



корпорация

российский
учебник

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ENJOY ENGLISH

8 класс

Units 3 & 4: структура, содержание,
аппарат ориентировки

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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 вплоть до 2014 г.,

с 2015 г. издается издательством «Дрофа»,
входящим в Корпорацию «Российский учебник»

Концептуальные положения, на которых строится курс «Enjoy English»

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

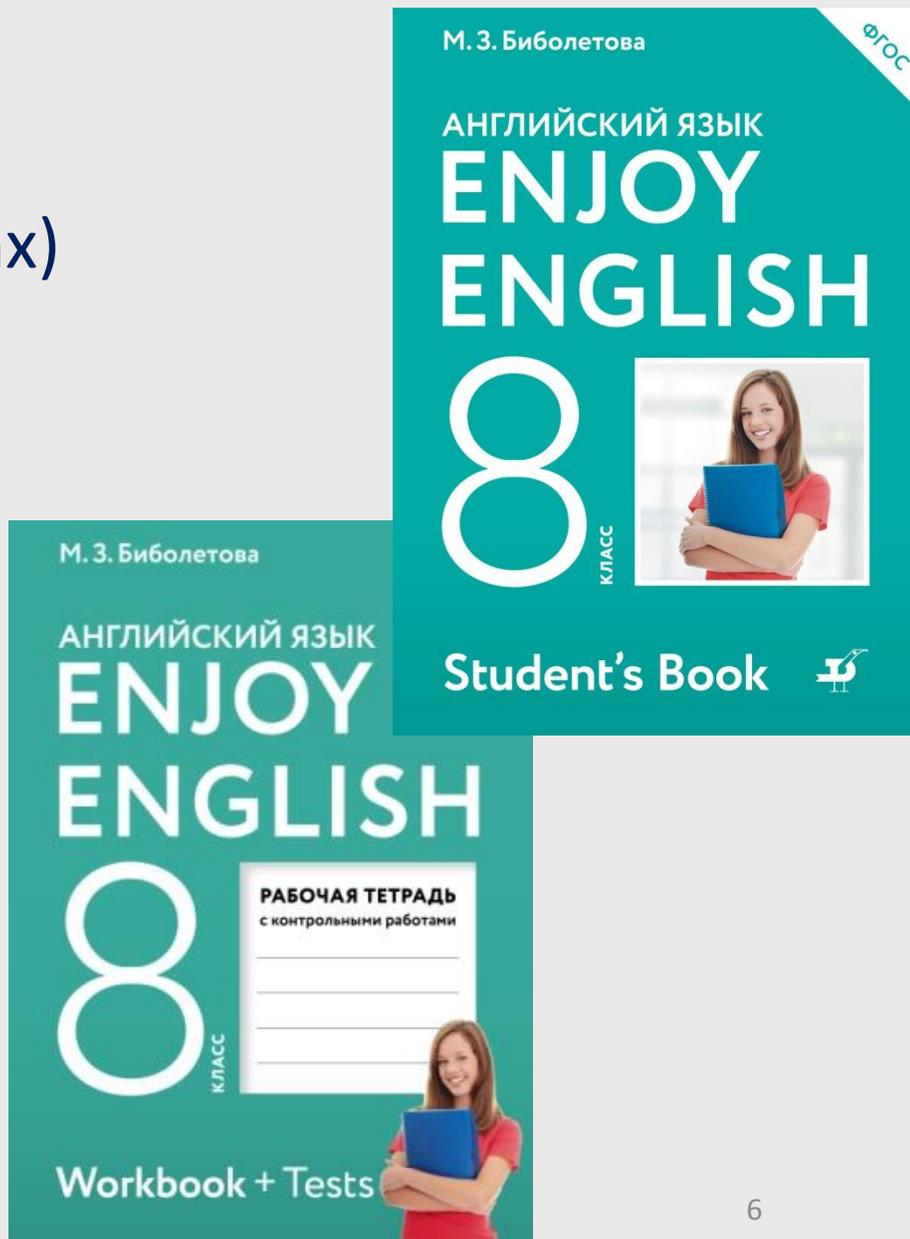
- соблюдение принципа преемственности - «выращивания» планируемого результата от начальной до старшей школы, в соответствии с темпами и особенностями развития школьников соответствующего возраста, с их речевым развитием
- опора на опыт в родном языке и сознательный подход к обучению грамматике
- согласованность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

Новая редакция «Enjoy English» для 8 класса

Состав комплекта:

- учебник (в печатной и электронной формах)
- рабочая тетрадь
- книга для учителя
- рабочая программа
- аудиоприложение

доступно для бесплатного скачивания на сайте rosuchebnik.rf/audio



В процессе создания новой редакции **курса «Enjoy English»** авторы:

- Обновили курс с учетом действующих нормативных документов
- Заменяли часть содержания, потерявшую актуальность, на новое содержание (некоторые тексты, события, ситуации)
- Структурировали учебный материал, используя аппарат ориентировки (*оглавление, рубрикация, справочные материалы и т.д.*), способствующий развитию у школьника навыков самостоятельной работы

- Конкретизировали инструменты контроля и самоконтроля с учетом существующих форм итоговой аттестации (ОГЭ и ЕГЭ), а также форм промежуточной аттестации, которые возникают в последнее время (ВПР и НИКО)
- Обновили иллюстрации и дизайн учебника и рабочей тетрадей в целом

Кроме того, издательство поддержало УМК электронной формой учебника

Содержание учебника наиболее наглядно представлено в Оглавлении/Contents (стр.3-5), которое содержит специализированные рубрики:

- **Unit** Название юнита
- **Section** Перечень секций с их названиями
- **Grammar focus** Грамматические явления, которые либо встречаются впервые, либо повторяются (с пометой *review*)
- **Function** Решаемые коммуникативные задачи
- **Vocabulary** Обобщенное название используемой лексики

	Section	Grammar focus	Function	Vocabulary
	8. Reading Books Homework Progress check	Verbs beginning with: <i>dis-</i> , <i>mis-</i> (review) Adjectives ending with: <i>-less</i>	Giving "for" and "against" reasons	Writers Reference books
UNIT 4 What Does It Mean to Be Successful? Page 124	1. What is Success? 2. Start with Your Family! 3. Help Stop Bullying? 4. Why Are Festivals Important? 5. What Independence Means to You Homework Progress check	The present / the past simple / the past perfect / the past simple passive (review) Complex object Nobody / no one, nothing, nowhere, none Adjectives and adverbs beginning with: <i>un-</i> , <i>in-</i> / <i>im-</i> (review) Complex object Conditional II (review) The past simple / the past continuous / the past perfect (review) Expressions with "do" and "make"	Describing people Expressing opinions Describing people and relationships Describing feelings Stating opinions Giving advice Discussing purposes Expressing opinions Giving advice Writing a letter Stating likes and dislikes Congratulating Writing a postcard Discussing pros and cons Giving advice Writing a story	Characteristics Biographies Characteristics Relationships Bullying Holidays Congratulations Saturday jobs

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УСЛОВНЫЕ ОБОЗНАЧЕНИЯ
 — упражнение на слушание
 — работа в парах
 — работа в группах
 — задание повышенной сложности
 — упражнение с использованием Интернета

После оглавления приводятся две таблицы, в которых обобщенно представлены важные составляющие **аппарата ориентировки**, позволяющего школьнику самостоятельно находить нужную информацию в учебнике

- **перечень приложений** к учебнику
- используемые в учебнике **условные обозначения**

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УСЛОВНЫЕ ОБОЗНАЧЕНИЯ	
	— упражнение на слушание
	
	— работа в парах
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	— задание повышенной сложности
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Grammar Reference не повторяет описание грамматических явлений, которые даются на данном году обучения, а представляет собой систематизацию грамматических явлений, изученных со 2 по 8 классы.

Learning strategies содержит алгоритмы выполнения учебных/метапредметных действий, связанных с построением монологического высказывания, языковой догадкой, написанием личного письма, подготовкой индивидуального проекта и выполнением контролирующих заданий.

Cultural Guide содержит краткое описание культурных явлений и объектов, а также персоналии, которые упоминаются в учебнике 8 класса

List of Geographical Names представляет собой перечень географических объектов на английском языке, сопровождающийся переводом на русский язык. Это объясняется тем, что первые два юнита посвящены взаимозависимости природы и человека

Детально содержание каждого юнита представлено в **Рабочей программе** в следующих колонках

- Раздел учебника/Выделяемое учебное время/Содержание речи
- Характеристика основных видов речевой деятельности (коммуникативные и учебные задачи, решаемые учащимися)
- Лексические единицы для двустороннего овладения

Например, в колонке **Раздел учебника/Выделяемое учебное время/Содержание речи** можно найти информацию, подробно раскрывающую, о чем предстоит общаться в рамках данного юнита:

Unit 3. Mass Media: Pros and Cons (30 часов)

- *Средства массовой информации. Их достоинства и недостатки. Телевидение. Выявление лучшего телевизионного канала с помощью опроса. Жанры телевизионных передач. Любимые телевизионные передачи.*
- *Радио. Ток-шоу на радио.*
- *Газеты как средство информации.*

Unit 3. Mass Media: Pros and Cons (30 часов)

- *Роль Интернета в нашей жизни.*
- *Профессии, которые помогают людям узнавать о событиях, произошедших в мире.*
- *Удивительный мир книг. Выявление читательских интересов одноклассников.*
- *Печатные и электронные книги: достоинства и недостатки.*
- *Какова современная библиотека сегодня?*
- *Писатели, творившие на английском языке. Любимый писатель. Жанры и типы книг.*

В колонке **Характеристика основных видов речевой деятельности** детализируются учебные и коммуникативные задачи, решаемые учащимися по всем видам речевой деятельности, например

Говорение (монологическая речь)

- рассказывать о достоинствах/недостатках средств массовой информации (радио, телевидения, интернета, печатных изданий), их будущем; о любом телевизионном канале; о любимой телепрограмме; о любимой книге; о любимом писателе (с опорой на план / ключевые слова)
- выражать своё отношение к электронным/печатным книгам и т.д.
- кратко излагать результаты мину-проектов (Creating a newspaper; Reading books)

Говорение (диалогическая речь)

- вести диалог – расспрос: расспрашивать собеседника об отношении к радио; о читательских предпочтениях и т.д.
- вести диалог обмен мнениями: выслушивать мнение собеседника и выражать свою точку зрения о средствах массовой информации (их адресата, доступности, достоверности предоставляемой информации, стоимости); о газетах и таблоидах; об интернете; о важности чтения
- брать интервью у «известного спортсмена / путешественника / актера и т.д.»; отвечать на вопросы интервью от имени «знаменитого ученого, политика» и т.д.

Аудирование

- воспринимать на слух и понимать основное содержание прослушанного текста; выражать свое понимание в требуемой форме: заканчивать предложения / диалог, оценивать утверждения, как верные или неверные...
- воспринимать на слух и понимать запрашиваемую информацию в несложных текстах: соотносить понятие с дефиницией; заканчивать предложения, отвечать на вопросы и т.д.
- воспринимать на слух и полностью понимать построенный на знакомом языковом материале короткий текст
- воспринимать высказывания одноклассников в процессе выполнения парных / групповых и проектных работ, использовать переспрос или просьбу повторить для уточнения отдельных деталей ...

Чтение

- читать и понимать основное содержание аутентичных текстов, содержащих отдельные неизученные языковые явления, и выражать свое понимание в требуемой форме: соотносить текст и заголовок, оценивать утверждения как верные/ неверные
- читать и полностью понимать несложные аутентичные тексты: выражать свое понимание, восстанавливая текст, вставляя пропущенные слова или фрагменты текста
- читать и находить запрашиваемую информацию, представленную в явном (даты, события) / неявном виде: находить в тексте подтверждение данной информации; сведения, необходимые для завершения предложений
- выразительно читать вслух небольшие тексты (диалоги), построенные на изученном языковом материале, демонстрируя понимание прочитанного

Письменная речь

- писать небольшое письменное высказывание (сочинение) о понравившейся / любимой телепередаче; о своей жизни без Интернета (с опорой на план)
- писать электронное письмо другу по переписке с просьбой сообщить некоторую информацию
- составлять вопросы для интервью; вопросы к определенным ответам
- письменно излагать содержание прочитанного текста (с использованием косвенной речи; с опорой на план)
- кратко излагать в письменном виде результаты проектной деятельности

В этой же колонке содержится информация об основных формируемых **метапредметных умениях**:

- *Проектно-исследовательская деятельность*
 - работать в группах в соответствии с инструкцией
 - работать с информацией (поиск, обработка, использование в собственной речи)
- *Оценочная деятельность*
 - выполнять проверочные задания
 - осуществлять самооценку на основе выполненной проверочной работы, осуществлять рефлекссию

Усиление метапредметной составляющей учебного процесса в целом происходит за счет:

- активизации информационной деятельности школьников (*задания на выделение главной мысли, нахождение и понимание запрашиваемой информации, ее обобщение, на фиксацию и последующее использование в собственной речи, на умение сжимать и расширять текст и т.д.*)
- умения использовать разные источники информации (на бумажных и звуковых носителях, из Интернета), в частности, пользоваться словарем, страноведческим справочником и другими приложениями учебника (Learning Strategies, List of personal names, List of geographical names)

Усиление **метапредметной составляющей** учебного процесса происходит за счет:

- умения работать в паре/группе/в сотрудничестве
- умения критически оценивать воспринимаемую информацию

Сформированность названных **метапредметных умений** выводит владение английским языком на **новый, более высокий уровень**

И, наконец, в колонке **Лексические единицы для двустороннего овладения** дается вся активная лексика юнита, классифицированная по частям речи:

- Nouns: festival, independence, kind, opportunity ...
- Verbs: argue, defend, earn, encourage, obey, own, succeed ...
- Adverbs/ Adjectives: patient, self-made, social, successful ...

С выделенной рубрикой

Expressions and phrases: be successful (in doing something),
have own opinion / equal rights ...

В обновленном УМК «Enjoy English»

При сохранении в полном объеме тематики общения, соответствующей ФГОС:

- Добавлены новые тексты более выраженным коммуникативным потенциалом и содержанием, отражающим современные жизненные условия, например, текст об источниках информации, используемых представителями *разных поколений* в семье

5 Read and say what role media plays in people's lives.



Imagine a situation: you want to listen to your favourite music, ... (1), or hear the latest news. What will you do? You'll turn on your television, radio or computer. They are the sources that most people use to get their news and information. They ... (2).

Apart from radio and television, media also includes the Internet, films, and printed publications (books, magazines, newspapers, tabloids). Everyone can always find something interesting.

Mass media informs, educates and entertains people. It is known that mass media plays a crucial role in forming public opinion. The way the information is provided forms people's opinion or makes them change their views and their attitude to current events. Some TV and radio stations and newspapers belong to big corporations and are widely used for ... (3). Of course, most people are not happy with the great amount of advertising on mass media but they can do nothing about it.

Mass media also plays a crucial role in educating people; there are many educational radio programmes and television channels that you can learn from, like the National Geographic Channel and the Discovery Channel. In Russia lots of people enjoy ... (4). The Internet also contributes to education and learning. With the information on the Internet, one could learn anything from cooking biscuits to ... (5).

As for entertainment, there is a wide choice of opportunities too. One can watch musical and dance shows, enjoy broadcasts of classical operas or watch the latest hit film on line.

By definition, mass media is a two-way process. You can not only receive information but you can also share your ideas via mass media.

(секция “*Let's speak about Media* “ стр.85)

В обновленном УМК «Enjoy English»

- Добавлен текст об отношении к телевидению современных подростков, предпочитающих преимущественно конкурсы, спортивные/музыкальные программы или уделяющие внимание телепередачам только с целью поддержания общения с другими членами семьи

(секция “Are you keen on television?” стр.90)

UNIT 3 Section 2

23 Read the text. Choose the best title for it.

1. Teenagers' Tastes in TV
2. Why Do Teenagers Watch Television?
3. The Best Media
4. What's on TV?



Most teenagers watch television nowadays but they are not regular watchers.

For information, educational and entertainment purposes they use a mixture of media. According to a survey, teenagers often watch a particular show or educational programme at a certain time for a number of weeks. But as soon as the show is over, they may stop watching television for a long time.

The majority of teenage boys watch more TV when it is the football season. It's normal to watch two games and related shows for about 5 hours a week. Some teenagers watch programmes that are regular (such as soap operas) at least five times a week for half an hour or so. Still, the number of soap opera watchers is getting smaller. The reason is that it is hard to find the time for them every day. Besides, teenagers get bored pretty quickly and the numerous adverts also irritate them. As you may know, while watching TV for an hour you are made to spend about 20 minutes of your time on adverts. Teenagers do not want to watch these, so they switch to another channel or do something else whilst the adverts are on.

Sometimes teenagers view television just to be with their family. When someone in the family asks 'What's on TV?', it really means 'What shall we watch together?'

Finding out why teenagers watch television and what types of programmes they prefer is the object of much research. Psychologists, teachers, and parents want to know what they watch, when and where!

24 Find in the text words and word combinations which have a similar meaning to the following:

- a review, an investigation
- various kinds of
- is finished
- most of
- it's usual
- it is difficult to ...
- moreover
- to annoy
- the aim of

25 Read the text in Ex. 23 once more.

Find the sentences proving the following statements.

1. Teenagers can watch certain TV programmes for a rather long period of time.
2. Teenagers don't watch TV all the time.
3. Some programmes are not watched by teenagers regularly because of lack of time.
4. Watching advertisements is annoying.
5. Television can bring teenagers and their parents together.

Содержание некоторых текстов, не утративших свою актуальность, обновлено и снабжено новыми заданиями, позволяющими целенаправленно готовить школьников к итоговой аттестации

UNIT 1 Section 7

136 a) 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.

b) Imagine you need to make a presentation about Russia. Choose one of the texts as a text for presentation. Read it aloud. Try to sound clear and distinct to capture people's attention.

A. Not many people have ever fancied Chukotka as a dream holiday destination. However, those who have been there want to go back to the place again and again. It's the only region of Russia lying in the Western hemisphere and the most remote northwest territory of the country. A friend of mine has been there. He only stayed in Providence Bay for two weeks but he'll be telling stories about it till the end of his life. It's a beautiful, mysterious and very cold place. The variety of birds and fish is amazing! The local people can see whales, polar bears, and seals in their very close neighbourhood. My friend was very lucky to hear the whales talking to each other — the huge animals' communication sounds like something from another planet!

B. This city is a fantastic blend of history, brisk cultural life, and unique natural features. You can find it in any guidebook and it's usually the first place tourists coming to Russia want to visit.

St Petersburg is especially crowded in June, during the 'white nights' period — the time when the sun practically does not set and happy tourists admire the amazing architecture of the city day and night. The special charm of St Petersburg is its embankments and bridges. Along with the well-known Neva River, which starts at Ladoga Lake, the famous Fontanka, and the Moika, there are lots of minor rivers and man-made canals running through the city. It is sometimes called the Venice of the North.

C. Veliky Novgorod, a city built on the Volkhov River, has a remarkable history and a lot of historians believe the Russian State has its roots there. According to historical evidence, in 865, a fortress was built at that place which soon became a fast developing trade and crafts centre. UNESCO recognizes Veliky Novgorod



UNIT 1 Section 7

as a World Heritage Site¹ and the citizens are proud of the unique architecture and the most ancient kremlin in the country. There is another Russian city, however, which claims it was set up earlier. It is the city of Derbent which is located on the coast of the Caspian Sea. It is the oldest city in the Republic of Dagestan and in Russia. The historians have proof that the city was founded as early as in the 8th century BC. Due to its strategic location and the constant wars in the region, Derbent passed from one state to another and became a permanently Russian city only in the 19th century.



D. Russia is famous all over the world for its severe winters but there are places where the snow is rare and, if it falls, it melts very quickly. One of the warmest cities in Russia is Sochi, which is situated on the coast of the Black Sea. Even in the winter, the average daytime temperatures are about 10°C. And the summer is really hot, with average temperatures of 25—28°C, occasionally rising to 40°C and even higher. The mountains protect Sochi from the north and the cold Arctic air does not affect it much. The Black Sea in the south provides warmth and humidity. The daytime and nighttime temperatures do not differ as much as deep inside the continent.



E. Lake Baikal, the largest freshwater lake in the world, was discovered in the middle of the 17th century. At least, the first descriptions of the wonderful lake in southern Siberia were found in the Russian chronicles referring to that time. It was stated that the Baikal looked like the sea but had crystal clear freshwater. The serious exploration of the Baikal started under the reign of Peter I. Under his orders, the first expeditions with the participation of reputable scientists were sent to far off Siberia. Since then we have learnt a lot about the famous lake, but scientists say there are still lots of amazing surprises hidden in the depths of the water. Nowadays ambitious projects are carried out by teams from the leading Russian research centres. The Russian scientists work in collaboration with international teams of hydrobiologists, biophysicists and microbiologists from all over the world.



¹ a World Heritage Site — объект мирового наследия

- Некоторые идеи, аспекты современной жизни представлены более широко, например, о виртуальной реальности, создаваемой при помощи компьютеров
- Задания требуют от школьников самостоятельности суждений:
- Ex.57. Write about what your life would be like without the Internet. Start and end your writing with one of the suggested options.
- Ex.58. Use the Internet to do a research...

- 55 Listen to the conversation between the journalist and Mr Godfrey, the guest in the studio. Complete the sentence.

The journalist and Mr Godfrey are talking about ...
 a) unknown facts about the invention of the Internet.
 b) the most important Internet projects.
 c) the life without the Internet.



- 56 Read the conversation between the journalist and Mr Godfrey. Do you agree with Mr Godfrey's optimistic view? Give your arguments.

Journalist: Hello, Mr Godfrey! I'm so glad to see you here at last.
 Mr Godfrey: Hello!
 Journalist: I want to start with the question people often ask: "What will happen if one day the Internet breaks down? Will the whole world collapse?"
 Mr Godfrey: I wouldn't put it like that. Firstly, it's a very unlikely situation that the Internet will break down. Lots of scientists and engineers do a lot to make it next to impossible.
 Journalist: But theoretically speaking it is still possible, isn't it?
 Mr Godfrey: Everything is possible. But I don't think it'll be a catastrophe. The virtual world is already integrated into our life. Lots of processes are controlled by computers. Of course, there will be lots of problems in the spheres of transport and economy. However, people can cope with them. It is people who created the virtual world not vice versa.
 Journalist: Are you saying there are no dangers at all?
 Mr Godfrey: No, it's not like that. But the main danger is panic. We need to remember that all technical problems, even global ones, can be overcome.
 Journalist: Sounds optimistic. Thank you. Now let's get to the main topic of our today's talk ...

- 57 Write about what your life would be like without the Internet. Use the scheme below. Start and end your writing with one of the suggested options.

If I didn't use the Internet for three months, my life would change for the better.	If I couldn't use the Internet for three months, my life would be horrible.
<i>Give two or three arguments to explain your position.</i>	
In conclusion , I'd like to say that modern life is impossible without the Internet.	In conclusion , I'd like to say that real life is much more exciting than the world of the Internet.

- 58 Use the Internet to do some research. Think of a person (scientist, businessman, artist etc) who became famous thanks to the Internet. Write a short summary about him / her (90–110 words).



Элементы дизайна учебника позволяют удерживать интерес к обсуждению вечных тем (например, о пользе чтения) за счет приближения видеоряда к восприятию современного подростка

WORD FOCUS

79 Read and remember.

- a) cook + book = cookbook hand + book = handbook news + paper = newspaper
 guide + book = guidebook head + line = headline

b) **confess** — признаться
 The criminal had confessed to his crime.

wisdom — мудрость
 Winston Churchill was known as a man of great wisdom.
 My upper left wisdom tooth hurts.
 Old books let us know the wisdom of the ancients.

reader — 1) читатель; 2) устройство для чтения электронных книг; 3) книга для чтения / хрестоматия
 As a present I got a reader — a smart device for reading e-books (electronic books).
 In our English reader you can find short stories and abstracts from the books of English writers.
 My sister is a great reader. She reads a lot about different topics.

80 Work in pairs. Agree or disagree with the statements. Give your arguments. Use Ex. 77.

1. Reading books makes people shy and unsociable.
2. Teenagers prefer reading e-books to printed books.
3. Books written many centuries ago can be interesting for modern readers.
4. Students are given too much reading at school.



were written ages ago but they are still interesting ... people ... my generation. I believe that books will never disappear. They will exist forever — either ... paper or electronic form.

81 a) Fill in the prepositions if necessary.

Why don't you ask me what I think ... reading books? I have to say that books have been my best friends ... many years. I don't have any sisters or brothers. I'm the only child ... my family. My mother and father were always busy ... their work. Naturally, I spent a lot ... time playing ... my toys. From time ... time my friend Maria visited me. She used to bring me interesting books and we read them together. My parents gave me very good books too: fairy tales, classics, science fiction. Some ... them

60 b) Listen and check if you were right.

82 Match the types of the books and the definitions. Add your own definition to complete the table.

1. a guidebook	a) a book that presents the words of a language in alphabetical order
2. a cookbook	b) a book that tells you how to do something or use a device
3. a textbook	c) a book that contains different recipes
4. a dictionary	d)
5. a manual	e) a book giving information about everything
6. an encyclopedia	f) a book that gives information about a city or town

83 Complete the interview with John Griffiths, an ecologist, with the phrases a—d. Listen to check if you were right. Act out the dialogue.

Correspondent: Hello, Mr Griffiths!
 John Griffiths: Hi, you may call me John.
 Correspondent: OK. John, it's well known that you have been to lots of exotic places of the world.
 John Griffiths: (1) ...
 Correspondent: Do you take any books with you when you start each journey?
 John Griffiths: (2) ...
 Correspondent: If you found yourself on a desert island one day, what three books would you be happy to have with you?
 John Griffiths: (3) ...
 Correspondent: OK. I can understand your first and third choices. But what do you need the dictionary for?
 John Griffiths: (4) ...
 Correspondent: OK. Fine! Now a question from our listener ...



- a) My first choice is Lofty Wiseman's 'SAS Survival Handbook'. It's very useful for a person on a desert island. Then I think, 'The Oxford Dictionary of Quotations' and the Bible, in case I were on the island for a long time!
- b) 'The Oxford Dictionary of Quotations' is a book of wisdom. Every time I open it, I find something to make me wiser and stronger. It helps me survive in any situation.
- c) That's right! I love travelling.
- d) Do you mean printed books? Sure, but only one or two. There are so many opportunities to find something to read on the way.

84 Say what would be your desert island choice. Don't forget to name the author, the title of the book, the reason why you've chosen it.

Use: I believe I would take ...; my choice is ...; if I had to spend some time on a desert island, I would ...; I would be happy to have; useful, informative, encouraging, amazing, humorous, entertaining.

Mini-project:
Reading Books

85 Work in groups. Make a survey about your classmates' reading habits.

- Write 5 questions for your questionnaire.
 - Compare your questions with your classmates'.
 - Choose the 5 best questions for the final draft of the questionnaire.
 - Do the survey.
- Share the results of your survey with your classmates.



Расширен круг текстов и проектных заданий о России с целью воспитания гражданской идентичности школьников, например, в юнит 4 включен разворот об Паралимпийских играх в Сочи и об их герое Романе Петушкове:

Ex.15. Read the text about the famous sportsman. Say why we can call him a self-made person.

Помимо содержащейся в тексте информации, школьникам предлагается расширить свои представления об обсуждаемой теме за счет данных, самостоятельно найденных в Интернете:

Ex.18. Write a short paragraph about the Paralympic Games in Sochi. Use the Internet.

13 Read the text about Slava Polunin and say what he is famous for.



Undoubtedly this artist has gained all possible success in his profession. The newspaper *The Irish Times* described the world-famous Russian mime actor, Slava Polunin, as one of the greatest living clowns. His 'Snow Show' is one of the most successful performances in the world. It's been on stage since 1996 when it was first shown in Britain. Mikhail Shemyakin, a well-known Russian artist and fashion designer, made fantastic costumes for Slava's 'Snow Show'. Most of the adults who have seen it confess 'Snow Show' turned them into wide-eyed children.

Slava Polunin was born in a small place in Central Russia. As a boy, he was fond of playing snowballs and making tunnels under the snow. As a mime actor, Slava made his childhood fantasies a reality in his 'Snow Show'. Traditionally, mimes act without words. Slava Polunin follows this tradition but if his show needs some words, he doesn't hesitate to put them in.

Polunin's show is constantly changing. Each show is so different from the others. "Watch the show once a year, and you'll see that each time it's a new one," says the world famous clown. Slava Polunin and his 'Play-Makers Group' are known all over Russia and the world. With their performances they have travelled through more than 20 countries, taking part in different festivals and cultural events. At present Slava is working on some new shows with clowns from Russia and abroad.

14 Work in pairs. Make your own list of 5 questions to the mime actor. Ask him about his show, work, colleagues, hobbies etc. Share your list with your classmates and choose the most interesting questions.

15 Read the text about the famous sportsman. Say why we can call him a self-made person.



Roman Petushkov is the main hero of the Paralympic Games in Sochi. Roman took six gold medals in cross-country skiing and biathlon. It was the second Games in his career. Four years before, he participated in the Vancouver Paralympics in Canada.

In 2015 he was nominated Sportsman of the Year with a Disability. But, as it often happens, this success came to Roman after a real drama. Roman Petushkov was born in 1978, in a small place not far from Moscow. In his childhood he was a Bruce Lee fan and did lots of different sports: karate, boxing, judo. Apart from that, he used to go skiing in winter, and he was quite good at all these sports.

Suddenly, in 2006, a car accident changed his life — Roman's car was hit by a huge truck. In spite of the doctors' fears, Roman survived, but he lost his both legs. At that moment he could hardly predict that in a few years he would get back into sports and would receive national and international awards.

After the accident, Roman spent long months in the hospital. His friends told him about the coming Paralympic Games in Turin, Italy. Roman didn't know anything about the Paralympic movement at that time. He found out that the Paralympic movement began in 1880. It became really popular after World War II, when lots of brave young people with disabilities joined it. In 1948, disabled sportsmen started competing. In 1960 more than 400 athletes from 23 countries took part in the first Paralympics in Rome.

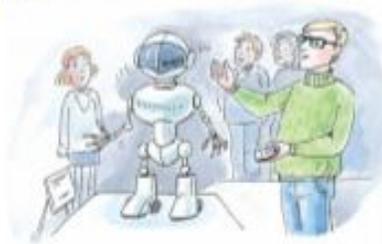
Roman watched the Paralympic Games on TV and was greatly impressed by the disabled sportsmen. He thought that he could do the same. He coped with his fears, pain and stress and became a winner.

16 Complete the sentences with the words from the text. You should use one or two words.

Example: In Sochi, Roman Petushkov was the winner in and biathlon.

— In Sochi, Roman Petushkov was the winner in cross-country skiing and biathlon.

- Roman Petushkov took part in the Paralympic Games in Sochi and was awarded six
- The first Paralympic Games of his career took place in
- In his school years, apart from ..., Roman did other sports like karate, boxing and judo.
- Roman got his disability because of a
- In hospital Roman learnt about the and decided to take part in them.



17 a) Look through the text. Say what these numbers refer to.

1880, 1948, 1960, 23

b) Read aloud the information about the Paralympic movement in italics (Ex. 15).

18 Write a short paragraph about the Paralympic Games in Sochi (90–110 words). Use the Internet if necessary.

Mini-project: A Successful Person

19 Who do you believe is a successful person among the people you know well (your family members, your neighbours, your friends)? Make up a presentation about him / her. Use the words and word combinations from Exercises 4, 6 and 7 in this section. You may also use the pictures below. Follow the plan.

- Introduce the person (name, occupation).
- Say what he / she has succeeded in.
- Give some details about his / her life and name the character traits that helped him / her to achieve success.
- Say how you feel about his / her success.

Give your presentation to the class.

Обогащение содержания учебника сведениями о России делается для сбалансированного соблюдения социокультурной направленности курса. Явления культуры англоговорящих стран , безусловно остаются в поле внимания курса (День благодарения, День матери и др).

Причем эта информация соотносится с культурными событиями родной страны, например:

Ex.60. Read the text about an American holiday...

Ex.62. Discuss why people enjoy celebrating special days with their families. Write down three important reasons.

Ex.63. What family festivals are celebrated in Russia ...

60 Read the text about an American family holiday. Put the paragraphs in correct order 1–6.



— The first winter in America was very hard for the travellers, or 'Pilgrims', as they were called. The Native Americans helped the Pilgrims. They showed the newcomers how to hunt, fish and grow corn.

— The next year the Pilgrims had a lot of food. And they wanted to thank God for their new home and for the harvest they had got. The event lasted for three days. That way, in 1621, which is almost four hundred years ago, the first Thanksgiving Day was celebrated.

— The story started in 1620. For economic and religious reasons a group of people decided to leave England and to make a new start in America. They wanted to be free to practice their religion. They also wanted a better life. On 16th September 1620 they left Plymouth, a port on the south coast of England, on the ship called 'Mayflower'. There were about a hundred of passengers on board.

— In those times there were no engines in the ships — only sails and the wind. It took the 'Mayflower' more than a month to cross the Atlantic Ocean. At last, on the 9th November, the passengers of the 'Mayflower' saw the coast of America — but not all of them, unfortunately. Some people had become sick and died before they arrived in America.

— Nowadays, on the fourth Thursday in November, American families get together and celebrate Thanksgiving Day. People are grateful for their good fortune and the autumn harvest. The usual way for Americans to spend this holiday is to host a dinner at home, invite friends and relatives. The traditional menu on this day is turkey and pumpkin pie.

— People of Canada also celebrate Thanksgiving Day but the day is different. The Canadian Thanksgiving Day is on the second Monday of October. The holiday is celebrated earlier because the autumn starts earlier in Canada than in America. And the harvest is gathered there earlier too. On that day, according to tradition, members of the family gather to thank God for a good year and pray for the coming one.

61 Answer the questions.

1. Why did a group of people from England decide to go to live in America?
2. How long did it take them to cross the Atlantic Ocean?
3. Who helped the Pilgrims in the new place?
4. Why was the holiday called Thanksgiving Day?
5. What do people usually eat on Thanksgiving Day?
6. Why do people in Canada celebrate Thanksgiving Day earlier than Americans?

62 Work in pairs. Discuss why people enjoy celebrating special days with their families. Write down three most important reasons.

Use: see each other, support members of the family, visit their relatives, ask for advice, express their respect for older members of the family, discuss the news, talk to each other etc.

63 What family festivals are celebrated in Russia? Tell your classmates about one of them.

- When it is celebrated.
- Who is usually invited.
- What traditional food is served on this day.
- Whether people give presents to each other on that day.
- What the members of the family usually do on that day.

64 Look at the pictures and say what holiday the family is celebrating. What makes you think so?



65 Read the text and say who actually had the holiday.

HOW WE KEPT MOTHER'S DAY (retold from Stephen Leacock)

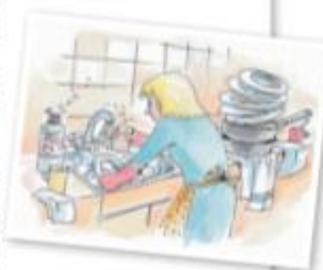
So we decided to have a special celebration of Mother's Day. We wanted to make it a great day and do everything we could to make Mother happy. Father decided to take a holiday from his office, so as to help in celebrating the day, and my sister Anne and I stayed home from college classes, and Mary and my brother Will stayed home from High School.

According to our plan to make a holiday for our mother just like Christmas, we decided to decorate the house with flowers and all that kind of thing. So we got mother to arrange the decorations, because she always does it during the holidays.

We have only one maid, and mother is busy in the house nearly all the time. So to give mother a surprise, father hired a motor car to take her for a beautiful drive away into the country.

But on the very morning of the day, we changed our plan a little bit. Father said that it would be better to take mother fishing and that he had just got a new rod¹ the day before. So we got everything arranged for the trip, and we asked mother to cut up some sandwiches in case we got hungry. However, we planned to come back home again to a big dinner in the middle of the day, just like at Christmas or on New Year's Day.

¹ a rod [rɒd] — удочка



В обновленной редакции сохранена рубрика Homework:

- позволяет дополнить учебник тренировочными упражнениями

- в какой-то степени компенсировать отсутствие рабочей тетради, если нет возможности приобрести ее.

HOMEWORK

1 Complete the text with one of the words or word combinations from the box.



owners, all over, proud of, self-made, rely on, on their own, social position

There are a lot of things our country is famous for. But mostly we are ... our people. There are many ... persons who succeeded by their efforts alone. They started without any money or Some of them didn't even have friends or relatives to They worked hard every day to succeed and made it Some of them have become the ... of successful business, others have left their marks in science. The names of Russian artists, writers, actors and singers are well-known ... the world.

2 Use the word in capitals to form a word that fits suitably in the blank space.

Example: AMBITION

Steve will succeed in politics. He is bright and ambitious.

1. OWN
Is he the ... of this racing motorcycle? — I think so.
2. SUCCESS
Nowadays they run a very ... computer business.
3. EQUAL
All her life she fought against the ... rights of men and women in her country. She believed that all the people are created equal.
4. EDUCATE
The brothers received a good home They easily got into university.

5. FAVOUR
Who is your ... writer? — I like Tolkien best.
6. FAME
The ... sportsman took part in four Olympic Games.

3 Write down the questions for the following answers. Use Ex. 9 on p. 126.

Example: ...? — In 1901.
When was Walt Disney born?

1. ...? — On a farm.
2. ...? — To help his father.
3. ...? — With cinema and films.
4. ...? — After the First World War.
5. ...? — Adventures and fun.
6. ...? — Disneyland.

4 Complete the text. Use the correct forms of the verbs (active or passive).

When we hear the name Leonardo da Vinci, most people think of his famous painting, the *Mona Lisa*. But Leonardo ... (not be) just a painter. He was known as a talented inventor, engineer, architect and sculptor. From his childhood, Leonardo ... (study) the world around him. He ... (read) a lot, ... (listen) to other people's ideas and ... (draw) numerous sketches. Leonardo was full of new ideas and a lot of notes ... (make) by the famous artist. Some of them ... (publish) in the 1800s and can be seen today. Leonardo da Vinci ... (design) a parachute and a mechanical robot. His robot ... (can) sit, wave its arms and move its head.

5 Complete the text. Put in prepositions if needed.

I have too many responsibilities ... home. I can never rely ... my younger sister. Though my parents are proud ... her, she doesn't treat them ... respect. She often argues ... my mother. She likes shouting ... our old dog. She often makes ... fun ... her schoolmates. She wants everyone to obey ... her. I know that parents should take care ... their children, but they shouldn't let ... their children do whatever they like!

Хотя о полноценном обучении по курсу можно говорить в случае комплексного использования **всех компонентов УМК**.

РТ тесно связана с учебником структурно и содержательно. Она призвана закрепить владение материалом учебника и задумана как основа для самостоятельных занятий ученика.

Задания даются в обращенной форме, доступно и лаконично. Ученик выполняет упражнения, которые фактически помогают снять его индивидуальные трудности, совершенствовать стратегии чтения и письменной речи, подготовиться к контролю.



В обновленном УМК «Enjoy English»

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

Контроль речевых умений и языковых навыков так же происходит регулярно.

Рубрика Progress Check по всем четырём видам РД (аудирование, говорение, чтение и письмо) с последующей самооценкой

Формат ОГЭ и ЕГЭ

PROGRESS CHECK

78 1 Listen to the speakers (A–D) and mark the statements as T (true) or F (false).

1. Speaker A always discusses his / her school problems with the family.
2. Speaker B has ideas for how to earn his / her pocket money.
3. Speaker C does not mind being dependent on his / her parents.
4. Speaker D is focused on his / her career.

79 2 Listen and choose the answers to the questions.

1. What made the speaker change school?
 - a) A conflict with his / her classmates.
 - b) Moving house.
 - c) Ambitious plans for the future.
2. What worries the speaker in his / her new school?
 - a) Bullying at school.
 - b) Transportation problems.
 - c) Students' lack of ambition.

Points / 6

3 Read the text and complete the sentences below. Use only one word from the text for each blank.

I work at school. My students are fantastic. They are very cheerful and playful but they enthusiastically do the tasks I suggest just to please me. There are no common school problems with bullying, stealing pocket money, calling names, or playing telephone games during the classes. They never do it. I think you can guess what kind of school I'm talking about and who my students are. Right. It's a school for dogs and my students are dogs of different breeds and ages. I'm a professional dog trainer.

Our school is called B&S, where the letters stand for the words Brave and Smart. Being brave and smart is, in my opinion, natural for dogs. If a dog is not like that, it's always the owner's fault, not the dog's. I'm sure that every dog needs professional training.

B&S School provides courses for dogs of different ages. Our youngest students are puppies from only 8 to 20 weeks old. Then we hold schooling for our teenagers — the dogs from 5 months to 2 years old. The third age group are adult dogs. They are not difficult to train but we often have to correct some of their bad habits like digging, chewing, barking, or biting. Finally, we have our senior students — the dogs from above 9 years old. They prove that it's never too late to learn and that the old proverb "You can't teach an old dog new tricks" is absolutely wrong!

Depending on the age and the learning goals we recommend different courses. If the owner wants the dog to behave properly and know commands like 'stay', 'wait', 'come', 'down', 'leave it', we offer a basic training course. When we have specific training goals, we design special programmes and teach the dog special skills — from performing tricks to assisting blind people. Needless to say, we never use punishment in our training practice. And there is no need — positive encouragement works miracles!

1. The text is written by a dog ...
2. No students in the school call people names or ... money.
3. The letter *S* in the name of the school stands for ...
4. There is a special course to correct the dogs' misbehaviour and bad ...
5. Dogs older than 9 years are called ... students.
6. The author is sure that even old dogs can learn new ...
7. The choice of course depends on the learning ...
8. The author says that ... is not an appropriate way to train dogs.

Points / 8

4 Congratulate your English-speaking friend on some national holiday / public holiday / family special event. Write him / her an electronic postcard.

В обновленный УМК «Enjoy English»

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

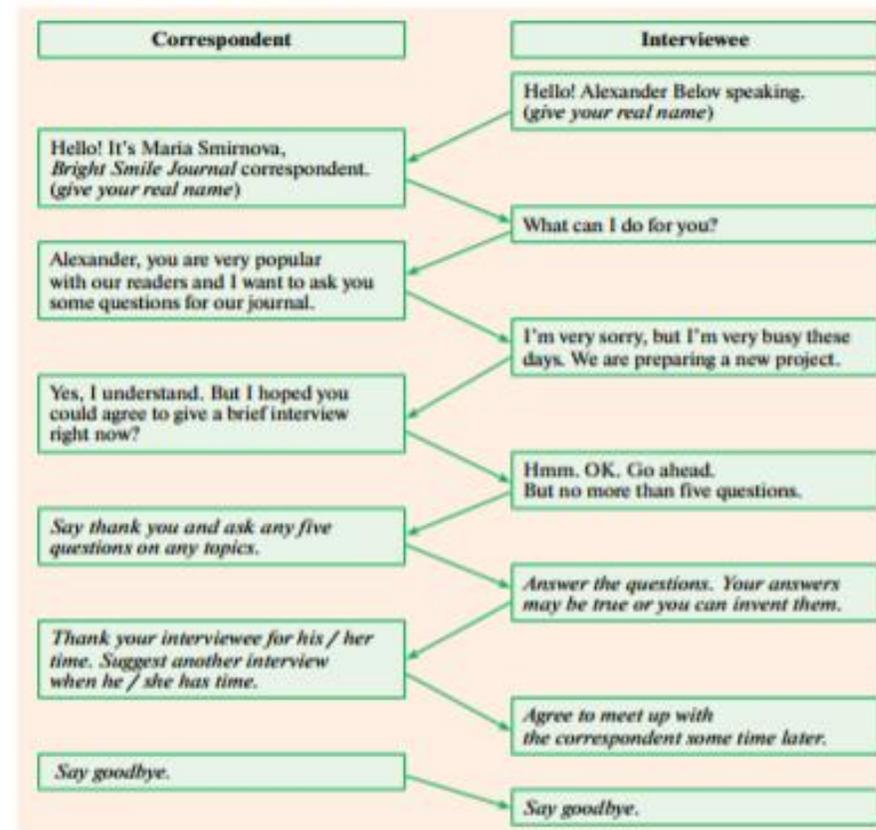
Добавлены задания,
которые учат/проверяют умения
говoreния в монологической и
диалогической форме
с опорой на план

5 Give a talk about the future of mass media. Talk about:

- what mass media is;
- what types of mass media are losing popularity these days and why;
- how, in your view, people will get information in the future.

6 Work in pairs. Act out an interview between a correspondent and yourself in the future.

Imagine that in a few years' time you are a famous person (writer / scientist / inventor / actor / artist / traveller etc). Before you start, let 'the correspondent' know who you are: use your real name and an imaginary job (e.g. Alexander Belov, a football coach). Then swap the roles.



Mark your score

For tasks 1—4 you can get 20 points.
20—18 points — Well done!
17—14 points — Good!
13—11 points — You can do better!
10 points or less — Revise and try again!

Tasks 5 and 6 should be evaluated by you, your classmates and your teacher.

Грамматические правила даются доступно и наглядно с объяснением на английском и на родном языке.

Рубрика Grammar Focus Это дает ученику возможность в дальнейшем самому возвращаться к этому правилу.

97 Work in pairs. a) Interview your classmate about the books he / she likes. Ask your partner the following questions.

1. What do you usually do in your free time?
2. Do you like reading?
3. What is your favourite book?
4. Do you prefer printed books or e-books? Why?

b) Report on the results of your interview using reported speech.

Use: said, told me, explained to me, thought etc.

Example: Sergey told me that he usually browsed the Internet, watched films or did sports in his free time. He said that he liked reading science fiction. He thought that he didn't have a favourite book. He explained to me that he preferred e-books.



GRAMMAR FOCUS: REPORTED SPEECH (QUESTIONS)

98 Read and remember.

Для передачи в косвенной речи вопросов чаще всего используются глаголы **ask**, **want to know**, **wonder** в past simple.

Для передачи в косвенной речи общих вопросов используется один из названных глаголов и союз **if / whether**. При этом порядок слов в вопросе становится прямым.

General questions	
Direct	Reported
She asked me, "Are you tired?"	She asked me if I was tired.
She said, "Does your little brother like drawing?"	She wanted to know whether my little brother liked drawing.
He wondered, "Will you come to the school party tomorrow?"	He wondered if I would come to the school party the next day.
He said, "Has Andy phoned?"	He wanted to know whether Andy had phoned.

Для передачи в косвенной речи специальных вопросов используются вопросительные слова **when**, **where**, **how** etc, порядок слов становится прямым.

Wh-questions (Special questions)	
Direct	Reported
She said, "Where have they been?"	She wanted to know where they had been.
She said, "What exam will you take tomorrow?"	She asked me what exam I would take the next day.
He said, "How much does the book cost?"	He wondered how much the book cost.
He said, "Why do you want to become a journalist?"	He asked me why I wanted to become a journalist.

Грамматические знания
регулярно систематизируются.

Так, на стр. 163 в таблице
обобщаются все изученные к
этому моменту условные
предложения

CONDITIONALS

	Conditional Clause	Main Clause
Conditional 0 We use it to talk about real situations, general truths, scientific facts or common events.	If + present simple 1. If you heat ice, Если нагревать лёд,	present simple it melts. он тает.
	2. If a lilac flower has five petals, Если у цветка сирени пять лепестков,	it brings luck. он приносит удачу.
Conditional I We use it to talk about events which are possible in the present or future.	If + present simple 1. If it snows, Если пойдёт снег,	will + infinitive they will go skiing. они отправятся кататься на лыжах.
	2. If you don't write the composition, Если ты не напишешь сочинение,	you'll get a bad mark. ты получишь плохую оценку.
	3. If I see Jane, Если я увижу Джейн,	I'll invite her to my birthday party. я приглашу её на свой день рождения.
	4. Don't miss the lessons, Не пропускай уроки, (Если ты пропустишь уроки)	or you'll be punished. а то тебя накажут.
Conditional II We use it for unlikely (маловероятные) situations in the present or future.	If + past simple 1. If I knew the answer, Если бы я знал ответ,	would (might) + infinitive I would tell you. я бы сказал тебе.
	2. If I were you, На твоём месте	I would learn German. я бы выучил немецкий язык.
	3. If she had money, Если бы у неё были деньги,	she might spend her holidays abroad. то она могла бы проводить каникулы за границей.
	4. If they spoke Spanish, Если бы они говорили по-испански,	they might go to Spain. то они могли бы съездить в Испанию.
Conditional III We use it to talk about situations that didn't happen in the past.	If + past perfect 1. If the teenager had collected his thoughts, Если бы подросток собрался с мыслями,	would + have + Participle II he would have won the competition. он бы победил в состязании (но он не победил).
	2. If I had been in Moscow at that time, Если бы я был в Москве в то время,	I would have helped him. я бы помог ему (но меня не было в Москве, и я не помог ему).

Работа над лексикой происходит постоянно и разнообразно:

- вводится с использованием разных приемов: зрительной наглядности, дефиниции, антонимов и синонимов и др;
- выделяются ключевые слова для обязательного усвоения (Key Vocabulary),
- акцентируются особенности употребления ЛЕ (Word Focus)
- повторяемость лексики отслеживается в учебнике и рабочей тетради.

WORD FOCUS

44 Read and translate to review the meanings of the word *kind*.

kind

There are different **kinds** of punishment for bullying.

Do you like horror films? — No, I don't like that **kind** of film. I prefer comedies.

Welcome to your supermarket! We can offer you twenty **kinds** of cheese, fifteen **kinds** of ice cream and eight **kinds** of fizzy drinks.

What **kind** of person is he?

Our Labrador is the **kindest** dog I've ever seen.

Thanks a lot! It's really **kind** of you to help me with the project.

WORD FOCUS

117 Read, translate and remember.

a) Verbs with prefixes: dis- , mis- (review):

to appear — to **dis**appear

to agree — to **dis**agree

to approve — to **dis**approve

to understand — to **mis**understand

to hear — to **mis**hear

to behave — to **mis**behave

b) The suffix **-less** means 'without':

meaning — meaning**less** (without meaning)

home — home**less** (without home)

help — help**less** (unable to do something without help)

Продолжается
целенаправленная работа
над произношением:
правила чтения, омофоны,
ударение ...

Рубрика
Pronunciation Focus

PRONUNCIATION FOCUS

11 Listen and read the words.

Mind the stress.

First syllable: 'serious, 'talkative, 'charity, 'cunning, 'naughty, 'student, 'adult, 'sociable, 'curious, 'tolerant, 'character.

Second syllable: in'dustrious, in'telligent, cre'ative, po'lite, un'happy, dis'able, suc'cessful, suc'ceed, am'bitious, am'bitious, ad'venture, your'self, bi'athlon.

Third syllable: inde'pendent, maga'zine, inter'national.

Double stress: ,English-'speaking, ,self-'made, ,hard-'working, 'teen,ager, ,Para'lympics, ,cross-'country, ,compe'tition, ,disa'bility.

PRONUNCIATION FOCUS



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27 a) Listen and read the transcription.

[weə] [tʃek] [ə'rest] [hɪz] [ɪts] [ə'dres]
[wɔ:] [nəʊ] [tu:] [raɪt] [hɪə] [pi:s] [ðeə]

b) Match the words or phrases that have the same pronunciation in the two boxes.

Example: ['weðə] — whether — weather

who's, it's, meat, arrest, sea, address,
their, no, peace, right, war, weather,
two, check, hear, aloud, new, one

here, to, won, know, wore, whether,
whose, allowed, knew, its, a rest,
piece, write, there, a dress, meet,
cheque, see

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