

**Формирование личностной,
метапредметной и предметной
деятельности учащихся
средствами УМК “Enjoy English”,
“Happy English.ru”, “Millie - New
Millennium English”**

ФГОС и деятельность учащихся

По ФГОС результаты обучения делятся на 3 группы:

- личностные;
- метапредметные;
- предметные.

Личностные результаты не оцениваются, но планируются.

Метапредметные и предметные результаты планируются и подлежат оценке: в начальной школе внутришкольной, в основной средней и старшей школе – внешней (ГИА. ЕГЭ).

Результаты достигаются в ходе урочной и внеурочной деятельности учащихся.

Личностные результаты (примеры)

- Когнитивное развитие ребенка;
- Развитие личностных качеств: доброжелательности, толерантности, любознательности, патриотизма, формирование основ гражданской идентичности (готовность к межкультурной коммуникации);
- Овладение навыками адаптации к динамично развивающемуся миру;
- Развитие навыков сотрудничества со сверстниками и взрослыми;
- И т. д.

Деятельность для достижения личностных результатов

Результат	Деятельность
Когнитивное развитие	Отгадывание загадок, ребусов, выполнение заданий на сообразительность, развитие памяти и внимания
Формирование основ гражданской идентичности	Знакомство с родной страной, позиционирование себя как гражданина города, региона, страны.
Патриотизм	Сопоставление положительных особенностей родной страны и стран изучаемого языка
Толерантность и доброжелательность	Развитие культурной и социокультурной осведомленности, понимания особенностей межкультурной коммуникации, включая неречевое поведение и систему ценностей.
Любознательность	Знакомство с аспектами жизни, представляющими теоретический и практический интерес для ребенка

Enjoy English Grade 4



29. Play a guessing game with your classmates.



Instruction:

- 1) Write a list of 5 things you need at school. Don't show the list to your classmate.
- 2) Find out what things your classmate has on his / her list.

Example:

A: Have you got a pen?

B: Yes, I have. Have you got a rubber?

A: No, I haven't. Have you got a ...?

- 3) If you find out all 5 things first, you are the winner!

Section 3. Reading for pleasure



30. Look at the picture. Listen and find Mike, Ann, Bob and Tom in the picture. Describe them.

Example: Bob has a green T-shirt on and he likes to play computer games.



Ann

Mike

Tom

Bob

Unit 7

Millie Grade 4

Lesson 3

- 1 Read the chant and match the pictures.

Treasure hunt

We're going on a **treasure hunt**.
We're going **across** Treasure Island.
We're not scared. What a beautiful day!
Oh! No!
Grass. Grass. Tall and wavy grass.
We can't **go round** it...
We can't **go over** it...
So we'll **go through** it.
Swish, swish, swish, swish, swish.



Mountains. Mountains. High and rocky mountains.
We can't go round them...
We can't go through them...
So we'll go over them.
Plod, plod, plod, plod, plod.



Swamp, swamp. A dark and gloomy swamp.
We can't go through it...
We can't go over it...
So we'll go round it.
Slosh, slosh, slosh, slosh, slosh.



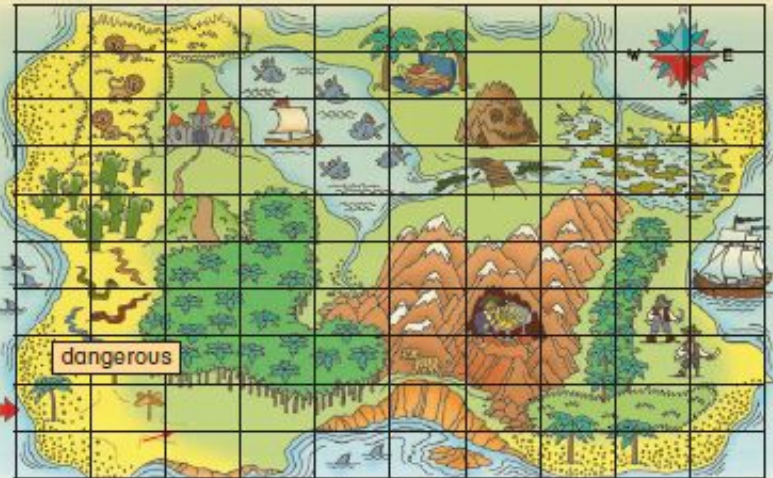
A cave. A cave. A dark and spooky cave.
We can't go round it...
We can't go over it...
So we'll go through it.
Shhh, shhh, shhh, shhh, shhh.



One blind eye...
One wooden leg...
A pirate's scary smile...
It's a ghost! It's a ghost!
Quick! Run **back**!
Back through the cave, shhh, shhh...
Back round the swamp, slosh, slosh...
Back over the mountains, plod, plod...
Back through the grass, swish, swish...
Back to the boat!
Quick! Sail away!



- 2 Listen and find the treasure.



- 3 Decode the note and play the game.

The wżest bżeaczż, the czastleż, the lzake,
tzhe rizver, tzhe swazmp, thże cavze andż the
pzirateż arże allż danżgerozus onż the izslanzd.



1 Take three steps to the east. Turn left. How can you get to the castle?	I'll go round the jungle. I'll go through the jungle.
2 Go up the hill and down the other side. You're in front of an old castle. What will you do?	I'll go to the lake. I'll go into the castle.
3 Your lunch is under the trees on the other side of the lake. How can you get across the lake?	I'll swim across the lake. I'll sail across the lake.
4 At Skull Rock take one step to the south. How can you get across the river?	I'll go over the bridge. I'll swim across the river.
5 You need to get to the South Beach but there are high rocky mountains on the way.	I'll go round the mountains. I'll go over them.
6 There's a cave in the mountain. You can't go round the mountain.	I'll go through the cave. I'll go back to the river.
7 Watch out! There are some pirates behind the trees in the east. How can you get to the treasure?	I'll run fast. I'll wait for the evening.

Millie Grade 4

Unit 3 It's a festival!!



RUSSIAN WINTER FESTIVAL

Trafalgar Square, London, 15 January 2005

The festival will bring music and fun to **celebrate** the 'Old New Year', according to the old Russian calendar.

The Lord **Mayor** of London will open the festival. You'll like the traditional folk dancers, singers and musicians. And you'll see fantastic fireworks and special lights. You'll also watch a puppet show. Come and

- have a snowball fight
- join clowns and magicians
- make a snowman
- make Russian 'Petrushka' puppets
- play wooden spoons
- learn Russian folk dances
- **skate** with Russian **ice-skating** stars
- buy traditional Russian food and souvenirs

Don't miss a true taste of Russia.



celebrate – праздновать
mayor – мэр
skate – кататься на коньках
ice-skating – катание на коньках

✓ Have you heard?

Muslims celebrate Eid ul-Fitr. It's a very happy festival. On this occasion girls get colourful bracelets and boys get prayer caps.



New Millennium English Grade 7

UNIT 10 Lesson 2

UNIT 10 Lesson 3

Lesson 2 People we are proud of

1 Discuss and say which statement you agree with.

We are proud of people who...

- 1 ...have become heroes.
- 2 ...have achieved a lot in their profession or career.
- 3 ...have done a lot for their country.
- 4 ...are very rich.
- 5 ...travel around the world a lot.
- 6 ...do exciting and unusual things.



2a Look at the pictures, read and say who these people are and why they are famous.



I think ... is a great Russian because he was a famous scientist and writer. He wrote a history of Russia and a Russian **grammar**. He founded Moscow State University in 1755.

I think ... is a great Russian because he did a lot to **reorganise** the country. He **modernised** the **army** and **founded** Russia's **fleet**. He built a new capital, St Petersburg, on the Neva river.



I think ... is a great Russian because she became the first **female** astronaut in the world. She orbited the Earth 48 times.

2b Say what other famous Russians you know about and why they are famous.

- Use the words in the box.

Example: Alexey Nemov. He's an Olympic champion in gymnastics.

built created discovered introduced invented set a record wrote

3a Think of ten great Russians. Give reasons why they could be chosen.

Ten Great Russians			
Name	Lived / Lives (date, place)	Did / Does (what, when)	Why was it so important?
1			
2			

I want to tell you about...

3b Report to the class.

4 Do some research about one of the people on your list and write a story for a TV programme called *I Want to Tell You About...*

- Give three reasons why he / she is famous.

Lesson 3 Legend and history

1 Look at the picture and answer the questions.

- 1 What do you see in the picture?
- 2 What is unusual about it?
- 3 Where is the town?
- 4 What do you think happened to the town?

Perhaps...
Probably...
I think...
I don't think...



2 Listen to the legend and find out what happened to the town.

3a Read the sentences and put them in order to make a story.

- A Khan Batly left the horrible place.
- Prince** Vsevolod, Yuri's son, led his army at the **battle** of Kerzhenets, but the Tatars defeated and killed all the **warriors**.
- Since then only really good and kind people can find the way to Kitezh Grad.
- Prince Yuri built the city of Kitezh on the shore of Lake Svetloyar. He made the city beautiful and rich.
- When the Tatars came to the lake, the city suddenly disappeared; it became **invisible**.
- When Tatar Khan Batly came to Rus, he wanted to **conquer** Kitezh, **rob** it and **take** all the people **prisoner**.

3b Listen to the legend and check the answer.

4 Compare the recorded story and the story in Ex. 3a and answer the questions.

- 1 How are the stories different?
- 2 Which story is more interesting?
- 3 Which story has more detail in it?
- 4 Which characters are more like real people?

5a Think of a legend and write a summary of it.

Example: Two young men loved a girl. She loved both of them too and she couldn't choose one of them. Then a miracle happened. The girl became a river and the young men became the banks of the river.

5b Add some descriptions to your summary.

Example: Many years ago there were two young men. Both of them were strong, handsome and kind...

6 Choose and do one task.

- 1 Finish the legend in Ex. 5b.
- 2 Write your own legend.
- 3 Write a legend of your home town.

Enjoy English Grade 5

Section 6

Creating rules for students and teachers

122 Look at the posters and suppose what day will be at school tomorrow. Does your school have a similar day?

Attention all students!

Tomorrow
IS SELF-REGULATION DAY!
Be responsible,
creative and sociable.



Attention all students!

Tomorrow
IS OPEN DOORS DAY!
Be kind,
friendly and helpful!



Attention all students!

Tomorrow
IS ATHLETIC DAY!
Be strong, healthy and active!



123 Listen to the conversation and check your answers.

124 Read the conversation and say what the students will do during Self-Regulation Day.

Jim: Katya! I've read a poster in the hall that says "Attention all students! Tomorrow is Self-Regulation Day! Be responsible, creative and sociable". Can you explain it to me, please? What should I do?

Katya: Oh, Jim! I am sorry. We forgot to tell you about this day. It is a very important school day.

Jim: It's not a holiday, is it?

Dima: No, it's not a holiday but it is a very special day. We will be completely independent all day long. Our teachers will be only observers and we will study and work in our hobby groups all on our own.

Katya: The students from Grades 10 and 11 will be our teachers tomorrow. Usually on this day they give us only good marks but sometimes they give too much homework.

Lena: Jim, it's very cool to be like grown-ups for a day! I will be an English teacher tomorrow and teach our small pupils from Grade 2. Would you like to come to my lesson? The kids would be happy to meet you.

Jim: With pleasure! I like your idea. Thank you. What are you going to do, Dima?

Dima: I will help Katya to water the plants. And then I'll go to the swimming pool. Oleg Korolev, a student from Grade 11, who is the best swimmer and our school champion, will be our teacher tomorrow.

Jim: That's great! I would like to meet him too.

LOOK AND LEARN!

responsible [rɪ'spɒnsəbl] — ответственный
creative [kri'eɪtɪv] — творческий
sociable [səʊʃəbl] — общительный
independent [ɪn'dɪpəndənt] — независимый
a grade [ɡreɪd] — класс
a grown-up [grəʊn 'ʌp] — взрослый

Enjoy English Grade 5

Unit 3

17 Read the texts from Julia's book "About Russia". Match the texts and the titles.

A St Petersburg is magic!

B Welcome to Vladimir!

C Enjoy Moscow and its sights!

D Kazan is waiting for you!

LOOK AND LEARN!

to be founded in — быть основанным
to be famous for — быть знаменитым
a cathedral [kə'tiðrəl] — собор
ancient ['eɪnʃnt] — древний
to be full of — быть наполненным
hospitable [hə'spɪtəbl] — гостеприимный

1. It is the capital of the Russian Federation. It was founded in 1147 by Prince Yuri Dolgoruky. Now it's a modern city. It is one of the biggest cities in Europe. A river runs through the centre of it. This wonderful Russian city is famous for its many places of interest. There are more than 80 museums, 10 large stadiums, and 40 theatres. Everyone knows Red Square and the Kremlin, the Tretyakov Gallery, the Pushkin Museum and the Bolshoi Theatre. It's the city at the very heart of Russia!
2. It was founded by tsar Peter the Great in 1703. The city was the capital of Russia in the 18th to 19th centuries. It stands on the Neva River. There are many canals which divide it into islands. That's why there are so many lovely bridges in the city. There are also lots of famous museums, churches and cathedrals. The city is a real "open air museum". You can learn a lot about Russian history in this place. You'll want to visit it again and again!
3. It is one of the oldest Russian towns. It was founded by Prince Vladimir Monomakh in 1108. The town was the Russian capital in the 12th century. It stands on the Klyazma River. There are many old churches and cathedrals, ancient monuments and historical buildings in this town. It is full of history. The people are very friendly and hospitable. You can buy unusual handmade souvenirs there. Come and enjoy some Russian history!
4. It is the third most important city of Russia. It was founded in 1005. It's one of the biggest cities on the Volga River. The city is famous for its ancient Kremlin, historical buildings and museums. There are lots of different places to visit. It's a hospitable city. Every year lots of tourists from different countries visit it. There are also some very good cafés in the city where tourists can enjoy traditional "tatar" and Russian meals. Welcome to this great city!



Enjoy English Grade 9

Section 5 Out and about in Moscow

102 What places of public entertainment in Moscow or any other city have you been to? What did you like best? Where would you like to go and what would you like to see?



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.



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!

104 Read, learn and remember*.

	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 centers 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 place by the end of this year**.

* Видо-временные формы глагола, выделенные цветом, входят в грамматический минимум 2-9 классов. Остальные формы даны в таблице для создания общего представления о системе времен английского глагола.

** Данные формы малоупотребительны.



Enjoy English Grade 9

Unit 2 Section 4

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



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.

110 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.

111 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 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?
- What else do we need to live happily in the “global village”?

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 (смагати, економісти), to sink, to take off, to weigh
- 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.

ABCDEFGHIJ
KLMNOPQRST
UVWXYZ

Урок 22



Путешествие в Королевство

Седрик был, как всегда, пунктуален. Он появился точно, как обещал, и ни минуткой раньше. Аня сразу же накинулась на него с вопросами.

«Я видела мужчину в юбке! Он играл на мешке с трубками. Что это было, Седрик? Это было так необычно и так прекрасно...»

«Ну это совсем простой вопрос,— ответил ворон.— Ты видела шотландца. Одет он был не в юбку, как ты изволила выразиться, а в шотландскую национальную одежду — kilt. Шотландские килты обычно шьют из клетчатой материи, и у каждого шотландского рода — она своя. Так, по цвету килта можно узнать, из какого рода происходит шотландец».



«Вот это да! — восхитилась Аня. — А что у него за мешок?»

«Я ведь уже просил тебя выбирать выражения,— поморщился ворон.— Это не мешок, а волынка.

С древних времён на ней играли во многих странах и в твоей, между прочим, тоже. Выглядели они, конечно, по-разному, и использовал их тоже каждый народ по-своему. Звук шотландской волынки устрашал врагов и поднимал силу духа шотландских горцев».

- 1 Послушай, как звучит шотландская волынка.
- 2 Послушай Хьюго и в рабочей тетради (упр. 3 на стр. 34) отметь, какое предложение из каждой пары он прочитал.

1 It's a bag.
It is a bag.

2 It's a hat.
It is a hat.

3 It's a desk.
It is a desk.

4 It's a kilt.
It is a kilt.

5 It's a test.
It is a test.

6 It's milk.
It is milk.

Happy English.ru Grade 4

4 Прочитай разговор учеников с Морганой.

Ann: Where did you go?

Morgana: I went to a very interesting place in Russia. It is called Ethnoworld. There you can learn about different cultures of the world.

Ann: Did you stay in a hotel?

Morgana: No, I didn't. I lived in a real yurt. It was a bit (немного) cold, but very interesting.

Dennis: Did you like the food?

Morgana: The food was great. I ate food from different parts of the world. My favourite were Russian pancakes.

Kim: What was the weather like?

Morgana: It wasn't very warm, but it wasn't cold. I wore a warm jacket.

Kim: What did you do there?

Morgana: I was very busy. I learnt a lot of interesting things about different countries: their culture, traditions and history. I cooked food in the big Russian oven, I made pottery with my own hands (своими руками), I rode huskies, I made dolls and soft toys.

Jun: What are huskies?

Morgana: They are big sleigh dogs. They live in the North.



Dennis: Oh, these dogs look like wolves. Were you afraid of them?

Morgana: No, I wasn't. These dogs are very friendly and love people. Little children like to play with them too.

Lora: Did you make new friends?

Morgana: Oh, yes. I met a real forest man. He played magic music and sang wonderful songs. I liked to listen to him. My neighbour was a shaman from the North. We drank tea together. I hoped to find my old Russian friend Baba-Yaga, but she doesn't live there. The shaman and the forest man say, "Baba-Yaga isn't real". I think it's very funny. Is she real?

5 Ответь на вопросы.

1. What food did Morgana like?
2. What did she wear?
3. What did she learn?
4. Who sang magic songs?
5. Are huskies friendly?
6. Does Baba-Yaga live in Ethnoworld?

Homework

- Выполни в рабочей тетради упр. 1-3.

Happy English Grade 8

- 6 Read three myths about Russian. A lot of people believe these myths; that's why they don't want to learn Russian.

Myth 1

It's very difficult to learn Russian.

Myth 2

Not too many people in the world speak Russian.

Myth 3

Russian is useless, because Russia is a closed and dangerous country. Visitors always have problems there.

- 7 Rob wants to learn Russian. He's telling his friends why. Listen to his ideas and write down arguments against myth 1, myth 2 and myth 3.

Myth 1	Myth 2	Myth 3

- 8 What do you think about those myths? Do you believe them? Try to think of some facts to change popular opinion. Don't forget to use the phrases from the Conversation bricks.

Homework

- A Listen to the conversation and say:
Have the friends found the book?

- > Read the conversation and answer the questions.

1. What did Emily do when her computer broke down?
2. What did Emily do when she didn't find her book?
3. Does Misha believe that Emily can explain everything?

Misha: So what happened yesterday? Did you go to Emily's room?

Mark: Yes, and look what we found!

Misha: It's your family history book. Where did you find it?

Rob: It was in Emily's room. When her computer broke down, she was working on the book. She was so upset that she forgot about everything and ran to Andrew for help. She forgot to hide the book and lock the door.

Misha: So it's Emily. I still don't believe it. We must talk to her about it. I'm sure she'll explain everything.

Happy English.ru Grade 10

3

Lessons 1, 2

What would you tell about Russia?

- 1 Read the page from Lisa's diary and say what problem is being solved on this day.

7 June Camp Pineland

It's been two days since I came to camp. And things are getting better. I'm totally amazed by the beautiful natural wonders of California. I've swum in the lake and I've been fed a ton of American snacks. However, a lot of important things still haven't been done. This morning all the campers were asked which clubs they wanted to join. Everybody in our cabin knew the answer, but I didn't. So I was advised to visit a couple of clubs and see what they are like. Today all the international campers are invited to the Geography Club. We have been asked to give a talk about our countries. I don't know what topic to choose. Our country is so big that I'll need a whole evening to cover everything. I wanted Dima to help me get ready for our presentation, but he's got no time. He has already joined the Climbers Club, so right now he is being taught how to climb a tree. Do you think that's an interesting activity? I don't.

- 2 Find the Russian equivalents for the following sentences from the text. What have all these sentences got in common grammatically?

1. And things are getting better. I'm totally amazed by the beautiful natural wonders of California.
2. I've been fed a ton of American snacks.
3. However, a lot of important things still haven't been done.
4. This morning all the campers were asked which clubs they wanted to join.



The Passive Voice

See the grammar comment on pages 261–265.

- 4 Change these sentences into the Passive Voice.

Model: Jane received this letter on Monday.— *This letter was received by Jane on Monday.*

1. They built this house ten years ago.
2. All her classmates are listening to Lena's report now.
3. Our teacher will give us a lot of homework for next week.
4. Somebody has broken the window.
5. When I entered the room, mother was washing the floor.
6. The writer died in 1998, he hadn't finished his last book.
7. We call this dog Ginger because he's got red fur.
8. I hope they'll give Kate a quick answer.
9. At 5 o'clock yesterday my friend was talking to Mary on the phone.

5. So I was advised to visit a couple of clubs.
6. Today all the international campers are invited to the Geography Club.
7. We have been asked to give a talk about our countries.
8. He is being taught how to climb a tree.

- 3 Answer the questions.

1. What has Lisa been amazed by?
2. What has she been fed?
3. What hasn't been done yet?
4. What question were all the campers asked?
5. What was Lisa advised to do?
6. Where are all international campers invited today?
7. What have the campers been asked to do?
8. What is Dima doing?
9. What country will be represented by Lisa and Dima?

Happy English.ru Grade 10

5 Pair work. What would you tell about Russia if you had only a little time? Would you talk about its geography, history and politics, or would you concentrate on cities and villages, scientists, sportsmen, writers and space achievements?

6 Lisa and her brother are preparing for their presentation of Russia. They have some interesting facts about their country.

a) Read the facts and use the context to guess the meaning of the underlined words.

b) Put the verbs in brackets in the right form of the Passive Voice.

Model: About one-eighth of the land area of the Earth (take) by Russia, the world's largest country.— About one-eighth of the land area of the Earth is taken by Russia, the world's largest country.

1. Forty-two per cent of the territory of Europe and nineteen per cent of the territory of Asia (take up) by Russia, the largest country in the world.
2. Russia (populate) by 142 million people.
3. The Russian Federation (establish) in 1991.
4. Russian is the official language of the country, although more than a hundred languages (speak) in its territory.
5. Russian (write) with the Cyrillic alphabet, not the Latin alphabet which (use) by most Western countries.
6. Russia (comprise) of 83 federal regions.
7. About seventy-five per cent of the population of Russia (make up) of people of Slavic origin, such as Russians, Byelorussians and Ukrainians.
8. The territory of Russia (make up) of 11 time zones.
9. Russia (border) by North Korea, Mongolia, China, Kazakhstan, Azerbaijan, Georgia, Ukraine, Belarus, Poland, Lithuania, Latvia, Estonia, Finland and Norway. Russia is also not very far from Japan, Turkey, Denmark, Sweden, and the US state of Alaska.
10. Russia and the USA (separate) by just 4 kilometres at their nearest points.

11. Alaska, which became a US state in 1867, (sell) to the USA by the Russian Empire for about \$111 million in today's dollars.
12. Before the October Socialist Revolution in 1917, Russia (rule) by tsars. Nowadays it (govern) by the President.
13. Some of Russia's holidays and traditions (observe) throughout the centuries. Nowadays new holidays and traditions (establish) as well.
14. Christmas (celebrate) on 7 January according to the old Julian calendar.
15. One of the ceremonies (call) "Kolyadki". During the ceremony a snowman (make) with a carrot nose.
16. European chronology, which started with the birth of Christ, (bring) to Russia by Peter the Great. The calendar (change) again in 1917 when the Bolsheviks introduced the Gregorian calendar in Russia.
17. On 9 May Victory Day (celebrate). This day marks the final surrender by Nazi Germany to the USSR in World War II. It is one of the most respected public holidays in Russia. A big parade (hold) in Red Square, war veterans (invite) and a wartime solidarity (re-experience).
18. Moscow, the capital of Russia, which (populate) by 11 million people, is Europe's largest city.

Enjoy English Grade 4

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

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

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

4. Look at the picture. Say what:
 a) Alice would like to buy for a party.
 b) Tiny would like to buy for his winter visit to Russia.
 c) Tim would like to buy for sunny summer.
 d) Tom would like to buy for rainy and cold autumn.
 Example: Alice would like to buy...

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



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



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

7. Make up word combinations or sentences with these words.
 Example: new blue jeans / a new orange T-shirt. —
 Yesterday Miss Chatter bought new blue jeans and a new orange T-shirt.

big	brown	blouse	sweater
short	red	boots	trainers
small	black	cap	T-shirt
long	green	coat	shoes
nice	yellow	dress	trousers
new	grey	jacket	clothes
dirty	orange	jeans	raincoat
clean	pink	mittens	

Enjoy English Grade 8

UNIT 4

Trying to Become a Successful Person

Section 1

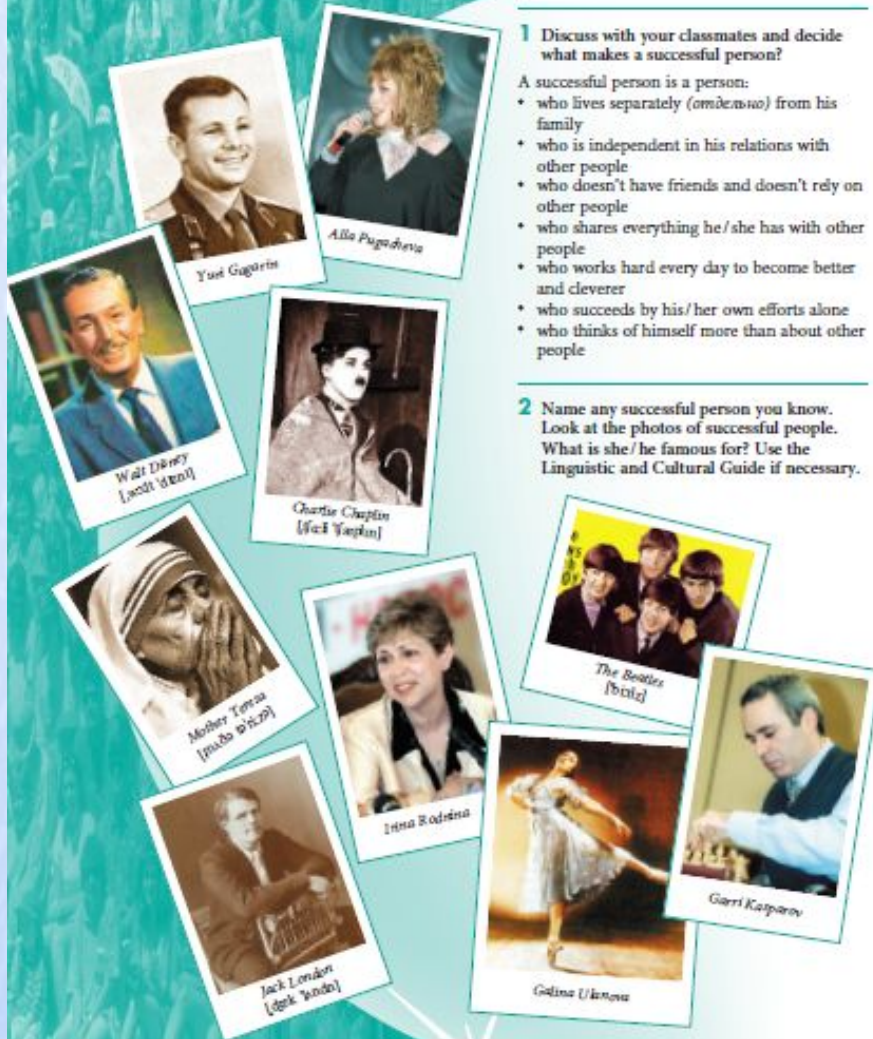
Who Is a Successful Person?

1 Discuss with your classmates and decide what makes a successful person?

A successful person is a person:

- who lives separately (*отдельно*) from his family
- who is independent in his relations with other people
- who doesn't have friends and doesn't rely on other people
- who shares everything he/she has with other people
- who works hard every day to become better and cleverer
- who succeeds by his/her own efforts alone
- who thinks of himself more than about other people

2 Name any successful person you know. Look at the photos of successful people. What is she/he famous for? Use the Linguistic and Cultural Guide if necessary.



3 Translate the phrases. Create your own sentences.

own (<i>свой соб- ственный, владеть</i>)	— his own idea/ with my own eyes mind your own business — on my/his/her own (alone) to own a house
an owner (<i>владелец</i>)	— He has become the owner of a company.
equal (<i>равный</i>)	— equal opportunities — All men are created equal.
equally (<i>поровну</i>)	— to share something equally between...
unequal (<i>неравный</i>)	— unequal chances/ opportunities

4 Read an extract from the interview given by Liza Carey from the United States. Entitle the text with any sentence from it.



The USA is one of the biggest and richest countries in the world! There are a lot of things our country is famous for. Who in the world has not heard of Coca-Cola and McDonald's, Microsoft and Hollywood? But our country is much more than General Motors and Boeing, Disneyland and Levi Strauss. We are proud of our people, the Americans who have created these world famous things. Most of these people succeeded by their efforts alone starting without any money or social position. Just think of Abraham Lincoln, Jack London, Walt Disney, the McDonalds brothers, Neil Armstrong, Bill Gates and many other self-made men.

We're all born equal. But after that we are on our own. Nobody is going to hand you success on a plate.

If you want to succeed, you'll have to make it on your own: your own energy, your own head, your own ambitions. If at first you don't succeed, try, try and try again.

5 Look through the text again and find the words which could be a motto for a successful person.

6 Read the names. Match. Use the Linguistic and Cultural Guide if necessary.

Abraham Lincoln (<i>ˌɪbrəhɑm ˈlɪŋkən</i>)	"White Fang", "Martin Eden"
Walt Disney (<i>ˈwɔlt ˈdɪzni</i>)	jeans
Jack London (<i>ˌdʒæk ˈlʌndn</i>)	Microsoft
Levi Strauss (<i>ˌlevi ˈstrɑʊs</i>)	Disneyland
Neil Armstrong (<i>ˌni:l ˈɑ:rmstrɒŋ</i>)	one of the greatest US Presidents
Bill Gates (<i>ˌbɪl ˈɡeɪts</i>)	the Moon

7 Say which ideas in the text you agree or disagree with? Why?

- Use: I agree (disagree) with...;
I have a different opinion;
It seems to me that...;
In my opinion...;
As I see it...;
I believe that...

PRONUNCIATION FOCUS

8 Listen and read the words. Mind the stress.

First syllable: 'clever, 'serious, 'talkative, 'cunning, 'naughty, 'teenager, 'student, 'adult, 'sociable, 'curious, 'tolerant.

Second syllable: in'dustrious, in'telligent, cre'ative, po'lite, suc'cessful, suc'ceed, am'bitious, am'bitious, your'self.

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

Double stress: 'English-'speaking, 'self-'made, 'hard-'working, ,compe'tition.

9 Work in pairs. Write down a list of words which characterize a successful person. Share your ideas with your classmates.

Example: We believe that a successful person should be ambitious.

English English Grade 11

UNIT 2

The job of your dreams

Section 1

Choosing a profession



1 Read the joke. What do we call the job the girl mentions?

"You never get anything right," complained the teacher. "What kind of job do you think you'll get when you leave school?"
"Well, how about a weather girl on TV?"

2 Make a list of 5-6 jobs. In pairs compare your lists and put all the jobs in order from the most to the least popular. Explain your choices.

3 Match these job characteristics with their definitions.

1 well-paid	a) giving pleasure and joy
2 stressful	b) giving satisfaction and profit
3 challenging	c) dull and tiresome
4 enjoyable	d) extremely irritating and often overwhelming
5 boring	e) difficult and complex
6 rewarding	f) stimulating, interesting and thought-provoking
7 complicated	g) meeting all requirements and conditions
8 satisfying	h) awarding enough money

4 Work in pairs. Write a description of the most popular job in your list. Then join another pair and read your description. Let the other pair guess the job you have described. Use these points to guide you:

place of work duties
pay
hours of work holidays
training
benefits health
safety promotion
experience

Example: This person works in an office. He or she has to work with documents and answer telephone calls all day. This is a nine-to-five job and is not very well-paid. The person in this job should have a college or university degree. Even though the job is not well-paid, it is quite satisfying because...

5 Read the statements and guess the meaning of the phrases in bold. Decide whether you agree with the statements. Why or why not?

- Not many people have **unusual ambitions**, most of them choose an ordinary but practical job.
- Many young people prefer to become **self-employed business people**, rather than work for a company.
- It is difficult to make a good career unless your relatives are **very supportive**.
- If you are **stuck in a dead-end job**, you should try to choose a new direction in your career.
- You must **have the guts to go through** medical training; some people get squeamish at the sight of blood.
- It is useful to make a **rough estimate** of your **future income** when you apply for a new job.

6 Discuss the following questions with your classmates. Then write your answers down. Use your Workbook.

- What kind of job would you like to have?
- What would your friends and family think about your choice?
- What kind of job would you least like to have?
- What jobs, if any, do you think should only be done by men / women?
- What's more important to you — earning lots of money or having a job you enjoy?

7 Listen to these teenagers talking about how to choose a profession and take notes on their answers. Then compare their answers with yours from Ex. 6. Use your Workbook.

	me	Tim	Mary	Kate
Question 1				
Question 2				
Question 3				
Question 4				
Question 5				

8 In groups of 3-4 discuss the questions.

- What do you consider a good job for you? Why?
- Do you have any unusual ambitions?
- What do you expect from your future job?
- What do you need to do to get a good job?

Dialogue vocabulary

A good job should be...
Being (a pilot) seems an interesting job because...
I'd like to become a... because...
I dream of becoming a... although it's not an ordinary job.
I think my future job will...
Good salary is very important / not as important as...
I believe that if a person is (persistent and self-confident), he or she will...



Enjoy English Grade 11

9 Put the words and expressions in the box. Some of them can refer to both categories. Use your Workbook.

Personal qualities	Professional qualities or knowledge

imaginative, well-educated, professional, well-organised, knowledgeable, able to work to tight deadlines, computer literate, creative, able to work in a team, interpersonal skills, telephone skills, able to make decisions, able to solve problems, able to do research, negotiation skills, initiative, competent, enthusiastic, responsible, competitive, persistent, inspirational, able to cope with stress, able to take risks, motivated, committed

10 Work in pairs. Look at the pictures and choose the three most important personal qualities and the three most important professional qualities or skills for each job. Compare your choices giving your reasons.

Example: We think that a nurse should be very responsible because... Besides, it is important for her to be able to solve problems as...



WORD FOCUS: WORD FORMATION

11 Fill in the table with the correct form of the words. Use your Workbook.

noun	adjective	verb
	imaginative	
	professional	—
	creative	
	competent	—
	enthusiastic	
	responsible	—
	competitive	
	persistent	
	inspirational	

12 Make a list of people you know that you associate with the qualities from Ex. 11. In pairs ask each other questions about why your partner has chosen those people.

Example:
A: Why have you written "Lisa" here?
B: She is the most responsible person I know. She always keeps her promises and...

Mini-project: Important qualities for a successful career

13 Work in groups and follow the steps. Report the results of your discussion to the rest of the class.

- Decide which qualities are more important for a successful career: are they more professional or more personal? Explain your opinion.
- Make a list of 8–10 qualities a person should have to achieve professional success.
- Do you think the qualities depend on the nature of the profession? Why?

14 Label the table with the words below and comment on what the table tells you.

Male Hairdressers Engineers Female IT specialists Nurses

JOBS	GENDER	
	Male	Female
	10	90
	9	91
	85	15
	78	22

Dialogue vocabulary

The table shows...
Statistics tells us...
The figures reveal...
The majority of (engineers) are... (male / female).
It looks like (90%) of... are (male / female).
Not many (women / men) are..., whereas...

15 Work in groups of 3–4 and discuss the following questions. Make notes of your discussion.

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

Use:
have different talents, be honest, get on well with people, be aware of one's own emotions, feel empathy, work well with others, deal with stress well, be self-confident and optimistic, be more / less ambitious...

16 Write a "For and Against" essay. You have 40 minutes to do this task. Comment on the following statement.

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

What can you say "for" and "against" this issue? Write 200–250 words.

Use the following plan:

- Introduction (state the problem).
- Arguments "for".
- Arguments "against".
- Conclusion.

Use: be equal, understand better, be good at doing something, a prestigious job, be aggressive / passive, be dominant / subordinate, be emotional / rational, have stereotypes in mind, continue from the past...

WORD FOCUS: JOB AND PROFESSION

17 Read the dictionary entries and answer the questions.

- What types of jobs do you know?
- What verbs can be used with jobs / profession?
- What words can be used to speak about:
 - a) looking for a job
 - b) applying for a job
 - c) not having a job
 - d) having a job

job — work that you do regularly to earn money

Words often used with **job**:
apply for a job, get a job, find a job, offer someone a job, take a job, do a job, be in a job, be out of job, leave your job, lose your job, job interview, temporary / permanent job, part-time / full-time job, top job

profession — a job that you need special skills and qualifications to do

Words often used with **profession**:
the teaching / engineering profession, in a profession, go into / enter / join a profession
When we ask people about their job, we usually say "What do you do?", or "What's your job?" The answer would usually be "I am a..." or "I work as a...", and not "My job is..."

Happy English.ru Grade 9

Lessons 6, 7 What size are you?

- 1 Listen to the phrases and repeat them after the speaker. Who says these phrases: the shop assistant or the customer?



- 2 Match the expressions from Ex. 1 with their translations.

- | | |
|---|--------------------------------------|
| 1. Сколько это стоит? | 12. Вам идет. |
| 2. У вас есть эти джинсы большого (меньшего) размера? | 13. Принести другой размер? |
| 3. Я посмотрю. | 14. Мне велико. |
| 4. Могу я заплатить карточкой? | 15. Хотите померить? |
| 5. Я просто смотрю, спасибо. | 16. Какую фирму Вы предпочитаете? |
| 6. Где примерочная? | 17. Я это беру. |
| 7. Вам помочь? | 18. Конечно, никаких проблем. |
| 8. Какой у Вас размер? | 19. Как Вы будете платить? |
| 9. Как (на мне) сидит (вещь)? | 20. Мне немного мало. |
| 10. Это мой цвет? | 21. Эта юбка подходит к этой блузке? |
| 11. Вам нравится? | |

Метапредметные результаты (примеры)

- Овладение способностью принимать и сохранять цели;
- Освоение умения решения проблем творческого и поискового характера;
- Использование знаково-символических средств предоставления информации;
- Овладение стратегиями понимания текстов разных стилей и жанров;
- Овладение логическими действиями сравнения, анализа, синтеза, обобщения информации;
- Развитие информационной и компьютерной компетенции учащихся;
- Овладение информацией из других предметных сфер (CLIL).

Деятельность для достижения метапредметных результатов

Результат	Деятельность
Овладение способностью принимать и сохранять цели	Работа с инструкциями, пошаговыми объяснениями задания, очевидный коммуникативный выход урока
Освоение решения проблем творческого и поискового характера	Работа с проектами
Овладение стратегиями понимания текстов разных стилей и жанров	Работа с текстами разных жанром и стилей, включая анализ стратегий чтения
Овладение логическими действиями сравнения, анализа, синтеза, обобщения информации	Работа с заданиями на сбор, анализ, синтез информации
Развитие информационной и компьютерной компетенции учащихся	Работа с заданиями на развитие критического мышления и работа с обучающими компьютерными программами и интернет-ресурсами
Овладение информацией из других предметных сфер (CLIL)	Работа с информацией из других предметных сфер в рамках содержания курса

Happy English.ru Grade 4

4 Ответь на вопросы.

1. What does Morgana want to learn?
2. Who will be Morgana's teacher?
3. Will Ling phone Morgana?
4. What kind of computer does Morgana have?
Is it the best computer?

5 Линг учит Моргану работе с компьютером. Прочитай их разговор и скажи, о каких окнах и какой мыши говорит Линг.

Ling: OK. Are you ready?

Morgana: Yes, I am.

Ling: Switch the computer on!

Morgana: That's easy!

Ling: Touch the mouse!

Morgana: A mouse?! Oh, OK.

Ling: Now open Windows with your mouse!

Morgana: OK, that wasn't easy, but I opened it.

Ling: Good. Now maximise the window!

Morgana: OK.

Ling: Minimise the window!

Morgana: OK.

Ling: Can you maximise it again?

Morgana: I can!

Ling: Type this text in the window
"My pupils are the best pupils
in the school".

Morgana: Yes. That's there now (готово).

Ling: Copy the text to your mailbox!

Morgana: The text is in there.

Ling: Close the first window!

Morgana: Fine!

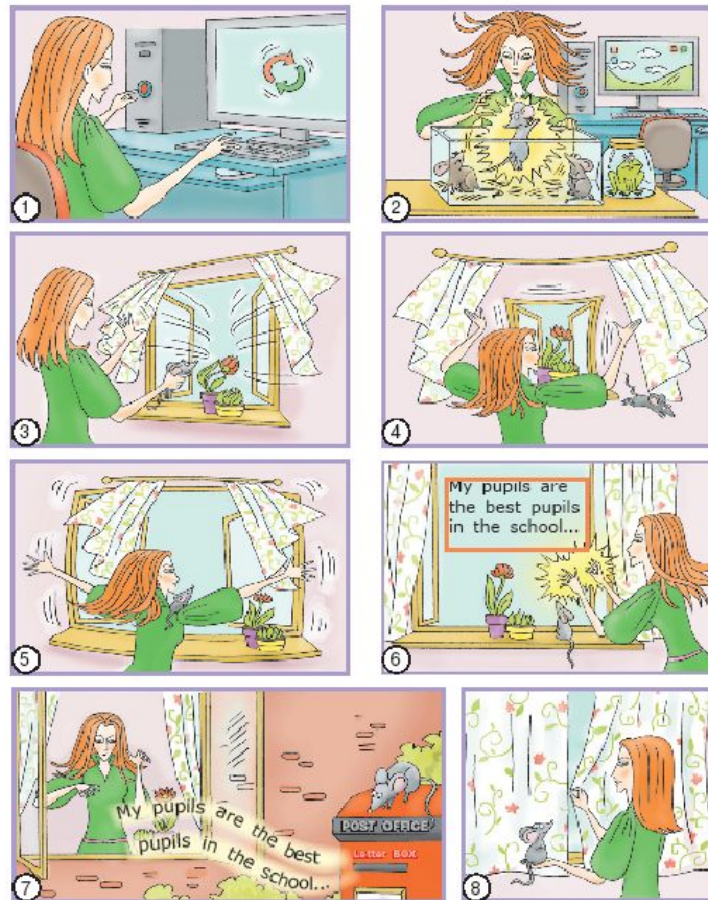
Ling: Email the text to me!

Morgana: What is email? I don't understand!



6 Посмотри, как Моргану выполняла команды, и подпиши в рабочей тетради, что она делала.

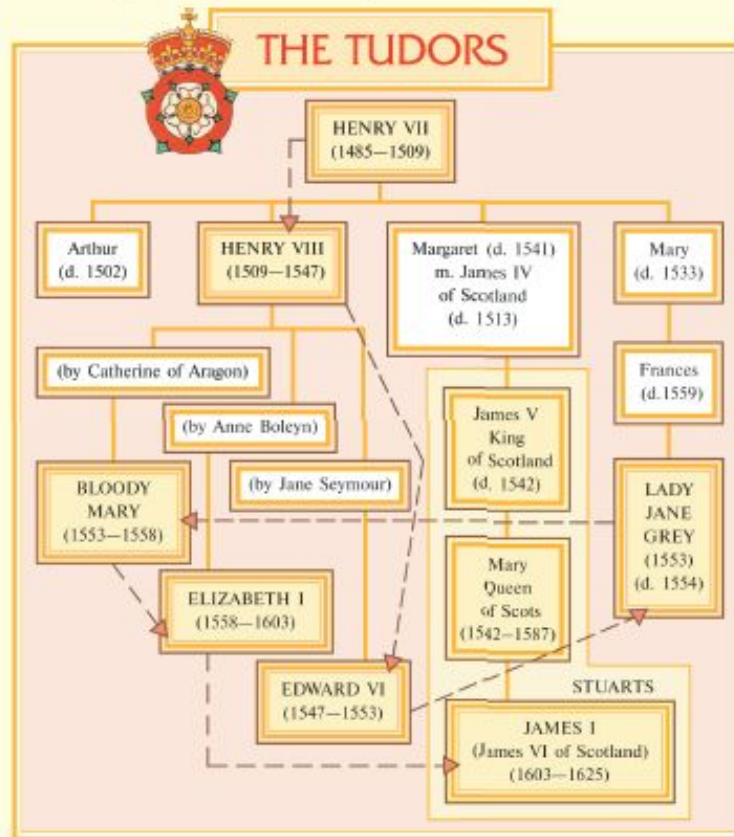
Образец: ① Morgana switched the computer on.



Happy English.ru Grade 8

5 Look at the Tudor family tree and answer the questions.

1. Who ruled England after Mary?
2. Did that person get married and have children?
3. How long did that person rule England?



6 Write the name of the king who ruled after Elizabeth and get the last key to the treasure.

7 What has the ring brought to its owner in this story?

Millie Grade 4

Lesson 2

1 Read and say. What did the girl do on the second day?

My travelogue

Hi! Welcome to my travelogue.

Day 1 Day 2 Day 3 Day 4

We did a quiz in the afternoon. There were some questions about islands and pirates. I couldn't answer two of the questions. But my new friend from China won the quiz and got a treasure map as a prize. We're going on a treasure hunt tomorrow. We'll sail there.

2 Listen, read and sing.

Can you read a map?
Listen to the rap.
Go up first.
You'll see a horse.
It's in the **north**.
Can you read a map?
Listen to the rap.
Let's go down
To the river mouth.
It's in the **south**.
Can you read a map?
Listen to the rap.
Now look right.
Watch out! A beast!
It's in the **east**.
Can you read a map?
Listen to the rap.
Then turn left.
Hey! Do your best!
Go to the **west**.

- swamp
- jungle
- castle
- cave
- hill
- mountains
- bridge
- rock
- river

Have you heard?

The longest name in the world for a hill is

Tau mata w haka tangi - hangaka au quof amate uripukakapikima ungharonekupokai wenuakimatahu.

It's in New Zealand.

3 Read, look at the map and correct the sentences.

- a) In the south of the island there's a hill.
- b) There's a bridge across a river in the east.
- c) In the north of the island there's a jungle.
- d) You can see some hills in the west of the island.
- e) There are mountains with a cave in the north-west.
- f) There's a swamp in the north-east.
- g) There's a castle in the north-east.
- h) There's a beach in the south-west.



Have you heard?

Torquay has two parts in the name: a tor is a rocky place and a quay is a place where boats can moor (stop). The town of Torquay is on seven hills made of hard granite rocks.

4 Draw a map and play the game.

Bear Cave is in the south-east of my island. There's Black Tiger Jungle in the south. There are three black tigers in the jungle. Buffalo Rock is in front of Beast Hill in the west.

How can I get there?

You can go by boat down the river. Then you can go on foot.

Buffalo Rock		Purple Beach		Beast Hill	
Dinosaur Mountain		Monkey Bridge		Dragon Lake	
Bear Cave		Black Tiger Jungle		Crocodile River	
Snake Beach		Wicked Witch Swamp		Ghost Castle	

Enjoy English Grade 4



Project “MFM for Stars”

Наши друзья-артисты стали популярными телеведущими. Для того чтобы они хорошо выглядели, им нужны талантливые модельеры. Создайте с одноклассниками журнал мод для наших телезвезд: “Modern Fashion Magazine for Stars” (“MFM for Stars”).

Выберите одного из артистов, придумайте и нарисуйте различную одежду для того, чтобы он мог вести:

- утреннюю передачу для детей — “Good morning, kids!”
- спортивную передачу — “Let’s do sports!”
- телевикторину для любознательных — “When, Where, Why?”
- музыкально-развлекательную передачу — “Let’s sing and dance!”
- передачу о животных — “Telling stories about pets”.

О том, как сделать этот журнал, вы читаете в рабочей тетради.

Не забудьте придумать интересную обложку и написать название: “MFM for Stars!”



Exam know-how

Написание эссе с элементами рассуждения

Стратегия

Рассмотрим два типа таких эссе:

а) с аргументацией „за“ и „против“; б) выражение собственного мнения.

Эссе с аргументацией „за“ и „против“

При написании этого типа эссе вы описываете проблему как сторонний наблюдатель.

Структура эссе:

1. Вступление и постановка проблемы
2. Тезисы, аргументы „за“
3. Тезисы, аргументы „против“
4. Заключение с выводом

Эссе Выражение собственного мнения

При написании этого типа эссе вы высказываете собственное мнение по проблеме.

Структура эссе:

1. Вступление и постановка проблемы
2. Аргументы в пользу своей точки зрения (3 предложения).
3. Аргументы, доказательства в пользу противоположной точки зрения (2, 3 предложения).
4. Свой аргумент, доказывающий несостоятельность противоположной точки зрения.
5. Заключение, в котором вы еще раз подчеркиваете правильность вашей точки зрения (2 предложения).

- В обоих типах эссе вам необходимо написать 200–250 слов. Определите, сколько слов вы пишете в строчке. Так, если в вашей строчке 10 слов, то вам нужно будет написать 20–25 строчек.
- Мы советуем вам писать эссе, состоящее из четырех абзацев. Начинайте каждый абзац с тезиса, который вы планируете в нем развивать.
- Поскольку количество слов ограничено, выражайтесь точно и ясно, не тратьте время на долгое вступление.
- Используйте лексику, которая отличается от лексики в формулировке задания, подбирайте к словам синонимы.



- Для того чтобы ваши аргументы звучали объективно и убедительно, используйте формальный язык с большим количеством безличных предложений, а также ссылок на экспертов, статистику, средства массовой информации. Сравните: *I am sure that one can learn a lot from computer games.* — *Experts state that one can learn a lot from computer games.*
- Обдумайте тему эссе, набросайте короткий план каждого абзаца, аргументы „за“ и „против“, примеры, которые вы собираетесь приводить. Постарайтесь не противоречить себе и последовательно отстаивать свою позицию.
- Не отходите от темы и не пишите больше, чем нужно.
- Не забудьте проверить написанное.

Суть вопроса

Очень важно понять суть вопроса. Зачастую одна и та же тема может быть сформулирована по-разному:

1. Are there any advantages in being a vegetarian?
2. Talk about the advantages and disadvantages of being a vegetarian.
3. Would you consider becoming a vegetarian?
4. Vegetarians are healthier. Do you agree?

Все эти вопросы означают одно и то же задание. Вам необходимо обсудить преимущества и недостатки вегетарианства.

Важно также избежать таких распространенных ошибок как отход от темы, подмена одной темы другой. Так, в данном случае, раскрывая тему здорового образа жизни, сосредоточьтесь на питании, не тратьте время на тему „Спорт“. Если будете писать об отказе от мяса из любви к животным, не сбивайтесь на тему „Исчезающие виды животных и их охрана“.



Подготовка аргументов

Прежде чем начать писать, поработайте в черновике, пользуясь следующим планом. Он поможет вам выстроить аргументацию, не отклоняясь от темы.

1. Что я хочу сказать?
2. Что я подразумеваю под этим утверждением?
3. Что я этим доказываю?
4. Могу ли я привести отвлеченный пример?
5. Могу ли я привести конкретный пример?



Enjoy English Grade 7

Section 7

Is Russian an International Language?

62 Before you start reading.

1) Look through the text in ex. 63 and find international words — the words which you can understand without a dictionary, for example *Olympiad* — *олимпиада*.

2) Look at the new words:

- (to) award — to be awarded a prize (*быть награжденным*)
- (an) award — the award ceremony (*церемония награждения*)
- [a'wɔ:d] — the award for smth goes to (*награда за что-либо достается кому-то*)
- (to) collect — to collect stamps / postcards / coins (*собирать марки...*)
- to collect oneself to do smth (*собраться, чтобы сделать что-то*)
- to collect your thoughts (*собраться с мыслями*)
- to collect tickets from the teacher (*забрать у учителя билеты*)

63 Read the passages from the article "Pushkin Institute Awards Top Students of Russian". Put the passages in the right order.

"I wanted to study an exotic language," Tylo Dirksmeyer said after the award ceremony. He speaks German, French and has been learning Russian for three years. He said he had plans to continue studying Russian. The best way to do it is by staying in Russia.

Teenagers from 28 countries had the opportunity to communicate with people in Russian during the 10-day Olympiad. It was the Ninth International Olympiad for the Russian language and Literature for schoolchildren. It brought to Moscow 215 young people aged 8 to 19 who studied Russian as a foreign language. The first competition took place in 1974.

The German teenager Tylo Dirksmeyer was one of the winners of the International Olympiad. When a Russian professor called his name, he jumped up and ran to the stage of the Moscow Pushkin Institute to collect a gold medal for his excellent Russian language skills.



Some of the most talented older participants of the Olympiad will be given stipends and the opportunity to study anything — not necessarily Russian language — at any Russian college.

Participants had to show their reading and conversational skills, their knowledge of Russian culture, and write an essay. A special textbook was put together by the Pushkin Institute for the Olympiad. There were passages from classic and modern Russian writers in the textbook.

64 Discuss the following topics with your partner:

1. Is Russian an international language?
2. Why is it important for teenagers from other countries to learn Russian?
3. Is your own Russian good? What would you like to do at Russian lessons?
4. How does good knowledge of Russian help you to study English?

65 Listen to the English version of Alexander Pushkin's poem.

Зимнее утро

Мороз и солнце; день чудесный!
Еще ты дремлешь, друг прелестный —
Пора, красавица, проснись:
Открой сомкнуты негой взоры
Навстречу северной Авроры,
Звездою севера явись!

Вся комната янтарным блеском
Озарена. Веселым треском
Трепещт затопленная печь.
Приятно думать у лежанки.
Но знаешь, не велят ли в санки
Кобылку бурую запретить?

Скользя по утреннему снегу,
Друг милый, предадимся бегу
Нетерпеливого коня
И навестим поля пустые,
Леса, недавно столь густые,
И берег, милый для меня.

Winter Morning

Snow, frost and sunshine... Lovely morning!
Yet you, dear love, its magic scorning,
Are still in bed... Awake, my sweet! —
Cast sleep away, I beg, and, rising,
Yourself a northern star, the blazing
Aurora, northern beauty, meet.

A mellow glow like that of amber
Illumes the room... 'tis good to linger
Beside the gaily crackling stove,
And think and dream... But let our honest
Brown mare without delay be harnessed
That we may take a sledge ride, love.

We'll give three reins to her, and lightly,
The snow of morning gleaming brightly,
Skim over it, and full of glee,
Cross empty fields and empty meadows,
A once green wood with trees like shadows,
A stream and bank long dear to me.

(Translated by Irina Zheleznova)

66 Find the adjectives used by A. Pushkin and the translator to describe the Russian winter. What other adjectives would you use to describe the winter (and other seasons) in your area?

Enjoy English Grade 11

Appendix 2 Learning strategies

How to deal with fill-in-the-gap test questions

Unit 1: Ex. 48; **Unit 2:** Ex. 44, 87; **Unit 3:** Ex. 54; **Unit 4:** Ex. 15, 18, 86

You may or may not have answers in fill-in-the-gap test questions. If you don't have choices, you have to recall or guess the correct word; but if you do have choices, you have to eliminate some options and choose the best answer.

- 1 Look for links in ideas. As you read the sentence, substitute the word blank for the gap. This helps you figure out what is missing and how the sentence makes sense when it's complete. If there are answer choices, try to predict the answer without looking at the choices. Then look at the choices and find the one that best matches your prediction. If there are no given choices, fill in the gap with an answer based on your prediction.
- 2 Look for context clues. A fill-in-the-gap question usually contains clues to the correct answer.
- 3 Read carefully. Sometimes one letter can change the meaning of a word. Some words may look the same if you are reading fast when they are not the same at all.
- 4 Match the grammatical form of the question with the answer. If the verb is singular, the subject or answer must also be singular; if the verb is plural, the subject, or answer must also be plural.
- 5 Check your answer by reading the entire sentence and decide whether it makes sense. If not, revise your answer.
- 6 Use common sense to make sure your answer is logical. Revise your answer if it doesn't match what you already know.

How to deal with true / false test questions

Unit 1: Ex. 16, 69; **Unit 2:** Ex. 93; **Unit 3:** Ex. 53; **Unit 4:** Ex. 85

- 1 True / False questions require you to recognise a fact or an idea and check your reading comprehension. Consequently, you have to read very carefully and closely.
- 2 When you take true / false tests, pay close attention to absolute words: words that are all positive or all negative, such as *all*, *everyone*, *all the time*, *always*, *never*, *none*, *not at all*, etc. If you see an absolute word in a test item, it will probably **not** be correct since answers are rarely *always* or *never*.
- 3 Look for other modifiers too. Words such as *usually*, *many*, *most*, *rarely*, *sometimes*, *generally*, and *frequently* can make the statement true because they are not absolute words.
- 4 Study the sentence parts. Every part of a true sentence must be true. If any one part of the sentence is false, the whole sentence is false despite other true parts.
- 5 Be on your guard for false logic. Two sentences might be true but connected by a word that makes them false. Look closely at the connecting word to make sure it doesn't lead to false conclusions.
- 6 Guess! When it comes to true / false questions you should guess on all questions you can't answer. You have more than a 50% chance of getting the answer right since true / false tests often contain more true answers than false answers.

How to deal with multiple choice test questions

Unit 2: Ex. 27, 40; **Unit 4:** Ex. 11, 29, 43, 57

- 1 In multiple choice questions, the question is called the *stem* and the choices are called the *alternatives*. Multiple choice questions sometimes require fine distinctions between correct and nearly correct statements. These distinctions

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5. While I was waiting for my train, I was reading a newspaper.
6. The man, who is looking at you, wants to introduce himself.
7. Because Sally is very proud, she will never accept your money.
8. Because Andrew comes from another town, he hasn't got many friends yet.

5 There is a new message on the Camp Pineland website. Listen to the message and answer these questions.

1. Who recommended Natasha write to this website?
2. Why did Natasha write?
3. What information does Natasha need?
4. Why does she need this information?

6 Listen to the words and expressions and repeat them after the speaker.

tuition fees	TOEFL — Test of English as a Foreign Language
a foundation programme — программа по подготовке к поступлению в вуз	accommodation
IELTS — International English Language Testing System	background knowledge
	to recognise smth / smb — эд. признавать что-либо / кого-либо
	pricey

7 There is a new message on the Camp Pineland forum. Read the message and the forum and give Russian equivalents for the words and expressions not translated in Ex. 6.

Natasha107

www.community.livejournal.com/natasha107/



Natasha107

8 March

Hi everybody,
My name is Natasha, and I live in Moscow. I have never been to your camp, but my friend Lisa Korolyova said you might be able to help me with some advice. The thing is, my father got a job in the UK and we are going to stay there for three years. My parents won't let me stay at home alone, so I am going with them. I am leaving school here in Russia this year and it would be nice to go to a British college or a university. Looking at the admission rules, I found out that all British universities want applicants to have A-levels. But,

being Russian, I haven't, of course, got any! I have started my own blog in the livejournal, so if you have any information for me, please write to me at www.community.livejournal.com/natasha107/.



TonyB

Coming from Turkey, I had the same problem. There is an easy answer. There are so-called foundation programmes which you can join. You do this programme for about nine months, and after you finish, you can apply to practically any UK university.



PrettyGirl

Be careful choosing the place where you do your programme. The university you apply to, later may not recognise it. Make up your mind about which university you want to go to first, and then ask them what foundation programmes they want.



Charlie305

Choose your university first. (IMHO) In our university we have our own foundation course called a Bridging Year. Students doing the Bridging Year are full members of the university, which is cool. Living on campus, you can use the same academic, social and sports facilities as other students.



TonyB

I did the programme called CFP (College Foundation Programme) in London. It allowed me to choose between a lot of universities. Check their FAQs. It's pricey, though. It costs you about £7,500 just in tuition fees.



SunnyJenny

They all cost about the same. Try to save on accommodation. You can rent a small flat with other students.



PrettyGirl

In my time foreign students, studying in the UK, were allowed to work up to 20 hours a week. Check it out! You can use this opportunity to earn a bit of extra cash.

Предметные результаты

- ▣ Развитие всех видов речевой деятельности: чтения, аудирования, говорения, письма и перевода;
- ▣ Освоение правил речевого и неречевого поведения, необходимых для успешного решения коммуникативных задач.

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Урок 1

Путешествие в Королевство

Началось всё с того, что Аня вместе с папой и мамой полетела в Англию. В самолёте Аня задумчиво листала учебник по английскому языку — всё-таки в Англии все говорят по-английски, но сама не заметила, как заснула, а разбудил её мамин голос:

«Просыпайся и добро пожаловать в Королевство».

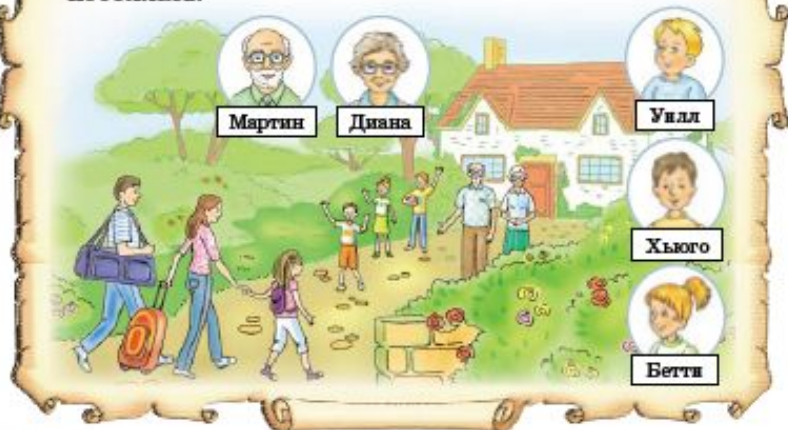
«Какое ещё Королевство? — сонно спросила Аня. — Мы же в Англию летели».

«Англия — это только часть страны, которая называется Соединённое Королевство Великобритании и Северной Ирландии. В его состав входят Англия, Шотландия, Уэльс и Северная Ирландия. Сейчас мы подлетаем к её столице — Лондону (1). Ему почти 2000 лет».

Внизу поблескивала река (2), на которой стоял невиданной красоты старинный дворец (3), а рядом с ним здания, похожие на огромные яйца и кубы из стекла (4), казалось, построенные инопланетянами. В следующий просвет между облаками Аня увидела колесо обозрения (5) такой высоты, что самолёт вполне мог зацепить его крыльями.

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Анина семья остановилась в крошечной старинной гостинице на окраине города. У хозяев гостиницы, Мартина и Дианы Диллонов, были внуки как раз Аниного возраста: Уилл, Хьюго и Бетти. Они предложили Ане погулять с ними в парке, но, увы, Аня ни слова не знала по-английски и уходить от родителей побоялась.



1 Выбери правильные ответы на эти вопросы. Для того чтобы правильно ответить, найди части текста, в которых есть нужная информация.

1. Полное название страны, в которую полетела Аня —
 - а) Англия.
 - б) Соединённое Королевство Великобритании и Северной Ирландии.
2. Соединённое Королевство
 - а) состоит из одной части.
 - б) состоит из нескольких частей.

3. Англия — это

- а) часть Соединённого Королевства.
- б) столица Соединённого Королевства.

4. Жители Соединённого Королевства говорят на

- а) английском языке.
- б) ирландском языке.

5. Столица Соединённого Королевства —

- а) Англия.
- б) Лондон.

2 Посмотри на карту мира и найди на ней Соединённое Королевство Великобритании и Северной Ирландии. Какими морями и океанами оно омывается? На скольких островах оно расположено?

3 Представь себя на месте Ани. Ты в огромном международном аэропорту, а вокруг тебя люди разговаривают на разных языках.

▶ Послушай разговоры людей. Попытайся догадаться, какая пара говорит по-английски.

▶ Послушай разговор по-английски ещё раз. Попытайся догадаться, о чём идёт речь.

▶ Что помогло тебе догадаться?

4 Опиши, как звучит английский язык. Эти слова помогут тебе:

быстрый, плавный, медленный, напевный, резкий, красивый, звучный

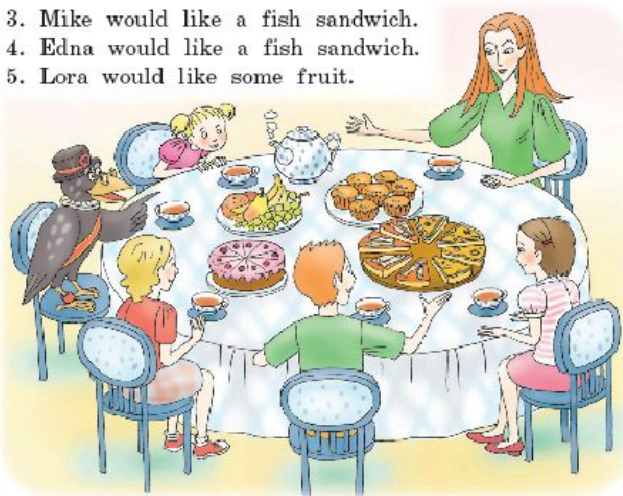
Домашнее задание

- Выполни в рабочей тетради упр. 1, 2.

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6 Прочитай диалоги и скажи, правильны или нет эти утверждения.

1. Kim would like some cake.
2. Cedric would like some tea.
3. Mike would like a fish sandwich.
4. Edna would like a fish sandwich.
5. Lora would like some fruit.



Morgana: Would you like some cake? It is very tasty!

Kim: Yes, please! I love cakes.

Morgana: Would you like some tea?

Cedric: No, thanks, I don't drink tea. I'd like some water.

Morgana: Would you like a cheese sandwich?

Mike: Yes, please!

Morgana: Would you like a fish sandwich?

Edna: No, thanks. I like fish, but I ate a lot of fish yesterday.

Morgana: Would you like a chocolate cupcake?

Lora: No, thanks. I am on a diet. I would like some fruit.

7 Скажи, правильно ли Аня поняла, что:

1. Lora doesn't like chocolate cupcakes.
2. Lora likes fruit.
3. Kim likes cakes.
4. Cedric doesn't like tea.
5. Edna doesn't like fish.

► Исправь ошибки.

8 Поработайте в парах. Один из вас официант, другой — клиент детского кафе. Используйте меню из упр. 5.

Официант: Предложи клиенту блюда из меню. Повтори заказ клиента после того, как он сделает свой выбор, и расскажи классу, что хотел бы заказать твой клиент.

Клиент: Послушай предложения официанта и отреагируй на них. Сделай заказ.

👂 Послушай разговор Аниной мамы и официанта и ответь на вопросы.

1. Would she like some tea?
2. Would she like some milk?
3. Does she like sugar?
4. Would she like some sugar?
5. Would she like an egg and some cheese?
6. Does she like bread and butter?



Homework

- Выполни в рабочей тетради упр. 1–4.
- Подготовься к ролевой игре.

Happy English.ru Grade 5 Year 4

Lesson 8

Project "My family"

- Представьте свой проект одноклассникам.
- Ответьте на вопросы одноклассников.
- Обсудите, чей проект получился наиболее интересным по следующим показателям:
 - a) необычная история
 - b) новая информация
 - c) интересное оформление
 - d) интересные фотографии

Lessons 9,10

Homereading

Bob, the Hedgehog, and his friends Part 1

- 1 Read the story. Use the Wordlist to help you.



Woodbridge 17 March

BOB

My name is Bob. I live in England. I have a large family: a mother, a father, two brothers, a granny and a grandpa.

Oh yes, I forgot to tell you: I am a hedgehog. I am five months old. By human standards it's twelve years old. Or perhaps, thirteen. So I can call myself a teenager.

Everybody thinks I am very smart for my age. I think I am also good-looking. I have black little eyes, a round curious nose, and very sharp spines. We live in a garden. The house is empty, so we have the garden all to ourselves.

My mother is beautiful and kind. But sometimes she is strict. It's not easy to bring up three boys. We often make noise. Hedgehogs are noisy creatures, but boy hedgehogs are the worst. We also have fights. I often win because I am clever.

My father is strong, clever and hard-working. But he is also quick-tempered. When he's at home, we try to be quiet. He likes to read the newspaper, "The Hedgehog Times", with his cup of coffee in the morning.

Our grandparents are very kind and sweet. Our granny likes to knit and cook, and our grandpa likes singing and playing football with us.

Today Father read in the newspaper: "For sale: a lovely house in the suburbs, a large garden, three bedrooms, in a nice area." It's our house! My father knows the address. I tell you, my father is clever and knows everything. We are worried. Who is going to live here? Are they going to like hedgehogs?

London, 17 March

TOM

I am Tom. I am twelve. I have two younger brothers, Alex and Max. Alex is seven, and Max is six.

We live in London in a big building with a lot of neighbours. Mother doesn't like it here. She's from Ireland and she misses the green grass and fresh air. Mother and Father wanted to move to a village. So they bought a house there.

What can I say? I don't know. My friends are in London, and my school is in London. Do I really want to move? My brothers are happy about it. In the new house they will play football in the garden and perhaps our parents will buy a dog for them. They really want a dog and now they can have one.



London, 20 March

I saw the pictures of our new house. Now I think it's not such a bad idea. The best thing about it is the garden. It's very large and overgrown. I am going to ask Father to leave it as it is. I want to explore all of the plants and animals in it. There are birds and other small creatures. I can write about them every day in my diary.

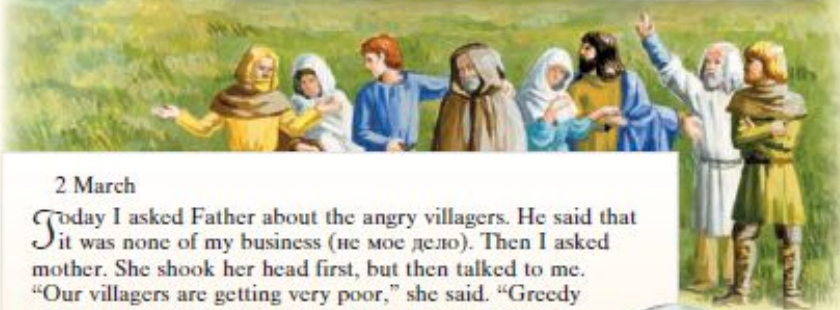
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1 March

Still no answer from Lady Isabel. Maybe, she won't take me? I'm getting worried.

Today is the day when our villagers pay my father for the land which they hold from him. Those who have more land pay first. And at the end come the sheep boy, and the widow Megan who has no land but has to pay for her little cottage. This year the faces of the villagers were angry. They swore at my father when they paid. I don't understand why. Did they have to pay more than usual?

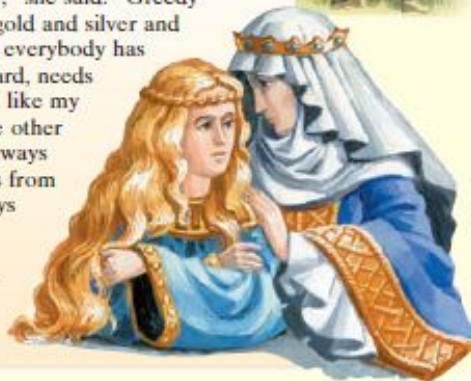
In fact, we are not rich at all. My father is a Norman knight. Ten servants, fifty villagers and 100 acres of land is all he got from the King for his loyal services.



2 March

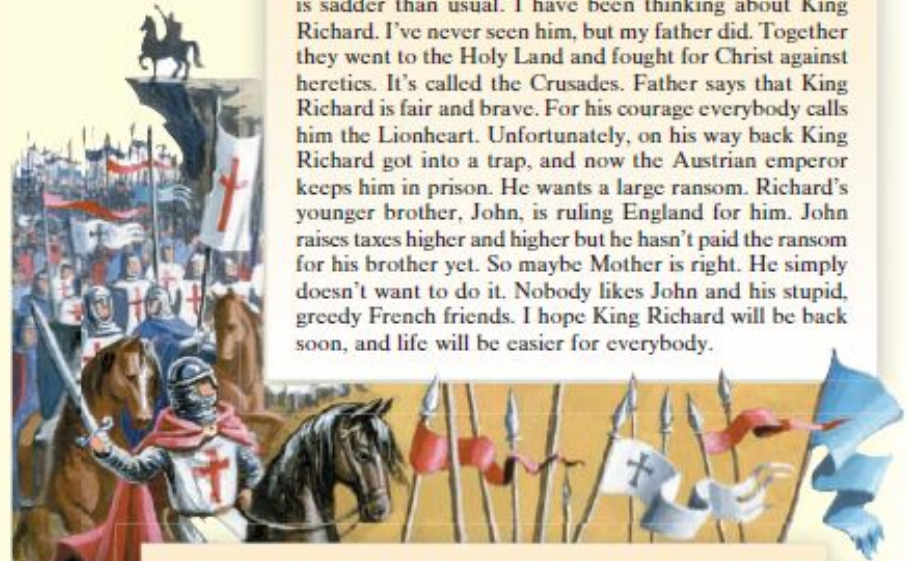
Today I asked Father about the angry villagers. He said that it was none of my business (не мое дело). Then I asked mother. She shook her head first, but then talked to me.

"Our villagers are getting very poor," she said. "Greedy Prince John wants more and more gold and silver and invents more and more taxes which everybody has to pay. He says that our king, Richard, needs the money, but I don't believe it." I like my mother. She is different from all the other women, I know. She is brave and always says what she thinks. Mother comes from a noble Celtic-Saxon family. She says that there were kings and Druids in it. Unfortunately, it didn't help Mother's family when the Normans came. Her grandfather kept his land, but lost his power.



3 March

We finally got an answer from Lady Isabel! I'm going in ten days. I have to pack my things quickly. Mother is sadder than usual. I have been thinking about King Richard. I've never seen him, but my father did. Together they went to the Holy Land and fought for Christ against heretics. It's called the Crusades. Father says that King Richard is fair and brave. For his courage everybody calls him the Lionheart. Unfortunately, on his way back King Richard got into a trap, and now the Austrian emperor keeps him in prison. He wants a large ransom. Richard's younger brother, John, is ruling England for him. John raises taxes higher and higher but he hasn't paid the ransom for his brother yet. So maybe Mother is right. He simply doesn't want to do it. Nobody likes John and his stupid, greedy French friends. I hope King Richard will be back soon, and life will be easier for everybody.



12 March

Today is the last day at home. I hope I'll impress Lady Isabel with my good manners, clothes and appearance. I even washed my hair... Before I went to bed, Mother came into the room. She was very pale, but smiled at me. On her finger there was a golden Celtic ring, which I had never seen before. She took it off and gave it to me. "Take it," she said, "It's magic. It's been in our family since 1066. It has saved the lives of a lot of people. Never take it off, but don't show it to anybody." With these words she put a thin chain through the ring and put it around my neck.

I didn't understand anything about magic, but I liked the ring. It's nice and heavy with two big snakes on.



Enjoy English Grade 5

UNIT 4 Learning more about each other

Section 1 May I ask you a question?



1 Listen to the interview with Jess Hasset, a student at East Square London School. Say what you have learnt about her. Use these topics:

1. Foreign languages she speaks
2. Her favourite hobbies
3. Musical instruments she plays
4. Her friends

2 Listen and repeat. Find and read the pairs of words which sound similar in Russian and English.

student, interview, correspondent, information, hobby, musical, instrument, group, theatre, guitar, typical, manager, humour, serious, local

информация, корреспондент, хобби (увлечение), студент, театр, музыкальный, интервью, гитара, местный (локальный), группа, юмор, типичный, менеджер, серьезный, инструмент



Unit 4

3 Read and translate the word combinations. Make up your own sentences using these word combinations.

a student's interview
a local group
correspondent's information
to be a serious student
to have a hobby
a musical instrument
a busy manager
to go to a theatre
to play the guitar
to have a good sense of humour
a local train

4 Complete the text.

Use:
foreign, exchange, for, musical, invited, her,
an interview

Jess Hasset is a student of East Square London School. Her school ... some Russian students to visit London during their spring holidays.

Jess is responsible ... the arrangement of an English-Russian student ... Jess gave ... to a correspondent of a youth newspaper "School friends". She told him about her hobbies, the ... instrument she can play, the ... languages she can speak and about ... friends.

5 Work in pairs. Read Jess's interview. Say where the Russian students are staying in London and what sights they have visited already.

Correspondent: Jess, could you answer some questions about the English-Russian student exchange?

Jess: Yes, of course.

Correspondent: Who are the host families?

Jess: All Russian students have got a host family through their penfriends. We decided this before their coming to London. For example, we offered Lena to stay with Julia's family. Martin offered Dima to stay with his family. And my penfriend Katya is staying with my family. Stephan, my classmate, and his family are having a party for our guests at their place next weekend.

Correspondent: What are you going to show your Russian friends during these two weeks?

Jess: We've planned a lot of things for our guests and have discussed our plans with our teacher Barbara Grey. We want to make their stay in London a very interesting and unforgettable experience.

Correspondent: What places have you visited already?

Jess: We have been to Trafalgar Square, the London Eye, the Tower of London and the Science Museum. You can ask them about their impressions if you want. They say they've enjoyed the sightseeing.

Correspondent: Thank you very much. I plan to ask them a lot of questions tomorrow morning. I hope they'll share their impressions.



LOOK AND LEARN!

unforgettable [ʌnfɪ'getəbəl] — незабываемый

Внеурочная деятельность в курсе “Enjoy English”

- Отражает изучаемые на уроках темы;
- Позволяет получить дополнительные знания на родном языке;
- Позволяет развивать умения поиска и анализа информации;
- Повышает мотивацию школьников;
- Позволяет повышать культурный уровень и воспитывать учеников.

Внеурочная деятельность в курсе “Enjoy English”

Может быть организована в виде научного общества, кружка (например, «Англия и Россия»), в ходе работы которого дети получают социокультурную информацию о стране изучаемого языка, учатся находить новую информацию и выбирать нужную, знакомятся с жизнью зарубежных сверстников, разыгрывают сценки и т.п.

Внеурочная деятельность в курсе “Enjoy English”

Примеры тематики исследовательских проектов школьного научного общества «Англия и Россия»:

- 2 класс: What is your name? (Вопросы для исследования: Какие имена популярны у современных английских школьников? Какие имена используются в английских народных сказках? Популярны ли сейчас эти имена? Популярны ли имена из русских народных сказок в современной России?); Our families (Какая типичная английская семья? Отличается ли она от типичной семьи в России?); Our pets (Какие домашние любимцы популярны в Англии и в России? Какие самые необычные домашние любимцы бывают в Англии и в России?).
- 3 класс: Our holidays and celebrations (Как празднуют Рождество и Новый Год в Англии и в России? Празднуем Рождество по-английски – утренник для школьников и родителей); Our books (Какие книги популярны у современных английских детей? О чем они? Инсценировка рассказа/сказки/стихотворения) и т.д.
- **Информация для исследовательских проектов - в поурочных каталогах дополнительной информации на форуме www.englishteachers.ru**

Внеурочная деятельность в курсе “Millie”

- ▣ Расширяет знания учеников об окружающем мире;
- ▣ Повышает мотивацию;
- ▣ Опирается на информацию и идеи учебника;
- ▣ Развивает умения поиска и отбора информации;
- ▣ Способствует развитию интеллектуальной сферы учащихся.

Внеурочная деятельность в курсе “Millie”

- Может быть организована в виде работы научно-исследовательского общества «Окно в мир». Работа общества заключается в выполнении исследовательских мини-проектов, отображающих и расширяющих содержание материала учебника и способствующих реализации заложенных в ФГОС направлений развития личности (спортивно-оздоровительное, духовно-нравственное, социальное, общеинтеллектуальное, общекультурное). Практически каждому разделу учебника может соответствовать мини-проект.

Внеурочная деятельность в курсе “Millie” – примеры тем проектов

“Millie” для 2 класса:

- ▣ **Unit 2 – «Школы в истории»** (Какими были школы в России и других странах много лет назад? Какими школьными принадлежностями пользовались дети?) - общеинтеллектуальное и общекультурное развитие;
- ▣ **Unit 3 – «Цирки мира»** (Какие самые знаменитые цирки мира? Где они находятся?) – общеинтеллектуальное и общекультурное развитие;
- ▣ **Unit 4 – «Домашние любимцы»** (Какие животные стали домашними раньше всего? Какие домашние любимцы – самые необычные?) – общеинтеллектуальное, общекультурное, духовно-нравственное развитие;
- ▣ **Unit 5 – «Рождество в мире»** (Как празднуют Рождество в России и в других странах? Какие традиции самые необычные?) – общеинтеллектуальное, общекультурное, духовно-нравственное развитие;

Внеурочная деятельность в курсе “Millie” – примеры тем проектов

- “Millie” для 2 класса:
- **Unit 6 – «Я люблю свою семью»** (Что такое «типичная семья» в России и в других странах мира? В каких странах самые большие семьи?) – общеинтеллектуальное, общекультурное, духовно-нравственное развитие;
- **Unit 7 – «Самая интересная игрушка»** (Какие традиционные игрушки в России и в других странах? Какие игрушки популярны в разных странах?) – общеинтеллектуальное, общекультурное развитие;
- **Unit 8 – «Любимый дом»** (В каких домах живут люди в разных странах? В каких домах жили люди в Англии и в России сто лет назад? Какие дома – самые необычные в мире?) – общеинтеллектуальное, общекультурное развитие;
- **Unit 9 – «Лучшая еда для школьников»** (Что входит в меню школьного обеда в России и в других странах? Какая еда одновременно и вкусная и полезная? Что должно входить в полезный завтрак для школьника?) – спортивно-оздоровительное, общеинтеллектуальное, общекультурное развитие;
- **Unit 10 – «Ферма – это интересно!»** (Какие бывают фермы в разных странах? Какие домашние животные помогают фермерам? Какие необычные фермы бывают?) – общеинтеллектуальное, общекультурное развитие; и т.д.

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