



Н. Н. Трубанева, к. п. н., ведущий научный сотрудник ИСМО РАО, автор курса "Enjoy English"

Подготовка к итоговой аттестации (в новой форме) выпускников основной школы средствами УМК "Enjoy English"

В 2009 / 10 учебном году предполагается, что одной из форм итоговой аттестации выпускников основной школы по иностранному языку может стать экзаменационная работа¹.

Итоговая аттестация по английскому языку (в новой форме) нацелена на выявление уровня языковой подготовки выпускников 9-го класса и соотнесения его с запланированным в федеральном компоненте государственного образовательного стандарта по предмету. Экзаменационная работа, в отличие от существующего устного экзамена по английскому языку², позволяет оценить коммуникативные умения выпускников во всех видах речевой деятельности: аудировании, чтении, письме, устной речи, а также языковые умения и навыки учащихся.

Итоговая проверочная работа состоит из двух частей — письменной и устной. В первую (письменную) часть включены задания по:

- аудированию: на понимание основного содержания прослушанного текста и на понимание запрашиваемой информации в прослушанном тексте;
- чтению: на понимание основного содержания прочитанного текста и на понимание запрашиваемой информации в прочитанном тексте;
- грамматике: на знание изученных грамматических явлений и особенностей структуры простых и сложных предложений английского языка;
- лексике: на знание основных значений изученных лексических единиц и основных способов словообразования — аффиксации, словосложения, конверсии;
- письменной речи: на написание личного письма.

Вторая (устная) часть позволяет оценить умения учащихся строить монологическое высказывание по заданной теме и вести диалог-расспрос (расспрашивать собеседника в соответствии с заданной ситуацией общения).

При подготовке к экзамену (в новой форме) рекомендуется использовать учебники, которые включены в Федеральный перечень учебников, рекомендованных (допущенных) Министерством образования и науки Российской Федерации к использованию в общеобразовательных учреждениях.

Одной из линеек, которые входят в указанный перечень, являются учебники серии "Английский с удовольствием" / "Enjoy English" для 2–11-х классов. Содержание учебников (предметное содержание речи, формируемые речевые умения и языковые знания и навыки) полностью соответствует требованиям нормативных документов, на основе которых было определено содержание итоговой экзаменационной работы: федерального компонента государственного образовательного стандарта по иностранному языку и примерной программы по английскому языку.

Содержание УМК "Enjoy English" для 9-го класса предполагает достижение выпускниками основной школы, которые изучали английский язык по данной серии учебников со 2-го класса, уровня A2 / Waystage level (согласно документам Совета Европы), что соответствует уровню сложности заданий итоговой экзаменационной работы.

Какие компоненты УМК "Enjoy English" готовят учащихся 9-х классов к итоговой аттестации по английскому языку (в новой форме)?

Основным компонентом УМК является учебник, который содержит материал, необходимый для формирования коммуникативных умений и языковых умений и навыков учащихся, а также позволяет провести текущий и итоговый контроль знаний и умений учащихся. Так, учебник "Enjoy English" для 9-го класса состоит из четырех разделов (Unit), которые соответствуют учебным четвертям. В конце каждого раздела учащимся предлагается выполнить проверочную работу (Progress Check) и оценить свои язы-

¹ Демонстрационный вариант экзаменационной работы 2009 года, спецификация и кодификатор элементов содержания этой работы были опубликованы в журнале „Английский язык в школе“ № 1(25), 2009.

² В настоящее время экзамен по иностранному языку в 9-м классе проводится на основе примерных экзаменационных билетов (от 18.01.2007).

ковые умения и навыки, коммуникативные умения в аудировании, чтении, письменной речи и говорении. Типы предлагаемых в учебнике проверочных заданий аналогичны тем, которые использованы в демоверсии экзаменационной работы.

Progress Check

1 a) Listen to the text about the book fair. Read the sentences and tick the correct ones.

- This text is a police report about some criminals known for stealing antique books and fine arts.
- The book fair is held in the city every year.
- Visitors can buy books there and can win them as prizes in different competitions.
- Buying books is the only entertainment at the exhibition.

b) Listen to the text again and fill in the missing information.

- The book fair is held from... to...
- It is open to visitors every day from... to...
- If you want to get more information on the book fair, use the telephone number ...7845...

Points /9

2 Read the text and do the tasks below.

When I was as old as my daughter is now, my parents were not happy with my behaviour. I argued with them, ignored their orders and didn't appreciate their care. Now I see how wrong I was; they wished me only good. Now I have a teenage daughter myself. I think that the main thing with teenagers is not to overcontrol their lives and not to take care of them too much. It sounds strange, doesn't it? But I mean that parents shouldn't check if their children's schoolbags have been packed or their school uniforms are clean and tidy. I never tell my daughter Sarah that she shouldn't drop her school blazer in the corridor and or that she should go to bed on time. **I accept that she can plan her day and can keep her school uniform wherever she likes: on the floor or under the bed or in her own schoolbag. But she should look tidy at school and shouldn't make a fuss in the morning if she is late and her dress doesn't look right.**

I don't support the idea of prohibiting something without a good reason. Last month Sarah declared that she was grown up enough to arrange home parties for her friends. I didn't object to it but explained to Sarah that her responsibility was not only to make up the list of the guests but to manage the whole event: to arrange the time that fits the plans of the family, to think about snacks and drinks beforehand, to make up a scenario for the party and to find time to tidy up the flat before and after the party. I asked her to make up a kind of a business plan for the event and if everything was OK, there was really no reason to prohibit it, was there?

Sarah put off the party several times. She did it, not because I didn't let her invite the friends, but because she, herself, couldn't prepare everything on time. She acted like a grown-up, not a naughty demanding child.

I'm sure that my tactic works with my daughter. She understands now why I don't allow her certain things. She sees the reason behind it instead of as a parent's wish to treat her as a child. She often asks for my advice and appreciates it when I give it to her. In her turn, she tries to support me in difficult situations. She understands that it's not easy to be adult and independent and to manage life as best you can.



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Unit 1 Progress Check

6 Write a letter to your friend and tell him / her about the most interesting weekend you've had with your family or friends.

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

Student 1

Ask about the plans for the coming weekend.

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

Reject the suggestion and give reasons. Make another suggestion.

Accept it.

Student 2

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

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

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

Mark your score

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

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

Unit 1 Progress Check

1 Choose the best ending to the sentence.

Sarah's mother thinks that the best way to treat teenagers is...

- to prohibit everything.
- to let them do whatever they like.
- to make them realise responsibility for their actions.
- to make them do what their parents tell them to do.

2 Find the sentence that is not true.

- Sarah had to put off the party because her mother didn't let her invite the friends she wanted.
- Sarah thought that she was grown up enough to arrange a party.
- Sarah accepted that arranging the party is not only making a list of the guests.
- It took Sarah a lot of time to arrange everything necessary for the party.

3 Look at the text again. Notice the lines in bold. Choose what Sarah's mother means there.

- Sarah keeps her blazer under her bed and I can do nothing about it.
- It's her business where she keeps her blazer. I don't care how she looks at school.
- I don't care where she keeps her blazer but she should look nice and tidy at school.
- Sarah can keep her blazer wherever she likes. I'll help her to clean and iron it in the morning.

Points /3

4 Do you think that Sarah's mother is right when she says that parents should not take too much care of teenagers? Give your reasons.

Points /2

5 Sum up how Sarah's mother prevents problems and conflicts with her daughter. Do you share her point of view or not? Explain why.

Points /2

5 Choose the right option and fill in the gaps.

- His essay is very good. It ... the top mark, I believe.
- I don't think anybody can help me in this situation, but I ... your offer to help anyway.
- You shouldn't be rude to people who are trying to help you. ... their advice if you don't like it, but behave yourself.
- I've known Tommy since our early childhood. He is a true friend. I can ... him in any situation.
- Nobody except us knew about the plan. It means that the person who ... us is here in this room.
- I envy her because she is so good at languages. She ... Italian for only a year and can already speak it perfectly.
- When the fire began, I found out that the door was locked. It was my roommate who ... me from the fire.
- My roommate is a real chatterbox. If she doesn't stop talking in a minute, we ... again, I'm afraid.

1 a) appreciates	b) deserves	c) relies	d) supports
2 a) rescue	b) envy	c) betray	d) appreciate
3 a) ignore	b) deserve	c) confess	d) follow
4 a) is relying on	b) rely at	c) has relied on	d) rely on
5 a) had betrayed	b) betray	c) has betrayed	d) was betrayed
6 a) have been learning	b) had learnt	c) has been learning	d) was learning
7 a) rescued	b) has rescued	c) had been rescuing	d) rescues
8 a) have quarrelled	b) will quarrel	c) quarrel	d) are quarrelling

Points /8

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Принимая во внимание, что многие выпускники основной школы выберут экзамен по английскому языку для сдачи, авторский коллектив подготовил специальный компонент УМК "Enjoy English", который может быть использован для целенаправленной подготовки к государственной итоговой аттестации —

Part III

Choose the right option. Write the correct letter in each gap.

"Doing anything special this weekend?" There was a funny note in Julia's voice which _____ (1) me turn down the volume of the TV and look up at her.

"No, nothing special. Two or three good films are going to be on. But why do you ask?"

"I have absolutely nothing to wear," said Julia. At that moment she _____ (2) trendy jeans and a black and silver jumper, which she _____ just _____ (3).

"I'm going shopping on Saturday. _____ you _____ (4) with me?"

I don't like shopping very much. And I _____ (5) shopping with Julia. But we _____ (6) friends for many years and I didn't want to disappoint her. So, I _____ (7).

On Saturday morning Julia _____ (8) to pick me up. By the afternoon we _____ (9) a dozen of shops and lots of different clothes _____ (10). Some of them were too conservative, some too dull, some too silly to Julia's taste. We bought nothing at all, and on the way home I had to listen to Julia complaining about how tired and stressed out she was.

1 a) makes	b) made	c) was made	d) had made
2 a) was wearing	b) had worn	c) had been wearing	d) was worn
3 a) is ... bought	b) has ... bought	c) were ... bought	d) had ... bought
4 a) are ... coming	b) shall ... come	c) do ... come	d) have ... come
5 a) hate	b) am hating	c) have hated	d) was hated
6 a) are	b) were	c) 've been	d) will be
7 a) agree	b) agreed	c) had agreed	d) will agree
8 a) drop by	b) drops by	c) has dropped by	d) dropped by
9 a) toured	b) have toured	c) had toured	d) had been toured
10 a) were tried on	b) are tried on	c) have been tried on	d) had been tried on

Number	1	2	3	4	5	6	7	8	9	10
Letter										

рабочая тетрадь № 2 „Контрольные работы“. В данной рабочей тетради представлены восемь проверочных работ. Объекты контроля — коммуникативные умения в аудировании, чтении, письме, говорении и языковые знания и умения. Поскольку предлагаемый девятиклассникам итоговый экзамен по английско-

му языку может изменяться по своей структуре и по количеству и типу заданий, в рабочей тетради № 2 представлены разнообразные задания, которые развивают у учащихся умение работать с разными экзаменационными материалами, отрабатывают технологии выполнения заданий различных видов.

TEST 1

Part I

Listen to the interview and complete the sentences below. Write the correct letter for each sentence. You will listen to the recording twice. Then transfer your answers to the table.

- The conversation is taking place
 - a) in a café.
 - b) in a radio studio.
 - c) in a TV studio.
- Wendy and Bill are interviewed in their own studio because
 - a) it's their fourth wedding anniversary.
 - b) there are four people in their team now.
 - c) their studio was set up four years ago.
- The Magic Wave was nominated for
 - a) the most positive radio station.
 - b) the most entertaining radio station.
 - c) the most realistic radio station.
- Wendy and Bill
 - a) never speak about bad news.
 - b) try to avoid talking about tragedies of all kinds.
 - c) present both good and bad news.
- When they speak about a disaster they concentrate on
 - a) the horror and pain of the people.
 - b) the details of the tragedy.
 - c) how it can be avoided in the future.

Number	1	2	3	4	5
Letter					

Part II

Read the article and fill in the gaps with sentences A–E. Write the letter of the missing sentence in the box. There is one extra sentence you will not need. Transfer your answers to the table.

Sandwich generation

There are different families in terms of size and number of generations. There are so-called nuclear families, which consist of parents and dependent children, that is, children who are not old enough to take care of themselves in financial terms. There are also extended families, which also include grandmothers and grandfathers, sometimes even aunts and uncles with their spouses¹ and kids. They all live together and form one household.

In the past, most families in Russia and other countries were extended families, and three or more generations used to live together. ☐ 1. The first refers, mainly, to the young generation — when young people become independent financially and are able to support themselves, they usually leave their parents' house. The latter is about elderly people — grandparents often want their own personal space too



¹ spouse [spaʊz] — супруг

UNIT 3

Part III

Use the words at the end of the line in the appropriate form.

Do you believe that some jobs are more _____ (1) for men and some occupations are more appropriate for women? If you do, don't tell John Taylor about it! He is a teacher in a nursery school and loves his job very much.

He took up that job as a temporary one, and at first he didn't take it _____ (2). Brining up and _____ (3) young children is a good job for women — this is the stereotype. John applied for the job _____ (4) because he needed money and because he hadn't been able to find anything appropriate for several months. "It's a prejudice," says John Taylor, "to think that men are not as good with little kids as women are. This prejudice _____ (5) many men from working in schools. It's only through experience that I found out how interesting, _____ (6) and _____ (7) this job is. Kids can't forgive lies and indifference, they never justify _____ (8) and unfairness. They bring me up too — every minute and every day. Very often I have a feeling as if I were taking an exam. A "good guy" qualification exam! And I feel a great job _____ (9). Being a teacher is a job for clever, strong and _____ (10) men."



Number	Words
1	
2	
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10	

suit
serious teach
main
courage
demand reward
betray
satisfy ambition

and live apart from their grown-up children as long as they are able to take care of themselves.

However, a new trend of the contemporary society has been spotted recently by western researchers. Statistics say that more and more people turn back to extended family lifestyle, when several generations live in one household. Young people tend to stay with their parents even when they become adult. Grandparents, who live longer than they used to, also prefer to share a flat or a house with their children and grandchildren, as they need support and company of other members of the family. But the main reason for that is, certainly, money. ☐ 2. It saves money and makes life easier as the household chores² can be distributed among several members of the family according to their likes and abilities.

Along with those indisputable advantages there are some disadvantages — different generations have different values, habits and interests, they often get on each other's nerves, which leads to conflicts. ☐ 3. A new term "the sandwich generation" has appeared to denote these people. The sandwich generation are those who take care of the elderly and the young, and rule the family in general. ☐ 4. Life is quite tough to her. To survive and to maintain a happy family she needs to exercise the extreme tolerance when looking after both children and parents. It would be nice of the other members of the family to appreciate it.

² chore — домашняя обязанность

A. There should be someone who is able to resolve conflicts, bridge different interests and take care of others.
B. Lots of people prefer extended family because it gives them comfort and support.
C. Nowadays the situation is different and many people prefer living on their own, if, of course, they can afford it and if their health allows them to do it.
D. In most cases this is the daughter of the elderly generation and the mother of the young generation.
E. It's obvious that one big household is more economical than three little ones.

Number	1	2	3	4
Letter				

EE-9, Workbook 2, pp. 39–40

Part IV

Read a brief advertisement about a summer job for teenagers. Write an e-mail to inquire about the following:

- working hours (how long?)
- accommodation (provide accommodation?)
- pay per week (how much?)

Write at least 60 words.

Enjoy your working summer! We offer you a fantastic opportunity — have a good time and earn money! Fruit picking is not a very hard job. Take it as a change after your tiring academic year. If you feel interested, contact Jenny Simpson for further information.

Part V

Read the statement and say if you agree or disagree with it. Explain why.

Each person should do some volunteer work for his community.

Use the guidelines:

- say if you agree or disagree with the statement; why?
- explain what volunteer work is
- say what kind of volunteer work you or people you know do
- say what volunteer work you would like to do.

You should speak for at least 2 minutes.

The maximum score for Parts I–III is 24.
Your score is...

0–12	13–19	20–24
We recommend you to spend a lot of time improving your English. Otherwise you are unlikely to do successfully in your exam.	It's not bad. However, there is a lot you need to work on. Have more practice. Otherwise you may have difficulty in your exam.	Well done. Keep practising and you'll have a good chance of success in your exam.

Parts IV–V are evaluated by your teacher.

UNIT 4

Каким же образом организована работа над коммуникативными умениями учащихся в УМК “Enjoy English” для 9-го класса? Достаточно ли материала для подготовки к экзамену и успешного прохождения итоговой аттестации (в новой форме)?

В учебнике содержится более 50 заданий на формирование аудитивных умений учащихся: понимать на слух несложные аутентичные тексты с разной глубиной и точностью проникновения в их содержание (с пониманием основного содержания, с выборочным пониманием и полным пониманием текста). Учащиеся слушают аутентичные тексты (беседу или высказывания собеседников в стандартных ситуациях общения, краткие публицистические тексты, тексты прагматического характера), доступные и интересные девятиклассникам по содержанию и языковой трудности. Длительность звучания соответствует требованиям программы по английскому языку — до двух минут. Понимание услышанного проверяется в различных формах: “Listen to... and choose the right statement”; “Listen to... and choose the correct answer to the question”; “Listen to... and fill in

51 a) Listen to the dialogue between Helen and Emma. Fill in the missing words and phrases from the dialogue.

Helen: Hello, Emma... My mum found out that I failed my maths test. She said that I have got...

Emma: For a whole week! What about... to the cinema tonight?

Helen: That's out... I have got to catch up on all of my maths homework and then my mum is going to test me... If I get all of her questions right, then I will be allowed out — but not on...

Emma: But it's Sarah's birthday on... and she is expecting you...!

Helen: I will see Sarah at school on Monday and explain everything...

Emma: That's so bad. It was only because of that essay for English that you didn't do your maths.

Helen: ...you try telling that to my mum. She said that there were no excuses and I... now to achieve success in the future.

Emma: Your mum is a tough one. She really makes you work hard. So I suppose I won't... at school then?

Helen: That's right... I'll be so bored at home!

Emma: ...You get studying now!

b) Make up a dialogue and act it out with your classmate. Try to support your friend who has problems with her / his parents.

I'll be so bored at home!

EE-9, Student's Book, p. 29

56 Listen to the airport announcements and choose the right variant.

- a) The passengers have arrived in Moscow.
b) The passengers are going to leave Moscow.
- a) All the passengers flying to Paris are asked to wait as the flight is delayed.
b) The passengers flying to Paris are invited to get on the plane.
- a) The plane to Milan has taken off.
b) The plane to Milan will take off shortly.
- a) People who have come to the airport to meet passengers from New York should wait as the plane hasn't arrived yet.
b) People who have come to the airport to meet passengers from New York should go to the arrivals immediately.

EE-9, Student's Book, p. 79

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 reflect his or her idea most accurately.

- I haven't decided what to do after leaving school yet; I'll concentrate on my studies and choose my career later.
- 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!
- I want to take up my father's job and become a famous surgeon.
- I'll take up my father's job and will try to develop the family business.
- 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

EE-9, Student's Book, p. 182

the missing words and phrases...”; “Listen to... Put the sentences in the correct order to complete...”; “Listen to... and match...”; “Listen to... and complete the sentences”; “Listen to... and fill in the table”, etc.

Для формирования у учащихся умений в различных видах чтения (ознакомительном, изучающем, просмотровом / поисковом) в учебник “Enjoy English” для 9-го класса были включены разнообразные аутентичные тексты разных жанров — публицистические,

30 Work in groups. Choose one of the texts. Read it. Find the sentence that reflects the idea of the text in the most accurate way.

You must be patient and understanding towards the family. They love you and want to help.

We can't choose relatives, but we can choose friends — and that's the thing!

It's safer to rely on family.

Friends are good for nothing.

My parents don't let me have friends.

A Family means a lot to me. It's not just two, three or seven people living together, but a unity of people who support each other in different situations. Anything can happen in this life, but I know that the only people who will always love and understand me are my family. Blood is thicker than water. That's why family is much more important to me than friends. Friends can betray you. There are lots of books and films about this. They can envy your success at school and your success with girls, and even your cool jeans or a bike can make them feel jealous. It doesn't matter that I don't have many friends. And if I get into trouble, the people I ask for advice are my parents.

B Friends are everything to me. Life isn't worth living without friends. My family... they don't care about me, and frankly speaking, I don't care much about them either. The only things they care about are their jobs and making money. Even my grades at school don't worry them much. Sometimes they ask me about my progress, but I'm never sure if they hear my answer. I would feel absolutely lonely if I did not have friends. We often gather at my place or somewhere else to speak about life, listen to music and have fun. Sometimes we quarrel, but I don't believe that my friends mean to hurt me. Life is cool with them.

C I think I'm very lucky. I have a family that loves me and friends I enjoy spending time with. My parents and I are people of different generations, so we don't see the world in the same way. But I know they wish me well and I appreciate their advice. (Though sometimes I ignore it and forget about it.) They don't like all of my friends, but they don't just say “no”. They try to explain their point of view, and sometimes I find their arguments quite convincing. I agree that not all people you go out with can be called friends. Real friends are very rare and you should cherish them (бережно к ним относиться). And if you happen to find them, take care of them, never hurt them and try not to lose them.

EE-9, Student's Book, p. 21

70 Now read the extract from the book. Complete the sentences after the text.

What finally awoke Ben was the engine coughing. “Please wake up!” shouted Davy. “What's the matter?”

“Push the lever forward,” whispered Ben. Davy couldn't have known about the lever and now Ben wasn't able to point to it. But the boy saw the direction of his father's eyes in time and the engine took up again.

“What direction do I take?” Davy cried again. “You're not telling me how to get the right direction.”

“Follow the coast. Keep it on your right. And for God's sake, don't do anything else. It'll be all right, Davy...” Ben could see the sharp profile of Davy's pale face with his dark eyes. The boy had remembered how to level off and to keep the speed. “He'll do it,” Ben whispered to himself and then fainted again.

At three thousand feet, on his own, Davy did not think he could ever cry again. He had run out of tears. He had boasted only once in his ten years of life that his father was a pilot. He had remembered everything his father had told him about flying, but he had guessed a lot more that his father had not told him. Now Davy couldn't even look at his father because he was horribly covered in blood. He didn't want his father to die, but he knew that it was now a possibility. People did die.

The tears that Davy thought had dried up in him were now in his dark eyes, and he felt them running down his cheeks. Ben felt a sharp pain and opened his eyes. “Davy! What's happened? What are you doing?” he managed to shout.

“We are almost there. I can see the buildings of Cairo,” Davy said. “But the plane doesn't want to go down.”

“Cut your engine...”

“I did, but it doesn't seem to make a difference.”

“Use the tail lever,” Ben said, and the plane put its nose down into a dive.

“Cut your engine!” Ben shouted again. He knew that getting a plane off the ground and flying it was easy but getting it down was another thing. The wind was blowing them back up. They lost air speed now because the nose was up. If the engine stopped at this height in this wind, they'd crash into a thousand pieces...

They were approaching the airfield and the dust was like a yellow sea over the land. But then Ben saw the plane. “Look out! You'll hit that plane,” Ben yelled.

Ben could see a big four-engined plane that was taking off. If it was only taking off and not testing its motors, they'd be all right. Ben closed his eyes and when he opened them again, the big plane was directly in their path but moving so quickly that they were going to miss it.

to be out of consciousness — быть без сознания
lever [ˈlɪvə] — рычаг
to level the plane off — выровнять высоту
to faint — терять сознание
to take / get the plane off the ground — поднять самолет в воздух
to put the plane down — посадить самолет

EE-9, Student's Book, p. 85

научно-популярные, художественные. Представленные тексты соответствуют предметному содержанию речи, определенному государственным стандартом для основной школы, и по языковой трудности допороговому уровню (A2). Все тексты снабжены системой упражнений, которая включает предтекстовые и послетекстовые задания. Характер заданий на понимание прочитанного обширен и разнообразен: “Read the text and put the missing sentences in the appropriate places”; “Read the text. Then mark the sentences as true (T) or false (F)”; “Choose the best ending to complete the sentences”; “Read the text and find the sentences that reflect the ideas of the text in the most accurate way”; “Look at the pictures and arrange the sentences in the right order”, etc.

Unit 4 Section 3

58 Read the text and point out the ideas that are contrary to the content of the text.

- 1 Julian does some diving because his best friend has convinced him to do so.
- 2 Julian travels quite a lot because he wants to dive in different places and see the underwater world in its variety.
- 3 Julian and his friends think that cold oceans are as good for diving as warm seas.
- 4 Julian doesn't have any difficulty in communicating with his friends and, in extreme situations, they understand each other perfectly.
- 5 Julian realises that extreme diving can be dangerous and he intends to stop doing it soon.



I travel twice a year. It is a “must”; otherwise, I'll feel unfit both for my work and for my studies. The thing is that, for three years, I've been a member of a diving club and every season we get together at a new place. We arrange these trips to escape from everyday problems and to get into the beautiful and calm underwater world. We have already done some diving in the Red Sea, on the coast of South Africa and in the dark, cold and clean waters of Lake Baikal. Nothing can compare to the excitement you feel while exploring deep underwater caves without knowing what kind of a wonder or danger you might face there. There are people of all different nationalities in our club. I feel like I can call them close and reliable friends in spite of the fact that we see each other only during our trips. We don't have any communication problems even though not everybody speaks English fluently. We work as a team. It's not the words but the care, help, and support that are essential for survival. Yes, it can be dangerous sometimes, and I'm often asked why I take the risk. I don't really know, but I'm going to keep on doing it.

59 Read the text again and make up sentences with the opposite meaning to the following. Use the phrases from the text.

- 1 It's not necessary for me and I can easily do without it.
- 2 I feel that I'm in good physical and mental condition.
- 3 The trips make me feel caught in the net of everyday problems.
- 4 You know beforehand what danger you should avoid underwater.
- 5 People often ask how I manage to avoid risk.

EE-9, Student's Book, p. 174

Определенные трудности возникают у учащихся при написании личного письма: как выбрать правильную форму обращения и завершающей фразы, как правильно организовать текст письма, как выдержать заданный объем письма и т. д. Учебник и рабочая тетрадь № 1 содержат ряд упражнений, которые позволят учащимся научиться писать личное

письмо: раскрывать в письме все аспекты, указанные в задании; выбирать стилевое оформление послания с учетом цели высказывания и адресата; логично выстраивать текст, используя разнообразные языковые средства для передачи логической связи, и правильно делить текст на абзацы; соблюдать требуемый в задании объем письма; оформлять личное письмо в соответствии с нормами письменного этикета, принятого в англоязычных странах.

2 Read Mary's letter to her younger sister. Use the verbs either in past simple or in present perfect / present perfect continuous.

(date) _____ (address) _____

Ghello, Luigi!

Greetings from the sunny seaside! The trip was not tiring but the train (1) _____ (be) two hours late. That's why we (2) _____ (miss) our bus to the camp and (3) _____ (have to) walk there. Fortunately our backpacks were not very heavy, so it (4) _____ (take) us only an hour and a half to get there. The camp is very nice. We (5) _____ (already/explore) the area — there are lots of different clubs and entertainments here. Johanna (6) _____ (join) three clubs — drama, flower design, and aerobics — that's why I don't see her very often. I (7) _____ (choose) anything yet, but I think I'll join either the cycling or the gymnastics club. You know that I (8) _____ (do) gymnastics since childhood and I'm really good at it. It will be my chance to impress everybody I bet. And how are you doing? (9) _____ (you/return) my book to the library yet?

Love and kisses,
Mary

UNIT 2 Section 1

EE-9, Workbook 1, p. 24

Кроме того, УМК знакомит учащихся с правилами заполнения различных анкет и формуляров (Landing Card, Curriculum Vitae), учит создавать другие письменные произведения: электронные послания, эссе, тезисы устного / письменного сообщения и т. д.

Особое внимание в УМК “Enjoy English” уделяется развитию устно-речевых умений учащихся. В учебнике реализуются несколько моделей говорения. Например, учащиеся читают текст, который содержит интересные факты, необычный сюжет или мнение по определенной проблеме, а затем обсуждают этот текст с использованием известных и новых языковых и речевых средств. Наличие в учебнике большого количества парных и групповых работ позволяет учащимся рассуждать и обосновывать свое мнение; высказывать, аргументировать и отстаивать свою точку зрения; выражать свое отношение к обсуждаемому вопросу. При подготовке к итоговому экзамену по английскому языку (в новой форме) учащиеся могут использовать в качестве основы для высказывания языковой и фактический материал, данный в упражнениях учебников “Enjoy English” для 7, 8 и 9-х классов.

Тематика общения, представленная в кодификаторе элементов содержания экзаменационной работы (для выпускников основной школы)	УМК “Enjoy English”*: упражнения, которые могут быть использованы учащимися в качестве опоры для подготовки монологического высказывания
Межличностные взаимоотношения в семье	EE–8 SB: Ex. 14, p. 98; Ex. 51, p. 105 EE–9 SB: Ex. 30, p. 21; Ex. 45, p. 116; Ex. 73, p. 124; Ex. 77, 81, pp. 126–127; Ex. 89, p. 129
Межличностные взаимоотношения с друзьями и в школе	EE–8 SB: Ex. 37, p. 102; Ex. 61, p. 107 EE–9 SB: Ex. 36, 37, p. 23; Ex. 45–46, p. 27; Ex. 55, 59, 60, pp. 30–31; Ex. 78, p. 37; Ex. 27, p. 110; Ex. 30–31, p. 165; Ex. 36, p. 167
Внешность и характеристики человека	EE–7 SB: Ex. 13, p. 10; Ex. 9, 10, pp. 8–9 EE–9 SB: Ex. 60, 61, p. 31
Досуг и увлечения (спорт, музыка, чтение, посещение кино / театра, дискотеки, кафе). Молодежная мода	EE–7 SB: Ex. 70, 71, p. 77 EE–8 SB: Ex. 63, 68, pp. 75–76; Ex. 101, p. 83; Ex. 9–10, pp. 102–103 EE–9 SB: Ex. 91, p. 42; Ex. 95, pp. 43–44; Ex. 52–58, pp. 173–174; Ex. 64, 67, pp. 176–177
Покупки. Карманные деньги	EE–7 SB: Ex. 41, p. 70 EE–8 SB: Ex. 66, pp. 108–109
Переписка	EE–8 SB: Ex. 23, 28, p. 11; Ex. 56–58, p. 106 EE–9 SB: Ex. 147–148, pp. 147–148; Ex. 24, p. 162 EE–9 WB 1: Ex. 6, p. 6; Ex. 6, 7, pp. 20–21; Ex. 4, pp. 38–39; Ex. 22, p. 65; Ex. 10, p. 70
Школьная жизнь. Изучаемые предметы и отношение к ним. Каникулы. Школьные обмены	EE–7 SB: Ex. 2, pp. 63–64; Ex. 30, 31, p. 68; Ex. 46, p. 71; Ex. 58, p. 73; Ex. 126, p. 82; Ex. 135, p. 91 EE–8 SB: Ex. 52, 53, p. 73 EE–9 SB: Ex. 1, p. 8; Ex. 18, pp. 159–160
Проблемы выбора профессии и роль иностранного языка	EE–7 SB: Ex. 42, p. 44; Ex. 61, p. 47 EE–9 SB: Ex. 6, 7, p. 155; Ex. 8, 10, pp. 156–157; Ex. 13, p. 158; Ex. 23, p. 162; Ex. 27, p. 164
Страна / Страны изучаемого языка и родная страна. Их географическое положение, климат, население, города и села, достопримечательности	EE–7 SB: Ex. 20, p. 38; Ex. 31, pp. 40–41; Ex. 37, p. 42 EE–8 SB: Ex. 120, pp. 32–33 EE–9 SB: Ex. 91, 94, pp. 92–93; Ex. 96–98, 101, 103, 104, pp. 94–96; Ex. 3–5, pp. 100–102; Ex. 71, p. 178 EE–9 WB 1: Ex. 1, 3, 4, pp. 41–42
Страна / Страны изучаемого языка и родная страна. Их культурные особенности (национальные праздники, знаменательные даты, традиции, обычаи)	EE–7 SB: Ex. 58, p. 21 EE–8 SB: Ex. 44, 47, p. 104 EE–9 SB: Ex. 78, p. 180
Выдающиеся люди родной страны и стран изучаемого языка, их вклад в науку и мировую культуру	EE–8 SB: Ex. 4, p. 95; Ex. 11, pp. 96–97; Ex. 102, p. 83 EE–9 SB: Ex. 24, 25, p. 68 EE–9 WB 1: Ex. 2, p. 22; Ex. 4, p. 23; Ex. 8, p. 27
Путешествие по странам изучаемого языка и России	EE–9 SB: Ex. 19, p. 16; Ex. 1, p. 61; Ex. 51, p. 77; Ex. 57, p. 79; Ex. 81, 82, pp. 89–90
Природа и проблемы экологии. Здоровый образ жизни	EE–7 SB: Ex. 16, p. 104; Ex. 36, p. 109; Ex. 138, p. 91 EE–8 SB: Ex. 9, p. 42; Ex. 12, p. 43; Ex. 40, p. 51; Ex. 53, 54, p. 54 EE–9 SB: Ex. 42, p. 115

* EE–7 SB — учебник “Enjoy English” для 7-го класса, EE–8 SB — учебник “Enjoy English” для 8-го класса, EE–9 SB — учебник “Enjoy English” для 9-го класса, EE–9 WB 1 — рабочая тетрадь к учебнику “Enjoy English” для 9-го класса

Тематика общения, представленная в кодификаторе элементов содержания экзаменационной работы (для выпускников основной школы)	УМК “Enjoy English”*: упражнения, которые могут быть использованы учащимися в качестве опоры для подготовки монологического высказывания
Технический прогресс	EE-7 SB: Ex. 64, pp. 22–23; Ex. 85, p. 27 EE-8 SB: Ex. 67–68, p. 20; Ex. 73, p. 22
Средства массовой информации (пресса, телевидение, радио, интернет)	EE-8 SB: Ex. 3, p. 63; Ex. 9, p. 64; Ex. 11, p. 65; Ex. 34, p. 70 EE-9 SB: Ex. 121, 122, p. 53; Ex. 125, p. 54
Глобальные проблемы современности	EE-8 SB: Ex. 77, 78, p. 23; Ex. 95, p. 27 EE-9 SB: Ex. 96, p. 131; Ex. 101, 105, pp. 133–134; Ex. 117, p. 138

Для того чтобы принимать активное участие в диалогическом общении, в частности вести диалог-расспрос, учащийся должен обладать хорошими навыками и умениями речевого взаимодействия с партнером: уметь начать, поддержать и окончить беседу в соответствии с нормами вежливого поведения; запросить необходимую информацию, используя разные типы вопросов и соблюдая этикет; принять и озвучить соответствующее решение. В УМК “Enjoy English” для 9-го класса предусмотрена планомерная работа над совершенствованием коммуникативных умений учащихся в диалогической речи: прослушивание аудиозаписи и повторение диалогов-образцов, прочитывание диалогов по ролям и инсценирование диалога в свободной форме с заменой отдельных лексических единиц или реплик, создание собственных

диалогов в соответствии с ситуацией общения. Выход работы над речевыми умениями учащихся обеспечивается специальной системой упражнений. Так, в УМК включены задания, показывающие учащимся схему построения диалога.

Unit 4 Progress Check

6 Imagine that you are being interviewed by a journalist of a radio programme called “Meet yourself”. It’s a programme for teenagers about teenagers. The journalist asks different questions in order to find out what worries and what interests people of your age.

Student 1 (the journalist)	Student 2 (the teenager who is being interviewed)
Introduce the guest of the studio to the listeners of the programme. Greet your guest.	Greet the listeners and say that you feel nervous because it’s your first interview in the studio.
Announce the aim of the programme and ask questions to find out if the student has chosen his / her career and what he / she wants to be in ten year’s time.	Say what career you have chosen and speak about your ambitions.
Find out how the student is going to realise his / her plan (to leave school and start a career, take some evening courses or special training: to stay at school and then enter university)	Speak about your career plans.
Ask why he / she has chosen this way to realise his / her career ambitions.	Explain the advantages of your future job.
Find out what sports he / she does and what music he / she prefers.	Answer the questions.
Find out what style of clothes he / she prefers, if he / she wears eccentric clothes and why.	Answer the questions.
Thank the student for taking part in the programme and say goodbye.	Say that you were glad to take part in the programme and say goodbye.

EE-9, Student’s Book, p. 60

1B Complete the dialogue. Follow the instructions.

Student A	Student B
Hi! It’s nice to see you again! You look great!	Thanks!... (Return the compliment.) Where did you go for this summer?
Different places. First, I went to my granny’s, to the country. I helped her with her garden, and she cooked wonderful pies and pancakes.	Ask your partner about how long he or she was there.
For a month or so.	And what did you do after that?
We went to the seaside for a couple of weeks. My parents and I. I enjoyed the trip very much! And I learnt to swim there. Now I can do it quite well.	Praise your partner for the achievements in swimming.
And what did you do this summer?	I didn’t waste my time either. First, ... (say what you did in the first part of your holiday). Then I... (tell your partner about another event, trip or activity you were busy with on holiday).
Did you manage to do any sport?	Answer the question. If it is “yes”, say what sport you did. If it is “no”, explain why and what you did (reading, playing computer games, working, etc).
Well done. Look, I have to be going now. I’m glad that you enjoyed your holiday.	Bye for now. And see you soon!

EE-9, Workbook 2, p. 4

Принимая во внимание языковые трудности, которые возникают у учащихся при обмене репликами, при поддержании беседы, при запросе интересующей информации, авторы предусмотрели специальную рубрику “Dialogue Vocabulary”. Учащимся предлагаются речевые клише и устойчивые словосочетания, которые могут быть использованы при диалогическом общении.

Dialogue Vocabulary

In my opinion...
I think...
To my mind...
What do you think about it?
It’s a good idea to...
I feel strongly against it.
I’m absolutely positive that...
I don’t care about...
Do you mean that...?

EE-9, Student’s Book, p. 122

Один из разделов итоговой экзаменационной работы по английскому языку нацелен на проверку языковых умений и навыков учащихся.

Сначала учащиеся должны восстановить текст, преобразовав выделенные слова так, чтобы они грамматически соответствовали содержанию текста. Для того, чтобы девятиклассники успешно справились с этим непростым заданием, они должны знать и употреблять в речи существительные во множественном и единственном числе, глаголы в действительном (Present, Past, Future Simple; Present, Past Continuous; Present, Past Perfect) и страдательном (Present, Past, Future Simple) залоге, модальные глаголы и т. д.; уметь строить вопросительные и отрицательные предложения, сложноподчиненные предложения с Conditional I и II, предложения в косвенной речи и т. д. В УМК “Enjoy English” для 9-го класса большое внимание уде-

ляется повторению, обобщению и систематизации пройденного грамматического материала (рубрика “Grammar Focus: Review of...”). Для работы над грамматической стороной речи в учебнике и в рабочей тетради № 1 даны разные типы упражнений: подстановочные, альтернативного и множественного выбора, на завершение предложения, на восстановление текста, на трансформацию, на перевод.

Контроль за формированием грамматических навыков может быть осуществлен с помощью специальных проверочных заданий, данных в учебнике (раздел “Progress Check”) или в рабочей тетради № 2. Учащимся предлагается выполнить различные типы задания, в том числе и на восстановление текста.

Работа над лексической стороной речи в УМК “Enjoy English” происходит во взаимосвязи с обучением грамматике. Девятиклассникам предлагается избыточное количество лексики, что позволяет выбирать наиболее подходящее слово или словосочетание для решения поставленной перед ними коммуни-

GRAMMAR FOCUS: REVIEW OF MODAL VERBS

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

1 Can When you speak about someone's ability to do something

Present	Past	Future
Janet can run five kilometers without stopping. Janet can speak Chinese and Japanese fluently.	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.	Janet can → will be able to operate a helicopter when she is eighteen. Janet will be able to speak Portuguese next year.



EE-9, Student's Book, p. 74

Unit 3 Section 2
WORD FOCUS: THE SUFFIX -LY

87 Mind the meaning and formation of these words:

ADJECTIVE	ADVERB	NOUN	ADJECTIVE / ADVERB
successful	successfully	friend	friendly
calm	calmly	alternative	alternatively
confident	confidently	day	daily
exact	exactly	week	weekly
complete	completely		
firm	firmly		

EE-9, Student's Book, p. 129

48 Complete the table. Share the results with your partner. Do you have something in common? The table is in your Workbook.

Things I must do this week. (They are important and urgent.)	Things I should do this week. (They are important but not very urgent.)	Things I needn't do this week. (Because of various reasons, these things are either not very important or not urgent.)	Things I shouldn't do this week. (If I do these things, there may be problems.)	Things I mustn't do this week. (If I do these things, there may be serious problems.)

EE-9, Student's Book, p. 76

3 Read the text. Fill in the necessary articles and learn what a limerick is.

When I was on holiday, I read a lot. I read some fiction and detective stories, (1) _____ short stories and historical novels. In general, I prefer (2) _____ prose to poetry, as poetry seems a little bit boring to me. However, I like (3) _____ limericks very much. They are quite popular in (4) _____ Britain, in (5) _____ Ireland in particular. A limerick is (6) _____ kind of humorous little poem. It has only five lines. (7) _____ first line rhymes with the second, the third with the fourth, and the last one with the first and the second again. (8) _____ rhyme of a limerick is like this: AABBA.

I even wrote (9) _____ limerick myself.

It's about a holiday at (10) _____ seaside:

Lay in the sun as long as you can
No doubt, you'll get a wonderful tan.
At contests of beauties you'll get the first prize
And even your doctor will say in surprise
That he is forever your fan.



UNIT 1 Section 1

EE-9, Workbook 1, p. 4

кативной задачи. Особое внимание уделяется формированию умения догадываться о значении новых слов с помощью словообразовательных элементов (суффиксов, префиксов) и умения употреблять эти новые лексические единицы в собственных устных и письменных высказываниях.

Таким образом, в УМК “Enjoy English” есть весь необходимый языковой и речевой материал, а также система разнообразных речеподготовительных и речевых упражнений, которые позволяют сформировать у учащихся коммуникативные умения в аудировании, чтении, говорении и письме и языковые умения и навыки на английском языке в объеме, необходимом для успешного прохождения государственной итоговой аттестации по иностранному языку (в новой форме). Подтверждением вышесказанного могут служить хорошие результаты, которые показали учащиеся ГОУ СШ № 2009 г. Москвы, изучавшие английский язык по УМК “Enjoy English”, при сдаче экзамена в рамках апробации вариантов экзаменационной работы для выпускников 9-х классов общеобразовательных учреждений.