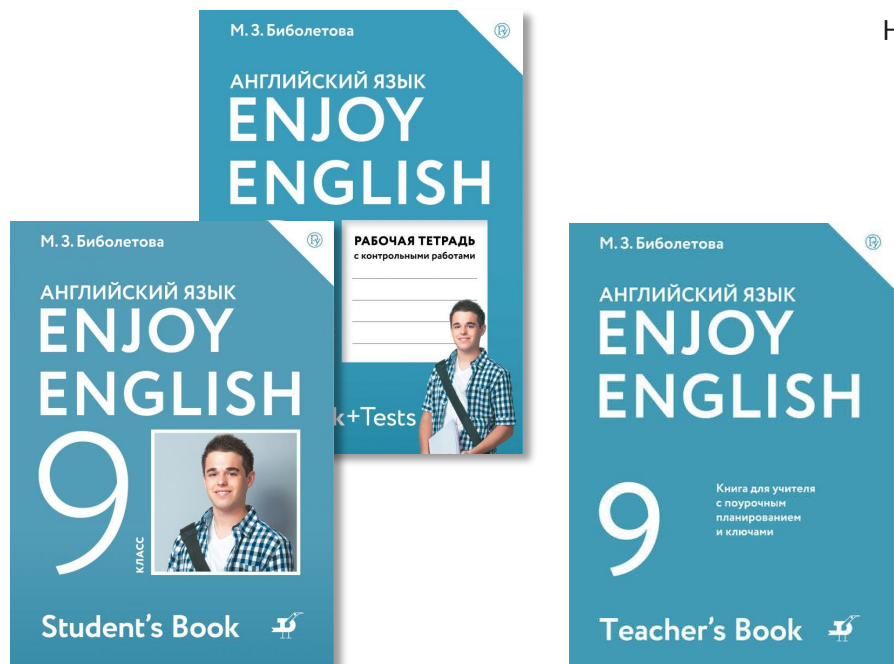


ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ ПО ОБНОВЛЁННОМУ УМК “АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ”/“ENJOY ENGLISH” для 9 КЛАССА

Мерем Забатовна Биболетова, кандидат педагогических наук, доцент, старший научный сотрудник Института стратегии развития образования РАО



УМК “ENJOY ENGLISH” для 9 класса ЗАВЕРШАЕТ КУРС АНГЛИЙСКОГО ЯЗЫКА для ОСНОВНОЙ ШКОЛЫ

Состав комплекта:

- рабочая программа
- учебник (в печатной и электронной формах)
- рабочая тетрадь
- книга для учителя
- аудиоприложение (сайт росучебник.рф/audio)



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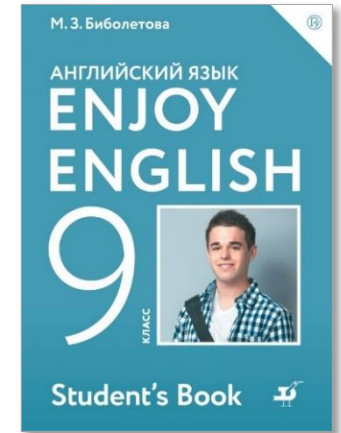
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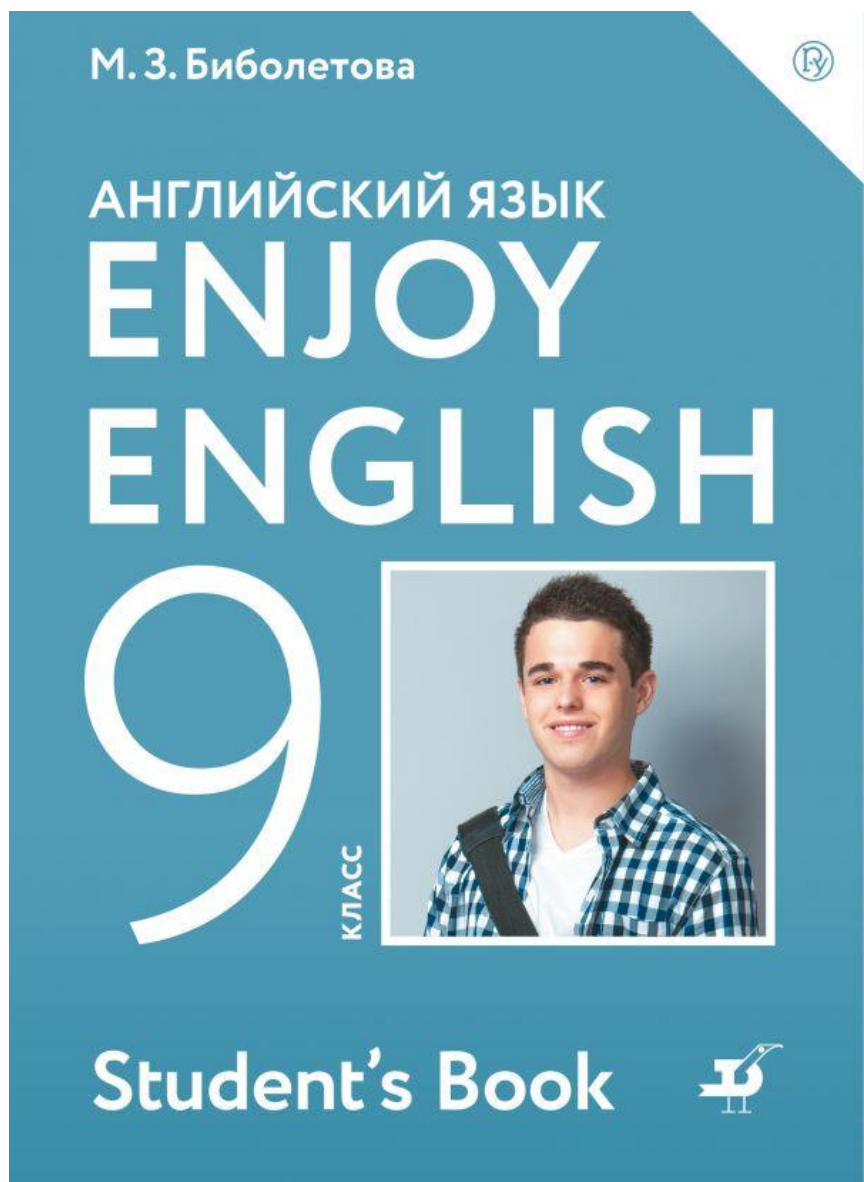


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ОСОБЕННОСТИ СОДЕРЖАНИЯ ОБНОВЛЕННОГО УМК ENJOY ENGLISH/АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ ДЛЯ 9 КЛАССА



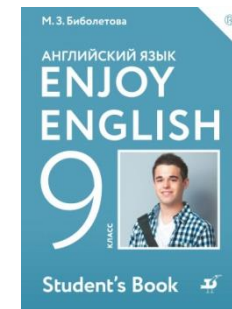
Учебник (книга для учащихся) — главный компонент УМК, поскольку он является развернутой программой учебной работы, построенной на современных лингводидактических принципах и обеспечивающей обучение английскому языку выпускников основной средней школы на уровне, обозначенном в ФГОС для основной средней школы.

Учебник объединяет информационную, мотивационную, коммуникативную и контролирующие функции, сочетает в себе лингвистическую и экстралингвистическую информацию.

Учебник управляет деятельностью учителя и учащегося, оставляя простор для их творчества.



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UNIT 3 Progress check

5 Read the text below. Then speak about the following points.

- Express your agreement or disagreement with the idea.
- Give some arguments to support your point of view.

1

It's safer to make friends with people who are most like you. It's easier to be friends if you have common interests and share the same values. Any diversity can cause conflicts and destroy your relationship.

2

Friends can have different interests and values and not have conflicts between them. Conflicts happen not because people are different but because they don't listen to each other.

6 Make up a dialogue between the parent and the son / daughter. Use the information from the cards.



The Son / Daughter

You have already planned your Saturday evening. Try to explain to your parent why you'll have to miss the party.
Agree with your parent and change the plans for the Saturday.

The Mother / Father

Inform the son / daughter that the reunion party will be this Saturday at the grandmother's house at 5 p.m.

Insist that there can be no excuse for missing it. Explain to the son / daughter why family reunion parties are so important. Convince him / her to change his / her plans.



Mark your score

For tasks 1—4 you can get 21 points.
19—21 points — well done
16—18 points — good
13—15 points — you can do better
12 points or less — revise and try again

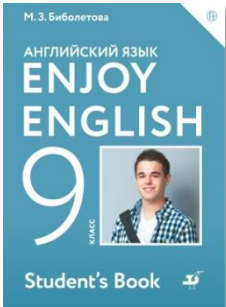
Tasks 5 and 6 should be evaluated by you, your classmates and your teacher.

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Учебник содержит все компоненты системы обучения:

- содержание (включая аутентичные тексты разных стилей и жанров по отобранной тематике для чтения и аудирования; систему упражнений для обучения всем коммуникативным умениям и языковым навыкам и др.);
- современные методы (коммуникативно-когнитивный, межкультурный и др.) и приемы обучения английскому языку;
- инструменты для самоконтроля, взаимоконтроля, промежуточного и итогового контроля;
- виды деятельности (в частности, проекты), способствующие формированию метапредметных умений средствами английского языка;
- справочный материал, позволяющий обобщить изученное.

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4 MAKE YOUR CHOICE, MAKE YOUR LIFE

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

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



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

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

GRAMMAR FOCUS

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

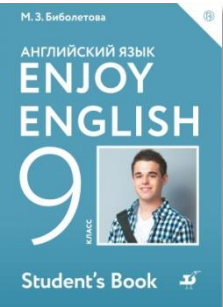
James <i>must</i> be at home now. I have just spoken to him on the phone.	= I'm absolutely sure that James is at home.	100%
James <i>can</i> / <i>may</i> be at home now.	= It's possible that James is at home, but I'm not completely sure.	50%
James <i>can't</i> be at home. I know that he has left for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

Учебник 9 класса не имеет выраженную сюжетную линию в отличие от других учебников серии, поскольку он завершает курс и требуется обобщить и углубить все, что было изучено за предыдущие годы.

Содержание учебника “Enjoy English” для 9 класса строится по коммуникативно-тематическому принципу: повторяются и расширяются темы предыдущих лет обучения, например, взаимоотношения в семье и с друзьями, здоровый образ жизни/спорт, нормы поведения/решение конфликтных ситуаций, планы на будущее, путешествия, досуг, мир техники и др.

Наряду с этим включаются новые темы, затрагивающие интересы девятиклассников, такие как выбор профессии, продолжение образования после основной школы, стереотипы и взаимопонимание, подготовка к выпускным экзаменам.

ОСОБЕННОСТИ СОДЕРЖАНИЯ ОБНОВЛЕННОГО УМК ENJOY ENGLISH/АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ ДЛЯ 9 КЛАССА



Все содержание (тематическое и лингвистическое) отражено в Оглавлении.

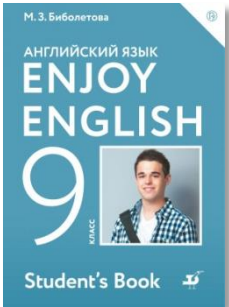
Первая колонка *Unit* — название раздела — отражает основную тему/проблему, которая будет обсуждаться в устной и письменной форме.

Например,

- Unit 1. Families and friends: are we happy together?
- Unit 2. It's a big world! Start travelling now!
- Unit 3. Can we live in peace?
- Unit 4. Make your choice, make your life.

CONTENTS				
	Section	Grammar Pronunciation	Vocabulary	Function
UNIT 1 Families and Friends: Are We Happy Together? Page 8	1. Holidays Are a Time for Adventures and Discoveries	Tenses in Active Voice (Review)	Holidays / Sports Topic-related vocabulary Dialogue vocabulary Expressions with like	Talking about a holiday Making a choice, giving arguments Writing a personal letter Writing the description of a place
	2. Family and Friends: No Problem!	Tenses in comparison (Review) Expressing the future: Present Continuous and Future Simple	Family Topic-related vocabulary Prepositions on and about be / feel / look + adjective Synonyms	Expressing opinions, giving reasons Expressing emotions Asking questions Refusing / Accepting an offer Making a compliment Expressing one's doubt / agreement / disagreement, wish to do / not to do something Listening for general / specific information Reading for gist Text analysis: finding the idea of the text Writing narrations Reading / Writing e-mail messages
	3. Is It Easy to Live apart from the Family?	General questions Wh -questions Alternative questions Tag questions (Review) Intonation in questions and short answers	Personal characteristics Being roommates Topic-related vocabulary Phrasal verbs with get, give, work	Enquiring for personal information / interviewing Telephoning (speaking on the phone) Making decisions, giving reasons Making choices, explaining them Enquiring for details Describing a person Listening for general / specific information
	4. Spending Time Together	<i>It / He / She seems to be...</i> <i>It / He / She looks...</i> <i>It / He / She sounds...</i>	Entertainment Topic-related vocabulary Dialogue vocabulary Synonyms Participles, adjectives and nouns formed from verbs	Describing objects Expressing opinions / attitudes Making suggestions / invitations Ranging things in order of their importance Making comparisons Rephrasing Making up entertainment projects

ОСОБЕННОСТИ СОДЕРЖАНИЯ ОБНОВЛЕННОГО УМК ENJOY ENGLISH/АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ ДЛЯ 9 КЛАССА



В колонке Section тема раздела детализируется.

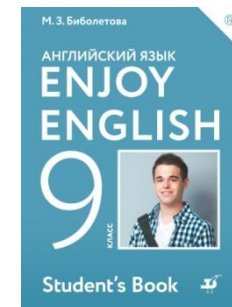
В колонке фактически присутствуют все аспекты темы, которые будут затронуты в ходе обучения. Они даются в проблемном ключе:

Unit 4. Make your choice, make your life.

- Section 1. It's time to think about your future career.
- Section 2. Why are stereotypes harmful?
- Section 3. Are extreme sports fun to you?
- Section 4. Do you have the right to be different?

UNIT 4 Make Your Choice, Make Your Life Page 149	1. It's Time to Think about Your Future Career	Modal verbs: must, may, can, can't for expressing possibility / probability	Career choice Topic-related vocabulary Personal characteristics Expressions with keep, get	Discussing career options / personal characteristics Making comparisons Expressing opinions (positive / negative) Interviewing classmates / reporting on results Making a presentation on project work results Reading for gist Writing a summary / an essay Writing a CV / a letter of application
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ОСОБЕННОСТИ СОДЕРЖАНИЯ ОБНОВЛЕННОГО УМК ENJOY ENGLISH/АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ ДЛЯ 9 КЛАССА



Contents

	Section	Grammar Pronunciation	Vocabulary	Function
	2. Why Are Stereotypes Harmful?	Grammar in context	People's differences Dialogue vocabulary Expressions with do	Reading for gist / for details Discussing differences Making comparisons Talking about (outstanding) people
	3. Are Extreme Sports Fun to You?	Nothing can be compared to + noun / -ing form Linking words Grammar in context	Sports Topic-related vocabulary Dialogue vocabulary	Expressing opinions: agreement / disagreement Debating different opinions Role-play (with given information) Reading for details Summarising Writing an essay
	4. Do You Have the Right to Be Different?	Grammar in context (Review)	Youth culture	Discussing issues / ideas Giving reasons Entitling a text Interviewing people / reporting on results Role-play Making presentations

APPENDICES	УСЛОВНЫЕ ОБОЗНАЧЕНИЯ
Appendix 1 Additional Information for Unit 2 179	— упражнение на слушание
Appendix 2 List of Geographical Names 183	— работа в парах
Appendix 3 Learning Strategies 185	— работа в группах
Appendix 4 Linguistic and Cultural Guide 188	— задание повышенной сложности
Appendix 5 List of Irregular Verbs 190	— упражнение с использованием Интернета
Appendix 6 Grammar Reference 192	
Vocabulary 203	

Колонка *Function* содержит наиболее существенные коммуникативные задачи.

Например, в *Section 1. It's time to think about your future career* предлагается решать следующие коммуникативные задачи:

- Discussing career options. Personal characteristics.
- Making comparisons.
- Expressing opinions (positive/negative).
- Interviewing your classmates/reporting results.
- Making a presentation on project results.
- Reading for gist.
- Writing summary/an essay.
- Writing a CV/a letter of application.

По коммуникативным задачам можно понять, что затронуты все коммуникативные умения: говорение, аудирование, чтение и письмо.

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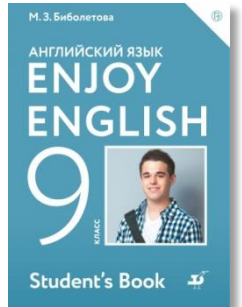


В колонке *Vocabulary* приводится вся активная лексика раздела (юнита) в обобщенном виде, например, Career choice. Topic related vocabulary. Personal characteristics. Expressions with *keep* and *get*.

В детализированном виде лексические единицы даны в Рабочей программе: по лексико-грамматическим классам слов с их названием (verb, noun, etc. – что нужно для выработки навыков пользования англо-русским и толковым английским словарем). Здесь же даются ключевые выражения и словосочетания, содержащиеся в разделе.

То есть Рабочая программа в удобном для учителя виде детализирует краткое содержание учебника, которое дается в оглавлении-навигаторе, а учебник разворачивает содержание обучения для ученика.

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UNIT 2 Section 4

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



a) Answer these questions:

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

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

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

108 Discuss as a class the following questions:

- a) Do you believe that what you have learned will help you understand our world community better?
- b) Do you think that what you have learned about the countries in this unit will help you to contribute better to your community and understand how we can cooperate with each other?

KEY VOCABULARY

- to board, to border, to check in, to collect (забирать), to confuse, to cooperate, to crash, to delay, to detect, to prevent, to register, to save (спасать, экономить), to sink, to take off, to weigh
- airport official, arrival(s), boarding pass, borders, check-in desk, currency, customs, emblem, insurance, luggage, permission, policy, takeoff, visa
- essential, floral, multinational, official, unattended, unavoidable, unfortunate, unpredictable, unsinkable, valuable
- to announce the flight, to collect the luggage from the baggage reclaim, to get through customs, to get through passport control, to fill in the declaration form, to prevent someone from doing something
- It's a good idea to... You can't do without... I'm absolutely positive that... It's obvious that... I feel strongly / dead against it. Sorry, but I have got my own idea about it.

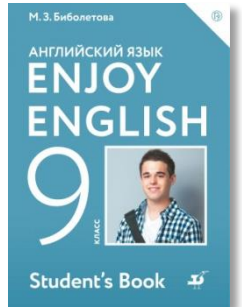
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Разделы учебника 9 класса (*Units*) содержат доступные для девятиклассников по содержанию и сложности аутентичные тексты, богатый иллюстративный материал и специально разработанную систему упражнений.

Выполнение упражнений в предлагаемой логике обеспечивает взаимосвязанное развитие всех видов речевой деятельности, а также формирование языковых знаний и автоматизацию произносительных, лексико-грамматических и орфографических навыков.

Каждый раздел учебника включает ряд проектных заданий, например, *Research your local emblem. Then write an essay about it (Ex. 106 (b)). Discuss as a class the following questions: Do you believe that what you have learned will help you understand our world community better? Do you think that you have learned about the countries in this unit will help you to contribute better to your community and understand how we cooperate with each other?*






ОСОБЕННОСТИ СОДЕРЖАНИЯ ОБНОВЛЕННОГО УМК ENJOY ENGLISH/АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ ДЛЯ 9 КЛАССА



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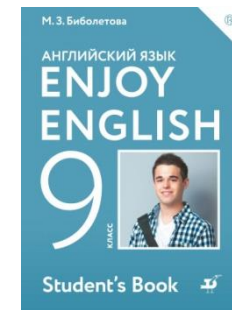
УСЛОВНЫЕ ОБОЗНАЧЕНИЯ

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

Важное значение придается аппарату ориентировки (структура учебника, разделы, рубрики, значки, приложения и т.д.), позволяющему ученику самостоятельно пользоваться учебником, в частности, его приложениями:

- Additional information for Unit 2 (дополнительный страноведческий материал)
- List of geographical names
- Learning strategies
- Linguistic and cultural guide;
- List of irregular verbs
- Grammar Reference
- Vocabulary

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UNIT 1 Section 6

Mini-project: Your New Producer

132 Work in groups. Suggest a plot for a film and present it in class. Follow the guidelines:

1. Agree on the following points about your film:
 - The main idea of the film
 - The main character(s)
 - The setting (where the action takes place)
 - The problem the main character wants to solve
 - What steps the main character takes in order to solve the problem
 - Who or what acts against the character
 - The finale of the film: who has won. Choose someone in your group to make notes on what's suggested.
2. Write your plot outline.
3. Present your plot to the class. Act as a team, so that everyone in your group has their say.
4. Answer your classmates' questions.
5. Listen to the other presentations, ask questions. Decide which of the presentations you like best.

Love story



Adventure



Fantasy

Action



Detective

Thriller



133 Write about a film: the plot of the film, the main characters, who stars in the film, who the producer is and so on. Don't name the film. Let your classmates guess what film it is.

KEY VOCABULARY

- to appreciate, to approve, to betray, to cheat, to cheer up, to deserve, to disappoint, to envy, to entertain, to escape, to give up, to ignore, to insist, to observe, to quarrel, to reserve, to sound, to tan
- bookworm, chatterbox, delight, dolphin, entertainment, fussy, make (mapka), melodrama, misunderstanding, outing, professionalism, quarrel, seat, stuntman, telephone directory, trick
- annoying, dead, elegant, intense, old-fashioned, sporty, unexpected, up-to-date
- pretty, pretty long, unlike, whatever, while
- to be stressed (out), I bet..., to be / feel delighted, to feel like doing something, to feel down, to give some tips, to make a fuss about something, to name after somebody
- I mean it. I have no idea of / about... I don't care about... It / He / She seems to be exciting / nice. It looks..., It sounds..., round the corner, on the one hand... on the other hand...

57

В учебнике 9 класса предусмотрены постоянные рубрики *Pronunciation focus*, *Grammar focus*, *Word focus*, *Dialogue vocabulary*, акцентирующие внимание учащихся на изучаемых или повторяемых грамматических явлениях и лексических единицах.

В конце раздела/Unit присутствует постоянная рубрика *Key vocabulary*, которая содержит обязательный для двустороннего (рецептивного и продуктивного) владения лексический материал и полезные речевые клише.

В самом разделе лексика присутствует в большем объеме, чем в рубрике *Key vocabulary*, поскольку некоторые школьники способны и хотят овладеть более обширным материалом.

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UNIT 4 Progress check

PROGRESS CHECK

1 Listen to the people speaking about their future careers. Match the number of each speaker (1, 2, 3) with the sentence (a, b, c, d, e) that reflects his or her idea most accurately.

- a) I haven't decided what to do after leaving school yet; I'll concentrate on my studies and choose my career later.
- b) I don't want to think about my future career or my studies at school. I don't want to think about any problems. I just want to have fun!
- c) I want to take up my father's job and become a famous surgeon.
- d) I'll take up my father's job and will try to develop the family business.
- e) I don't think that I'm suitable for the profession that my family has chosen for me, but I know what career to choose.

Points /3

2 Complete the paragraph. Choose the right word below.

Even if you are very careful, you can't ... (1) the risk of being injured while doing any sport. Gymnasts, hockey players and sprinters can break their legs and arms or can be badly hit when they train or compete. Some of the famous sportsmen suffer from their ... (2) for the rest of their lives. It's ... (3) that sportsmen like parachutists, divers and mountain climbers take even more serious ... (4). If they can't concentrate or ... (5) the speed of the wind or forget to check their ... (6), they can get into serious danger and the situation can become tragic for them.

- | | | | |
|---------------------|----------------|-----------------|-----------------|
| 1. a) avoid | b) take | c) face | d) escape |
| 2. a) dangers | b) victories | c) injuries | d) discoveries |
| 3. a) exotic | b) evident | c) unbelievable | d) eccentric |
| 4. a) danger | b) risks | c) chance | d) part |
| 5. a) misunderstand | b) uncalculate | c) mistake | d) miscalculate |
| 6. a) equipment | b) things | c) passport | d) feelings |

Points /6

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Каждый раздел/Unit завершается серией проверочных заданий *Progress Check*. Они построены на тематике и лексико-грамматическом материале изученного раздела и проверяют степень сформированности умений в говорении, аудировании, чтении и письме, а также содержат комплексный лексико-грамматический тест.

Каждое задание и вся серия в целом снабжены табличкой с указанием количества баллов, которые можно получить, выполнив верно задания. Школьник самостоятельно просчитывает баллы после сверки результатов выполнения задания. Правильные ответы приводятся в Книге для учителя.

Большинство заданий даны в формате ОГЭ, что позволяет школьникам приобрести опыт выполнения экзаменационных заданий.

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LEARNING STRATEGIES

Appendix 3

Tips for giving a talk

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

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

Tips for a pair conversation

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

Tips for a group discussion

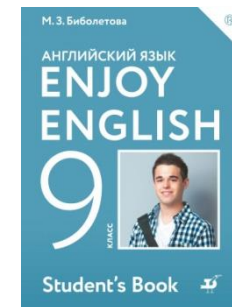
1. Think how to clearly express your opinion on the given opinion / statement / problem.
Don't be afraid to voice your opinion.
2. Think about the arguments for your opinion. Make notes if possible.
3. Try to anticipate your partners' counterarguments and think what you can say to them.
4. To maintain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

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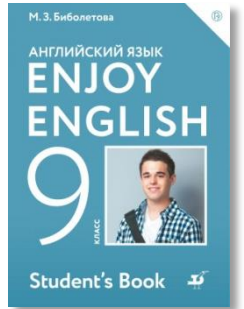
Учебник снабжен обширным набором справочного материала.

Помимо традиционного англо-русского словаря, списка неправильных глаголов, особого внимания заслуживает приложение Learning Strategies, в котором преимущественно даются памятки-алгоритмы для развития умений в устной и письменной речи в 9 классе и для развития метапредметных учебных умений.

Данное приложение содержит материал для подготовки к итоговому экзамену.



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Приложение *List of geographical names* здесь необходимо, поскольку учебник 9 класса содержит большой объем страноведческой информации. Вошедшие в приложение географические названия активно используются в текстах для чтения и аудирования, а также в устной и письменной речи, однако не во всяком словаре можно найти их транскрипцию.

Приложение *Linguistic and cultural guide* представляет собой страноведческий справочник, в котором приводятся сведения о культурных явлениях и персоналиях, упоминаемых в текстах и упражнениях учебника 9 класса.

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LIST OF GEOGRAPHICAL NAMES

Appendix 2

A

Afghanistan [æf'gænstɑ:n] — Афганистан
Africa [ˈæfrɪkə] — Африка
Alaska [ə'leskə] — Аляска
Albania [æl'beɪniə] — Албания
Algeria [æl'ʒɪəriə] — Алжир
Amazon [ˈæməzən] **(the)** — Амазонка (река)
America [ə'merɪkə] — Америка
Angola [æŋ'gəʊlə] — Ангола
Antarctica [æn'tɑ:ktɪkə] — Антарктида
Arizona [ærɪ'zəʊnə] — Аризона
Asia [ˈeɪʃə] — Азия
Atlanta [æt'læntə] — Атланта
Atlantic [æt'læntɪk] **Ocean (the)** — Атлантический океан
Australia [ɒ'streɪliə] — Австралия
Austria [ˈɒstriə] — Австрия
Azerbaijan [ˌæzeɪbɑ:dʒən] — Азербайджан

B

Baikal ['baɪkəl] **(the)** — Байкал (озеро)
Baltimore ['bɔ:ltɪmɔ:] — Балтимор
Baltic Sea [ˈbɔ:ltɪk 'si:] **(the)** — Балтийское море
Bangladesh [ˌbæŋɡlə'deʃ] — Бангладеш
Bedford ['bedfəd] — Белфорд
Belarus [ˌbelə'rus] — Белоруссия
Belfast [ˌbel'fɑ:st] — Белфаст
Belgium [ˌbel'ʒəm] — Бельгия
Bermuda Triangle [ˌbɜ:mju:ˌdʒə 'traɪæŋɡəl] **(the)** — Бермудский треугольник
Birmingham ['bɜ:mɪŋgəm] — Бермингем
Bosnia ['bɒznɪə] — Босния
Boston ['bɒstən] — Бостон
Brazil [brə'zi:l] — Бразилия
Burma ['bɜ:mə] — Бирма

C

Cairo ['kaɪrəʊ] — Каир
California [ˌkælɪ'fɜ:nɪə] — Калифорния
Cambodia [ˌkæm'bəʊdiə] — Камбоджа
Canada ['kænədə] — Канада
Cape Town ['keɪptəʊn] — Кейптаун
Cardiff ['kɑ:drɪf] — Кардифф
Caspian Sea [ˌkæspɪən 'si:] **(the)** — Каспийское море

Challenger Deep [ˌʃælɪndʒə 'di:p] **(the)** — впадина Челленджер

Chicago [ʃɪ'kɑ:gəʊ] — Чикаго

China ['tʃɪnə] — Китай

Columbia [kə'lʌmbɪə] — Колумбия

Crimea [kraɪ'mi:ə] **(the)** — Крым

Croatia [krəʊ'eɪʃə] — Хорватия

Cyprus ['saɪprəs] — Кипр

D

Detroit [di'treɪt] — Детройт

Dover ['dəʊvə] — Дувр

E

Edinburgh ['edɪnbərə] — Эдинбург

Egypt ['i:ʒɪpt] — Египет

Elbrus [el'brʊ:s] — Эльбрус

England ['ɪŋɡlənd] — Англия

Ethiopia [i:θi'əʊpiə] — Эфиопия

Europe ['juərəp] — Европа

Eurasia [juə'reɪʒə] — Евразия

Everest ['evərest] **(Mount)** — Эверест
(высочайшая вершина Земли)

F

Finland ['fɪnlənd] — Финляндия

Florida ['flɒrɪdə] — Флорида

France [frɑ:ns] — Франция

Fuji ['fu:ʃi] — Фудзи, Фудзияма

G

Galapagos [gə'læpəgəs] **Islands (the)** — Галапагосские острова

Georgia ['ʒɔ:ʒɪə] — Джорджия
(state in the USA), Грузия

Germany ['ʒɜ:məni] — Германия

Glasgow ['glɑ:zgəʊ] — Глазго

Gobi ['gəʊbi] **Desert (the)** — Гоби (пустыня)

Greece [ɡri:s] — Греция

Gulf Stream [ˌɡʌlf'stri:m] **(the)** — Гольфстрим
(течение)

H

Himalayas [ˌhɪmə'lɪəz] **(the)** — Гималаи

LINGUISTIC AND CULTURAL GUIDE

Appendix 4

A

Albion ['ælbɪən] — a poetic name of Britain

A Level — an examination in a particular subject which students in England and Wales take when they are 18. Students usually need to pass at least three A Levels in order to go to university

Andrew, St — a patron saint of Scotland

apprenticeship — a person can get a job as an apprentice. In Britain, the state doesn't have an official system of apprenticeships. Apprenticeships are usually offered by companies (e.g. The car company, Ford, teaches its apprentices mechanical skills) or by skilled workers who need extra help and are willing to teach their skills to an apprentice in return for this help. An apprentice does not get paid a lot of money but he / she benefits by obtaining new skills and eventually a profession

B

bachelor's degree (BA) — the first university degree

bald eagle — the state emblem of the United States of America

BC [bi: 'si:] — the abbreviation for before (the birth of) Christ (до Рождества Христова)

Bolshevik Revolution (the) — the Revolution of 1917. The power of the Tsar and the Provisional Government was taken down

C

Carpathia (the) — the ocean liner that rescued the passengers of the Titanic

CV [si: 'vi:] — abbreviation for *curriculum vitae*; a short written report of a person's education and previous jobs that is sent to a possible future employer

D

daffodil — one of the floral symbols of Wales

double-headed eagle — the state emblem of the Russian Federation

E

Eiffel Tower [aɪfəl 'taʊə] **(the)** — (Эйфелева башня) — the Tower in Paris, a symbol of France

England — the largest historic part of the UK. The capital is London

F

Franklin, Benjamin (1706—1790) — US statesman, writer and scientist. He worked as a journalist, researched electricity and proved that lightning and electricity are identical. He also took an active part

in writing the US Declaration of Independence and won the reputation as a great diplomat

G

GCSE [dʒi: si: es 'i:] — General Certificate of Secondary Education; a school examination in any of a range of subjects, usually taken at the age of 16 in British schools (данный сертификат равносителен аттестату об окончании девятилетней общеобразовательной средней школы в России)

George, St — a patron saint of England

H

Harlem ['hɑ:ləm] — a poorer area in New York City where many African-Americans and Hispanics live. It has been known as a centre for jazz music

Hollywood ['hɒliwʊd] — an area in Los Angeles which is known as the centre of the American film industry

Holy Trinity ['həʊli 'trɪnəti] — God the Father, the Son of God and the Holy Spirit (Святая Троица)

J

James I, the King — Queen Elizabeth I's nephew and son of Mary Stuart of Scotland who became the King of England and Scotland in 1603 after Queen Elizabeth's death

K

Korean War (the) (1950—1953) — a war between South Korea and North Korea after World War II

L

Launcestonians (the) — the English family who fought for the throne in 1455—1485

Latin — the language of the ancient Romans

leek — one of the symbols of Wales

Louvre ['lu:vra] **(the)** — the most famous French museum

M

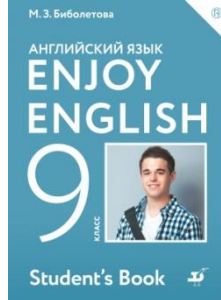
Manhattan [mæn'hætən] — the business and cultural centre of New York City

N

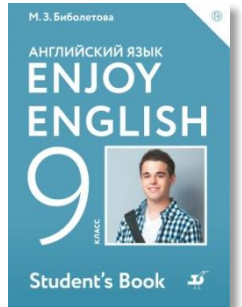
Northern Ireland — the historic part of the UK which united with the country in 1801. The capital is Belfast

O

Odeon ['əʊdiən] — a cinema run by a company which operates cinemas in most British cities



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Appendix 6 Grammar Reference

VERBS IN THE ACTIVE FORM

	Simple	Continuous	Perfect	Perfect continuous
Present	Usually I feed my dog and then walk it.	My brother isn't at home at the moment. He is walking the dog.	The dog is not hungry. I have fed it.	I feel very cold. I have been walking my dog for two hours.
Past	When I was ill, my mother walked my dog.	Unfortunately I wasn't at home when Jason came. I was walking my dog.	By the time when I woke up, my father had already walked the dog.	My little brother felt happy. He had been walking a big dog since morning.
Future	Don't worry. I will walk your dog tomorrow if you are busy.	Don't call me from 10 a.m. till 11 a.m. I will be walking the dog and will not answer.	If you come tomorrow, we can have breakfast together at 8 a.m. I will have fed and walked my dog by this time.	By next summer I will have been training my dog for two years. I'm sure they will let us take part in a dog show.

PRESENT PERFECT CONTINUOUS (Настоящее завершённое продолженное)

Since	It has been snowing since 12 o'clock. Снег идет с 12 часов (и сейчас продолжает идти).
For	It has been snowing for 3 hours. Снег идет на протяжении трех часов (начался три часа назад и все еще продолжается).
Verbs which are not usually used in the continuous: <i>believe, consist, depend, know, love, mean, realise, belong, contain, hate, need, like, prefer, remember, seem, understand, suppose, want.</i>	
We have lived in Sochi for five years. I have known her since 1998.	

VERBS IN THE PASSIVE FORM*

	Simple	Continuous	Perfect
Present	Moscow is visited by millions of people every year.	I wake up very early now. A big house is being built just in front of my window, and they start working at 5 a.m.	I've got good news. We are moving soon. Our new house has already been built .
Past	Some researchers think that Moscow was founded much earlier than in the 12th century.	When we were here last month, this house was being built , remember? Look, now it's ready!	We applied to that building company because it had a good reputation — lots of beautiful buildings had already been built by them.
Future	The newspapers say that several sports centres will be built in our city.	Don't call me tomorrow at 3 p.m. I will be watching TV as a new plan of the reconstruction of the city will be being discussed .	I don't have a lot of opportunities to do sports now. But I hope that a big sports centre with a swimming pool will have been built not far from my house by the end of this year.

* Perfect continuous is not used in passive.

Грамматический справочник дается в виде таблиц и правил (с примерами), обобщающих уже изученный грамматический материал; или таблиц, дающих краткое изложение грамматического материала, изучаемого в 9 классе.

Школьники могут пользоваться грамматическим справочником как на этапе знакомства и автоматизации навыков употребления грамматических явлений, так и для самостоятельной систематизации своих знаний в области английской грамматики.

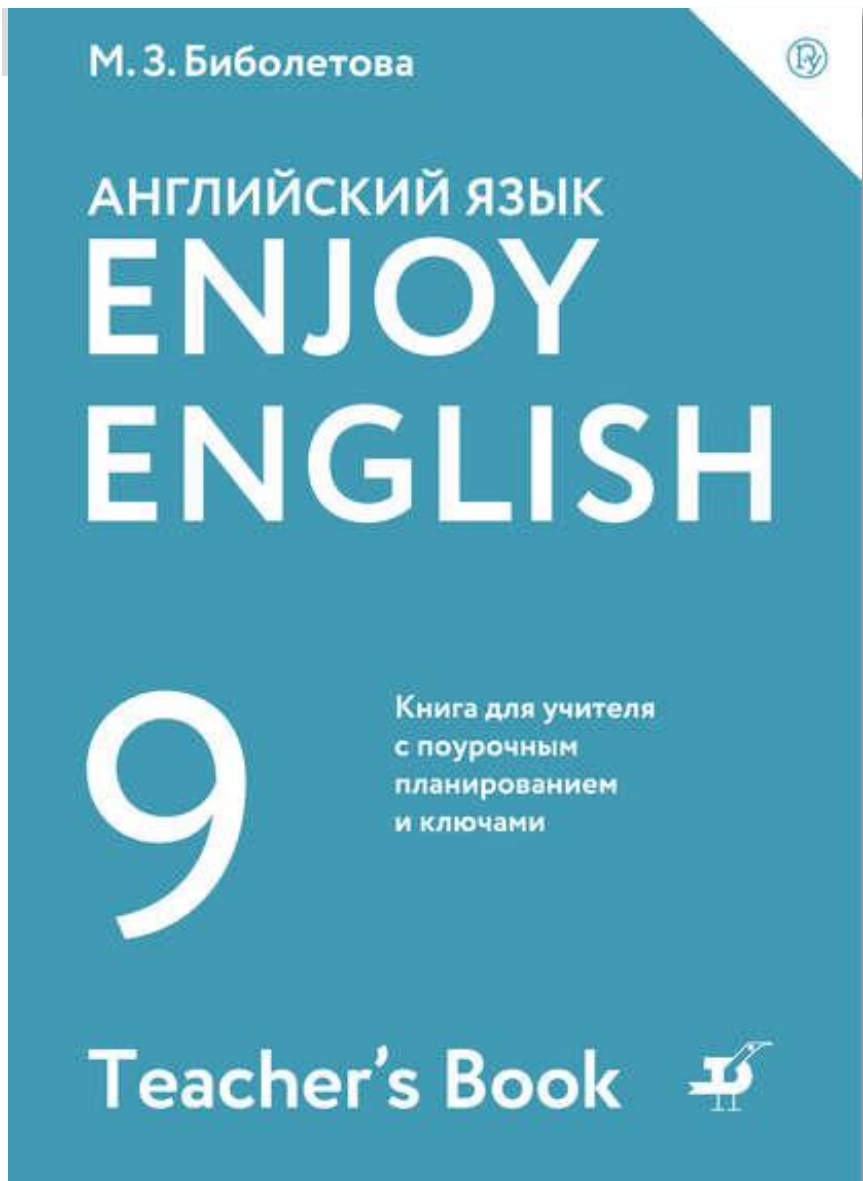
ОСОБЕННОСТИ СОДЕРЖАНИЯ ОБНОВЛЕННОГО УМК ENJOY ENGLISH/АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ ДЛЯ 9 КЛАССА

Детальное содержание учебника 9 класса дается в **книге для учителя**, где, например, *тематика общения* с указанием часов представлена следующим образом:



Темы/Тематика устного и письменного общения		Часы
1.	Каникулы – время приключений и открытий. Как и где может подросток провести каникулы.	4
2.	Трудный выбор подростка: семья или друзья. Причины недопонимания между детьми и родителями. Дружба между мальчиками и девочками. Как стать идеальным другом.	8
3.	Самостоятельность и независимость в принятии решений: разные модели поведения, черты характера. Правила совместного проживания со сверстниками вдали от родителей.	5
4.	Организация досуга: отдых на природе, совместное посещение автошоу, рок-концерта. Обмен впечатлениями.	2
5.	Родная страна. Культурная жизнь столицы: места проведения досуга: театры (<i>the Bolshoi Theatre, the Maly Theatre</i>), цирк (<i>the Yuri Nikulin Circus</i>) и др. Заказ билетов в кино.	3
6.	Молодежь и искусство: кино и видео в жизни подростка (плюсы и минусы). Как создать интересный фильм: главная идея, сюжет, герои и др.	3
7.	<i>И далее по всем темам.....</i>	

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Далее обобщенно излагается содержание темы каждого раздела и каждой секции учебника, например:

UNIT 4. Make Your Choice, Make Your Life

Основной идеей данного раздела учебника является погружение девятиклассников в ситуацию значимого для них выбора, осознание ими того факта, что человек вынужден делать выбор каждую минуту. Перед ними постоянно стоит выбор: поступить так или иначе, ответить «да» или «нет», поддержать друга в его решении или попытаться разубедить его. Причем есть такие решения, которые оказывают влияние на всю будущую жизнь.

Предлагаемые ситуации типичны для жизни подростка 14–15 лет. Поэтому попытка «прожить» эти ситуации и принять обоснованное решение, позволит подготовить девятиклассников к реальной жизни.

Далее идет аннотация содержания учебника по секциям.



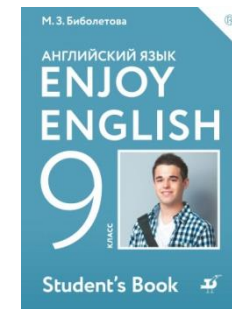
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В **рабочей программе** подробно излагаются требования к *каждому* из коммуникативных умений. Например, применительно к обучению **чтению** учитель получит информацию по следующим позициям:

- какие виды/стратегии чтения являются целью обучения: чтение с пониманием основного содержания, чтение с поиском и пониманием запрашиваемой информации, чтение с полным пониманием текста;
- в чем особенности каждой из этих стратегий;
- какие жанры аутентичных текстов используются в учебнике;
- каковы критерии отбора текстов (коммуникативный потенциал текста, познавательная ценность, соответствие языковому опыту школьников и др.);
- как организовано обучение (особенности упражнений **до** чтения, **во время** и **после** чтения текста),
- как осуществляется контроль умений чтения.

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UNIT 1 Section 5

109 Read the text and write down all the places of public entertainment mentioned in it.



Some Tips on Where to Go and What to See in Moscow

There is no need to rack one's brains about outings in Moscow as the cultural life is intense. A lot of famous theatres and galleries are there. The Bolshoi and the Maly Theatres are in the centre of Moscow in Teatralnaya Square. Just round the corner there is the Moscow Art Theatre (the MkhAT). The Operetta Theatre is a two-minute walk from Teatralnaya Square as well. It's incredible but there are about ninety theatres in Moscow (apart from the different studios and theatrical societies), more than seventy museums and a great number of exhibitions of all kinds.

In spite of the wide choice, it is not easy to recommend something to a foreigner. Tastes differ, you know. But even if you have no idea of the person's interests, there are some places to suggest. They may not be at the top of the list of Moscow entertainment, but they promise great enjoyment for a person of any age and background.

One of these places is the fairy world of the Yuri Nikulin's Old Circus on Tsvetnoi Boulevard. It is really old, one of the oldest circuses in Russia. It was opened in 1880 and since that time has been working non-stop (even during the Great Patriotic War). The Old Circus has always had the reputation of one of the best circuses in the world. It is famous for its very good programmes for children. People still remember brilliant clowns like Karandash and Oleg Popov. Yuri Nikulin also worked there and now the circus is named after him: the Nikulinsky Circus.

In 1980s, the circus was rebuilt, but the atmosphere of the Old Circus remained the same: warm and homelike. Today, more than 2,000 spectators can watch amazing programmes. Wild animals, like tigers and elephants, often take part in the performances.

If you want to see sea animal performances, you'll have to go to another kind of circus: the Moscow Dolphinarium. It is the best opportunity for those who want to see marine mammals, such as dolphins, sea lions and seals.

The performance is rather short (it only lasts for about one hour), but the actors are splendid and amaze adults as well as kids. People can admire a huge white whale and several dolphins performing together. And what a delight it is when a dolphin touches your hand!

These places of public entertainment are different from other more popular attractions. They seem to be more real and less commercial. It's quite possible that it's this kind of entertainment that attracts people to Moscow.



UNIT 1 Section 5

110 Choose the best answer to the question and the best ending to complete the sentences.

- Which of the following statements is not true?
A There is a great concentration of theatres of all kinds in Moscow.
B Teatralnaya Square got its name because there are several theatres in and near it.
C The Operetta Theatre is the most famous theatre in Moscow.
D Besides the theatres, there are lots of different studios and musical societies in Moscow.

- It can be difficult to recommend a place for entertainment to a stranger...

- A because there are not enough places worth visiting.
B because different people like different things.
C because people seldom go out in Moscow.
D because everything is very expensive.

- The Old Circus is an interesting place...

- A for children.
B for elderly people.
C for tourists.
D for most people.

- The Old Circus is named after...

- A the famous clown Karandash.
B the famous actor Yuri Nikulin.
C the mayor of Moscow.
D the well-known clown Oleg Popov.

- Places like the Old Circus and the Moscow Dolphinarium are different from other attractions...

- A because they are very far from the centre.
B because they produce programmes only for kids.
C because they are real and less commercial.
D because people working there are very polite and friendly.

111 Complete the situations using the following expressions. Use the verbs in their appropriate forms.

- to be just round the corner
to be called after somebody
to seem to be
to have no idea of / about something
to work non-stop
to be intense

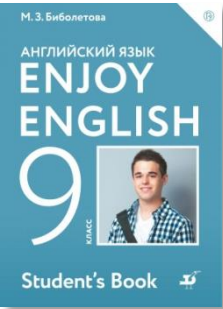
- There is no need to take a bus to get to the theatrical studio. It will take us two minutes to walk there. It...
- You almost can't be late for the performance. This cinema works round the clock, without any breaks. It..., actually.
- A famous writer lived in this street. I don't remember his name, but we can find it out easily. Let's have a look at the name of the street. I'm sure that it...
- It's not easy to live in big cities nowadays. There are so many people, transport is crowded and people have no time for quiet walking and talking. Life...
- I don't remember the address, but this building looks very familiar. It ...the place we are looking for.

112 Find in the text the main points and the main dates about the history of the Old Circus. Use your notes as guidelines to talk about the circus.



Для того, чтобы максимально продуктивно использовать учебный материал, часто на одном и том же тексте происходит обучение двум видам чтения. Например, упражнение 109 обучает чтению с пониманием запрашиваемой информации. Упражнение 110 предназначено для обучения чтению с пониманием основного содержания. Затем этот же текст используется как основа для монологического высказывания.

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UNIT 3 Section 1

23 Look at the pictures of the family reunion parties. Describe them in comparison – say what they have in common and what makes them different.

Use if necessary:

- to laugh
- to look happy
- to feel delighted
- blond / dark / chestnut / grey hair
- shining eyes
- elegant / conservative / casual / square
- to share memories
- to chat
- to criticise
- traditional / modern furniture
- young / elderly / middle-aged



24 Read the information about the actress Audrey Hepburn. Find the information to fill in the table below.

Audrey Hepburn is one of the most famous actresses of the 20th century though she had made a relatively modest number of movies – about 30. Both her fans and producers however, agree that she was not only an actress but an icon of elegance and style.

Audrey Hepburn was born in Brussels, Belgium, in 1929. Her mother came from the Netherlands and the father was of the British origin. The family moved among the three countries, so Audrey was brought up in the multicultural surroundings and benefited from it. In addition to her native Dutch and English she spoke French, Spanish, and Italian.

Audrey attended school in the Netherlands and in Britain. She was also classically trained in ballet.

During the World War II, when Audrey and her mother were in the Netherlands, the country was occupied by the Nazi. The mother and daughter struggled to survive, they actually starved. In those depressive and dangerous times Audrey secretly participated in the ballet performances to raise money for Dutch resistance movement. She also acted as a courier for the resistance, delivering messages and packages.



After the war Audrey and her mother moved to London where her skills of a ballet dancer got her a job in the musical theatre. From time to time she also played very short, a few line parts in the films. Her first serious movie that counted was *Secret People*, a spy thriller. Later, in 1953, she starred in *Roman Holiday*, the film that made her really famous and for which she won the *Best Actress Oscar*, the first of many awards she would get later.

UNIT 3 Section 1



In *Roman Holiday* Audrey plays Anna, a princess from some European country who is on a visit in Rome. The young romantic girl is so fed up with the formal routine and protocols that she secretly escapes her country's embassy to enjoy Rome incognito. She has no money and she has a very vague idea of what real life is like. The princess is beautiful, naive, and impractical but in some way she makes people she meets behave less selfishly and more decently than they used to do. Surprisingly, the career did not mean to Audrey too much. When she had to choose between making a new film and spending time

with her family, the family usually won. In the end of the sixties, she practically abandoned the career though she was on top of her popularity. Since then she appeared in new films only from time to time. Audrey died in 1993. Since 1988 up to her death she was Goodwill Ambassador to the United Nations UNICEF fund helping children. This activity was very meaningful to Audrey and she travelled widely to the most troublesome places in Africa and Latin America. Her humanitarian mission was to save children from starvation, to arrange help in health care and education. Audrey's name is in the list of the 50 most beautiful people in the world.



Name	Audrey Hepburn
Countries where she attended school	
Languages she spoke	
Type of dancing she was skilled in	
The first film that brought her Oscar	
Official title she had as a humanitarian worker	

25 Read the text in Ex. 24 and mark the statements as True, False or Not Stated.

1. Audrey Hepburn had neither brothers nor sisters.
2. Audrey spoke several foreign languages.
3. Audrey took classes in ballet.
4. *Roman Holiday* was the first film she had made.
5. Audrey considers *Roman Holiday* her best film ever.
6. Audrey's career of an actress took all of her time.
7. Audrey Hepburn's children participated in their mother's humanitarian activity.

Тексты для чтения и аудирования, использованные в учебнике и других компонентах УМК, полностью аутентичны. В том случае, если требовалась адаптация аутентичного произведения (упрощение грамматических средств, замена неизученных лексических единиц на уже известные учащимся и др.) ее выполнял носитель языка.

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UNIT 1 Section 2

54 Think of the advantages of having a girl/ a boy as your best mate. Is friendship possible between a boy and a girl? Share your ideas with your classmates.

55 Read the texts and say what Alison and Daniel think about friendship between a boy and a girl.



Alison
Age: 14
Hobby: tennis
Favourite celebrity: Enrique Iglesias

I've been best mates with Daniel for about seven years. We became friends when we started school together. Dan sat behind me and we were always chatting away.

I am a bit of a tomboy (я сама как мальчишка), so I think we're very much alike. Dan usually agrees with me on things like music, but there is no way I'd take him shopping with me.

I've got loads of girl mates and they get on really well with Dan. When we first went to secondary school, they were all asking if we were going out together. That happens a lot!

He is very calm and avoids conflicts. We have only argued a couple of times. It's usually over his girlfriends because sometimes I don't think they are good enough for him. He gives me advice, too. If I feel too shy to talk to a lad (парень) I fancy, he'll just tell me to chill and be myself. I think it is easier to talk to boys because of him.

He's really good at knowing when I am a bit stressed out. If I'm ever feeling down, he'll pull funny faces to cheer me up.

Dan is the best friend anyone could ask for.

Daniel
Age: 14
Hobby: football
Favourite celebrity: David Beckham



It's good being best mates with Alison because she can tell me about girls. She gives me tips on what to talk to them about. Alison helps me choose what to wear and sometimes she does my hair for me.

She is a bit of a tomboy as she plays football and she gets into fights. She's all right at football but she supports Manchester United and I support Arsenal, so we fight when they play against each other.

My friends don't like her because they think she's annoying. When they tell me that she is a bore, I stick up for her and tell them that *they* are boring. Alison has always been there for me. Like when I am upset about my grades, she helps me calm down.

I know I will be best mates with Alison for ages.

UNIT 1 Section 2

56 Work in groups. Find in the texts as many advantages as you can of having a boy / a girl as your best mate. Share the results with your classmates.

57 Find words and phrases in the texts that mean the following:

1. to have friendly relationships...
2. to have many...
3. to feel upset / sad...
4. anyone could dream of...
5. to give advice on...
6. mates...
7. to make a silly face...
8. to make someone become quiet...
9. to defend someone who is being criticised...

58 Read the adjectives and say which of them describe physical appearance and which — personality.

annoying	tall
athletic	intelligent
short	calm
slim	good-looking
relaxed	shy
blonde	stout
reliable	smart

59 Work in pairs. Ask your partner questions to find out what his / her best mate is like.

WORD FOCUS

60 Read and remember.

BE lucky, unlucky, sad, annoying, boring, upset, shy, energetic, good enough, calm, stressed (out), strong, happy, smart, honest, surprised, pleased, angry, independent, depressed, down, ill, fed up, talkative

LOOK sad, boring, upset, good enough, stressed (out), depressed, happy, surprised, pleased, angry, smart, down, tired, unhappy, sporty, athletic, relaxed

FEEL upset, shy, stressed (out), strong, happy, down, depressed, angry, independent, fed up, uncomfortable, happy, sick, pleased, energetic, relaxed, comfortable

61 Complete the following essay about your best friend. Use the phrases and sentences from the boxes.

Some people have lots of friends and some have few. But everyone has a person who is special and who deserves to be called "the best friend".

My best friend is... (give the name and describe his / her appearance)...

he / she is gorgeous;
fairly tall, dark-haired;
a bit of a tomboy, tough

We became friends when... (write when and where your friendship started and how long you've been friends already)...

We just hit it off.
I felt comfortable and relaxed.

We spend a lot of time together... (write what interests you share, how you help each other, if you quarrel sometimes or not)...

It's amazing how many things we have in common.

We can talk for hours.

We have argued a couple of times.

We avoid conflicts.

He / She tells me to chill and be myself.

He / She sticks up for me.

... (sum up your attitude towards your friend)...

I know we will be best mates with... for ages.
...is the best friend anyone can ask for.



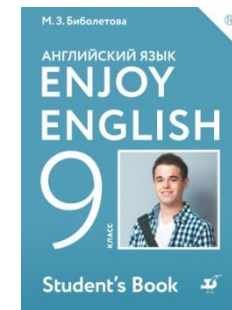
Приведем пример того, как в учебнике 9 класса происходит обучение чтению с полным пониманием его содержания во взаимосвязи с обучением говорению, диалогической и монологической речи и письму.

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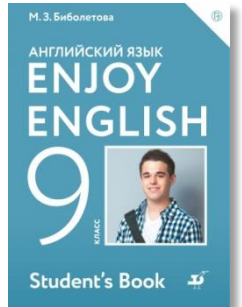
Обучению каждому из коммуникативных умений уделяется отдельное внимание.

Так, прослеживается несколько моделей обучения **говорению**:

- от задания, предполагающего учащимся высказаться на определенную тему в форме монолога или диалога с опорой на ключевые слова/план или без опоры;
- от прослушивания (на аудиозаписи) и повторения диалогов-образцов путем их воспроизведения и проигрывания по ролям к инсценировке (разыгрыванию) диалога в свободной форме с заменой отдельных лексических единиц или реплик;
- от чтения текста, который содержит новые для учащихся факты или интересный сюжет, к его последующему обсуждению с использованием известных учащимся лингвистических средств и средств, которые учащиеся почерпнули из текста, как это было показано на двух предыдущих слайдах.



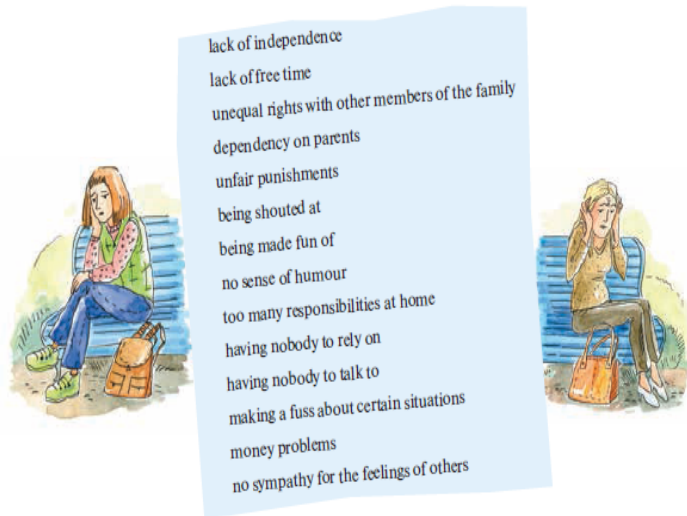
ОСОБЕННОСТИ СОДЕРЖАНИЯ ОБНОВЛЕННОГО УМК ENJOY ENGLISH/АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ ДЛЯ 9 КЛАССА



UNIT 3 Section 2

77 Listen to the conversations and answer the questions:

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



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

Приведем несколько примеров упражнений ,
обучающих устной речи:

- с опорой на прослушанные диалоги и ключевые слова;
- на восстановление диалога.

69 Assemble the dialogue. Henry's words are given in the correct order. His mother's words are jumbled. Act the dialogue out.

Henry:	Mother:
Can you iron my shirt, Mum?	So am I. I've got a meeting and I can't put it off. Don't waste any more time, Henry.
That's right. But we were told that we have to wear something very formal today, like a suit or dark trousers and a plain shirt. Some important guests from the local Council are coming.	Exactly. Get the ironing board and put your shirt on it.
Look, Mum, you know I won't be able to cope with that. And I am really in a hurry.	It's written on the label.
You mean that I have to do the ironing myself, don't you?	Not if you adjust the temperature dial to the type of fabric your shirt is made of.
OK, done. What's next?	Your shirt? You never wear anything but T-shirts and jumpers, as far as I know.
Oops. I've poured too much. It spilled over onto my shirt!	I see. So, what's the problem? Don't you know where the iron is?
Hey, it's getting really hot! Won't it burn my shirt?	It's the steam. The iron is ready to use. Go ahead.
How am I supposed to know that?!	Pour some water into the opening on top of the iron.
Right. It's cotton. What's that sound?	Never mind. The water's clean: it won't spoil your shirt. Now plug the iron into the wall socket.

123

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UNIT 3 Progress check

5 Read the text below. Then speak about the following points.

- Express your agreement or disagreement with the idea.
- Give some arguments to support your point of view.

1 It's safer to make friends with people who are most like you. It's easier to be friends if you have common interests and share the same values. Any diversity can cause conflicts and destroy your relationship.

2 Friends can have different interests and values and not have conflicts between them. Conflicts happen not because people are different but because they don't listen to each other.

6 Make up a dialogue between the parent and the son / daughter. Use the information from the cards.



The Mother / Father

Inform the son / daughter that the reunion party will be this Saturday at the grandmother's house at 5 p.m. Insist that there can be no excuse for missing it. Explain to the son / daughter why family reunion parties are so important. Convince him / her to change his / her plans.

The Son / Daughter

You have already planned your Saturday evening. Try to explain to your parent why you'll have to miss the party. Agree with your parent and change the plans for the Saturday.



Mark your score

For tasks 1—4 you can get 21 points.
19—21 points — well done
16—18 points — good
13—15 points — you can do better
12 points or less — revise and try again

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

LEARNING STRATEGIES

Appendix 3

Tips for giving a talk

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

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

Tips for a pair conversation

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

Tips for a group discussion

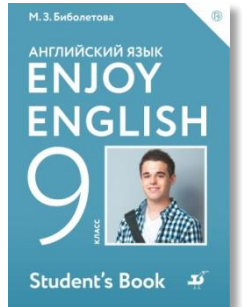
- Think how to clearly express your opinion on the given opinion / statement / problem. Don't be afraid to voice your opinion.
- Think about the arguments for your opinion. Make notes if possible.
- Try to anticipate your partners' counterarguments and think what you can say to them.
- To maintain the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

Диалог:

- с опорой заданную информацию и ролевые установки.

Монолог:

- с опорой на заданное утверждение.



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UNIT 4 Section 1

6 Discuss what characteristics and what qualities are necessary or important for the following jobs. Explain why you think so. Use the words in the box below. Follow the example.

Example: It is necessary for a waiter to be very accurate because he has to remember people's orders in a café. He should be patient and polite to all the customers even if they are not at all pleasant. Ability to speak foreign languages is very useful as there are often foreigners in the café. A sense of humour can help a lot because a waiter's job is difficult and tiring.

clothes designer emergency service officer lawyer vet (veterinarian) journalist architect	businessman / businesswoman chef/cook mechanic scientist surgeon teacher	message boy / message girl waiter / waitress babysitter hairdresser street cleaner driver
--	---	--

accurate creative imaginative curious patient courageous
reliable energetic sporty ambitious strict confident
tolerant of other people's opinions sympathetic educated
a bookworm sense of humour wide knowledge of
ability to speak foreign languages ability to make decisions quickly

7 Express your opinion about the following jobs. Use the phrases from the table and follow the model.

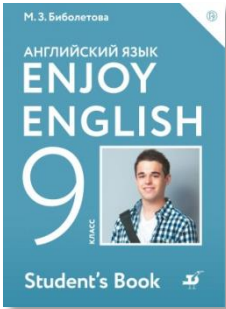
Example: I wouldn't mind being a hairdresser. This job is very creative and gives you an opportunity to meet new people. On the other hand, it can be tiring and sometimes you have to deal with unpleasant people. But I think I would like this job anyway.

I don't think I'll ever be a surgeon, though it is a very important job and a lot of people need it. The problem is that I feel sick when I see blood. And I don't think I'll ever cope with it.

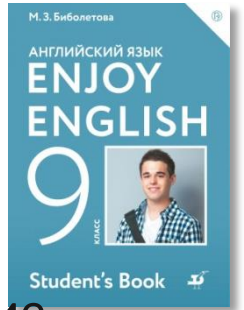
Your opinion	Positive things about the job	Negative things about the job
I would like to be... I like the job of... I would hate to be... I will never be... I wouldn't mind being...	gives you an opportunity to travel means meeting new people regular working hours important creative exciting well-paid every day is different challenging work gives you an opportunity to gain / get experience in	stressful long working hours boring low-paid dangerous dealing with unpleasant people tiring working in bad weather

- с опорой на образец и ключевые слова

- пример взаимосвязанного обучения всем коммуникативным умениям устной и письменной речи на теме, которая актуальна для школьников данного возраста: что делать после школы.



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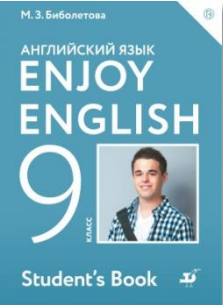


Обширен набор **умений письменной речи**, которые формируются к 9 классу.

Помимо умений, обозначенных во ФГОС (заполнять анкеты и формуляры, писать короткие поздравления, писать личное письмо, в ответ на письмо-стимул, составлять план, тезисы устного/письменного сообщения, кратко излагать результаты проектной деятельности, делать краткие выписки из текстов, составлять небольшие письменные высказывания), в учебнике предусмотрены задания на формирование следующих умений:

- *составлять автобиографию/CV (Curriculum Vitae), указывая данные о себе;*
- *писать электронное письмо (e-mail) зарубежному другу;*
- *писать небольшое письменное высказывание с опорой на несплошной текст (таблицы);*
- *описывать картинку, фотографию с опорой на ключевые слова/ план/вопросы;*
- *писать краткое сообщение, описание событий/людей с использованием оценочных суждений и уместных лингвистических средств связи (linking words);*
- *составлять небольшое письменное высказывание (например, в форме эссе), аргументируя свою точку зрения по предложенной теме/проблеме.*

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UNIT 4 Section 1

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

1. **Personal details:** The employer wants to know who you are and how to contact you. Put essential information only.

2. **Education:** Write what form you are in and give the necessary information about the name and address of your school / lyceum / gymnasium.

3. **Work experience:** If you have had any summer or Saturday jobs, describe them. Stress what you achieved and what you learnt.
4. **Position of responsibility:** If you don't have work experience, this section can show employers your potential. Write what conference you've been to, what projects you've done and what competitions you've taken part in.

5. **Skills:** Indicate what you are good at (e.g. languages / maths / computers). Be positive about your ability. Never undersell yourself!

6. **Interests:** Stress any significant achievements related to your interests. Don't just list your interests; add a few details.

Curriculum Vitae	
Personal details	Anna Dixon 50 Grove Road London N12 9DY Date of birth: 07.06.1981 Tel: 020 8365 7685
Education	2000—2006 Royal Latin School, Bedford. Completed the fifth form.
Work experience	<div>Babysitter (Saturday job) Babysat for the neighbours' family. Looking after a seven-year-old girl demonstrated my ability to remain calm and resourceful. Invented lots of new games.</div> <div>Office Junior (summer job) Assistant Received telephone calls, made photocopies. Proved my ability to be punctual and careful.</div>
Positions of responsibility	Helped organise a conference for all students at our school this year called "My Future Profession".
Skills	Good knowledge of Microsoft Word and Excel. Working knowledge of French and Spanish.
Interests	Music: Guitar player in a semi-professional band. Theatre: Member of the school amateur (любительский) drama theatre.

24 Complete the CV in your Workbook as if you were looking for a summer / Saturday / part-time job. Use the Transliteration Table in your Workbook page 93. Compare it with your classmates' CVs.

UNIT 4 Section 1

25 Read the adverts from the "Teen Job Opportunities" newspaper. Which of them attracts you? Why?

ENJOY TAKING CARE OF ANIMALS?

A riding school is looking for young people who can take care of horses. Shift work. Seven days training for candidates is essential. FREE riding lessons are available.

Contact Ken Bennett

INTERESTED IN TRAVELLING? SPEAK FOREIGN LANGUAGES?

A summer language school is looking for waiters & waitresses. Three-month contract. Must be prepared to work shifts. Free board and lodging.

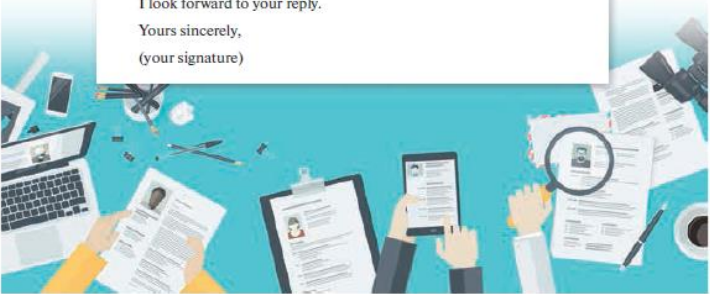
Write to Philippe Bassat

A British family is looking for a BABYSITTER for twins. Non-smoker. Ability to get on with kids is essential. Free board and lodging.

For details, contact Mrs Edwards

26 Choose one of the job opportunities and write a letter of application. Use the following letter as a model.

Dear ...,
I came across your advertisement in the most recent issue of "Teen Job Opportunities". I'm really interested in working as a...
I'm ... (the information about yourself — age, education, personal skills — that can demonstrate that you are the right candidate for this job)
If you think that I might be the right person for this job, I would be grateful for the further information:
— the earnings per month?
— expected free time?
— any opportunity to practice languages?
I look forward to your reply.
Yours sincerely,
(your signature)

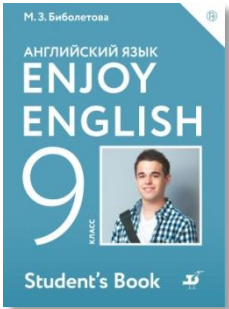


Письменные задания всегда
подготовлены ситуативно и
снабжены образцами

ОСОБЕННОСТИ СОДЕРЖАНИЯ ОБНОВЛЕННОГО УМК ENJOY ENGLISH/АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ ДЛЯ 9 КЛАССА

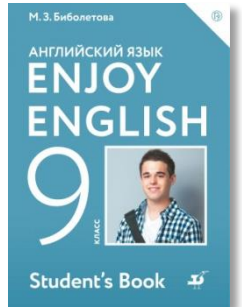
Параллельно происходит повторение, накопление языковых средств и автоматизация лексико-грамматических навыков.

В Книге для учителя весь языковой материал, изучаемый в 9 классе, приводится отдельной таблице:



Класс	Языковой материал (лексические и грамматические явления)	Первичное предъявление/повторение
9	Suffixes for nouns: <i>-tion/ sion, - men</i> ; for adjectives: <i>- able / ible, -ive (review)</i> Word formation: <i>un-; dis-; mis- (review)</i> Phrasal verbs: <i>get, give, take (review)</i> International words. Synonyms. Antonyms. Linking words <i>(review)</i> Word combinations with <i>keep, get, do</i> Direct and reported speech <i>(review)</i> Zero Conditional. Conditional I. Conditional II <i>(review)</i> Articles with geographical names <i>(review)</i> Reflexive pronouns <i>(review)</i> Some/Any/No +derivatives <i>(review)</i> The Present / the Past / the Future Simple Active; the Present / the Past Continuous Active; the Present / the Past Perfect Active;	Повторение Повторение Повторение Первичное предъявление Повторение Повторение Повторение Повторение Повторение Повторение Повторение Повторение

ОСОБЕННОСТИ СОДЕРЖАНИЯ ОБНОВЛЕННОГО УМК ENJOY ENGLISH/АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ ДЛЯ 9 КЛАССА



UNIT 3 Section 1

— You've got to wear a dress.
— I don't have to!
— It's our family reunion, and I don't want you to look too wild!
— Fine, then I'll just stay at home.
— You're going and that's final! I insist that you go to the party with me.
— I don't even have a dress to wear.
— Yes, you do. What about the black velvet one your grandmother gave you for your birthday?
— It's too square, too conservative. Everyone will laugh.
— Everyone will think you look lovely.
— Oh, great... lovely! Just how I want to look!
— It's almost time to leave. I think you'd better get ready.

— Who's going to be there?
— Well, the same people as last year: your cousins, your grandparents... and, of course, great-grandmother Schuller.
— Great-grandmother Schuller! She's so old. All she does is sit in her wheelchair and watch us. She gives me the creeps (у меня от нее мороз по коже).
— Carrie, this is a special party. Can't you forget about yourself? Do you think that just because you're young and pretty, you are better than old people? Well, I have something to tell you, young lady. Beauty is as beauty does, and I haven't seen any signs of beauty in you for a long time. Now go to your room and get dressed.

PRONUNCIATION FOCUS

4 Listen and repeat the words. What Russian words do they remind you of? How do English and Russian words differ in word stress?

'conflict	in'structor
'contact	'velvet
con'servative	'fashion
'cousin	'natural
'special	i'dea
'jewel	'really
'ballet	'final

5 Read the dialogue again and say why Carry did not want to go to the family reunion.

6 Look through the text again and guess the meaning of the line "Beauty is as beauty does".

- a) A beautiful person does only beautiful things.
b) A person is beautiful only when his / her actions are beautiful.
c) A beautiful person is a beauty no matter what he / she does.

WORD FOCUS

7 Read and remember the different meanings of the word "sign". Match them with the pictures.

- a) a mark, a symbol
b) a notice that directs somebody towards some place or gives a warning etc
c) a gesture (жест) made with the hand or the head to give some information or a command
d) a thing that shows that something exists or may happen
e) a division of the zodiac



Наиболее существенным лексическим явлениям посвящена рубрика *Word Focus*. Здесь учащиеся найдут информацию о распространенных фразовых глаголах, о многозначных словах (*right, sign, etc*), о правилах словообразования (аффиксация, конверсия), о различиях слов, сходных по значению (*good, well*), о вводных словах (*however, on the one hand...*).

Соответственно все это отрабатывается в упражнениях на сочетаемость слов, словообразование, синонимы и антонимы, аббревиатуры, многозначные слова, служебные слова, включая *linking words*.

Развитие произносительных навыков проходит аналогично. В рубрике *Pronunciation Focus* даются как обобщения так и новый материал.

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UNIT 1 Section 1

- 11 Work in groups. Show your summer photos to each other. Explain when and where they were taken. Make a presentation of your favourites.
- 12 Read the dialogues and explain what's wrong with Jane's answers. Correct them.
- ① "Do you study algebra, Jane?"
"No, I'm doing my English homework."
- ② "Do you eat lots of sweet things, Jane?"
"No, I'm eating ice cream."
- ③ "Are you watching TV, Jane?"
"Yes, I watch it a lot. I can't live a day without it."

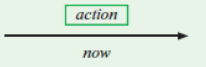
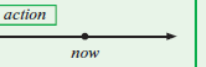
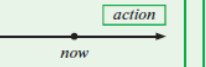
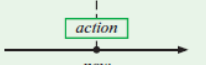
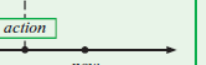

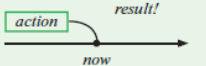
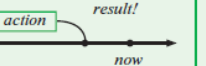
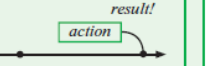
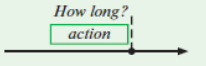
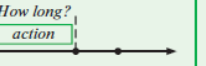
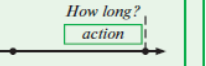
GRAMMAR FOCUS: REVIEW OF THE TENSES

13 Read and remember*.

	Simple	Continuous	Perfect	Perfect Continuous
Present	Usually I feed the horses and then groom them.	I can't speak to you at the moment — I am feeding the horses.	I have fed the horses and now I can have my lunch.	I can't eat a sandwich as my hands are dirty — I have been grooming the horses.
Past	I fed horses when I was on holiday. 	Every morning at 7 a.m. I was grooming my horses. 	Once I was late, and by the time I came, my uncle had already groomed the horses. 	I was as wet as the horses as we had been swimming in the river. 
Future	I feel very tired today. I will groom this horse tomorrow.	Don't call me from 10 a.m. to 11 a.m. I will be grooming the horses and will not answer the phone.	If you come to the farm tomorrow, we can have lunch together at 2 p.m.** I will have groomed and fed all the horses by this time.	By next summer I will have been working** with horses for a year and they will let me enter a jockey school.

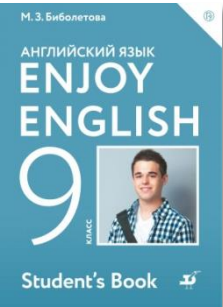
* Видо-временные формы глагола, выделенные полужирным шрифтом, входят в грамматический минимум 2—9-х классов.
** Данные формы малоупотребительны.

UNIT 1 Section 1

Simple	When we want to say that the action... 1) takes place in the present regularly. 2) happened in the past and was completed in the past. 3) will probably happen in the future.		
			
Continuous	When we want to say that the action... 1) is in the process (is going on) at this moment. 2) was in the process (was going on) at a certain moment in the past. 3) will be in the process (will be going on) at a certain moment in the future.		
			
Perfect	When we want to express... 1) the result of an action that has been completed by this moment; the result is important for us now. 2) the result of an action that had been completed by a certain moment in the past. 3) the result of an action that will have been completed by a certain moment in the future.		
			
Perfect Continuous	When we want to say... 1) that the action has been in the process (has been going on) up to this moment; the action is more important to us than the result. 2) that the action had been in the process (had been going on) up to a certain moment in the past; the action itself is more important for us than the result. 3) that the action will be in the process (will have been going on) up to a certain moment in the future; the action is more important to us than the result.		
			

В 9 классе систематизируется вся изученная ранее грамматика. Наиболее удобным способом является обобщающая таблица, которая снабжена наглядными иллюстрациями и графикой.

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UNIT 1 Section 2

38 Which highlighted sentences are about the present? Which are about the future?

- Mum: Liz? I thought you were shopping in the city.
Liz: No, Mum. **Laura and I are shopping tomorrow afternoon. Today, I'm helping Kate with her PowerPoint presentation.** We've arranged to meet at six, and it's almost half past five already. I must run.
Mum: **What are you looking for in the wardrobe?** Oh, your clothes are wet!
Liz: **It's raining out!** I'm wet through and I need to change. I can't find my red jumper... Never mind, **I'll wear this hoodie instead.**
Mum: **When are you going to be back?**
Liz: I don't really know, Mum. **If it keeps raining, I'll come back as soon as we have completed the presentation.** And if it clears up, we can have a walk afterwards.

GRAMMAR FOCUS: PRESENT CONTINUOUS FOR EXPRESSING THE FUTURE

39 Remember that we use Present Continuous to express the future when we speak about our plans. Compare the following.

Present Continuous	Future Simple
Sorry, but I cannot go on the picnic with you. I'm shopping for clothes with my elder sister on Saturday. <i>It means that I have already planned it for Saturday, my sister knows about it and is expecting me to go with her.</i>	I have this weekend absolutely free. I think I'll shop for clothes with my elder sister on Saturday. <i>It means that this is not my plan but the present moment decision. My sister doesn't know anything about it yet, and she may refuse to take me with her.</i>
I'm taking my exam on Monday. I feel so nervous. <i>It means that taking the exam is in my plans for a certain time on Monday.</i>	I don't worry at all. I'm sure I will pass it. I know the subject perfectly. <i>It means that I can't plan it, but I think it will happen in the future.</i>

40 Choose the correct form. Use the table above.

1. **I will leave** / **I'm leaving** for St Petersburg tonight. I have already bought a ticket and packed my luggage.
2. I think our football team **will win** / **is winning** this game. The players are in their best form now.
3. If you come tomorrow, **I will show** / **I'm showing** you the photos that I took in the National Park. There are some really exotic animals there. **You'll enjoy** / **You are enjoying** the evening.
4. I don't think I will have any free time this weekend. My sister **will get married** / **is getting married** and I can't miss the ceremony.

UNIT 3 Section 3

WORD FOCUS

104 Compare the meanings of **since** in the following sentences:

There hasn't been a day without war **since** World War II.
World War II ended in 1945. But there hasn't been a time without war **since**.
Since there hasn't been a time without war, building peace is very important.

105 Read the dialogue and say in which sentences **since**:

- means from a particular time or event in the past;
- is used to give the reason for something.



- Mrs Carter: Kelly Smith, you are late for my class again.
Kelly: What's happened this time?
Mrs Carter: I'm sorry, Mrs Carter. I just overslept and missed the school bus.
Kelly: OK, **since** you honestly admit it's your fault and you haven't invented any silly excuses, I'll let you come in and join the class.
Mrs Carter: Thank you, Mrs Carter.
Mrs Carter: Actually, I'm considering calling your parents, Kelly, to tell them about your coming late. I haven't done that yet **since** I don't want to disappoint them. But I think I'll have to **since** I'm not happy with your progress in French, either.
Kelly: I'll do my best to catch up with the class, Mrs Carter, I promise.
Mrs Carter: I feel that you haven't been working hard lately. Something is distracting you from studying. What is it, may I ask?
Kelly: Well, actually, you are right, Mrs Carter. We, three other girls and I, formed a band three months ago. We've been rehearsing like mad **since** then. We play pop and rock music and we are going to take part in the town music contest next month. When we win, I promise I'll get back to the lessons.
Mrs Carter: Look, Kelly. **Since** you've always been a bright student, I can tolerate this outrageous situation for two more weeks. But I'm not going to put up with anything like this in the future, OK?
Kelly: Thank you for understanding, Mrs Carter.
Mrs Carter: What are you rehearsing for the contest, by the way?
Kelly: Oh, we'll be singing two songs we've written ourselves, and a remake of the old hit "Kansas City".
Mrs Carter: "Kansas City"?
Kelly: Yes. I'm sure you remember it. Your group got first prize for it in the National School Band Contest about twenty years ago. It hasn't been performed **since** then, but we've heard the recording, and we want to bring it back to life. Your expert advice would be very much appreciated, Mrs Carter...

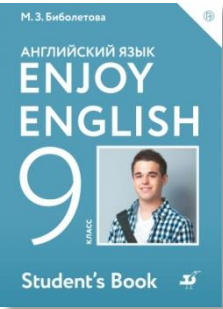
106 Change the sentences by using **since** instead of the words in bold.

- Because** I had no money, I couldn't afford new clothes.
Because there was a war in the country, we couldn't go there to visit our friends.
Because I have a different opinion, we have to discuss this question.
He left for Germany last year, and I haven't heard from him **after that**.
He admitted his mistake, and we have been friends **after that**.

Новые грамматические явления вводятся наглядно, часто в коммуникативно значимом контексте, и затем отрабатываются в серии грамматических упражнений в учебнике и рабочей тетради.

В электронной форме учебника также продолжается тренировка в употреблении нового лексико-грамматического материала.

ОСОБЕННОСТИ СОДЕРЖАНИЯ ОБНОВЛЕННОГО УМК ENJOY ENGLISH/АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ ДЛЯ 9 КЛАССА



UNIT 2 Section 2




- 44 Complete the sentences with the correct reflexive pronouns. See the Grammar Focus in Ex. 42.
1. I don't think you should help him all the time. He should learn to get out of difficult situations ...
 2. Are you enjoying ... ? It's a nice party, isn't it?
 3. It was a great camping holiday! There were no people 50 kilometres around. We slept in tents, hunted for food and cooked it ...
 4. He was speaking very loudly, but it was so noisy in the room that he could hardly hear ...
 5. The kids are only ten years old. I don't think they were able to invent this plan ...

45 Match the expressions with their meanings.

1. It's the first time you'll be travelling without adults. Behave yourself and don't get into any trouble.	a) take some cake
2. I don't think we should talk to him now. Let him be by himself for a while.	b) be good
3. She left her parents' house at eighteen and has been living by herself since then.	c) be alone
4. Help yourself to some cake. It's really good.	d) feel comfortable as if at home
5. You know that we are always glad to see you here. Come in, sit down and make yourself at home.	e) without her parents

GRAMMAR FOCUS: REVIEW OF MODAL VERBS

46 Read and remember the functions of the verbs *can* and *must*.

1 <i>Can</i> When you speak about someone's ability to do something		
Present Janet can run five kilometres without stopping. Janet can speak Chinese and Japanese fluently.	Past Janet could (= was able to) swim in icy water when she was only four. Janet could (= was able to) read and write when she was five.	Future (can → will be able to) Janet will be able to operate a helicopter when she is eighteen. Janet will be able to speak Portuguese next year.
		

UNIT 3 Section 2

- 59 Fill in the correct preposition.
1. They don't get ... with each other.
 2. I won't be able to get ... from the office before seven.
 3. The bus driver will tell you where to get ...
 4. A reunion is a meeting of people who want to get ... after a separation.
 5. What time did you get ... last time?
 6. He is a new student, but he gets ... fine at school.
 7. She is still trying to get ... her cold.
 8. It took him many years to get ... the death of his parents.
- 60 Complete the story about the Russian mountain climbers. Put in the phrasal verbs from Ex. 58. Use the verbs in the appropriate tense.

Last summer, a group of courageous mountain climbers from Russia ... (1) at the foot of the Himalayas. They had already been there the year before and ... (2) quite successfully, but poor weather conditions prevented them from further climbing. They hardly managed to ... (3) from a severe avalanche (лави́на). The mountain climbers had ... (4) their unexpected failure. But they decided to ... (5) there and try their chances again next year. All of them had been friends for about ten years and ... (6) very well. On their arrival in the Himalayas, they ... (7) their horses and headed for the mountains.



- 61 a) Make your suggestions on what happened next.
b) Now listen to the story. Check if you were right about what happened in the end.

GRAMMAR FOCUS: ORDERS AND REQUESTS IN REPORTED SPEECH

- 62 Read and remember.
- In reported speech, we use the infinitive with *to* to express an order or a request:
- The editor said to Ann: "Put the idea into action."
The editor asked Ann **to put** the idea into action.
- Note the negative form of the infinitive:
- He said to Ann, "Don't decide what your children should do." He advised Ann **not to decide** what her children should do.
- In the main clause, we use:
- to ask
 - to order
 - to advise
 - to tell (always used with an object: e.g. **told her mother, told Ann**)

Упражнения, используемые в компонентах УМК разнообразны, выстроены в строгой логике. Поэтому их желательно выполнять в том порядке, который рекомендован. Учитель по своему усмотрению может опускать некоторые упражнения учебника (например, задания повышенной трудности).

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Упражнения учебника 9 класса обеспечивают формирование метапредметных умений школьников:

- умения сотрудничать с партнерами по общению: работать в паре/группе;
- умения осуществлять поиск информации в разных источниках, включая приложения учебника, местную прессу, интернет;
- умения критически оценивать получаемую (читаемую или прослушиваемую) информацию.

Курс Enjoy English вносит весомый вклад в формирование **читательской грамотности как метапредметного умения.**

ОСОБЕННОСТИ СОДЕРЖАНИЯ ОБНОВЛЕННОГО УМК ENJOY ENGLISH/АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ ДЛЯ 9 КЛАССА

UNIT 2 Section 4

89 Read the chart in Appendix 1 for basic information about the United Kingdom of Great Britain and Northern Ireland, the United States of America and the Russian Federation. Find the answers to the questions:

1. What is the capital of the United Kingdom of Great Britain and Northern Ireland?
2. What is the capital of the United States of America?
3. What is the capital of the Russian Federation?
4. What is the population of the United Kingdom of Great Britain and Northern Ireland?
5. What nations make up the Russian Federation? Why do we call the Russian Federation a multinational country? Can we call the USA and the UK multinational countries?
6. What are the largest cities in the United Kingdom of Great Britain and Northern Ireland?
7. How many parts is each country divided into? What are they?
8. Which country is the largest in size?
9. What countries do the United Kingdom of Great Britain and Northern Ireland, the United States of America and the Russian Federation border?
10. What country has the highest mountain, the longest river, the largest lake, the deepest lake?
11. How do the population and area of the United Kingdom of Great Britain and Northern Ireland, the United States of America and the Russian Federation reflect the size of the countries?
12. Which country is the biggest in size and population? How do the population and the size of the country affect each other? How have you come to this conclusion?



UNIT 2 Section 4

Mini-project: Stories from the past

90 Divide into three groups and present country profiles for the UK, the USA and Russia.

1. Arrange the information about the country you've chosen in the following order:
 - 1) the official name
 - 2) size and geographical position
 - 3) mountains, rivers and lakes
 - 4) population (nationalities, ethnic groups)
 - 5) official language(s)
 - 6) main cities

Use Appendix 1 for additional information.

2. Make a presentation about the country profile. Answer your classmates' questions.
3. Listen to the other presentations. Ask questions about the country they've presented.

Suggested questions you may ask:

What is the capital of...?

What countries does... border?

What are the largest cities in...? etc.

91 Work in groups and discuss the following:

- Do you remember the official names of Britain, America and Russia?
- What are the colours of the British, American and Russian flags?
- Do you remember any emblems of the countries?

92 Listen and follow the text in Appendix 1, page 180. Find out if you have given the correct official names of Britain, America and Russia.

93 Working in groups, answer the following questions. Use the information in Ex. 89 to 92. Share the information with your classmates.

- What are the official and geographical names of each country?
- What are their abbreviations?
- What continent do they occupy?
- How do the different names reflect the history of each country?

94 Find out more about why our Motherland was originally called Great Rus'. Do you think Rus' is a poetic or a historic name for our country? Does it sound respectful and proud at the same time? Write one or two paragraphs about our country according to the example.

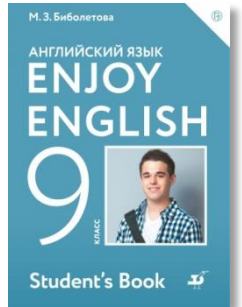
Example:

The United Kingdom of Great Britain and Northern Ireland was often known as BRITAIN. This name is historic. It sends us back to the time of the Roman invasion. The Romans gave the name of Britannia to their southern British province. Now it is used for the larger island of the British isles and even for the whole country because of the political and economic dominance of this part. The poetic name of the country ALBION is also closely associated with the Romans. It comes from the Latin word "albus", meaning "white" and reminds us of the white chalk cliffs around Dover on the south coast. The Romans saw the white cliffs when crossing the sea from the continent.

95 Listen to the text for the information on the flags of Russia, the UK and the USA. See Appendix 1, page 181.

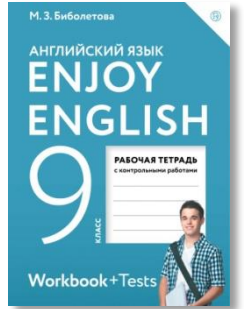
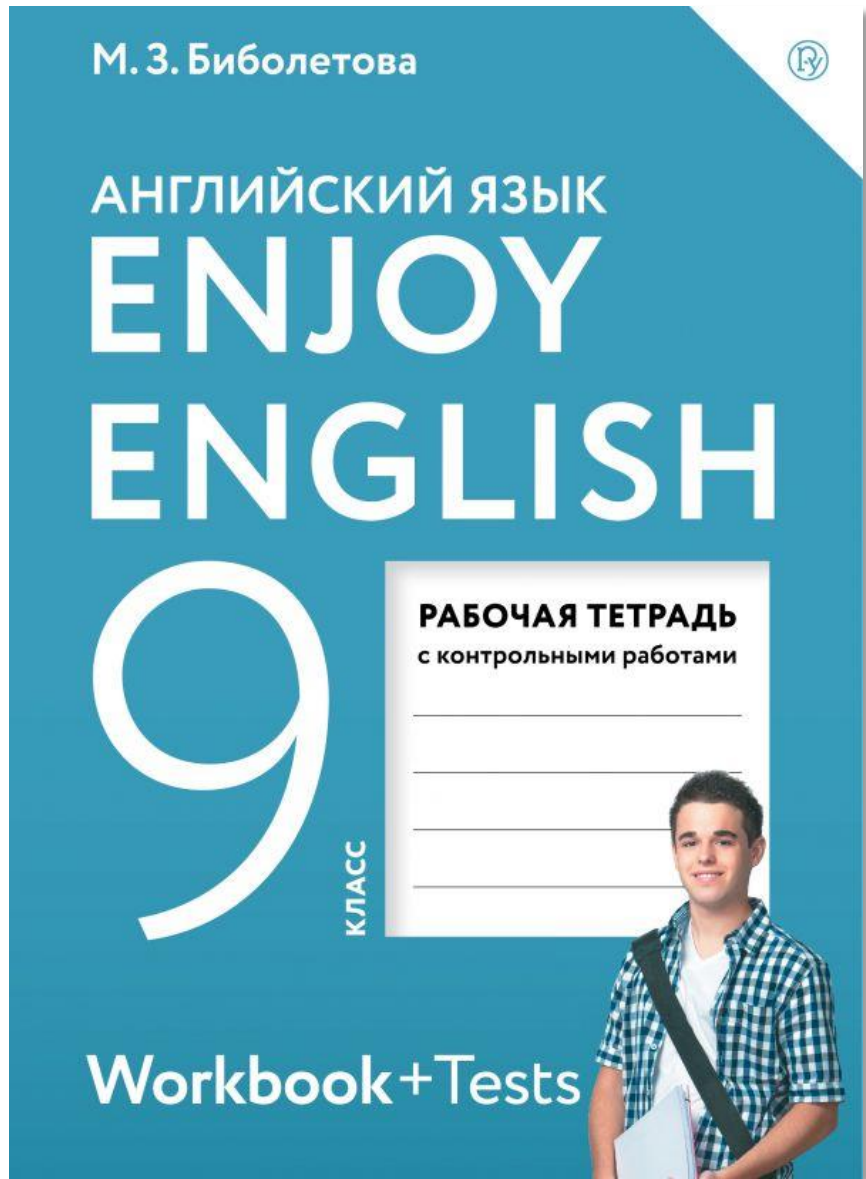
96 Talk about the flag of the country you are researching. Use the questions as a guide.

- What is the flag called? Why?
- What are the colours of the flag? What do they stand for?
- What changes has the flag gone through over the years?
- What proper names have you seen in the columns?
- How do the proper names, design and colours reflect the history of the country?



Примером использования метапредметного потенциала иностранного языка может служить проект, посвященный изучению страноведческих фактов о России, Англии и США. Выполняя его, школьники помимо данных, содержащихся в юните 2 и в приложении 1, привлекают информацию из интернета.

ОСОБЕННОСТИ СОДЕРЖАНИЯ ОБНОВЛЕННОГО УМК ENJOY ENGLISH/АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ ДЛЯ 9 КЛАССА



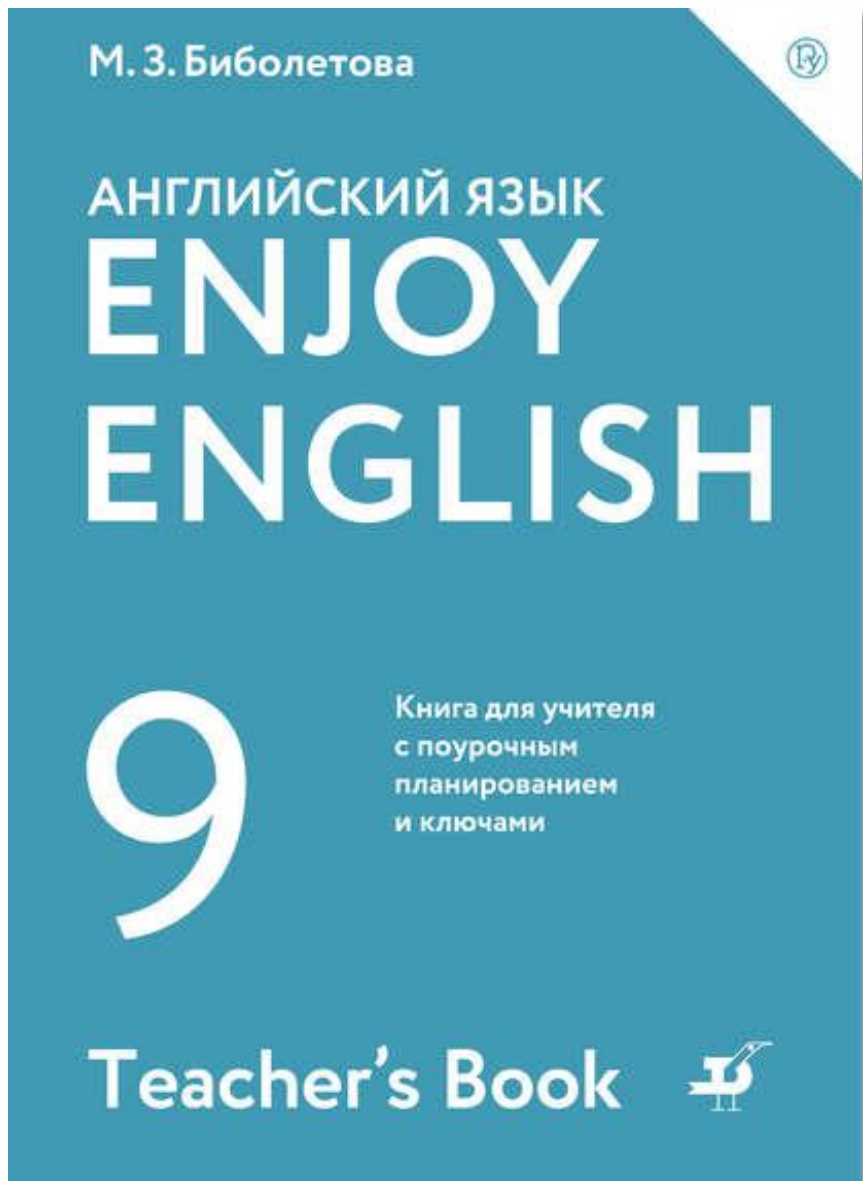
В рабочей тетради упражнения даны в заведомо избыточном количестве, что позволяет осуществлять дифференцированный подход к школьникам, исходя из трудностей, которые каждый испытывает индивидуально.

Желательно время от времени выделять время на уроке для работы по рабочей тетради.

Выполнение упражнений гарантирует подготовку школьников в ОГЭ. Подробно о способах и средствах мониторинга рассказывается в отдельной презентации по курсу.

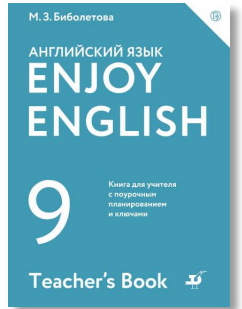
Назначение и порядок выполнения упражнений подробно описываются в Книге для учителя.

ОСОБЕННОСТИ СОДЕРЖАНИЯ ОБНОВЛЕННОГО УМК ENJOY ENGLISH/АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ ДЛЯ 9 КЛАССА



Неотъемлемой частью УМК является **Книга для учителя**, которая содержит:

- общие цели курса, информацию о компонентах УМК для 9 класса;
- рекомендации по обучению коммуникативным умениям и формированию языковых навыков в 9 классе;
- общее тематическое планирование;
- рекомендации по работе с упражнениями и приложениями, контролю и оценке деятельности девятиклассников;
- поурочные рекомендации;
- тексты для аудирования;
- ключи к большинству упражнений учебника (включая задания раздела *Progress Check*) и рабочей тетради (кроме творческих заданий).



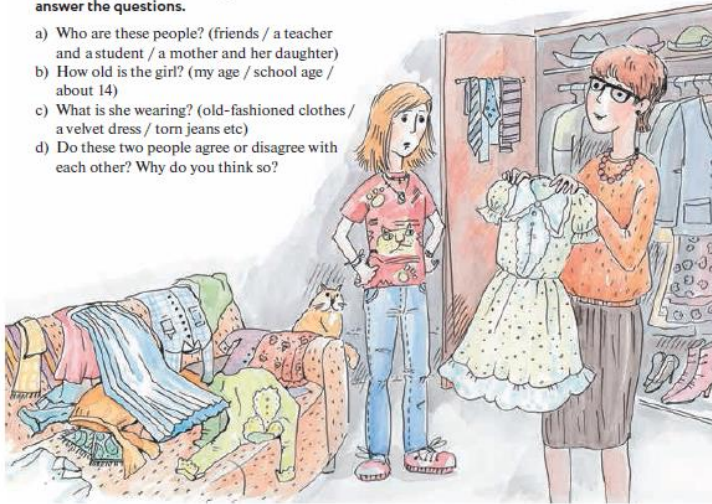
ОСОБЕННОСТИ СОДЕРЖАНИЯ ОБНОВЛЕННОГО УМК ENJOY ENGLISH/АНГЛИЙСКИЙ С УДОВОЛЬСТВИЕМ ДЛЯ 9 КЛАССА

3 CAN WE LEARN TO LIVE IN PEACE?

SECTION 1 What Is Conflict?

1 Work in pairs. Look at the picture and answer the questions.

- Who are these people? (friends / a teacher and a student / a mother and her daughter)
- How old is the girl? (my age / school age / about 14)
- What is she wearing? (old-fashioned clothes / a velvet dress / torn jeans etc)
- Do these two people agree or disagree with each other? Why do you think so?



2 Listen to the dialogue and answer the question: Why do these people disagree with each other?

3 a) Read the following statements. Listen to the dialogue again and say if these statements are true or false.

- Carrie said she was not going to wear a dress. She thought everyone would laugh at her.
- Carrie said she wanted to look lovely.
- The mother said she did not want her daughter to look too wild. She thought her daughter would look lovely in the velvet dress.
- The mother said that she hadn't seen any signs of beauty in her daughter for a long time.

b) Read the dialogue to check your answers.

UNIT 3 Section 1

48 Work in pairs. Study the case of the conflict in Ex. 47. Write lists of arguments both sides of the conflict used to defend their points of view. Use direct speech from the text.

the matter:
A runt pig was born.

Fern's parents' point of view: ...

Fern's point of view: ...

Fern's parents' arguments: ...

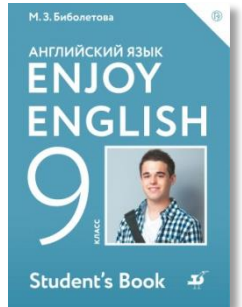
Fern's arguments: ...

49 Speak about the resolution of the conflict:

- Who do you think was more convincing?
- How was the conflict resolved?
- What kind of compromise was made?
- Do you think that it was fair?

50 Prepare a presentation for a students' forum on conflict. Form groups of four and decide what each of you is going to speak about. Follow these guidelines:

- Explain what conflict is. Explain why conflicts happen.
- Give an example of a conflict (between classmates, roommates, in a family, in politics).
- Explain why a peaceful resolution to a conflict is important.
- Give advice on what people should do if they have a conflict.
- You may also recommend a book (fiction or non-fiction) about peace-making and explain why this book is helpful. Use one or two of the "clever thoughts" from Ex. 45 in your talk.



В книге для учителя вначале излагается общая идея раздела учебника, например,

UNIT 3. Can We Learn to Live in Peace? Содержание данного раздела носит проблемный характер. Здесь обсуждаются важнейшие общечеловеческие ценности, которые определяют воспитание человека в духе культуры мира: демократия, ненасилие, уважение к фундаментальным правам человека...

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UNIT 3 Section 1

35 a) One of the best-known family conflicts is the conflict between two families, the Capulets ['kæpjulets] and the Montagues ['mɒntəɡju:z].

- What famous play describes the conflict?
- What is the name of the writer?
- Tell the plot of the play.



b) Work in pairs. Interview your partner about the conflicts between:

- a) your partner and her / his friend
- b) members of her / his family

Ask the following questions:

- c) Who was the conflict between?
- d) What do you think the reason was?
- e) Was it possible to resolve it peacefully?
- f) ...

36 Choose one of these modal verbs from the box to complete the sentences.

can may should must

1. Conflicts ... lead to bad relations.
2. We ... hear what the other person is saying.
3. We ... prevent conflicts.
4. We ... have respect for other people.
5. Political parties ... resolve conflicts by peaceful means.
6. States ... prevent war if they decide to resolve conflicts peacefully.
7. You ... have better relations with people if you resolve a conflict peacefully.
8. You ... learn about conflict resolution if you read books about conflict.
9. You ... have more friends if you learn to resolve conflicts peacefully.

37 Find sentences with the verbs *can*, *may*, *should*, *must* in the text in Ex. 27. Translate these sentences.

GRAMMAR FOCUS: THE USE OF THE INFINITIVE

38 Read and remember.

1. The infinitive is used with **to** or without **to**:

We **want to live** in peace.
We **decided to discuss** conflict resolution.
We **can prevent** war.
Conflicts **may lead** to war.
We **must listen** to what other people say.
We **should resolve** conflicts by peaceful means.

2. The infinitive is used with **to** after the phrases:

It's possible...
It's impossible...
It's important...
It's necessary...

The meanings of these phrases are close to the meanings of the modal verbs *may*, *can*, *must*, *should*. After these modal verbs the infinitive is used without **to**:

It is impossible to prevent war
(невозможно).
We **can't prevent** war.

It is necessary to prevent war (необходимо).
We **must prevent** war.

It is important to prevent war (важно).
We **should prevent** war.

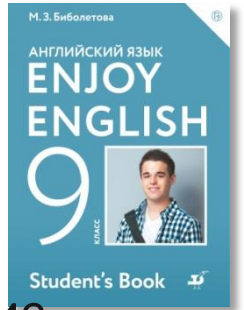
It is possible that people will prevent war
(можно).
People **may prevent** war.

Затем раскрываются проблемы конкретных секций, например, Section 2. Conflict Resolution: описываются стратегии разрешения конфликта; раскрываются азы конфликтологии - пять действий (*steps*), доступных каждому заинтересованному в мирном урегулировании конфликта.

Эта информация усваивается на материале семейной ситуации, текст содержит пример установления нормальных взаимоотношений между младшими членами семьи.

Как пример неблагоприятного решения межсемейного конфликта приводится ссылка на драму В.Шекспира «Ромео и Джульетта», самого известного произведения английской литературы на эту тему (социокультурный компонент).

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Отдельного комментария заслуживают примерные поурочные методические рекомендации по работе с учебником и другими компонентами УМК.

Учителю полезна дополнительная информация о характере некоторых упражнений, об эффективных приемах работы над определенными лексическими и грамматическими явлениями, рекомендации по формулированию задач урока, примерная разбивка материала учебника не только по юнитам (четвертям) и секциям, но и по урокам.

С этой целью авторы предлагают один из возможных вариантов поурочного планирования учебного процесса. Это несколько не ограничивает инициативу и творчество учителя, но в тоже время может послужить необходимой опорой для учителя, впервые работающего по УМК Enjoy English.

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UNIT 4 Section 4

77 Work in groups. Discuss young people in Russia. Consider the following: clothes, accessories, hairstyles, music they enjoy and issues they are concerned about.

78 Work in the same groups. Discuss the ideas you thought about. Make a presentation based on your discussion.

79 Play the card game called "Look on the Bright Side". Use the cards in your Workbook.

Guidelines:

- There should be two teams for the game:
- the "Pessimists" who feel negative about everything and speak only about problems
 - the "Optimists" who look on the bright side and are able to see the advantages in every situation. Even when something is really wrong, they try to find a way out, give some good advice and cheer up the Pessimists.



80 Tick all the items that you consider valuable to you personally. Explain why.

Add some more points if something is missing.

What Makes the World Beautiful

- ☐ Warm and trustful relationships in the family.
- ☐ Friends you can rely on in difficult situations.
- ☐ People (friends or relatives) you can have fun with.
- ☐ The possibility to travel so you can learn about different cultures.
- ☐ The possibility to communicate with people of different cultures and to broaden your horizon.
- ☐ The ability of people of different cultures to be tolerant of things they don't like.
- ☐ The ability to accept the idea that "different" doesn't mean "bad".
- ☐ The opportunity to choose a career.
- ☐ The opportunity to choose hobbies like sports or music.



KEY VOCABULARY

- to accuse, to browse, to get a degree, to save up
- aggressive, available, cosmopolitan, equal, ethnic, fabulous, flexible, harmful, nuclear (power), retired, senior, significant
- AIDS, behaviour, chat, CV, disability, disrespect, era, forum, gender, honour, individuality, issue, minority, option, prejudice, promotion, race, stability, stereotype, sufferer, unemployment
- online communication, to get a promotion, to get a degree, to be concerned about something

UNIT 4 Progress check

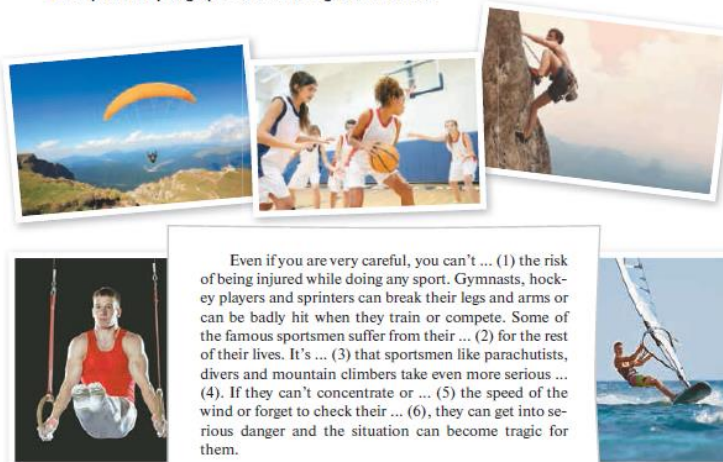
PROGRESS CHECK

1 Listen to the people speaking about their future careers. Match the number of each speaker (1, 2, 3) with the sentence (a, b, c, d, e) that reflects his or her idea most accurately.

- a) I haven't decided what to do after leaving school yet; I'll concentrate on my studies and choose my career later.
- b) I don't want to think about my future career or my studies at school. I don't want to think about any problems. I just want to have fun!
- c) I want to take up my father's job and become a famous surgeon.
- d) I'll take up my father's job and will try to develop the family business.
- e) I don't think that I'm suitable for the profession that my family has chosen for me, but I know what career to choose.

Points / 3

2 Complete the paragraph. Choose the right word below.



Even if you are very careful, you can't ... (1) the risk of being injured while doing any sport. Gymnasts, hockey players and sprinters can break their legs and arms or can be badly hit when they train or compete. Some of the famous sportsmen suffer from their ... (2) for the rest of their lives. It's ... (3) that sportsmen like parachutists, divers and mountain climbers take even more serious ... (4). If they can't concentrate or ... (5) the speed of the wind or forget to check their ... (6), they can get into serious danger and the situation can become tragic for them.

- 1. a) avoid
- 2. a) dangers
- 3. a) exotic
- 4. a) danger
- 5. a) misunderstand
- 6. a) equipment
- b) take
- b) victories
- b) evident
- b) risks
- b) miscalculate
- b) things
- c) face
- c) injuries
- c) unbelievable
- c) chance
- c) mistake
- c) passport
- d) escape
- d) discoveries
- d) eccentric
- d) part
- d) miscalculate
- d) feelings

Points / 6



Дизайн УМК Enjoy English создавался исходя из особенностей содержания курса.

Современный вид учебника, прагматично подобранный визуальный ряд позволяет подросткам лучше понять содержание обучения, поддерживает интерес к изучаемым явлениям и темам.

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SECTION 5 Out and about in Moscow

102 What places of public entertainment have you been to? What did you like best? Where would you like to go and what would you like to see? Use the Internet if necessary.

103 a) Listen to the interview with Philippe, a Frenchman who is in love with Russia. Complete the sentences.

- It's Philippe's...
 - first visit to Russia.
 - seventh visit to Russia.
 - last visit to Russia.
- Philippe loves theatres...
 - but prefers restaurants.
 - and never goes to restaurants or cafés.
 - and sometimes visits cafés where he can watch a performance and enjoy a cup of coffee.
- His favourite is...
 - the Bolshoi Theatre.
 - the Maly Theatre.
 - the Operetta Theatre.

b) Interview your classmate. Use the dialogue vocabulary below.

DIALOGUE VOCABULARY

How long have you been living / staying here?
 What are your favourite outings?
 How often do you see different shows?
 What performance impressed you the most?
 Do you mean that...?

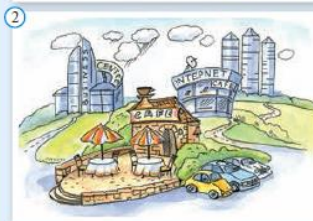
It sounds fantastic.
 I often / sometimes go to classical music concerts / operas / ballets / musicals / the movies. I really enjoyed...
 That's unbelievable!



UNIT 2 Section 1

GRAMMAR FOCUS: REVIEW OF THE PASSIVE VOICE

23 Dorian is a great traveller. All his life he has been travelling round the world but now he has finally returned to the place where he was born. Read his story, look at the pictures and say what has been changed in his hometown. Use the model in the box.



I was born in a lovely little village. We lived in a nice cottage with a garden. When I was a little boy, I used to play near the old watermill (мельница) while my mum was teaching kids in the local school. I enjoyed playing in the woods near the village and hunting for frogs at the narrow green river. I haven't been back to my village for many years. Now I've returned but the place has changed a lot.

the village / take down // a new town / build

Example: The village has been taken down and a new town has been built instead.

the cottage / destroy // a business centre / build
 the watermill / take down // a café / build
 the local school / destroy // an Internet café / build
 the wood / cut down // blocks of flats / build
 the green river / drain // a parking lot / build

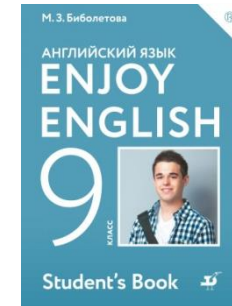
24 Listen to the story about a famous traveller and make notes about what happened during the following dates or periods.

1681 — ...
 1703 — ...
 1725 — ...
 1728 — ...
 1741 — ...
 08.12.1741 — ...



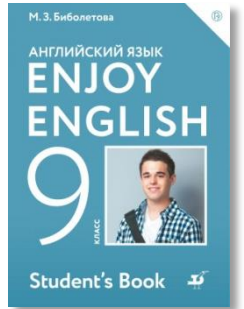
25 Listen to V. J. Bering's biographical facts and check if your notes are correct.

26 Speak about a biography of a famous traveller. Search the Internet for information. Use the story about V. J. Bering as a model.



Особо следует отметить страноведческий материал о России, что необходимо для формирования гражданской идентичности школьников. Наличие этой информации создает предпосылки для полноценного межкультурного диалога. Знание российскими школьниками своих реалий, имен выдающихся людей, уникальных мест в России, служит основой для диалога зарубежными партнерами, которым мы интересны своей самобытностью.

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Итак, УМК для 9 класса, завершающий курс Enjoy English для средней ступени общеобразовательной школы, можно охарактеризовать как:

- систематизирующий и обобщающий;
- глобальный по тематике;
- учитывающий личностные качества и речевые потребности девятиклассника;
- готовящий к межкультурной и межличностной коммуникации на доступном уровне;
- обеспечивающий предпрофильную ориентацию выпускников основной школы;
- выводящий на допороговый уровень владения английским языком (A2);
- подготавливающий школьников к ОГЭ.



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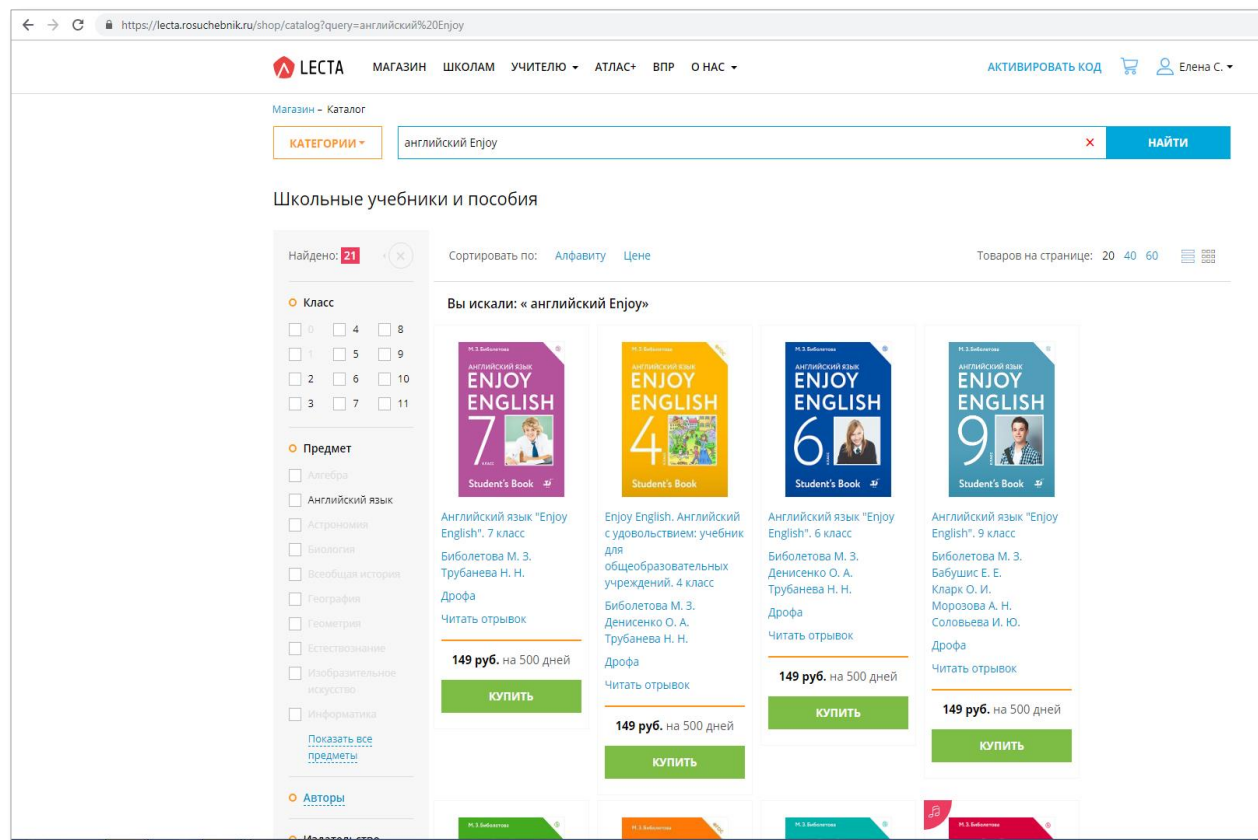
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