

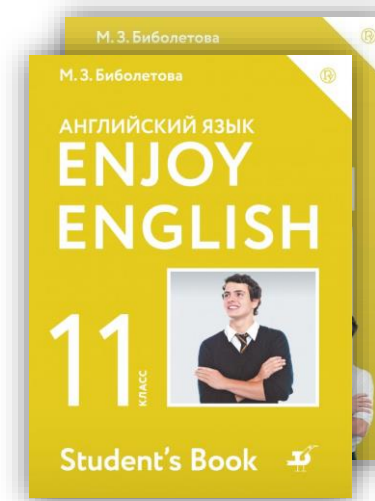
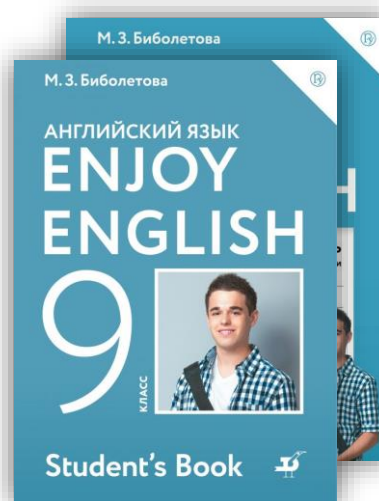
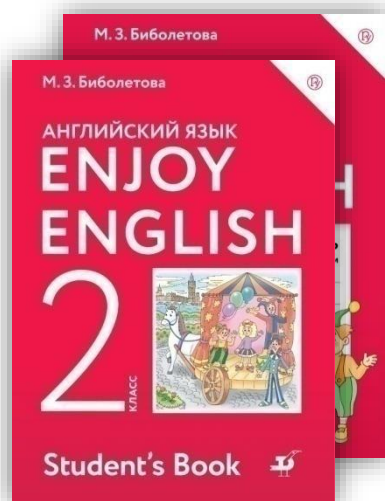


корпорация  
**р**оссийский  
учебник



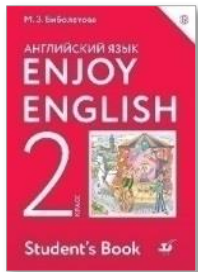
# МОНИТОРИНГ УЧЕБНЫХ ДОСТИЖЕНИЙ УЧАЩИХСЯ В УМК ENJOY ENGLISH / «АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ». ПОДГОТОВКА К ГОСУДАРСТВЕННОЙ ИТОГОВОЙ АТТЕСТАЦИИ (ОГЭ, ЕГЭ)

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# УМК ENJOY ENGLISH/ «АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ» для 2-11 классов

## Начальное общее образование



1.1.2.1.4.1



1.1.2.1.4.2



1.1.2.1.4.3

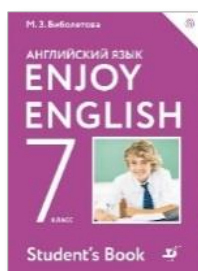
## Основное общее образование



1.2.2.1.3.1



1.2.2.1.3.2



1.2.2.1.3.3

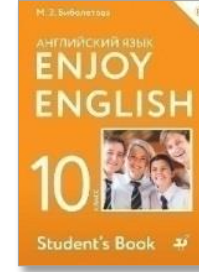


1.2.2.1.3.4

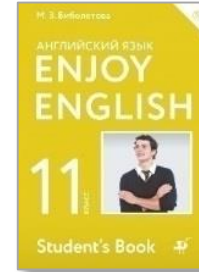


1.2.2.1.3.5

## Среднее общее образование



1.3.2.1.3.1



1.3.2.1.3.2

## В НОВОЙ РЕДАКЦИИ УМК ENJOY ENGLISH:

- 1) реализована система контроля и самоконтроля на всех этапах обучения: текущий / итоговый (Progress Check);
- 2) предложены разнообразные задания на проверку коммуникативных умений и языковых навыков, в том числе интегрированного характера;
- 3) усилены требования к заданиям, в частности к их валидности, объективности и эффективности;
- 4) предусмотрено обучение технологии выполнения заданий;
- 5) предложены критерии оценивания заданий с развернутым ответом.



1.1.2.1.4.1-  
1.1.2.1.4.3;  
1.2.2.1.3.1-  
1.2.2.1.3.5;  
1.3.2.1.3.1-  
1.3.2.1.3.2.

## Enjoy English для 2-3 классов:

Progress Check – проверка коммуникативных умений в аудировании, чтении, письменной речи (3 класс) и говорении; языковых знаний и фонетических, лексических, грамматических и орфографических навыков.

- 2 варианта: Student's Book + Workbook
- задания на выбор ответа + задания с развернутым ответом (говорение, письмо)
- возможность оценить свои знания и умения рубрика Look and learn!



1.1.2.1.4.1

1.1.2.1.4.2

## КОНТРОЛЬ В НОВОЙ РЕДАКЦИИ УМК ENJOY ENGLISH:

**Progress Check** — проверка коммуникативных умений в аудировании, чтении, письменной речи и говорении (Student's Book).

**Test Yourself** (EE — 4-11 классы):

- проверка языковых знаний и лексических, грамматических и орфографических навыков (Workbook);
- возможность оценить свои знания и умения: Very good/Well done – Good! – Not bad!/You can do better! – Try again!/Revise and try again!

**Key Vocabulary** (EE — 4-11 классы)



1.1.2.1.4.3;  
1.2.2.1.3.1-  
1.2.2.1.3.5;  
1.3.2.1.3.1-  
1.3.2.1.3.2.

## КОНТРОЛЬ В НОВОЙ РЕДАКЦИИ УМК ENJOY ENGLISH:

### ЕЕ – 2-3 классы:

- 2 варианта Progress Check (Student's Book, Workbook);
- *Progress Check* включают задания на проверку коммуникативных умений и языковых знаний, фонетических, лексических, грамматических и орфографических навыков.

### ЕЕ – 4-9 классы:

- Progress Check (Student's Book), Test Yourself (2 варианта).

### ЕЕ – 10-11 классы:

- Progress Check (Student's Book), Test Yourself (Workbook).

*Progress Check* включают задания на проверку коммуникативных умений в четырех видах речевой деятельности; лексических, грамматических и орфографических навыков (формат заданий ЕГЭ)



1.1.2.1.4.1-  
1.1.2.1.4.3;  
1.2.2.1.3.1-  
1.2.2.1.3.5;  
1.3.2.1.3.1-  
1.3.2.1.3.2.

## ПРЕДМЕТНЫЕ РЕЗУЛЬТАТЫ (НАЧАЛЬНАЯ ШКОЛА)

- **Аудирование** — понимать основное содержание/ запрашиваемую информацию в прослушанном тексте, построенным на изученном языковом материале.
- **Чтение** — понимание основного содержания текста и понимание запрашиваемой информации в прочитанном тексте (отдельные незнакомые слова).
- **Письмо** — заполнять элементарную анкету; писать поздравительную открытку, краткое письмо зарубежному другу (с опорой на образец).
- **Говорение** — создавать устные связные монологические высказывания (рассказывать о себе, своей семье и т.д., описывать картинку); участвовать в разных видах диалога.




1.1.2.1.4.1

1.1.2.1.4.3

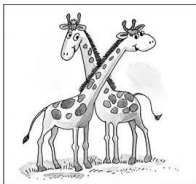


## PROGRESS CHECK 2. Variant 1

### 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.

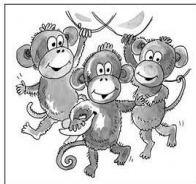
1) Which animals does Alex like?



a)



b)

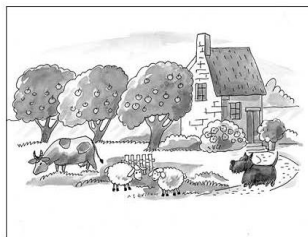


c)

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



## PART 2

1. Посмотри на картинку. Опиши комнату мисс Четтер.

Скажи,

- какая комната у мисс Четтер (красивая; большая / маленькая);
- что находится в комнате;
- что, по твоему мнению, мисс Четтер любит делать по вечерам в своей комнате.



**Begin with:** This is Miss Chatter's room. ...

2. Разыграйте диалог со своим одноклассником.

### Card 1

Для школьной газеты необходима информация о тебе и твоих одноклассниках.

1) Узнай у своего собеседника:

- какое время года он / она любит и почему;
- что он / она будет делать во время осенних каникул.

2) Ответь на вопросы одноклассника.

### Card 2

Для школьной газеты необходима информация о тебе и твоих одноклассниках.

1) Ответь на вопросы одноклассника.

2) Узнай:

- любит ли он / она зиму и почему;
- что он / она будет делать во время зимних каникул.



- формулировки заданий на русском языке;
- опора на детальный план (о чём рассказывать; что узнавать);
- критерии оценивания ответов учащихся.

## КОНТРОЛЬ В УМК ENJOY ENGLISH ДЛЯ 2-4 КЛАССОВ

- Особое 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.



1.1.2.1.4.1  
1.1.2.1.4.3

### Enjoy English — 5-9 классы:

- Предусмотрена система контроля и самоконтроля: текущий / итоговый (*Progress Check; Test Yourself*).
- Предложены разнообразные задания (с кратким и развернутым ответом) на проверку коммуникативных умений и языковых навыков, в том числе интегрированного характера.
- Включены памятки с описанием технологии выполнения заданий на аудирование, чтение, письменную речь и говорение (*Learning strategies*).
- Разработаны критерии оценивания заданий с развернутым ответом: письменная речь, говорение (представлены в Книге для учителя).



1.2.2.1.3.1-  
1.2.2.1.3.5

## PROGRESS CHECK

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

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

**2** Listen and choose the answers to the questions.

- What made the speaker change school?
  - A conflict with his / her classmates.
  - Moving house.
  - Ambitious plans for the future.
- What worries the speaker in his / her new school?
  - Bullying at school.
  - Transportation problems.
  - 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 in a 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!

- The text is written by a dog ...
- No students in the school call people names or ... money.
- The letter S in the name of the school stands for ...
- There is a special course to correct the dogs' misbehaviour and bad ...
- Dogs older than 9 years are called ... students.
- The author is sure that even old dogs can learn new ...
- The choice of course depends on the learning ...
- 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.

**5** Give a talk about a special event you celebrate as a family. Say:

- what kind of event it is;
- how you celebrate it;
- why most people like family celebrations and what you personally enjoy about them most.

**6** Work in pairs. Imagine that your school athletics team has won first prize in a city competition. Discuss how you will arrange a celebration of this event at school. Complete the dialogue.

Use the ideas from the boxes if necessary.

have a picnic, concert in the school, homemade cakes, arrange a fancy dress party, display the photos of the winners, mock competitions, chocolate prizes

It's not a bad idea but ...  
I'm not sure it'll work.  
I have an alternative suggestion.  
What if we ...?

OK, that sounds reasonable ...  
It's nice but too expensive ...  
It'll be fun, won't it?

Speaker 1

Speaker 2

It's amazing that we won! We are the best!

Yes. And I think we should arrange something special to celebrate.

Good idea! Lots of people will be glad to support it but we need to suggest something first.

Right. How about ...?

Discuss two or three options of how to arrange the celebration, discuss the advantages and disadvantages of all of them, agree on one of them.

Fine. What we need now is to present everything to the class in a very clear way.

Yes. And if they approve of our plan, we'll start getting ready for the celebration.

Exactly.

### Mark your score

- For tasks 1–3 you can get 14 points.
- 14–13 points — Well done!
- 12–11 points — Good!
- 10–8 points — You can do better!
- 7 points or less — Revise and try again!

Tasks 4 and 6 should be evaluated by your teacher.



## 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 <b>(7)</b> _____ discoveries were made by chance or even due to mistakes. The travellers of the past did not have any <b>(8)</b> _____ navigation devices. Maps were often inaccurate and incomplete which made mistakes <b>(9)</b> _____. The dangers, however, didn't stop the adventurers. They used every <b>(10)</b> _____ for exploring the world. Lots of <b>(11)</b> _____ travellers lost their lives, but those who survived kept searching for new lands, new goods, and new knowledge. The knowledge was, obviously, the most <b>(12)</b> _____ 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 <b>(13)</b> _____ and her help was not needed.	PACK DELAY
2 Due to some technical problem our flight <b>(14)</b> _____ and we got stuck in the airport.	INFORM
3 As soon as we arrived at the hotel, we <b>(15)</b> _____ about the programme of our excursions. We didn't know what to start with — all of them looked interesting.	OCCUPY WRITE
4 If we don't make the reservation right now, all the rooms in our favourite hotel <b>(16)</b> _____. Look, there are only a few rooms available now.	OFFER
5 I always label every piece of my luggage. Look! My phone number <b>(17)</b> _____ on all my suitcases and bags. That means they cannot be lost.	
6 Dear passengers, now you can unfasten your seat belts. In a few minutes you <b>(18)</b> _____ some drinks and snacks.	

### 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 <b>(25)</b> _____ yet.	NOT ANNOUNCE
2 — Has he collected his luggage yet? — No, because he hasn't got any. He never <b>(26)</b> _____ with huge suitcases. Usually all the things he needs <b>(27)</b> _____ 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 <b>(28)</b> _____ to you by our courier.	DELIVER
4 I didn't know what to do. My luggage <b>(29)</b> _____ and I didn't know anybody in the city. I headed to the nearby hotel to find out whether they <b>(30)</b> _____ a vacant room.	LOSE HAVE

### Mark your score

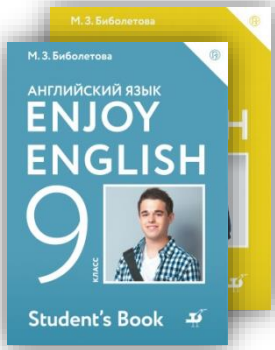
30—28	27—25	24—20	<20
Very good!	Good!	Not bad!	Try again!





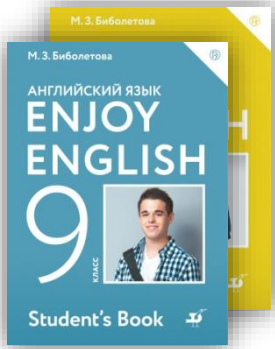
# ГОСУДАРСТВЕННАЯ ИТОГОВАЯ АТТЕСТАЦИЯ (ГИА)

- ГИА — это обязательный экзамен, завершающий освоение имеющих государственную аккредитацию основных образовательных программ среднего и основного общего образования в Российской Федерации: ЕГЭ, ОГЭ (ГВЭ-11, ГВЭ-9).
- Основное отличие ОГЭ/ЕГЭ от традиционных экзаменов является то, что ГИА предполагает в качестве итога получение независимой «внешней» оценки качества подготовки выпускников 9-х/11-х классов.



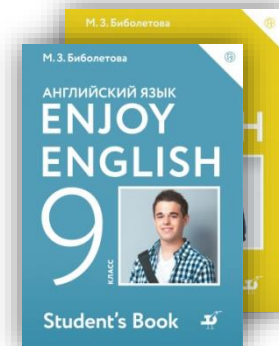
1.2.2.1.3.5  
1.3.2.1.3.2

- **Назначение ОГЭ** по иностранному языку: оценить уровень языковой подготовки выпускников IX класса общеобразовательных учреждений с целью их итоговой аттестации (допороговый уровень — А2).
- Экзаменационная работа 2019 года: письменная часть (33 задания по аудированию, чтению, грамматике и лексике, письменной речи) и устная часть (3 задания по говорению); 120 мин+15 мин.
- Задания различных типов на проверку коммуникативных умений и языковых навыков (задания с кратким ответом, задания с развернутым ответом).
- Кодификатор, спецификация, демоверсия — [www.fipi.ru](http://www.fipi.ru).



1.2.2.1.3.5  
1.3.2.1.3.2

Экзаменационная работа	Количество и типы заданий	Количество баллов
Раздел 1 Задания по аудированию	8 заданий 2 задания - на нахождение соответствий 6 заданий - на множественный выбор	4 + 5 + 6 = <b>15</b> баллов
Раздел 2 Задания по чтению	9 заданий 1 задание - на нахождение соответствий 8 заданий - на множественный выбор	7 + 8 = <b>15</b> баллов
Раздел 3 Задания по грамматике и лексике	15 заданий 15 заданий на восстановление текста	<b>15</b> баллов
Раздел 4 Задание по письменной речи	1 задание написание личного письма	<b>10</b> баллов
Раздел 5 Задания по говорению	3 задания чтение вслух; участие в диалоге-расспросе; тематическое монологическое высказывание	2 + 6 + 7 = <b>15</b> баллов
	<b>36 заданий</b>	<b>70 баллов</b>



**1.2.2.1.3.5**  
**1.3.2.1.3.2**

## ИТОГОВЫЙ КОНТРОЛЬ В УМК ENJOY ENGLISH/«АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ» (5-9 КЛАССЫ):

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**Progress Check** — проверка коммуникативных умений в аудировании, чтении, письменной речи и говорении (Student's Book).

### Test Yourself:

- проверка языковых знаний и лексических, грамматических и орфографических навыков (Workbook);
- объекты контроля, структура Progress Check, формат заданий и система оценивания аналогичны (схожи, подобны) экзаменационной работе (ОГЭ).



1.2.2.1.3.1-  
1.2.2.1.3.5

## UNIT 4 Progress check

### PROGRESS CHECK

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

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

Points  /4

#### 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.

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

## UNIT 4 Progress check

### Окончание

- What does the Paralympic flag look like?
  - A white flag with a picture in the middle.
  - A three-coloured flag without any pictures.
  - A three-coloured flag with a picture in the corner.
- How many times has Russia organized the Paralympic Games?
  - One.
  - Two.
  - 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  /6

- 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
The dates of the event	7–23 February 2014
Number of participants	3,500 athletes from 88 countries (more than ever before), including first timers Paraguay ['pærə'gwaɪ] and Zimbabwe [zɪm'bɑ:bwi]
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
-------------	---

- 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.	
	Find out your friend's reasons for doing sports.
Explain your reasons for doing sports. Ask for advice what sport to choose.	
	Give the advice about what sport your friend should choose. Give some reasons.
Accept the advice / Reject the advice. Invite your friend to the pizzeria.	
	Politely refuse. Explain your reason.

#### Mark your score

For tasks 1–10, 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 11 and 12 should be evaluated by your teacher.



# УМК ENJOY ENGLISH/«АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ» (5-9 КЛАССЫ): АУДИРОВАНИЕ

Воспринимать на слух и понимать несложные аутентичные тексты с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи:

- с пониманием основного содержания текстов;
- с пониманием нужной/запрашиваемой информации.

Используются различные типы заданий, в том числе задания формата ОГЭ (с кратким ответом; на нахождение соответствий, на множественный выбор).



1.2.2.1.3.1-  
1.2.2.1.3.5



*EE – 8 класс (p. 81)*

**2. Listen and match the speakers (A-E) with the topics (1-6). There is one topic you do not need to use. Fill in the table.**

The speaker is talking about

- 1) a new invention
- 2) a birthday present
- 3) a recent excursion
- 4) a coming party
- 5) a new hobby
- 6) the scale of pollution

*EE – 9 класс (p. 80)*

**2. Listen to the airport announcements. Say if the information below is right or wrong. Correct the wrong information.**

- 1) Mr Sahara should go to the information desk.
- 2) The driver for Abbey School should go to the information desk to report that he/she has arrived at the airport.
- 3) ...



**1.2.2.1.3.1-  
1.2.2.1.3.5**



UNIT 1

**11** Look at the pictures again and answer the questions. Use Ilya's e-mail if necessary.

1. What is Jack doing? Why does he often phone home?
2. Are Kiang and Asha sitting in the park?
3. Is Antonio playing volleyball?
4. What does Sophia want to be? What is Sophia doing at the moment?
5. What magazine is Melissa reading?
6. Who is feeding the birds? What country is he from?
7. Does Ilya take photos of his friends?

**12** Look at the pictures (Ex. 10). Describe one of the young explorers, but don't name him / her. Let your classmates guess who you talked about.

Answer these questions:

1. What is he / she like?
2. What is he / she wearing?
3. What do you know about his / her country?

**13** Listen to the telephone conversation. Fill in the membership form.

Name: \_\_\_\_\_  
 Surname: \_\_\_\_\_  
 Age: \_\_\_\_\_  
 Country: \_\_\_\_\_  
 Languages: *English and ...*  
 Hobbies: \_\_\_\_\_



**14** Say what you like and don't like doing.

**Use:** go out with friends, play sports, dance, sing, take photos, play board games, swim, dive, read books / magazines, clean my room, do my homework, do washing-up, go to the cinema / theatre, go shopping, browse the Internet, visit museums, play a musical instrument, go sightseeing, play computer games, chat with friends, etc.

**Example:** I like taking photos, but I don't like singing karaoke.

UNIT 3 Section 1

**19** Listen to the story. Choose the correct answer to the following questions.

1. What did Carrie say when her mother tapped on the door?
  - a) Open the door.
  - b) Come in.
  - c) Go away.
2. What did the mother give to her daughter?
  - a) a pin
  - b) jeans
  - c) a jewel box
3. Who gave this object to Carrie's mother?
  - a) a ballet instructor
  - b) the great-grandmother
  - c) her family
4. Where did the great-grandmother study ballet?
  - a) in Germany
  - b) in Paris
  - c) in America
5. Why did her family escape from Germany during the war?
  - a) because they were wealthy
  - b) because they lost everything
  - c) because they helped some Jews [dʒu:z] escape

**20** Work in pairs. Ask and answer the questions. Choose the most appropriate phrase.

1. Why did Angela tap on the door?
  - a) to enter her daughter's room
  - b) to talk to her daughter
  - c) to say she was sorry
2. Why did Angela want to see her daughter?
  - a) to give her the rose pin
  - b) to tell Carrie about her grandmother's life
  - c) to ask her to go to the family reunion
3. Why did the great-grandmother go to Paris?
  - a) to escape from fascist Germany
  - b) to study ballet
  - c) to help some Jews escape
4. Why did Angela tell her daughter the story of the rose pin?
  - a) to change her opinion of the grandmother
  - b) to make her go to the family reunion
  - c) to make her look lovely

WORD FOCUS

**21** Read and remember.

In English, one and the same word form can be used as a noun and as a verb:

a finger (палец)  
 to finger (трогать пальцами)

an escape (побег)  
 to escape (убегать, избежать)

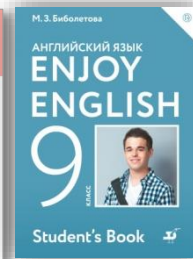
a wish (желание)  
 to wish (желать)

an exchange (обмен)  
 to exchange (менять, обмениваться)

a shape (форма)  
 to shape (придавать форму)



**22** Listen to the end of the story. The author of the story says that the mother found the miracle of the rose pin. Why does the author say this?



## УМК ENJOY ENGLISH/«АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ» (5-9 КЛАССЫ): ЧТЕНИЕ

- Читать про себя и понимать (в соответствии с поставленной КЗ): основное содержание текста; запрашиваемую/нужную информацию; с полным пониманием содержания;
- Адаптированные аутентичные тексты различных стилей и жанров (180/200 слов — 400/500 слов);
- Используются различные типы заданий для чтения, в том числе задания формата ОГЭ (задания с кратким ответом; на нахождения соответствий, на True/ False/ Not Stated).



1.2.2.1.3.1-  
1.2.2.1.3.5



1.2.2.1.3.1-  
1.2.2.1.3.5

## UNIT 1 Section 2

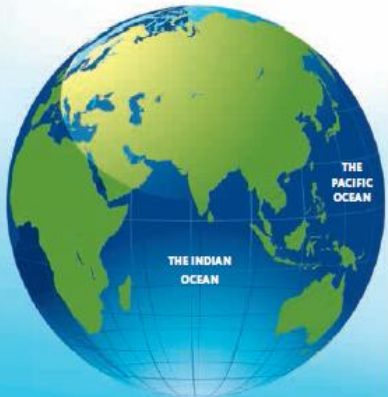
### 39 Put the where necessary.

Example: ... Earth goes round ... Sun. — **The Earth goes round the Sun.**

- ... Sun is the star at the centre of ... solar system.
- Her aunt lived in ... country to the north of Liverpool.
- The famous Russian traveller Fyodor Konyuhov crossed ... Pacific Ocean by himself in 200 days.
- The astronaut climbed into his spacesuit and in a few minutes he was out in ... space.
- Look at ... sky! ... Moon is full, isn't it? — Yes, it looks like it.
- It is called the Milky Way, or just ... galaxy.

### 40 Read the text about the Earth. Match the titles with the paragraphs.

- Wearing a Coat of Water
- Inaccurate Name
- Special Event for the Planet
- Getting an Extra Day



### The Planet We Live on

**A.** The Earth is the fifth largest of the eight main planets in the solar system. It is the only planet that was not named after an imaginary god like Neptune or Saturn. The word *Earth* came from the Anglo-Saxon word *erda* which means *ground* or *land*. Although the planet is called *Earth*, only 29% of the surface is land. The rest of its surface is made up of water. But only 1% of this water is drinkable.

**B.** From a distance, in space, the Earth is the brightest planet in the solar system. This is because a large amount of sunlight is reflected by the water on the planet. There are four large oceans on the Earth: the Pacific, the Atlantic, the Indian and the Arctic. The Pacific Ocean is the largest ocean, meeting the Arctic in the north and Antarctica in the south. The oceans contain 97% of all the water on the planet.

**C.** It takes the Earth 365 and a quarter days to move round the Sun. As we don't count an extra quarter of the day at the end of a year, we have an additional day every four years, 29th February. These years are called leap years.

**D.** In 1970, on the 22nd of April, people started to celebrate Earth Day. Nowadays people from over 192 countries show their love and care for the planet on that day. They plant trees, pick up roadside trash and take part in 'green' projects. Thousands of different activities and celebrations to honour our home planet are held all over the world.

### 41 Read the text again and answer the questions.

- What does the name of our planet mean?
- What makes the Earth the brightest planet in the solar system?
- Where is most of the Earth's water located?
- Why do we have an additional winter day every four years? What do we call a year containing 366 days?
- Is Earth Day an international holiday?
- What do people usually do on Earth Day? Do you and your classmates celebrate this holiday? Why?
- What do the following numbers in the text stand for: 4, 22, 29, 192, 365?

15

## UNIT 1 Progress check

### KEY VOCABULARY

#### Nouns:

achievement  
astronaut  
beach  
damage  
disaster  
drought  
Earth (the)  
earthquake  
evacuation  
exploration  
flight (the)  
flood  
hurricane  
limit  
monitor  
Moon (the)  
planet  
pole  
rescue  
research  
researcher  
satellite  
space  
spaceman  
spaceship  
star  
survivor  
tornado  
universe (the)  
volcano

warning  
wildfire

#### Verbs:

break  
broadcast  
damage  
destroy  
die  
evacuate  
explore  
hurt  
launch  
limit  
monitor  
rescue  
research  
ruin  
shake  
survive  
warn

#### Adverbs / Adjectives:

awful  
foggy  
humid  
miserable  
stormy  
terrible  
violent  
wet

#### Expressions and phrases:

be badly / seriously hurt  
be known internationally  
computer monitor  
die of some disease  
disaster area  
do a lot of damage  
do research  
emergency jobs / workers  
evacuate from  
key problem  
launch a project / a spaceship  
limit on / to something  
Milky Way (the)  
No problem.  
outer space  
rescue from something  
shake hands with each other  
shake with laughter / anger  
solar system (the)  
solve a problem  
South (the) / North Pole (the)  
space flight / research  
space research  
space travel  
warn of / about  
a warning sign  
without a warning

### PROGRESS CHECK

#### 1 Listen to the conversation between Kate and her father. Complete the sentence.

Kate and her father are going on a hiking holiday on ...

- Saturday.
- Sunday.
- Monday.

#### 2 Listen to the weather forecast and choose the correct list of weather expected on Friday.

- |         |       |          |
|---------|-------|----------|
| a) cold | windy | wet      |
| b) hot  | sunny | stormy   |
| c) warm | dry   | windless |

Points  / 7

50





# УМК ENJOY ENGLISH (5-9 КЛАССЫ): ЗАДАНИЯ ПО ЧТЕНИЮ



1.2.2.1.3.1-  
1.2.2.1.3.5

## UNIT 3 Section 4

50 Read the texts. Match the texts with the titles. You don't need to use one of the titles. Complete the table.

1. A Bank of Information
2. Be Careful in the Virtual World
3. The Internet Connects People
4. The Multifunctional Internet
5. The Slaves of the Internet



**A.** The Internet is a creation of the 20th century. All the existing means of communication were united together to create one — the Internet. Using the Internet you can send information like you would via a telegram, you can speak to people like you would on the phone and see images like you would on TV. You can shop, travel and talk to people living far away from you! It has become so easy to use the Internet that scientists believe that every day more and more people are becoming addicted to the computer.



**C.** Have you ever thought of the dangers of using the Internet? Who will you meet in this virtual world? You can meet anyone there: smart and foolish, honest and dishonest people. When you meet somebody in the real world, you can look into their eyes, and see their body language — all these things help you to understand if this person is honest or not. Imagine that you decided to meet somebody in the virtual world. How could you be sure of their real age, appearance or interests? There are some criminals who use the Internet to involve young people in criminal activities. The virtual world can be as dangerous as the real one.

**B.** What is the main purpose of the Internet? Evidently it is to extend the communication network. Using the Internet, lots of people can travel anywhere they like. These days we often have our friends and family living in different parts of the world. It's important to keep in touch with them. Using the Internet, we can write and talk to people who live on other continents, thousands of miles away from us. It's very important for elderly people who have a lot of free time but who cannot easily travel long distances. But it takes no time for them to reach their children living in other places via the Internet.

**D.** One of the most important purposes of the Internet is to collect, arrange, keep and share information — verbal, audio and visual. This way the Internet creates a virtual world, where we can find anything that interests us. It gives us the opportunity to learn about the past and the future, and gain new knowledge and skills. It is much easier to do research if you have an Internet connection. You need to take a few steps. First you have to type in key words. Then you select the information needed and arrange it according to the format of your research. Add pictures and photos to illustrate your paper — they can be taken from the Internet as well. However, remember that the Internet offers only information, and it's you who selects and develops it to express your ideas.

A	B	C	D

97

## UNIT 4 Section 3

### 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.

45 Read the top tips about bullying which are given to British students. Do you agree with all of them? Why? / Why not?

1. If someone is bullying you, you need to stand up for yourself.
2. If someone is bullying you, tell an adult as soon as possible so it can be resolved.
3. If someone is bullying you, don't do it back because it can make the matters worse.
4. If someone threatens you and demands that you do something, believe in yourself and say NO.

5. If your friends turn against you, there will always be someone there to help you through it. You can always make new friends in the end.

46 Now say what you would do in each of the following situations.

- If I were threatened, I would ...
- If I were bullied, I could ...
- If my friend were bullied in my presence, I would ...
- If someone bullied weaker people in my presence, I would ...

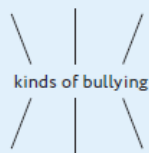
**Use:** defend myself / someone from the bully, tell my parents or the teacher, ignore the bully, threaten the bully, stand up for myself, tell an adult as soon as possible, try to help, shout loudly, ask for help, fight, try to explain that, laugh at the bully, pay no attention to, try to change, say NO, become more independent, make friends with a bully, help each other, rely on, explain, it's useless, make fun of a bully etc.

47 Work in groups. Prepare a *Bullying Leaflet* on a separate sheet of paper. Write your advice on how to resist bullies. Use the information in the section.



### BULLYING LEAFLET

Please stop bullying now



Don't be afraid to stand up and speak out!

Top tips against bullying

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136





1.2.2.1.3.1-  
1.2.2.1.3.5

## UNIT 2 Section 3

78 Read the text and choose 1) *True* if the statement is true, 2) *False* if the statement is false, 3) *Not stated* if the information is not given in the text.

Hugo was the new man in the travel agency. He'd only been working there as an assistant to the manager for three months and he really enjoyed his job. Hugo was looking forward to the moment when he would become a manager so that he could work with customers by himself. The only problem with his job was that Hugo lived a long way from the office, so the way there and back took ages. He hated wasting time and fell into a new habit of reading on the train. He read travel magazines. The disadvantage seemed to turn into an advantage: Hugo read the latest news about tourist resorts, people's experiences and analytical articles on tendencies and prospects in the tourist business. He accurately made notes on the most useful information. He thought that the knowledge could compensate for his own poor travel experience, and would eventually help his clients, too.

One day, a retired couple turned up in the office. "We are planning to celebrate our 45th wedding anniversary in Alice Springs. Can you arrange a tour there for us?"

"Yes, sir, we certainly can," the manager said promptly. "Sit down, please. My assistant, Hugo, will make coffee for you. I'll enquire about the hotel and flight availability and calculate the total cost of the trip. It'll take ten minutes."

"You are very efficient," the lady looked impressed. "Thank you. But could I have weak tea instead of coffee? I've got weak heart, coffee is poison for me."

"Of course, no problem. Hugo, did you hear that?" and the manager focused on the calculation.

"Why do you want to go to Alice Springs?" Hugo asked the couple, serving their tea on the coffee table.

"It's because of my wife," the gentleman said. "Her name's Alice. And she thinks that it will be romantic to go there for our anniversary."

"There's one more reason," the lady added. "Once I had a ring with a beautiful opal. It was lost, and I want to get another one like it. It was my mum's, and I remember her saying that the ring had been delivered from Alice Springs. It's somewhere in Australia, isn't it?"

"It is," Hugo nodded. "It's in Central Australia." He paused, and then added: "I'm sorry, it's not certainly my business, but I'm not sure you should go there at this time of the year."

The customers raised their eyebrows. "It's a very hot place, actually. Day temperatures are in the high thirties, and often go far above forty. Taking into consideration the weak heart..."

The couple looked puzzled. "But my ring?" the lady muttered at last.

"If you want to go to somewhere really unusual, consider New Zealand instead. It has milder temperatures and the views there are fantastic! I can show you photos of some hotels that provide very comfortable stays. And as for the ring..., well, if you fly via Hong Kong, you can buy it right inside the airport. There's a shop there that offers a very good choice of opals. I can give you the contacts if you want."

"Good job," Hugo heard his boss's voice while he was searching for the contacts of the Hong Kong shop in his notes. "I've been watching you talk with those people. You definitely care for the customers, and the agency's image, too. You've deserved your promotion, Hugo. Start as a manager from tomorrow."

"Thank you, sir," Hugo looked up in surprise. "But why didn't you put that you've been travelling across Australia and Oceania in your CV, I wonder? We appreciate applicants with rich travel experience. I mean, those who can advise customers from their own experience are always needed."

1. Hugo is happy with his job.  
1) True 2) False 3) Not stated
2. Hugo has never left his city.  
1) True 2) False 3) Not stated
3. The manager asked Hugo to advise the couple about the tour.  
1) True 2) False 3) Not stated
4. The lady's mother was born in Alice Springs.  
1) True 2) False 3) Not stated

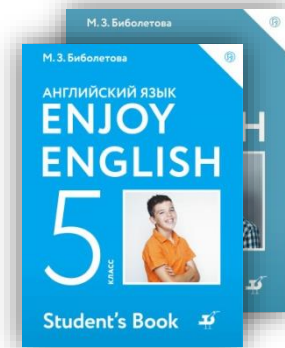
5. Hugo advised the couple about an alternative destination.  
1) True 2) False 3) Not stated
6. The lady gave up the idea of buying a ring.  
1) True 2) False 3) Not stated
7. The shop in Hong Kong sold opals from Alice Springs.  
1) True 2) False 3) Not stated
8. The boss was misled about Hugo's travel experience.  
1) True 2) False 3) Not stated

1. Skim through the text to understand what it is about. Do not pay attention to details, ignore unfamiliar words.
2. Read **True/False/Not stated** statements attentively. Make sure you understand them.
3. Scan the text for the sentences which you expect to contain the information you need. Read those sentences attentively, paying attention to sentence structure, linking words and other details.
4. Remember that you should mark the statement
  - as **True** only if the information in the text confirms it
  - as **False** only if the information in the text denies it
  - as **Not stated** — if you cannot find enough information in the text to make either of the choices above. Neither your personal opinion nor common knowledge count there.
5. When all the statements are marked, read the text again to make sure that the logic of the text goes with your answers; you haven't missed any information and the **Not stated** statements are marked correctly.



- читать вслух небольшие аутентичные тексты, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрирующей понимание текста.

*Ученик должен: прочитать текст внятно и выразительно продемонстрировать понимание содержания читаемого текста посредством интонации, а также произносимыми звуками в потоке речи и словесным ударением.*



1.2.2.1.3.1-  
1.2.2.1.3.5

**Imagine that you need to make presentation. Here is the text for the presentation. Read it aloud. Remember to sound clear and distinct to capture people's attention.**

Scientists believe that long-distance space travel will become a reality in the near future. Space missions may last for years or decades and one of the most important questions is what the astronauts will be eating during their long journey. Food in cans and tubs does not look very appealing, does it?

Experiments on growing fresh food in space have been carried out for a long time. And at last, in **August 2015**, the astronauts of the International Space Station included lettuce grown on their space station on their menu.

You may say that lettuce is not really a big deal, but for people in space it is. Fresh food provides natural vitamins and improves the astronauts' mood. It helps to protect the astronauts from depression and radiation and gets us closer to the era of long-distance space travel.



1.2.2.1.3.1-  
1.2.2.1.3.5

# УМК ENJOY ENGLISH/«АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ» (5-9 КЛАССЫ): ЧТЕНИЕ ВСЛУХ

## UNIT 1 Section 9

### GRAMMAR FOCUS: EACH OTHER / ONE ANOTHER

#### 68 Read and remember.

each other (*друг друга / друг другу*)  
for two people or things

one another (*друг друга, один другого*)  
for more than two people or things

We know **each other** since 2010.  
How do we communicate with **each other**?  
Members of hockey team help **one another**  
in their game.

#### 69 Put in *each other* or *one another*.

- Do you often write letters to ...?
- I've got two true friends. We invite ... to our birthday parties.
- People should help ... in difficult situations.
- All cities have much in common with ...
- My pet and I understand ... very well.

#### 70 Listen and read the words.

c { [k] c + consonant (согласная)  
[k] ca, co, cu  
[s] ce, ci, cy

	[k]	[s]
call	became	distance
carry	picture	century
card	Scotland	piece
computer	electronic	civilised
communicate	fact	necessary
communication	culture	receive
code	curious	bicycle
coast	cure	city
continent	climate	decide
corner	cross	cinema

#### 71 Look through the text of Ex. 65 once again. Split the text into 3 independent parts. Give a gist of each part in one sentence. Share your results with your classmates.

The telephone was invented by A. G. Bell, who was born in Scotland, in 1847. The first telephone was not at all like the one we use today. The person who talked into it could not hear, and the person who heard could not talk.

Some years later, there were telephones all over the world. Telephone lines became longer and longer. In 1915 the first coast-to-coast line was opened, from New York to San Francisco.

The first telephone exchange (*телефонная станция*) opened in Moscow in 1882. At that time it served 61 clients. Ten years later, their number was 1400.

Today we can talk across seas, oceans and continents: there is hardly a corner of civilized world that cannot be reached by phone.

#### 66 Complete the sentences:

- Long ago men used different means of long-distance communication: ...
- The electric telegraph was invented by ...
- People used a special code to ...
- The person who talked into the first telephone ...
- Today we can talk across ...

#### 67 Translate the words and word combinations. Make up your own sentences using the words.

communicate	{ with people with each other ( <i>друг с другом</i> )
means ( <i>средства</i> )	{ of communication by means of ( <i>с помощью</i> )
mean ( <i>означать</i> ) <i>что-либо</i>	{ What do you mean? The dark clouds mean rain.
phone ( <i>телефон</i> ; <i>звонить по телефону</i> )	{ to phone smb / a place to call up smb / a place to talk / speak to smb over / on the telephone
	{ What's your phone number? a phone call a mobile phone on the phone



#### 45 Listen to these words. Read and compare them with the Russian words.

project, idea, moment, device, gas, electronic, economical, system, smart phone, command, temperature, electricity, energy, start, situation

#### 46 Read and remember the words and word combinations.

##### WORD FOCUS

**device** (устройство, прибор, девайс) — an electronic device, a household device

**eco-friendly** (безвредный для окружающей среды) — an eco-friendly device, an eco-friendly project

**renewable** (возобновляемый) — a renewable resource, renewable energy sources

**solution** (решение) — new solution, technological / engineering solution

**consume** (потреблять, расхоловать) — to consume for heating / lightening, to consume fuel

#### 47 Read the rest of Jeff and Monica's conversation from Ex. 44. Complete the sentence with the most appropriate option (a–c).

Jeff explains ...

- what a *smart house* is.
- how to build a *smart house*.
- how to produce clean energy.

Monica: The project is called *Smart House*, you said. What is it about?

Jeff: Remember that it wasn't me who started talking about it. I can go on about it for hours.

Monica: OK, let's sit down then.

Jeff: Right. Well ... The idea of a smart house supposes that people living in it have all the possible comfort you can imagine. Also the house is safe, independent in terms of energy supply and eco-friendly. The last point is very important. As the house is

# УЧЕБНИКИ ENJOY ENGLISH (5-9 КЛАССЫ): ЛИЧНОЕ ПИСЬМО

ЕЕ – 9 класс (упр.6 стр.60)

Learning Strategies

## UNIT 1 Progress check

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

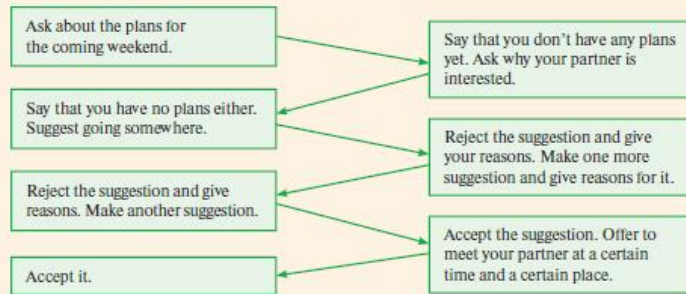
...We went to York last weekend. It was a great outing! Unfortunately, my parents often work on Sundays and we can't spend all weekends together. But I like it very much when we go somewhere as a family. How do you usually spend your weekends? What is the most interesting weekend you've had with your family or friends? What are your plans for the coming weekend?...



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

Student 1

Student 2



### Mark your score

For tasks 1–5 you can get 25 points.  
 20–25 points – well done  
 17–19 points – good  
 14–16 points – you can do better  
 13 points or less – revise and try again

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

## Appendix 4 Learning Strategies

### How to write a personal letter

A typical personal letter has a definite structure:

1. Your address and the date in the top right-hand corner.
2. Greeting: Dear Helen (or any name of a person you are addressing to).
3. Beginning:  
Thank you for your letter ...; It was great to hear from you.
4. 2–3 phrases giving answer to your pen friend's question or giving the information (according to the task).
5. Ending (common finishing remarks)
  - a) Write soon ... or I look forward to your reply / to hearing from you soon.
  - b) Best regards to / Best wishes / All the best.
6. Your name.

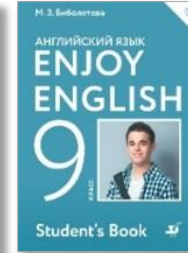
Example:

*St Petersburg, Russia  
 19.10.2016*

Dear Jane,  
 Thank you very much for your letter. It was great to hear from you. You asked me about the books teenagers read in Russia. Well, it depends on how old they are. My friends prefer fantasy, detective stories, sometimes fiction. Write soon and tell me about the books and magazines you like to read.  
 Best wishes,  
 Dasha

### Tips for doing individual projects

1. Choose a topic / idea for your research.
2. Find the information on the topic from all sources (your textbook, other books, people who are aware of the subject). Use the Internet if necessary.
3. Make a proposal on how to develop the idea.
4. Write down the key words or the plan of the presentation on the topic.
5. Share your proposals with your classmates. Be ready to answer their questions.



## УМК ENJOY ENGLISH/«АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ» (5-9 КЛАССЫ): ПИСЬМЕННАЯ РЕЧЬ (Примеры заданий)

1. Write a letter to your English-speaking pen friend about Russian weather. Use the texts in Ex.23 as a model and tell him/her about the best time to visit the place you live.
2. Complete Kevin's letter to help him find out the information he needs. Ask questions.
3. You've received a letter from your English –speaking friend, Linda. Write her a letter and answer her 3 questions.
4. Write a short paragraph about the most interesting TV programme or TV show you've seen recently. Mention the following: ...
5. Write what you think about wearing school uniform. Give your reasons and complete one of the writings.



1.2.2.1.3.1-  
1.2.2.1.3.5



# УМК ENJOY ENGLISH/«АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ» (5-9 КЛАССЫ): ПИСЬМЕННАЯ РЕЧЬ

5\* Read the letter and fill in the form. Use the text of the Section 7 for ideas.



Dear friend! I'm Jessica Goodly. I represent the International Foundation "The Friendly Planet". We work to keep our planet clean and unspoiled. We want to save it for future generations. Protecting wildlife is a good way to do it. Now we are looking for one more place to arrange a national park there. I know that Russia is rich in such places. We hope you'll cooperate with us. As a first step, please fill in the form below. Thank you in advance.

1. What is your name and age? \_\_\_\_\_
2. In what part of Russia do you live? \_\_\_\_\_
3. Do you have a national park anywhere in your area? If "No", would you like to have it?  
\_\_\_\_\_
4. What is the geography of your region (mountains, plains, forests, lakes, and so on)?  
\_\_\_\_\_
5. What climate do you have? What kind of weather do you have in summer and in winter?  
What is the lowest and the highest temperature in your region? \_\_\_\_\_
6. What animals and birds live or lived in your region? What animals would you like to have in your park? \_\_\_\_\_
7. Can a national park help the development of the local economy? Why? \_\_\_\_\_



## UNIT 4 Section 1

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

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

Geographically English is the most widespread language on Earth.

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

English is an easy language to study.

English is the official language of about 45 nations.

English is spoken by about 470 million people throughout the world.

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

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

.....  
title

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

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

.....

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

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

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

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

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

## УМК ENJOY ENGLISH/«АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ» (5-9 КЛАССЫ): ГОВОРЕНИЕ

- вести разные виды диалога (в том числе, диалог-расспрос), участвовать в полилоге;
- создавать устные связные монологические высказывания с опорой/ без опоры; 10-12 фраз;
- передавать основное содержание прочитанного/прослушанного текста;
- устно излагать результаты выполненной проектной работы.



1.2.2.1.3.1-  
1.2.2.1.3.5



1.2.2.1.3.1-  
1.2.2.1.3.5

ОГЭ:

**Task 1.** You are going to read aloud. ....

**Task 2.** You are going to take part in a telephone survey. You have to answer 6 questions. ...

**Task 3.** You are going to give a talk about ... . You will have to start in 1.5 minutes and will speak for not more than 2 minutes (10-12 sentences).

Remember to say:

...

You have to talk continuously.

- логичное, связное законченное высказывание определенного объема на предложенную тему с опорой на план

*Enjoy English — 8 класс (упр. 114, стр. 116)*

Speak about your favorite book. Use the plan below:

- What the title of the book is;
- Who wrote the book (author);
- How many times you have read it;
- What book is about (who the main characters are; what the main idea of the book is);
- Why you like the book.

*Enjoy English — 9 класс (упр. 1, стр. 8)*

**Say why most teenagers enjoy holidays so much. Use the phrases in the box or your own ideas.**

Have lots of free time, play with friends all day long, don't have to get up early, have nothing to do, read for pleasure, have lots of opportunities for doing sport, travel and see other places etc.



**1.2.2.1.3.1-  
1.2.2.1.3.5**

## UNIT 1 Progress check

**7** 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	<ul style="list-style-type: none"> <li>was founded in the 5th century as a small settlement;</li> <li>became a market town in the 16–18th centuries;</li> <li>in the 19th century was a wool manufacturing centre</li> </ul>
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

**8** 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 1–6, 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.



## Задание 4:

составление монологического высказывания с опорой на таблицу:

левая колонка - логика / план высказывания;

правая колонка – фактический материал для высказывания;

перед таблицей - вступительная фраза.

## Задание 5:

логика телефонного разговора +

коммуникативная задачи + языковое наполнение



# ОБЩАЯ СХЕМА ОЦЕНИВАНИЯ МОНОЛОГИЧЕСКОЙ РЕЧИ

1. **Поставленная КЗ** решена / не решена.
2. **Логика** высказывания соблюдена / не соблюдена.
3. **Языковое оформление** высказывания:
  - использованный словарный состав;
  - употребленные грамматические структуры;
  - фонетическое оформление высказывания;
  - наличие / отсутствие ошибок (допустимое количество ошибок).
4. **Объём высказывания:**
  - 4 – 5 фраз (НШ);
  - 10-12 фраз (ОШ);
  - 14 -15 фраз (СШ).



1.2.2.1.3.1-  
1.2.2.1.3.5

## УМК ENJOY ENGLISH/«АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ» (5-9 КЛАССЫ): ЯЗЫКОВАЯ СТОРОНА РЕЧИ

### Задания на:

- овладение навыками употребления в устной и письменной речи не менее 1350 изученных лексических единиц (слов, словосочетаний, речевых клише), и образования родственных слов с использованием аффиксации, словосложения, конверсии;
- овладение грамматическим материалом, необходимым для общения (выдерживаться принцип опоры на опыт учащихся в родном языке, везде, где это возможно, и формирование ориентировочной основы грамматического действия с опорой на сознание с последующей его автоматизацией);
- используются разные типы заданий для работы над лексической и грамматической стороной речи (в том числе, задания в формате ОГЭ).



1.2.2.1.3.1-  
1.2.2.1.3.5

# УМК ENJOY ENGLISH/«АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ» (5-9 КЛАССЫ): ЯЗЫКОВАЯ СТОРОНА РЕЧИ

## UNIT 4 Section 2

### GRAMMAR FOCUS: ADJECTIVES/ADVERBS

#### 19 Read and remember.

- hard** (усердный) — **hard** (усердно)  
**hardly** (едва, с трудом)  
Paul works **hard**. (a lot)  
She could **hardly** speak for tears.  
(with difficulty)
- late** (поздний) — **late** (поздно)  
**lately** (в последнее время)  
Even **late** at night the skating rink is busy.  
(at a late time of the night)  
I haven't seen your niece **lately**. (recently)  
Has she gone away?
- near** (близкий) — **near** (близко)  
**nearly** (почти)  
The Brooks live **near** the stadium.  
(not far from)  
It took him **nearly** two hours to get there.  
(almost)
- high** (высокий) — **high** (высоко)  
**highly** (очень, чрезвычайно)  
The famous sportsman has jumped very **high**.  
She thinks **highly** of your game. (very well)

#### 20 Read and translate the sentences.

- The girl could hardly sleep last night.
- Has he worked hard lately?
- The little boy looked at his father and threw the cap high into the air.
- I think Paul is a highly skilled player.
- The stadium was nearly full.
- Is the swimming pool near your school?
- He got up late this morning.
- This is the best game I've seen lately.

#### 21 Complete the sentences choosing the right word.

- Example:** You can (hard / hardly) know his name. — You can hardly know his name.
- Get up! It's (near / nearly) eight.
  - Last month all the players trained (hard / hardly).
  - It's too (слишком) (late / lately). Let's speak about the exams tomorrow.
  - We have been proud of our sportsmen (late / lately).
  - She was tired and could (hard / hardly) keep her eyes open.
  - There is a new swimming pool (near / nearly) our school.
  - Does she think (high / highly) of your pictures?
  - Look! The bird is flying (high / highly) in the sky.

#### 22 Make up sentences with **hardly**. Use the words in brackets.

- Example:** I was shocked by the news. (I, speak.) — I could hardly speak.
- There were a lot of mistakes in your work. (I, read, it.)
  - The cake was terrible. (She, eat, it.)
  - Oh, we've lost the game. (I, believe, my, eyes.)
  - It was dark. (We, see, each, other.)
  - Will you speak louder, please? (I, can, hear, you.)

#### 23 The following pairs of adverbs have different meanings. Make up your own sentences to show the difference.

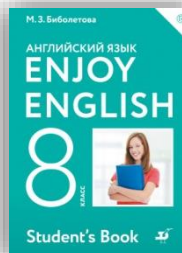
- hard — hardly, late — lately, near — nearly, high — highly

### PRONUNCIATION FOCUS

#### 24 Listen, read and remember.

##### I. Mind your pronunciation:

[t]	[æ]	[ŋ]	[aɪ]	II. Mind your stress:
figure	badminton	swimming	boxing	riding
tennis	athletics	skating	skiing	cycling
kickboxing	handball	skating	wrestling	ice hockey
gymnastics	gymnastics	riding	jumping	prize
basketball		surfing	running	wide
				'badminton, 'volleyball, 'basketball, 'handball, 'baseball, 'football
				ath'letics, ae'robics, gym'nastics
				'ice 'hockey, 'ice 'skating, 'figure 'skating, 'kick'boxing, 'water 'skiing, 'wind'surfing



## UNIT 1 Homework

#### 17 Fill in the prepositions **up and down, under, across, behind, off, from, at**.

A terrible noise was coming ... the ground. The earth was moving ... like the sea. The ground was moving ... his feet. He ran and heard screams ... him. When he saw that a mountain seemed to be flying ... him, he swam ... the river. Later he realized that the earthquake had broken ... a large piece of the mountain.

#### 18 Write the questions to the following answers. Use the text in Ex. 104 on p. 35.

**Example:** Why are natural disasters dangerous? — They do a lot of damage.

- Emergency workers.
- In dangerous areas.
- Clean up the area and restore the electricity.
- If the disaster is serious.

#### 19 What is the most dangerous natural disaster in your opinion? Write about it. Follow the plan.

- Explain why it is dangerous.
- Whether it can be predicted.
- How people should behave during it.
- What the emergency workers do during / after the disaster.

#### 20 Complete the following sentences. Use the **past perfect**.

**Example:** ... when the violent storm came down on the city. — The emergency workers **had already evacuated** the citizens when the violent storm came down on the city.

- ... by that time.
- ... before the party.
- ... before the hurricane.
- When she came into the room, ...
- When the flood occurred, ...
- ... when the emergency workers came into the disaster area.

#### 21 Do Ex. 130 on p. 42 in written form.

#### 22 Complete the sentences. Use the necessary forms of the words in capitals to fill in the blank spaces.

The Peak District, a **NATIONAL** park, is situated between two English cities — Manchester and Sheffield. The Peak District is protected from industrial and urban ...

The Peak District also includes wild land, where there are more sheep than people. Sheep farming is an important part of the local economy. The Peak District is also famous for its ... lakes with clean water. There are many nice villages and small towns in the Peak District.

The national park is an important tourist ... Visitors from ... parts of the country come to the Peak District. It is such a pleasure to walk there on a warm and ... day!

**NATION**

**DEVELOP**

**WONDER**

**ATTRACT**  
**DIFFER**

**SUN**

#### 23 Complete the sentences. Use the **past continuous, past perfect and past simple** of the verbs in brackets.

**Example:** Where ... you ... when you ... this awful sound? (stand; hear) — Where **were you standing** when you heard this awful sound?

- While Jane ... down the street, she ... John. (walk; meet)
- Tim ... to St Petersburg last week. Before that, he ... a lot about that wonderful city. (go; read)
- The manager ... a letter, when I ... in. (write; come)
- They ... not ... by plane before they ... to Lake Baikal. (travel; go)
- He ... friends a frightening story when somebody ... at the door. (tell; knock)
- We ... pleased to see Ann again. We ... not ... her for two years. (be; see)

# УМК ENJOY ENGLISH/«АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ» (5-9 КЛАССЫ): ЯЗЫКОВАЯ СТОРОНА РЕЧИ

## SECTION 7 He Said That ...

86 Listen and say whether the following statements are true or false.

- The professor had an excellent memory.
- That evening he gave a lecture to the members of the scientists' club.
- On his way home the professor remembered that he had no key.
- The professor's wife recognized her husband in the dark and opened the door.



87 Listen to the story about the professor again. Complete the sentences.

- The professor said to himself that his wife ... at home.
- She explained that the professor ... a lecture at the scientists' club.
- Then he replied that he ... another time.

GRAMMAR FOCUS:  
DIRECT SPEECH AND REPORTED SPEECH

88 Read, compare and remember.

Direct Speech	Reported speech
He says: "I <b>play</b> tennis three times a week."	He says (that) he <b>plays</b> tennis three times a week.
He says: "I <b>will play</b> tennis tomorrow."	He says (that) he <b>will play</b> tennis tomorrow.
He says: "I <b>played</b> tennis yesterday."	He says (that) he <b>played</b> tennis yesterday.

89 Read the conversation. Find and translate the sentences with reported speech. Act out the conversation.

- Ann: Hello! Lovely morning, isn't it?  
 Mother: Yes, it's nice, isn't it?  
 Ann: Dad, you look too serious for a sunny morning. What has happened? ... Sorry, I don't understand.  
 Mother: Dad says that he has lost his voice.  
 Ann: What? He has lost his voice. Is he making fun of us? It can't be true.  
 Mother: He says he isn't making fun of us. It isn't a joke. Unfortunately he really has lost his voice.  
 Ann: But how did it happen?  
 Mother: He says he went to a basketball match yesterday. He shouted so much that he lost his voice.  
 Ann: Dad, you are a real fan! Did they win?  
 Mother: Dad says that they lost.  
 Ann: It's a pity. Don't worry, Dad! They'll win next time. Here is a nice cup of tea. Would you like some toast and marmalade?  
 Mother: He says he would like some toast and honey.  
 Ann: Why honey?  
 Mother: He says that honey is good for his throat.



## UNIT 3 Section 7

### GRAMMAR FOCUS: REPORTED SPEECH (STATEMENTS)

90 Read and remember.

При переводе прямой речи в косвенную следует в первую очередь обращать внимание на грамматическое время глагола в главном предложении (Он / Она говорит ... Он / Она сказал(а)...) .

Если в главном предложении глагол употреблён в present simple (says, answers, states, ...), то в придаточном предложении (как и в русском языке) английский глагол не изменится во времени:

He says: "I speak English and French." → He says that he **speaks** English and French.  
 She answers: "I prefer tea with milk." → She **answers** that she **prefers** tea with milk.

Если же в главном предложении глагол употреблён в past simple (said, answered, stated, ...), то в придаточном предложении глагол употребляется в одном из прошедших времён. При этом глагол в придаточном предложении меняется следующим образом:

He said: "I **play** tennis 3 times a week." → He **said / told me** that he **played** tennis 3 times a week.  
 (the present simple) (the past simple)

He said: "I **will play** tennis tomorrow." → He **said / told me** that he **would play** tennis the next day.  
 (the future simple) (the future-in-the-past)

He said: "I **played** tennis yesterday." → He **said / told me** that he **had played** tennis the day before.  
 (the past simple) (the past perfect)

Если же в главном предложении глагол употреблён в past simple, то употреблённые в придаточном предложении модальные глаголы также изменяются:

shall → should, will → would, can → could, may → might, must → had to.

He said: "I **can** speak German." → He **said** that he **could** speak German.  
 She said: "I **must** visit her." → She **said** that she **had to** visit her.

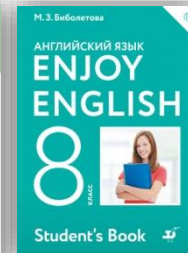
При переводе прямой речи в косвенную меняются также слова, обозначающие место и время действия:

today → <b>that day</b>	this evening → <b>that evening</b>
tonight → <b>that night</b>	now → <b>then</b>
yesterday → <b>the day before</b>	this → <b>that</b>
tomorrow → <b>the next day</b>	these → <b>those</b>
(a week) ago → <b>(a week) before</b>	here → <b>there</b>
last year → <b>the year before</b>	
next year → <b>the following year</b>	

91 Say the following sentences in reported speech.

Example: Alice said: "I'll phone tomorrow." → Alice said that she **would phone** the next day.

- The journalist said: "TV plays an important role in people's lives."
- The teenager says: "I don't feel lonely because I love reading."
- Mr Smith said: "I can't imagine my morning without a cup of coffee and *The Times*."
- The correspondent said: "The Internet makes people spend more time on-line and less time communicating face-to-face."
- The teacher said to us: "You must complete the answer sheet for this test."
- Jim said: "Last month we went to the mountains. It was great."
- Alice says: "Tomorrow I'll collect all the necessary information on this issue."
- "E-books will replace paper books in the future," Simon told me.
- "I bought these postcards by chance," Angela said to us.
- "Fifty years ago no one knew about computers and the Internet," he said.





# УМК ENJOY ENGLISH/«АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ» (5-9 КЛАССЫ): ГРАММАТИЧЕСКАЯ СТОРОНА РЕЧИ

2. Could you give me a cup ... tea? — Yes, of course. Here you are.  
a) of      b) off      c) to
3. The young musicians and singers will take part ... the concert.  
a) to      b) of      c) in
4. The students study French and English ... school.  
a) for      b) to      c) at
5. What do you usually do ... your Nature Studies lessons? — Lots of things.  
a) to      b) in      c) on
6. Who takes care ... your dog when you go to the camp? — My father does.  
a) of      b) for      c) in

UNIT 1



### 38 Complete the text with the past simple form of the verbs in brackets.

That day, Jane and John, 11-year-old sister and brother, *got* (get) up at 7.30 am. After breakfast they \_\_\_\_\_ (put) on their school uniform and \_\_\_\_\_ (go) out. Mum \_\_\_\_\_ (close) the door. Suddenly Jane \_\_\_\_\_ (say), "I \_\_\_\_\_ (leave) my French homework at home." They all \_\_\_\_\_ (go) back. Jane \_\_\_\_\_ (run) into her room and \_\_\_\_\_ (find) her homework. Then the family \_\_\_\_\_ (get) into the car. In the car John \_\_\_\_\_ (tell) his mother, "I \_\_\_\_\_ (not / take) my T-shirt and it's football today."  
They all \_\_\_\_\_ (run) back into the house. When John \_\_\_\_\_ (take) his T-shirt, they got back into the car again. Mum \_\_\_\_\_ (be) angry. The children \_\_\_\_\_ (be) nervous. Mum \_\_\_\_\_ (switch) on the radio. And the man on the radio announced, "Good morning! A lovely Sunday morning, isn't it?"  
"Sunday morning?" the mother \_\_\_\_\_ (not / can) believe it. Jane and John \_\_\_\_\_ (start) to laugh.



### 39 Complete the tag-questions.

Example: You are ready to go to school, *aren't you?*

- You left your French homework in your room, \_\_\_\_\_?
- You didn't take your T-shirt, \_\_\_\_\_?
- You'll be late for school, \_\_\_\_\_?
- You just don't want to go to school, \_\_\_\_\_?
- It's Sunday morning, \_\_\_\_\_?

19

### 4 Match the phrasal verbs in *italics* with the definitions. Use English – English dictionary if needed.

- I've lost my glasses. Can you help me to *look for them*?
- He always *makes up* stories. Don't trust him.
- Have a nice trip! *Take care of yourself*.
- Take your glasses off*. It's not sunny at all.
- I can't *make out* what he is saying.
- She was always easy to *get along with*.

- to invent an excuse
- to understand, to hear
- to remove something
- to try to find something
- to have a friendly relationship
- to look after somebody

- 1   2   3   4   5   6

### SECTION 3

#### 1 Write the words in two columns.

large garden enough farm but lucky won number honey lunch once  
custom money button dark park laugh heart

[ɑ:]	[ʌ]

#### 2 Translate into English.

- Мои родители имеют привычку бегать в парке по утрам.  
\_\_\_\_\_
- Я не привыкла добираться до школы автобусом. Обычно я хожу пешком.  
\_\_\_\_\_
- Моя бабушка не привыкла ложиться спать поздно. Зато она рано встает.  
\_\_\_\_\_

#### 3 Write what you *are used to* and what you *aren't used to*. See Ex. 38 on p. 65, Student's Book.

Example: *I'm not used to having breakfast early in the morning.*

have dinner very late at night      tell lies to anybody  
wash up after meals                      be popular with my classmates  
jog in the morning                         go to the disco very often

30

UNIT 2 Section 3



# УМК ENJOY ENGLISH/«АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ» (5-9 КЛАССЫ): ГРАММАТИЧЕСКАЯ СТОРОНА РЕЧИ



1.2.2.1.3.1-  
1.2.2.1.3.5

## TEST YOURSELF

1 Use the appropriate suffixes to change the words in capital letters. Write the new words in the gaps.

1. I feel a bit better today but I still have a headache and a (1) _____ nose.	RUN
2. John works as a chemist in a pharmacy. He says his job is not very (2) _____ but he is pretty happy with it.	EXCITE
3. Oh, no! Please, don't change the channel. It's the European (3) _____ in figure skating, and I'm a fan!	CHAMPION
4. Yes, I agree that (4) _____ is a great sport. But I will never do it because I can't swim.	WINDSURF
5. The stadium is open (5) _____. You can come here any time from 8 a.m. to 7 p.m.	DAY
6. Andrew is a very good athlete and, equally importantly, he is a very good team (6) _____.	PLAY

2 Fill in the words from the box. There are two words you do not need to use.

{ lately hardly late field hard fit team rink }

- Where's Angela?  
— I think she is at the skating (7) \_\_\_\_\_ at the moment. She always has her figure skating class at this time.
- Jack looks very happy today.  
— Oh, yes! He's joined his school hockey (8) \_\_\_\_\_ and feels very proud of himself. He's dreamt of playing there for a long time.
- Tom was so tired after the football game! He could (9) \_\_\_\_\_ walk.
- Look, if you want to become an athlete, you'll have to work very (10) \_\_\_\_\_.
- What's up? You haven't been to the stadium (11) \_\_\_\_\_. I hope everything's all right.
- I go to the swimming pool three times a week. Swimming is the best way for me to keep (12) \_\_\_\_\_ and healthy.

3 Read the dialogue and use the verbs in the appropriate forms.

— What's wrong with Daniel? (13) _____ he _____ his leg?	BREAK
— No, don't worry. He just fell down when he (14) _____ football at the stadium. He hurt his leg and I (15) _____ him to the medical centre.	PLAY
There, Daniel (16) _____ by the doctor who said there was nothing to worry about.	BRING
— Is he already at home?	EXAMINE

Окончание

— Yes, I left him there a few minutes ago. And I (17) _____ to the pharmacy to buy some medicines for him.	GO
— Do you think I can visit Daniel right now?	
— Why not? He (18) _____ glad to see you.	BE

4 Complete the questions. Use the verbs from the right-hand column in the appropriate tenses (in active or in passive voice).

— (19) _____ you ever _____?	skateboard
— No, I enjoy roller skating but I've never tried to skateboard.	
— The weather forecast for tomorrow is not very good. Will you play the football game if it rains or (20) _____ it _____?	put off
— Oh, the chips are very salty. (21) _____ you often _____ this unhealthy food?	eat
— No. Only sometimes.	
— I can't find my phone anywhere.	
— (22) _____ you _____ it?	lose
— No, I hope not. I probably left it in the swimming pool. I remember making a few calls from there.	
— It's a great photo! When (23) _____ it _____?	take
— Two years ago. We were taking part in a rugby competition.	
— I can't find my student card. (24) _____ you _____ yours?	find

5 Complete the sentences with the phrases from the box. Change the form of the verbs as necessary.

{ get flu fall ill lose weight see a doctor make up her mind take the chance }

- There won't be any test today! The teacher (25) \_\_\_\_\_!
- If I were you, I (26) \_\_\_\_\_. Your cold may be not as harmless as you think.
- I think joining the athletic team has done you lots of good. You (27) \_\_\_\_\_ and you look much healthier and fitter than the last time I saw you.
- If we are allowed to take part in the competition, we (28) \_\_\_\_\_. We are probably not the strongest team here but we want to win very much.
- Jessica wants to start doing some sport. But she (29) \_\_\_\_\_ yet what sport is the best for her.
- I haven't seen Michael for a long while.  
— Me neither. I know he (30) \_\_\_\_\_ a couple of weeks ago. I haven't heard anything from him since then.

Mark your score

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

# УМК ENJOY ENGLISH/«АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ» (5-9 КЛАССЫ): GRAMMAR REFERENCE



1.2.2.1.3.1-  
1.2.2.1.3.5

## Appendix 1 Grammar reference

### Present Continuous (Настоящее продолженное)

+	-	?
Positive	Negative	Question
I am We are You are They are He is She is It is	I am We are You are They are He is She is It is	Am I Are we Are you Are they Is he Is she Is it
writing now.	not writing now.	writing now?
Short answers:	Yes, { I/we/you/they } am/are. Yes, { he/she/it } is.	No, { I/we/you/they } am not/are not. No, { he/she/it } is not.

### Present Perfect (Настоящее совершенное)

+	-	?
Positive	Negative	Question
I have We have You have They have He has She has It has	I haven't We haven't You haven't They haven't He hasn't She hasn't It hasn't	Have I Have we Have you Have they Has he Has she Has it
written the story.	haven't written the story.	written the story?
Short answers:	Yes, { I/you/we/they } have. Yes, { he/she/it } has.	No, { I/you/we/they } haven't. No, { he/she/it } hasn't.

### Have got (Иметь)

+	-	?
Positive	Negative	Question
I have We have You have They have He has She has It has	I haven't We haven't You haven't They haven't He hasn't She hasn't It hasn't	Have I Have we Have you Have they Has he Has she Has it
got a computer.	haven't got a computer.	got a computer?
Short answers:	Yes, { I/you/we/they } have. Yes, { he/she/it } has.	No, { I/you/we/they } haven't. No, { he/she/it } hasn't.

## Appendix 1 Grammar reference

### Comparison of Adjectives and Adverbs

(Степени сравнения прилагательных и наречий)

Adjective / Adverb (Прилагательное / Наречие)	Comparative (Сравнительная степень)	Superlative (Превосходная степень)
old	older	(the) oldest
short	shorter	(the) shortest
big	bigger	(the) biggest
nice	nicer	(the) nicest
pretty	prettier	(the) prettiest
popular	more popular	(the) most popular
beautiful	more beautiful	(the) most beautiful
hard	harder	(the) hardest
		(the) most carefully
carefully	more carefully	(the) much more carefully
• Remember		
good	better	(the) best
bad	worse	(the) worst
far	farther	(the) farthest
well	better	(the) best
much	more	(the) most
little	less	(the) least

### Yes/No questions

*Do you speak English?*

Do...?  
Does...?  
Did...?  
Can...?  
Could...?  
May...?  
Must...?  
Would...?  
Should...?  
Shall...?  
Will...?  
Have...?  
Has...?  
Had...?  
Am...?  
Is...?  
Are...?  
Was...?  
Were...?

### Wh-questions

*When did you go to Britain?*

What...? — Что? Какой?  
Who...? — Кто?  
Whom...? — Кого? Кому?  
Where...? — Где? Куда?  
Why...? — Зачем? Почему?  
Which...? — Какой (из)? Который?  
When...? — Когда?  
How...? — Как?  
How long...? — Как долго?  
How much...? — Сколько?  
How many...? — Сколько?  
What time...? — Который час?  
(At) what time...? — В какое время?



1.2.2.1.3.1-  
1.2.2.1.3.5

- Подготовка учащихся к ОГЭ по английскому языку не является целью УМК Enjoy English/«Английский с удовольствием», но содержание УМК позволяет учащимся достичь допорогового уровня (A2) подготовки по АЯ, что позволит им успешно сдать ОГЭ (при условии выбора данного экзамена в качестве дополнительного).
- Представленная в УМК система контроля и оценивания достижений учащихся и экзаменационная работа ОГЭ имеют общие объекты контроля, структуру и одинаковые типы заданий (задания с кратким ответом, задания с развернутым ответом), а также реализуются одинаковые подходы к оцениванию коммуникативных умений учащихся.
- УМК знакомит учащихся с разными форматами заданий, в частности с используемыми в ОГЭ, учит технологии выполнения заданий.

- **Назначение ЕГЭ** по иностранному языку: оценить общеобразовательную подготовку по иностранному языку выпускников XI классов общеобразовательных учреждений **с целью их государственной (итоговой) аттестации и конкурсного отбора** в учреждения среднего и высшего профессионального образования. (A2+; B1; B2).
- Экзаменационная работа 2019 года: письменная часть (40 заданий по аудированию, чтению, грамматике и лексике, письменной речи) и устная часть (4 задания по говорению).
- Задания различных типов на проверку коммуникативных умений и языковых навыков (задания с кратким ответом, задания с развернутым ответом).
- Кодификатор, спецификация, демоверсия – [www.fipi.ru](http://www.fipi.ru).



1.2.2.1.3.1-  
1.2.2.1.3.5

## ИТОГОВЫЙ КОНТРОЛЬ В УМК ENJOY ENGLISH/ «АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ» (10-11 КЛАССЫ):

**Progress Check** – проверка коммуникативных умений в аудировании, чтении, письменной речи и говорении; языковых знаний и лексических, грамматических и орфографических навыков (Student's Book).

**Test Yourself** — проверка языковых знаний и навыков (Workbook).

- Объекты контроля, структура Progress Check, формат заданий и система оценивания **аналогичны** экзаменационной работе (ЕГЭ).
- **Learning Strategies** – представлены технологии выполнения различных заданий, в том числе заданий по говорению ( формат ЕГЭ).



1.2.2.1.3.1-  
1.2.2.1.3.5



# ЕГЭ-2019: ЭКЗАМЕНАЦИОННАЯ РАБОТА БАЗОВЫЙ И ПОВЫШЕННЫЙ УРОВНИ



1.2.2.1.3.1-  
1.2.2.1.3.5

Экзаменационная работа	Количество и типы заданий
Раздел 1 Задания по аудированию	Задание 1 — на понимание основного содержания (Б); Задание 2 — на понимание запрашиваемой информации (П)
Раздел 2 Задания по чтению	Задание 10 - на понимание основного содержания текста (Б) Задание 11 – на понимание структурно-смысловых связей в тексте (П)
Раздел 3 Задания по грамматике и лексике	Задания 19-25 — на сформированность грамматических навыков (Б) Задания 26-31 — на сформированность лексико-грамм. навыков (Б) Задания 32-38 — на сформированность лексико-грамм. навыков (П)
Раздел 4 Задание по письменной речи	Задание 39 — написание личного письма (Б)
Раздел 5 Задания по говорению	Задания 41(1), 42 (2), 43 (3) — чтение вслух; условный диалог-расспрос; связанное монологическое высказывание (Б)

# УМК ENJOY ENGLISH/«АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ» (10-11 КЛАССЫ): PROGRESS CHECK



1.3.2.1.3.1  
1.3.2.1.3.2

## UNIT 3 Section 7

### 141 Discuss these questions in groups.

- Is it better to buy online or to go to a shop? Why do you think so?
- Many students use the Internet to help them do their assignments and they just cut and paste information from the Internet. Is it possible to stop this? How?
- Does the Internet make people more impatient, so that we all expect an instant reply or immediate satisfaction? Don't you think people need more time to think over their problems?
- Many people download MP3 music without paying any money for it. Do you think that this is a problem?
- Do you have any ideas or ambitions to start an internet company? What kind of company would it be?

### LANGUAGE HELP

What do you think about / of ...?  
What's your position on this?  
Do you have any thoughts on ...?  
It seems to me that ...  
From my point of view ...  
The point I'm trying to make is ...  
To sum up ...  
Basically ...



### KEY VOCABULARY

accomplishment	accept	alien-related	be ahead of time
alien	browse	amazing	be behind schedule
chat	claim	creative	be best known for
cloning	clone	cutting-edge	be crucial for
cure	confess	deliberately	be dedicated to
deforestation	declare	digital	be inspired by somebody
device	download	environmentally conscious	have an impact on
engineering	express (oneself)	environmentally friendly	innovative solution
fake	get down to	extraordinary	internet access
forgery	log on / off	extremely	run over (budget)
fraud	plug in	GM (food)	satellite scanning systems
gadget	release	individual	satellite TV
gene	reveal	innovative	scratch resistant lenses
genius	search for	logical	smoke detectors
growth	set up	neutral	social recognition
hacker	speculate	online / offline	solar energy
nanotechnology	store	particular	the turn of the century
password	surf	perpetual	water purification systems
remedy	take out	sore (throat)	wide application
spam		sustainable	wind energy
treatment		unlikely	Wi-Fi hotspot
virus		unlimited	wireless connection

## UNIT 3 Progress Check

### PROGRESS CHECK

#### SE 1 Listen to five people talking about environmental problems and match the speakers to the statements.

There is one extra statement.

Speaker A  
Speaker B  
Speaker C  
Speaker D  
Speaker E

- We can do something to save our planet for future generations.
- Plastic is difficult to destroy.
- Trees are essential for keeping our atmosphere clean and air fresh.
- We should use natural materials to save the Earth.
- We should recycle and use renewable energy.
- A lot of things in our everyday life are harmful for the environment.

Points  / 5

#### SE 2 Read the texts and match them with the headings. There is one extra heading.

- Fashion in the Sun
- Eco-friendly Car Fan
- Direct Sun Lighting
- Solar Powered Bike Locks
- Universal Charger
- Rotating Plant Holder

1 \_\_\_\_\_  
Feel hot in your car? Then this useful device is for you — a fan powered by a solar panel, 5 inches long and 4.5 inches wide. The fan quickly exchanges hot air inside the car for the presumably cooler air outside. Even if you park in the shade, you can use the fan with the help of a special plug-in adapter. Retailers claim that you can lower the car's interior temperature by 25 degrees. These gadgets are available in many online shops and are really cheap.

2 \_\_\_\_\_  
Do you want to protect your head and face from the sun? You definitely need a bamboo

fan cap! It's a unique accessory. It covers your head and the fan blows fresh air onto your forehead. How does it work? Actually, you don't have to use batteries — sunlight is absorbed through the disk on the top of the hat which powers the fan. There are different models for men and women, of different colours and designs.

3 \_\_\_\_\_  
If you are a keen gardener but don't have enough time to look after your plants, you definitely need this eco-friendly device. It is a plant holder that rotates so that sunlight is evenly distributed onto the plant. As a result, this device will make your plants grow better and your garden look really spectacular! This solar gadget is affordable and time-saving.

4 \_\_\_\_\_  
There are a lot of gadgets that use solar power nowadays. One of the most popular can be the Universal Hybrid Charger which can charge almost any hand-held device. It's not expensive and available in different colours, the set includes a variety of cables to power different cell phones brands. The battery holds energy for up to a year and can be recharged by the sun or, when necessary, a wall outlet.

5 \_\_\_\_\_  
Hybrid Solar Lighting (HSL) is an advanced technology that aims at reducing the use of electricity and change old-fashioned technologies in our houses to new ones. The creators of HSL claim that the light redirected into your home is identical to the actual light of the sun. There is also an option to filter the additional natural colours of the sunrise and sunset. Actually, the system combines the use of solar with artificial light for the interior depending on the weather and the time of the day. So, your room will be illuminated at a constant brightness if you use HSL.

Points  / 5

# УМК ENJOY ENGLISH/«АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ» (10-11 КЛАССЫ): PROGRESS CHECK



1.3.2.1.3.1  
1.3.2.1.3.2

## UNIT 3 Progress Check

**SE 3** Read the text and choose the best options to fill in the gaps.

### Wind Energy

Every day you can see the wind blowing and watch all of that wasted energy just floating away. A lot of energy is thought to be (1) ... and all you need to use it are a few wind turbines! Currently less than 1% of the Earth's energy needs are (2) ... by wind, with Denmark being the most wind-friendly producing 23% of its own energy needs from wind. The energy produced is totally clean and also one of the (3) ... around and it is able to produce (4) ... 18 times more energy than is consumed in its construction, (5) ... nuclear which is estimated at around five. People are often worried about the look of wind farms but what they often forget is that the land can still (6) ... for farming, with only 1% of the space being taken up by the wind turbines. One of the biggest (7) ... about wind turbines is their effect on bats and birds. In Norway, nine out of ten sea eagles were killed by turbines. Bats too are a serious problem. Even the manufacturers of wind turbines are (8) ... concerned by the numbers of bats being killed, prompting ongoing research.

- |                   |              |               |                  |
|-------------------|--------------|---------------|------------------|
| 1 A handy         | B available  | C convenient  | D ready          |
| 2 A supplied      | B selected   | C distributed | D donated        |
| 3 A easiest       | B hardest    | C cheapest    | D most expensive |
| 4 A on average    | B in average | C by average  | D to average     |
| 5 A contrasted to | B matched to | C compared to | D added to       |
| 6 A be using      | B have used  | C have been   | D be used        |
| 7 A advantages    | B benefits   | C prospects   | D concerns       |
| 8 A deeply        | B badly      | C wrongly     | D sadly          |

Points  / 8

**4** Fill in the gaps in the text with the correct forms of the verbs in brackets.

The Internet (0) *has changed* people's life dramatically. It helps people (1) ... (communicate) with their friends and colleagues in different parts of the world and exchange thoughts and ideas. In real life we often feel shy and even do not try to speak with a stranger or a person in power. The Internet (2) ... (hide) your age, class and looks. It allows people not only to make new friends but also find a job. Thanks to the Internet people start businesses and earn money. The workplace (3) ... (become) increasingly stressful for many people, with longer hours and polluted air in big cities. The Internet offers other alternatives, such as working from home. Another opportunity the Internet provides is online shopping. Today you (4) ... (not have to) go out to buy goods.

But the Internet may cause some problems. The biggest concern about people using the Internet is (5) ... (get) addicted to it. This happens because computers (6) ... (use) to compensate for feelings of loneliness, marital and work problems, poor social life, and financial problems.

All in all, the Internet is here to stay and whether it (7) ... (improve or ruin) our lives is up to us.

Points  / 7

## UNIT 3 Progress Check

**SE 5** You are planning to join the environmental organisation "Save the Earth" and you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out the following:

- entrance requirements
- place of meetings
- activities of the organisation
- plans for the nearest future
- contact person

Points  / 5

**SE 6** Study the two pictures. In 1.5 minutes be ready to compare and contrast them:



- give a brief description of the pictures (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the concerts presented in the pictures you'd prefer
- explain why

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

**7** Comment on the following statement. You have 40 minutes to do the task.

Now people are absolutely dependent on modern technologies, they will not survive without them.

**What is your opinion? How do modern technologies influence one's life? Write 200–250 words.**

Use the following plan:

- 1 Make an introduction (state the problem).
- 2 Express your personal opinion and give 2–3 reasons for your opinion.
- 3 Express an opposing opinion and give 1–2 reasons for this opposing opinion.
- 4 Explain why you don't agree with the opposing opinion.
- 5 Make a conclusion restating your position.

### Mark your score

For tasks 1–5, you can get a total of 30 points.  
30 – 26 points (well done)  
25 – 20 points (good)  
19 – 14 points (you can do better)  
13 points or less (revise and try again)

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



# УМК ENJOY ENGLISH/«АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ» (10-11 КЛАССЫ): LEARNING STRATEGIES



1.3.2.1.3.1

1.3.2.1.3.2

## Appendix 3 Learning Strategies

- Contrary to what most people believe, I think that ...
- As opposed to the above ideas ... I believe that ...

### Concluding

- In conclusion,
- On the whole,
- To conclude,
- To sum up,
- All in all,
- All things considered,
- Finally,
- Lastly,
- Taking everything into account ...
- Taking everything into consideration ...

### Example essay

Some people think that self-education is not very effective, while others say that it is the only productive way of learning.

Which point of view do you agree with? Express your opinion.

Write 200–250 words. Follow the plan.

There are two points of view on the way people can study. Some people believe that it is better to obtain information on their own. There is another opinion that it is more beneficial to have a tutor.

Personally, I favour the latter idea. It goes without saying that a teacher has more knowledge and is aware of the newest methods of teaching. A teacher can provide the necessary learning material and give some advice on how to achieve your goals. Moreover, by having lessons with a teacher, you will be able to master all learning material in shorter time and not miss any important things.

Many people can argue with this opinion. To their mind, a student who studies alone is independent in terms of time and method of memorising facts. Such students are able to study as much and often as they want to. Furthermore, they can invent their individual ways of retaining the things they have learnt recently. I strongly disagree with this position. Firstly, I am convinced that students might fail to know how much time they need to learn all the necessary information. Secondly, a student might choose an ineffective learning technique. As a result, the quality of their work will decrease and the time of study will rise up.

To sum up, having lessons with a qualified tutor is more useful than self-education because this approach helps you achieve your goals in shorter time with better results.

### How to Deal with Speaking Test Questions

- Read the instructions attentively before doing the tasks.
- It is worth familiarising yourself with the trial version of the test on the Internet ([www.fipi.ru](http://www.fipi.ru))
- If you don't remember a word or expression you would like to use in your speech, use another word close in meaning.
- If you don't remember how to pronounce a word you would like to use, try to substitute it by a word you are sure about.
- Use a variety of words and expressions, don't repeat the same words all the time.
- Be attentive to the instructions on the screen, keep to the time limit.

### How to Deal with Reading Aloud Task (Part 1)

- Look the text attentively, trying to divide it into meaningful parts to use the right intonation while reading aloud.
- While preparing, read the text in whisper, then aloud.
- Pay attention to the difficult words.
- Pronounce all the words distinctly.
- Use connected speech while reading.
- Don't read too quickly, use moderate speed of reading.

### How to Deal with Asking Five Direct Questions Task (Part 2)

- Look at the advertisement attentively and decide what it is about.
- Decide on the question type you are going to ask (general, specific, alternative).

## Appendix 3 Learning Strategies

- Be aware that some of the five instructions don't actually contain question wording. Remember that the same idea can be expressed by different wording.
- Be aware that the task requires to ask only direct questions.
- Pay attention to the grammar tense and choose an appropriate auxiliary verb.
- It is better to ask short and simple questions in order to avoid mistakes.

### How to Deal with Describing a Photo Task (Part 3)

- Remember that in this part you need to describe only one photo. Choose the one which is easier for you to describe.
- Remember that in your description there should be the introductory and concluding phrases.
- Start your description with the introduction of the topic.
- In your description follow the given plan. Remember to use linking words to sound logical.
- Don't describe the photo in too much detail. You might exceed the time limit.
- Give your reasons where it is required.
- While describing the photo, use a wide range of vocabulary. Use more adjectives.
- Don't use complex grammar structures while describing.
- Don't forget to give your opinion about the photograph and its topic at the end of this part.

#### Useful expressions for describing a photo

The photo shows ...

He / She probably ...

You can see ... in the photo.

He / She might ...

There is / There are ... in the photo.

It appears to me that ...

I took this picture while ...

As far as I can tell ...

The person / People in the photo is / are ...

I would say that ...

Looking at it from another perspective ...

Adjectives: exciting, enjoyable, challenging, repetitive, boring etc.

### How to Deal with Comparing and Contrasting Photos Task (Part 4)

- Try to identify the topic both photos are devoted to during the preparation time. This will help you to produce ideas and follow the plan.
- Remember that there should be the introductory and concluding phrases in your speech.
- Pay more attention to comparing and contrasting photos rather than describing each of the photos in detail.
- You should mention both similarities and differences of the photos. Try to find 2–3 similarities and 2–3 differences.
- It is necessary to give your opinion and reasons for it in this task.
- You can use examples to illustrate your opinion.
- Don't be silent, use pause fillers.
- At the end of this part restate your opinion again using different words and expressions.

#### Useful expressions for comparing and contrasting photos

Both photos show ...

In my view ...

In both pictures ...

To my way of thinking ...

In the first/second photo I can see ...

If you ask me ...

In picture one I can see ... whereas / while photo two shows ...

The way I see it ...

One similarity / difference is that ...

From my perspective ...

What both pictures have in common is ...

As far as I can see ...

The main similarity / difference of these pictures is ...

Well ...

Another important similarity / difference is that ...

You know ...

In contrast, the second picture ...

Let me think ...

In my opinion ...

# ЧТЕНИЕ: ПОНИМАНИЕ СТРУКТУРНО-СМЫСЛОВЫХ СВЯЗЕЙ В ТЕКСТЕ (ЕГЭ — задание 11)



1.3.2.1.3.1  
1.3.2.1.3.2

## UNIT 1 Section 1

16 Read the text once again and say whether the following statements are true or false. Correct the false statements.



- The languages described in the text were invented to help people understand each other better.
- Pidgin languages are used for speaking and writing.
- We don't know for sure where the word "pidgin" comes from.
- Runglish was invented in space.
- Runglish is the most well-known pidgin in the world.
- Runglish is spoken only aboard the International Space Station.
- It's worth doing research into pidgin languages.

## WORD FOCUS: COMMON SUFFIXES FOR ADJECTIVES

17 Look through the text again and underline all the adjectives. Put them in the table in your Workbook. Form more adjectives from the words below and add some examples of your own. Read them aloud paying attention to the stress.

Suffix	Examples
-al	
-ant, -ent, -ient	
-ed	
-ing	
-ful	
-ic	
-ive	
-less	
-ious, -ous	
-ible, -able	
-y	

tradition, effect, excellence, remark, understand, create, communicate, culture, limit, interest, ambition, wonder, responsibility, history, music, care

18 Complete the sentences with the correct forms of the words in capital letters.

- The languages they teach in this school are less ... in Russia. TRADITION
- The language course I took last summer was ... EXCELLENCE
- The new method of learning English is quite ..., but I don't think it is ... for everyone. INTEREST
- They offer a ... number of free places on the course. EFFECT
- You can count on her to do the task on time. She is a very ... person. LIMIT
- He is extremely ... . He wants to learn several languages and become a diplomat. RESPONSE

19 Work in groups of 3–4. Draw a scheme / picture to show how languages influence each other. Explain it. Share your ideas with other students. See "Tips for Participating in a Discussion" in Learning Strategies for help.

## LANGUAGE HELP

The scheme shows ...  
Local dialects, means of communication, mother tongue, mixture  
You can see how ...  
appear / develop / disappear / be spoken / be used

borrow from  
understand each other  
different / similar / widespread / international  
Interestingly, ...

## UNIT 1 Section 1

20 Work in pairs. Answer the questions.

- What is Globish?
- Who do you think speaks it?
- Do you think it's useful?
- Does it have any future?

21 Read the text ignoring the gaps. Were your guesses correct?

People have always been in need of a consistent language to do business across the globe and lots of non-native English speakers are trying to solve this problem. It's not always easy (1) ... . Just think of 615,000 words in the Oxford English Dictionary! However, some experts claim they have the answer.

As early as the 1920s, Charles Kay Ogden created Basic English, (2) ... . Ogden said that it would take seven years to learn English, seven months for Esperanto, and seven weeks for Basic English. The concept gained its greatest publicity just after the Second World War (3) ... . Winston Churchill and Franklin Roosevelt supported the idea of using Basic English as an international language, and Churchill recommended it (4) ... . Amused critics said that "blood, toil, tears and sweat" translates into Basic English as "blood, hard work, eyewash and body water".

(5) ..., it did not die. Another simplified version of the English language appeared called Globish. It was created in the 1990s by Jean-Paul Nerrière (6) ... . It uses only the most common 1,500 English words and phrases and continues to expand as a tool of common understanding in simple international communication. This expansion of Globish has made some people worried about the cultural diversity and the purity of non-English languages. Some also find Globish limited in what it can express (7) ... .

Nerrière himself is sometimes described as a remarkable man (8) ... . He hopes that "some day it will be accepted as a viable alternative by the European Union or the United Nations."

The simple goal of Globish is to reach only a level — a common ground — where everyone understands everyone else, everywhere in the world.

22 Fill in the gaps in the text with parts of the sentences that have been removed from it. What helped you to do the task? See "How to Deal with Fill-in-the-gap Test Questions" in Learning Strategies for help.

- though the idea got lots of criticism
- whose ambition is to promote global understanding between nationalities
- a constructed language with 850 words
- as the English language can be extremely complicated
- as a tool for world peace
- but the idea is that with 1,500 words you can express everything
- specifically with the business world in mind
- in a speech at Harvard University in 1943

23 Work in groups of 3–4. Make two lists of advantages and disadvantages of simplified languages.

## GRAMMAR FOCUS: USE OF ARTICLES WITH THE NAMES OF COUNTRIES AND LANGUAGES

24 Read the rules and match them with the examples. There is more than one example for each rule.

- We do not use "the" with the names of countries. There are some exceptions: the Netherlands, the Sudan, the Vatican City.
- We use "the" with the names of countries when they include words, such as *state, republic, kingdom* etc.
- We do not use "the" with the names of languages when they are NOT followed by the word *language*.

Examples:

- I've always wanted to learn Italian.
- A friend of mine has gone to the USA as a volunteer.
- The Vatican City has a unique collection of artistic and architectural masterpieces.
- The Netherlands became known worldwide as Holland in the 17th century.
- The Chinese language is the oldest written language in the world.



# ЗАДАНИЯ ПО ГРАММАТИКЕ И ЛЕКСИКЕ (ЕГЭ — ЗАДАНИЯ 32-38)

## UNIT 3 Progress check

Some scientists made an outstanding discovery. In the temple at Dendera, north of Luxor, a Norwegian engineer noticed a drawing on the wall that looked like a lamp. Another scientist from Austria was able to build a working model and two other well-known scientists **worked out** a theory based on this image. The device is obviously a lamp. It has two arms reaching into it at its thick end and a kind of cable on the other end. A snake is jumping out of it to touch the arms on the other side.

Of course, such theories shouldn't be treated as 'truth', but rather as a perspective for further exploration. There are still lots of questions to answer. Did the ancient Egyptians really know about electricity? If yes, where did they learn about it from? Did anyone help them or was it their own invention?

b) Read the text again and choose the best alternative for the meaning of the words in bold.

- rest on** means:
  - to be buried somewhere
  - to be based on something
  - to be placed somewhere
- reconstruction** means:
  - the process of building something again
  - performance showing events exactly as they happened
  - an attempt to understand an idea by connecting pieces of information
- puzzling** means:
  - difficult to understand
  - evident
  - crazy
- worked out** means:
  - calculated
  - understood
  - created

Points  /4

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

The word "robot" appeared in 1921. It was first used by the writer Karel Čapek. It is (1) ... machine that is controlled by a computer. A computer switches it (2) ... and gives its brain different commands. To (3) ... different tasks a robot needs special programmes and equipment — they are provided by teams of engineers.

Now robots (4) ... do various complicated things: speak, play chess, walk and even drive cars. They get information through (5) ... cam-

eras and microphones, analyse it and (6) ... decisions based on this information.

Robots are different in sizes and shapes and they do different jobs. (7) ... robots do the things people don't want to or can't do (8) ... special conditions, for example, in space, oceans or dangerous places. Sometimes a robot is defined as a machine with artificial (9) ... . Robots are becoming more independent and sometimes resemble (10) ... creatures.

- |                 |                 |                |                |
|-----------------|-----------------|----------------|----------------|
| 1 A —           | B the           | C an           | D a            |
| 2 A off         | B on            | C in           | D of           |
| 3 A do          | B make          | C create       | D have         |
| 4 A must        | B can           | C may          | D should       |
| 5 A a           | B —             | C the          | D an           |
| 6 A make        | B do            | C get          | D have         |
| 7 A Much        | B Lot           | C A lot of     | D Lot of       |
| 8 A because of  | B because       | C and          | D according to |
| 9 A intelligent | B intelligently | C intelligible | D intelligence |
| 10 A living     | B life          | C live         | D lived        |

Points  /4



## UNIT 3 Section 2

SE 38 Fill in the gaps in the text with the appropriate options.

Once a doctor, an engineer, and a programmer were debating what the world's oldest profession (1) ... . The doctor said that medicine was the oldest because God (2) ... surgery in the removal of Adam's rib. The engineer (3) ... that before that act, God (4) ... feats of engineering by (5) ... the Earth and heavens from nothing.

The doctor (6) ... that the engineer was right and that engineering was (7) ... the oldest profession. But then the programmer interjected that programming was even (8) ... . He was chided by both the doctor and the engineer saying that engineering had to be the oldest, because before God engineered the Earth and heavens, (9) ... nothing, only the Great Void, only Chaos!

The programmer simply smiled and said: "Where do you think the Chaos (10) ...?"

- |                   |                      |                  |                 |
|-------------------|----------------------|------------------|-----------------|
| 1 A has been      | B was                | C is             | D had been      |
| 2 A performed     | B produced           | C fulfilled      | D made          |
| 3 A agreed        | B added              | C argued         | D announced     |
| 4 A has performed | B had been performed | C had performed  | D was performed |
| 5 A creating      | B designing          | C building       | D constructing  |
| 6 A argued        | B added              | C agreed         | D approved      |
| 7 A indeed        | B however            | C of course      | D completely    |
| 8 A oldest        | B older              | C younger        | D youngest      |
| 9 A it was        | B there is           | C there had been | D there was     |
| 10 A came from    | B came out           | C came of        | D came out of   |

@ 39 Do research on the Internet and find some information about an outstanding person in a technical field. It could be a famous architect, scientist, engineer etc. Write a composition about his / her life and achievements. Display it in class. Whose composition is better?

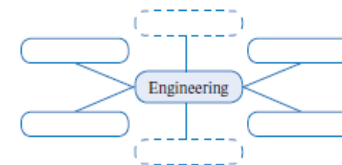
### LANGUAGE HELP

He / She is best known for ...  
 He / She is regarded as ...  
 ... is still in use.  
 dedicated to  
 innovative  
 solutions to long-standing problems  
 achievements  
 accomplishments  
 contribution  
 set the example for ...  
 follow somebody  
 be inspired by somebody  
 be ahead of time

@ 40 Complete the mind map with some aspects engineering profession involves. Use your Workbook. Compare your ideas in pairs.

### LANGUAGE HELP

plan the production of ...  
 do a project  
 design a new plan  
 construct new bridges and roads  
 create advanced technologies  
 find solutions to problems  
 develop ideas



41 Make a list of personal qualities you need to become a good engineer.

# ГОВОРЕНИЕ: СВЯЗНОЕ МОНОЛОГИЧЕСКОЕ ВЫСКАЗЫВАНИЕ (ЕГЭ — ЗАДАНИЕ 3)

## UNIT 1 Section 1

### Two months later

I've nearly completed a semester of public school. It's still very hard. I'm getting C's [CG] on my report card for the first time ever. But I like it much better than private school. Public school doesn't mean it's easier. The homework is a bit easier but the tests are definitely harder.

	T	F
1 Wendy thinks nothing has changed much in her life.		
2 She feels it's hard to find her way in a new place.		
3 She has to wear a school uniform in the new school.		
4 She feels fine about not knowing her new schoolmates.		
5 She spent nine years in the previous school.		
6 There are more children in her new school.		
7 The discipline is better in the new school.		
8 She didn't expect to make friends in team sports.		
9 She used to get better results in the previous school.		
10 She is getting used to the new school.		



**6** Work in pairs. Read the dictionary definitions of the words and phrases from the text and do the tasks below:

- Translate the words and phrases into Russian. Is it easy to do? Why or why not?
- Decide whether Wendy comes from the UK or the USA and how old she is. Explain why.

**Public school** — 1 in Britain: an expensive private school where students study and live. 2 In the USA: a school where the money is provided by the government, not parents.

**Elective subject** — a course that students can choose, not compulsory.

**Middle school** — 1 in Britain: a school where children go after primary school at the age of 8 and study till they are 12. 2 In the USA: a school where children go after elementary school at the age of 11 and study till they are 14.

**Semester** — half of a school year, usually about 18 weeks.

**High school** — 1 in Britain: a school where children study from 11 to 18. 2 in the USA: a school for children from 14 to 18.

**Report card** — In the USA: a report that a teacher writes to describe a student's progress in school.

**Private school** — a school where parents pay for their children's education.

**A, B, C** — marks students get at school, A — the highest, B — good and C — average.

## UNIT 2 Section 3

### 3 \_\_\_\_\_

Have you ever noticed that you do everything thoroughly trying to be perfect in everything? It really happens rather often, and as a result, you have a trouble with managing your time. Being a perfectionist you do a lot of unnecessary work and often feel stressed out because you always try to do your best. It's time to relax a bit!



First, don't forget that you study for yourself and you should be healthy to be able to fulfil your future plans. Every time try to distinguish what you should do and you must do. It will make your expectations realistic and help you to avoid stress. Remember that everybody makes mistakes from time to time. You shouldn't be too critical to yourself. Talk to your parents and friends, they know you well and may understand the situation better.

Try to organise your day in a reasonable way, make a timetable and include regular breaks. If you watch how your classmates work, it may help a lot, you'll see that there are different learning styles and you will become more tolerant to yourself.

Finally, nobody is perfect! When you see a possibility to do something better, it is a new perspective for the future and an inspiration for further self-development.

**79** Read the texts once again. Match the paragraphs with the sentences below. More than one answer is possible.

#### Which text

- ... advises to make a timetable
- ... insists on organising regular intervals to have rest
- ... advises to distinguish emotions and the real situation
- ... advises to divide a difficult task into series of easier activities
- ... recommends rating the tasks according to their importance
- ... encourages you to help friends
- ... recommends asking your parents for advice
- ... encourages to think about the place to study

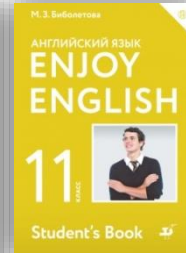
**80** Look through the texts and complete the table with recommendations. Use your Workbook.

Relaxed student	Tense student	Perfectionist student

**81** In pairs discuss the ideas from the table and add your own. See "Effective Time Management", "Effective Study Plan", "Effective Test Strategy" in Learning Strategies for help. Which ideas do you find the most / least useful? Why or why not?

**82** Imagine that you took some photos before school exams. Choose one photo to present to your friend. See "How to Deal with Describing a Photo Task" in Learning Strategies for help. Start speaking in 1.5 minutes and speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

- when you took the photo
- what / who is in the photo
- what is happening
- why you took the photo
- why you decided to show the picture to your friend



# ГОВОРЕНИЕ: СВЯЗНОЕ МОНОЛОГИЧЕСКОЕ ВЫСКАЗЫВАНИЕ (ЕГЭ — ЗАДАНИЕ 3)

## UNIT 1 Section 3

**94** Work in groups. Do the questionnaire. Discuss it with your partners. Tell the class about your discussion.

- Teenagers today have:
  - too much freedom
  - not enough freedom
  - the right amount of freedom
- The most strict people are:
  - parents
  - teachers
  - politicians
- Do you have freedom to choose:
  - your own friends
  - the music to listen to
  - how to spend your own money
- Which of the things below do you think should be banned from school?
 

a) mobile phones	d) short skirts
b) piercing	e) make-up
c) hats	f) dyed hair
- Parents today should have the right to:
  - control the TV programmes their children watch
  - limit what their children can access via the Internet
- At what age do you think the following should be allowed:
  - getting married
  - getting a driving licence
  - smoking cigarettes

- having tattoos
- piercing
- part-time jobs
- drinking beer

### WORD FOCUS: LINKING DEVICES

**95** Group the linking devices from the list below according to their functions. Use your Workbook.

introducing: ...  
sequencing ideas: ...  
expressing contrast: ...  
stating results: ...  
giving examples: ...  
adding: ...  
concluding: ...

also  
as a result  
besides  
but  
finally  
first of all  
firstly  
for example  
for instance  
furthermore  
however  
in conclusion

in summary  
moreover  
nevertheless  
next  
secondly  
so  
thus  
to begin with  
to conclude  
to sum up  
to summarise  
yet

**96** Comment on the following statement:

Teenagers get too much freedom nowadays.

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.

Use the ideas from ex. 40–42 and see "How to Write an Opinion Essay" in Learning Strategies:

- Think of a way to paraphrase the statement to use in the introduction.
- Write a list of arguments to support your opinion. Choose 2–3 arguments which you can develop into a paragraph.
- Consider what other people may think about the problem. Make a list of other arguments and choose 1–2 which you can develop into a paragraph.
- Think of counterarguments you can use to disagree with the opposing opinion.
- Think of the links in the paragraphs and between them. Use the expressions from Ex. 95.
- Think about how to summarise the arguments and restate your opinion in the final paragraph.
- Check your essay and correct any mistakes.





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1.3.2.1.3.1  
1.3.2.1.3.2

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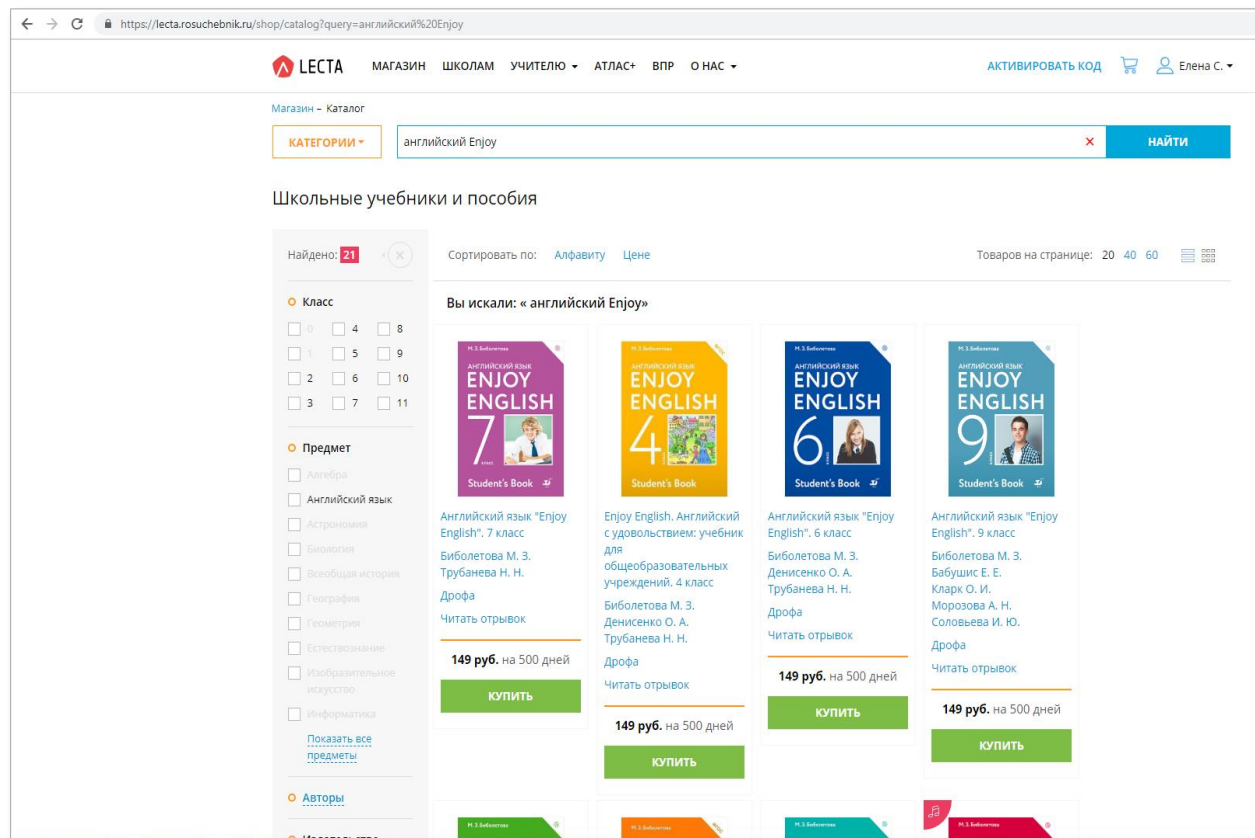
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