the future pupils of your school? What would it be?

3 NAADAM (July, Mongolia)

The major festival in this country is called "The Three Manly Sports" (or, in Mongolian, "Eriyn Gurvan Naddam"). Those sports considered nationwide event and competitors wear tight-fitting shorts and a harness over their bare chests. This uniform, they are loath to disclose, was introduced a couple of centuries ago to confirm that those involved were, indeed, men. This measure became imperative after a champion wrestler became identified as a woman. Surely either Genghis Khan or Attila the Hun, or possibly both, turned in their graves when this occurred.

4 THE CAT FESTIVAL (May, Belgium)

Belgium is something of a surprise package on the festival scene. The Cat Festival in Ypres is only one of many, but given that (until 1817) it used to involve throwing live cats off a belfry to see if they would land feet down, it deserves a mention here. Today the cats are made of material but originally the event came about to control a rising cat population. No doubt there was a huge campaign not to ban the original event which was probably at the time seemed quite logical. It should be noted that the annual goat-tossing from the church belfry in Manganeses de la Poborosa (Spain), while outlawed in 1992, still continues and involves the almost certain death of an animal.

5 THE KEPPEL KRABTASTIC WORLD CRAB-TYING CHAMPIONSHIPS (May, Australia)

Whereas American rodeo riders rope cattle and steers and then jump from moving horses, the brave inhabitants of Keppel Sands (Queensland) take ten steps into an arena filled with big crabs and try to tie their claws together before getting nipped. On top of that, they are forced to go in barefoot. Only someone with a great affinity for shellfish would consider this event an act of cruelty towards animals.

1 THE HUNGER HOOTING FESTIVAL (August, Ghana)

In Accra, the firing of guns and incessant drumming indicates a good harvest and the beginning of the festival to celebrate it. Citizens run around shouting, "Thursday people, Thursday people" which commemorates the day of the week the founders of the city arrived there. Essentially a huge feast, it has also the unique tradition of mothers of twins painting their children with white clay and cooking them a meal of yam and eggs.

2 LA TOMATINA (August, Spain)

Held in Bunol, near Valencia, this amounts to the biggest food fight in the world. It is a free-for-all event involving 110,000 kilos of tomatoes and any person who wants to throw them. The origin of this festival depends on the perspective. It was either: (a) a bizarre political response in 1945 to Franco's dictatorship; or (b) a chance occurrence after a lorry-load of tomatoes spilled onto the streets of Bunol around that same time. Whichever is the truth, it is probably one of the most fun activities for the people of the town to have without the law getting involved.

96 Work in pairs. Read the dictionary entry for the word "tradition". Give examples of traditions that are important where you live.

Tradition — a) old customs, beliefs, or stories, that are handed down. *She chose to become a doctor which was their family tradition.* b) an activity that happens regularly and has become the expectation. *My extended family has a tradition of having reunions every summer.*

97 Read the texts about some traditional festivals and say which of the two meanings of the word "tradition" they represent.

98 Read the texts again and say which festival:

- 1 used to be cruel towards animals
- 2 involves a lot of eating
- 3 requires fast and careful movements
- 4 involves men only
- 5 has an unclear origin
- 6 involves a strange use of vegetables
- 7 involves wearing special clothes
- 8 is compared to another festival



3 Read the text and choose the correct options to fill in the gaps.

Package holidays, covering a two weeks' stay in an attractive location are increasingly popular, because they offer an (1) ... price with few extras. Once you get to the airport, it is up to the (2) ... operator to see that you get safely to your (3) ... Excursions, local (4) ... , swimming, sunbathing, skiing — you name it — it's all laid out for you.

There is, in fact, no reason for you to bother to (5) ... anything yourselves. You (6) ... friends and (7) ... a good time, but there is very little chance that you will really get

to know the local people. This is even less likely on a bus trip, when you spend most of your time travelling. Of course, there are carefully scheduled stops for you to visit (8) ... buildings and monuments, but you'll probably be allowed only a brief stay (9) ... in some famous city, with a polite reminder to be (10) ... and have breakfast early in time for the bus next morning. You may visit the beautiful, the historic, the ancient, but there is always a time constraint.

1	A exclusive	B including	C inclusive	D inclusion
2	A trip	B tour	C journey	D travel
3	A allocation	B destination	C vacation	D location
4	A entertainment	B amusement	C enjoyment	D fulfillment
5	A guarantee	B arrange	C provide	D supply
6	A do	B have	C get	D make
7	A have	B get	C make	D do
8	A history	B historical	C historian	D historic
9	A overtime	B overday	C overnight	D overdue
10	A down	B out	C up	D about

Points /10

4 Fill in the gaps in the text with the correct forms of the words in CAPITAL LETTERS at the end of each line.



Bowing

The tradition of bowing is so (0) *complex* that Asians attend special classes to learn how to do it (1) ... It's unlikely that any (2) ... visitor would be able to appropriately carry out the formal bow, doing it to the right (3) ... and with the correct duration. However, a polite attempt to bow in (4) ... will be appreciated by your Asian (5) ... If you want to express some special respect in the (6) ... , bow lower. Be sure to learn an appropriate verbal greeting to accompany the bow.

COMPLEXITY

PROPER

DEEP

GREET

ACQUAINT

RELATION

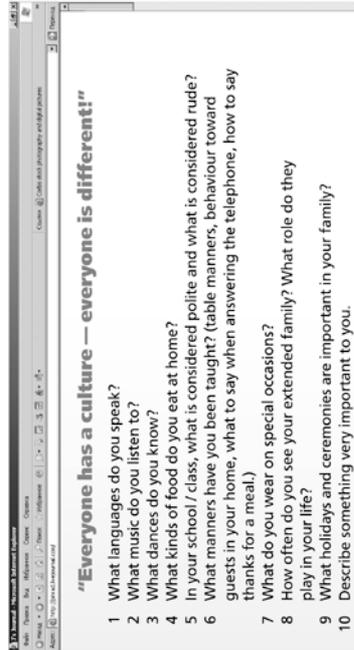
Points /6

5 You see this advertisement and decide to respond to it. Write your letter of application (about 180–200 words).

The university welcomes applications to all its courses from overseas students. Please write to the International Department giving details of the course you wish to apply for and why. Your letter should include an outline of your achievements and qualifications and any other relevant information.



6 Your class has decided to take part in an International Internet Forum. Work in groups and discuss the questions to get prepared for the teleconference. Take notes of your group discussion and then hold a whole-class discussion.



"Everyone has a culture — everyone is different!"

- 1 What languages do you speak?
- 2 What music do you listen to?
- 3 What dances do you know?
- 4 What kinds of food do you eat at home?
- 5 In your school / class, what is considered polite and what is considered rude?
- 6 What manners have you been taught? (table manners, behaviour toward guests in your home, what to say when answering the telephone, how to say thanks for a meal.)
- 7 What do you wear on special occasions?
- 8 How often do you see your extended family? What role do they play in your life?
- 9 What holidays and ceremonies are important in your family?
- 10 Describe something very important to you.
 - It could be a value, such as respect or honesty.
 - It could be a person, such as a parent, brother, sister, or friend.
 - It could be a goal, such as going to college or designing a website.
 - It could be a hobby.

Mark your score

For tasks 1–4, you can get 40 points.
32–40 points — well done
26–31 points — good
21–25 points — you can do better
20 points or less — revise and try again
Tasks 5 and 6 should be evaluated by you, your classmates and your teacher.

103 Work in groups. Discuss what you have learned about “culture shock” and make a list of recommendations on how to decrease the effects of culture shock.

104 Read the following list of tips and tick those you have already included in your own list.

Here are some general tips for travelling and interacting with foreign cultures, which, if kept in mind, may help ease cultural adjustment:

- Do not expect to find things as you have them at home for you have left your home to find different things.
- Do not take anything too seriously for an open mind is the beginning of a fine international experience.
- Do not let others get on your nerves for you have come a long way to learn as much as you can, to enjoy the experience, and to be a good ambassador for your country.

- Do not worry, for one who worries has no pleasure.
- Remember where your passport is at all times, for a person without a passport is a person without a country.
- Do not judge the people of a country by the one person with whom you have had trouble, for this is unfair to the people as a whole.
- Always remember that you are a guest in every land and that one who treats a host with respect will be treated as an honoured guest.
- Cultivate the habit of listening and observing, rather than merely seeing or hearing.
- Be aware of the feelings of the local people to prevent what might be offensive behaviour. For example, photography must be particularly respectful.
- Spend time reflecting on your daily interactions in order to deepen your understanding of your experience abroad.
- Learn the language of the host country.
- People appreciate those who speak their mother tongue.

Mini-project: Role-play “In a host family”

105 Work in groups of 5. Assign the roles and act the situation out. See “How to do a role-play” in “Learning strategies” (page 169).

Student A: You are the host father.

You come from the US and you are 38 years old. You live in New York and you have a wife and two children aged 14 and 5. You have a Russian student Tanya staying with you for a year. It's Sunday now and you are having breakfast together.

Tanya has cooked a traditional Russian dish for you — pancakes. You don't find them tasty but you feel pleased with Tanya's attempt to treat you with this dish. Your younger daughter keeps moaning and saying she doesn't like the pancakes at all and that she's not going to eat them. Tanya feels really bad. You want to calm everyone down and sort out the situation.

Student B: You are the host mother.

You come from the US and you are 35 years old. You live in New York and you have a husband and two children aged 14 and 5. You have a Russian student Tanya staying with you for a year. It's Sunday now and you are having breakfast together.

Tanya has cooked a traditional Russian dish for you — pancakes. You don't find them tasty but you feel pleased with Tanya's attempt to treat you with this dish. Your younger daughter keeps moaning and saying she doesn't like the pancakes at all and that she is not going to eat them. Tanya feels really bad. You want to cheer Tanya up and to stop your younger daughter from behaving so impolitely.

Student C: You are the elder son in the family.

You come from the US. You are 14 and you live in New York. You have a younger sister who is 5. At the moment a Russian girl is staying with your family for a year. As she is a girl, you don't have much in common though you get on quite well with each other.

Tanya has cooked a traditional Russian dish for you and your family — pancakes. You are not too keen on this kind of food. Your younger sister keeps moaning and saying she doesn't like the pancakes and that she is not going to eat them. You are in a hurry because you are meeting your friends to play football. You don't have time to do anything about the situation.

Student D: You are the younger sister in the family.

You come from the US. You are 5 years old and you live in New York with your mother, father and older brother. At the moment, a Russian girl is staying with your family for a year. She has cooked a dish which you can't stand — pancakes. They are not sweet and too oily and you don't feel like you can eat them at all. You actually feel sick when you look at them. Your parents don't seem to be listening to you but you keep complaining and repeating that you are not going to eat them.

Student E: You are an exchange student.

You are 14 and you come from Russia. At the moment, you are staying with a host family in New York for a year. You've got a host father, a host mother, a brother who is 14 and a little sister who is 5 years old. You are enjoying your stay a lot and today you have decided to surprise your host family. You've cooked Russian pancakes. You are not very good at cooking since you hadn't done much of it before coming to the US but you've done your best in trying to make them in the same way your mother has always done. Tell your host family you've cooked something special for them and treat them with your pancakes.

106 Work in groups. Discuss your own travel experience. Use the following questions to help you. Report the most important points of your discussion to the class.

- 1 How did you feel in your role in the other country?
- 2 What did you find shocking / embarrassing / pleasant?
- 3 What would you change in your behaviour if you could do the experience over again?

107 Write a composition describing what you have learned about culture shock. Give examples from your own experience.

Развитие коммуникативной компетентности
в общении со сверстниками и взрослыми

Section 6 Creating rules for students and teachers

122 Look at the posters and suppose what day will be at school tomorrow. Does your school have a similar day?

Attention all students!

Tomorrow
**IS SELF-REGULATION
DAY!**

Be responsible,
creative and sociable.



Attention all students!

Tomorrow
IS OPEN DOORS DAY!

Be kind,
friendly and helpful!



Attention all students!

Tomorrow
IS ATHLETIC DAY!
Be strong, healthy and active!



123 Listen to the conversation and check your answers.

124 Read the conversation and say what the students will do during Self-Regulation Day.

Jim: Katya! I've read a poster in the hall that says "Attention all students! Tomorrow is Self-Regulation Day! Be **responsible, creative** and **sociable**". Can you explain it to me, please? What should I do?

Katya: Oh, Jim! I am sorry. We forgot to tell you about this day. It is a very important school day.

Jim: It's not a holiday, is it?

Dima: No, it's not a holiday but it is a very special day. We will be completely **independent** all day long. Our teachers will be only observers and we will study and work in our hobby groups all on our own.

Katya: The students from **Grades** 10 and 11 will be our teachers tomorrow. Usually on this day they give us only good marks but sometimes they give too much homework.

Lena: Jim, it's very cool to be like **grown-ups** for a day! I will be an English teacher tomorrow and teach our small pupils from Grade 2. Would you like to come to my lesson? The kids would be happy to meet you.

Jim: With pleasure! I like your idea. Thank you. What are you going to do, Dima?

Dima: I will help Katya to water the plants. And then I'll go to the swimming pool. Oleg Korolev, a student from Grade 11, who is the best swimmer and our school champion, will be our teacher tomorrow.

Jim: That's great! I would like to meet him too.

LOOK AND LEARN!

responsible [rɪ'spɒnsəbl] — ответственный

creative [kri'eɪtɪv] — творческий

sociable ['səʊʃəbl] — общительный

independent [ˌɪndɪ'pendənt] — независимый

a grade [greɪd] — класс

a grown-up [ˌgrəʊn 'ʌp] — взрослый

Section 3 What is bullying?



35 Listen to a person with whom teenagers share their problems on Chidline. Answer the questions.

1. Which problems are most typical for teenagers?
2. Why do most teenagers use Chidline?
3. What special information do teenagers often need?

Chidline is the telephone line the British children call if they can't talk about their problems to anyone at home. There is a Chidline in Russia too.

36 Read the words and learn their meanings. Use the dictionary if it is necessary.

- abuse [ə'bjʊs] — unkind, cruel or rude words or actions
- threat [θreɪt] — expression or wish to hurt or punish somebody
- threaten ['θreɪtɪn] — to express a threat against somebody
- blackmail ['blækmɛɪl] — practice of getting money or advantage by threatening
- steal [sti:l] — to take people's things, money
- pick on [pɪk] — to choose somebody for punishment or an unpleasant job
- bully [bʊli] — a person who hurts or frightens weaker people

- 37** Read the texts. Match the titles and the texts.
- Titles:
1. What is bullying?
 2. What kind of things are called "bullying"?
 3. Who is a bully?
 4. What should happen to bullies?
 5. What should happen to the victim?

- ***
- a) A bully is a person who physically or verbally hurts someone. A bully can be a boy, a girl, a man or a woman. A bully usually picks on people who cannot defend themselves.
 - b) Abuse, stealing, threatening and blackmail are all forms of bullying. Racism can be called bullying. Making someone feel not good or less good about themselves is bullying.
 - c) The word "bullying" covers different situations. Name calling, stealing, abuse of any kind are the forms of bullying. There is a clear definition of bullying: "It is an attempt to hurt, threaten or frighten someone."
 - d) The victims should talk to someone about how they feel after the bullying. Bullying must be spoken about. Students and teachers should try to prevent bullying. After all prevention is better than cure.
 - e) Bullying is wrong and should be punished. There are different levels of bullying and various punishments. A possible "plan" of punishment is:
 - 1) interview with the teacher;
 - 2) letter home;
 - 3) suspension;
 - 4) exclusion from school.

38 Read and translate the phrases. Create your own sentences using the words.

- | | | |
|-------------------|---|-----------------------------------|
| threat (угроза) | — | a threat against somebody |
| | — | under the threat of punishment |
| | — | a threatening letter |
| | — | to threaten (угрожать) with a gun |
| defend (защищать) | — | to defend somebody |
| | — | to defend yourself |
| | — | to defend someone against / from |

39 Complete the sentences.

Use: talk to, defend myself / someone from the bully, threaten the bully, try to help, cry, fight, laugh at, don't pay attention to, try to change, become more independent / less shy, make friends with, help each other, hate bullying, rely on, explain to, it's useless, enjoy bullying, make fun of etc.

1. If I were bullied, I would...
2. If my younger sister / brother were bullied, I could...
3. If someone were bullied in my presence, I would...
4. If my friend / classmate bullied someone, I would...

40 You are going to read a text about bullying. Look at these phrases. Seven of them are in the text. Which ones do you think they are? Underline them.

Something terrible, was very frightened, felt unhappy and lonely, took care of, felt happy, wanted to die, argued with..., was in trouble, threaten, were cold and cruel, felt sorry, was ashamed, hated bullying, was proud of.

41 Read an extract from C. Brontë's novel "Jane Eyre" and find out if you were right in Ex. 40.

About three weeks after I arrived at Lowood something terrible happened. We were all in class one day when Mr Brocklehurst came into the room with Miss Temple. I was very frightened. I had begun to feel happy at Lowood. Most of the girls and teachers were kind to me. Unlike Mrs Reed, they didn't think that I was a wicked child. I tried to sit still so that Mr Brocklehurst would not notice me. But then I dropped my book with a loud noise. I wanted to die! I was so ashamed.

Mr Brocklehurst turned to me, and his eyes were cold and cruel. "Oh — I see it is the new girl — come here, Jane Eyre. I have something to say about you."

I was standing in front of Mr Brocklehurst when I heard Miss Temple say very quietly, "Don't be afraid, Jane. I saw that it was an accident." How kind she was to me at this terrible moment!

Mr Brocklehurst pointed to a chair and said, "Stand on that chair!" For the next ten minutes, he



told all the teachers and girls everything he knew about me. "She tells lies," he said. "The school must not talk to such a wicked girl." As he left the room, he said loudly, "Jane Eyre must stand on that chair for half an hour and no one must speak to her until tomorrow morning!"

I was so ashamed. I wanted to die. "Now everyone will hate me," I thought. But suddenly I saw Helen. She wanted to give me her courage. I did not leave my chair until everyone had cried. I felt so unhappy and lonely. Soon Helen came into the room again.

"Jane," she said, "you mustn't cry, you know. We don't all share Mr Brocklehurst's opinion of you. I'm sure that many of us feel sorry for you."

42 Answer the following questions. Use the text about bullying if necessary.

1. How did Jane feel? Are you sorry for the little girl?
2. What was the punishment? Was it severe?
3. Did anyone in the classroom want to help Jane?
4. Was it bullying? Why do you think so?
5. Have you ever had any experience of being bullied? Can you tell about it?

43 Write your own story about anyone who has been bullied. Finish it with a happy ending.

44 Read quickly through the text and say which part of it is about:
1) ethnic groups; 2) elderly people; 3) people with disabilities.

STEREOTYPES AND COMMUNICATION

a) Today in the United States, mass media never shows old people as weak or helpless. Old people in the US are called "senior citizens". In this way, Americans show respect for the long life people have lived. It is an honour to be a citizen of a great country, and the word "senior" means "high in rank and status". Senior citizens are called the "generation at the top". The age of retirement is sometimes called the "golden age". Old people are as different as young people in their talents, skills and abilities. Nowadays, after people retire, they remain active. They often work and they help their children and grandchildren. They travel and do sport. They can give young people good advice and tell them exciting stories.

b) Another group hurt by stereotypes are people with disabilities. Many cannot do certain things, including seeing, hearing or walking. But these people have other abilities and talents. Johann Sebastian Bach, Albert Einstein and Agatha Christie were all people with disabilities. But they could still do great things. In the US, people are taught to avoid words that may hurt people with disabilities. Here is some advice you might hear in the United States. First, use words that focus on the person's individuality, not his / her disability. Instead of "the disabled", say "people with disabilities". Don't say "the deaf", say "people who are deaf". Second, never use words that show pity or fear of people with disabilities, and never use the word "normal" in contrast. Never use the words "victim" or "sufferer" to name a person who has a disability or disease. For example, instead of saying "a victim of AIDS" or "an AIDS sufferer", say "a person with AIDS".

c) In the US, you have to be very careful about the words you use to speak about minorities (ethnic groups). You will be accused of discrimination if you show disrespect toward different groups. Making ethnic jokes is very hurtful to people and shows politically incorrect behaviour. You will be accused of racism if you use the improper term for people who have black skin. The US no longer uses the word "Negro" like in the old days. The term "Negro" does not refer to a person's country of origin so it is not politically correct. Most black people in the US now prefer the term "African American".

45 Complete the sentences. Make as many sentences as you can.

- It is politically correct to...
- It is politically incorrect to...
- You show respect for... if you...
- You show disrespect for... if you...

46 Study the text and answer the following questions.

- What groups of people are hurt by stereotypes?
- Why is it wrong to have stereotypes about these people?
- What behaviour and language is discrimination?
- What behaviour and language is politically correct?

47 Tell the class more about one of the groups you have discussed. Add some examples from real life. You can talk about any of your relatives or neighbours you know well.

48 Project work. Form groups of three. Each team decides who is going to study stereotypes of: 1) older people; 2) people with disabilities; 3) ethnic groups. Then do the following programmes.

Study how older people are represented in newspapers, on television programmes and in books. Are they shown as strong and happy or weak and helpless? Ask an elderly person (a grandparent, a neighbour, etc) if he / she has ever been hurt by stereotypes. Decide what can be done to show more respect toward elderly people.

Find out if any services are available for people with disabilities in your city. Think about the words that are used to describe people who cannot see, hear, speak or walk. Do you think that people can be respected or disrespected because of their nationality? Suggest how to avoid conflicts between people belonging to different ethnic groups.

Think of what people belonging to ethnic groups feel when they hear ethnic jokes. Decide what can be done to show more respect to such people.

Tell the team what you have learnt and what you think can be done.

Finally, act as participants of an imaginary forum on stereotypes. Every student in the class needs to say how we can help people who are hurt by stereotypes. Then put all of your ideas together.



49 Talk about an outstanding person who is (was) either an elderly man / woman, a person with disabilities or a member of an ethnic group. Say what this person is famous for.



Section 2 Keeping fit

16 Read the information and find out how people keep fit.

To keep fit most people do sports. Some of them join a sports club. The most popular individual sports are walking, swimming, cycling and aerobics.

People work hard. They come home late and are busy at weekends. They have no time to go to a sports club or a sports centre which isn't quite near their homes. They can hardly do sport seriously. They just want to relax.

People of all ages and types do exercises at home to improve their health and to keep fit. In the morning they switch on the TV and follow fitness classes (*аэробические занятия*) at home or go jogging in the park in the evening.

17 Work in pairs. Discuss and name:

- a) at least three purposes to keep fit;
 - b) at least five ways to keep fit.
- Compare your opinion with your classmates' ones.

18 Do you keep fit? Answer the following questions and read the advice.

	Yes	No
1. Do you often eat vegetables and fruit?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you do sports regularly?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you watch TV for more than an hour?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you eat chocolate, sweets, chips and biscuits every day?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you sleep 8–10 hours at night?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you sometimes think about how fit you are?	<input type="checkbox"/>	<input type="checkbox"/>

Put "One" for each "Yes".
What is your total score?

Now read about yourself:

- 0–3: Oh, dear! Forget about sweets and chips. You need fruit and vegetables and lots more exercises.
- 3–4: Do more exercises. Be careful what you eat.
- 5–6: You keep fit! Well done!

Section 3 Health is above wealth

41 Read and act out:

Sister: Hello, Jim! You're late today.
 Brother: Yes, I don't feel well today. I'm tired.
 Sister: Maybe too many lessons?
 Brother: Not too many. The game was very hard.
 Sister: What game are you talking about?
 Brother: The game between our local basketball team and York's team. We did our best but lost it. We were out of luck. But next time we won't miss our chance.
 Sister: Anyway, you look tired. You'd better go to bed earlier today.

42 Translate the following word combinations. Use the word combinations in your own sentences.

*feel fine / well / ill / sick / had
 have got a sore throat (eye, finger) / a headache /
 a runny nose / a cough / a cold / flu*

43 Say what medical problems you might have, ...

- if you eat too fast?
- if you eat a lot of sweets and chocolate?
- if you don't eat fruit and vegetables?
- if you get wet (*попозелел*) on a cold day?
- if your neighbours make much noise?
- if you play football / badminton?
- if you fall down?

Example: If I run fast, I might get a backache.

44 Label these pictures with your own *if*-sentences.

45 Say which of these reasons is serious enough to miss school, championship.

Example: If a student has got the flu, he can (should) miss school.

Use:
 have got a sore throat (finger), a headache, a stomachache, a toothache, a backache, flu, a bad cold, a runny nose, a cough, temperature.

46 Mark the statements true (T) or false (F). Correct the false sentences.

- 1. Sick people don't stay in bed
- if they've got flu.
- 2. We seldom cough when we've
- got a cold.
- 3. People usually get sore throats
- when they laugh much.
- 4. People usually go to the doctor
- when they are well.
- 5. Children get headaches when they
- have been playing football too much.
- 6. When you have a toothache,
- you go to the dentist.
- 7. If a student has got a runny nose
- and cough, he should miss school.



Section 3 School is fun if you are optimistic!

30 Work in pairs. Look at the picture. Choose one of the student's opinions of school. Prove it to your partner.

This is what students think of school:

It's a place where you make friends.

It's a place which helps you to find a good job in future.

It's a place where it is fun.

It's a place where you learn about people as well as subjects.

It's a place where you take exams and write tests too often.



31 Explain why you like your school. Choose what suits you:

- the school is new and nice
- the teachers are very good
- the school is not far from my house
- my friends go to the same school
- this is the only school in my life
- I like our school uniform
-

32 What do you think of a teacher's job? Could you be a teacher yourself? Answer the questionnaire and mark your score:

1. Teachers should be quite strict. There should be some fun in class, but pupils shouldn't be allowed to make noise and be lazy during lessons. — 1
2. Teachers should be strict. Pupils should not be allowed to speak in class unless the teacher asks them to. — 2
3. Teachers should be as easy-going as possible. Pupils should be allowed to do whatever they like. If they don't learn it's their problem. — 3
4. Teachers don't need a sense of humour. They should just teach the lesson as clearly as possible. — 1
5. Teachers should have a good sense of humour and make lessons fun and enjoyable. But they shouldn't tell jokes instead of teaching. — 2
6. Teachers should keep their class entertained with jokes and stories if the class is bored by the lesson. — 3



Score: 2 points — you're a born teacher
4 points — you'll be a very strict teacher, but boring too
6 points — you'll enjoy your work but your students will not learn much

33 Listen, read and remember:

- [ɪ] — speak, teacher, easy-going, please, mean, reason, neat, sea, leader
- [i:] — teen, teenager, feel, free, street, deep, green, meet, week, eighteen
- [eɪ] — head, instead, dead, weather, read, ready
- [iə] — real, realize, near, really, clear, hear, ear
- [ɜ:] — learn, earn, earth, early, earlier

Unit 1 Section 1

24 Look again at the school bag you filled in Ex. 1. What worries of yours are the most common in the class?

25 Listen to a teenager talking to a psychologist about her problem and from the following list choose the reason why she feels stressed.

- 1 She hasn't chosen her future profession yet.
- 2 She can't organise her time effectively.
- 3 She is worried about her exams.
- 4 She has problems understanding her school subjects.



26 Listen to the first part again and complete the features of stress.

- 1 ... ness
- 2 change in ...
- 3 ... aches and ...
- 4 ... problems
- 5 itching and ...
- 6 ... feeling ...
- 7 ... attacks

27 Work in pairs. Discuss whether you and your partner have similar problems.

Dialogue vocabulary

Would you mind telling me...?
Could you tell me what...?
I normally...
I usually...
And what about you?
Oh dear!
That's a pity.
Oh no!
I see.
Really?
What can I do to be...?
How do I know if...?

28 Listen to the second part of the recording. Write down the psychologist's advice under the following headings. Use your Workbook.

While revising:	Me
1 Sleep:
2 Food:
3 Physical exercise:
4 Rest:
5 Revising:
While taking the exam:	
1 Instructions:
2 Breathing:
3 Panic:
4 Guessing:

29 Work in pairs. Look through the psychologist's advice again and put a tick (✓) by the ones you follow and a cross (X) by the ones you never do. Work with a partner and find out whether his / her habits are similar to yours.

Формирование понимания важности изучения иностранного языка для будущей профессиональной деятельности

Unit 4 Section 1

27 For a great number of jobs, it's important to speak, read and write foreign languages.

a) Discuss with your partner the advantages of learning English compared to other languages. Use the arguments from the box and add your own.

Geographically English is the most widespread language on Earth.

The United Nations uses English not only as one of its official languages but also as one of its two working languages.

English is an easy language to study.

English is spoken by about 470 million throughout the world.

English is the official language of about 45 nations.

A lot of the world's mail and telephone calls are in English.

b) Write an essay about the reasons to learn the English language. Use the structure of the essay to help you.

.....
title

Everybody knows that ability to speak a foreign language is very important in today's world. I personally believe that the most useful foreign language today is English.

.....
.....
.....Your arguments
.....
.....

To sum up, I do believe learning English is very useful for me. I've been studying it for ... years and I am going to continue to improve it.



28 Do a research project on a job that interests you. You can get information from a job agency, newspapers, magazines, the Internet, or you can interview your friends and relatives. Use the following questions as guidelines.

- What does a person do in the job?
- What education and skills does a person need for the job?
- What equipment does a person use?

- Do your family and friends approve of the job?
- Do you think this job will be needed in the future?

29 Put all the information on a big sheet of paper. Attach photographs and draw pictures to show the process of doing the job, the workplace, the equipment and the clothes. Give a presentation about your future job to your classmates.

UNIT 4 Trying to become a successful person

Section 1

Who is a successful person?

- 1 Discuss with your classmates and decide what makes a successful person?
A successful person is a person:
- who lives separately (отдельно) from his family
 - who is independent in his relations with other people
 - who doesn't have friends and doesn't rely on other people
 - who shares everything he/she has with other people
 - who works hard every day to become better and cleverer
 - who succeeds by his/her own efforts alone
 - who thinks of himself more than about other people

- 2 Name any successful person you know. Look at the photos of successful people. What is she/he famous for? Use the Cultural guide if necessary.



3 Translate the phrases. Create your own sentences.

own — his own idea / with my own eyes
mind your own business
— on my / his / her own (alone)
to own a house
owner (владельца)
He has become the owner of a company.

equal (равный)
— All men are created equal.
equally (равно)
— to share something equally between...
unequal (неравный)
— unequal chances / opportunities

- 4 Read an extract from the interview given by Liza Carey from the United States. Entitle the text with any sentence from it.



The USA is one of the biggest and richest countries in the world! There are a lot of things our country is famous for. Who in the world has not heard of Coca-Cola and McDonald's, Microsoft and Hollywood? But our country is much more than General Motors and Boeing, Disneyland and Levi Strauss. We are proud of our people, the Americans who have created these world famous things. Most of these people succeeded by their efforts alone starting without any money or social position. Just think of Abraham Lincoln, Jack London, Walt Disney, the McDonalds brothers, Neil Armstrong, Bill Gates and many other self-made men. We're all born equal. But after that we are on our own. Nobody is going to hand you success on a plate. If you want to succeed, you'll have to make it on your own: your own energy, your own head, your own ambitions. If at first you don't succeed, try, try and try again.

- 5 Look through the text again and find the words which could be a motto for a successful person.

6 Read the names. Match. Use the Cultural guide if necessary.

Abraham Lincoln [ə'brəhəm 'lɪŋkən]	"White Fang", "Martin Eden"
Walt Disney [wɔ:lt 'dɪzni]	jeans
Jack London [dʒæk 'lʌndən]	Microsoft
Levi Strauss [leɪ 'straʊs]	Disneyland
Neil Armstrong [neɪl 'ɑ:rmstrɒŋ]	one of the greatest US Presidents
Bill Gates [bɪl 'geɪts]	the Moon

- 7 Say which ideas in the text you agree or disagree with? Why?
- Use: I agree (disagree) with...
I have a different opinion
It seems to me that...
In my opinion...
As I see it...
I believe that...

PRONUNCIATION FOCUS

8 Listen and read the words. Mind the stress.

First syllable: 'clever, 'serious, 'talkative, 'cunning, 'naughty, 'teenager, 'student, 'adult, 'sociable, 'curious, 'tolerant.

Second syllable: in 'dustrious, in 'telligent, creative, po 'lite, suc 'cessful, suc 'ceed, am 'bitious, your 'self.

Third syllable: inde 'pendent, maga 'zine, international.

Double stress: English: 'speaking, 'self-'made, 'hard-'working, 'compe'tition.

- 9 Work in pairs. Write down a list of words which characterize a successful person. Share your ideas with your classmates.
- Example: We believe that a successful person should be ambitious.

UNIT 4
Make Your Choice, Make Your Life

Section 1 It's Time to Think about Your Future Career

1 Look at the pictures and make a list of the options Russian graduates have after their exams in the 9th form. Discuss them in groups. Then compare the lists prepared by different groups.



2 Cathy, Jessica and Brian left school ten years ago. Now they've come to their school reunion party. Listen to the conversation and answer the questions.

- What did they want to be when they were children?
- What jobs do they have now?



GRAMMAR FOCUS

3 We use the modal verbs *must*, *may*, *can* and *can't* to say if something is probable, possible or impossible.

James <i>must</i> be at home now. I have just spoken to him on the phone.	= I'm absolutely sure that James is at home.	100%
James <i>can</i> / <i>may</i> be at home now.	= It's possible that James is at home, but I'm not completely sure.	50%
James <i>can't</i> be at home. I know that he has left for the countryside where his grandmother lives.	= I'm sure that he is not at home.	0%

Unit 4 Section 1

23 Read the tips below for writing a CV. Study Anna Dixon's CV and say if she managed to reflect all the tips in her CV.

- Personal details:** The employer wants to know who you are and how to contact you. Put essential information only.
- Education:** Write what form you are in and give the necessary information about the name and address of your school / lyceum / gymnasium.
- Work experience:** If you have had any summer or Saturday jobs, describe them. Stress what you achieved and what you learnt.
- Position of responsibility:** If you don't have work experience, this section can show employers your potential. Write what conferences you've been to, what projects you've done and what competitions you've taken part in.
- Skills:** Indicate what you are good at (e.g. languages / maths / computers). Be positive about your ability. Never undersell yourself!
- Interests:** Stress any significant achievements related to your interests. Don't just list your interests; add a few details.

Curriculum Vitae

Personal details	Anna Dixon 50 Grove Road London N12 9DY Date of birth: 07.06 Tel: 020 8365 7685
Education	2000–2006 Royal Latin School, Bedford. Completed the fifth form.
Work experience	<i>Babysitter</i> (Saturday job) Babysat for the neighbours' family. Looking after a seven-year-old girl demonstrated my ability to remain calm and resourceful. Invented lots of new games. <i>Office Junior Assistant</i> (summer job) Received telephone calls, made photocopies. Proved my ability to be punctual and careful.
Positions of responsibility	Helped to organise a conference for all students at our school this year called "My Future Profession".
Skills	Good knowledge of Microsoft Word and Excel. Working knowledge of French and Spanish.
Interests	Music: Guitar player in a semi-professional band. Theatre: Member of the school amateur (любительский) drama theatre.

Complete the CV in your Workbook as if you were looking for a summer / part-time job. Use the Transliteration Table in Appendix 6, page 203. Do it with your classmates' CVs.



26. Read the story. Answer the question:
“Who becomes happy in the town?”

Look and learn!

become [b'kʌm] —
становиться

The Green Garden

There is only one long street in a small town. The houses aren't tall and the street isn't wide. But the people aren't happy in this town. There are no trees and flowers in the street. The little children haven't got any place to play. They are sad and unhappy. Nobody can help them.

In autumn Miss Chatter comes to visit the town. She sees the sad children in the street. She wants to help them. She says, “Dear children! Let's grow a nice green garden together!” Miss Chatter and the children dig the ground (копают землю), put in the seeds (сеют семена), plant the trees and water the flowers. The weather becomes cold and windy. But they continue to work.

Spring comes and the children play in the garden every day. They like the green apple trees, the nice flowers and the merry birds. In spring the days are sunny and warm. Miss Chatter and the little children fly kites and play hide-and-seek. The people of the town like to have picnics in the garden. They say, “Thank you!” to Miss Chatter and the little children. Now all the people are happy in the town.

27. Put the sentences in the correct order.

- The little children haven't got any place to play.
 Miss Chatter and the little children fly kites and play hide-and-seek.
 “Dear children! Let's grow a nice green garden together!”
 In autumn Miss Chatter comes to visit the town.
 The people of the town like to have picnics in the garden.
 The weather becomes cold and windy. But they continue to work.
 Now all the people are happy in the town.

28. Read the sentences from the text to illustrate the pictures.

UNIT 2 *The world's best friend is you*

Section 1 **The Earth needs a friend, doesn't it?**

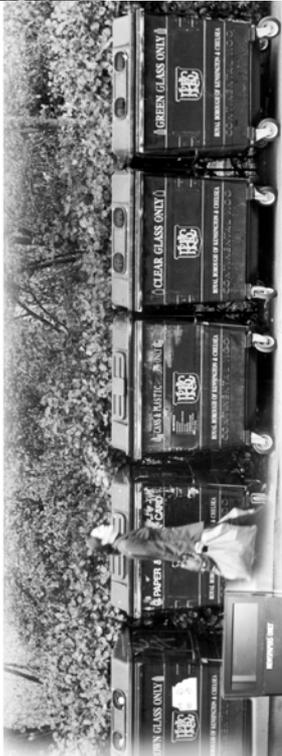
1 Look at these notices. Try to answer the following questions:
a) What are they about?
b) Where could you see each of these notices?
Example: Feeding animals strictly prohibited.
a) You are not allowed to feed the animals.
b) You could see this notice at the zoo.

2 Listen and check if you were right in Ex. 1.

3 Translate the phrases. Try to remember them.

protect (защищать, предохранять)	from (от) pollution
waste (отходы) (мусор)	protection of protective clothing
waste (отходы) (мусор)	chemical waste / waste paper
	It's a waste of time. (Это пустая трата времени.)
pollute (загрязнять)	to be polluted by
	air pollution / sea pollution
	anti-pollution laws
environment (окружающая среда)	to protect the environment
	the pollution of the environment
	environmental problems / research

Section 4 Why throw away? Why not recycle?



Why throw away so much?

Many countries bury and forget about millions of tons of rubbish every year. It is known that in one year, a European family with two children throws away about 50 kilos of paper (that's six trees), and about 60 kilos of plastic.

The Green World reports say that in one year the average person throws away: about 70 food cans, 34 cans of pet food and about 70 drink cans.

But we don't have to throw away all our waste paper, glass, metal and plastic. We can also burn or recycle a lot of it. In fact waste can be wonderful stuff.

Many things that we throw away can still be useful. In fact it's possible to recycle 80% of domestic rubbish. We can recycle most kinds of paper, glass, metal and plastic. But only 4% of recyclable material is actually recycled. Recycling is expensive. But it saves trees and energy and protects the environment from pollution.

Packaging

These days, people usually do shopping in supermarkets. Nearly everything is packed in paper or plastic containers. Some of this "packaging" is necessary. It keeps food clean and fresh. But some packaging is not necessary. It's just to make the food look better.

Every year in Britain each person produces about 57 kilograms of plastic waste.

Disposing of all this plastic is an expensive problem. But that's not all. Making plastic causes pollution.

Unfortunately, some of this packaging doesn't reach the bins. It becomes litter instead. Some people simply tear the wrapping off sweets and throw it away. They drop their cigarette packets and cans of drink without a thought.

In the town their litter looks horrible. But fortunately someone clears it away. In the countryside, it remains in the fields and on the roadsides unless the people who live nearby pick it up. It can

39 Read and translate the word combinations.

prohibit (запрещать) be (strictly) prohibited (строго запрещено) prohibition

recycle (перерабатывать) recyclable (перерабатываемый) recycled paper (переработанная бумага) recycling (переработка) a recycling centre (центр переработки)

litter (мусор) drop litter (выбросить мусор) clear litter (убрать мусор) rubbish / garbage (мусор)

pack (упаковать) a packet / a pack of envelopes / biscuits (пакет / упаковка конвертов / печенья) packaging (упаковка) packed / unpacked goods (упакованные / unpacked goods) (упакованные / unpacked goods)

throw (бросить) to throw at / to (бросать) to throw away (= to get rid of) (выбрасывать)

can (can protect / destroy / prohibit) (I. можно; 2. запрещено) Can you help me to collect them? (можете ли вы помочь мне собрать их?) a can of drink / food can (банка)

40 Work in pairs.

Choose one of the texts and read quickly through the text.

Tell each other what you have learnt from the text.

Read the other texts to find out if your partner has talked about everything.

37 Look at the pictures. Give your ideas.

1. What are these bins used for?
2. Do you have such bins in your school / yard / street?
3. What does your family do with the rubbish?
4. Do you try to throw away less rubbish?
5. Do you know about recycling? What have you heard about it?
6. What products are recycled in Russia?

Use: collect, throw away, bury, recycle, produce, protect the environment, be polluted with, chemical waste, be in danger, waste paper, cans, bottles, metal, plastic.

38 Listen to these words and compare them with the Russian words.

million, a ton, a kilogram, plastic, polythene, metal, cigarette, packet, supermarket, farm, industry, factory, ecology, planet, international, problem, computer, chance, climate, container

kill or hurt farm animals. Bottles and cans cause cuts, and the animals can eat polythene bags and die, or put their heads in them and suffocate.

41 Reread the text and underline the words that you don't understand. Guess their meanings. See "How to guess the meaning of a new word" in "Learning strategies".

42 Find words or word combinations in the texts:

- | | |
|---|--|
| a) which have a similar meaning to the following: | b) which have the opposite meaning to the following: |
| litter | to look worse |
| to get rid of | impossible |
| cheap | to destroy |
| the packaging | dirty |
| to save | to remember |
| to damage | fortunately |
| terrible | |

43 Answer the following questions.

1. What can people do with rubbish instead of just throwing it away?
2. Why is recycling important nowadays?
3. How much of recyclable material is actually recycled? Why so little?
4. Are there recycling centres in your town / village? What do people usually take there?
5. Is packaging necessary? Why?
6. Why does some packaging become litter?
7. Why is litter so dangerous in the countryside?
8. Is litter a big problem in your town / village? Why don't you and your friends organize a "clean-up day" to clear all the litter in the local park / outside the school?

110 Work in pairs. Discuss these questions.

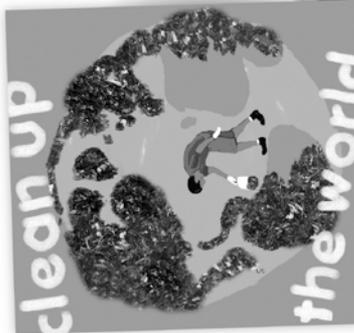
- 1 Do you have to put up with a lot of noise?
- 2 Where do you experience more noise at home, in the street or at school? Why?
- 3 What can be done to reduce this problem?

GRAMMAR FOCUS: WORD BUILDING

111 Complete the sentences with the correct forms of the words at the end of the lines.

- Follow these steps:
- Read the text for general understanding. But ignore the gaps.
 - Then read the text again sentence by sentence. Consider each gap and decide what part of speech is missing.
 - Decide whether the missing word is negative or positive.
 - Decide whether the missing word is singular or plural.
 - Finally, read the text with your answers and make sure it makes sense.

112 Look at the leaflets of Environmental Campaigns and Manifestos around the world. Say what actions they desire? Do you think these actions are realistic? Why? / Why not?



Earth-friendly fabrics

Shopping for clothes involves tricky decisions: about fit, colour, style, and price. And if a (1) ... number of companies have their way, you'll soon start checking labels for another key detail: (2) ... impact.

Earth-friendly fabrics are in. It's already (3) ... to buy shirts made from bamboo and socks made from corn. Shopping malls of the future might also carry clothes made from chicken feathers or rice straw.

The companies that make such fabrics are interested in (4) ... development. This means trying to (5) ... things that people need while protecting natural resources and preserving biodiversity.

"A fully sustainable business would be one that (6) ... no negative impact on the environment," says Gordon Rands, an environmental business expert at Western Illinois University in Macomb. "I don't think such a business exists yet, but (7) ... it's very possible. And companies are moving in this (8) ... So, (9) ... are now looking for new ways to make fabrics for clothes that are good both for you (10) ... and for the Earth."

GROW

ENVIRONMENT
POSSIBILITYSUSTAIN
PROVIDER

CREATIVE

THEORY
DIRECT
SCIENCE
IMAGINE

113 Work in pairs. Discuss these questions.

- 1 Why is environmental awareness important?
- 2 How does acid rain produced in one country affect others?
- 3 What are some of the consequences of the deforestation?
- 4 Why is the ozone layer essential for the preservation of life on Earth?
- 5 Why is it difficult to stop the greenhouse effect?
- 6 Why is a sudden increase in temperature dangerous for life on Earth?

Mini-project: Create an environmentally-friendly lifestyle

114 In groups write a Green Party Manifesto giving your proposals for an environmentally-friendly lifestyle in your area.

Follow these steps:

- First, design an emblem for your party.
- Then design a poster for an environmental campaign in your region.
- Prepare a wall chart containing the essential information on the main environmental threats in your area.
- Write a programme for your party containing the main measures that are necessary to take in order to protect your local environment.
- Discuss what a manifesto is and give it a definition.
- Produce your own manifesto.
- Present it to the class.

Section 2. What do you do to help your family?

16. Look at the pictures and say what Mag and Alex usually do at home. What else can he / she do?



1 does her homework



2 goes shopping



3 makes his bed



4 lays the table



5 does the washing up



6 answers phone calls



7 cleans his room



8 feeds her pets



9 waters the flowers



10 takes his pet for a walk



11 repairs his bike



12 What else...?

17. Say who in your family:

goes shopping, makes your bed, lays the table, answers phones calls, makes cakes, cleans the rooms, feeds the pets, waters the flowers, repairs the bike / scooter, cooks breakfast and lunch, does the washing up

Example: My mother cooks breakfast. I water the flowers.



18. Listen, read and remember:

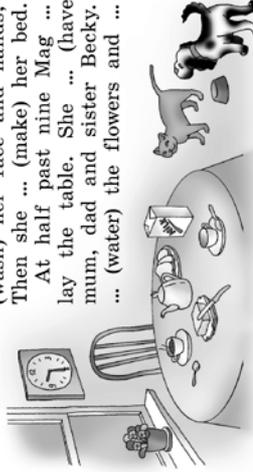
wash	—	washed	do	—	did
help	—	helped	go	—	went
repair	—	repaired	make	—	made
clean	—	cleaned	lay	—	laid
answer	—	answered	feed	—	fed
water	—	watered	say	—	said
cook	—	cooked	take	—	took



19. Complete the text. Say how Mag helped her mum.

Last Sunday Mag got (get) up at 9 am. She ... (wash) her face and hands, ... (clean) her teeth. Then she ... (make) her bed.

At half past nine Mag ... (help) her mother to lay the table. She ... (have) breakfast with her mum, dad and sister Becky. After breakfast Mag ... (water) the flowers and ... (feed) her pets.



20. Say what you did at home last Sunday morning.

Did you help your mum or your dad? How?



21. Listen and read:

- [a] water, walk, call, draw, door, floor
- [b] shopping, wash, clock, sock
- [c] clean, feed, meet, three
- [e] may, say, lay, make, table, today
- [u] phone, home, homework, photo, go

Section 2 Family and Friends? No Problem!

20 Tick the points that can cause misunderstanding (misunderstanding) between parents and children. Then tick the points that can join generations. Are there double ticks anywhere? Speak on each point with a double tick. Follow the example.

- Fashion
- Friends
- School problems
- Music
- Homework
- Films
- Parties
- Pocket money
- Future education
- Drinks
- Smoking
- Computer games
- Sports / keeping fit
- Dieting

Example: It happens that people of the older generation don't like the music we listen to. Teenagers often think that their parents or grandparents music is out of fashion and sounds a little bit strange. On the other hand, I don't mind some of my parents' likings. We enjoy listening to jazz or famous pop-groups of the past like ABBA. I explain the musical styles of modern groups to them. Sometimes they even like them.

WORD FOCUS

21 Read, translate and remember.

- to like doing something
- to look like somebody
- to feel like doing something
- somebody's likings
- to be alike
- homelike



22 Fill in the gaps. Use the words and phrases from Ex. 21.

- 1 I'm sure that you'll recognise James at once. He ... his father when he was thirty years younger.
- 2 I ... eating something. Do you have sandwiches, fruit or anything else?
- 3 Cathy and her elder sister ... very much ... but Cathy is nicer.
- 4 Martha spends a lot of time shopping for clothes but seldom buys anything. It's not easy to find clothes to...
- 5 The restaurant they had dinner at was very... It was quiet and the food was delicious.

Unit 1 Section 2

23 Do your parents understand you? Are you able to understand them? Choose the answer which fits your situation best and score the result. Don't take it too seriously.

1 Every morning your parents...

- a) want you to make your bed.
- b) want you to make your bed, cook breakfast and do the washing up.
- c) think that there is no sense in making beds in the morning as the night will come anyway.

2 At dinner time your parents...

- a) make you eat proper meals and sometimes allow you to have some chips and fizzy drinks.
- b) make you eat salad, soup and meat with vegetables every day, everything well-balanced with vitamins, proteins and so on.
- c) buy chips and fizzy drinks and arrange a nice family-like meal on the floor in front of the TV set.

3 When you go out, your parents...

- a) want to know where you go and don't like it when you return late.
- b) go with you wherever you go.
- c) don't care when you are back.

4 When you go out together, your parents...

- a) insist on your wearing tidy clothes and don't approve of trendy clothing.
- b) insist on your visiting the hairdresser (приглашают) beforehand.
- c) believe that you look too conservative in your new jeans and new T-shirt compared with their pierced bellies (проколотые на пупке) and torn (рваные) jeans.

5 When your parents ask you about school, they usually want to know about your progress and about your problems.

- b) they demand a detailed report on every lesson you have had that day.
- c) they just want to know what grade you are in.



How to score:

- If you've chosen **a** in most cases, you are a lucky person. Your parents are normal, sensible people. They take care of you and love you.
- If most of your choices are **b**, your parents are very strict and a bit old-fashioned. It's not easy to get on with them, but they love you very much anyway.
- If most of your choices are **c**, your parents need your care badly. Be patient with them and help them get rid of some of their habits.

Достижение планируемых метапредметных результатов ФГОС в курсе “Enjoy English” для 2–11-х классов

Планируемые метапредметные результаты ФГОС*	Средства достижения метапредметных результатов в курсе “Enjoy English”
Умение самостоятельно определять цели деятельности и составлять планы деятельности; самостоятельно осуществлять, контролировать и корректировать деятельность	Формируется с помощью наличия подробных, пошаговых инструкций для выполнения задания и проектных работ, обсуждения задач и овладения приемами мозгового штурма в средних и старших классах, а также за счет наличия обширных материалов для проверки, самопроверки и резервных уроков для самокоррекции (Revision).
Готовность и способность к самостоятельной информационно-познавательной деятельности, включая умение ориентироваться в различных источниках информации, критически оценивать и интерпретировать информацию. Умение определять понятия, создавать обобщения, устанавливать аналогии, классифицировать, самостоятельно выбирать основания и критерии для классификации, устанавливать причинно-следственные связи, строить логическое рассуждение, умозаключение (индуктивное, дедуктивное и по аналогии) и делать выводы	Формируются в ходе работы с текстами разных жанров и стилей, предполагающей их анализ, выделения основной мысли, отделение главных фактов от второстепенных, восстановление логической последовательности основных фактов, деление текста на самостоятельные смысловые части.
Умение создавать, применять и преобразовывать знаки и символы, модели и схемы для решения учебных и познавательных задач	Умение создавать, применять и преобразовывать знаки и символы, модели и схемы для решения учебных и познавательных задач входит в сферу знаково-символьных универсальных учебных действий (см. ниже) и широко используется в курсе “Enjoy English” с самых первых лет обучения.
Умение организовывать учебное сотрудничество и совместную деятельность с учителем и сверстниками; работать индивидуально и в группе: находить общее решение и разрешать конфликты на основе согласования позиций и учета интересов; формулировать, аргументировать и отстаивать свое мнение	Формируется в ходе выполнения заданий на групповую, парную работу и работу в микрогруппах (на каждом уроке), а также в ходе выполнения проектных работ (в конце каждого раздела учебника).
Формирование и развитие компетентности в области использования информационно-коммуникационных технологий (далее ИКТ-компетенции)	Происходит в ходе работы с заданиями, требующими поиска информации в Интернете, а также с обучающими компьютерными программами, которые являются неотъемлемой составной частью каждого УМК.

*Извлечение из ФГОС НОО, ФГОС ОО и ФГОС СПОО, полный список см. в Стандартах.

Планирование деятельности: опора на подробные инструкции



Lesson 53 Project

Для того чтобы сделать смешную закладку, тебе понадобятся лист белой бумаги, фломастеры, ножницы.



1. Обведи чёрным или синим фломастером контур своей руки.



2. Закрась пальцы руки на рисунке разными цветами.



3. Нарисуй своего питомца или животное, которое тебе нравится. Аккуратно вырежи контур закладки.



4. На другой стороне рисунка напиши по-английски о своём питомце или любимом животном: какой он, что умеет делать. Но не называй его. Например:

I have got a pet. It is...

It isn't... It can... I like my pet.

5. Приклей к рисунку ладони полоску из бумаги.

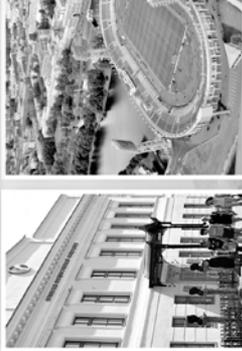


Прочитай свой рассказ о животном одноклассникам. Не показывай им рисунок. Тот, кто первый разгадает твою загадку, получает закладку в подарок.



Взаимодействие со сверстниками

Умение планировать свою деятельность



Mini-project: A city/village profile

17 You are going to write a profile of the place where you live. Work in groups and follow these steps.

a) Discuss the following questions and make notes of your discussion.

- 1 Imagine you are returning to your home after being away — what strikes you most about it?
 - 2 What is special about the place?
 - 3 How big is it and where is it? (population, distance from other places, etc)
 - 4 How do people get in and get out? How do people get about once they are there? What are the roads like?
 - 5 What are the different areas? What are they like? (old town, commercial areas, industrial zones, etc)
 - 6 What type of housing do the people have? What is the architectural style like?
 - 7 Where do people gather together outdoors? (squares, parks, etc)
 - 8 What do members of the community do in their leisure time? (sports, cinemas, theatre or opera, museums and galleries, night clubs, restaurants, bars and cafes, etc)
 - 9 How do people earn their living? (main industries, commerce, etc)
 - 10 What facilities are there for secondary and higher education? (schools, colleges, universities, evening classes)
 - 11 Would you recommend this place to a tourist? What are some of the sights that tourists visit?
 - 12 What might a newcomer find strange or difficult about living there?
 - 13 What do you like about the place? What do you dislike?
- b) What kind of useful information can you find on the internet? Add the information to your responses.
- c) Organise your notes and develop them into three or four paragraphs.
- d) Check your writing and correct any mistakes.
- e) Transfer your profile to an A4 paper and make illustrations or design a computer presentation.
- f) Display your profiles in class and vote for the best profile.

Умение планировать свою деятельность (Learning Strategies)

Effective time management

- Develop blocks of study time. Some learners need more frequent breaks for a variety of reasons. More difficult material may also require more frequent breaks.
- Make a "To Do" list. Write down things you have to do, then decide what to do at the moment, what to schedule for later, what to get someone else to do, and what to put off for a later time.
- Keep a daily / weekly planner. Write down appointments, classes, and meetings in a chronological log book or chart. If you are more visual, sketch out your schedule, the night before, checking what's ahead for the next day. This way you will always go to sleep knowing you're prepared for tomorrow.
- Create a long-term planner. Use a monthly chart so that you can plan ahead. Long-term planners will also serve as a reminder to constructively plan time for yourself.
- Prioritise assignments. When studying, get in the habit of beginning with the most difficult subject or task.

**Умение планировать
деятельность**

An effective study plan

Four days before the exam	Reread your notes and review the textbook.
Three days before the exam	Skim your notes and the textbook. Recite important points aloud.
Two days before the exam	Without looking at your notes or the textbook, recite the key points. Look back at your notes and the text to check your success.
The day before the exam	Take a sample exam and answer the questions or have someone quiz you. Skim your notes to find the most important and / or difficult points.
The day of the exam	If the exam is in the morning, you may not be able to study. But if you do have a few minutes, skim your notes once last time. Be sure to take a deep breath and relax before the exam.

Effective exam-taking strategies

There is even more you can do to increase your chances on any test / exam.

Try these strategies:

- 1 Prepare the night before. Lay out your clothing, pens or pencils, watch, lunch, and other school supplies. You don't want to be rushing around in the morning!
- 2 Choose comfortable clothing.
- 3 Get a good night's sleep. A solid eight-hour sleep can recharge your batteries and give you the winning edge on any test / exam.
- 4 Be sure to eat breakfast. Eat a nourishing breakfast of cereal, fruit, eggs and toast or anything else that will help you last through the morning.
- 5 Avoid caffeinated drinks. Too much caffeine can give you the jitters.
- 6 Wake up! If you're not a morning person, wake yourself up with a hot shower or take some brief exercise. A short jog can make a big difference.
- 7 Leave yourself enough time in the morning by adding an extra 15 minutes to the time you normally need to get ready in the morning. You can review your notes for a few extra minutes.
- 8 Build your self-confidence. Getting yourself upset and worked up before a big test will make you feel even more nervous. Remind yourself that you have prepared well so you will do well. A positive attitude brings great results.

**Умение составлять
план деятельности**

Section 6 Surviving with optimism

98 Read and translate the word combinations. Create your own sentences using the words.

- | | | | |
|--|--|---|---|
| limit
(ограничить, предел, сдерживать) | — an age / time limit
— a limit on / to smth
— to limit the speed | broadcast
(передать, транслировать) | — messages / warnings / TV programmes |
| monitor
(наблюдать за чем-то, экран, монитор) | — to monitor the water level / radiation
— a computer / TV monitor | rescue
(спасти от чего-либо, спасение) | — to rescue from flood / tornado
— a rescue of children / people |
| warn (of / about)
(предупредить, предупредить) | — to warn of a rain-storm / tornado
— a warning about smth
— without a warning | evacuate
(эвакуировать, переместить в безопасное место) | — to evacuate people from smth
— an evacuation (эвакуация) |

99 Work in pairs. a) Choose one of the texts and read quickly through the text.
b) Tell each other what you have learnt from the texts you've read
c) Read the text of your partner to find out if he / she has talked about everything

A Emergency workers during floods

Floods occur when a river overflows its banks because of an unusually high water level. Because floods usually happen after a severe rainstorm or after a sudden melting of snow, floods rarely catch people by surprise. There is often enough time for people to leave their homes and for farmers to move their animals and cars to higher ground. People can build up the riverbanks with sandbags to limit the amount of water that will overflow. Sometimes, however, a river can rise higher and faster than expected.

When this happens, emergency workers monitor the water level and warn people to leave their houses. They do this by broadcasting messages on the radio or by warning people in person. People who do not leave their houses may have to climb onto the roofs of their houses to escape the swirling water and to wait for rescue. Emergency workers pick the people up in boats and take them to evacuation camps on higher ground. After the emergency has passed, the cleaning up begins. Rubbish on the roads has to be cleared away. Roads that have been damaged need to have signs put up to warn drivers. Some roads may even need to be closed until they are repaired. Bridges are examined to see if they are still safe after the battering they have taken from the force of the flood waters.

B Emergency workers during volcanic eruptions

A volcanic eruption can cause a lot of damage to the surrounding areas. The blast of hot, choking gases and ash can make the day seem like night and kill people and animals. The lava that flows down the mountain can destroy the countryside.

Some volcanoes give signs of volcanic activity for a long time before an eruption occurs. Steam leaks out of cracks in the earth's surface, and the mountain begins to bulge and crack. Scientists monitor these signs so that they can warn people to leave their homes if the volcano is going to erupt. They use special machines to help them monitor the changes in the earth's crust. Using the information, the scientists can predict if there will be an eruption and where it will happen. Scientists who monitor the activity of a volcano are in danger if the volcano erupts.

During and after a volcanic eruption, emergency workers are busy evacuating people from the area, searching for the survivors and rescuing people. Emergency workers repair and restore the electricity, telephone, water and gas services as quickly as possible. One of the biggest jobs for emergency workers after a volcano has erupted is to clean up the ash.

100 Reread the texts and underline the meanings you don't understand. Guess the meanings. See "How to guess the meaning of a new word" in "Learning strategies".

101 Find in the texts (Ex. 99) the words or words combinations:

- which have a similar meaning to the following: awful, terrible, spreading, to save, garbage, to destroy, to foresee, to forecast, to repair, to watch, to observe, to look for
- which have the opposite meaning to the following: often, expected, slower, to stay, to face, danger, distant, to repair, outer layer

102 Read the statements and circle the right answer:

- True — if the statement agrees with the information in text A.
- False — if the statement contradicts the information in text A.
- Not stated — if there is no information in text A.

1. Floods are usually an unexpected event for people.

- a) True b) False c) Not stated

2. People can withstand small floods.

- a) True b) False c) Not stated

3. Emergency workers help people to climb on the roofs to escape flood.

- a) True b) False c) Not stated

4. Severe floods often happen in spring and autumn.

- a) True b) False c) Not stated

5. After flood the streets and roads are clean and freshly washed.

- a) True b) False c) Not stated

6. Emergency workers have a lot to do after the water has gone away.

- a) True b) False c) Not stated

103 Answer the questions.

- Why is a volcanic eruption dangerous?
- Does a volcanic eruption catch people by surprise? Can scientists predict the eruption?
- What do the emergency workers do during / after the eruption?
- Emergency workers often work in dangerous situations, don't they? Why do they put themselves in danger to do a job?
- What characteristics are necessary to be an emergency worker? Would you like to be an emergency worker? Why?

104 Give a talk on natural disasters.

Remember to say:

- what the most dangerous natural disaster is to your mind, why
- what most dangerous natural disaster ever happened in your area
- how people behaved during and after the disaster

Mini-project: Why are natural disasters so dangerous in XXI century?

105 Work in groups. Do a research on the severe disaster that happened in Fucushima (Japan) in this century.

Use the Internet.

- Use the following ideas as guidelines:
- Can some natural disasters be predicted?
 - What kinds of dangers usually follow the natural disasters?
 - How can people get ready to such disasters?
 - What should people and countries do to help each other in such situations?
 - What can people do to prevent the terrible results of the disasters in the future?

Present the results of your research to your classmates.



97 Match the words you formed in Ex. 96 with the definitions in the table. Use your Workbook.

1	unwilling to accept other's beliefs or behaviour	...
2	unlucky	...
3	impossible to prepare for	...
4	impossible to stop, inevitable	...
5	cruel, not caring when other people are suffering	...
6	surprising	...
7	not being watched over (particularly luggage)	...
8	rude	...

98 Read the text and choose the sentence which best summarises it.

- 1 Everyone experiences culture shock and it is impossible to do anything about it.
- 2 Although it's impossible to avoid culture shock, you can prepare for it so as not to suffer too much.
- 3 If you prepare properly, you will never experience any culture shock.

Living in a new culture can be exciting, personally rewarding, and intellectually stimulating. It can also be frustrating. It is one thing to visit a country, moving on when you have seen enough, and it is quite another to live there and function according to a different, and sometimes, mysterious set of norms. Participation in an exchange programme provides a rare opportunity for you to begin to know another society from within. But it involves certain responsibilities. The most important one is to adapt one's behaviour to the customs and expectations of the host country. This is not to deny one's own culture but to respect that of others. Another, even more **subtle**, responsibility you have is to remain open in order to become aware of similarities and differences, and to learn rather than to judge. Be aware that this could be the most rewarding experience in your education.

People usually experience many emotions while adapting to a foreign culture, ranging from excitement and interest in the new culture to depression and fear of the unknown.

The difficulties that you experience as you get used to a new society can be a result of what is called "culture shock". Most experts agree that culture shock is **inevitable** in one form or another. But getting used to a foreign culture, and living through difficult times of change can be a satisfying experience, and certainly worth the **occasional** discomfort and extra effort.

One tends to get the impression that "culture shock" is some kind of disease that everyone catches and after a certain length of time, gets over it; but nothing could be further from the truth. There are people who go overseas and never recover from this condition despite the length of their stay. This is because "culture shock" is actually caused by the **mismatch** of cultural attitudes, not by some virus. And it's easily seen that the traveller who doesn't keep his or her mind open, and doesn't make any effort to try to understand a foreign culture, is always going to be in a state of shock. Such people should stay at home, for if they hold onto their own attitudes, they will never change!

One of the causes of negative reactions to another culture is the tendency to judge something that is different as **inferior**. It is important to be open toward the culture into which you are going, to try to get rid of stereotypes, and to read as much as you can about the culture before your departure. If you educate yourself on the many aspects of the country in which you will be living, you will better understand and appreciate your new

surroundings much sooner. But even with this preparation it is inevitable that you will experience some symptoms of culture shock. You may be unaware that the frustrations and emotions you are experiencing are related to culture shock; when you start thinking back, this becomes **apparent**. If you understand what's actually happening to you and think about its possible causes, you can decrease the effects of culture shock.

99 Use the context to choose the correct meaning of the words in bold. See "How to guess word meaning from context" in "Learning strategies" (page 168).

1 **subtle**

- a) not obvious and therefore difficult to notice
- b) delicate and complicated

2 **inevitable**

- a) impossible to avoid or prevent
- b) difficult to understand

3 **occasional**

- a) happening sometimes but not regularly
- b) intended for special occasions

4 **mismatch**

- a) a difference or disagreement between two facts or aspects of a situation
- b) a game or sports event in which the two players or teams do not have the same ability

5 **inferior**

- a) not as good as something else
- b) lower in status or rank than someone or something else

6 **apparent**

- a) unclear
- b) easy to see or understand

100 Two of the following statements are not true according to the text. Find them.

- 1 Living in a foreign country on your own differs a lot from visiting it as a tourist.
- 2 To feel good in a different culture you need to forget about your own.
- 3 Overcoming difficulties connected with culture shock can be very rewarding.
- 4 Some people believe that culture shock is a disease but this is not so.
- 5 If you are not prepared to make some effort to understand a different culture, you'd better stay at home.
- 6 People often think that if something is different, it is good.
- 7 If you learn as much as you can about the culture you are going to live in, you will help yourself to overcome culture shock.

101 Look through the text again and do the following steps.

- a) Underline all the adjectives which describe living in a foreign culture.
- b) Find the words for emotions people have while adapting to a foreign culture.
- c) Find some verbs related to adapting to a foreign culture.

102 Prepare to report the main ideas of the text in 4-5 sentences. See "Taking notes from a text" in "Learning strategies" (page 168).



82 Listen, read and act out.

Daniel is a British student who studies Maths in Novosibirsk. He meets his Russian friend Alexander.

D: Hi, Alex! Haven't seen you for ages. Where have you been?

A: Hi! I've just arrived. I went on a tour round Siberia.

D: Where did you start?

A: In Yakutsk. We went to Yakutsk by plane, then we went by boat down the great Russian river Lena.

D: Did you stop anywhere?

A: Of course we did. In some places we travelled sightseeing by bus. But twice we travelled on foot. Neither bus nor car could go through those narrow paths.

D: How wonderful! And dangerous, too, isn't it? Did you enjoy your tour?

A: Sure. It was so exciting! Siberia is a wonderful place. It's worth visiting.

83 Look at the adjectives describing travelling. Which of them describe travelling by plane? By train? By both? Put them into the correct columns in the table:

Travelling by plane	Travelling by train	Both
...

boring, dangerous, cheap, expensive, interesting, fast, slow, safe, good, bad, noisy, quiet, clean, comfortable, entertaining, enjoyable, exciting

84 Make sentences comparing travelling by plane, train, boat, car and bike.

Example: Travelling by train is *safer than* travelling by plane.
 Travelling by bike is *less expensive than* travelling by car.
 Travelling by car is *more comfortable than* travelling by bike.

85 Imagine that you have met a student of your age on a plane / bus / train. Use these sentences in your conversation:

Where are you from? / Where do you come from? / What is your place famous for? / How do you get to your capital city from your place? / Do you like living there? Why?

86 Read two texts about popular means of transport in various countries. Are the same means of transport popular in Russia?

Trains and commuters

Lots of people in Britain live far from their work. They often go by train from the suburbs (*субурбы*) into the centre of the town to work. These people are called commuters. Some of them travel more than 300 kilometers every day. It takes them 2 hours to get to the town centre and 2 hours to get back home. On the way commuters usually sleep, read a newspaper or a book, use their computers and listen to music.

On some trains there are special study clubs. Commuters can study languages there on their way to and from work.

Cars and people

Cars are as popular anywhere in the world as they are in the USA. Millions of Americans drive to work, to their country houses, to visit their friends. They go shopping by car, travel by car along 4 million miles of American roads.

Lots of teenagers drive to school. University students work long hours after their classes to earn money for their "wheels" (*колеса*). Universities and schools have large parking places for their students' cars.

Another interesting thing about using a car in the United States is the "drive-in" service. There are drive-in banks where you can get your money sitting in your car. There are also drive-in cafes where you can buy your sandwich and coffee without getting out of your car.

The most exciting places are drive-in cinemas. People can watch movies (that's what American call films) sitting in their cars.

It's hard to imagine a real American life without cars.

87 Complete the sentences. Choose the right ending:

- Commuters are people who...
 - enjoy travelling by train
 - go by train to work
 - travel by train on weekends
- On the way commuters usually...
 - do sports
 - sleep or read
 - take part in some competitions
- Drive-in offers...
 - parking places near schools and universities
 - lots of things to do without getting out of your car
 - free cinemas and cafés

88 Discuss what means of transport in our country is...

- the cheapest, 2) the most expensive,
- the most comfortable, 4) the most uncomfortable, 5) the fastest, 6) the slowest,
- the noisiest, 8) the quietest, 9) the safest, 10) the most dangerous

Mini-project:
The best transport for my place

89 Work individually. Make a research. Find the information on the means of transport people use in your place.

- Make a proposal on the best means of transport for your place.
- Prove your proposal. Use the Internet if necessary.

Present the results of your research in the form of a poster.



UNIT 3 Mass media: good or bad?

Section 1 What is the media?

1 Listen to the list of some means of communication. Match them with their definitions:

- Television (satellite / cable)
- Newspaper (daily / weekly)
- Tabloid
- The Internet
- Radio

1. a paper printed and sold usually daily or weekly with news, advertisements etc;
2. the process of sending and receiving messages through the air; broadcasting programmes for people to listen to;
3. broadcasting programmes (the news, plays, advertisements, shows, etc) for people to watch on their television sets;
4. a newspaper with rather small pages, many pictures and little serious news;
5. a way to communicate with your partner who might be a thousand miles away using the computer (by e-mail).

2 Say which of the mass media are:

- the most useful — the most interesting
- the easiest to use — the most convenient
- the most common — the safest
- the most expensive — the cheapest
- the most modern

Give your reasons.

Example: I think newspapers are the most convenient mass media. I can get a lot of useful information from newspapers.



3 Think of the advantages and disadvantages of the different mass media. Give your reasons.

Use: rest, relax, receive information, listen (read) about famous people, important events, study foreign languages, take part in shows and competitions, get something for nothing, travel round the world without wasting money, try your luck, study at home, keep fit, find new friends.

It's a waste of time, have no time communicate with relatives and friends, damage your eyes, get lazy, put on weight, have no time for sport activities in the fresh air, watch films (read books) for adults, stop writing letters to your relatives, learn about the bad side of life, get nervous, sleep badly after horror films, etc.

WORD FOCUS

4 Read, translate and remember.

1. Some English words are used in an abbreviated (shortened) form in informal situations:
 - Lab (laboratory) Bike (bicycle)
 - Exam (examination) Plane (airplane)
 - Fax (telex) Bye (Goodbye)
 - Fridge (refrigerator) Info (Information)
2. Some abbreviations are read as individual letters

- BBC [bi: bi: si:] (the British Broadcasting Corporation)
- CNN [si: en 'en] (Cable News Network)
- MTV [em ti: vi:] (Music Television)
- the UK [ju: 'kei] (the United Kingdom)
- the USA [ju: es 'ei] (the United States of America)

3. Some abbreviations are read as words
 - UNESCO [ju:'neskou] (United Nations Educational, Scientific and Cultural Organization)
 - NATO [neito] (North Atlantic Treaty Organization)

4. Some abbreviations only have written forms. They are pronounced as the full word:

- Mr [mista] Mrs [mrisiz] Ms [mis]
- Dr [dokter] St [stent]

5. Some abbreviations are just used as letters etc [et'setara] — and so on e.g. [i: 'tjei] — for example

5 Guess which of the following words are short for television, advertisement, telephone and newspaper. Say if you have any similar short words in your language. What are they? Use the English words in your own sentences: ad, paper, telly, advert, the box, phone

6 a) Listen to the brief information about broadcasting companies in different countries. Fill in the table with the names of the broadcasting companies. Which of them is your favourite? Why?

b) Add some new broadcasting companies and tell about them. Use the Internet.



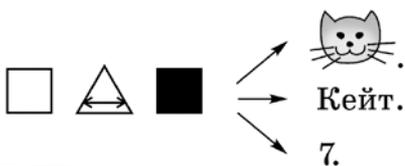
Russia	Kultura
the USA	
Britain	
Canada	

7 Work in pairs. Ask each other the following questions:

- Which media is the most popular in your family?
- Have you got a radio?
- Which television or radio programme do you like best?
- Who in your family watches television more than others?
- How many radio / TV channels do you have in your area?
- Which radio / TV broadcasting company is your favourite?
- What programmes does your local radio / TV station broadcast?
- Have you got satellite TV in your area?
- Can you watch any American or British programmes in your area?
- Do you video some TV programmes and watch them later?

Умение использовать знаки и символы в учебных целях

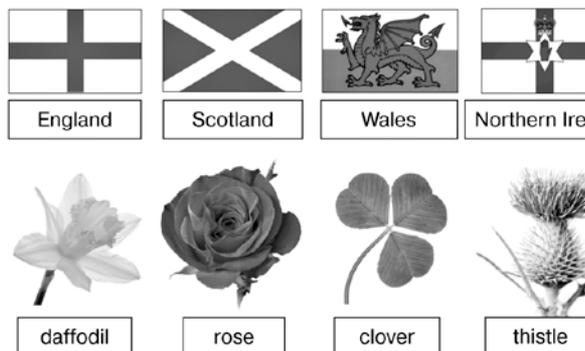
2. Расскажи о себе от имени одного из спортсменов новой команды. Воспользуйся моделью:



3. Посчитай и скажи, сколько мыльных пузырей получилось у спортсменов в этом необычном соревновании.



44 Look at the pictures. Match the symbols and flags to each part of the United Kingdom.



The national symbols of England are the red rose and the flag called the St George's Cross.

The national symbols of Scotland are the **thistle** and the flag called the St Andrew's Cross.

The national symbols of Wales are the **daffodil** and the flag called the Red Dragon.

The national symbols of Northern Ireland are the **clover** and the flag called the St Patrick's Cross.

LOOK AND LEARN!

thistle [θɪsl] — чертополох
daffodil ['dæfədɪl] — нарцисс

Условные обозначения

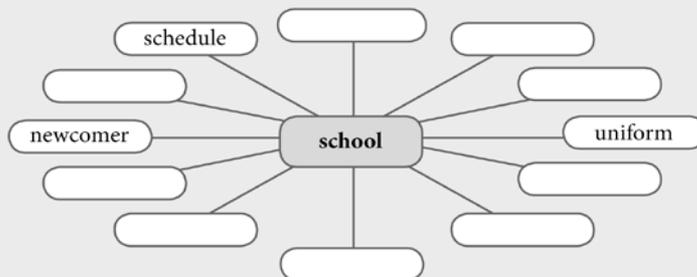
- CG — Cultural guide
- текст для аудирования
- работа в парах
- работа в группе
- задание повышенной сложности
- работа с интернетом

“Enjoy English” для 2 класса Unit 1 p. 10
 “Enjoy English” для 11 класса p. 7
 “Enjoy English” для 6 класса Unit 3 p. 85

Информационная компетенция: умение организовать информацию

WORD FOCUS

- 7 Complete the word web with the words from Ex. 6 and the text in Ex. 5.
Use your Workbook.

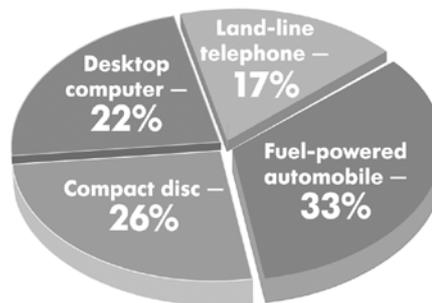


“Enjoy English” для 10 класса Unit 1 p. 11

Работа с информацией из таблиц, диаграмм, графиков

- 21 Look at the diagram and make sentences describing the teenagers' predictions. Use your Workbook. Which of the following devices do you think is most likely to become obsolete in the next ten years?

Teens predict obsolete technologies by 2015.



“Enjoy English” для 11 класса Unit 3 p. 84

Информационная компетенция: работа с формулами и научными терминами

- 10 Read the three main laws of mechanics. Match the scientific wording for each law, its main formulas (if they exist) and the explanation that's easiest to understand.

Scientific wording	Formula	Explanation
Newton's First Law Any object in a state of invariable motion remains in that state of motion as long as a new unbalanced force is applied to it.	$\vec{a} = \vec{F}_{\text{net}} / m$ $\vec{F}_{\text{net}} = m\vec{a}$	For every action there is an equal and opposite reaction. or If you push something, you get pushed back equally hard.
Newton's Second Law The acceleration of a moving object is directly proportional to the value of the net force acting on the object and is inversely proportional to its mass. The vector of the acceleration coincides with the vector of the net force.	—	The greater force we apply to the object, the greater acceleration it gets.
Newton's Third Law For every external force that acts on an object there is a force of equal value but in an opposite direction which acts back on the object that exerted the external force.	$m_1\vec{a}_1 = -m_2\vec{a}_2$ $\vec{F}_1 = -\vec{F}_2$	If not touched, the object keeps moving in a straight line or remains at rest until a new external force starts acting on it.

“Enjoy English” для 11 класса Appendix 1 p. 166

Формирование метапредметных умений

Unit 2 Section 1

9 Put the words and expressions in the box. Some of them can refer to both categories. Use your Workbook.

Personal qualities	Professional qualities or knowledge

imaginative, well-educated, professional, well-organised, knowledgeable, able to work to tight deadlines, computer literate, creative, able to work in a team, interpersonal skills, telephone skills, able to make decisions, able to solve problems, able to do research, negotiation skills, initiative, competent, enthusiastic, responsible, competitive, persistent, inspirational, able to cope with stress, able to take risks, motivated, committed

10 Work in pairs. Look at the pictures and choose the three most important personal qualities and the three most important professional qualities or skills for each job. Compare your choices giving your reasons.

Example: We think that a nurse should be very responsible because... Besides, it is important for her to be able to solve problems as...



48

WORD FOCUS: WORD FORMATION

11 Fill in the table with the correct form of the words. Use your Workbook.

noun	adjective	verb
	imaginative	—
	professional	—
	creative	—
	competent	—
	enthusiastic	—
	responsible	—
	competitive	—
	persistent	—
	inspirational	—

12 Make a list of people you know that you associate with the qualities from Ex. 11. In pairs ask each other questions about why your partner has chosen those people.

Example:

A: Why have you written "Lisa" here?
B: She is the most responsible person I know. She always keeps her promises and...

Mini-project: Important qualities for a successful career

13 Work in groups and follow the steps. Report the results of your discussion to the rest of the class.

- Decide which qualities are more important for a successful career: are they more professional or more personal? Explain your opinion.
- Make a list of 8–10 qualities a person should have to achieve professional success.
- Do you think the qualities depend on the nature of the profession? Why?

Развитие умения оценки и самооценки

“Enjoy English” для 11 класса Unit 2 pp. 48–49

Unit 2 Section 1

Развитие умения аргументировать свою позицию, подготовка к ЕГЭ

16 Write a “For and Against” essay. You have 40 minutes to do this task. Comment on the following statement.

Roles as men and women start when we are born and there will always be male and female jobs in any society.

What can you say “for” and “against” this issue? Write 200–250 words.

Use the following plan:

Introduction (state the problem).

Arguments “for”.

Arguments “against”.

Conclusion.

Use: be equal, understand better, be good at doing something, a prestigious job, be aggressive / passive, be dominant / subordinate, be emotional / rational, have stereotypes in mind, continue from the past...

WORD FOCUS: JOB AND PROFESSION

17 Read the dictionary entries and answer the questions.

- What types of jobs do you know?
- What verbs can be used with jobs / profession?
- What words can be used to speak about:
 - looking for a job
 - applying for a job
 - not having a job
 - having a job

job — work that you do regularly to earn money

Words often used with **job**:

apply for a job, get a job, find a job, offer someone a job, take a job, do a job, be in a job, be out of job, leave your job, lose your job, job interview, temporary / permanent job, part-time / full-time job, top job

profession — a job that you need special skills and qualifications to do

Words often used with **profession**: the teaching / engineering profession, in a profession, go into / enter / join a profession. When we ask people about their job, we usually say “What do you do?”, or “What’s your job?”. The answer would usually be “I am a...” or “I work as a...”, and not “My job is...”

49

15 Work in groups of 3–4 and discuss the following questions. Make notes of your discussion.

Are there jobs that are better for just men or just women? What do you think are some male and female jobs? Explain your opinion.

Use:

have different talents, be honest, get on well with people, be aware of one’s own emotions, feel empathy, work well with others, deal with stress well, be self-confident and optimistic, be more / less ambitious...



Развитие умения взаимодействия со сверстниками

Dialogue vocabulary

The table shows...
Statistics tells us...
The majority of (engineers) are... (male / female).
It looks like (90%) of... are (male / female).
Not many (women / men) are..., whereas...

14 Label the table with the words below and comment on what the table tells you.

Male Hairdressers Engineers Female IT specialists Nurses

JOBS	GENDER	
	Male	Female
	10	90
	9	91
	85	15
	78	22

Are you good at Maths?

6 Say the following in words.

- $2 + 2 = 4$
- $3 \times 9 = 27$
- $64 - 6 = 58$
- $36 : 6 = 6$

7 Work in pairs. Label the mathematical things below with the words from the box.

fraction square root linear equation
cube root system of linear equations
quadratic equation

- $\frac{3}{4}$
- $\sqrt[3]{\quad}$
- $\begin{cases} 5x + 2y = 30 \\ 3x + 4y = -3 \end{cases}$
- $\sqrt{\quad}$
- $y = 2x + 6$
- $x^2 - 6x + 9 = 0$

8 Mark the following statements as true or false.

- If a number ends in five or zero, it's always divisible by five.
- If a number ends in three or nine, it's divisible by three.
- The cube root of nine is three.
- The value of a square root can be both positive and negative.
- The value of a fraction doesn't change if we divide both the top and the bottom by one.

Appendix 1 School English

8 Work in pairs. Describe what's going on in the picture below. Say what forces are acting on the object (the sled).



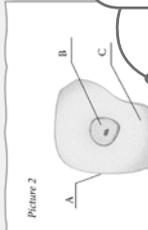
F_1 — force applied to the object
 F_2 — force applied to the object

9 Work in small groups. From the point of view of physics, explain why it's necessary to fasten safety belts when you drive a car.

Is Biology just a school subject?

— Is Biology just a school subject?
— No! It's a fascinating study of life!

tains different organelles, proteins, electrolytes, phospholipids, etc.
• DNA is a molecule that carries inherited information.



Picture 2

ses and organs, and therefore have different purposes. For example, blood cells and muscle cells don't look like each other very much (see picture 1) because their functions are different. However, according to the Cell Theory their structures are quite similar and they consist of the same basic elements.



Picture 1

What's economic geography about?

13 Work in small groups. Study the facts about the Siberian region and the Far East and analyse the economic situation according to the plan below.

- What kind of problem does the present day situation of the economy cause?
- Name some of the strengths of the region.
- What measures could possibly solve this problem?



Siberia is extremely rich in its natural resources. It has the world's largest deposits of nickel, silver, zinc, lead and other minerals. Siberia possesses oil and vast supplies of natural gas. Some resources have been used for decades while others were found quite recently (e.g. the Koyutinsk natural gas fields near Irkutsk and the Chayandinsk gas fields in the Sakha Republic). Geologists believe that there are a lot more resources to be found and developed, especially in the Far East region, in Sakhalin and Kamchatka. But an adequate labour force and new technologies are needed to access and use the resources in the Far East.

In spite of very cold winters, Southern Siberia provides good conditions for agriculture. In spring and summer this region has lots of (chernozem soil). Wheat, rye, potatoes and other vegetables can easily grow in this region. Tropical fruits like oranges and bananas can be cultivated in greenhouses, where they grow and

ripen quickly and happily, raising cattle, another profitable business, is quite possible too.

The southern part of Siberia boasts vast forests where valuable timber is produced. However, the forests are a slowly-renewable resource and should be managed very carefully. The great Siberian rivers, like the Yenisei, Lena, Angara and others, and the largest freshwater lake Baikal, make the region a unique place for fishery.

Siberia has a multicultural and diverse population which represents many different lifestyles and practices various religions. Most people live along the Trans-Siberian Railway. The largest cities are Krasnoyarsk, Kemerovo, Novosibirsk and Barnaul. However, in general, the population density of Siberia is very low — it's about six people per one square kilometre in Western Siberia, two people per one square kilometre in Eastern Siberia, and only one person per one square kilometre in the Far East. In China it's about 135 people per square kilometre, and in



Lesson 18 Project

- Ученики лесной школы хотят хорошо учиться. Для этого нужно не только быть внимательным и прилежным на уроках, но и правильно питаться. Составь и запиши в рабочей тетради меню школьных завтраков для одного из учеников лесной школы. Нарисуй его портрет.



- Предложи двум своим одноклассникам выполнить это задание вместе.

Образец: Dima! Let's work together!
Olga! Let's work together!

- Покажите одноклассникам портрет любимого ученика лесной школы. Расскажите, какие школьные завтраки вы ему предлагаете.



- Выберите с одноклассниками лучший портрет ученика и лучшее меню.

Unit 1

Project 1 "Welcome to our school website"

Your school website is being updated. What's new at school? What's happening in your English classes? Work in groups of 3-4 to complete the steps.



Step 1

As a group, choose two pages for the school website, or make your own pages:

About us	School life	English classes	School calendar	Parent's evenings	Contact us	Your own page
<ul style="list-style-type: none"> Teachers Students Families 	<ul style="list-style-type: none"> Subjects Timetable After school 	<ul style="list-style-type: none"> Photos Description 	<ul style="list-style-type: none"> Holidays Exams 	<ul style="list-style-type: none"> Dates, times Programme 	<ul style="list-style-type: none"> Address Map e-mail 	

Step 2

Choose a role: 1) the web designer;
2) the editor; 3) the writer;
4) the picture editor.

- What are the most important ideas? (the editor)
- What is the page going to look like? (the designer)
- What pictures will you use? (the picture editor)
- What are the details of each idea? (the writer)

Step 3

Share your ideas.

- Write down your main ideas with headings, using bullet points (•).
- Make a rough drawing of the page and find pictures for it.
- Write a text for each page.

Step 4

Produce the final design, headings, pictures and texts for all the pages.

Step 5

Do a presentation of your group's pages to the class. Ask the class for ideas about how to make the pages better or more interesting.

Step 6

When all the groups have presented their ideas, discuss them and choose the best to show to your friends in Britain.

UNIT 1 Project 1

21

Section 2 Conflict Resolution



89 Imagine that you write for a newspaper. In your column, you give some advice to young people. Now you are working on the article "How to Resolve a Conflict". You wrote your ideas on small pieces of paper, but unfortunately, you have mixed them up. Put these ideas in the correct columns.

ALWAYS...	NEVER...
ask for advice from someone who is older than you	listen attentively to other people
think about conflict	be confident and relaxed
criticise differences	use words like "never" or "always"
observe other people's rights	talk to people
avoid looking for a peaceful solution	provide a solution
make fun of people	quarrel with people
cheer up people	avoid criticising differences
	be optimistic
	ignore someone's opinion
	keep a sense of humour
	speaking calmly
	trouble people
	bully people
	tell people what makes you unhappy

Unit 3 Section 2

90 Read and compare the structure of the sentences. Translate them into Russian.

- 1 It is **impossible** to prevent all conflicts.
- 2 You have the **right** to disagree with other people. **To disagree** with other people is everybody's right.
- 3 The first **thing to do** is to talk. **To talk** is the first thing you should do.
- 4 **To solve** a problem, think about it from every angle (from). If you want to solve a problem, think about it from every angle. We need to **get along**. **To get along** is what we need.
- 6 All that I want to do is **to make peace**. **To make peace** is all that I want.
- 7 Try **not to use** words like "never" or "always". **Don't use** words like "never" or "always".
- 8 Never use words that hurt. **Don't use** words that hurt.

91 Think of a conflict situation (from your experience or from a book / movie). Then describe the situation. When and where did it take place? Who were the people involved in the conflict? What did they say / think / feel?

Consider:

- sharing things (TV, phone, games), rooms, a flat
- everyday life and activities (staying out late, homework, work about the house)
- relationships between family members or friends (jealousy, anger, etc)

92 Work as members of a conflict resolution centre.

Create conflict resolution centres by forming groups (up to 5 people in each group). In every group, each student tells his / her story about a conflict. Then the group picks one of the situations.

Discuss how to resolve the conflict. First say your ideas. Then review the ideas with the group to pick the best solution. If one idea does not stand out as the best, have the group vote.

Choose one person from your group to describe the situation and another to present the solution to the whole class. Alternatively, you can role-play the situation and the solution.

The whole class discusses the solution. Is it effective? Are there other ways to solve the problem?

CONFLICT RESOLUTION CENTRE



Достижение планируемых предметных результатов ФГОС в курсе “Enjoy English” для 2–11-х классов

Планируемые предметные результаты ФГОС	Средства достижения предметных результатов в курсе “Enjoy English”
Сформированность представлений о роли языка в жизни человека, общества, государства; приобщение через изучение иностранного языка и литературы к ценностям национальной и мировой культуры	Достигается через: обсуждение роли языка в жизни общества; включение отрывков литературных произведений англоязычной литературы, что позволяет школьникам приобщиться к ценностям мировой и национальной культуры
Способность свободно общаться в различных формах и на разные темы: — сформированность умений говoreния (в монологической и диалогической формах); — сформированность умений аудирования с разной глубиной понимания прослушанного текста (полное, выборочное и понимание основного содержания); — сформированность умений чтения с использованием разных стратегий/видов чтения (с целью понимания основного содержания, извлечения необходимой информации и полного понимания информации, содержащейся в тексте); — сформированность умения написания (письменная речь) несложных текстов разных жанров, в том числе демонстрирующих творческие способности обучающихся.	Достигается в ходе целенаправленного развития коммуникативной компетенции учащихся во всех видах речевой деятельности в соответствии с тематикой общения, представленной в Примерной программе. Достижение предметных результатов проверяется в заданиях для контроля и самоконтроля.
Сформированность навыков распознавания и употребления в речи лексико-грамматических явлений изучаемого языка	Достигается благодаря специально разработанной системе упражнений для обучения лексической и грамматической сторонам речи, представленной во всех компонентах УМК, в том числе в обучающих программах.
Сформированность устойчивого интереса к чтению как средству познания других культур, уважительного отношения к ним	Достигается за счет включения в УМК отрывков из произведений разных жанров, включая информационные, публицистические, прагматические и научно-популярные тексты; отрывки из выдающихся художественных произведений англоязычных авторов, что позволяет развивать интерес к чтению как средству познания.

Section 6

How many languages can you speak?



50 Read the text. Answer the question given in the title.

How many languages can a person know?

Of course, you know some people who speak more than one language. We must not think that only great people can learn many foreign languages.

In modern times, when science and technical knowledge are progressing so fast, all kinds of specialists need foreign languages in their work — teachers and doctors, politicians and actors, engineers and businessmen, and people of many other professions.

If a person doesn't know foreign languages, if he or she must wait for translations, he can't hope to know all the news in his field. If he can't use a computer, read the texts in English on the Internet and communicate with his partners by computer, he can hardly hope to be up to date in his work.

Very soon he will be months and even years behind the times.

"But," you will say, "how can I hope to learn so much? I have enough difficulty learning one language."

The answer is that when we have learned one foreign language, learning a second foreign language is much easier. Learning a third foreign language is much easier than learning the second, and so on.

There are many people all over the world who have discovered this secret. They know that success in foreign language learning is connected not only with a person's natural talent. You must work hard to learn your first foreign language. After the first, other languages are a much easier task.

51 Decide whether the following sentences are true (T) or false (F).

- Great people are the only ones who can learn many foreign languages.
- All kinds of specialists need foreign languages in their work.
- If a person only speaks his mother tongue, he'll know all the news in his field.
- To be up to date in the work a person should read texts in Esperanto on the Internet.
- Learning a third foreign language is easier than learning a first foreign language.
- You must work hard to learn your first foreign language.

52 Translate the word combinations. Use them in your own sentences.

- foreign language
- first / second language
- to speak a language / French to learn a language
- to be successful in / to succeed in
- a successful performance

PRONUNCIATION FOCUS

53 Listen, read and remember.

[ɒ]	language	[g]	great	[dʒ]	language
beginning	progress	engineer	kingdom	guess	knowledge
English	magazine	German	meeting	grown ups	badge
sing	against	advantage	learning	change	change
speaking	[n]	large	long	foreign	large
among	knife	January	singers	enough	jeans
ringing	knight	July	finger	sign	vegetables
	know	legend		bridge	magic
		magic			

54 Discuss in groups of 4-5 the following topics:

- Why is the knowledge of foreign languages so important in our times?
- What characteristics should a person have to be successful in learning foreign languages?

55 Do you know anyone who speaks two or more languages? What languages are they?

56 How many languages would you like to speak? What are they?

57 Ask your classmates what languages they would like to speak. Find out:

- Which language is the most popular among your friends?
- Which language is the least popular among your friends?

Languages	Names	Lena	Dima	Ivan
English		✓		
German				
French			✓	
Spanish				
Japanese				
Other				

GRAMMAR FOCUS

58 Read and remember.

- How big is your new house? — Как велик?..
- Насколько велик?..
- How long does it take you to get to your school? — Сколько (по времени)?..
- How long is her hair? — Какой длины?..
- How far have you made progress in English? — Насколько продвинулся?..
- How high is the mountain? — Какой высотой?..
- How smart is the new pupil in your form? — Насколько умен?..
- How safe is travelling by boat this time of the year? — Насколько безопасно?..
- How many exams will you take at the end of the year? — Сколько?..
- How much sugar would you like? — Сколько?..
- How old are you? — Сколько ... лет?

Unit 2

59 Think of four How-questions for your partner. Ask him / her your questions.

60 Choose the most important answer to the question: Why is it not easy to learn foreign languages? Discuss it with your partner.

- There is no one to speak with in everyday life.
- I am not good at remembering new words.
- I'm lazy.
- I have no time to learn English, I've got too many different things to do.
- Any other reason?

61 Find out the easiest way to learn a foreign language. Give your reasons.

- The easiest way to learn a foreign language is:
 - to have a good textbook
 - to go to an English-speaking country
 - to have an English-speaking friend
 - to chat on the Internet
 - to phone your friends abroad
 - to read English books and youth magazines
 - to read labels and instructions on everything you buy
 - to watch videos and films in English
 - to listen to the radio and TV musical programmes



- 35** Listen to the interview and match the speaker with the question. See "How to deal with listening test questions" in "Learning strategies".
- 1 Are there any English words that mean completely different things in various parts of the world? _____
 - 2 Does the internet create a universal language for quick and easy communication? _____
 - 3 How many people speak English as a first, and as a second language worldwide? _____
 - 4 Which varieties of English are spoken by the largest and the smallest numbers of people? _____
 - 5 Are there varieties of spoken English which might be impossible to understand by some native English speakers? _____
 - 6 Why does English have so many different words and accents in the various countries it is spoken in? _____

36 a) Look at the list of languages and put them in order from most to least spoken in the world.

Arabic Bengali English Hindi Japanese Mandarin Chinese
Portuguese Russian Spanish

b) Listen to the recording and check your guesses. Fill in the 1st column of the table in your Workbook.

World language ranking	Number of native speakers	Number of speakers as a second language	Total number of speakers

- 37** Listen to the recording once again and fill in the rest columns of the table in your Workbook.
- 38** Work in pairs. Discuss what foreign language you would like to learn and why.
- 39** Work in groups of 3–4. Make a list of reasons why people learn foreign languages.
- 40** Read the text and add more reasons to your list. Then share your lists with other students.

Learning a second language is beneficial to all. Learning to speak foreign languages may be the best thing you can do to improve your life and open new doors.

First of all, you get access to knowledge. What are you interested in? Is it science? Music? Computers? Health? Business? Sports? Today's media, such as the internet, television, and the press, give you almost unlimited access to knowledge about your favorite subjects. After all, we live in the information age, don't we? There's only one problem. Most of this knowledge is in a foreign language.

If you can communicate in other languages, you can: Contact people from all over the world. Talk about your ideas and opinions on internet discussion groups. Send e-mail to interesting people. Learn about their life and culture. Travel more easily. Communicate with people wherever you go. Ask directions, have a



conversation, or... ask for help. Who knows, maybe a foreign language will save your life someday!

Language competence in a second language increases your job opportunities, and pushes your career forward. If you want a good job in business, technology, or science, get out of that armchair and start learning languages now!

Knowing a foreign language will let you:

- Put "excellent knowledge of English or French" on your CV. Get your dream job, earn more money and create your future.

Gain technical knowledge. If you're going to read about technology, computer science, genetics or medicine, you'll probably have to do it in a foreign language. So you will understand your subject area even better and become a solid employee.

Foreign languages let you experience the culture of the world. You can do wonderful things, such as watch films in their original form. Once you try it this way, you'll never go back to dubbed versions! You can also read great books. There is an amazing number of titles — from classic plays like *Hamlet* to modern love stories like *A Knight in Shining Armor* and modern thrillers like *Jurassic Park*. And what about enjoying music more? Believe us, music is much better if you can understand the words.

Learning languages is not only useful, but it also gives you a lot of satisfaction.

Making progress feels great. You'll never forget the moment you discover you can speak with foreigners or watch a TV programme in another language. Languages make you a more powerful, happier person. It is not difficult to imagine some of the situations where knowing a foreign language would give you a great feeling.

Mini-project: A poster "Foreign languages in my life"

41 Work in groups of 3–4. Follow these steps:

- Why is learning a foreign language important to you? Write a list.
- Read through the list of reasons you have written and revise it. Choose the most important factors.
- Think about how these factors influence / could influence your life.
- Plan your presentation. Write the key points and the supporting arguments.
- Design a visual support in the form of a poster.
- Decide who will say what.
- Make the presentation.

Use: beneficial for all, excellent knowledge, improve your life, effective(ly), easily, powerful, successful, amazing, enjoyable experience

Dialogue vocabulary

First of all...
After all...
I think...
I doubt that...
I am convinced that...
We..., don't we?



Section 7

Is Russian an international language?

62 Before you start reading.

1) Look through the text in Ex. 63 and find international words — the words which you can understand without a dictionary, for example *Olympiad* — *олимпиада*.

2) Look at the new words:

- (to) award — to be awarded a prize (*быть награжденным*)
- (an) award — the award ceremony (*церемония награждения*)
- [а'вард] — the award for smth goes to (*награда за что-либо достается кому-то*)
- (to) collect — to collect stamps / postcards / coins (*собирать марки...*)
- to collect oneself to do smth (*организовать себя, чтобы сделать что-то*)
- to collect your thoughts (*собраться с мыслями*)
- to collect tickets from the teacher (*забрать у учителя билеты*)

63 Read the passages from the article "Pushkin Institute Awards Top Students of Russian". Put the passages in the right order.

- "I wanted to study an exotic language," Tylo Dirksmeyer said after the award ceremony. He speaks German, French and has been learning Russian for three years. He said he had plans to continue studying Russian. The best way to do it is by staying in Russia.
- Teenagers from 28 countries had the opportunity to communicate with people in Russian during the 10-day Olympiad. It was the Ninth International Olympiad for the Russian language and literature for schoolchildren. It brought to Moscow 215 young people aged 8 to 19 who studied Russian as a foreign language. The first competition took place in 1974.
- The German teenager Tylo Dirksmeyer was one of the winners of the International Olympiad. When a Russian professor called his name, he jumped up and ran to the stage of the Moscow Pushkin Institute to collect a gold medal for his excellent Russian language skills.
- Some of the most talented older participants of the Olympiad will be given stipends and the opportunity to study anything — not necessarily Russian language — at any Russian college.
- Participants had to show their reading and conversational skills, their knowledge of Russian culture, and write an essay. A special textbook was put together by the Pushkin Institute for the Olympiad. There were passages from classic and modern Russian writers in the textbook.

64 Discuss the following topics with your partner:

1. Is your own Russian good? What would you like to do in Russian lessons?
2. How does good knowledge of Russian help you to study English?

65 Listen to the English version of Alexander Pushkin's poem. Find the adjectives used by A. Pushkin and the translator to describe the Russian winter.

Зимнее утро

Мороз и солнце; день чудесный!
Еще ты дремлешь, друг прелестный —
Пора, красавица, проснись:
Открой сомкнуты негой взоры
Навстречу северной Авроры,
Звездою севера явись!

Вся комната янтарным блеском
Озарена. Веселым треском
Трещит затопленная печь.
Приятно думать у лежанки.
Но знаете, не ведать ли в санки
Кобылку бурую запретить?

Скользко по утрешнему снегу,
Друг милый, предайся бегу
Нетерпеливого коня
И навесним поля пустые,
Леса, недавно столь густые,
И берег, милый для меня.

Winter Morning

Snow, frost and sunshine... Lovely morning!
Yet you, dear love, its magic scornings,
Are still in bed... Awake, my sweet!...
Cast sleep away, I beg, and, rising,
Yourself a northern star, the blazing
Aurora, northern beauty, meet.

A mellow glow like that of amber
Illumes the room... 'tis good to linger
Beside the gaily crackling stove,
And think and dream... But let our honest
Brown mare without delay be harnessed
That we may take a sledge ride, love.

We'll give three reins to her, and lightly,
The snow of morning gleaming brightly,
Skim over it, and full of glee,
Cross empty fields and empty meadows,
A once green wood with trees like shadows,
A stream and bank long dear to me.

(Translated by Irina Zheleznova)



Mini-project:
Russian as an international language

66 Prepare for a whole class discussion. Work in groups of 3–4 and discuss the following questions:

1. Is Russian an international language?
2. In what countries do people speak Russian?
3. Why is it important for teenagers from other countries to learn Russian?

Present your group's ideas to the class.

Приобщение школьников к ценностям культуры (Знакомство с деятелями мировой художественной литературы и культуры)

Section 6

What do you know about famous British people?



1 Eleanor Farjeon



2 Sir Isaac Newton



3 Sir Paul McCartney



4 Robert Burns



5 Lord Horatio Nelson



6 Fred Perry



7 Baroness Margaret Thatcher

115 Read the conversation. Say who you agree with. Why?

Nicole: Hi, guys! I'm collecting information about famous British people. Could you help me to answer the question: "Who are the most famous British people?"
Andy: I think they are actors who star in popular films or writers who create popular books.

Nicole: That's a good idea.

Christie: I suppose they are people who are always on TV screens. They give lots of interviews to the newspapers and there are lots of photos of them in the magazines.

Paul: Yes, they are famous actors or writers or well-known sportsmen. They are champions. They are the winners of different competitions.

Nicole: Thank you for your ideas. In fact, famous people are those who did something important in history and there are monuments in their honour or books about them.

116 Look at these pictures. Match each picture with the information below. Say what these people are famous for.

A. He was a Scottish poet. He was born in 1759. Scots simply call him "The Bard". His birthday is on 25th January. Every year on that day people all over the world remember him and read his poems.

B. She was an English author of children's stories, plays and poetry. Her plays for children were popular for school performances. Her most popular book is *Martin Pippin in the Apple Orchard*.

C. He is an English singer and musician. He wrote some of the most popular songs in the history of rock music. He was a member of a popular rock group *The Beatles*.

D. He is still the most important scientist in the world. He discovered many of nature's laws. He discovered the theory of gravity by watching the fall of an apple from a tree.

E. He was a famous English officer of the Royal Navy. Of his several victories the most well known is the Battle of Trafalgar in 1805, during which he died. There is a great monument in Trafalgar Square in his honour.

F. She was the Prime Minister of the United Kingdom and Leader of the Conservative Party from 1979 to 1990. She is the only woman to have held both posts.

G. He was a popular English tennis player. He was the winner of different international competitions for a long time. He was the World No. 1 player for four years in a row. In Wimbledon, there is a monument in his honour. Nowadays, his name is used as a famous brand of sports clothes and shoes.

WORD FOCUS: SUFFIXES -MAN, -ER, -IST, -IAN, -ECT, -OR

117 Read, translate and remember.

- business — businessman
- camera — cameraman
- show — showman
- sport — sportsman
- dance — dancer
- sing — singer
- teach — teacher
- write — writer
- compose — composer
- drive — driver
- art — artist
- chemistry — chemist
- piano — pianist
- science — scientist
- music — musician
- politics — politician
- architecture — architect
- act — actor

Unit 3

119 Read the dialogues. Choose one of them and act it out.



- C: Sophie, do you have a favourite person?
S: Yes, she is a well-known actress.
C: Who is she?
S: Try to guess, she has taken part in a lot of different international film festivals.
C: Has she got any awards?
S: Of course, she has received multiple awards.
C: Has she starred in any popular films?
S: Yes, she had the lead role in *Titanic*.
C: Oh, I think it is Kate Winslet, isn't it?
S: You're right!



- C: Mark, do you have a favourite person?
M: Yes, he is a famous driver.
C: Why do you like him?
M: He is a talented sportsman. In school he played football, drove a kart and studied karate.
C: What is he famous for?
M: He is the youngest ever Formula One World Champion. He is a racing driver for McLaren.
C: Oh, maybe it is Lewis Hamilton?
M: Yes, it's him!



- C: Do you have a favourite person, Judy?
J: Yes, I do.
C: Is it a he or a she?
J: She is a strong woman.
C: What is she famous for?
J: She was the first British astronaut.
C: Oh, she must be really brave!
J: Yes, to become an astronaut she beat 13,000 other candidates.
C: Does she have any awards?

118 Listen to three dialogues and match each dialogue with one of the photographs.



B Trafalgar Square is situated in the centre of London. But it is well-known all over the world. The square is famous for ... There are four lions at the bottom of the column. You can see ... in the square. When the weather is fine, Trafalgar Square is full of tourists. They take photos, walk around the square and enjoy the sights. In December there is a colourful 50-metre Christmas tree in the centre of the square. It marks ... in Great Britain. Different cultural festivals take place in the square. ... can take part in the events.

56 Work in pairs. Make a list of six things which Trafalgar Square is famous for. Compare your list with your partner's.

57 Write a short article about the most famous Russian square. Use these questions to guide you:

1. What square is the symbol of Moscow and Russia?
2. Is it well-known all over the world?
3. What is it famous for?
4. Do many tourists visit it every day?
5. What is there in winter?
6. What events take place in the square?

58 Listen and repeat. Look at the pictures and match the countries with the places. Say what the place where you live (your village, town, city) is famous for.

- GREAT BRITAIN
- AUSTRALIA
- INDIA
- RUSSIA
- CHINA
- THE USA



The Statue of Liberty
[bəˈstʃeɪtʃiː əv ˈlɪbətɪ]



The Kremlin [bəˈkremɪn]



The Sydney Opera House
[bəˈsɪdni ˈɒpəˈhaʊs]



The Taj Mahal [bəˈtɑːdʒ məˈhæl]



Big Ben [bɪɡˈben]



The Great Wall of China
[əbˈɡreɪt wɔːl əv ˈtʃaɪnə]

GRAMMAR FOCUS: I'VE BEEN TO ...

61 Read and remember.

I have been to the museum. = I visited the museum.
She has been to the USA. = She visited the USA.

I have been = I've been
I have not been = I haven't been
she has been = she's been
she has not been = she hasn't been
Have you ever been to New York? — I've never been to New York. But I'll go there in future!

62 Ask your partner this question. Change the name of the city / town each time.

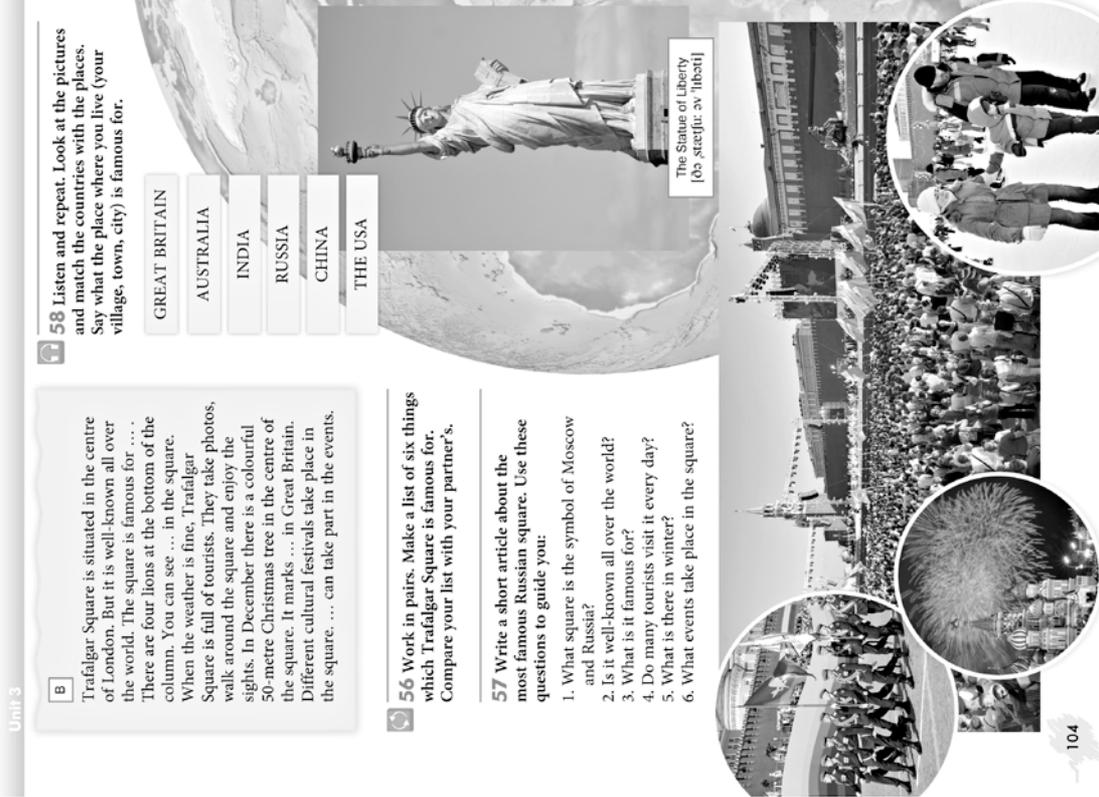
Example: Have you ever been to Tver? — Yes, I have. / No, I haven't.

Paris
Oxford
NEW YORK
GREENWICH
ST PETERSBURG
MOSCOW
Washington
Vladimir
Kazan

59 Read about the world-known places mentioned in Ex. 58 in the Cultural guide.

60 Listen, read and act out.

- Have you ever been to a museum in London?
- Yes, I have. I went to the British Museum two days ago.
- Oh, did you? I haven't been there. Is it worth visiting?
- Yes, certainly.



- 36 Work in pairs. Think of a place you partner has never been to (this could be a place in your city / town or a place you have visited). Talk to each other to find out as much information as possible about how to get there.

Follow the scheme below

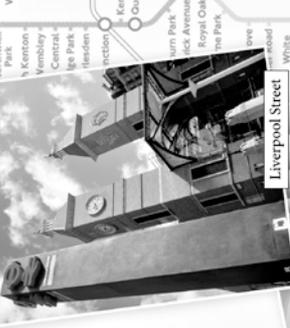
- Make sure your partner has never been to the place you have thought of.
- Answer your partner. Ask some general questions about the place.
- Answer your partner's questions.
- React to your partner's answers. Ask for more details.
- Give more detailed information about the place.
- Ask for some recommendations about what to do there.
- Give some recommendations.
- Thank your partner.

Dialogue vocabulary

- I visited... in... Have you been there?
- Could you tell me how...?
- How long did it take?
- How many kilometres did you cover?
- Did you travel by... or by...?
- Did you need to change?
- What kind of places did you pass on your way?
- Really?
- How interesting?
- Sounds great!
- When would you recommend visiting it?

- 38 Read the text about the London Underground map and tick the points which are mentioned in the text.

- The designer of the map. _____
- Other cities' underground maps. _____
- Wrong ways people choose due to the map. _____
- A pleasant walk. _____
- A kind of competition. _____
- Helping people to find their way out of the tube. _____



The London Underground map has a classic 20th Century design with a great history of its own. **Although** it was designed in the 1930s, the original is still used today with few modifications. Harry Beck, the designer of the map in 1933, was only paid five guineas for the job. The only official acknowledgment he received was a plaque [CG] at Finchley Station. The poor man worked on the map throughout his life, trying to improve and modify it, **and** that's all the thanks he got... a plaque at Finchley Central Station.

His map was originally rejected by London Transport authorities, mainly **because** it was not geographical. Indeed he enlarged the central areas and compressed the outer areas to make the whole complex map clearer. The map proved to be a great hit with the public and most other major cities, including New York, St Petersburg and Sydney that used his map as the basis for their own underground maps.

Despite this fact, the map is often criticised as it has very little geographical relationship to where the stations are located and even less geographical information on how far apart they are. As Bill Bryson [CG] pointed out in his book, *Notes From a Small Island*, an out-of-town visitor using Mr. Beck's map to get from, say, Bank Station to Mansion House, would quite understandably board a Central Line train to Liverpool Street, transfer to the Circle Line and continue for another five stops to Mansion House. At which point they would emerge 200 yards down the street from the location they'd started at.

However, someone on the internet has kindly designed a real geographical tube map in order to avoid the described situation and also to try to stop the many tourists getting on at Covent Garden and travelling one stop to Leicester Square. This is only 0.16 miles on foot and is indeed the shortest distance between two stations on the whole network.

It's also not clear how to use the map when trying to beat the world record for travelling around the entire London Underground system in a single day. The record for travelling to each one of the 282 stations is 19 hours, 59 minutes and 37 seconds. Some other forms of public transport that were used in this record were completed by Robert Robinson. He explained his success, not by using the map, but instead by knowing the tube like the back of his hand: "every single platform, every signal, every entrance and exit — everything."

Someone has actually designed "The Way Out" tube map which is a pretty useful invention, **since** it shows where all the nearest exits are when you reach a station, allowing you to save valuable time (possibly whole minutes) off your journey.

Обучение говорению

6. Прочитай, что Билли написал о своём школьном друге. Догадайся, кто он.

Look and learn!

read [ri:d] — читать
go [gəʊ] — идти
school [sku:l] — школа
together [tə'geðə] — вместе

I have got a friend. He is nine.
 He is slim but strong. He is not lazy.
 He can run and jump.
 He has got a big red book.
 He can **read** well.
 He can't swim. He lives in the forest.
 We **go to school together**.

7. Расскажи о своём школьном друге. Не называй его имени. Пусть твои одноклассники догадаются, кто он / она. Воспользуйся моделями:

- 1)  . 2)  . 3)  not .
- 4)  . 5)  not . 6)   together.

Unit 2

Part II

SPEAKING

Задание 7. Выбери одну карточку. Дай устный ответ.

Card 1

Give a talk about **your school**. Say:

- what it is like
- what clubs and sports facilities the school has got
- what school events you have got during the school year

Card 2

Give a talk about **your weekend**. Say:

- whether you like the weekend and why
- how you usually spend your weekend
- what special meal you have on the weekend

Card 3

Give a talk about **your favourite food**. Say:

- what your favourite food is
- whether you help your mother (granny) in the kitchen and what you do
- whether you like school food or not and why

Unit 1 Progress Check

6 You've received a letter from your English-speaking friend, Jeffrey. Write him a letter and answer his 3 questions.

Send Save Now Discard

To:

Add Cc | Add Bcc

Subject:

Send Save Now Discard

7 You are planning an outing or day of entertainment. Make up a dialogue following the guideline. Then act out the dialogue. Don't forget to greet each other and to say goodbye.

Student 1

Student 2

Ask about the plans for the coming weekend.

Say that you don't have any plans yet. Ask why your partner is interested.

Say that you have no plans either. Suggest going somewhere.

Reject the suggestion and give your reasons. Make one more suggestion, and give reasons for it.

Reject the suggestion and give reasons. Make another suggestion.

Accept the suggestion. Offer to meet your partner at a certain time and a certain place.

Accept it.

Mark your score

For tasks 1–5, you can get 24 points.
 20–24 points — well done
 17–19 points — good
 14–16 points — you can do better
 13 points or less — revise and try again

Tasks 6 and 7 should be evaluated by you, your classmates and your teacher.

6 Answer the questions.

- 1 What does Jason look like after his summer holiday?
- 2 What did Jason do on holiday? What were his job responsibilities?
- 3 Why did he work? For money or for fun? Give your reasons.
- 4 Did Julia work when she was on holiday? Why do you think so?
- 5 How does Julia feel about Jason's job? Does she feel surprised? Does she take him for a fool because he worked hard the whole summer?
- 6 What could Julia mean by saying "Look here, if your uncle needs more help, can I come, too?"

7 a) Listen and repeat the phrases from the dialogue. Try to copy the speaker's intonation.

Dialogue Vocabulary

Nice to see you again. You look great!
 Did I guess it? Я угадал(а)?
 Will you ever give me a chance to answer?
 I'm afraid to disappoint you.
 You look so sporty.
 Oh, come on! Да ладно тебе!
 I don't care about... Мне безразлично...
 Oh, God, what for?
 It was worth it. Это того стоило.
 Oh, stop it! Tell me everything.
 Do you mean that...?
 Ты хочешь сказать, что...?
 Yes, I mean it. Да, именно так.
 Well, I never. Ладно тебе!
 You can't fancy... Ты не можешь себе представить...
 Don't be silly!
 Look here... Посмотри...
 It sounds fantastic!

b) Complete the dialogue to talk about holidays.

- Hello!
 — Hi! I haven't seen you since June. Did you go on holiday?
 — Yes, I...
 — Oh, come on. Tell me more about it.
 — ...
 — It sounds fantastic! How long did you stay there?
 — ...
 — Will you go there next summer?
 — ...

8 Put the sentences in the correct order.

- Curious and inquisitive people like travelling but it's usually a very expensive pastime.
- Sitting on their own couches, virtual tourists can see exotic places, listen to wildlife and enjoy local traditional ceremonies as if they were there.
- Like a physical tour, a virtual tour is about visiting tourist attractions and experiencing local cultures.
- Due to the Internet and 3D technologies, a new type of tourism — virtual tourism — is getting more and more popular.
- Fortunately, modern communication technologies enable us to see far away places without leaving home.



9 Complete the dialogue with the options (1, 2, 3, 4). Then act out the dialogue.

Mother: Look here, I think you've been a good boy this year and I want you to have a good holiday. Would you like to go to the seaside?
 ...
 Ted: OK. How about a riding holiday? There is no water there and horses are nice and friendly animals.
 ...
 Mother: How do you feel about going to the countryside to visit your grandmother?
 Ted: Well, I think I know the place where you'll feel absolutely safe. The sofa in the living room is just what you need.
 ...

1 Oh, God, what for? There are thousands of mosquitoes [mɒ'skɪtəʊz] there in summer. They can bite me!

2 Sounds OK to me, but don't you think I'll get bored and sick of doing nothing?

3 I hope you don't mean it — I don't want to fall down and break a bone.

4 Don't be silly! I can't swim, you know! I'll drown [draʊn] (тонуть).

10 Make up a dialogue about your summer holiday. Act it out. Use the vocabulary from Ex. 7, 8 and 9.

93 Read the text again and decide whether these statements are true (T) or false (F). Correct the false statements.

- 1 People stop learning when they finish school.
- 2 People can learn in different situations and circumstances.
- 3 There are many ways to continue education after school.
- 4 You can never change the qualification you have got.
- 5 Internal corporate training is one of the forms of lifelong learning.
- 6 Scientific and technological progress makes people learn at all ages.



94 Work in groups of 3–4. Choose one of the quotations and discuss it. Report the results of your discussion to the rest of the class.

“Learning is not a product of schooling but the lifelong attempt to acquire it.”

Albert Einstein (1879–1955).
Physicist and Nobel laureate

“Me having no education, I had to use my brains.”

Bill Shanky (1913–1981).
Scottish footballer and manager

“What poor education I have received has been gained in the University of Life.”

Horatio Bottomley (1860–1933).
British journalist and financier

“You can’t teach an old dog new tricks.”

An old saying

Mini-project: Round table discussion: Education in the 21st century

95 Prepare for a whole class discussion. Work in groups of 3–4 and follow these steps.

- a) Choose an issue your group will focus on. You can choose from the following topics:
 - Male vs female jobs. Will this separation exist in the future?
 - What factors should be considered while choosing a career?
 - Creating a “global classroom” (an educational initiative)
 - Vocational college or university: Which is a better choice?
 - A new exam system proposal
 - Is e-learning a real alternative to traditional classes?
- b) In your groups discuss your chosen issue. Use any of the materials you have produced during the units so far. Some examples are:
 - an opinion essay
 - a poster
 - a project proposal
 - voting results from a debate
 - results from a project
- c) From your group, choose a speaker who will state your group’s opinion on the chosen issue. Prepare the speech in your group.
- d) Hold a Round Table Discussion.
- e) Listen to the speaker in your group and ask questions.
- f) Then listen to the other groups’ opinions and state your arguments.
- g) At the end in your groups, decide whether your opinion has changed after the discussion.



Tips for giving a talk

You are expected to give information on the topic or / and express your opinion about it. Remember that your talk should be brief (from 1.5 minutes to 2 minutes) but informative.

1 Read the task.	
If you have key words and a plan / questions suggested	If you don't have a plan / questions suggested
2 Read the task and the key words or questions which are suggested.	2 Read the task to make sure you understand what you need to do: <ul style="list-style-type: none"> • to describe a person or thing • to narrate about something • to express your opinion about something and state the arguments or that your talk should be a combination of the all above.
3 Follow the plan. Don't miss any part of it.	3 Make the plan yourself (write notes if possible).
4 Keep to the point to be informative. 5 Use linking words in your talk. 6 Speak clearly so that your partners or the examiners can hear you.	

Tips for a pair conversation

1 Read the task very carefully and make sure you understand what your aims are.	
• to find out something →	ask questions (<i>Who...? When...? How...? etc</i>)
• to suggest / offer something →	make suggestions / offers (<i>How about...? Would you like to...?</i>)
• to express and defend your opinion →	state your opinion and give reasons (<i>I think..., I don't approve of..., I don't believe it... ..because / as / since</i>)
2 Be active to start and very cooperative to maintain the conversation.	
3 Answer your partner's questions appropriately and explicitly (avoid short <i>yes / no</i> answers).	
4 Express your agreement or disagreement with the partner's suggestions, opinions, etc. In the case of disagreement, give your reasons and suggest some alternative.	
5 Use <i>I see... Right. Absolutely. Do you mean that...? Are you saying that...?</i> to indicate that you're following your partner and understand what he / she is talking about.	
6 Regardless to the aims of the conversation remember to greet your partner, to sum up the conversation and to say <i>goodbye</i> .	

Tips for a group discussion

- 1 Think how to clearly express your opinion on the given opinion / statement / problem. Don't be afraid to voice your opinion.
- 2 Think about the arguments for your opinion. Make notes if possible.
- 3 Try to anticipate your partners' counterarguments and think what you can say to them.
- 4 To maintain the discussion use questions and expressions like *Do you agree that...? What can you say about...? You are certainly right about... but...*
- 5 Sum up the results of your discussion.
- 6 Be polite, use the appropriate dialogue expressions to support or object to your partners' ideas.

Обучение аудированию с разной глубиной понимания

Unit 1

81 Listen to the dialogues. Match the dialogues and the places where they are taking place. Complete the table. Pay attention — there is one extra place.



A In the bank	B In the library	C In the pharmacy	D At the newspaper kiosk	E In the cafe
Dialogue 1	Dialogue 2	Dialogue 3	Dialogue 4	Dialogue 4

82 Listen and complete the dialogues. Act out one of them with your classmate.

1. — Hello!
— Hello! Can I have an ... juice, please?
— Here you are. ... else?
— No thanks.
— A pound, ...
— Thanks.
— Thank you.

2. — Good morning. Can I help you?
— Good morning. Have you got ... for a sore throat?
— Have you got a ...?
— No, I haven't, only a sore throat.
— I see. ... Anything else?
— No, thanks.

3. — Good morning. Can I help you?
— Good morning. Can I have the novel *The Adventures of Tom Sawyer* by Mark Twain?
— ... Here you are.
— Hmm. This book is quite thick and there aren't any pictures in it.
— Yes, but it's very interesting. The novel is really ... reading.
— OK. Thank you.
— You ... bring the book back in 10 days. Enjoy the book.
— Thanks.

WORD FOCUS

83 Read, translate and learn.

- Compound nouns: **noun + noun**
 town + centre = town centre
 post + office = post office
 flower + shop = flower shop
 tomato + soup = tomato soup
- Sometimes we write them as
ONE WORD:
 news + agent = newsagent
 arm + chair = armchair
 book + shop = bookshop
 rain + coat = raincoat

Section 6 Modern technologies and the environment

- 101 Think about the area you live in and answer these questions in pairs.
- What are the most well known ecological threats?
 - Are the people in your area environmentally conscious? Why do you think so?
 - Is there a Green Party? What do you know about it?
 - What recycling facilities are there?
 - How is the rubbish dealt with?
- Use: river / oceans / lakes pollution; global warming, ecological balance damage; acid rain, pollution, plant and animal life extinction, deforestation, air pollution, energy shortage, human and industrial waste, etc

- 105 Work in pairs. Discuss the following questions.
- Did the story surprise you? Why? / Why not?
 - Would you ever campaign for anything? Give some examples.

WORD FOCUS: ENVIRONMENT

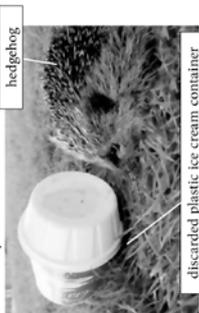
- 106 Mark the words + or - according to what kind of effect they have on the environment.
- | | |
|----------|-------------------|
| preserve | } the environment |
| harm | |
| protect | |
| damage | |
| save | |
| clean up | |
| improve | have an impact on |
| pollute | |

- 107 Write 4–5 sentences about the impact people have on the environment in the place where you live. Use your Workbook.

Example: Heavy traffic pollutes the environment.



- 102 Work in pairs. Look at the picture and say what it shows.



- 103 Listen to the story and check your guesses.

- 104 Listen to the story again and choose the best options.

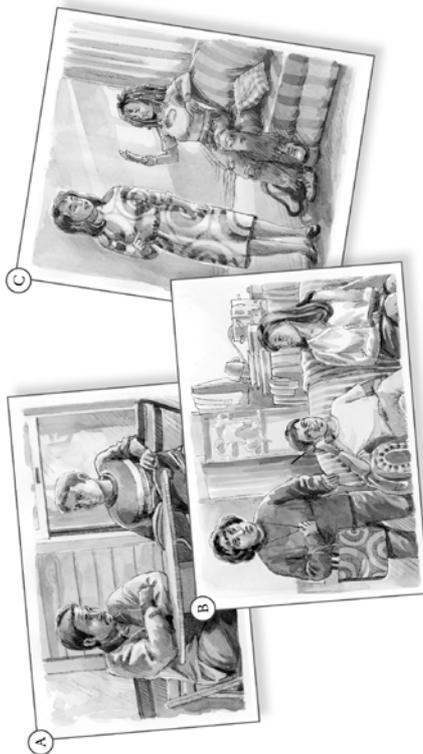
- The campaigners wanted the restaurant
 - to stop selling ice cream.
 - to collect the litter.
 - to redesign the plastic containers.
- Hedgehogs got into containers because
 - they wanted to find a place to live.
 - they were looking for food.
 - they wanted to hide in containers.
- Hedgehogs died because
 - it was very hot in the containers.
 - the ice cream was bad for them.
 - they got stuck and couldn't get out.

74 Read and translate the sentences paying attention to the highlighted words. They will help you understand the dialogues in Ex. 75.

The concert did not take place in June **because** of the singer's illness. They **put off** the concert because the singer was ill.

The singer was very sick. He wasn't able to **get over** his illness until August. If you don't know many words in the text, you can't **do without** a dictionary. She bought jeans, a jacket, a dress, a pin and **what not**.

75 Listen to the conversations. Match them with the pictures.



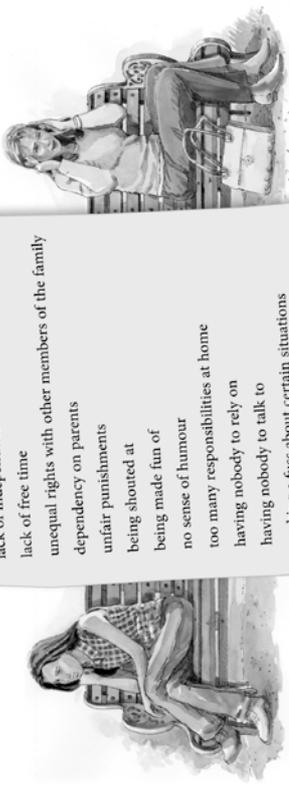
76 Listen to each of the conversations again and answer the questions. You may take notes while listening.

- Why is the mother unhappy?
What does she have to do around the house?
What does she want her children to do?
Why do they think that the mother is not fair?
- Why did the mother buy a new dress?
Does her daughter like the dress? Why or why not?
What does the mother think about the clothes her daughter is wearing?
What is ridiculous, in the mother's opinion?
- What did the father put off?
Why didn't he buy a mobile phone for his son?
What happened to the boy's brother?
What does he need to get over his illness?
Who said that the boy could do without a mobile phone for some time?

77 Listen to the conversations in Ex. 75 again. Say:

- what caused the conflict in each family (see the reasons in the box)
- who is involved in the conflict
- who started the conflict
- what the opponents demand
- whether this conflict is typical

lack of independence
lack of free time
unequal rights with other members of the family
dependency on parents
unfair punishments
being shouted at
being made fun of
no sense of humour
too many responsibilities at home
having nobody to rely on
having nobody to talk to
making a fuss about certain situations
money problems
no sympathy for the feelings of others



78 Work in pairs. Choose one of the dialogues. Make up a conversation between a family member and a person who gives advice on how to resolve the conflict. Act out the dialogue with your partner.

79 Match the words with their definitions.

1 provide (v)	a) to have comfortable or friendly relations
2 support (v)	b) to calm down or to rest
3 discovery (n)	c) the opposite (opinion, idea, advice, etc)
4 confident (adj)	d) finding or learning something
5 criticise (v)	e) a feeling that one can rely on oneself
6 get on (v)	f) to indicate the faults of something
7 contrary (adj)	g) to help by approval, sympathy, or by giving money
8 relax (v)	h) to offer (food, drink, information, opportunity, help, etc)

Обучение чтению с использованием различных стратегий

15. Tiny asks about the weather in different cities. Answer him. Work in pairs.

Example: What is the weather like in ...? — It's fine.

- St Petersburg [snt 'pitəzbʌ:ʒ]
- Rome [rəʊm]
- Berlin [bɜ:ˈlɪn]
- London
- Omsk
- Krasnodar
- Paris [ˈpærɪs]
- Moscow ['mɒskəʊ]

- It's cloudy.
- It's sunny.
- It's windy.
- It's cold.
- It's warm.
- It's hot.
- It's rainy.
- It's snowy.



16. Read and explain.



- warm — warmer — (the) warmest
- тёплый — теплее — самый тёплый
- strong — stronger — (the) strongest
- сильный — сильнее — самый сильный
- cold — colder — (the) coldest
- холодный — холоднее — самый холодный

17. Read the story "The Sun and the Wind". Answer the question: "Which is stronger?"



Unit 3



18. Read the story with your classmates. Act it out.

8 Read the adverbs and fill in the table.

fast, quickly, before, tomorrow, high, here, much, long, far, carefully, early, wide, quietly, once, well, inside, today, badly, sometimes, usually, always, there, late, above, aloud, brightly, since, many, correctly, weekly, nearby, nicely, noisily, outside, politely, slowly, suddenly, windy, often, low, just

How?	When?	Where?	How... (much)?
easily	after	near	little
...

9 Discuss in pairs why people do sports.

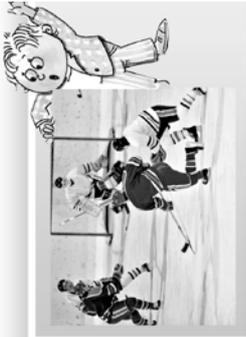
Use: it's in fashion, it's interesting to take a chance, make friends, rest and relax, become strong / energetic / healthy, lose / gain weight, look athletic / cool, have a good time, earn money, enjoy playing / running, get rid of stress, win the prize, become famous etc.

10 Read the texts and answer the questions:

- What do teenagers have in common?
- Why does each one of them do sports? What is the main reason?

Paul (15, a football player): For me, football is much more interesting than music or video — it definitely comes first. But I'm not just a football fan, I'm a player as well. I practise my skills every day in the garden or down in the fields. I train hard twice a week and on Sundays. I have been playing (*играть*) for nine years now, and I'd like to become a professional. Football is great and exciting. Recently I've won the Player of the Year award. I've also been on TV and on the Chelsea football programme.

Danny (a teenage surf instructor): Surfing is such a great sport. I don't need much to be happy. The ocean, waves, sunny weather and my surfboard make me happy. I enjoy catching and riding a wave. Sometimes dolphins ride the waves with me and my friends. We feel safe when they're around. But every time I go into the water I'm so glad to be out. I am happy to be alive. Surfing makes me appreciate (*ценю*) my life.



Steve (13, a hockey fan): I'm from Quebec, home of the Montreal Canadiens, the most successful professional hockey team. That's why I'm fond of hockey. I've loved hockey since I was three years old.

Though I'm not good at playing I know everything about hockey, teams and players. I enjoy watching the game. I'm sure that speed and changes on ice have made hockey the most popular game in the world.

I hope to become a referee when I'm an adult.

Natasha (13, a figure skater): I love figure skating more than anything. It was my elder sister who brought me to the skating rink. Now I skate four times a week and I never get bored of skating. Ice, music, dance — it's like a fairy tale. I've been very lucky — I've had a wonderful coach. I'd like to become a coach too.

I'm from a small town, so I travel to Moscow and back each week — but I love skating, so it's worth it!

11 Here are four extracts. Each was left out from a different text:

- Read the texts once more and decide which texts the sentences come from. Mark the places in the texts where they could fit in.
- Listen and check if you were right.

1. It's one of the most popular sports in my country. It has a glorious history and traditions. Our skaters often win first places and have great success. People from all over the world come to see their unforgettable performances.

2. It was born in England. But now it has become the national sport of many countries. About 20 million people fill the stadiums every year to support their favourite players.

3. It's usually associated with Australia or California and, of course, Hawaii, with their sunny climate and ocean. But to do this sport you have to be strong, brave and patient.

4. There are moments when it's impossible to see what's happening on the ice because of all the quick movements. Players have to be able to change direction while moving at very high speeds.

12 Look at the pictures on page 102. Think of 3 nouns, 3 verbs, 3 adjectives, 3 adverbs to describe sports which the teenagers (Ex. 10) are fond of.

Example: Hockey — game, ...; skate, ...; strong, ...; quickly, ...

13 Prove that:

- Paul isn't just a football fan, but a good sportsman.
- Danny is a brave boy.
- Steve is an experienced fan.
- Natasha loves figure skating.

14 Which is your favourite sport? Are you good at it yourself? Why do you like it?

15 Just joking. Read and choose the funniest.

- Jim sees two boys running.
"Why are they running?" he asks Ben.
"The boy who comes first gets the prize," says Ben.
"Now I see. But why is the second boy running?" asks Jim.



- Mr Brooks is quite a linguist, isn't he?
"I never knew it."
"Oh, yes, he knows three languages."
"What are they?"
"Boxing, tennis and basketball."



- Ken: Can you tell me what Kate is doing?
Jane: Certainly. If the ice is thick, she is skating, but if the ice is thin, she is swimming.



Section 4 Why throw away? Why not recycle?



39 Read and translate the word combinations. Create your own sentences using the words.

prohibit (запрещать) — be (strictly) prohibited / prohibition

recycle (перерабатывать) — recyclable / recycled paper / recycling / a recycling centre

litter (мусор) — drop litter / clear litter (away) / rubbish / garbage

pack (упаковать) — a packet / a pack of envelopes / biscuits / packaging (упаковка) / packed / unpacked goods (мосапы)

throw (бросать) — to throw at / to / to throw away (= to get rid of)

can (1. мочь; 2. коробка, банка) — can protect / destroy / prohibit / Can you help me to collect them? / a can of drink / food can



37 Look at the pictures. Give your ideas.

1. What are these bins used for?
2. Do you have such bins in your school / yard / street?
3. What does your family do with the rubbish? Who takes the rubbish out?
4. Do you try to throw away less rubbish? Do you know about it?
5. What products are recycled in Russia? Use: collect, throw away, bury, recycle, produce, protect the environment, be polluted with chemical waste, be in danger, waste paper, cans, bottles, metal, plastic.

38 Listen to these words and compare them with the Russian words:

million, a ton, a kilogram, plastic, polythene, metal, cigarette, packet, supermarket, farm, industry, factory, ecology, planet, international, problem, computer, chance, climate, container

Why throw away so much?

Many countries bury and forget about millions of tons of rubbish every year. It is known that in one year, a European family with two children throws away about 50 kilos of paper (that's six trees), and about 60 kilos of plastic.

The Green World reports say that in one year the average person throws away: about 70 food cans, 34 cans of pet food and about 70 drink cans.

But we don't have to throw away all our waste paper, glass, metal and plastic. We can also burn or recycle a lot of it. In fact waste can be wonderful stuff.

Many things that we throw away can still be useful. In fact it's possible to recycle 80% of domestic rubbish. We can recycle most kinds of paper, glass, metal and plastic. But only 4% of recyclable material is actually recycled. Recycling is expensive. But it saves trees and energy and protects the environment from pollution.

Packaging

These days, people usually do shopping in supermarkets. Nearly everything is packed in paper or plastic containers. Some of this "packaging" is necessary. It keeps food clean and fresh. But some packaging is not necessary. It's just to make the food look better.

Every year in Britain each person produces about 57 kilograms of plastic waste.

Disposing of all this plastic is an expensive problem. But that's not all. Making plastic causes pollution.

Unfortunately, some of this packaging doesn't reach the bins. It becomes litter instead. Some people simply tear the wrapping off sweets and throw it away. They drop their cigarette packets and cans of drink without a thought.

In the town their litter looks horrible. But fortunately someone clears it away. In the countryside, it remains in the fields and on the roadsides unless the people who live nearby pick it up. It can



kill or hurt farm animals. Bottles and cans cause cuts, and the animals can eat polythene bags and die, or put their heads in them and suffocate.

41 Reread the text and underline the words that you don't understand. Guess their meanings. See "How to guess the meaning of a new word" in "Learning strategies".

42 Find words or word combinations in the texts:

- | | |
|---|--|
| a) which have a similar meaning to the following: | b) which have the opposite meaning to the following: |
| litter | to look worse |
| to get rid of | impossible |
| to make | cheap |
| the packaging | to destroy |
| to save | dirty |
| to damage | to remember |
| terrible | fortunately |

43 Answer the following questions.

1. What can people do with rubbish instead of just throwing it away?
2. Why is recycling important nowadays?
3. How much of recyclable material is actually recycled? Why so little?
4. Are there recycling centres in your town / village? What do people usually take there?
5. Is packaging necessary? Why?
6. Why does some packaging become litter?
7. Why is litter so dangerous in the countryside?
8. Is litter a big problem in your town / village? Why don't you and your friends organize a "clean-up day" to clear all the litter in the local park / outside the school?

- 41 Work in pairs. a) Speak about your plans for the next week. Let your partner fill in the table (the table is also given in your Workbook). b) Read one of the timetables. Let the other students guess whom it belongs to.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

- 42 Work in groups. Listen and read the beginning of the story. Choose one of the possible variants of what could happen next. Use the scheme on page 26 as a plan. In your discussion in group use:

Do you mean that...?
I mean...
I think...
What do you think about...?
Sounds OK to me.
I support the idea that...
I'm afraid, I don't like the idea.

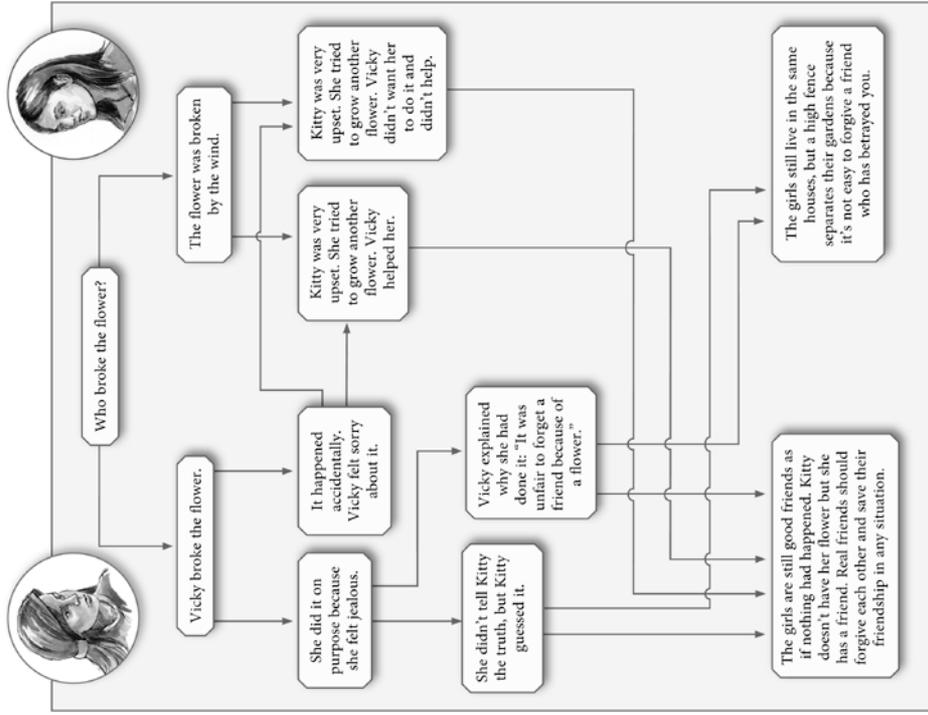
Once upon a time there lived two girls, Kitty and Vicky. They lived next door to each other and had been very close friends since their early childhood. There were two gardens in front of their houses but there was no fence (забор, стенова). It looked like one big garden. Kitty enjoyed working there. Vicky didn't like gardening very much, but she always kept

Kitty company, reading something aloud or just talking to her.

One day Kitty returned from the garden absolutely happy and very proud. A wonderful bright flower had grown there. She was sure that nobody else had ever had a flower like hers; it was unique.

Since that day Kitty spent all of her time in the garden. She watered the flower, took care of it and even talked to it. Vicky didn't read in the garden any longer, saying that it was cold and that she preferred reading in her room.

One day Kitty went out to say "good morning" to her flower and found it broken and lying on the ground, dead and faded (увяднувший)...



- 43 Write the end of the story.

Section 7

Let's get digital

115 Work in groups and discuss this question. How has the internet changed the world? Make a list of the ten top uses of the internet and compare your lists in pairs.

116 Quiz. Read the texts. Which fact is not true? Consult dictionaries, encyclopedias and the internet if necessary.

The first e-mail was sent out by Ray Tomlinson in 1971. **Ray Tomlinson**, a scientist from Cambridge, introduced electronic mail in 1972. He used the @ to distinguish between the sender's name and network name in the e-mail address.

Yahoo! derived its name from the word "yahoo" coined by Jonathan Swift in Gulliver's Travels. A "yahoo" is a person who is repulsive in appearance and action and is seen as barely human!

The very first web browser was created by **Tim Berners-Lee**, inventor of the "world wide web". It already had a GUI (графический интерфейс пользователя) when it was created in 1990.

The typewriter was invented by Hungarian immigrant **Qwert Yuietop**, who left his "signature" on the keyboard of a modern computer.

YAHOO! screen shot is reproduced with permission of Yahoo! Inc. © 2008 by Yahoo! YAHOO! and the YAHOO! logo are trademarks of Yahoo! Inc.

117 Work in pairs. Answer the questions with your books closed.

1. What was @ used for?
2. Where does the name Google come from?
3. Who first used the name "yahoo"?
4. Who invented the "world wide web"?
5. Was the internet faster than TV at gaining popularity?
6. What can be sold via the internet?
7. What distracts people from sleep most of all?
8. Who invented the typewriter?

118 Read the texts and put the parts of the sentences back in the right places. There is one extra choice.

- Follow the steps:
- First, read the texts for general understanding.
 - Then read the texts sentence by sentence. Consider each gap, especially the words that go before and after the gaps.
 - Think what kind of content is missing.
 - Then find the right content.
 - Make sure it fits the gap grammatically.
 - Read the text again to make sure your answers make sense.

Text 1
Amazon.com founder **Jeff Bezos** grew interested in online retailing in 1994 (1) ... that (2) ... That year he left New York to establish his new company in Seattle, (3) ... and the booming high-tech industry. In July 1995 Amazon.com launched its website, and has since expanded to offer many other retail products (4) ...

a) in addition to books
b) while working as a business analyst in New York City
c) such as books
d) books were the perfect product to sell via the internet
e) chosen for its proximity to major booksellers

Text 2
Charles Babbage was a British mathematician and inventor, who designed and built mechanical computing machines on principles (1) ... Babbage's concepts led to the modern computer (2) ... In the 1820s, Babbage began developing his Difference Engine, a mechanical device (3) ... (4) ... In the 1830s, Babbage began developing his Analytical Engine, which was designed to carry out more complicated calculations, (5) ...

a) because he found a sponsor
b) but this device was never built
c) because of a lack of funding
d) that was supposed to mechanise the production of mathematical tables
e) and earned him the title "father of the computer"
f) that anticipated the modern electronic computer

Amazon, Amazon.com and Amazon.com logo are registered trademarks of Amazon.com, Inc. or its affiliates.

119 Work in pairs. Listen to the following customer comments and make notes. Decide what is wrong about them. What do you think the people really meant?

Project 4. "Diploma"

DIPLOMA

Name _____
 Surname _____
 City / Town / Country _____
 School _____
 Your teacher's name _____

You can:

- talk about yourself
- your family
- your pet
- your room / house
- your favourite food
- your favourite sport
- your favourite season and holidays
- your school and your English lessons
- Russia and Great Britain
- table manners, food and clothes
- ask and answer the questions
- act out the dialogues
- read and write words and sentences
- letters and postcards
- fairy tales and stories
- sing English songs
- recite English poems
- translate from English into Russian
- make a book
- a magazine
- a present for your friend

Enjoy English!

Your teacher's
signature _____

Mr Rule

5. Ответь на письмо Джона. Закончи предложения.

Dear John,
 My name is I am from Russia. I am
 I live with
 My birthday is on the
 I like...
 I can...
 I have got...
 Please write back.
 Your pen friend, ...

... May



Part 2

1. Ты приехал знакомиться с учениками лесной школы. Расскажи им о себе, своей семье, что ты умеешь и любишь делать, о своём любимом времени года, о своём питомце.
2. Ты вернулся домой после встречи с учениками Green School. Ответь на вопросы одноклассника о своих новых друзьях.

Lessons 66–67 Revision

Выполни задания в рабочей тетради на стр. 94–95. Подумай и оцени свою работу в этом году. Выбери и назови соответствующий рисунок.



Learning strategies

How to write a personal letter

Mind the structure of a typical personal letter. Follow these steps:

1. Write your short address (your city / town / village, your country) and the date in the top right hand corner.
2. Greet your partner: *Dear Mag*, (or any other name).
3. Give your reasons for writing:
Thank you for your letter...
I was very glad to get your letter...
It was great to hear from you...
4. Give an answer to your penfriend's question or give the necessary information. Ask your questions if you have any.
5. Finish your letter. Use one of these remarks:
Write back soon. / Hope to hear from you soon.
Best wishes, / All the best, / With love,
6. Write your name (not surname): *Alina*

Example:

Moscow
Russia
16th of October

Dear Mag,

I was very glad to get your letter. I liked your story about the summer club, your new friends and adventures.

You asked me about the most popular holidays in my family. Well, I think that the most popular holidays are New Year and Easter.

And what are the most popular holidays in your family? Which holiday do you like most of all? How do you spend it?

Write back soon.

Best wishes,
Alina

How to write an e-mail message

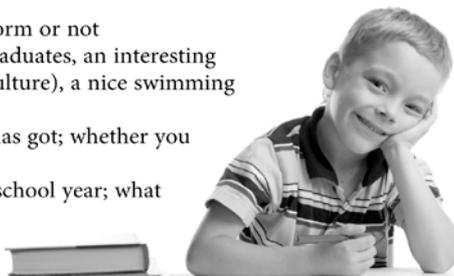
To write an e-mail message follow these steps:

1. Write the name of a person you are addressing to: *John Brown*
2. Write your name: *James Wilson*
3. Write the title of your message: *My new school* (or any other topic you are going to write about).
4. Write the date: *Thursday, 2nd of September*
5. Greet your partner: *Dear John*, (or any other name).
6. Start your message, giving the reasons for writing:
Glad to hear from you...
It was great to hear from you...
7. Give an answer to your partner's question or give the necessary information.

76 Write an essay about your school.

Use the plan:

1. What number (name) your school has
2. Where your school is situated
3. Whether it is new / old; when it was built
4. Whether students have to wear a school uniform or not
5. What is special about your school (famous graduates, an interesting museum, unusual subjects (Drama, World Culture), a nice swimming pool / gym, etc)
6. What clubs and sports facilities your school has got; whether you visit any of the clubs or not
7. What school events you have got during the school year; what event(s) you usually take part in



“Enjoy English” для 6 класса Unit 2 p. 69



114 Work in groups of 3 to 4.

a) Choose one of the human rights mentioned in the Universal Declaration of Human Rights. Discuss how it's important for the younger generation.

- the right to speak freely
- the right to get an education
- the right to be protected against religious discrimination
- the right to choose the work you like

Use the following phrases in your discussion.

I'm absolutely positive that...
It is obvious that...
I may be wrong but I think that...
I'm for... because...
There is something in what you say, but...
I'm not sure about it...
I feel strongly against it.
Sorry, but I have got my own idea about it.
on the one hand... on the other hand
...but at the same time...
...however...
...one shouldn't forget that...

b) Now write down your arguments. Share them with your classmates.

c) Write about any of the rights essential for teenagers. Give your arguments for or against them. Make use of the pictures. You can offer your own ideas.



1) to get married at the age of 14



2) to get a driving licence at the age of 14



3) to bring home any pets they like

“Enjoy English” для 9 класса Unit 3 p. 137

**116** Work in groups. Write an article entitled “The anthem of my generation”.

Follow the steps:

Step 1**Before** you begin writing, it is important to consider:

- **where** the article is going to appear — in a school newspaper or teen magazine, etc
- **who** your readers are — a group such as students or teenagers, or adults in general
- **what** the aim of the article is — to advise, suggest, inform, compare and contrast, describe, etc

Step 2**Plan** your article. Brainstorm some ideas you would like to include in it and make notes. Come up with not more than 3 main ideas; it's better to develop a few ideas in detail than to touch upon too many of them superficially. Here is a list of questions to consider, but think of some of your own too!

- Imagine looking back twenty years from now on the musicians whose music will represent your generation. Who do you think those musicians will be?
- What are some of the popular melodies that have become symbols of our time? How do you think this has come about?
- Are there any songs you think could become the anthems that symbolise your generation, its interests, tastes, etc?
- What are the reasons for your choice?

Step 3Write down some **topic sentences** that state your ideas clearly. Then develop them into **paragraphs** that include **supporting arguments**.**Step 4**Arrange your paragraphs in a logical order and add an **introduction** and a **conclusion**. Think about how to link your paragraphs using various **connecting** words. Then create a **title** for your article.**Step 5**Write the **first draft** of your article and give it to your partners to comment on the flow of your ideas as well as to check for grammar and spelling mistakes.**Step 6**Consider your partners' comments, add any new ideas and correct any mistakes. Then write the **final draft** and show your article to the class. Compare your articles.**117** Write an article entitled “The music in my life”. Follow the steps given in Ex. 116. See “Writing an article” in “Learning strategies” (page 173).

Here are some of the aspects you can cover in your article:

- what kinds of music you like to listen to and how each one makes you feel
- your favourite singer / musician and why you like him / her
- your friends' musical preferences, whether you have the same taste and why / why not
- any personal experience of performing or listening to music and how it has changed you

7 Complete the essay.

If I had to choose where to live — in a city or in the countryside, it would be a very difficult choice for me. Both alternatives have many advantages as well as disadvantages.

As indisputable advantages of the city _____

In most cases the countryside cannot offer the same, but it can _____

The worst thing about living in the city is _____

In the country I would hate _____

The most reasonable thing, in my opinion, is to create a new type of settlement which could combine the main benefits of both, i.e. _____

and would rid of the drawbacks of the both.



Report on the results of the survey

Use the questions as guidelines for your report.

- What was the aim of the survey?
- Who took part in the survey?
- Do people know what nanotechnology means? Do they believe that it can be of some practical value?
- Are people aware of how nanotechnology can be used in medicine?
- Do they support further nanotechnology research?

Useful language

To collect (the) data about / to study the question of how aware people are... we conducted a survey.

...people took part in the survey

...their ages range from... to...

The analysis of the results proves that most / almost half / very few people...

Only two people out of ten...

Five people said that... which constitutes about ...% of the total number of respondents.

Most people don't feel interested because they don't believe it'll happen in their lifetime.

A very small percentage, ten percent of the total, think that...

A high percentage of the respondents support / object to...

In contrast, younger respondents say that...

We've studied the results and have come to the conclusion that...

The results met our expectations that... / about...

The results disproved our expectations...



Обучение написанию личного письма

3. Посмотри, как пишется адрес на международном конверте.



Unit 3

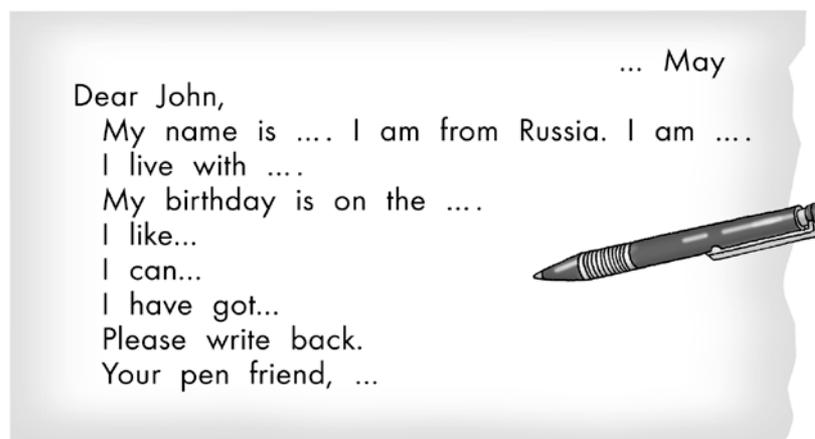
4. Придумай разные адреса для этих конвертов. Используй упражнения 2 и 3 учебника.



“Enjoy English” для 3 класса Unit 3 p. 80

Написание личного письма

5. Ответь на письмо Джона. Закончи предложения.

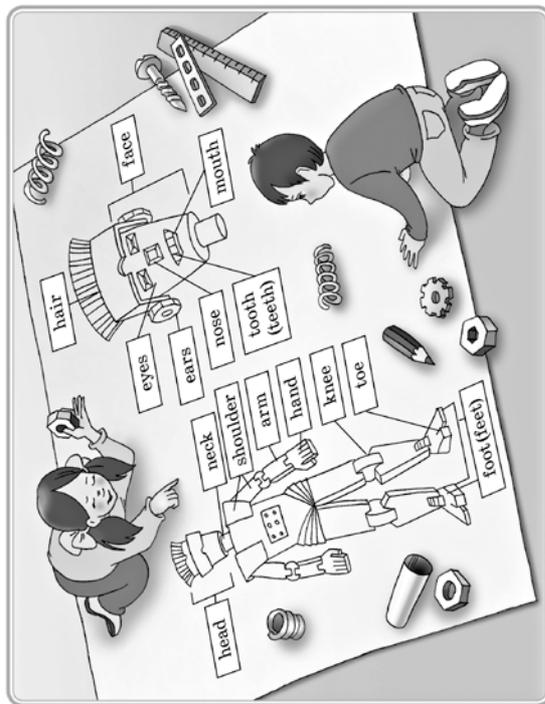


“Enjoy English” для 3 класса Unit 4 p. 123

4

Telling stories and writing letters to your friends

Lesson 53

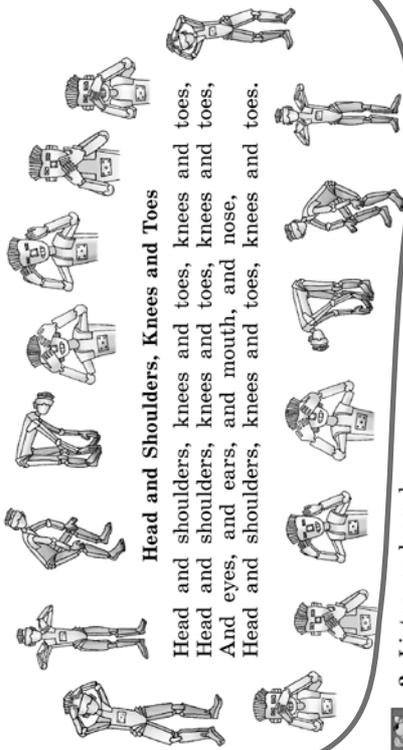


1. Роуз и Эндрю хотят создать робота для полёта на далёкую планету. Рассмотрите картинку. Послушай и повтори слова. Постарайся их запомнить.

- | | | |
|-------|---------------|-------------|
| face | tooth (teeth) | hand |
| nose | head | arm |
| ears | shoulder | foot (feet) |
| eyes | knee | hair |
| mouth | toe | neck |

Unit 4

2. Послушай стихотворение-разминку. Выполни её вместе с роботом.



Head and Shoulders, Knees and Toes

Head and shoulders, knees and toes, knees and toes,
Head and shoulders, knees and toes, knees and toes,
And eyes, and ears, and mouth, and nose,
Head and shoulders, knees and toes, knees and toes.

3. Listen and read:

- [e] pen, letter, help, leg, head, ten
[aɪ] nice, kind, eye, eyes, bye, white
[i:] see, meet, street, teeth, feet, knee
[əʊ] go, no, nose, toe, toes, shoulder

4. Составь как можно больше пар слов.

Example: big eyes, a long nose

big, long, short, nice,
white, black, kind, clean,
red, beautiful, angry

nose, ears, eyes, feet, head,
hair, mouth, leg, hand, arm,
teeth, face, fingers, toes

5. Рассмотрите жителя далёкой планеты. Прочитай начало рассказа о нём. Продолжи его описание.

It is funny and nice.
It has got four big ears.



15 Translate from Russian into English.

- а)
отмечать праздник
болтать друг с другом
играть в настольные игры
традиционный подарок
приглашать гостей
в честь победы

б)

1. Ты уже отправил поздравительную открытку бабушке? — Да. Я отправил ее вчера.
2. Что Вы собираетесь делать 1 мая? — Мы отправимся на пикник. Погода будет теплой и солнечной. Присоединяйтесь к нам.— Спасибо. С удовольствием.
3. 9 мая мы вспоминаем тех, кто сражался за Родину.
4. Завтра у Джима день рождения. Он пригласил много гостей. Поэтому вечеринка (a birthday party) будет в саду за домом. Уверена, что всем понравится.

16 Complete the sentences with the words from the box.

gathered, each, garden, began, hot, write, air, were, carefully

Bonfire Night was a family holiday. Each year, we *gathered* at my Grandma's house and had our evening meal, a ... cup of coffee for the adults and a cup of juice for the children. Then we put warm jackets and gloves on and went into the Then, the adults gave a packet of sparklers to ... child. Grandma lit the ends of the sticks and we ... dancing around the garden making bright coloured shapes in the I loved to ... my name in the air. After the sparklers had burnt out, we put them ... into a basin of water, and started the process all over again until all the packets ... empty. It was such a magical holiday.

WORD FOCUS: UNIVERSITY WORDS

32 Match the words with their definitions

1 alumnus (pl. alumni) (AmE)	a) a study course for people who want to get a new qualification that's different from their previous one
2 graduate (AmE)	b) a former student of a specific school, college or university
3 postgraduate	c) someone who has completed his / her undergraduate studies and was awarded such a degree by a college or university
4 undergraduate	d) a student in a university or college who has not received a first degree (esp. a bachelor's)
5 Bachelor / Bachelor's	e) someone who has finished their studies at the high school, college, or university level or someone who has a degree from a university
6 Master / Master's	f) someone who has completed at least one year of graduate study and was awarded such a degree by a graduate school or department
7 retraining course	g) a student who continues his / her studies after graduation
8 refresher course	h) to study some subject as an academic specialty (AmE)
9 major (in) (AmE)	i) a study course which serves as a review of previous education

87 Read, translate and learn.

We **worked out** a plan for our holiday trip.

For two weeks I've been **working on** a funny newspaper for my dad's birthday.

Who would you like to **work with**: Rick or Sharon?

My sister-in-law **works for** a well-known foreign company.

She **gets on with** anyone. She's an ideal roommate.

Why do you **get up** so early? On holiday you can sleep longer than usual.

Get out of here! This place is not for walking dogs.

I know Dick pretty well. I think we'll be able to **get along**.

Imagine! My cousin, who is sharing a room with me at the moment, **has given up** smoking.

My new friend is not reliable. He keeps **giving away** my secrets.

The American Olympic team **gave in** after all.

88 Fill in the gaps. Use the prepositions that go with *work / get / give*.

- 1 How long has she been working ... this company?
- 2 Cathy has been working ... her essay for two weeks already. She is going to take part in a contest for young writers.
- 3 When people share a room, the best way to avoid quarrels is to work ... a set of rules everybody should observe.
- 4 Get ... of my room! I don't want to listen to you any longer.
- 5 I'll never forgive you if you give ... my secret.
- 6 Sally and Julia have been sharing a room for two years. They get ... with each other and never quarrel, actually.

“Enjoy English” для 9 класса Unit 1 p. 41

**13** Put these places in order from the smallest to the biggest.
Compare your order in pairs.

megalopolis camp settlement city capital village town

14 Match the words to their definitions.

1 camp	a) a compactly settled area usually larger than a village but smaller than a city
2 city	b) a place where tents or buildings are erected usually for temporary living
3 village	c) the main city of a state or country
4 settlement	d) a settlement usually larger than a hamlet but smaller than a town
5 town	e) a very large urban unit
6 megalopolis	f) a small village or colony, usually historical
7 capital	g) an inhabited place usually larger or more important than a town

“Enjoy English” для 11 класса Unit 4 p. 126

Section 4

1 Fill in the missing words.

verb	noun	adjective
challenge	challenge	
promote		promotional
	inspiration	
reward	reward	
		imaginative
satisfy	satisfaction	
stress		
	competition / competitiveness	competitive
persist	persistence	

2 Match the words to get meaningful expressions.

competitive	task
imaginative	writer
rewarding	advantage
challenging	situation
stressful	speech
inspirational	job



3 Fill in the gaps in the text with the correct forms of the words in CAPITAL LETTERS.

E-learning is winning more and more _____ (1) nowadays due to its obvious _____ (2) advantages over in-class _____ (3). The advantages are obvious: e-students can learn at their own pace, they don't need to travel long distances to their classroom and can combine learning with a full-time job.

However, _____ (4) who want to enrol in some online courses need to be aware that e-learning differs from _____ (5) learning significantly. The _____ (6) of the courses and the absence of deadlines can work against the students. The thing is that some people find it quite difficult to make _____ (7) work regularly. They cannot be _____ (8) without a strict and _____ (9) teacher beside them. In other words, one can't work _____ (10) unless he is able to plan the day, allocating enough time for his learning, and then stick to the plan.

SUPPORT
COMPETE
EDUCATE

PERSON
TRADITION
FLEXIBLE

THEY
ATTENTION
ENCOURAGE
EFFECT

Грамматический справочник

Hello! What's your name?



1

Well done! How old are you?



I am seven.

Can you swim?



3

No, I can't. I can fly.

Appendix

Grammar reference

PRONOUNS (Местоимения)

Personal pronouns (личные местоимения)		Possessive (прилагательные: чей? чья? чьё?)	Reflexive (возвратные)
Subject pronouns (именительный падеж: кто? что?)	Object pronouns (объектный падеж: кого? что? кому? чему? кем? чем?)		
I you she he it we they	me you her him it us them	my your her his its our their	myself yourself herself himself itself ourselves themselves

NUMBERS (Числительные)

1–21	1–21-й	10–100...	10-й, 100-й...	½ — a half ¼ — a quarter 1 ½ — one and a half 1.7 — one point seven
one two three four five six seven eight nine ten eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty	first second third fourth fifth sixth seventh eighth ninth tenth eleventh twelfth thirteenth fourteenth fifteenth sixteenth seventeenth eighteenth nineteenth twentieth	ten twenty thirty forty fifty sixty seventy eighty ninety a hundred a thousand a million	tenth twentieth thirtieth fortieth fiftieth sixtieth seventieth eightieth ninetieth hundredth two hundredth a thousandth millionth	
twenty-one	twenty-first	100 — a / one hundred 200 — two hundred 1,000 — a / one thousand 4,000 — four thousand 1,000,000 — a / one million 1,000,000,000 — a / one billion		
137 — one hundred and thirty-seven 5,253 — five thousand two hundred and fifty-three 2,500,000 — two million five hundred thousand	hundreds of students thousands of books millions of people			

118

165

Section 3. How to ask questions in the Past Simple



22. Listen, read and learn a poem.

The Whale Part 2

Look and learn!

bite (bit) —
кусать

Why did you let it go?
Because it **bit** my finger so!
What finger did it bite?
The little finger on the right!



23. Tell the boy's story.

Example: Last month he caught a whale alive. Then he...

Когда мы задаём вопросы, уточняя события, которые произошли в прошлом, надо помнить следующее: любопытный  покидает основной глагол и “переселяется” во вспомогательный.

Форма вспомогательного глагола **do, does** изменяется и становится **did**. Порядок слов в вопросительном предложении остаётся прежним:



Did Tiny come to Russia last spring?
Yes, he did.
No, he did not (didn't).



24. Read the sentences. Then ask the questions.

Example: I came to Russia last spring.—
Did you come to Russia last spring?

Look and learn!

read — read [red]
write — wrote [raʊt]

- 1) We played badminton yesterday.
- 2) The children drew a nice picture last night.
- 3) Jim **read** [red] an interesting fairy tale last Sunday.
- 4) Jill **wrote** a letter to Santa Claus last week.
- 5) They skied in the park yesterday.
- 6) Simon caught a big fish a month ago.

28 Denis is a talented boy. Look at the picture where he has drawn his life. Complete the sentences about him, using the verbs in the right forms. See Ex. 13, pages 12–13.

All my exams in physics, history and maths are passed. As soon as I have passed other exams, I can leave school. My English still needs improving.

I started to learn English. It's a wonderful language.	now	I plan to speak at least five languages when I'm 20.
school started		
4	6	12
14	20	

My mother taught me to read and count. My favourite books were "Tom Sawyer" and "Maugly". I read them myself.

I plan to leave school when I'm 14 and to enter university the same year.

- 1 By the time Denis went to school, his mother ... (teach) him to read and count.
- 2 At the age of four, Denis ... (read) "The Adventures of Tom Sawyer" and other books himself.
- 3 Now Denis is only twelve but he ... (pass) his school-leaving exams (выпускные экзамены) in maths, physics and history.
- 4 He ... (study) English since he was six, but it still needs improving.
- 5 Denis believes that he ... (enter) university at the age of 14.
- 6 Denis boasts (хвастается) that he ... (learn) at least five languages by the time he is 20.

29 Read the words and their definitions. Give the Russian equivalents of the words. Consult the dictionary when necessary.

to support	to help, to assist, to demonstrate approval of something
to betray	to behave dishonestly towards a person who believes you, to give away his / her secret
to envy	to have a bad feeling towards somebody when you wish you had what he / she has
to feel jealous	to feel angry because somebody you like happens to like somebody else
to ignore	to not pay attention to
to deserve	to earn something by actions, patience and a good attitude
to quarrel	to demonstrate disagreement, often aggressively and with shouting
to appreciate something	to be grateful for something
to avoid	to keep away from something or somebody

23 Dorian is a great traveller. All his life he has been travelling round the world but now he has finally returned to the place where he was born. Read his story, look at the pictures and say what has been changed in his hometown. Use the model in the box.



I was born in a lovely little village. We lived in a nice cottage with a garden. When I was a little boy, I used to play near the old watermill (мельница) while my mum was teaching kids in the local school. I enjoyed playing in the woods near the village and hunting for frogs at the narrow green river. I haven't been back to my village for many years. Now I've returned but the place has changed a lot.



the village / take down // a new town / build
 Example: The village has been taken down and a new town has been built instead.

the cottage / destroy // a business centre / build
 the watermill / take down // a café / build
 the local school / destroy // an Internet-café // build
 the wood / cut down // blocks of flats / build
 the green river / drain // a parking lot / build

24 Listen to the story about a famous traveller and make notes about what happened during the following dates or periods.

- 1681 — ...
- 1703 — ...
- 1725 — ...
- 1728 — ...
- 1741 — ...
- 08.12.1741 — ...



25 Listen to V. J. Bering's biographical facts and check if your notes are correct.

26 Speak about a biography of a famous traveller. Search the Internet for information. Use the story about V. J. Bering as a model.

149 Work in pairs. Choose a problem similar to yours. Talk about your problem with your classmate.

150 Look at the table and say what kind of books you like to read. Interview your classmates and complete the table. Say what the most popular kind of books for your classmates is.



Names of your classmates	detective story	science fiction	history book	poems	book of adventures	your own ideas
Marrina				✓		fantasy
Oleg		✓				about sports events

PRONUNCIATION FOCUS

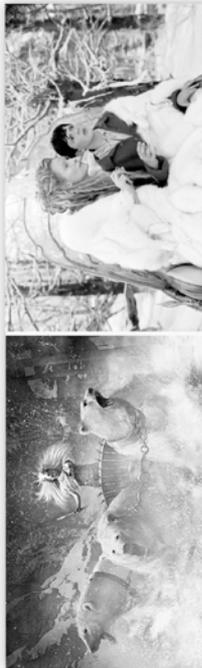
151 Listen, repeat and read.

- [dʒ] — age, dangerous, advantage, sledge, jeans, legend, magic, enjoy
- [ɒ] — beginning, long, ringing, kingdom, speaking, meeting, fighting
- [ju:] — new, musical, beautiful, future, few, human, humour
- [θ] — anything, both, death, earth, healthy, through
- [f] — choice, chart, check, choose, chips, chance
- [aɪ] — light, high, fight, night, delight, right, bright, tonight

152 Listen to the extract from the book "The Lion, the Witch and the Wardrobe". Say if the story will have a happy ending or not.



153 Read the extract from the book and say when Edmund felt comfortable.



"Stop!" said the Lady. "And what are you?" said the Lady, looking hard at Edmund.

"I'm — I'm — my name's Edmund," said Edmund, rather awkwardly. He did not like the way she looked at him.

"Is that how you address a Queen?" she asked.

"I beg your pardon, your Majesty, I didn't know," said Edmund.

"Not know the Queen of Narnia?" cried she. "Ha! But I repeat — what are you?"

"Please, your Majesty," said Edmund. "I don't know what you mean. I'm at school — at least I was. It's the holidays now. I'm a boy."

"A boy!" said she. "Do you mean you are a Son of Adam?"

"Yes, your Majesty," said Edmund.

"And how did you come here?"

"Please, your Majesty, I came in through a wardrobe."

"A wardrobe? What do you mean?"

"I — I opened a door and just found myself here, your Majesty," said Edmund.

"Ha!" said the Queen, speaking more to herself than to him. "A door. A door from the world of men! I have heard of such things."

Edmund felt sure that she was going to do something dreadful but he seemed unable to move. Then she appeared to change her mind.

"My poor child," she said in quite a different voice, "how cold you look! Come and sit with me here on the sledge."

Edmund did not like this arrangement at all but he stepped on to the sledge and sat at her feet.

"Perhaps something hot to drink?" said the Queen.

It was something he had never tasted before, very sweet and creamy, and it warmed him right down to his toes.

"It is dull to drink without eating," said the Queen presently. "What would you like best to eat?"

"Turkish Delight, please, your Majesty," said Edmund.

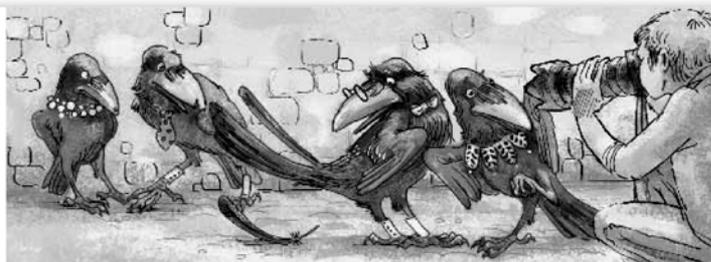
Each piece of the best Turkish Delight was sweet and delicious. He was quite warm now, and very comfortable.

LOOK AND LEARN!

awkwardly [ˈɔːkwədli] — неуклюже, неловко
I beg your pardon! — Приткну свои извинения!

Section 8 Reading for pleasure

1 Read the text and answer the question: *Did the ravens enjoy life in the Tower?*



The Great Escape by Margo Fallis

Part I

Walter and Mary were two ravens. They lived in the Tower of London, in England. They enjoyed life there, but some days were difficult. Walter and Mary loved to sit on the wall and watch people. They often laughed at some of the silly things they did. The ravens didn't like it when people stared¹ at them, made faces² at them, or sometimes took photos of them. They didn't mind the photos too much, but when the camera got too close to their beaks³ — they got angry.

That day some of the tourists got very close to the ravens. One man's camera nearly touched Mary's beak. Then a large group of children came by. One little girl put her face very close to Walter's beak. He wanted to bite⁴ the girl. Mary understood Walter's wish. "Don't!" she said.

After all the tourists and children went home Walter said to Mary, "I've had it!⁵ I've had it! I want to leave the Tower and find another place to live."

Mary answered, "Walter, we can't leave the Tower. We can't fly, remember. They clipped our wings⁶ so we couldn't fly away.

I heard a Beefeater say once that as long as there were ravens at the Tower of London, then England would stay a great country. If we leave the Tower, then what will happen to England?"

"I don't care anymore.⁷ Do you know what a little boy did to me today? He pulled a feather⁸ out of my tail. That hurt! I'm tired of this place and all people." Walter sighed⁹.

Just then, Anne and William, two of the other ravens that lived in the Tower, came by. "What's the matter¹⁰ with Walter?" Anne asked.

"He is tired of the tourists. He wants to leave the Tower," Mary told her.

"But Walter, I also had a bad day. A man with a camera stuck it so close to me that it chipped a piece off my beak¹¹," William said.

"Well, if we're all so unhappy here, why don't we leave? We'll find a better place to live than here," Walter said.

The other ravens agreed¹². That night they made a plan of how to escape from the Tower of London.

¹ пристально смотрели

² корчили рожицы

³ клювам

⁴ кусить

⁵ С меня хватит!

⁶ подрезали крылья

⁷ Меня это больше не беспокоит.

⁸ выдернул перо

⁹ вздохнул

¹⁰ что случилось

¹¹ отколола кусочек моего клюва

¹² согласились

69 Read the brief introduction to the book's plot and complete the following sentences.

- 1 It was difficult for Ben to find a flying job because...
- 2 The job that the television company offered him was very good because...
- 3 The company paid good money for...
- 4 Ben wasn't able to fly the plane back because...

The Last Inch

(by James Aldridge, adapted)



It wasn't easy for Ben, a pilot of forty-three, to find a flying job. That's why it was a stroke of luck when he was offered a job by the Commercial Television Stock Company. They paid a thousand dollars for every five hundred feet of shark film. Ben used a light plane to get to a little desert island in the Red Sea where the water along the coast was always filled with good-sized sharks.

Ben took his ten-year-old son Davy with him. He was a shy quiet boy who had never been particularly loved by his parents.

While filming the sharks, Ben was attacked by a huge tiger shark. He was lucky to get out of the water, but his body was a bleeding mess. He couldn't feel his arms or his feet. He had lost a lot of blood and was in and out of consciousness. The boy had to either fly the plane or die from thirst and the hot sun on the island where nobody would ever find them.

Only once had Ben shown the boy how to fly a plane. He also explained that it was the last inch above the ground that mattered if the plane was going to crash while landing or not.



WORD FOCUS

81 Read and translate the sentences. Mind the difference between *hear* and *listen* (*to*). Mr Jackson doesn't hear anything. It's too noisy. Why don't you listen to me? It's very important to know about it.

82 Put in *hear* or *listen* (*to*).

1. Do you ... the rain beating against the window?
2. Speak louder, please: I can't ... a word of what you are saying.
3. Just ... to him! I've never ... such nonsense in my life.
4. Lots of people can't ... anything. They use a special language to communicate with each other.

83 A lot of books about teenagers' lives are written and published in various countries. Match the book, the text and the sort of a story. Fill in the table below.

The sort of the story: a detective story, a fantastic story, a biography, a horror story, an adventure story.

The text number	1	2	3
The title of the book			
The author of the book			
The sort of the story			

Gavin knocked on the front door of the cottage, but Mrs Foster didn't open it at once, like she usually did.
"Grant! Are you there?" No one answered. Gavin waited for a moment. He couldn't hear a sound. "Maybe she can't hear me," he thought.
He tried the door. It wasn't locked so he opened it and went inside. The room was empty.
"Grant! Where are you? It's me, Gavin."
No one was there, not even Tinker, the cat. Gavin looked round the warm, cosy little room. The fire was still burning brightly. The table was set for two people and he could smell a delicious smell coming from the tiny kitchen.
He thought: "Where is she? And where's Tinker?"
He ran upstairs and looked quickly into the two tiny bedrooms.
— Are you there, Grant?
Nobody answered.

②

An hour later the police phoned and told Terry's dad that they had checked the van but found it empty.
The police had done what they could.
"Those boys may be troublemakers, but that doesn't mean they stole your bike," said dad. "I know they did," answered Terry. "They must have sold it."
Terry lay on his bed feeling lonely and unhappy. His bike had gone and he wouldn't be able to ride for the rest of the season — if at all. It had taken him over a year to save up. What was he going to do?
There was a knock. It was Mum:
"You're upsetting everyone, including yourself. We all know what a terrible shock losing your bike has been."
Terry didn't reply and his mother went away.

③

84 Discuss any of the books. Use the following plan:

- What's the title of the book?
- Who was the book written by?
- What sort of story is it?
- What is the story about?
- Is there any information about the main characters? Who are they?
- Would you read the whole story?
- Would you recommend it to your friends?



98 Match the words to the definitions.

1. a proverb
may or may not be true
2. a fairy tale
3. a novel
4. a legend



99 Read the first part of an old Scottish fairy tale and say what the little brownie¹ did in each house.

I MYSELF!
Part 1

Percy was a little boy. Just like many boys and girls, he never wanted to go to sleep on time. He liked to sit near the fireplace and listen to fairy tales his mother told. The house was warm and **cosy** in the evening, especially near the fireplace.

"Percy, it's time to go to bed," his mum said one evening.
But Percy thought that it was too early to sleep and he **argued** with his mum.
"I don't want to sleep!" answered Percy.
His mum was tired from arguing every day and she said:

"Sit alone by the fire and the Old Fairy will come and take you because you don't listen to your mother."

"I don't care! I'm not afraid of old fairies!" answered Percy.
During those ancient times, there used to be a little brownie¹ in each house. Every night, he would come to clean the house while everyone slept. Percy's mother always left him a jar of cream² as thanks. In the morning, the jar was always empty. The brownie who helped Percy's mother was kind and friendly, but his mother, the Old Fairy, was very bad and she didn't like people.

¹ a brownie [brɒni:] — «бравуня», домовый
² a jar of cream — кушанье слижок

LOOK AND LEARN!

cosy [kɒzi:] — уютный

to argue [ˈɑːɡju:] — спорить, ссориться

100 Say whether the following sentences are true or false. Correct the false sentences.

1. Percy was a little brownie.
2. Percy always went to sleep on time.
3. Percy's mother was tired of arguing every day with the Old Fairy.
4. During those ancient times, there was a little brownie in each house.
5. Percy's mother didn't like their little brownie.

101 Say why...

- a) Percy liked sitting near the fireplace in the evening.
- b) Percy's mother said: "Sit alone by the fire."
- c) every night a little brownie came to Percy's house.
- d) Percy's mother left the little brownie a jar of cream.
- e) the Old Fairy didn't like people.

106 Read the sentences.

- Use:
myself, yourself, himself, herself, ourselves, yourselves, themselves
1. I saw ... in the mirror.
 2. Boys, don't be so lazy and make your beds ...
 3. We enjoyed ... at the disco.
 4. Her elder brother has made this model of a ship ...
 5. Are you hungry? Please help ...!
 6. Has Olga read this fairy tale in English ...?
 7. My dog goes for a walk by ...
 8. The students can do this work ...

"I Myself," said the brownie.
"So why are you crying so loud and don't let me sleep! You've only got yourself to blame!" And then she took the brownie back into the fireplace.
After that, the brownie never came again, but Percy always went to sleep after his mum's first request.

LOOK AND LEARN!

to be scared [skæd] — быть испуганным
coal [kəʊl] — уголь
to hurt [hɜːt] — повредить, ранить
to blame [bleɪm] — упрекать, винить

108 Find and read the sentences from the text which describe the pictures.

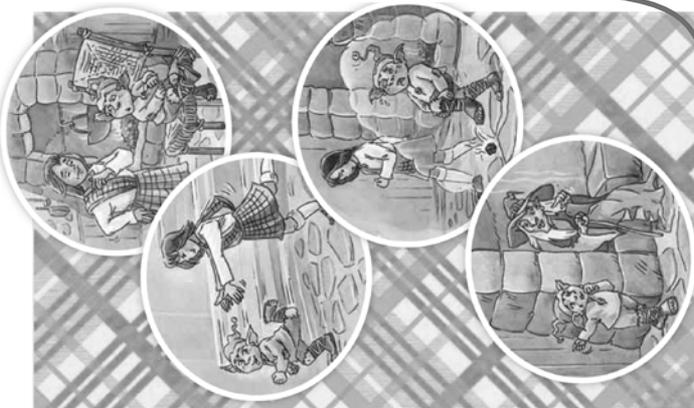
107 Read the second part of the old Scottish fairy tale and say why the little brownie left the house.

I MYSELF!
Part 2

At first Percy was glad that he stayed alone by the fire, but soon the fire died down and it became dark. Percy was worried.
Suddenly, the brownie jumped out from behind the fireplace. Percy was **scared**. And the brownie was very surprised to meet Percy.

"What is your name?" asked Percy.
"Myself. And yours?"
Percy thought that this was a joke and he wanted to play a joke, too.
"My name is I, Myself."
"Catch me, I Myself!"

Then they started running and playing near the fire. The brownie was quick like a cat and it was difficult to catch him.
Running near the fireplace, Percy accidentally touched the **coals** in the fireplace, and one of them fell on the brownie's foot. The brownie cried aloud.
"Who has hurt you?" the Old Fairy asked from the fireplace. "Now, I will come and take him away."
Percy was very scared and ran off to his bed.

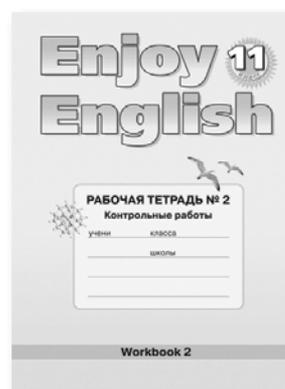
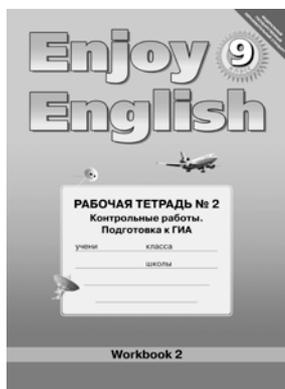
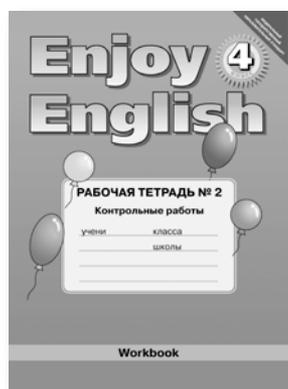


Контроль в курсе “Enjoy English”

Методический аппарат курса “Enjoy English” обеспечивает промежуточный и итоговый контроль, используя разные средства контроля. Промежуточный и итоговый контроль осуществляются с помощью разделов “Progress check” (со 2-го по 11-й класс) и “Test yourself” (с 4-го по 11-й класс) в учебниках и рабочих тетрадях № 1 и № 2 „Контрольные работы“ (к УМК для 4, 9, 10 и 11-х классов), а также тестами в обучающих компьютерных программах. Контрольные задания даны в форматах современных стандартизированных тестов, в том числе в форматах ГИА и ЕГЭ.

Наряду с этим предусматривается оценивание на основе портфолио с помощью проектных работ (задания для проектных работ даны в конце разделов каждого учебника курса), задания с автоматизированным контролем в обучающих компьютерных программах, а также электронный журнал в обучающих компьютерных программах к УМК для 5–9-х классов, позволяющий наглядно выявить и зарегистрировать результаты работы учеников с упражнениями из программ.

Совокупность средств контроля и оценивания позволяет документально подтвердить достижение планируемых результатов ФГОС.



Lesson 65 Progress check

Part 1



1. Послушай рассказ мисс Чэттер о неизвестном герое, который спас кошку из холодной реки. Помоги мисс Чэттер найти и поблагодарить героя. Назови его имя.



Jeff



Alex



Steve

2. Прочитай письмо и выполни задания.

10 May

Dear pen friend,

My name is John. I am a boy. I am nine. I am from the USA. I live with my mum, dad and two sisters Betty and Kate. They are five. The girls like fairy tales. What is your name? How old are you? Have you got a sister or a brother?

My birthday is on the 18th of August. Summer is my favourite season. In summer I roller skate, ride my bike and swim. I can swim very well. I like to play football and tennis. When is your birthday? What is your favourite season? What do you like to do? What can you do well?

I have got a grey rabbit Harry. Harry is nice and funny. He likes to skip and play. Harry likes carrots, cabbage and bread. I like my rabbit but I would like to have a dog and a big parrot. Have you got a pet? Is it funny?

Please write back.

Your pen friend,

John Smith

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1) Закончи предложение.

John has got...

- a) mum, dad, two sisters and a brother Harry.
- b) mum, dad and two sisters.
- c) mum, grandpa and two sisters.

2) Найди и прочитай правильный ответ на вопрос: "When is John's birthday?"

- a) in spring b) in summer c) in autumn

3) Найди и прочитай предложение, которое не соответствует тексту.

- a) John is from the USA.
- b) He has got a rabbit.
- c) John likes to read fairy tales.
- d) He would like to have a big parrot and a dog.

4) Соедини начало и конец предложения.

- John likes carrots, cabbage and bread.
- Harry like fairy tales.
- Betty and Kate likes football and tennis.

3. Выбери нужное слово. Прочитай предложение.

1) Where ... the children?

- a) am b) is c) are

2) John ... got a grey rabbit.

- a) have b) has

3) My little sister doesn't ... a bike.

- a) have b) has

4) Ann ... her beautiful flowers every day.

- a) water b) waters

5) Does Tiny ... letters and postcards?

- a) get b) gets

6) When do the friends ... to bed?

- a) go b) goes

4. Прочитай рассказ и вставь пропущенные слова:

home, his, gets up, breakfast, face, usually, watches

Andrew lives with his mum, dad and little sister Rose. Andrew is a pupil. He goes to school every day. He ... at seven o'clock. He washes his ... and hands, cleans his teeth. Andrew and his dad have ... at 7.45 am.

Andrew comes ... at 2 pm. After lunch he does ... homework and plays with Rose. In the evening Andrew ... TV or reads books. He ... goes to bed at 9 pm.



Unit 4

Unit 4

5. Ответь на письмо Джона. Закончи предложения.

Dear John,
 ... May
 My name is ... I am from Russia. I am
 I live with
 My birthday is on the
 I like...
 I can...
 I have got...
 Please write back.
 Your pen friend, ...



Part 2

1. Ты приехал знакомиться с учениками лесной школы. Расскажи им о себе, своей семье, что ты умеешь и любишь делать, о своём любимом времени года, о своём питомце.
2. Ты вернулся домой после встречи с учениками Green School. Ответь на вопросы одноклассника о своих новых друзьях.

Lessons 66–67 Revision

Выполни задания в рабочей тетради на стр. 94–95. Подумай и оцени свою работу в этом году. Выбери и назови соответствующий рисунок.

Well done!  Very good!  Good!  Not bad! 

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Test yourself 7

1. Посмотри на рисунки. Напиши, что на них изображено.

It's a  pencil box. It's a  ruler.

It's a  pencil. It's a  eraser.

It's a  pair of scissors. It's a  sharpener.

Score: ____ / 4

2. Прочитай, посмотри на рисунки и выпиши недостающие слова.



Hi! I'm Mag. Look at the photo of my classroom.

It's big and nice. There are twenty desks, a  on the wall, a bookshelf with books, three  and a lot of  a TV and  in my classroom. We also have a CD player and a lot of .

We like to listen and sing songs in our English lessons.

Score: ____ / 6

Unit 7

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3. а) Составь словосочетания.

- | | |
|-----------|---------------------------|
| sing | pictures |
| speak | songs |
| learn | from English into Russian |
| translate | English |
| draw | poems by heart |
- б) Используя составленные словосочетания и закончи предложения.

Example: Mag and her friends **translate from English into Russian** in their Russian lessons.

- 1) They _____ in their English lessons.
- 2) They _____ in their Reading lessons.
- 3) They _____ in their Music lessons.
- 4) They _____ in their Art lessons.

Score: _____ / 8

4. Посмотри на картинки и прочитай предложения. Выбери и обведи нужное слово.



Example:

This/That is my bag.

This/That is my desk.

This/That is my pencil box.

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Unit 7



These/Those are my textbooks and workbooks.



These/Those are my coloured pencils.

Score: _____ / 4

5. Прочитай текст. Раскрой скобки и поставь глаголы в Past Simple.

Yesterday Mag (get) got up early. The weather (be) was fine. She (wash) _____ her hands and face, (clean) _____ her teeth in the bathroom. Then, Mag (put) _____ on her school dress and (take) _____ her bag. Then she (go) _____ to school.

It (be) _____ sunny and warm. When she (get) _____ to school, she didn't see any pupils in the yard (во дворе). Mag (say) _____: "Oh! But today is the first day of summer holidays. Children don't go to school on holidays".

Score: _____ / 8

27–30	21–26	15–20	< 15
Very good!	Good!	OK!	Try again!

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Unit 7

“ENJOY ENGLISH” для 4-го класса

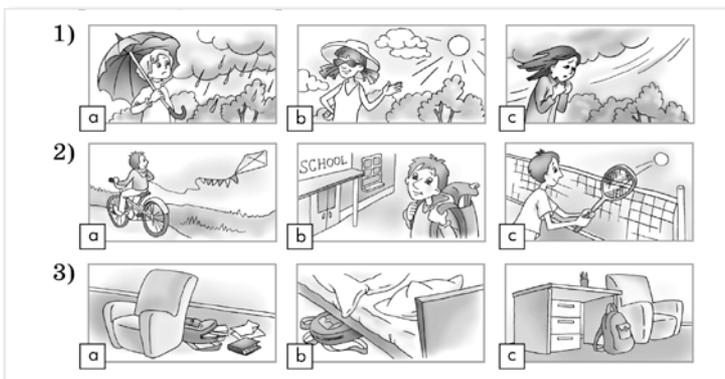
Рабочая тетрадь № 2 Контрольные работы

В рабочей тетради № 2 предлагается выполнить контрольные работы по английскому языку. Они состоят из двух частей (письменной и устной) и даны в двух вариантах. Сначала выполняется письменная часть. На ее выполнение отводится 40–45 минут. В этой части работы предлагается выполнить задания, которые даны в следующей последовательности. В части 1 (Listening) предполагается прослушать несколько текстов и выполнить задания на понимание услышанного. Часть 2 (Reading) включает текст, который нужно прочитать, и задания на понимание текста. В части 3 (Writing) нужно написать письмо (открытку) или заполнить анкету. Рекомендуется выполнять задания в том порядке, в котором они даны. Устная часть контрольной работы (Part IV. Speaking) состоит из двух заданий: рассказа по заданной теме и беседы с одноклассником.

Progress check 1 (variant 1)

Part I. Listening

Послушай тексты. В заданиях 1–4 обведи букву **a**, **b** или **c**, соответствующую выбранному тобой варианту ответа на вопрос. Ты услышишь запись дважды. После первого и второго прослушивания у тебя будет время для выполнения и проверки заданий.



Part II. Reading

Прочитай текст. Выполни задания.

This is a story about two friends. They are a brown bear, Sue, and a white bear, Teddy. Teddy lives in Antarctica and Sue lives in Russia. Sue doesn't often see Teddy. So, she often writes letters to Teddy.

The 1st of July is Teddy's birthday, and he gets many presents: new skates, a nice ball and a box of sweets. This summer Teddy also gets a present from Sue. Teddy decides to write a letter to her.

Soon Sue gets Teddy's letter. She opens the letter and reads: "Hello, Sue! I hope you are fine. Thank you for your birthday present. It's nice. You know, it is always cold and snowy in Antarctica, even in summer. So, I have tea with your tasty honey every evening. What do you do in summer? I play snowballs with penguins. They are my friends." ...

1. Закончи предложение, выбрав один вариант из трёх предложенных. Обведи соответствующую букву.
2. Выбери правильный ответ на вопрос. Обведи соответствующую букву.
3. Выбери утверждение, которое НЕ соответствует содержанию сказки. Обведи соответствующую букву.
4. Пронумеруй предложения в соответствии с прочитанной сказкой. Первое предложение уже обозначено.

Part III. Writing

Прочитай письмо от друга по переписке и напиши ответ.

Part IV. Speaking

1. Посмотри на картинку. Опиши комнату гномика Тайни. В твоём рассказе должно быть не менее пяти предложений.
2. Разыграйте диалог со своим одноклассником. Ваш диалог должен содержать не менее трех реплик от каждого участника.

Карточка № 1

Узнай у своего одноклассника

- какое время года он / она любит.
- что он / она любит делать в это время года.

Ответь на вопросы одноклассника.

Карточка № 2

Ответь на вопросы одноклассника. Узнай у него

- любит ли он / она зиму.
- почему ему / ей нравится (не нравится) зима.

UNIT 1 Families and friends: are we happy together?

TEST 1

**Part 1
Listening**

B1 Listen to the dialogues and choose where the conversations are taking place.

- In a swimming pool
- On the beach
- In a classroom
- In a museum
- In the street

Dialogue	A	B	C	D
Number				

B2 Listen to the speakers and match them with the statements.

- The speaker talks about holidays in a big city.
- The speaker talks about holidays in the country.
- The speaker talks about a camping holiday.
- The speaker talks about a beach holiday.
- The speaker talks about holidays abroad.
- The speaker talks about working holidays.

Speaker	A	B	C	D	E
Number					

Listen to part of a radio programme and choose the correct answer.

A1 How often does Heather Fish give talks on the radio?

- She is on the radio regularly.
- It's her first time on the radio.
- It's her second time on the radio.

A2 What, in Heather's opinion, should people do if they want to adopt a pet?

- Buy food for the pet.
- Arrange the pet's place to sleep.
- Have a professional consultation.

UNIT 1

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A3 What pets does Heather have at home?

- Two dogs.
- Two cats.
- A cat and a dog.

A4 How healthy are Heather's pets?

- They are in good health.
- They experience health problems now and then.
- They suffer from age-related diseases.

A5 Why does Heather consider being overweight a serious problem?

- Because overweight pets look unattractive.
- Because overweight pets avoid playing games.
- Because overweight pets are at risk of disease.

A6 How often does Heather recommend feeding cats and dogs?

- Once a day.
- Twice a day.
- Only when the pet asks for food.

**Part 2
Reading**

B3 Match the parts of the text with the headings.

- A loyal friend
- The history of television
- A home educator
- The most common entertainment
- A harmful habit
- Cartoon production
- Early devices
- Inventors and creators

A. You can hardly find a home without a TV set today. People have got used to the device and don't notice it when it works. However, they notice at once if it doesn't. They suddenly find out that there's not much to do in the house without TV. There are neither films nor shows, neither news nor sports competitions. There aren't even cartoons or commercials! People quickly get bored and it looks as though they've lost the ability to enjoy their life without TV.

B. This is certainly an exaggeration but it's also true that there are many people who spend most of their free time in front of the TV. Doctors find it rather worrying as too much TV may affect peoples' minds and bodies — they may start feeling irritable or down, which may end up in a serious depression or some other health problem. TV also prevents people from living their own lives — sometimes they are unable to escape from the TV reality and get back to the real world.

6

UNIT 1

C. All that sounds bad but on the other hand TV is not all evil. It creates an atmosphere of coziness and warmth in a house on a dull, rainy day. Day or night, it's always there for you if you feel too tired or are not in the mood to go out. You'll never feel lonely if a good film is on.

D. Moreover, TV is not necessarily an idle pastime. There are lots of programmes and whole channels on history and inventions, culture and new technologies. Just watch the right programmes and you'll have a chance to broaden your horizons tremendously! There are also broadcasts in different languages — it's a great opportunity to learn. There are channels which focus on wild life and animals, on space exploration or on historical research — you can find whatever you like!

E. With children, cartoon channels are the most popular. No wonder — children in all times and in all countries have always loved cartoons. Producers say that sometimes making a cartoon is even more difficult than shooting a feature film. Most cartoons are made by photographing a series of drawings. Nowadays computers help the cartoonists a lot but only a couple of decades ago all the drawings were done manually.

F. Not only technology but everything about TV has changed a lot over the recent decades. The first TV sets looked like large boxes with huge tubes and, in comparison with modern standards, very little screens. Sometimes there was a special glass in front of the screen to make the broadcast image larger. The picture was black and white, unstable but still... people accepted it as a miracle. In those days it was difficult to believe that moving images could be transmitted over long distances.

G. The transmission of television images is comprised of several stages: scanning the image, transmitting the image and reproducing the image. The complicated broadcasting system was definitely not invented by one person — lots of brilliant scientists made their own contribution to it. That's why it's practically impossible to give one or even several names — the list is too long.

Text	A	B	C	D	E	F	G
Number							

Read the text and choose the correct option:

True — if the statement is correct

False — if the information is incorrect

Not stated — if the text does not contain enough information to choose either a positive or negative answer.

Join us for a holiday!

What do you usually do on weekends? Don't you deserve some fun and recreation after a hard week of work or studying? Our city offers lots of possibilities to choose from and our agency *Holiday Planner* will help you pick out the best ones.

Holiday Planner is a volunteer organization. Our aim is to help young people, mostly school and university students, arrange their free time in the most efficient way. Our consultants advise really well as they are young, curious and adventurous —

just like you! They share your interests and preferences and, on top of that, they are skilled at designing weekend trips. Our trips are highly entertaining but they easily fit a student's budget.

We've selected several options for you for the coming weekend. If you want to stay in town, you can join our trip, "The Hidden Path", which lasts for two days: from 2 p.m. to 6 p.m. on Saturday and from 10 a.m. to 2 p.m. on Sunday. The meeting point is at the Central Square in front of McDonald's. Our guide will be wearing a Sherlock Holmes costume and you'll recognize him at once. "The Hidden Path" will bring us to places in the city where many of your favourite films were shot. An experienced cameraman will reveal some professional secrets to you — for example, what should be done to make contemporary, urban surroundings look like the streets of a medieval town. You'll also have a chance to wear some historical costumes and will probably meet up with some of your favourite film characters. The trip ends up with watching the most memorable extracts from the films in our open theatre. The number of seats is limited; that's why prior registration for the excursion is necessary. You can register online or by calling our office.

Those who prefer to escape the city for a while and enjoy nature can take part in our camping holiday. Everyone is welcome! The meeting point is the central railway station, Saturday, at 7 a.m. Don't be late! You'll find us easily — you won't be able to miss a crowd of cheerful people with huge rucksacks! Just come up and say "hello".

We plan to be back in the city at 10 p.m. on Sunday. If this is going to be your first camping holiday, please read the following instructions carefully.

1. Take food for two days. The food should be simple and not very heavy. Make sure that the food doesn't need to be kept in a fridge. Take drinking water with you. Don't take sweet or fizzy drinks. Pure water is the best choice.

2. Take warm clothes with you — a sweater or a coat. It's recommended that you wear jeans, not shorts or skirts. Your footwear should be comfortable and suitable for a long walk.

3. Take some medicine with you, just in case something goes wrong.

4. No rubbish (paper, glass, or polyethylene packages) can be left at the camping site. You'll have to carry everything to special containers. We are very strict about that.

If you follow our recommendations, you'll enjoy your holiday and will make new friends.

A7

Holiday Planner focuses on creating entertaining trips for young people.
1) True 2) False 3) Not stated

A8

Holiday Planner was founded by a group of university students.
1) True 2) False 3) Not stated

A9

"The Hidden Path" is an excursion to Sherlock Holmes's house.
1) True 2) False 3) Not stated

A10

To join the trip "The Hidden Path" everyone has to register beforehand.
1) True 2) False 3) Not stated

A11

The camping holiday lasts two days.
1) True 2) False 3) Not stated

- A12** The food for the campers is provided by *Holiday Planner*.
 1) True 2) False 3) Not stated
- A13** The campers are advised to have basic medical supplies with them.
 1) True 2) False 3) Not stated
- A14** The campers are going to spend the night in tents.
 1) True 2) False 3) Not stated

**Part 3
Grammar & Vocabulary**

Use the words in CAPITAL letters in the appropriate forms.

- B4** I have a brother and a sister. They are both _____ than me and that's why they feel superior. We get on quite well but sometimes they think that I _____ boring and annoying. It happens when Mum tells _____ to look after me instead of hanging out with their friends. Sometimes they say that they are busy. Just like now — my sister is pretending that she _____ her lessons, but I know that it's not true. She _____ them already. She wants to go out but she _____ how to escape the house. I'm going to offer her a deal: if she allows me to play on her computer, I _____ Mum that I want to go to bed earlier, so she'll be able to go wherever she wants.
- Whatever they say, I'm sure that my brother and sister love me. It was my birthday last week and they _____ me to the circus. They also gave me a large teddy bear. They put the bear at the foot of my bed when I _____. It was the first thing I saw when I woke up in the morning!

OLD
BE
THEY
DO
DO
NOT KNOW
TELL
TAKE
SLEEP

Use the words in CAPITAL letters in the appropriate forms.

- B13** It was bright and sunny on Saturday morning. We went to the _____ park and had a great time there! I enjoyed riding the roller coaster and my little sister played _____ on the swings while our parents were having their coffee in the summer café.
- B15** Then we watched a funny _____ in the Green Theatre. It was the first family outing we'd had for ages. My parents are

AMUSE
HAPPY
PERFORM

- B16** very busy people and _____ they often have to work at weekends. My dad is a _____ journalist and mum is a music teacher. She teaches me music too and says that my success is really _____. I'm proud of that.

FORTUNATELY
PROFESSION
ENCOURAGE

**Part 4
Writing**

- C1** You've got a letter from your pen friend, Michael. Write him a letter and answer his 3 questions.

...I really enjoyed our camping holiday last weekend. If the weather is fine next Saturday, I think we'll go on a boating trip...
 ... Have you ever been on a camping holiday? ... What outdoor activities and games do you like? ... What is your favourite season and why?...

Write 100–120 words.

TEST 2

Part 1
Listening

B1 Listen to the dialogues and choose where the conversations are taking place.

1. In a café
2. In a circus
3. In the cinema
4. In a hospital
5. At home

Dialogue	A	B	C	D
Number				

B2 Listen to the speakers and match them with the statements.

1. The speaker explains what his/her friend looks like.
2. The speaker explains how he/she met a good friend.
3. The speaker says that life is boring without friends.
4. The speaker describes his/her friend's character traits.
5. The speaker explains why friends sometimes quarrel.
6. The speaker talks about his/her friend's hobby.

Speaker	A	B	C	D	E
Number					

Listen to part of a radio programme and choose the correct answer.

- A1** Rick is from
- 1) Great Britain.
 - 2) Australia.
 - 3) New Zealand.
- A2** Rick is planning to stay in Russia
- 1) for one week.
 - 2) for two weeks.
 - 3) for half a year.
- A3** Rick's grandfather
- 1) watches TV a lot.
 - 2) often goes to the cinema.
 - 3) ignores any mass media.

UNIT 1

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A4 In Russia Rick

- 1) goes to a school for foreigners.
- 2) attends an ordinary Russian school.
- 3) is enjoying a holiday from school.

A5 In Moscow Rick is staying

- 1) in a hotel room.
- 2) with his relatives.
- 3) with his friend's family.

A6 Rick enjoys going to the theatre in Moscow because

- 1) Russian theatres are different from New Zealand ones.
- 2) Russian theatres remind him of his country.
- 3) he likes theatres in general.

Part 2
Reading

B3 Match the parts of the text with the headings.

1. Who stays in youth hostels?
2. What does a youth hostel look like?
3. What does a youth hostel kitchen look like?
4. Where can you stay when you are on holiday?
5. In what countries can you find a youth hostel?
6. What are the other advantages of youth hostels?
7. What does a room look like?
8. How can you reserve a place in a youth hostel?

A. When you travel, it's not usually a problem to find a place to stay. There are several options: you can rent a room from a private landlord, stay in a hotel or choose the youth hostel network. The first choice is fine but not predictable enough — at least I prefer to deal with an organization, not with a private person. A hotel is too expensive for us as my friends and I are students. A youth hostel is our usual choice and it seems to be the right choice for us.

B. A youth hostel is a place where people, especially young people, can stay quite cheaply. Youth hostels are available almost anywhere — they are very popular in Britain and Australia, in India, Germany, the USA and Mexico. A friend told me that once he stayed in a youth hostel in Russia. I didn't know they had hostels there too.

C. Though much cheaper than an average hotel, a youth hostel is a nice place to stay in. There are usually more beds per room than in a hotel — you can see four, six and even ten beds in one room. The bathrooms are shared. There is a laundry where you can use a washing machine and a shared kitchen where you can cook your meals.

D. Youth hostels were designed primarily for students but people of different ages enjoy staying there. Nowadays you may see anyone there — along with students

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UNIT 1

there are retired people, groups of adult tourists, people on their own and families with or without kids. Due to reasonable prices and a warm atmosphere youth hostels are attractive to people of different backgrounds and from different countries.

E. The good location of the hostels adds to their popularity. As they are designed for students, the constructors and developers had it in mind that the guests would not be likely to use private cars so the key points of the town should be within a reasonable walking distance or easily accessible by public transport.

F. In spite of modest prices youth hostels meet all the necessary requirements. The rooms are spacious enough and are furnished with comfortable beds. There are wardrobes and hangers, a table and a couple of chairs and a mirror. There's usually no fridge because the guests are supposed to use the shared kitchen which is much more convenient and hygienic.

G. There's someone at the reception 24 hours a day, so if you need a place to stay, you may just come and book in. However, in high season it's highly recommended that you reserve your place in advance as the hostel may be fully booked. Reservation is easy — either fill in an online form or call the receptionist. Reservation by email is possible too.

Text	A	B	C	D	E	F	G
Number							

Read the text and choose the correct option:

- True — if the statement is correct
- False — if the information is incorrect
- Not stated — if the text does not contain enough information to choose either a positive or negative answer.

What is a family?

The family is one of the oldest social institutions in the history of mankind though nobody knows when exactly it started. It was probably when Adam and Eve created the first family.

There are several definitions of a family. Some people consider it as people who live together in one house. They are usually relatives by blood or by marriage, but not necessarily. Adopted children, stepchildren and stepparents are, naturally, members of the family too. Sometimes even nannies and old friends who share the same house feel inseparable from the family as well. To other people it's not the place but the blood which is most important. You may never have seen your third cousin living thousands of miles away from you but he's still your family and you have to care for him and be kind to him.

In human history, the family was usually built around the man — either the oldest man in the family or the breadwinner. In some cultures, however, the status of women, both in society and in the family, was higher than the status of men and it was the mother who made all important decisions and ruled the family.

Nowadays two family-defining terms are often used: a traditional family and a nuclear family. A traditional or extended family was the dominant family format of the past and it had a similar structure in different countries. It consisted of several generations and was headed by the eldest man in the family. For example, an ideal traditional Chinese family consisted of the head of the family and his wife, their three or four sons and their wives (the daughters didn't live in the parents' house as they moved to their husbands' families after the wedding) and a dozen grandchildren. People lived shorter lives then, that's why there were usually no more than three generations in a family.

Children were absolutely dependent on their parents and grandparents and the status, role and behaviour of each member of the family were strictly regulated. Nobody could break the rules. The interests of the family were above the interests of an individual member. If anyone ignored or betrayed the family interests, they were punished very severely. Most traditional families in Russia, Ukraine, and Poland looked the same.

Nowadays families are much smaller. They often consist of only two generations: parents and their dependent children. A family of this kind is called a nuclear family. Unlike in the traditional family, where the father went to work to earn money and the mother stayed at home to cook, wash and raise the children, there are no strictly defined male and female chores within a nuclear family. This means that most women go to work and earn money along with their husbands, and men help their wives with cooking, washing and other work round the house.

Contemporary children behave differently too. They are allowed to express their point of view and take part in decision-making on different family issues. Sometimes they even ignore the senior generation's recommendations or advice, which was absolutely impossible in traditional families. Children are more independent nowadays and when they grow up, they often prefer to live apart from their parents. Some people believe that it loosens the family bonds but it's not true. Sometimes it may even improve relationships between generations. Having separate homes doesn't matter much as long as adult children care for their parents and remember to help them.

A7 The scientists have got reliable facts about when the institution of family was founded.

- 1) True 2) False 3) Not stated

A8 People understand the word *family* in different ways.

- 1) True 2) False 3) Not stated

A9 The women in Ancient Egypt headed their families.

- 1) True 2) False 3) Not stated

A10 Traditionally, in China power and responsibility belonged to the eldest man in the family.

- 1) True 2) False 3) Not stated

A11 The author defines a traditional Chinese family as five generations living together.

- 1) True 2) False 3) Not stated

A12 Parents in traditional families didn't allow children to argue with them.

- 1) True 2) False 3) Not stated

- A13** In modern nuclear families, responsibilities are not strictly distributed between husband and wife.
 1) True 2) False 3) Not stated
- A14** The author disapproves of the situation when parents and adult children live separately.
 1) True 2) False 3) Not stated

**Part 3
Grammar & Vocabulary**

Use the words in CAPITAL letters in the appropriate forms.

- B4** I usually spend my weekends at home and enjoy them very much. There is a large garden behind the house and, if the weather _____ fine, I take care of my flowers or read something while sitting in a garden chair. I really think that my garden is the _____ place in the world.
- B5** Last Friday, however, a friend of _____ invited me to join their camping holiday. I felt curious as I _____ on a camping holiday and decided to try it. I _____ very early on Saturday and we set off soon after sunrise. When we got to the campsite, it _____ and we had to put up the tents very quickly. Then we got inside and waited for the rain to stop. But it didn't. It only _____ in the afternoon on Sunday! Cold and hungry, we went outside, packed the tents back into the rucksacks and set off for home.
- B6** My friend _____ to ask if I would like to try a camping holiday again. He says that, according to the forecast, the weather _____ fine but I don't want to risk it. A weekend in the garden is much safer and much more pleasant, at least for me.

BE
GOOD
MY
NEVER BE
WAKE UP
RAIN
STOP
JUST CALL
BE

Use the words in CAPITAL letters in the appropriate forms.

- B13** I'm a university student and I live in a big city now. I like it because there're lots of _____ opportunities here. There are lots of different shows, performances and concerts. The tickets are usually quite _____ but fortunately we have student discount cards. Last weekend my friends and I were _____ to get discounted tickets for the concert of a famous rock band. But my life is not only fun — I have to study very hard. My parents would be very disappointed to get any

ENTERTAIN
EXPENSE
LUCK

UNIT 1

17

- B16** discouraging news about my academic _____. I want my family to feel proud of me. I believe we can never become absolutely _____ of our parents as we always need their love and _____.

PERFORM
DEPENDENT
APPROVE

**Part 4
Writing**

- C1** You've got a letter from your pen friend, Jane. Write her a letter and answer her 3 questions.

*...To put it frankly, I'm not a museum goer and it was my mum who initiated our family outing to the Museum of Ancient Arts, but I really enjoyed it...
 ...How do you usually spend your free time? ... When was it the last time you were in a museum? ... What cultural place would you like to visit and why?...*

Write 100–120 words.

18

UNIT 1

БЛАНК ОТВЕТОВ № 1

Заполнить геловой или каллиграфической ручкой черными чернилами ЗАГЛАВНЫМИ ПЕЧАТНЫМИ БУКВАМИ по образцу:

А Б В Г Д Е Ж З И Й К Л М Н О П Р С Т У Ф Х Ц Ч Ш Щ Ъ Ы В Э Ю Я 1 2 3 4 5 6 7 8 9 0 . -

Предмет: А Я Номер варианта: _____

Дата: _____

Код ОУ: _____ Логин участника: _____

Подпись участника: _____

С.С. Лицейская Институтская гимназия
в г.Казани и в г.Бирске Республики Татарстан

Ответы на задания

Номер задания	А	В	С	Д	Номер задания	В4	В5	В6	В7	В8	В9	В10	В11	В12	В13	В14	В15	В16	В17	В18	
В1					Образцы метки																
В2					1																
А1					2																
А2					3																
А3					А8																
А4					А9																
А5					А10																
А6					А11																
А7					А12																
В3					А13																
					А14																
					А	В	С	Д	Е	Ф	Г										

Замена ошибочных ответов

Номер задания	1	2	3	Номер задания	1	2	3			
А				В						
А				В						
А				В						
А				В						
В1				А	В	С	Д	Е		
В3				В						
				А	В	С	Д	Е	Ф	Г

БЛАНК ОТВЕТОВ № 2

Подпись участника

С.С. Лицейская Институтская гимназия
в г.Казани и в г.Бирске Республики Татарстан

Логин участника: _____

Предмет: _____

Дата: _____

Отвечая на задания, пишите аккуратно и разборчиво, соблюдая разметку страницы. Успехов заданий перерисовать не нужно. Не забудьте указать номер задания, которое Вы выполняете — С1.

Learning strategies

Appendix 2

How to deal with reading test questions

Unit 1: Ex. 107; **Unit 2:** Ex. 44, 82; **Unit 3:** Ex. 15, 45; **Unit 4:** Ex. 75

- 1 Read the instructions for each part very carefully to make sure that you understand what you need to do.
- 2 Remember that you don't have to know the exact meaning of every word in the text. Use any kinds of clues, like the title or pictures, to help you understand what a text is about. Then try to read for the main idea.
- 3 Read and re-read your answers and be prepared to change your mind and think again about the answers you have given. Always consider going back and checking your answers.
- 4 Don't choose an answer just because you see the same word in the text. Seeing the same or similar word both in text and question is no guarantee that you have found the correct answer.
- 5 Don't choose your answers too quickly; check that linking words, tenses and time references all fit the choices you have made.
- 6 Answer the questions that you think are easy first; leave the problem areas until last.

How to deal with listening test questions

Unit 1: Ex. 35, 65, 99; **Unit 2:** Ex. 31, 86; **Unit 3:** Ex. 8, 39, 104

- 1 Listen to the instructions and read them carefully. Make sure you understand what you are listening for and what you have to do.
- 2 Use the short time you have before hearing each part to read through all the questions as carefully as you can so you are prepared for what you hear.
- 3 Check that your idea of what the correct answer is when you hear the recording the first time is confirmed when you hear it the second time.
- 4 Concentrate on understanding as much as possible of what speakers say but don't be distracted by individual words or phrases.
- 5 Answer all the questions even if you are not sure: you've probably understood more than you think!
- 6 Don't spend too much time on a question you are having difficulty with or you may miss the next question.

How to deal with matching test questions

Unit 1: Ex. 86; **Unit 2:** Ex. 3, 31, 53, 82; **Unit 3:** Ex. 98; **Unit 4:** Ex. 19, 30

Matching tests check your ability to see which things go together. Thinking of these tests as puzzles will help you match the correct pieces and eliminate choices as you go along.

- 1 Develop a clear test strategy and study past exam papers for more practice with matching tasks.
- 2 Read the instructions carefully and make sure you understand the task properly. Read the answers / titles first so you know the answer choices. Then as you read the questions / texts, you will already know all the options. This can prevent you from choosing the first or second choice because it looks right, when the correct answer is further down the list.
- 3 As you find each correct match, cross it off the list. This helps you limit your choices and increase your chances of getting every answer correct.

Обучающие компьютерные программы (ОКП) в курсе “Enjoy English”

Ко всем учебникам курса “Enjoy English” выпущены специально созданные мультимедийные обучающие компьютерные программы.

Целью данных программ является облегчить ввод нового языкового материала, обеспечить дополнительную тренировку языковых знаний и речевых умений учащихся и разнообразить виды работы с изучаемым материалом, а также дать возможность ученикам расширить свои знания в рамках Примерной программы и авторской

концепции. Отличительным свойством данных программ является то, что их текстовое наполнение не повторяет тексты учебников. Упражнения из обучающих компьютерных программ способствуют реализации целей и достижению планируемых результатов ФГОС. Каждая программа содержит пояснительную записку, подробные поурочные рекомендации и детальную справку для учеников.



ОКП к курсу “Enjoy English” для начальной школы

1. Интерактивные плакаты для 2–4-х классов содержат **30 анимированных и озвученных плакатов** для презентации лексики и грамматики по всем учебным темам начальной школы.
2. “Enjoy the ABC” — программа для изучения алфавита содержит презентацию букв в виде коротких мультфильмов, упражнения для отработки каллиграфии, для соотнесения заглавных и строчных букв, узнавания букв по их названию и запоминания порядка букв в алфавите.
Программы “Enjoy English” для 2, 3, 4-х классов содержат упражнения для обучения аудированию, чтению, основам письменной речи, лексике и грамматике, включая упражнения на грамматическое моделирование и задания тестового формата.
3. “Enjoy English” для 2-го класса, версия 2.0 содержит **130 упражнений**.
4. “Enjoy English” для 3-го класса, версия 2.0 содержит **150 упражнений**.
5. “Enjoy English” для 4-го класса, версия 2.0 содержит **160 упражнений**.

ОКП к курсу “Enjoy English” для основной школы

Программы “Enjoy English” для 5, 6, 7, 8, 9-х классов содержат упражнения на закрепление новой лексики и развитие навыков орфографии,

закрепление грамматических знаний, развитие навыков чтения и письма, опоры для говорения и приобретения социокультурных знаний. Задания раздела “Test yourself” служат хорошим тренажером для подготовки к итоговой аттестации в формате ГИА. Электронный журнал в программах позволяет учителю и родителям контролировать прогресс в знаниях учеников.

6. ОКП “Enjoy English” к учебнику для 5–6-х классов содержит **два диска по 60 упражнений каждый**.
Готовятся к выходу ОКП к учебникам для 5-го и 6-го класса (ФГОС).
7. ОКП “Enjoy English” для 7-го класса содержит **80 упражнений**.
8. ОКП “Enjoy English” для 8-го класса содержит **96 упражнений**.
9. ОКП “Enjoy English” для 9-го класса содержит **116 упражнений**.

Электронные и аудиоприложения к курсу “Enjoy English” для старшей школы

Электронные и аудиоприложения к учебникам “Enjoy English” для 10-го и 11-го класса содержат англо-русский словарь, аудиоприложение с текстами для аудирования, графические материалы для проектных работ и тесты.

11. Электронное приложение к учебнику “Enjoy English” для 10-го класса
12. Электронное приложение к учебнику “Enjoy English” для 11-го класса