



корпорация

российский
учебник

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«Обновленный курс “Enjoy English” / “Английский с удовольствием”

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Курс “Enjoy English” / «Английский с удовольствием», который входил в Федеральный перечень с момента включения иностранного языка в учебные планы школ в качестве обязательного учебного предмета и до 2014 г. с 2015 г. издается Корпорацией «Российский учебник»

Переход в Корпорацию «Российский учебник» обусловлен рядом причин

- Переформатирование рынка учебной литературы для общеобразовательных организаций
- Консолидация издательств с целью упорядочения издания учебной литературы

Это дало возможность **обновить курс Enjoy English** с учетом действующих нормативных документов :

- Федерального государственного образовательного стандарта общего среднего образования
- Концепции духовно-нравственного развития и воспитания личности гражданина России, которая обеспечивает формирование российской идентичности в условиях поликультурного мира

Это дало возможность **обновить курс Enjoy English** с учетом действующих нормативных документов :

- Программы развития универсальных учебных действий (УУД), которая направлена на овладение ключевыми компетенциями как основы для саморазвития и непрерывного образования
- Фундаментального ядра содержания общего среднего образования
- Планируемых результатов по трем ступеням общего образования

Кроме того, это дало возможность предоставить учебный материал в более адаптированном к современным условиям виде:

- Структурировать учебный материал максимально четко, используя аппарат ориентировки, способствующий развитию у школьника навыков самостоятельной работы (рубрикация, справочные материалы,);
- Более современно представить инструменты контроля и самоконтроля с учетом ЕГЭ, ОГЭ и других форм аттестации
- Использовать современный дизайн, иллюстрации
- Поддержать УМК электронной формой учебника

В чем необходимо помочь учителю?

Оптимизировать учебные материалы и организовать учебный процесс с учетом образовательных реалий современной российской школы.

Оптимизация понимается авторами УМК как «научно обоснованный выбор и осуществление наилучшего для данных условий варианта обучения с точки зрения решения его задач и рациональности затрат времени обучающихся и преподавателя»

(Э.Г. Азимов, А.Н.Щукин «Новый словарь методических терминов и понятий» . 1999).

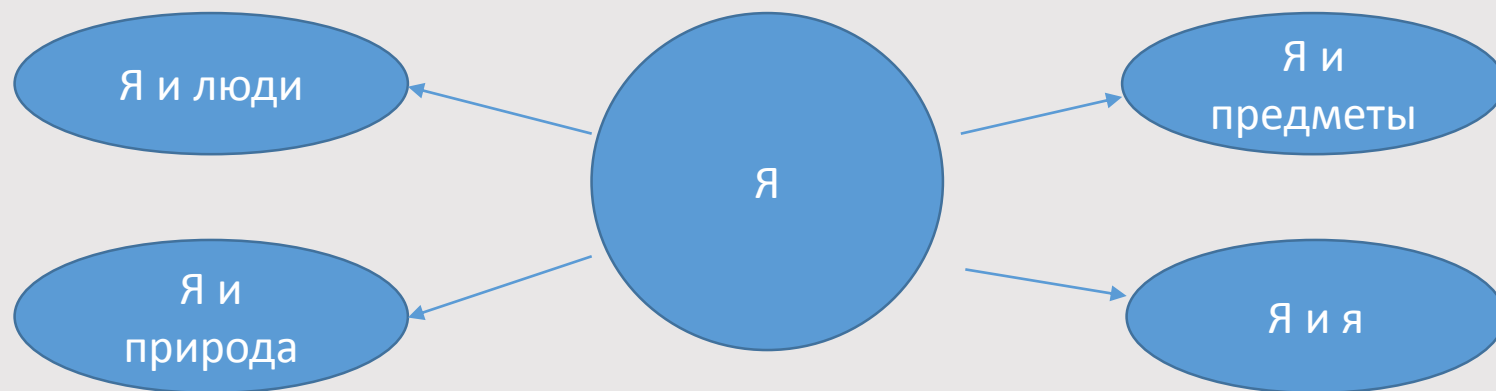
При этом авторы стремились максимально сохранить концептуальные особенности курса, доказавшие свою состоятельность.

Концептуальные положения, на которых строится курс “Enjoy English” остались без кардинальных изменений, а именно:

- достижение планируемых образовательных результатов на трех уровнях, обозначенных в ФГОС: личностном, метапредметном и предметном
- реализация деятельностного, личностно-ориентированного, компетентностного, коммуникативно-когнитивного, социокультурного подходов
- использование современных педагогических технологий
- линейно-концентрическое построение курса (что обеспечивает повторяемость и закрепление учебного материала),

Концептуальные положения, на которых строится курс:

- постепенное расширение круга тем и взвешенный отбор тематики для каждого концентратора на каждом из 10 лет обучения



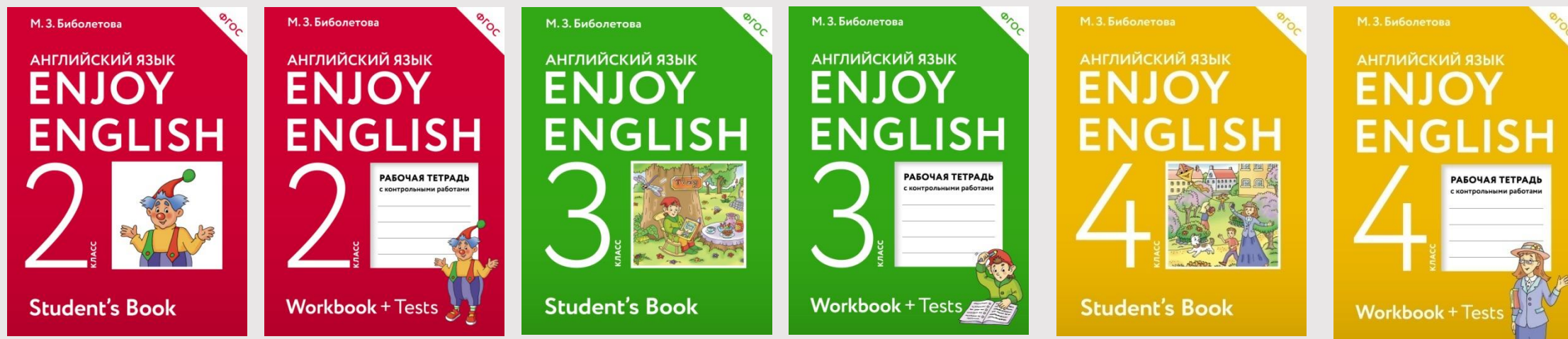
- сбалансированное обучение четырем видам речевой деятельности (говорению, аудированию, чтению и письму) на аутентичном материале в рамках каждой темы

Концептуальные положения, на которых строится курс:

- соблюдение принципа преемственности - «выращивания» планируемого результата от начальной до старшей школы, в соответствии с темпами и особенностями развития школьников соответствующего возраста, с их речевым развитием
- опора на опыт в родном языке и сознательный подход к обучению грамматике, в частности, через моделирование
- согласованность и взаимодополняемость всех компонентов УМК
- открытость для включения в УМК новых компонентов, например, электронных учебников

Новое издание УМК 2 - 4 (начальная школа)

- состав комплекта: учебник, РТ, КДУ, аудиоприложение, ЭФУ



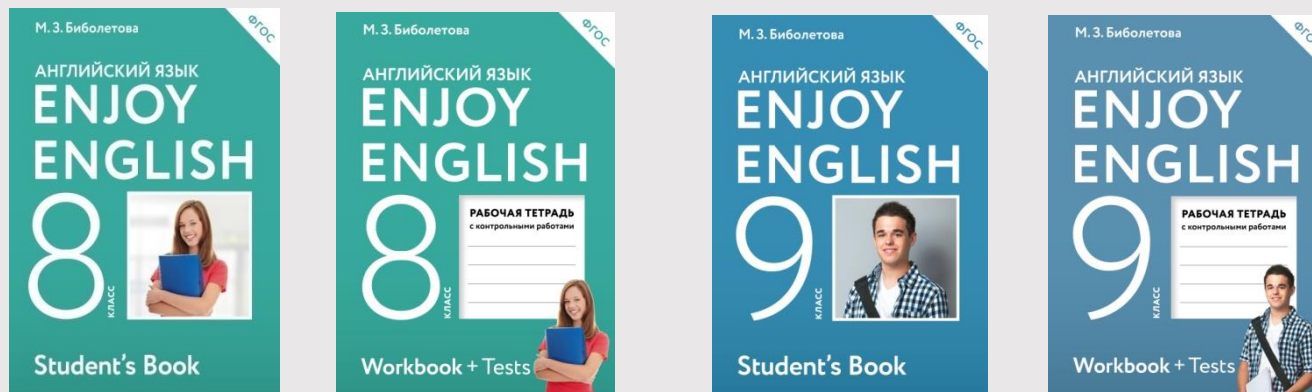
Все новые учебники, рабочие тетради к ним вышли в 2015-2016 г. и готовы к экспертизе, включая книги для учителя и электронную форму учебников

Новое издание УМК 5 – 9 (средняя школа)

состав комплекта: учебник, РТ, КДУ, аудиоприложение, ЭФУ

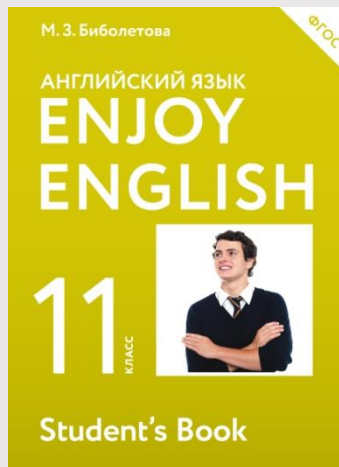
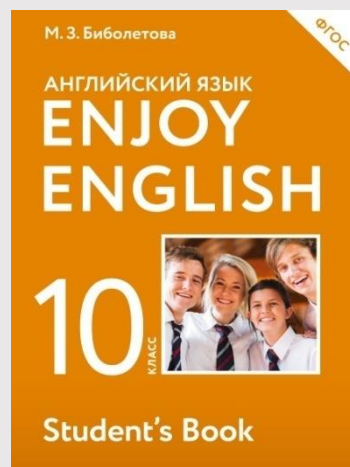


Последовательно выходили в свет в промежутке между 2015 г. и к настоящему времени имеются все издания, включая **КДУ** и **ЭФУ**



Новое издание УМК 10 -11 (старшая школа)

состав комплекта: учебник, РТ, КДУ, аудиоприложение, ЭФУ



Вышли в свет и готовы к экспертизе, включая КДУ и ЭФУ.

Особенности обновленного курса Enjoy English:

1. **Усилена метапредметная составляющая учебного процесса,** учитывающая изменения в психологии современных школьников, повышение их восприимчивости к новым технологиям.

Это происходит за счет целенаправленного обучения

- *информационной деятельности: задания на выделение главной мысли, отделение главного от второстепенного, нахождение и понимание запрашиваемой информации, ее анализ, обобщение, фиксация и последующее использование в собственной речи, умение сжимать и расширять текст и т.д.*

Особенности обновленного курса Enjoy English:

- умению работать в паре/группе/в сотрудничестве
- умению использовать разные источники информации (на бумажных и звуковых носителях, из интернета)
- умению критически оценивать воспринимаемую информацию

Овладение перечисленными метапредметными умениями выводят владение английским языком на новый, более высокий уровень.

В обновленном УМК Enjoy English:

2. При сохранении в полном объеме **тематики общения**, соответствующей ФГОС:

- **обновлено** содержание ряда аутентичных текстов, а часть текстов **заменена на новые** с целью их приближения к актуальным событиям, происходящим в мире, и новым коммуникативным потребностям современных школьников
- **расширен** круг текстов и проектных заданий **о России** с целью воспитания **гражданской идентичности** школьников
- **расширен** набор видов текстов для чтения, обеспечивающий читательские запросы современного школьника и отвечающий требованиям итоговой аттестации, в частности, в обновленные учебники включены **нелинейные тексты** (в виде таблиц, диаграмм);

- Пример многофункционального нелинейного текста
- Задание формата ЕГЭ (монологическая речь)
- Привлекается внимание школьников к алгоритму самостоятельного выполнения подобных заданий.

По колонкам:

1. Логика высказывания

2. Уместные клише

3. Лексические и временные параметры,

точность, объем и др.

SE 13 Compare and contrast the pictures. Cover all the points in the table. You have 1,5 min to prepare and then you have to speak for two minutes. (see LS)



Points to cover	Language Help	Dos and donts
1 Briefly describe the pictures	<p>The first picture shows ...</p> <p>In the second picture I can see ...</p> <p>They are ... (where?)</p> <p>They are ... (doing what?)</p> <p>They are ... (wearing what?)</p> <p>They look ...</p> <p>It must be ... (hard/boring/exciting/smth they do every day/)</p>	<p>Do speak without long pauses</p> <p>Do use precise vocabulary (e.g. use <i>road workers</i> rather than <i>people</i>; <i>farmer</i> rather than <i>man</i>)</p> <p>Do say at least three sentences</p> <p>Don't speak for too long: you might not have time to cover all the points</p>
2 Say in what way the pictures are similar	<p>Both pictures show ...</p> <p>There is one obvious similarity: ...</p> <p>The farmer looks as ... as the road workers</p> <p>Another common point is that both jobs are seasonal/manual/hard/mostly for men</p>	<p>Do think of three similarities while preparing for speaking</p> <p>Do use comparative structure <i>as...as</i></p> <p>Do go for more general ideas rather than visual details (e.g. compare jobs rather than clothes)</p> <p>Don't repeat the ideas you used in the 1st point</p>
3 Say in what ways the pictures are different	<p>However, there are some differences.</p> <p>First of all, the 1st job is done in the countryside whereas/but the 2nd ...</p> <p>Also, the farmer's job is ... than the road workers'</p> <p>Another difference is that , working in the countryside is a lot more ...</p> <p>And, finally, ...</p>	<p>Do go for some generalization</p> <p>Do think of at least three differences while preparing for speaking</p> <p>Don't use the ideas from the 1st point (e.g. Don't say: <i>In the first picture there is a farmer whereas in the second there are road workers</i>)</p>
4 Say which of the jobs you would prefer to do	<p>Honestly, I have never thought of doing any of these jobs but if I had to choose, I would definitely go for ...</p> <p>If you ask me, I'd choose ...</p> <p>Of course, I'd rather work as a ... than a ...</p>	<p>Do decide on one of the jobs Don't say: I don't know which job to choose</p>
5 Explain your choice	<p>... because I'm good at ...</p> <p>... as I'm hopeless at ...</p> <p>The reason why I'd choose ... is that ...</p> <p>It's just not right for me</p>	<p>Do think of all the ideas while preparing for speaking</p> <p>Do say at least 12-15 sentences on the whole</p>

В обновленном УМК “Enjoy English”

3. Усилена **контролирующая составляющая** учебного процесса, которая продиктована рядом причин, в частности необходимостью участия школьников в разных формах мониторинга (ВПР, НИКО и др.), а также в государственной итоговой аттестации.

Причем это происходит на всех этапах: начальном, среднем, старшем.

EE4 WB (Письменная часть)

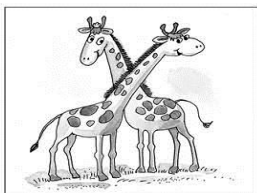
PROGRESS CHECK 2. Variant 1

PART 1



Послушай четыре текста. В заданиях 1—4 прочитай вопросы и отметь правильные ответы: обведи соответствующую букву. Ты услышишь запись дважды. После первого и второго прослушивания у тебя будет время для выполнения и проверки заданий.

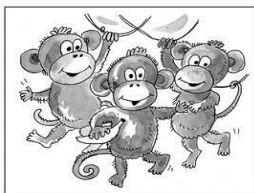
1) Which animals does Alex like?



a)

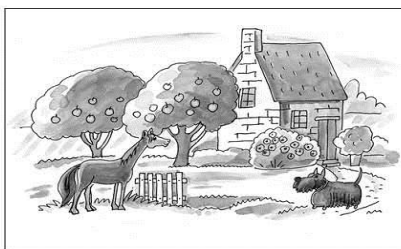


b)

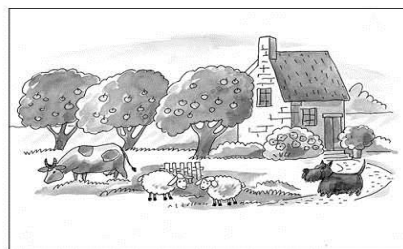


c)

2) Which is Alex's picture?



a)



b)

3) When did Mag buy the presents for her sister and brother?

- a) Sunday b) Monday c) Saturday

4) You want to see the new baby elephant at the zoo today. Can you do that?

- a) Yes b) No

Score: _____/4

Подчеркни слова, в которых буква **e** и буквосочетание **ed** читаются не так, как в остальных словах.

5) went, let, began, fell, fed

6) liked, helped, walked, wanted, watched

Прочитай текст. Выполни задания.

A long, long time ago a boy lived in the town. His name was John. He was only 7 but he could read very well. He liked to read fairy tales. Sometimes he wrote his own stories about green fields with wonderful flowers or houses with magic (волшебный, волшебные) rooms.

Every day John came to the park to play with his friends. He often told them his fairy tales. His friends liked his tales very much. But their favourite story was about a magic garden where the children found a lot of coins (монеты) under a big apple tree.

One day John went for a walk very early. There were no children and John decided to walk to the centre of the park. Soon he saw a big green tree with a notice (объявление) on it. It said "I am a magic tree. Say the magic words and you can come in." John didn't know any magic words. But he started to say: "Hello, dear tree! Abracadabra! Open the door! Merry Christmas!", and many more... but his words weren't magic.

Soon John was tired, he sat on the ground and said: "Please, dear tree!". Suddenly a big door opened in the tree. It was dark inside (внутри). But John came in and said, "Thank you, dear tree!" A minute later John saw a bright road. He went along the road and found a large room. There were lots of balls, teddy bears, dolls, puzzles, toy cars, sweets and chocolate. John ran back and brought all his friends to the magic room and they had a party. They were happy. And John told his friends the magic words — that helped him and his friends to get into the fairy tale.

Выбери правильный ответ на вопрос. Обведи соответствующую букву.

- 7) What fairy tale did John's friends like most of all?
 a) A fairy tale about nice flowers.
 b) A fairy tale about a magic house.
 c) A fairy tale about coins in the garden.
- 8) Where did John meet his friends every day?
 a) In the park.
 b) In the house.
 c) In the garden.
- 9) What words helped John to open the door?
 a) "Please, dear tree!"
 b) "Hello, dear tree!"
 c) "Merry Christmas!"
- 10) What did the boy find in the tree?
 a) A magic book.
 b) A lot of toys.
 c) His friends.
- 11) Why did John think that the words were magic? — Because they helped John
 a) to open the door.
 b) to find new friends.
 c) to become rich.

Пронумеруй предложения в соответствии с прочитанной историей. Первое предложение уже обозначено.

- 12) ☐ There was a large room inside the magic tree.
☐ John couldn't remember any magic words.
☒ 1 There was a tree with a notice on it.
☐ The boy and his friends enjoyed the presents and the party.
☐ At last John said the right magic words.

Score: _____/8

Прочитай новогодние открытки. Напиши свою поздравительную открытку другу: воспользуйся текстами данных открыток.

13)

Dear Alice,
 Best wishes for a wonderful New Year!
 Love,
 John

Dear Steve,
 With Christmas Greetings and all good wishes for the New Year!
 Love,
 Nick

Dear Jill and Jim,
 Christmas greetings and best wishes for the New Year!
 Love,
 Mum and Dad

Dear Granny,
 Best wishes for a nice Christmas season and a very happy New Year!
 Yours,
 Alex

14)

Dear _____

Score: _____/3

Mark your score

15—14	13—11	10—8	7—0
Very good!	Good!	OK!	Try again!

PROGRESS CHECK

1 Listen to the interview with Angela and choose the correct answer.

- a) What sport does Angela do?
1) Windsurfing
2) Tennis
3) Cycling
- b) Why did Angela start doing her sport?
1) She wanted to keep fit.
2) Her friend did it.
3) Her family are fans of it.
- c) Where is Angela planning to spend her summer holidays?
1) Abroad.
2) In the country.
3) At the seaside.
- d) Why didn't Angela take part in the latest competition?
1) She was ill in bed.
2) She was taking an exam.
3) She had injured her leg.

Points /8

2 Read the text and choose the correct answer.



The Paralympic Games

The history of the Paralympic Games started in 1948 in England. Sir Ludwig Guttmann, a well-known doctor, organized a sports competition for British veterans who had taken part in World War II and became disabled. Ludwig Guttmann was sure that sport was a perfect method of therapy for people with a physical disability. He believed in the power of sport to change lives. The doctor kept saying that sport improves physical

abilities and helps to stop depression. Four years later, competitors from Holland joined Guttmann's competition. The international movement, now known as the Paralympic Movement, was born.

Little by little, the sports competition for athletes with a disability became popular. In 1960 the first Paralympic Games were held in Rome, Italy. They attracted 400 athletes from 23 countries. Nowadays the Paralympic Games are the second biggest sporting event in the world.

The name of the competition — *Paralympic Games* comes from the word 'parallel'. It means 'the games in addition to the Olympic Games'. Since 1988, the Paralympic Games are held regularly at the same place as the Olympic Games. As a rule, they begin at least three weeks after the end of the Olympics.

The Paralympic flag has a white background, with the Paralympic symbol (three "agitos" of different colours) in the centre. The agito ("I move" in Latin) is a symbol of movement, it looks like a moon. The agitos are red, blue and green because these three colours are most often used in national flags of countries.

In 2014, the eleventh Paralympic Winter Games were held in Sochi, Russia. 45 National Paralympic Teams took part in the Games. Russia hosted the Paralympics for the first time. The sportsmen competed in five sports. The Russian team had the best results. Russian athletes won 80 awards (30 gold, 28 silver and 22 bronze medals). This is a record for the number of medals won by a single country during a single Winter Paralympic Games.

- 1) Who arranged the first sport competition for disabled people?
a) A doctor.
b) An athlete.
c) An officer.
- 2) Where were the first Paralympic Games held?
a) In Great Britain.
b) In Holland.
c) In Italy.
- 3) What does the word *Paralympic* mean?
a) a parallel game.
b) for disabled people.
c) two Olympic Games.

- 4) What does the Paralympic flag look like?
a) A white flag with a picture in the middle.
b) A three-coloured flag without any pictures.
c) A three-coloured flag with a picture in the corner.
- 5) How many times has Russia organized the Paralympic Games?
a) One.
b) Two.
c) Three.

Number	1	2	3	4	5
Letter					

Points /5

You have received a letter from your English-speaking friend, Steve.

... I have caught a bad cold. And I'm staying in bed now. I feel very bored...
... What do you do when you are ill and have to stay at home? What books do you like to read? What do you do to stay healthy? ...

Write him a letter and answer his 3 questions.

Remember the rules of letter writing.

Points /3

3 Talk about the Winter Olympic Games 2014. Use the information from the table.

The place where the 22nd Winter Olympic Games happened	Sochi, a resort city in the south of Russia; eleven world-class sports facilities constructed specially for the Games
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Mark your score

For tasks 1—6, you can get 15 points.
15—14 points — Well done!
13—12 points — Good!
11—9 points — You can do better!
8 points or less — Revise and try again!

Tasks 7 and 8 should be evaluated by your teacher.

Окончание

The dates of the event	7—23 February 2014
Number of participants	3500 athletes from 88 countries (more than ever before), including first timers Paraguay ['pærəgwai] and Zimbabwe [zim'ba:bwɪ]
The Mascots	a polar bear, a European hare, and an Amur leopard.
The winners	The Russian Federation team; the teams from Norway and Canada. The Russian team: 13 gold, 11 silver and 9 bronze medals / total 33 medals; more than any other team participating in the Games

4 Work with your partner. Complete the conversation and act it out.

Student A	Student B
You want to start to do a sport but you don't know which. Inform your friend about your wish. Explain your reasons for doing sports. Ask for advice what sport to choose. Accept the advice / Reject the advice. Invite your friend to the pizzeria.	Find out your friend's reasons for doing sports. Give the advice about what sport you friend should choose. Give some reasons. Politely refuse. Explain your reason.

В обновленный УМК Enjoy English:

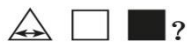
3. Добавлены новые типы заданий:

- Задания на обучение разным видам речевой деятельности, в частности, чтению и аудированию
- Задания личностно-ориентированного плана
- Задания, направленные на подготовку к государственной итоговой аттестации, например, на обучение чтению вслух, создание монологического высказывания с опорой на план, фотографию или рисунок
- задания, требующие опоры на догадку и логику

2 класс – добавлены новые тренировочные упражнения и микротексты для обучения чтению

LESSON 37

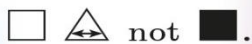
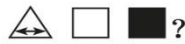
1. Скажи, как знаменитый артист Питер выглядит в разных зеркалах.



Yes,  .

No,   not.

2. Разыграйте с одноклассником разговор Тима и Тома, которые наблюдают за Питером. Используйте модели.



3. Выполни в рабочей тетради упражнение 3 на странице 40.

- 4*. Вспомни и назови слова, в которых есть эти звуки.
[b], [f], [z], [i], [l], [s]



5. Послушай, повтори и прочитай вслух:
a) pig, big, sing, swim, is, in, skip, Tim, his, slim, his pig, a big pig, six pigs.
b) Tim is slim. Tim is six. His pig is big.
c) Is Tim slim? Is Tim six? Is his pig big?

6. Найди и прочитай слова, в которых есть буква s (упражнение 5). Сравни, как она произносится в разных словах.

7. Прочитай самостоятельно.
Piggy is big. Piggy is a big pig. Piggy is a pink big pig.
Is Piggy big? Is Piggy a big pig? Is Piggy a pink big pig?



- 8*. Прочитай вслух:
it, dig, fig, bit, film, milk, silk, mix, pin, wig, fix, lip, Jim, Jill.

Домашнее задание

- Выполни в рабочей тетради упражнение 4 на странице 40.



7 класс

Добавлены задания, которые учат/проверяют умения говорения в монологической и диалогической форме с опорой на план

Упр 4 – слева задана логика, справа – фактический материал. Вначале – вступительная фраза.

Упр 5 – логика телефонного разговора+ коммуникативная задачи + языковое наполнение

В заключение - самооценка

4 Imagine that you are a guide. Talk about the city. Use the information from the table.
Dear guests! Today we are going to visit Leeds...

Name of the place	Leeds
Main characteristics	the third largest city in UK; cultural, commercial and financial centre
Location	Yorkshire, England, 310 km northwest of London
Population	about 758,000
History	was founded in the 5th century as a small settlement; became a market town in the 16-18th centuries; in the 19th century was a wool manufacturing centre
The tourist attraction to visit during the excursion	Leeds City Museum (free entry); a great exhibition about the ancient world and wildlife, history of Leeds

5 Act out the telephone conversation with your partner.

Student A	Student B
Start the conversation. Say who you are and that you want to talk to Ann.	
	Say that Ann is not at home, offer to take a message for her.
Ask to inform Ann that you want to invite her to a concert. Give the details of the concert (kind of music, where, when).	
	Ask questions if necessary. Make sure you've got all the details of the concert (kind of music, where, when). Promise to give Ann the information.
Complete the conversation.	

Mark your score

For tasks 1—3, you can get 15 points.

15—14 points — Well done!

13—12 points — Good!

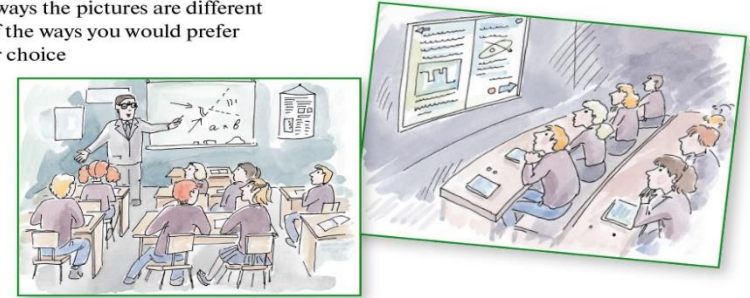
11—9 points — You can do better!

8 points or less — Revise and try again!

Tasks 4 and 5 should be evaluated by your teacher.

SE 100 Work in pairs. Look at the sets of pictures showing people learning in different ways. Take it in turns to compare and contrast them. (see LS) Use 1,5 min to prepare. You have to speak for 2 minutes. You must cover the points:

- 1 Briefly describe the pictures
- 2 Say in what ways the pictures are similar
- 3 Say in what ways the pictures are different
- 4 Say which of the ways you would prefer
- 5 Explain your choice



11 класс

Задание на подготовку к государственной итоговой аттестации: создание монологического высказывания с опорой на краткий план и рисунки, которые надо сравнивать, находить общее и различия.

7 класс

Добавлены новые аутентичные диалоги, которые дают представление о том, какими именно клише пользуются современные английские школьники, обсуждая повседневные дела между собой.

Например, «ОК» в разных значениях:

«Хорошо» как знак согласия.

OK, we're going to the cinema tomorrow to see...
That's OK!

«Ясно?», «Понятно?» - с негативным оттенком
And if you tell anyone, you'll be in big trouble.
OK?

You know why, OK?

 **103** Now read and listen to the conversations again. What are the teenagers talking about? Who do you talk to if you have a problem?

1

Steve: Hi, Penny! Hi, Albert!

Penny: Hi, Steve, where are you going?

Steve: Well, I was going to meet Matt and Gemma at the café, do you want to come?

Penny: Sorry, I can't. I have to babysit this afternoon.

Steve: OK, we're going to the cinema tomorrow to see "Titanic".

Penny: Are you? I really want to see that.

Steve: Great, we'll see you outside the cinema at 8.00 then, OK?

Penny: Yeah, see you tomorrow.

2

Tracy: Now listen, if you don't do it, you won't have any friends in the whole school. And if you tell anyone, you will be in big trouble. OK?

Sue: What's the matter? Why are you so rude?

Tracy: You know why. OK?

3

Sally: Oh, dear, don't worry. Now what we'll do is talk to your parents this afternoon when they come to collect you. We'll explain to them exactly what happened. I think they'll understand it's not your fault.


John: Thanks, Sally, I'm sure they'll believe you.

4

Karen: Thanks for helping me, Julia. I was really having problems with that Maths homework. I thought I would never understand. And the test next week is very important.

Julia: That's OK. You can help me with Biology next time. I never understand any of that homework.

 **104** Work in pairs. Imagine a similar situation and write a conversation between two people. Act it out. Use as many expressions as possible from the conversations above.

 **105** Work in groups. Discuss what you quarrel about with your friend. Make a list of things you quarrel about. Put your list into two columns:

Important things	Unimportant things
...	...


 **106** Work in pairs. Make up "a quarrel dialogue". Try to be polite even in these situations. You can use:

- Listen, we've got something to talk about. — Послушай, надо поговорить.
- Why? — В чем дело?
- What's the matter? — Что случилось?
- If you don't ..., you'll be in big trouble. — Если ты не... у тебя будут проблемы.
- Why should I ...? — Почему это я должен?..
- You know why. OK? — Сам знаешь почему. Ясно?
- It's not my fault. — Я не виноват.
- Don't worry. — Не волнуйся.

107 Here is a part of the quiz about an ideal friend. Choose the answer. Explain your choice: your friend is good at all the school subjects, but you aren't. What do you do?

You ask your friend to help you?
You want him / her to get a bad mark?
You copy what he / she writes during a test?
You don't care about it?
...

Mini-project:
The ideal friend

 **108** Work in groups. Write your own quiz. Use the quiz in Ex. 107 as a model. Choose one of the topics.

1. Your friend is in a bad mood today. Do you...?
2. Your classmates laugh at your friend. Do you...?
3. Your friend doesn't get along with his / her parents. Do you...?
4. Any other.

Try out the questions of your group quiz on the students from other groups.

11 класс

Добавлены задания, в которых четко просматривается **личностный подход**. Здесь актуальная для учащихся 11 класса тема: продолжение образования после школы.

Логика раскрытия: вначале выскажи свое мнение (дискуссия), затем послушай мнения других (аудирование) и узнай новую информацию. Параллельно овладей новой лексикой.

Результат: размышления об образовании на серьезном уровне, затрагивающем тебя лично: мотивирует задуматься и поговорить на эту тему.

SECTION 2

What are you going to do after school?



31 Are you going to continue your education after school?

Where are you going to study? Why?

SE

32 Listen to the opinions about higher education and match the speakers with the statements.



- a) Higher education should be affordable. _____
- b) Those who want to study should save money so they can enter a university later. _____
- c) The Internet provides an alternative to universities. _____
- d) Education should be free for everybody. _____
- e) Higher education shouldn't be free for all. _____
- f) Educated people are more useful to the country in general. _____

Which opinion do you share? Why?

WORD FOCUS: STUDYING AT THE UNIVERSITY

33 Read the dictionary entries and explain the words in Russian.

1. **alumnus** (*pl. alumni*) — a person who studied in a specific school or university in the past (AmE)
2. **graduate** — someone who has finished their education at a college or university or someone who has a degree from a university
3. **postgraduate** — someone who continues their education after graduation —
4. **Undergraduate** — someone who studies at a university or college and has not received a first degree
5. **Bachelor/bachelor's** — a person who has completed an undergraduate course at a college or university, usually three to five years, and was awarded a degree
6. **Master/master's** — a person who has completed a graduate course, usually one to two years, and was awarded a degree
7. **retraining course** — a course for people who are going to change their job or learn something new and get a different qualification
8. **refresher course** — a course that helps to review what one has learnt earlier
9. **major** — to choose a subject as a specialty (AmE)

11 класс

Используются новые типы заданий, требующие опоры на догадку и логику.

Например, упр. 14 вводит школьников в тему о профессиях. Затем, опираясь на таблицу с недостающими данными и иллюстрации, они высказывают и обосновывают свои предположения.

Подобная интрига мотивирует школьников на дальнейшую дискуссию по теме.

14 Work in groups of 3–4 and discuss the questions. Report the results of your discussion to the class.

- Are there any qualities we are born with?
- Are there any qualities we can develop?
- Do you think the qualities needed depend on the nature of profession? Why?
- Which qualities are more important for a successful career: personal or professional?

15 Look at the pictures and complete the table with the words below. What does the data tell you?

Male — Hairdressers — Engineers —
Female — IT specialists — Nurses

JOBS/GENDER
...	10	90
...	9	91
...	85	15
...	78	22



16 Work in groups of 3–4. Discuss the questions. Make notes of your ideas.

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

LANGUAGE HELP

be better at ...; be equal; have different talents; get a prestigious job; get on well with people; be aware of one's own emotions; make decisions quickly; feel empathy; work well with others; deal with stress well; be self-confident; be optimistic; be more/less ambitious; be strong physically; be dominant/subordinate



11 класс

Предыдущая дискуссия
подводит к высказыванию
школьником своей личной
точки зрения по заданному
тезису (упр.17)
и к дальнейшему письменному
изложению своего мнения в
форме небольшого эссе с
опорой на план.
Задание выдержано в формате
итогового экзамена.

SE 17 Comment on the following statement.
(see LS)

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

What is your opinion? Do you agree with this statement? Write 200–250 words. Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position



WORD FOCUS: WORK, JOB, PROFESSION AND OCCUPATION

work [U] — 1) activity that involves physical or mental effort 2) a job that you are paid to do 3) a place where you go to do your job
The word work can be countable if we talk about works of art

Words often used with **work**:

Get/find/be offered work; to do shift work; to work nine-to-five/full-time/part-time; to give up work; be out of work; paperwork; manual work; teamwork; desk work; office work

job [C] — 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 [C] — 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

occupation [C] — job; this word is often used in forms and formal writing, e.g. *Please, give your name, address and occupation.*

Words often used with **occupation**: take up/give up an occupation; be/remain in an **occupation**;

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'...

В обновленных УМК используются новые типы заданий для чтения, в том числе формата ОГЭ и ЕГЭ:

- **Read the text about the Earth. Match the titles and the paragraphs.**
- **Read the text and find out whether the statements given after the text are –**

True (T) – the statements agree with the information in the text;

False (F) - the statements contradict the information in the text;

Not stated (NS) – there is no information in the text.

НОВЫЕ задания для обучения чтению

- **Work in groups. Read one of the texts and do the following tasks:**
 - Prepare three comprehension questions on the text you've just read.
 - Exchange your questions with other groups.
 - Read the other groups' text and answer their questions.
- **Read the texts and say in which one you can find information about:**
 - 1) the romantic image of the place.
 - 2) the research done on the place.
 - 3) the features which go against stereotypes.
 - 4) the unique wildlife of the place.
 - 5) the age dispute between the places.

Новые задания для обучения чтению

- **Here is Sarah and Robin's opinion on reading books. Read and say which of them thinks that:**
- books can stop you feeling lonely
- school students have too much reading to do
- reading is an exciting pastime
- reading e-books is more pleasant than reading printed ones
- books can teach you a lot
- an electronic gadget can motivate you to read books

Новые задания для обучения чтению

- **Imagine that you are invited to a radio studio as a Literature Contest assistant. You need to read a short extract randomly selected by a computer. The audience in the studio have to guess the name of the book and the name of the author. Try to read the texts correctly and distinctly. (Формат ОГЭ и ЕГЭ)**
- **Read the conversation and complete the advertisement with words from the text. Use only one word for each gap.**

Новые задания для обучения аудированию

- **Listen to the people speaking about space exploration. Match the statements (1-5) and the Speakers (A-D). One statement is not needed. You will hear the texts twice.**

The speaker says that

1. our problems in other fields can be solved with the help of space research.
2. the lives of people in the future depend on our space research.
3. our space exploration is dangerous for other planets.
4. money should be spent on more important research than space exploration.
5. space exploration is just a waste of great sums of money.

Новые задания для обучения аудированию

a) Listen to the dialogue and choose the correct option.

Jeff is talking about

- a) his plans for the coming holidays.
- b) how he spent his holidays.

b) Listen to the dialogue again and answer the questions. Use only one word for each answer.

1) What is the name of the place that Jeff has visited recently? -

_____.

2) What is Jeff's favourite school subject? - _____.

3) What does Jeff want to be in the future? - _____.

В новом издании УМК Enjoy English:

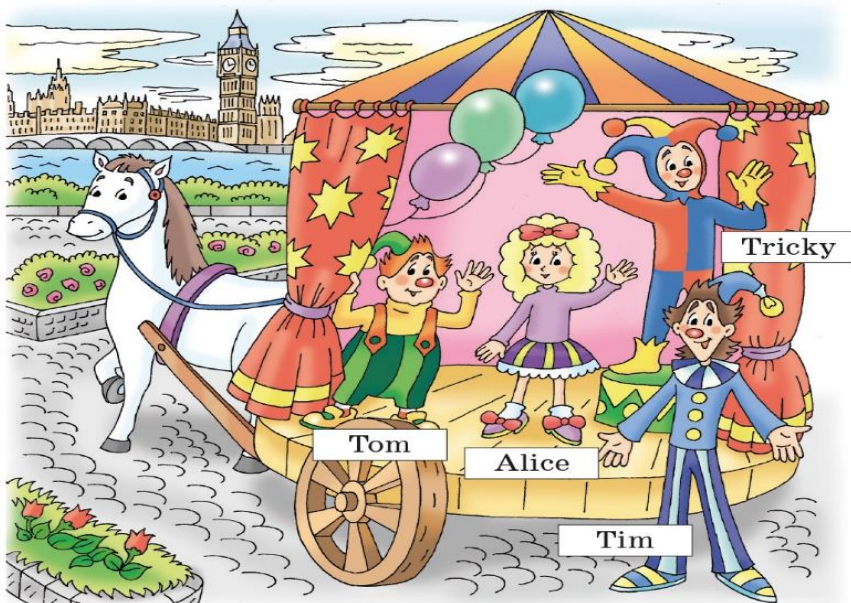
4. Предложен **новый дизайн** учебников и рабочих тетрадей, а также полностью обновлен иллюстративный материал в соответствии с дидактическими функциями заданий.

К новым иллюстрациям привязаны как уже имевшиеся, так и новые задания.

2 класс: новый дизайн, иллюстрации, разворотный принцип: один урок – один разворот

1 HELLO, ENGLISH!

LESSON 1



1. Послушай и найди на картинке артистов театра, которые здороваются и знакомятся с тобой.

#kv

2. Послушай и повтори как знакомятся с тобой артисты театра.



3. Разыграйте с одноклассником сцену знакомства.

#kv

4. Послушай и повтори названия профессий. Соотнеси их с картинками.



#kv

5. Послушай и повтори названия вещей. Найди их на картинке.



Домашнее задание



Выполни в рабочей тетради упражнение 1 на странице 3.

4 класс – текст в виде комиксов

3. Look at the picture in Ex. 1. Help the shop assistant to make a list of things in alphabetical order (в алфавитном порядке). Read the list.

Example: blouse, ..., cap...

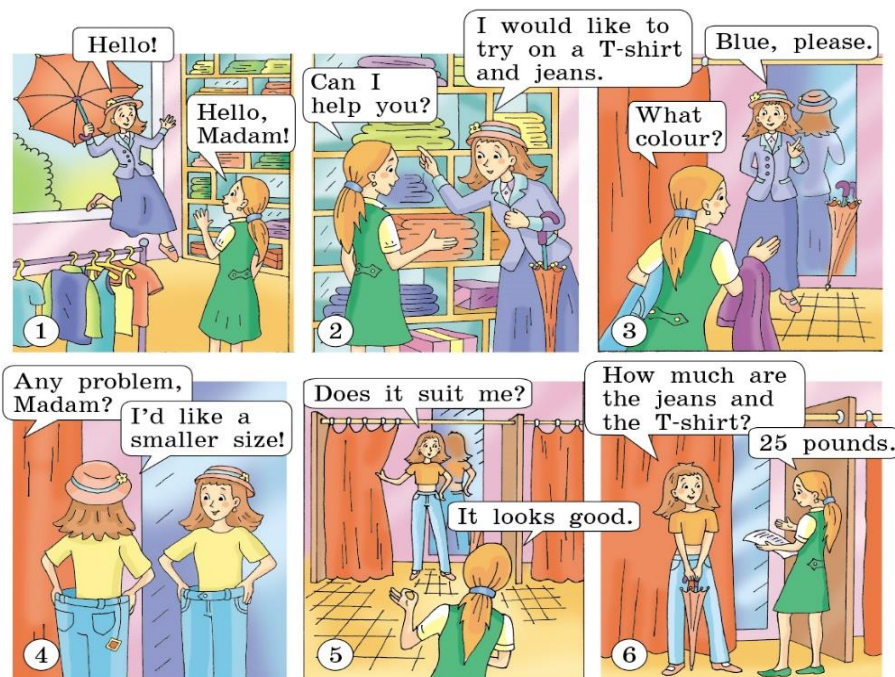
4. Look at the picture. Say what:

- Alice would like to buy for a party.
- Tiny would like to buy for his winter visit to Russia.
- Tim would like to buy for sunny summer.
- Tom would like to buy for rainy and cold autumn.

Example: Alice would like to buy...



5. Read and act out. Answer the question: "What did Miss Chatter buy in the shop?"



6. Work in pairs. Make up a dialogue "In the shop". Tiny would like to buy clothes:
- for his birthday party;
 - for a picnic.



Слова **trousers, jeans, shorts, clothes** употребляются только во множественном числе.
My jeans are blue. How much are the trousers?
His shorts were dirty.

7. Make up word combinations or sentences with these words.

Example: new blue jeans / a new orange T-shirt. — Yesterday Miss Chatter bought new blue jeans and a new orange T-shirt.

big	brown
short	red
small	black
long	green
nice	yellow
new	grey
dirty	orange
clean	pink

blouse	sweater
boots	trainers
cap	T-shirt
coat	shoes
dress	trousers
jacket	clothes
jeans	raincoat
mittens	

29. Find the adjectives in the text. Change them.
Example: small — smaller — (the) smallest.
30. Say what Miss Chatter and her friends can do in the garden in winter and in summer.
Example: In summer they can play badminton.
 In winter they can...
31. Work in pairs. Say what we can do to make our town (country) better.
Example: We can plant trees.



SECTION 3 People and animals in the country and in the city

32. Say which animals live:
 a) on a farm; b) in the zoo; c) in the forest.

a fox, a hen, an elephant, a bear, a lion, a cockerel, a wolf, a giraffe, a parrot, a pig, a monkey, a horse, a sheep, a tiger, a rabbit, a kangaroo, a duck, a cow

33. Complete the text. Guess what animal it is.


LOOK AND LEARN!

carry ['kæri] — переносить, нести thing [θɪŋ] — вещь

I am from Africa.

I've got big . I am big and strong.

I like  and . I don't eat .

I can **carry things**, people and water the .

Come to the  and see me.

I am



34. Listen and read.

[i:] — please, field, sea, eagle
 [e] — weather, elephant, desert
 [əʊ] — cold, road, most, ocean
 [aʊ] — town, flower, cloudy, mountain
 [eɪ] — game, today, change, favourite, whale

35. Help the animals to find their homes.

Example: The eagle lives in the mountains.



ocean



river



desert



sea



mountains



eagle



whale



snake



crocodile



camel



dolphin

36. Match and read the dialogue.

- 1) Have you got a pet?
 - 2) What's its name?
 - 3) What does it like to eat?
 - 4) What is it like?
 - 5) What can it do?
- a) Ashby.
 - b) Ashby is big, kind and strong.
 - c) Yes. I've got a camel.
 - d) Ashby helps my father to carry things.
 - e) Grass and apples.



37. Listen and check. Act out the dialogue.



38. Ask your classmate about his / her pet.

Особенности новых РТ для начальной школы



Исходя из дидактического принципа «от простого к сложному» и стремления формировать у младших школьников такие метапредметные умения как самоконтроль, самооценка и самокоррекция, была предложена следующая система мониторинга и оценки достижений школьников:

- Во 2 и 3 классах введен раздел **Progress Check**, который нацелен на проверку как **коммуникативных умений** в аудировании, чтении, говорении, так и **языковых навыков**
- С 4 класса контроль коммуникативных умений и языковых навыков разделяется. Это вызвано тем, что объем текстов возрастает, объем изученной грамматики увеличивается. Поэтому в разделе **Progress Check** (в конце каждой четверти) проверяются **коммуникативные умения**, а в разделе **Test Yourself – языковые навыки**: фонетические, лексические, грамматические, орфографические.
- **Test Yourself** дается чаще, после изучения определенного грамматического и лексического материала. Раздел представлен в Рабочей тетради, чтобы учащийся мог собственноручно осваивать **универсальные умения**: обводить ответ, ставить галочки, рисовать стрелочки, вписывать слова, писать вопросы и предложения.

Особенности новых рабочих тетрадей

- Особо следует обратить внимание на **Progress Check 4 (итоговую проверочную работу)**.
- Успешное выполнение этой работы учащимся свидетельствует, что он освоил (достиг) **предметные результаты** по иностранному языку, обозначенные в ФГОС для начальной школы и может продолжать обучение в основной школе.
- Деление на **Test Yourself** и **Progress Check** продолжается и в основной школе (5 – 9 классах).

Особенности новых рабочих тетрадей для 5-9



- разделы Test yourself в формате ОГЭ
- дополнительные контрольные работы для проверки сформированности языковых навыков
- высокое полиграфическое качество

TEST YOURSELF

1 Fill in the prepositions.

- You don't need to wait for a bus. It'll take you about ten minutes to get there (1) _____ foot.
- If you are in a hurry, we can go (2) _____ car.
- When the plane took (3) _____, Jane realized that her new friend was not on board.
- Because of the traffic jams lots of the passengers were late (4) _____ their flights.
- I am totally (5) _____ this plan. It won't work. We need to invent something different.
- For safety reasons all the baggage was checked (6) _____ specially trained dogs.

2 Use the words in the appropriate forms.

New lands have always attracted people. Some (7) _____ discoveries were made by chance or even due to mistakes. The travellers of the past did not have any (8) _____ navigation devices. Maps were often inaccurate and incomplete which made mistakes (9) _____. The dangers, however, didn't stop the adventurers. They used every (10) _____ for exploring the world. Lots of (11) _____ travellers lost their lives, but those who survived kept searching for new lands, new goods, and new knowledge. The knowledge was, obviously, the most (12) _____ of these things.	GEOGRAPHY RELY AVOIDABLE POSSIBLE FORTUNATE VALUE
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3 Use the verbs in passive.

1 Knowing how much I hate packing, Clara offered to help. But when she arrived, all my luggage (13) _____ and her help was not needed.	PACK
2 Due to some technical problem our flight (14) _____ and we got stuck in the airport.	DELAY
3 As soon as we arrived at the hotel, we (15) _____ about the programme of our excursions. We didn't know what to start with — all of them looked interesting.	INFORM
4 If we don't make the reservation right now, all the rooms in our favourite hotel (16) _____. Look, there are only a few rooms available now.	OCCUPY
5 I always label every piece of my luggage. Look! My phone number (17) _____ on all my suitcases and bags. That means they cannot be lost.	WRITE
6 Dear passengers, now you can unfasten your seat belts. In a few minutes you (18) _____ some drinks and snacks.	OFFER

4 Fill in the pronouns.

- This dance is easy. Just watch (19) _____ and try to imitate all my movements.
- Look at (20) _____! Your hair is untidy and there are stains on your shirt. Change it immediately!
- No, Anna's story can't be true. I don't think she believes it (21) _____. I want to call (22) _____ right now and ask a few questions.
- Have another cup of tea and help (23) _____ to the biscuits. My children baked them (24) _____.

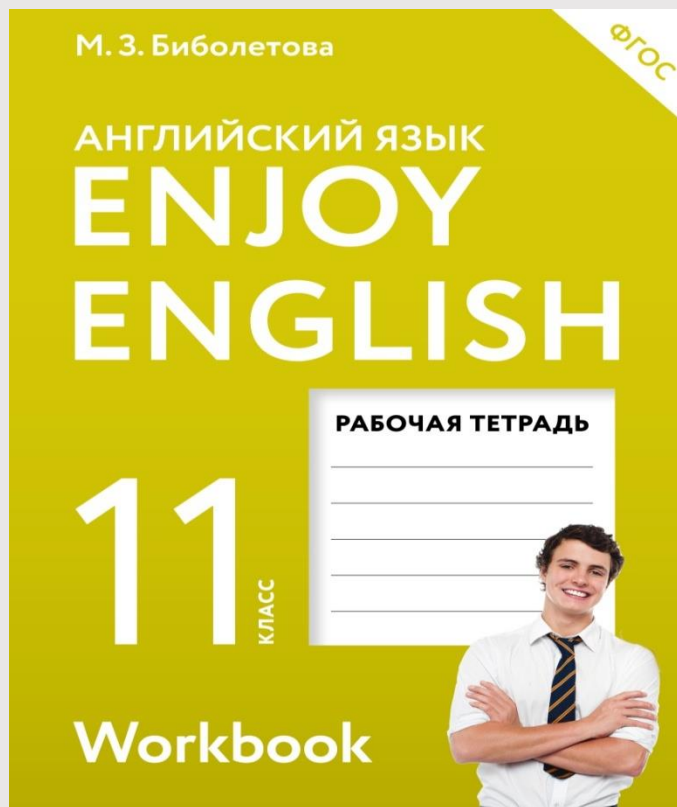
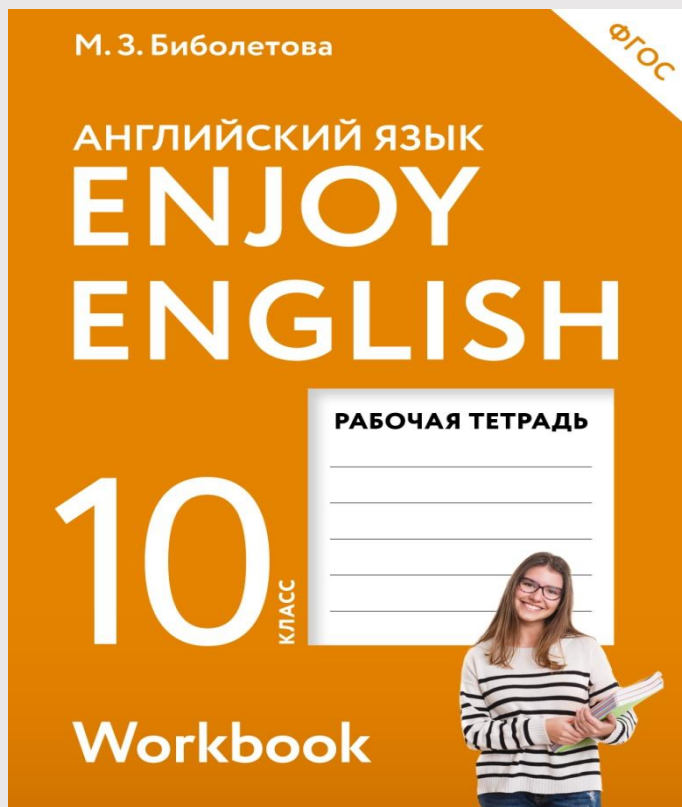
5 Use the verbs in the appropriate forms, active or passive.

1 — What gate number do we need? — I don't know. Our flight (25) _____ yet.	NOT ANNOUNCE
2 — Has he collected his luggage yet? — No, because he hasn't got any. He never (26) _____ with huge suitcases. Usually all the things he needs (27) _____ in his rucksack. Very smart, isn't it?	TRAVEL PACK
3 OK, we'll arrange your visa, reserve the hotel, and buy the plane tickets. After that all the documents (28) _____ to you by our courier.	DELIVER
4 I didn't know what to do. My luggage (29) _____ and I didn't know anybody in the city. I headed to the nearby hotel to find out whether they (30) _____ a vacant room.	LOSE HAVE

Mark your score

30—28	27—25	24—20	<20
Very good!	Good!	Not bad!	Try again!

Особенности новых рабочих тетрадей для старшей школы



- Упражнения в формате ЕГЭ
- Приложение «Extensive Grammar», состоящее из связных текстов на заполнение пропусков изученными грамматическими формами
- высокое полиграфическое качество

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