МОСКОВСКОЕ ОБРАЗОВАНИЕ

Содержание и методика преподавания курса

СЛАВНОЕ НАСЛЕДИЕ России

на английском языке









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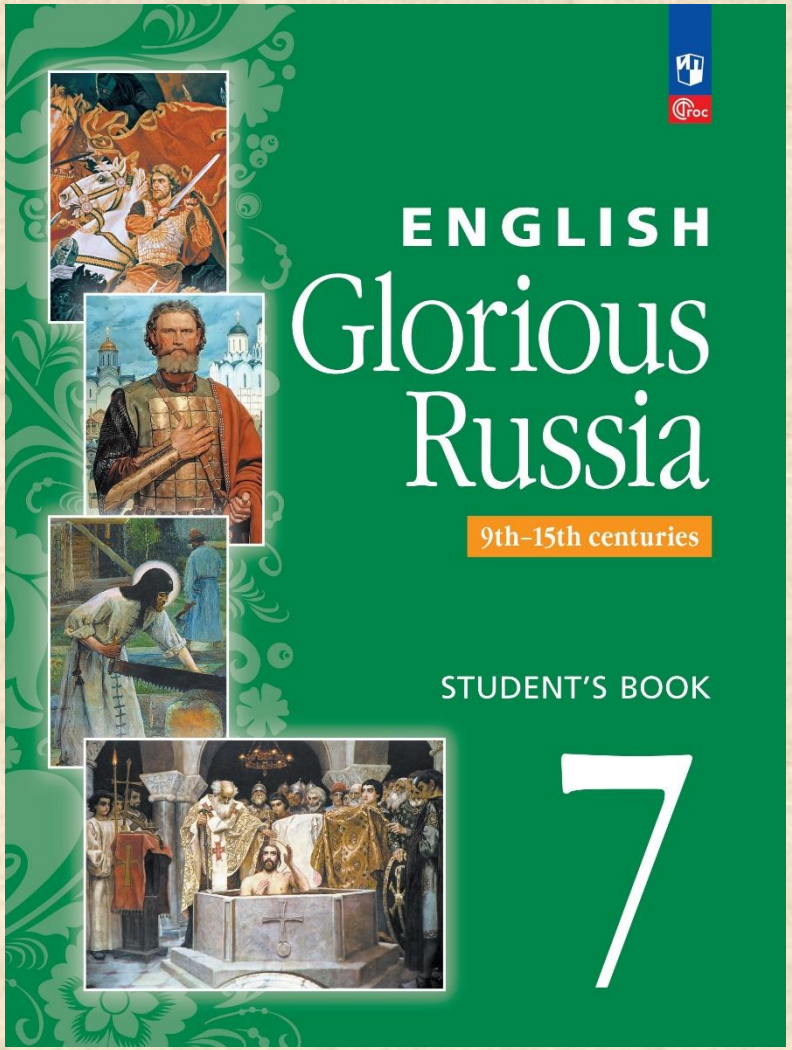
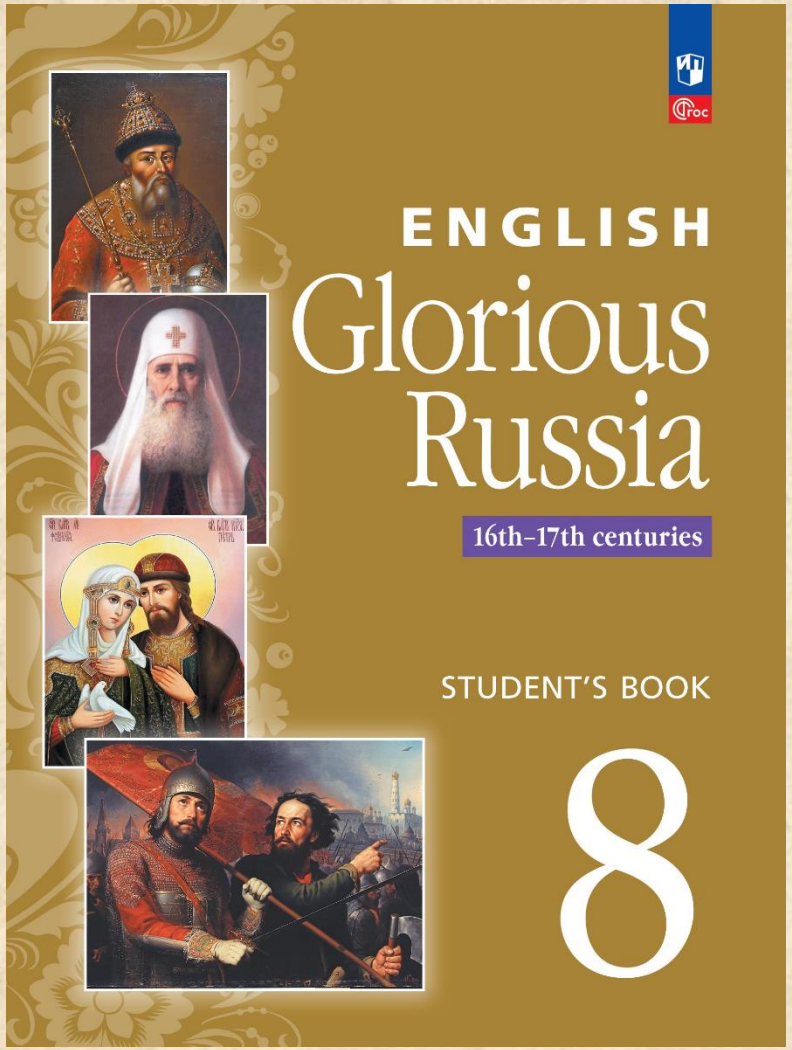
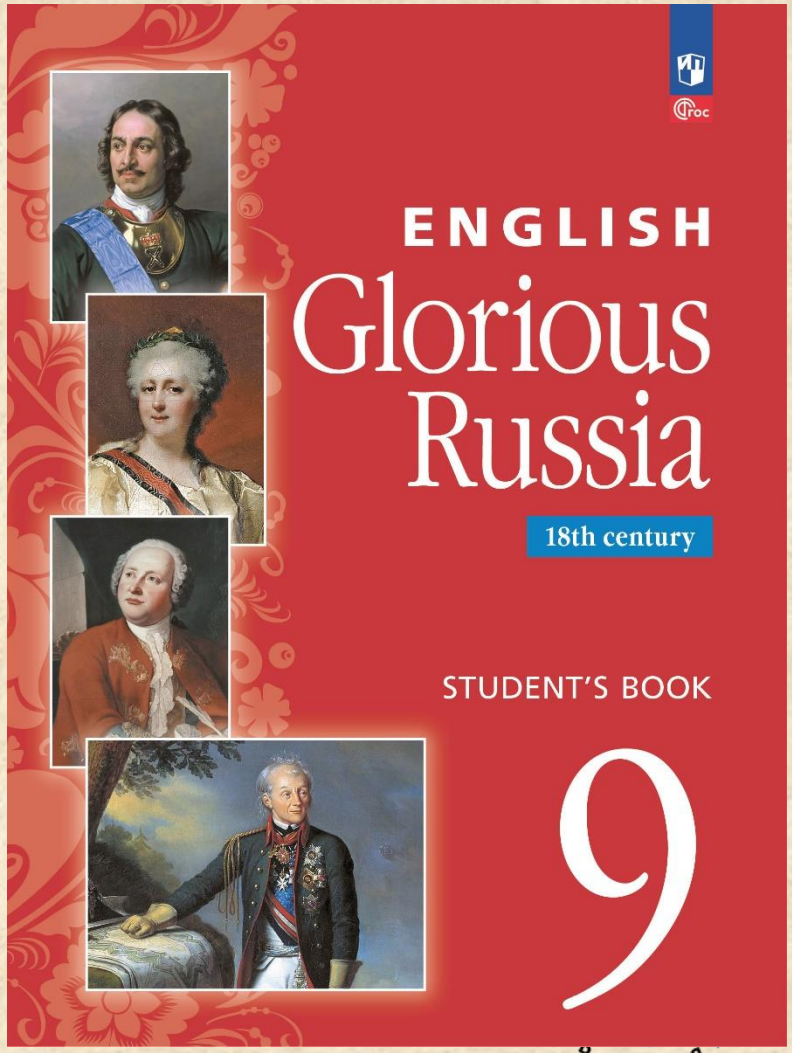
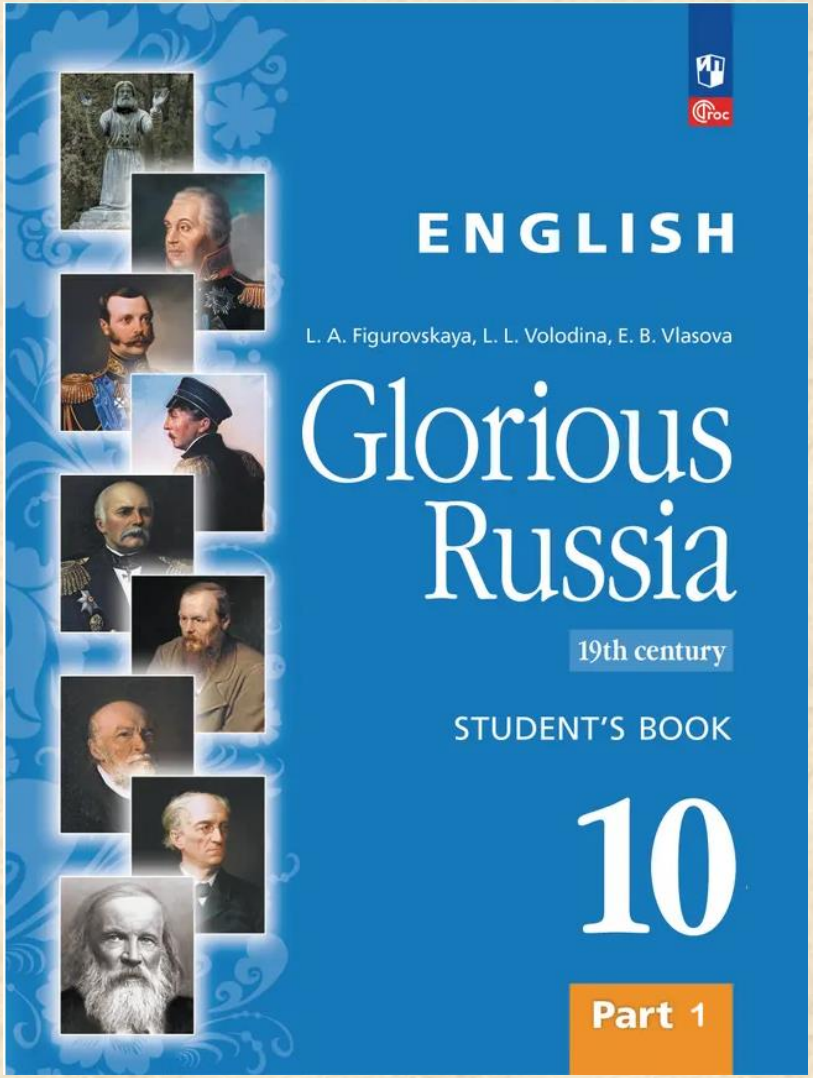
Учебное пособие “Glorious Russia” для 7-9 классов
ОБЩИЕ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

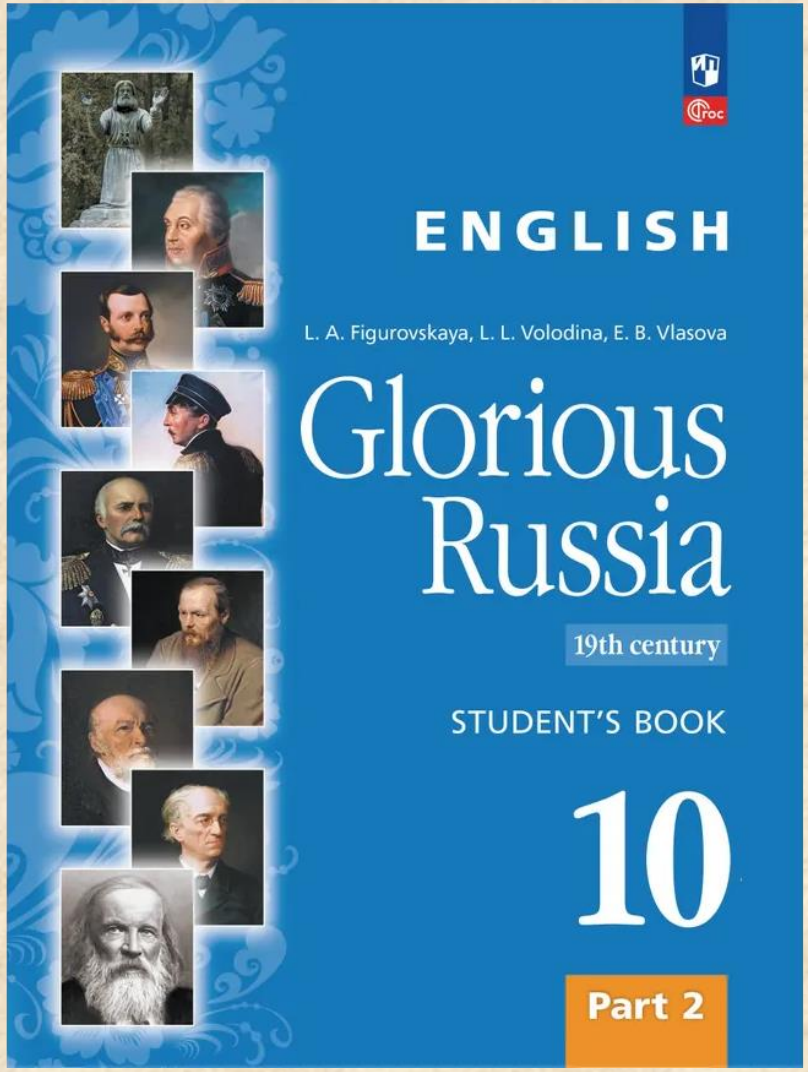


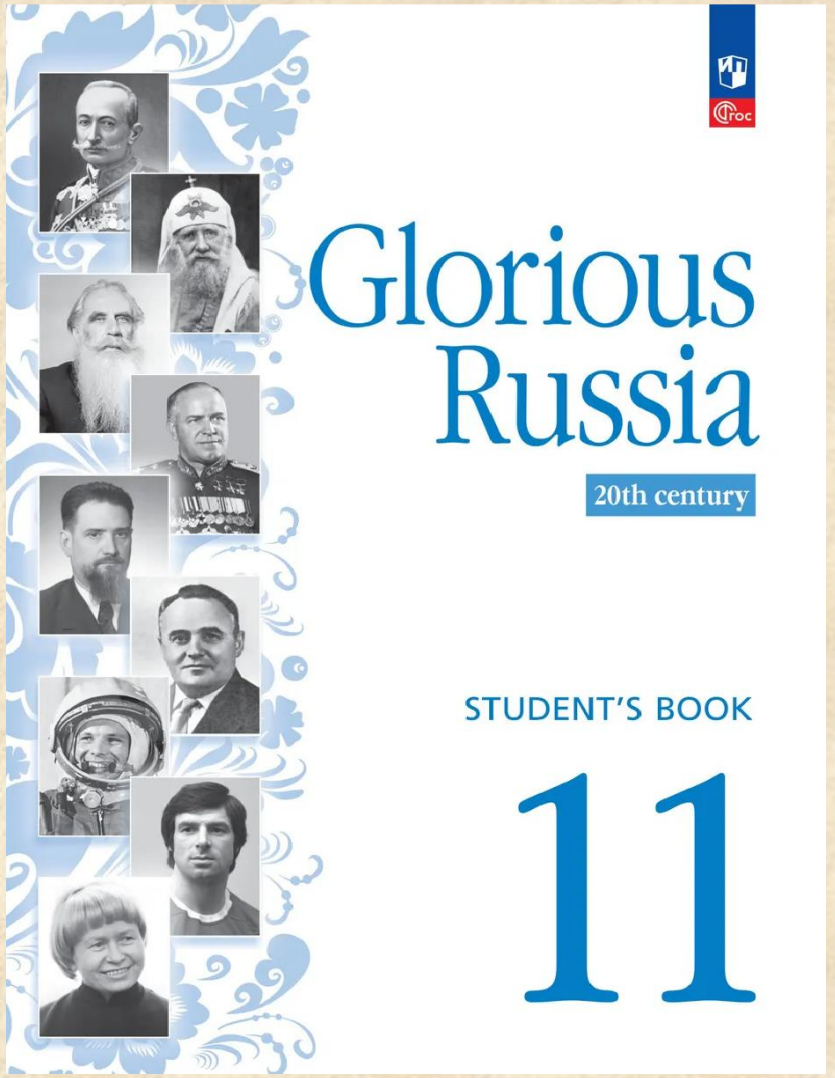




Учебное пособие “Glorious Russia” для 10-11 классов
ОБЩИЕ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ







Учебные пособия “Glorious Russia” («Славное наследие России») для 7–11 классов

Цель:

Расширить знания по английскому языку и сформировать патриотические, гражданские качества на основе традиционных духовно-нравственных ценностей России.

Задачи:

- Достичь личностных результатов ФГОС (ст. 42) через межпредметные связи с историей России.
- Систематизировать материал курсов истории, географии, английского языка.
- Развить коммуникативные умения: расширить словарный запас, навыки чтения и говорения.

Учебные пособия “Glorious Russia” («Славное наследие России»)” для 7-11 классов

Структура пособия «Славное наследие России»



Объем материала по классам:

- **7–9 и 11 классы** — 17 тематических разделов
- **10 класс** — 34 раздела



Рекомендуемое время:

- **7–9, 11 классы** — 2 академических часа на раздел (68 уроков/год) или 1 час (34 урока/год)
- **10 классы** — 2 часа на раздел (68 уроков/год)



Структура раздела:

- Введение в тему
- Текст для чтения
- Новая лексика
- Второй текст для чтения/аудирования
- Обсуждение проблем духовно-нравственного содержания
- Проект

Учебное пособие “Glorious Russia” для 7-11 классов
ОБЩИЕ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

Методические подходы:

Аксиологический:
Обучение на ценностях российского менталитета: от содержания текстов до межкультурного общения с позиции гражданина России.

Социокультурный:
Знакомство с родной культурой и традициями, их сопоставление с иноязычными примерами.

Коммуникативный:
Историческая информация — основа для общения; практико-ориентированные задания.

Учебное пособие “Glorious Russia” для 7-11 классов
ОБЩИЕ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

Начало урока: этап экспозиция (Lead-In)

Главная функция – мотивирующая.

Как работает:

- Вопросы открытого и закрытого типа с опорой на иллюстрации
- Вызывают интерес к теме урока, тексту, заданиям
- Актуализируют знания и речевой опыт учащихся

Поддержка:

- Каждый этап разминки сопровождается речевыми клише
- Помогают снять речевые затруднения

Учебное пособие “Glorious Russia” для 7-11 классов
ОБЩИЕ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

Содержание и первый этап работы с текстом

Основа каждого раздела:

- Два текста
- Факты о ключевых исторических событиях, государственных деятелях, первооткрывателях, реформах, памятниках, святых и святынях России IX–XX вв.

Учебное пособие “Glorious Russia” для 7-11 классов
ОБЩИЕ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

Обучение чтению: этапы и задания

Этап 1 – снятие лексических сложностей:

- Words to Help with Reading – слова с русским переводом
- Исторические реалии и географические названия (перед текстом)

Этап 2 – ознакомительное и поисковое чтение

- Поиск конкретной информации: даты, цифры, факты, имена, названия
- Задание даётся перед текстом, время выполнения ограничено

Типы заданий:

- Matching – сопоставление информации с заголовками абзацев
- Timeline – сопоставление дат и событий
- и другие

Учебное пособие “Glorious Russia” для 7-11 классов
ОБЩИЕ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

Детальное понимание текста

Задания:

- Вопросы по содержанию
- Закончить предложения / составить из частей по тексту (Completion)
- Утверждения правильные/неправильные (True-False statements)
- Хронология

Учебное пособие “Glorious Russia” для 7-11 классов
ОБЩИЕ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

Работа с активной лексикой и второй текст

Активная лексика: 8–12 единиц на урок

Ввод новой лексики:
• Соотнесение слов с определениями с опорой на текст и языковую догадку (Matching)
Активизация:
• Заполнение пропусков в контексте (Gap-filling)
• Кроссворды
• Логическая перегруппировка / восстановление (Unscrambling)
• Языковые шарады

Второй текст (чтение / аудирование):
• Меньше по объёму
• Без дополнительной новой лексики
• Для более полного погружения в тему

Учебное пособие “Glorious Russia” для 7-11 классов
ОБЩИЕ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

Обучение говорению: диалогическая и монологическая речь

Экспозиция (Lead-In) – мотивирование к говорению

- Работа в парах: ответы на вопросы по картинкам
- Опорные фразы (Useful Phrases) – актуализация знаний и настрой на урок

Задания на проверку понимания текста (диалог / монолог)

- В парах: составить предложения из разрозненных частей с опорой на текст
- С помощью дат составить краткий пересказ текста

Учебное пособие “Glorious Russia” для 7-11 классов
ОБЩИЕ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

Обучение говорению: диалог и монолог

Диалогическая речь:
- Расспросы, разъяснение
- Взаимное заполнение формуляров
- Управляемое интервью

Основной упор – раздел «Discussion Point»
- Проблемное высказывание / цитата / проблемные вопросы
- Аргументированное высказывание с опорой на изученный материал

Результат к концу урока:
Развернутое монологическое высказывание: сообщение, доклад, презентация, рассказ по картинке, аргументированное мнение

Формы работы: пары / группы/фронтальный опрос

Учебное пособие “Glorious Russia” для 7-11 классов
ОБЩИЕ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

Проектная деятельность

Цель: совершенствование всех видов речевой деятельности

Формы (устные и письменные):
• Презентации, блоги, статьи
• Личное письмо, плакат и др.

Уровень сложности: от A1 до B2 (в зависимости от параллели, уровня и мотивации учащихся)

Поддержка:
• Пошаговые инструкции для учащихся и учителей

Учебное пособие “Glorious Russia” для 7-11 классов
Соотнесение ФОП с темами пособия

Цель иноязычного образования (ФОП, п. 136.2.6)

Коммуникативная компетенция в единстве:

- **Речевая** компетенция
- **Языковая** компетенция
- **Социокультурная** (межкультурная) компетенция:
  – приобщение к культуре, традициям стран изучаемого языка
  – формирование умения представлять свою страну, её культуру в условиях межкультурного общения.

Учебное пособие “Glorious Russia” для 7-х классов
Соотнесение ФОП с темами пособия

Предметные результаты (5–9 классы):

Учащиеся овладевают видами речевой деятельности в рамках тем:

- **«Родная страна и страна изучаемого языка»**
(географическое положение, столицы, население, официальные языки, достопримечательности, национальные праздники, традиции, обычаи)

- **«Выдающиеся люди»**
учёные, писатели, поэты, спортсмены

➞ Данное пособие решают эту задачу

Учебное пособие “Glorious Russia” для 7-х классов Соотнесение ФОП с темами пособия

Тематическое содержание ФОП 7 класс	Тематическое содержание пособия «Славная Россия IX—XV век» (Glorious Russia IX—XV centuries) 7
М **Родная страна и страна (страны) изучаемого языка. Их географическое положение, столицы, население, официальные языки, достопримечательности, культурные особенности (национальные праздники, традиции, обычаи)**	UNIT 1. RUS AND CHRISTIANITY UNIT 3. NOVGOROD: AN OLD RUSSIAN CITY UNIT 6. CULTURAL DEVELOPMENT OF MEDIEVAL RUS UNIT 8. NORTHEASTERN RUS. ANDREY BOGOLYUBSKY (1111–1174) UNIT 9. 13TH CENTURY RUS BETWEEN TWO ENEMIES UNIT 12. MOSCOW: A NEW CENTRE OF RUSSIAN LANDS UNIT 15. THE BATTLE OF KULIKOVO FIELD UNIT 17. POLITICS AND CULTURE OF RUS IN THE 15TH CENTURY

Учебное пособие “Glorious Russia” для 7-х классов
Соотнесение ФОП с темами пособия

Тематическое содержание ФОП 7 класс	Тематическое содержание пособия «Славная Россия IX—XV век» (Glorious Russia IX—XV century) 7
Н **Выдающиеся люди родной страны и страны (стран) изучаемого языка: ученые, писатели, поэты, спортсмены**	UNIT 2. PRINCE VLADIMIR OF KIEV UNIT 4. THE STATE OF RUS UNDER YAROSLAV THE WISE UNIT 5. FAMILY, CHILDREN AND DYNASTIC MARRIAGES UNIT 7. STRUGGLE FOR KIEV’S THRONE UNIT 10. ALEXANDER NEVSKY: A GREAT MILITARY LEADER UNIT 11. ALEXANDER NEVSKY: A DIPLOMAT UNIT 13. DMITRY DONSKOY: A NEW LEADER OF RUS UNIT 14. ST. SERGIUS OF RADONEZH UNIT 16. IVAN III: THE END OF THE GOLDEN HORDE

Учебное пособие “Glorious Russia IX-XV centuries” для 7 класса

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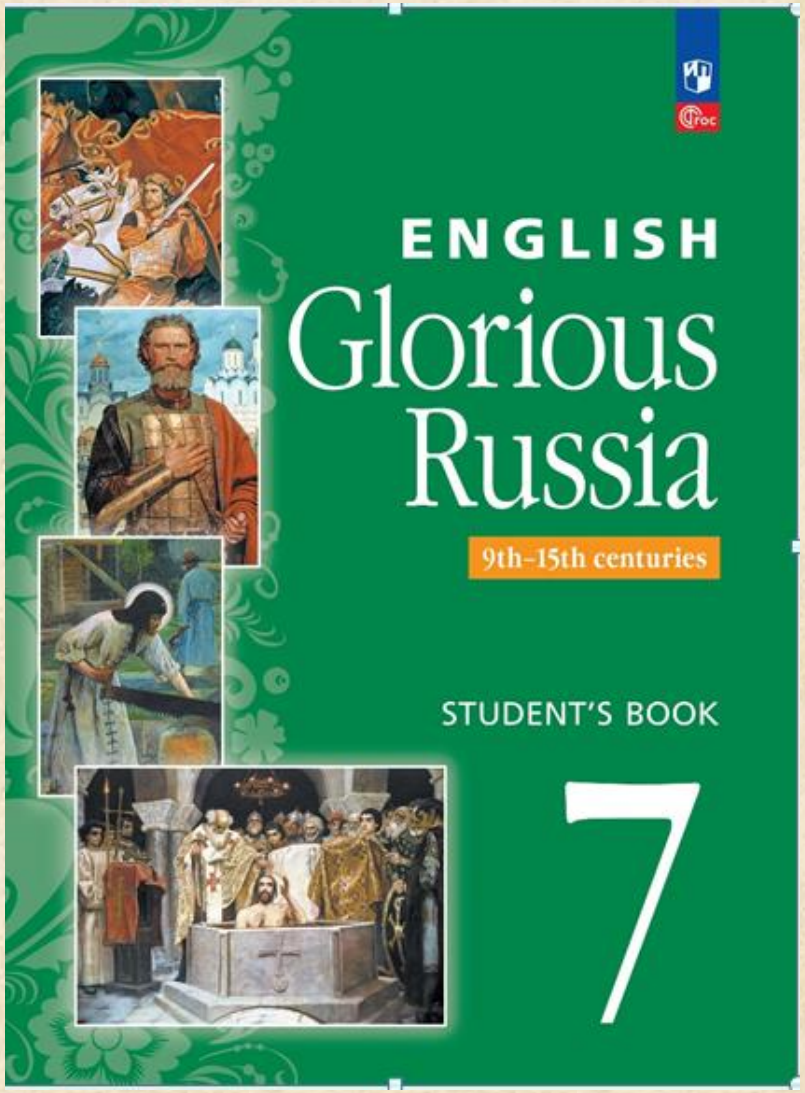
— задание рекомендуется выполнять в личной тетради учащегося



Учебное пособие “Glorious Russia IX-XV centuries” для 7 класса

Урок 3

UNIT 3

NOVGOROD: AN ANCIENT RUSSIAN CITY

3A

LEAD-IN

What do you know about Veliky Novgorod? Work in pairs and share your ideas about its geography, history, famous people. Begin your answers with: *As far as I remember ..., in my opinion ...., if my memory serves me right ...*



USEFUL PHRASES:

- to be founded
- to build
- to fight the enemy
- to trade

2F

READING

1 **Read the text and check your answers.**

WORDS TO HELP WITH READING

East Slavs — восточные славяне
Prince Rurik — князь Рюрик
settlements — поселения
Novgorodians — новгородцы
Varangians to the Greeeks — «из варяг в греки»
borders — границы
outpost — форпост
to collect tribute — собирать дань
form of government — форма правления
republic — республика
Ivan the Terrible — Иван Грозный
Tsar — Царь
Great Patriotic War — Великая Отечественная война
fascists — фашисты
St Sophia Cathedral — Софийский собор
Millennium of Russia — тысячелетие России

Veliky Novgorod is a northern city on the Volkhov river. It was an important and **powerful** trade centre of Rus and its first capital. Novgorod **was founded** in 859 and it is connected to the name of Prince Rurik. It grew from three settlements. The place was new for the people and this is how it got its name. The first Novgorodians chose the place well because it was on the way from “Varangians to the Greeks”. This was good for long-distance trade.

The geographical position also helped them **defend** the borders and fight the enemies who came from the north. So we can say that Novgorod played an important role as an outpost of the Russian lands. At the same time Novgorod was a very important city because it controlled a large territory from the Baltic Sea to the Ural Mountains and from the White Sea to the Volga River. A very useful position. This also helped to collect tribute from all the lands and send it to Kiev.

Interestingly, Novgorod had an unusual form of government — in the form of the *veche*, which was a city meeting. A veche bell called all the citizens who owned property to go there.

Novgorod gradually lost its power and under Ivan III the lands of Novgorod became part of the unified Rus.

During the Great Patriotic War fascists were in the city for three years and **destroyed** almost all of it. The citizens needed 15 years to **rebuild** it.

Today it is an industrial and a tourist city with lot of tourist sites. Among them the Kremlin, the ancient St Sophia Cathedral. It is a copy of Kiev Sophia Cathedral with its magnificent frescoes and bronze doors, Millennium of Russia monument built in 1862 and others. If you want to see an **ancient** Russian city with a history that will make you proud of your country — come to Veliky Novgorod, explore it and learn more about it.

2 **Decide if the following statements are true or false.**

1. Novgorod was as powerful as Kiev in the Middle Ages.
2. Novgorod is connected to Rurik dynasty.
3. Novgorod was founded in the 10th century.

Учебное пособие “Glorious Russia IX-XV centuries” для 7 класса

Урок 3

4. Novgorod played an important role only because it guarded the boarders.
5. Fascists ruined Novgorod.
6. Now it is a big tourist center.

3 **Work in pairs and answer the questions.**

1. In what part of Russia is Veliky Novgorod?
2. Which river runs through it?
3. When does Novgorod start its history?
4. What was veche?
5. When did Novgorod lose its power?
6. What happened to the city at the time of the Great Patriotic War?
7. What sights can you see in Veliky Novgorod?

4 **Match two parts of the sentences. Then check your answers in the text.**

1. Novgorod is a city	a) helped to guard the borders
2. Novgorod was founded	b) "from Varangians to the Greeks"
3. People chose the place for Novgorod well	c) a republic in the form of veche
4. Novgorod was on the way	d) and ruined almost all of it
5. The geographical position	e) because it was good for international trade
6. Novgorod had a unique form of governing —	f) which was the second most powerful city after Kiev
7. Fascists were in the city	g) an industrial and tourist city with a lot of sights
8. Today it is	h) In 859

3C

VOCABULARY

5 **Match the words (1–8) from the text with their definitions.**

1. ancient	a) to appear
2. powerful	b) to make again
3. reason	c) ruin
4. to be founded	d) strong
5. to defend	e) old
6. destroy	f) motive
7. rebuild	g) to protect

6 **Choose the right answer.**

1. Novgorod was an (ancient/provincial) city.
2. Novgorod was (found/founded) in 859.
3. The Kremlin helped (attack/defend) the city from the enemies.

4. The city was (restored/destroyed) at the time of the Great Patriotic War.
5. There were several (reasons/ruins) why people respected the city.

7 **Fill in the gaps with the right word from your Active Vocabulary list. Sometimes you have to change the form of the word.**

1. What ... do you have for doing it? Could you explain them?
2. Moscow became a ... and strong city in the 12th century.
3. It was important to ... the boarders from the enemies.
4. What ... Russian towns do you know? What are they famous for?
5. Vladimir ... in 990, so it is an ancient town.
6. Many villages, towns and cities ... by fascists.
7. We saw a picture which ... by the artist.

3D

LISTENING

8 **Listen to a part of a guided tour in the Novgorod Kremlin and say why the cross of the St Sophia Cathedral is so special for the city.**





WORDS TO HELP WITH LISTENING

cross — крест
dome — купол
violence — жестокость
innocent — невинный
monk — монах
Mother of God — Богородица
sign — знак

Учебное пособие “Glorious Russia IX-XV centuries” для 7 класса

Урок 3

9 **Listen to the text again and decide if the following statements are true or false.**

1. The St Sophia Cathedral is one of the oldest cathedrals in the Kremlin.
2. Only the biggest dome has a cross.
3. The Cathedral has 6 domes.
4. There is a pigeon on one of the crosses.
5. Novgorodians took the monk’s dream as a sign to keep the pigeon on the cross.
6. The cross with the pigeon came back to Novgorod 63 years later after the war.
7. Now it is on the top of the dome.

10 **Find endings for the following beginnings.**

1. St Sophia was built	a) and turned into stone when it saw the death of people.
2. Five domes have crosses,	b) the city would stay while there was a pigeon on the cross.
3. Ivan the Terrible	c) in 2004
4. A flying pigeon sat down on the cross	d) and there is a pigeon on the biggest dome.
5. Mother of God told the monk	e) was very cruel to Novgorodians.
6. The cross came back to Novgorod	f) in the 11th century

3E

DISCUSSION POINT

11 **Look through Ex. 1 again, sum up the most important points of the text. The following plan and the active vocabulary can help you.**

- The foundation of the city
- Novgorod as an outpost of the Rus lands
- Veche and its importance
- Fascist occupation of the city
- Novgorod today

12 **Imagine that you have just returned from a trip to Novgorod. Tell your friend what you have learnt about the city. Make a dialogue.**

THE FOLLOWING PHRASES CAN HELP YOU

A	B
To start with	What are your impressions?
I found the trip exciting/amazing	Why have you enjoyed it?
While walking	Why don’t you make a presentation?
I could not help seeing	What impressed you most of all?
What impressed me most was	
I learned/I found out	
That’s a wonderful idea!	

3F

PROJECT

13 **Look at the pictures. What professions do they represent? Describe the pictures. How are they connected with the occupation of people in Novgorod? Look the information up on the Internet and prepare a short radio programme with the title “Talking Shop in Medieval Novgorod”.**






USEFUL WORDS AND PHRASES:

- in the foreground/background we can see a… — на переднем/заднем плане мы видим…
- carpenter — плотник
- blacksmith — кузнец
- potter — гончар
- craft — ремесло
- craftsman — ремесленник
- to make things to order — делать вещи на заказ
- tradesman — купец

14 **Draw pictures of the veche bell and Sophia cross with the pigeon. Make a project with the title “Novgorod Spiritual Symbols”. Remember to use your active vocabulary.**

ACTIVE VOCABULARY

ancient	to defend
powerful	to destroy
reason	to restore
to be founded	

Учебное пособие “Glorious Russia IX-XV centuries” для 7 класса

Урок 7

Виды заданий: лексика и чтение

1. a ruler
2. just
3. to unite
4. knowledge
5. principality
6. responsibility
7. to share

7 **Can you guess/give correct answers to the riddles? Make sentences with the answers. Draw your pictures to illustrate the answers.**

1. I wear a crown and sit on a throne,
   I make fair laws for all, not just for my own.
   I listen to my people, I try to be wise,
   Who am I, can you guess, by my friendly eyes?
2. I can be learned, I can be shared,
   In books and in schools, I'm always prepared.
   The more you seek me, the more you will find,
   Without me, you might feel a bit blind.
   What am I?
3. When I bring things together, I create a team,
   Friends holding hands, working like a dream.
   I help you connect, make two into one,
   What am I doing? It's all about fun!

Struggle for the Kievan Throne

UNIT 7 STRUGGLE FOR THE KIEVAN THRONE

10 **Look through the text and complete the sentences to sum up the main events:**

1. Yuri Dolgoruky is a famous ...
2. In 1147, Yuri started a small ...
3. People called him Dolgoruky because ...
4. Yuri was a brave and ...
5. We remember his great achievements ...

UNIT 7

Учебное пособие “Glorious Russia IX-XV centuries” для 7 класса

Урок 7

Виды заданий

UNIT 7 STRUGGLE FOR THE KIEVAN THRONE

6. He wanted to release “The Tales of Bygone Years” («Повесть временных лет») again.
7. It was used in crowning of all the Russian rulers from 1547 till 1682.
8. He built several cities, built churches in Vladimir, Suzdal, contributed to spreading Christianity in his land.
9. A wise ruler, a talented military leader, a writer, and a thinker, he left a good memory of himself. A good sufferer for the Russian land.

DISCUSSION POINT

Look at the pictures. Write down the name about each photo. Read different facts (1–9) and write 3 facts corresponding the proper picture. Compare them with your groupmate and retell the learned information in pairs.


A


B


C

FACTS

1. A monument to him, which is in Moscow, is shown on a 1997 Russian coin. There are monuments to him in Dmitrov and Kostroma too.
2. It is topped with a simple gold cross, there are many precious stones, and it’s trimmed with sable.
3. In 1125, he moved his capital from the town of Rostov to Suzdal and became the first independent prince of North-Eastern Rus.
4. He was the Grand Prince of Kiev from 1113–1125.
5. You can see it in the Kremlin Armory, a Moscow treasure-house.

Struggle for the Kievan Throne

Учебное пособие “Glorious Russia IX-XV centuries” для 7 класса

Урок 8

Виды заданий: чтение и диалогическая речь



3 **Read the text again and complete the given chart. There are 2 dates you have to find out on your own. Put the dates in the chronological order and work in pairs to check the information.**

No.	Time	Event
1.	1111	Andrey Bogolyubsky was born
2.	July 17	
3.		The church of the Nativity of the Mother of God was built
4.	1162	
5.	1154	
6.		A glorious victory over the Bulgars
7.	1174	
8.		Prince Andrey moved the capital to Vladimir

54 UNIT 8

4 **Ask the questions to the given answers:**

1. **Q:** ...?
   A: The 17th of July.
2. **Q:** ...?
   A: Handsome is as handsome does.
3. **Q:** ...?
   A: A miraculous icon of the Mother of God.
4. **Q:** ...?
   A: Yes, he did. For example: Moscow, Yuryev-Polsky and Dmitrov.
5. **Q:** ...?
   A: In a battle.
6. **Q:** ...?
   A: It teaches us to stay strong, love your people and God.

Учебное пособие “Glorious Russia IX-XV centuries” для 7 класса

Урок 8

Виды заданий: аудирование

12 **Read the following text and correct the six factual mistakes.**

Anna visited the Golden Gate in Moscow during her trip. It was built in the 15th century and is made of red brick. The arch has a silver roof and is famous for its modern design. Anna also saw the Assumption Cathedral, which is known for its stained glass windows. Inside the cathedral, there is the Kazan Icon. Additionally, Anna visited the Church of the Intercession on the Nerl, which is only 200 years old and is made of black stone.

13 **Fill in the gaps in the postcard with the correct words from the list below.**

Swan-Temple	Mum/Dad/friend	frescos
Golden Gate	Vladimir	golden

Dear ... (1),

I’m writing from ... (2)! Yesterday I visited the famous ... (3), which was built in the 12th century.

It’s an amazing entrance to the city with a ... (4) roof. Then I saw the Assumption Cathedral with its beautiful ... (5). My favourite place was the Church on the Nerl — people call it the “... (6)” because of its elegant shape.

Best wishes,
Anna

UNIT 8 NORTHEASTERN RUS. ANDREY BOGOLYUBSKY

11 **Choose the Best Summary of the dialogue. Give reasons for your choice.**

A) Anna tells Alex about her trip to Vladimir, describing the Golden Gate, the Assumption Cathedral, and the Church of the Intercession on the Nerl. She highlights their historical and cultural importance.

B) Alex and Anna discuss their favourite places in Russia. Anna prefers the Assumption Cathedral, while Alex likes the Golden Gate. They plan a trip together.

C) Anna went to Vladimir and found the city boring except for the Church of the Intercession on the Nerl. She thought the other places were not interesting.

D) Alex tells Anna about a recent trip he took to Vladimir. He was impressed by the Golden Gate, the Assumption Cathedral, and the Church of the Intercession on the Nerl.

Northeastern Rus. Andrey Bogolyubsky

Учебное пособие “Glorious Russia IX-XV centuries” для 7 класса

Урок 9

Виды заданий

9A

LEAD-IN

- Match the pictures (I–III) with their descriptions (1–3) and (A–C).
- Complete the chart, compare it with your classmate’s and discuss the following:
- What did the soldiers have in common and how different were they?

I.



II.



III.



60

UNIT 9

UNIT 9

13TH CENTURY RUS BETWEEN TWO ENEMIES

Descriptions 1–3

1. 13th century Rus soldier 2. A Crusader/Teutonic Knight (крестоносец/рыцарь Тевтонского ордена) 3. A Mongol Golden Horde rider/warrior (всадник/воин монгольской Золотой Орды)

Descriptions A–C

A. Came from the east, good horse riders, strong and aggressive

B. Brave and strong, protected their homes and faith (вера)

C. Came from the west, wore heavy armor (броня/доспехи), big swords (мечи) and shields (щиты)

Pictures	Descriptions (1–3)	Descriptions (A–C)
I.		
II.		
III.		

Учебное пособие “Glorious Russia” для 10-х классов
Соотнесение ФОП с темами пособия

Тематическое содержание ФОП	Тематическое содержание пособия «Славная Россия (XIX век)» (Glorious Russia 19th century)
1. Родная страна и страны изучаемого языка	Уроки 1, 2 Смоленск Уроки 5, 6 Храм Христа Спасителя Уроки 9, 10 Дивеево Уроки 21, 22 Валаамский монастырь Уроки 13, 14 Севастополь – город морской славы Уроки 28, 29 Иркутск; Уроки 31, 32 Хабаровск Уроки 33, 34 Камчатка и Приморье Урок 39 Оптина Пустынь Урок 42 Политехнический музей Урок 47 Русский музей Урок 53 Богоявленский Собор Уроки 61, 62 Владивосток

Учебное пособие “Glorious Russia” для 10-х классов
Соотнесение ФОП с темами пособия

Тематическое содержание ФОП	Тематическое содержание пособия «Славная Россия (XIX век)» (Glorious Russia 19th century)
2. Выдающиеся люди родной страны и стран изучаемого языка	Уроки 3, 4 Михаил Кутузов Уроки 7,8 Серафим Саровский Уроки 11, 12 Михаил Лазарев Уроки 23, 24 Михаил Скобелев Уроки 25, 26 Макарий Невский – Апостол Алтая Уроки 29, 30 Герман Алаяскинский Уроки 35, 36 Святитель Иннокентий Вениаминов Урок 37 Федор Достоевский Урок 38 Федор Тютчев Урок 41 Константин Тон Урок 45 Павел Третьяков Урок 48 Илья Репин Уроки 49, 50 Хохлома, Мстера, Палех Урок 52 Николай Римский-Корсаков Уроки 55, 56 Николай Пирогов Уроки 57, 58 Дмитрий Менделеев Уроки 59, 60 Александр Попов Уроки 63, 64 Адмирал Макаров Уроки 65, 66 Николай Японский Уроки 67, 68 Николай Пржевальский

Учебное пособие “Glorious Russia” для 10-х классов
Соотнесение ФОП с темами пособия

Тематическое содержание ФОП	Тематическое содержание пособия «Славная Россия (XIX век)» (Glorious Russia 19th century)
3. Россия и мир: вклад России в мировую культуру, науку, технику	Уроки 11, 12 Михаил Лазарев Урок 37 Федор Достоевский Урок 38 Федор Тютчев Урок 45 Павел Третьяков Урок 46 Третьяковская Галерея Урок 47 Русский музей Урок 48 Илья Репин Урок 51 Большой Театр Урок 52 Николай Римский-Корсаков Уроки 55, 56 Николай Пирогов Уроки 57, 58 Дмитрий Менделеев Уроки 59, 60 Александр Попов Уроки 67, 68 Николай Пржевальский

Уроки 13 и 14

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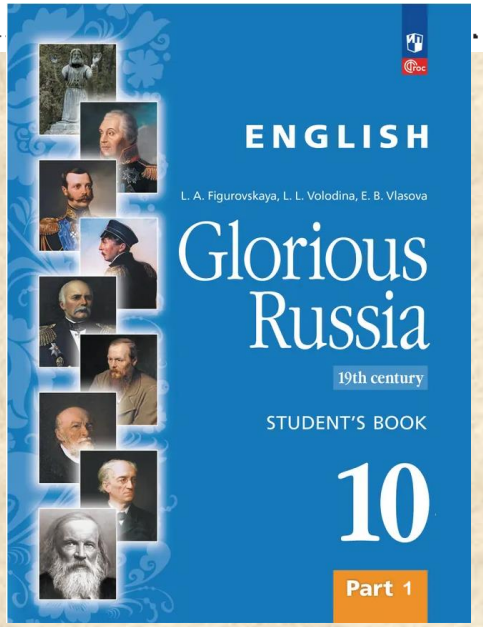


Уроки 13 и 14

LESSON 13

SEVASTOPOL: CHRISTENING OF PRINCE VLADIMIR

LEAD-IN

● **What do you think of these pictures? Describe them and try to guess, where the objects are situated.**





● **Who converted Russia to Christianity? Why was it important for medieval Rus?**

USEFUL PHRASES:

- In my opinion / view ...
- As far as I can see / I'm concerned ...
- It seems to me that ...
- I think / feel / reckon / believe ...
- Well, I'd to say that ...
- First of all / To start with I'd like to point out ...
- It was necessary to avoid isolation from the rest of the world.
- One religion was the best idea for a state with a monarch at its head.
- Christianity made the family strong and introduced new morals.
- Christianity helped to develop culture, e.g. philosophy, theological literature.

READING

1 **Read the text and tell how many empires fought for the town.**

WORDS TO HELP WITH READING

polis of Tauric ['tɔ:rik] **Chersonese** [kɜ:sə'ni:z] — полис Херсонес Таврический
Scythians ['sɪðɪən] — скифы
besieged [bɪ'si:ʤd] — осаждали
BC (Before Christ) — до нашей эры
Bosporan Kingdom — Боспорское царство
AD (Anno Domini) — нашей эры
Holy Apostle Andrew the First-Called — Святой апостол Андрей Первозванный
Byzantine Empire — Византийская империя
Ottoman Empire — Османская империя
field marshal general — генерал-фельдмаршал (чин, высшее воинское звание, существовавшее в армиях многих государств)

When one hears about an ice-free sea **trading** and fishing port, a military base, an industrial, scientific, recreational and cultural centre, one would definitely know that all of these **characteristics** refer to one of the most important cities of Russia called Sevastopol.

To understand the **significance** of Sevastopol, it is necessary to look at the map. The city is situated in the south-western part of the Crimean **Peninsula** on the Black Sea, where there is a magnificent natural **harbour**. It is located at the **crossroads** of several important sea routes.

The town was **founded** as the ancient Greek polis of Tauric Chersonese. It fought Scythians, who besieged it in the 2nd century BC. Later Chersonese was under the rule of the Roman Empire and sometimes it belonged to the Bosporan Kingdom. In the 1st century AD Chersonese hosted the Roman military forces in the Crimea. At some point of its history, Chersonese was visited by Holy Apostle Andrew the First-Called.

Starting from the 1st century AD, Christianity starts to spread in Chersonese. In the 9th century it became a military administrative district of the Byzantine Empire.

In 988 Prince Vladimir of Kiev captured the city. At that time, Kievan Rus was **pagan**. However, Prince Vladimir soon **converted** to Christianity and after being christened in Chersonese, he returned home with Greek priests and baptised all of Rus.

For a long time, the Crimea was a part of the Ottoman Empire. During the reign of Catherine the Great, the Russian Army won a great victory over the Turkish Army and the Crimean Peninsula became Russian.

We consider 14th June 1783, to be the day modern Sevastopol was founded. On that day, the first four stone buildings were laid by the order of Rear-Admiral Foma Fomich MacKenzie (Thomas MacKenzie). However, Alexander Suvorov decided to build the very first earth **fortifications** there five years before. He named the settlement Akhtiar. Only in 1784, the Empress Catherine the Great ordered Field Marshal General Grigory Potemkin to build a strong fortress on the shore and call it Sevastopol.

This name consists of two Greek words *Sevastos* and *polis*. *Sevastos* is the equivalent to the Latin title *August*, so the name *Sevastopol* means the *Emperor's city*.

2 **Read the text again and answer the questions.**

1 When and why did Christianity start to expand in Crimea?
2 Why is the location of Sevastopol important?
3 What names did the town have?

Уроки 13 и 14

4 What famous person visited Chersonese once?
5 What ruler was the first to christen and convert to Christianity?
6 What is the day of the foundation of Sevastopol?
7 Why was the city of Sevastopol founded by the military men? Who took part in the foundation of the city?

3 **Match parts of the sentences.**

1 To understand the significance of Sevastopol,	a so the name *Sevastopol* means the *Emperor's city.*
2 It fought the Scythians,	b who besieged it in the 2nd century BC.
3 In the 1st century AD Chersonese became	c to build a strong fortress on the shore and call it Sevastopol.
4 In 9th century it became	d and after being christened in Chersonese returned home with Greek priests and christened all of Rus.
5 However, Prince Vladimir soon converted to Christianity	e a separate republic that hosted the Roman military forces in Crimea.
6 At the end of the 18th century the Russian army won a great victory	f it is necessary to look at a map.
7 On that day the first four stone buildings were laid	g on the order of Rear-Admiral Foma Fomich MacKenzie.
8 Only in 1784 the Empress Catherine the Great ordered Field Marshal General Grigory Potemkin	h over the Turkish army and the Crimean Peninsula became Russian.
9 *Sevastos* is the equivalent to the Latin title *August,*	i the military administrative district of the Byzantine Empire.

1	2	3	4	5	6	7	8	9

4 **Put the events in the chronological order.**

- ☐ Crimea was part of the Ottoman Empire.
- ☐ The Russian Army won a great victory over the Turkish Army.
- ☐ Prince Vladimir of Kiev captured the town.
- ☐ Empress Catherine the Great ordered Field Marshal General Grigory Potemkin to build a strong fortress.
- ☐ In the 1st century AD, Chersonese hosted the Roman military forces in Crimea.
- ☐ It fought the Scythians, who besieged it in the 2nd century BC.
- ☐ Chersonese became the military administrative district of the Byzantine Empire.
- ☐ The town was founded as the ancient Greek polis of Tauric Chersonese.

VOCABULARY

5 **Match the synonyms.**

1 trading	a feature
2 characteristic	b turned to
3 significance	c barricade
4 harbour	d person who believes in many gods
5 crossroads	e importance
6 pagan	f port
7 converted	g setting up
8 peninsula	h selling
9 foundation	i intersection
10 fortification	j area of land that is surrounded by water on three sides

1	2	3	4	5	6	7	8	9	10

DISCUSSION POINT

6 **Fill in the gaps with the words from the boxes in the correct form.**

significance | fortification | pagan | trading | converted
characteristic | crossroads | foundation | peninsula | harbour

1 The _____ stone was laid by them on the 50th anniversary of the Empress Catherine the Great's coronation.
2 Though the _____ of his victory may have been a talking point for others, it was not a matter of fame for Suvorov.
3 One of the most familiar forms of _____, the castle still symbolises the entire medieval world and seems to define its military outlook.
4 It is a cathedral dedicated to all the gods of medieval _____ Rus.
5 Due to its position, since the 18th century Sevastopol has been a major port and a very important centre for transport and _____ with other countries.
6 Under Prince Vladimir's rule, Kievan Rus was _____ to Christianity.
7 To do this, they had to think about the _____ of the enemy's behaviour.
8 After the bridge, follow the road to the right up to the _____ with the main road.

Уроки 13 и 14

9 A narrow neck of land at the south-east corner of the _____ connects it with the continent.

10 Its members have been checking underwater structures and helping the Coast Guard patrol the _____ whenever a cruise liner comes in.

PROJECT

Make up an audio guide for the Tauric Chersonese open-air exhibition. Find the information on the Internet. Remember to mention:

- what and where it is;
- when it was built;
- what it is depicting/what you can see in it;
- its meaning for you/for our country/for history.

ACTIVE VOCABULARY

trading	harbor	converted
characteristic	crossroads	peninsula
significance	pagan	foundation
		fortification

LESSON 14

SEVASTOPOL: CITY OF RUSSIAN NAVAL GLORY

LEAD-IN



Sevastopol Waltz



Stories of Sevastopol
Leo Tolstoy



Review of the Black Sea fleet in 1849, Ivan Aivazovsky

Why did writers, musicians and painters devote their works to Sevastopol?

USEFUL PHRASES:

- I feel that ...
- I guess/imagine ...
- I have no doubt that/I'm certain that ...
- I strongly believe that ...
- My personal opinion is that ...
- As far as I know, ...
- I could be wrong, but ...
- I'm absolutely certain that ...
- I'm fairly confident that ...
- I'm no expert (on this), but ...
- I'm positive that ...
- I'm pretty sure that ...
- It seems to me that ...
- It's a complicated/difficult issue, but ...

Уроки 13 и 14

READING

1 **Read the text and say how many prominent admirals connected their lives with the city.**

WORDS TO HELP WITH READING

commander-in-chief — главнокомандующий
Admiralty ['ædmərəlti] — Адмиралтейство
to assemble and repair — собрать и отремонтировать
was doomed to lose — был обречён проиграть
squadron ['skwɒdrən] — эскадрилья
hard nut for the enemy to crack — крепкий орешек для врага
Theodorichhafen — Теодорихсхафен
spirituality [spɪrɪtʃʊ'ælɪti] — духовность

Grigory Potemkin became one of the founders of the Black Sea Navy and the fleet's first commander-in-chief. Together with Admiral Fyodor Ushakov, he built roads as well as barracks for soldiers and houses for officers and their families.

Among the founders of Sevastopol was another prominent Admiral, Mikhail Lazarev. In 1832, under Nicholas I, he **was appointed** military **governor** of the city. He built the Admiralty and workshops to assemble and repair ships, as well as **worked out** a general **plan** for the development of the city. His further plans were ruined by the Crimean War, in which Russia had to fight against a powerful alliance of the Ottoman Empire, England and France. Sevastopol was doomed to lose, but its defenders decided not to give up without a battle.

For almost a year they managed to avoid the **offensive** of a huge squadron, a feat which is known in history as the Heroic Defence of Sevastopol. Numerous books are devoted to this episode, and the most famous one is *Sevastopol Stories*, by Leo Tolstoy, who was a participant in the defence. After the war, the severely damaged town was reconstructed, and the coming of the railway in 1875, stimulated its growth.

The Great Patriotic War became another heroic page in the history of Sevastopol. On 22nd June 1941, the Germans started bombing the city. Soon the German army invaded the entire Crimean Peninsula, but Sevastopol turned out to be a hard nut for the enemy to crack. For 250 days and nights, the city's defenders held on. Eventually, they were forced to leave the city, but partisans continued the fight.

The Nazis were sure they would manage to make Sevastopol a German city. They even came up with a new name for it: Theodorichhafen. However, their control of the city lasted only until May 1944, when the Soviet Army drove them out for good. The town was destroyed, but fully rebuilt after the **liberation**. By the end of the 1960s Sevastopol had become one of the most beautiful and comfortable cities in the USSR.

Today, Sevastopol is very important for Russia. It is a warm-water port for fishing and sea trade. It is also the main **naval** station of Russia's Black Sea Fleet. Sevastopol is also the centre of Russian culture and spirituality for many visitors. Monuments and memorials, museums, churches and cathedrals remind us of the heroic past of this city of **glory**. The title of *Hero City* was given to Sevastopol in honour of its great heroism, sacrifice and the role it played in the defeat of the fascist invaders during the Great Patriotic War.

2 **Mark the statements as True (T), False (F) or Not Stated (NS).**

1 Admiral Fyodor Ushakov became one of the founders of the Black Sea Navy and the fleet's first commander-in-chief. ☐
2 Russia had to fight against a powerful alliance of the Roman Empire, Spain and France. ☐
3 The most famous book about Sevastopol is *Stories of Sevastopol* by Leo Tolstoy. ☐
4 For 250 days and nights, the city was defended by the Soviet Army. ☐
5 The city was liberated in 1944. ☐
6 There was some minor destruction in the city after the Nazi occupation. ☐
7 New museums and churches were built in the city after the war. ☐
8 By the end of the 1960s, Sevastopol had become one of the most beautiful and comfortable cities in the world. ☐
9 The port of Sevastopol can be used for both trade and fishing. ☐

3 **Match the headings (1–7) with the paragraphs (A–F). One heading is extra.**

1 Growth of the city interrupted
2 Liberation of the city
3 Doing good things
4 Occupied but still attacking
5 Failed idea
6 Glorious event
7 Award for bravery

A	B	C	D	E	F

4 **Find the following words in the puzzle. Words are hidden → ↓.**

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

Уроки 13 и 14

be appointed | feat | glory | governor | liberation
naval | offensive | plan | stimulate | workout

5 **Put the words in the correct order to make sentences.**

1 huge/to/offensive/avoid/squadron/of/a/the/They/managed.

2 naval/also/It/Black/main/the/Fleet/station/of/Sea/Russia's/is.

3 past/glory/us/of/memorials/the/of/heroic/and/remind/city/of/this/Monuments.

4 was/under/appointed/he/In/military/1832/of/the/city/governor/Nicholas I.

5 the/plants/to/Admiralty/and/repair/He/assemble/and/ships/built.

6 by/1875/was coming/growth/stimulated/in/of/the railway/the/Its.

7 completely/The/was/liberation/after/reconstructed/the/town.

8 general/development/out/plan/the/for/worked/the/of/He/a/city.

9 Defence/is/This/known/which/in/Sevastopol/as/history/the/Heroic/of/feat.

DISCUSSION POINT

● **Work in groups or pairs. Choose one quote and discuss why the author was so amazed by the city of Sevastopol.**

"What a port of Sevastopol! Wonderful! It seems that the gracious nature has poured out all the bounty on it and granted everything that is needed for the best port in the world."

Mikhail Lazarev, admiral, Russian naval commander

"It cannot be that at the thought that you are in Sevastopol, feelings of some kind of courage and pride did not penetrate into your soul and that the blood did not begin to circulate faster in your veins."

Leo Tolstoy, *Stories of Sevastopol*

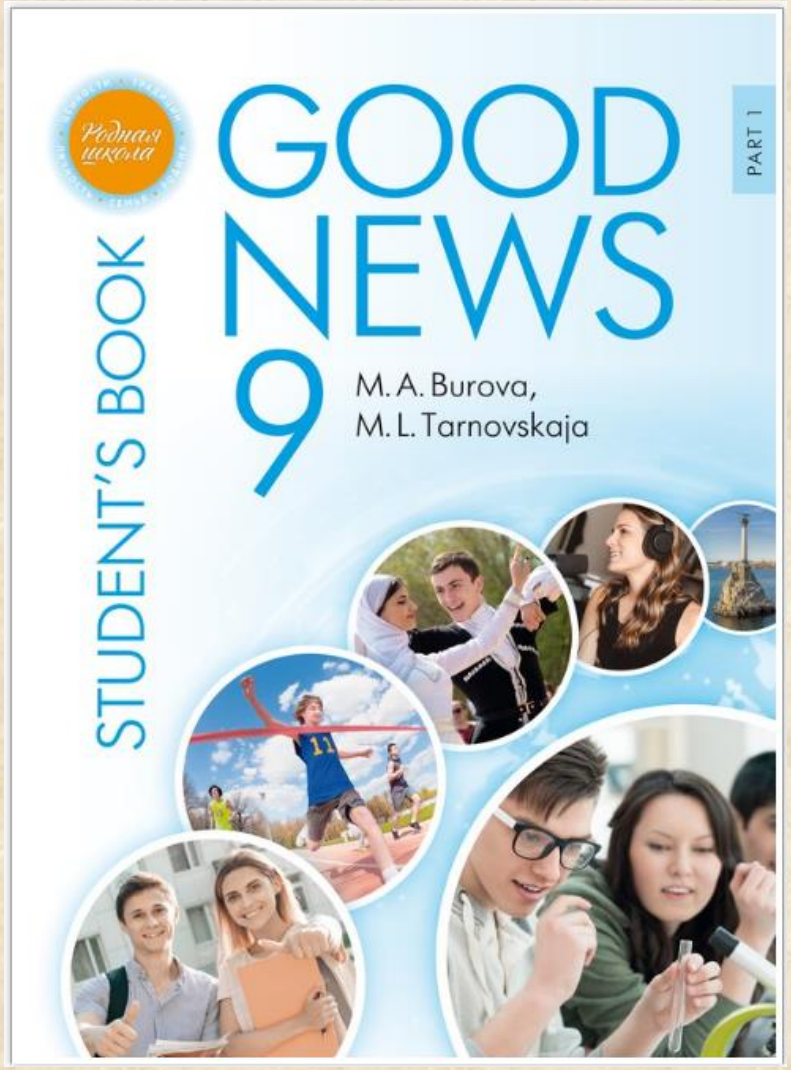
"'Sevastopol' in Greek means 'famous city', and the former Akhtiar, indeed, became such. Its celebrity is not transitive, not changing. As long as history exists, Sevastopol will be famous and the memory of it will never die, but, on the contrary, with the passage of time its glory will shine brighter and brighter, because time, taking everything real to unknown distances, leaves a legend instead of it..."

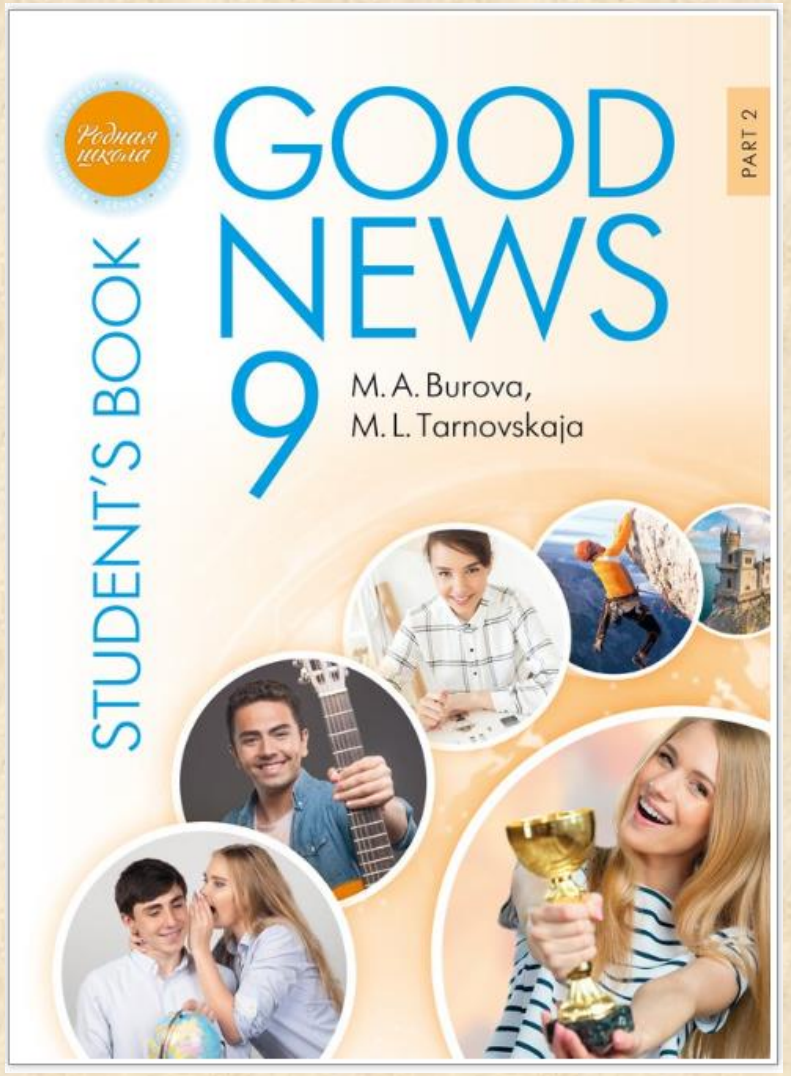
Alexander Krasnitsky (Lavintsev), Russian writer and journalist

ACTIVE VOCABULARY

be appointed	offensive	liberation
plant	feat	naval
governor	stimulate	glory
work out		

Учебное пособие “Good News” для 9-х классов





Учебное пособие “Good News” для 9-х классов

Цель - обучение английскому языку в 9 классе в соответствии с современными требованиями ФОП (в рамках тематического каркаса МЭШ), при **достижении учащимися личностных результатов (ст. 42 ФГОС) в процессе урочной деятельности в части гражданского, патриотического и духовно-нравственного воспитания.**

Задачи:

- овладение всеми видами речевой деятельности с опорой на российские культурно-исторические традиции и духовно-нравственные ценности;
- обеспечение нового уровня знаний на основе межпредметной интеграции с курсом «История России XIX века»;
- подготовка учащихся к сдаче основного государственного экзамена по английскому языку (ОГЭ).

Учебное пособие “Good News” для 9-10-х классов

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Учебное пособие “Good News” для 9-х классов
Структура пособия

- 3 часа в неделю (базовый уровень) (102 часа в год)
- Разделы (Units) в соответствии с предметным содержанием тематического каркаса МЭШ
- Тест
- Раздел «Страницы истории» (“Culture Page”) - сведения о ключевых исторических событиях, выдающихся личностях, великих научных и географических открытий из курса Истории России 9 класса
- Текст - представление о современном социокультурном портрете нашей страны, нормах и правилах поведения с опорой на традиционные духовно-нравственные ценности, формирующие внутреннюю гражданско-патриотическую позицию личности ученика
- Выход на неподготовленное монологическое, диалогическое или письменное высказывание в формате ОГЭ с использованием полученных знаний о культуре и традициях родной страны, для осуществления межкультурной коммуникации

Учебное пособие “Good News” для 9-х классов

LESSON 6 • What are your achievements?

LEAD-IN



1 Look at the photographs (A, B, C, D) and describe each picture.

2 Work in pairs and say:

- What kind of success is shown in each picture?
- Who might be feeling the happiest?
- Who has worked the hardest to achieve success?

READING

3 Read the letter from a friend and answer the questions which are given in the letter.

Dear Liza,

Thank you for your email. It’s a great pleasure to get your letters as you are a really creative letter-writer, and your challenging questions always make me think about life.

In your previous letter you mentioned the project you were going to do in class. I got interested in the topic of the project. Since then I have been thinking whether success in life has great value for me. I am sure that everyone wants to achieve success in life. But for some people, to be successful means to become rich and famous. I think that success is not only about making a lot of money or being a well-known person.

My idea of success is being able to do the things you love and getting a sense of accomplishment when you do them well. Success probably means doing something useful and giving back to the world. For me, the prime example of a successful person is the outstanding Russian composer Sergey Rachmaninoff. He achieved tremendous success in the world of music working hard for 8–10 hours a day. He didn’t do it only for the sake of money. His generosity is an example for me. He was always ready to give back to people, helping so many of his friends and strangers during difficult times and making a real difference. I also want to find an interesting job, achieve the best results in it and give something useful back to people and the world.

My grandfather says that success usually comes to those who are too busy to look for it. I understand what he is talking about. I know it takes time and effort to achieve something that I want, and the results won’t come easily. But only practice makes perfect, as my mum and dad say. That’s why one of the keys to success is to prioritise my wants and needs, to do my best at school and be responsible for the decisions I take. Do you think I sound a bit too serious?

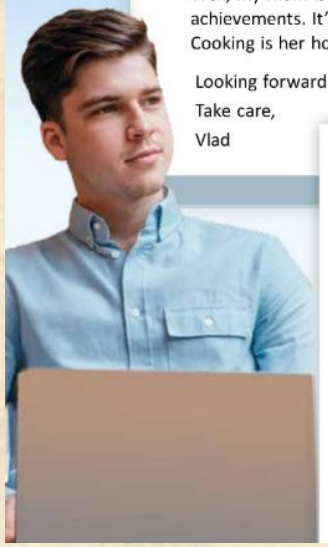
Who is the most successful person you know? How did he or she become successful? What has been your greatest success? Does success make a person happy? In what way? What can you do now to achieve the best results in the future?

Well, my mum is calling me. I am going to taste one of her greatest achievements. It’s onion soup. My mum is also a famous journalist. Cooking is her hobby. Lucky am I.

Looking forward to your letter.

Take care,

Vlad



4 Answer the questions.

1 What is Vlad’s idea of success?
2 Does being rich and famous mean anything to Vlad?
3 Who is an example of a successful person for him? Why?
3 Do you agree with the grandfather’s words? Why yes or no?
4 How does Vlad understand his grandfather’s advice?
5 What is the key to success according to Vlad?

Учебное пособие “Good News” для 9-х классов

SPEAKING

5 Work in pairs and comment on the following idea.

Great achievement usually comes from the necessity to give, and is never the result of the desire to get first.



Useful tips:

- to speak about “the necessity to give”:
  support / donate / help / look after / take care of / manage to do / be responsible for / give a helping hand / participate / explore / be involved in / to master
- to speak about “the desire to get first”:
  be careless about / waste time, efforts / lack of patience, respect / avoid doing smth / cheat / fall behind / give up doing

GRAMMAR REVISION

6 Read the following predictions and reasons and decide which are correct and which are wrong. Give a short speech on how life will have changed by 2050 or in thirty years’ time.

Example: 1 In thirty years’ time people will be living longer as scientists will have found medicines for many diseases.

1 people live longer – scientists find medicines for many diseases
2 we go on holiday to other planets – space travel develops
3 we do more creative jobs – computers do the most boring tasks
4 we use spaceships and electric cars – technology develops a lot
5 people become healthier – we use cleaner forms of energy
6 the world becomes multilingual – people understand the importance of learning foreign languages
7 customers serve themselves in the shops – there are no shop assistants
8 people are free from difficult and dangerous work – robots do it
9 no drivers are needed – self-driving buses carry the passengers
10 students don’t use textbooks in classes – 3D digibooks replace them







WRITING

7 Write a letter to Vlad and answer his three questions. Write 100–120 words.



Учебное пособие “Good News” для 9-х классов

LESSON 4 • Pocket money



LEAD-IN

1 Discuss the quote and answer the questions.

Money isn't everything.

1 What does the quote mean? Do you agree with the statement? Why?



Useful tips:

- In my opinion,…
- To my mind...
- I (don't) agree with the quote because…
- That's true that…
- That's true but…
- I'm not sure that it is true.
- On the one hand,… On the other hand,…
- The quote *Money isn't everything* probably means…

2 What do you do with your money?
3 Do you spend or save it?
4 What do you usually spend it on?

2 Listen to three people talking about teenagers' pocket money. Match the speakers to their attitudes.

A There are a few disadvantages of giving pocket money to children.
B Pocket money has a lot of benefits for children.
C Disadvantages can become learning opportunities.

Speaker 1 _____ Speaker 2 _____ Speaker 3 _____

- Who of the speakers do you agree with? Why?

3 Listen to the texts again and complete the statements with the words from the recording.

1 Many parents are … whether to give their children pocket money or not.
2 Research has shown that giving children pocket money teaches them … spending.
3 Instead of buying useless things they may … a more sensible decision.
4 Kids will make their mistakes, but with time they … through mistakes.
5 A small gift bought with your own money gives a great sense of … .
6 Parents are disappointed when they discover that pocket money is … carelessly.
7 Many teenagers can't prioritise their … .

- Work in pairs. Which of the statements do you agree with? Why?





Useful tips:

- I totally (dis)agree.
- I couldn't agree more!
- I'm not sure about that.
- I agree up to a point, but…
- That's partly true, but…

VOCABULARY

4 Work in pairs. Put the words and phrases into 3 groups.

careless (with) manage your budget spend run out of cash careful earn learn the value of money responsible sense of achievement save (up) for sensible prioritise wants and needs

What you can do with pocket money	The words that describe attitude to pocket money	Benefits of having pocket money
	careful	

Учебное пособие “Good News” для 9-х классов







5 Complete the sentences with the correct form of the words from the table.

1 For children it may be difficult to … because they don't work hard to earn it.
2 If you are … with your money, very soon you'll find that you haven't got any.
3 When you … about pocket money, you can soon save enough for an interesting trip.
4 Many people who donate things or money to charities say they get a great … .
5 He … so he had to pay by credit card.
6 Part-time summer jobs are an option for teenagers to … extra pocket money.
7 My brother doesn't buy snacks and ice cream as often as he used to. He is … a new bike.
8 Teens make their own decisions and are … for the way they spend their pocket money.
9 When you … you decide what is more and what is less important.
10 I haven't decided what to … my pocket money on. So, I'll put them in the piggy bank.

6 Complete the sentences with the words from ex. 1. Make the statements true for you. Work in pairs. Compare statements.

1 If I **run out of** cash, I ….
2 I get a great **sense of achievement** when I ….
3 I sometimes / often / rarely **spend money on** ….
4 My dream is **to save up for** ….
5 Being **responsible with** money means ….
6 **Frivolous** spending may lead to ….
7 A **sensible** attitude to money is when you ….

SPEAKING

7 Listen to three students answering the question: What do you want to save up some of your pocket money for? Which of the answers seems to be the best? Why?

Exam tip

In one of the exam tasks you are asked to talk about a topic following a plan.

- The plan is given in the form of indirect questions.
- The plan includes 4 such questions.
- You have 1.5 minutes to prepare for the task.
- Your speech should not be longer than 2 minutes.
- To get the highest score you have to say between 10 and 12 sentences.
- It is advisable to say at least 3 sentences speaking about each part of the task.

8 Work in pairs. Read the script and try to make two other answers better.

Student 1	As for me, I spend my pocket money on many different things. But mainly on snacks and drinks. I sometimes buy small presents for my younger sister because this makes her really happy.
Student 2	Well, this is a tricky question. I've never thought about it. Probably a new pair of skis is what I really need. We go skiing with my family each winter and my old skis are probably too small now.
Student 3	To be honest, I want a pet. A dog to be exact.

9 Work in pairs. Look at the exam task and brainstorm ideas for your answer. Use the words and ideas from the previous exercises. Write down key words for each question.

You are going to give a talk about pocket money. You will have to start in 1.5 minutes and speak for not more than 2 minutes (10–12 sentences). Remember to say:

- how often your parents give you pocket money;
- what you spend it on;
- what you want to save up some of your pocket money for;
- if you are ready to donate some of it:

You have to talk continuously.

Key words:

1 _____
2 _____
3 _____
4 _____

10 With your partner, take turns completing the task. Use the checklist below to check yourself and your partner.

Did you:

- ☐ talk about pocket money?
- ☐ manage to say all the answers in 2 minutes?
- ☐ say at least 2–3 sentences to each question?
- ☐ speak continuously?

Did your partner:

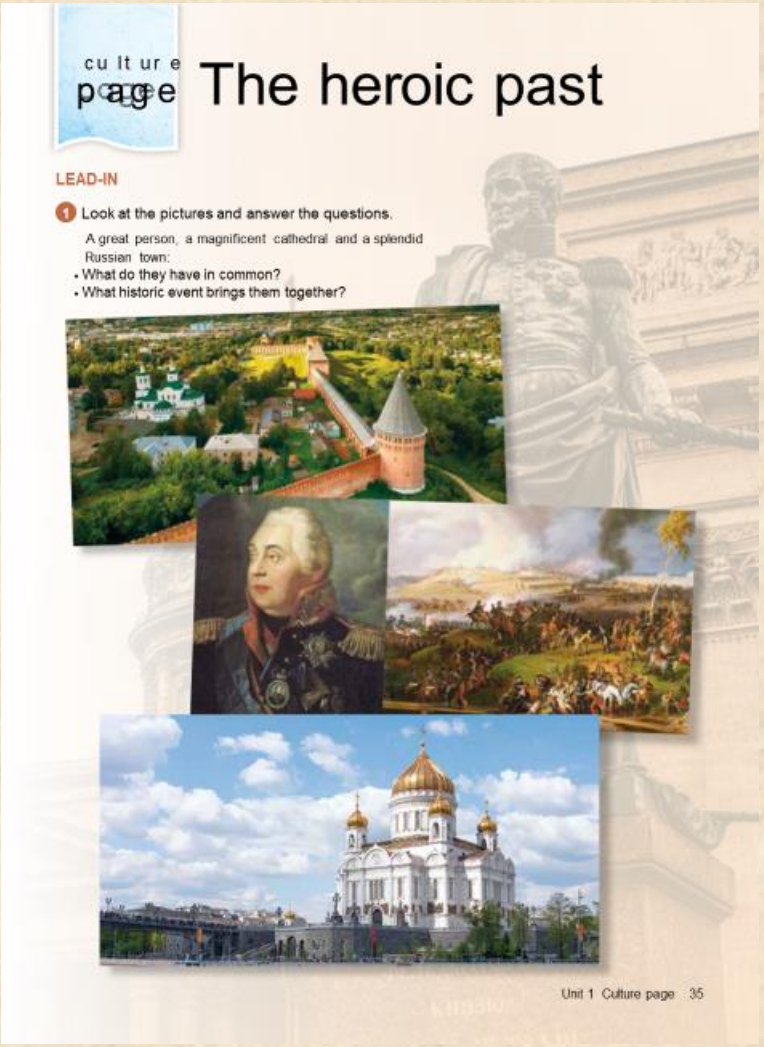
- ☐ talk about pocket money?
- ☐ manage to say all the answers in 2 minutes?
- ☐ say at least 2–3 sentences to each question?
- ☐ speak continuously?

VOCABULARY OF THE LESSON

to spend	to earn	to save up
to run out of (cash)	to manage (money / budget)	sensible
careful	careless (about)	responsible (for)
(to understand / to learn) the value of money	to prioritise your wants and needs	sense of achievement

Содержание раздела «Страница культуры» (“Culture page”) учебного пособия

- •Смоленск, Отечественная война 1812, Кутузов М.И.
- •Серафим Саровский
- •Севастополь
- •Валаам
- •Герман Аляскинский/ Макарий Невский
- •Соловки
- •Пирогов Н.И./ Менделеев Д.И.
- •Народные промыслы
- •Большой Театр
- •Патрик Ирландский
- •Павел Третьяков, Русский музей, Илья Репин
- •Николай Японский



Учебное пособие “Good News” для 9-х классов

culture page

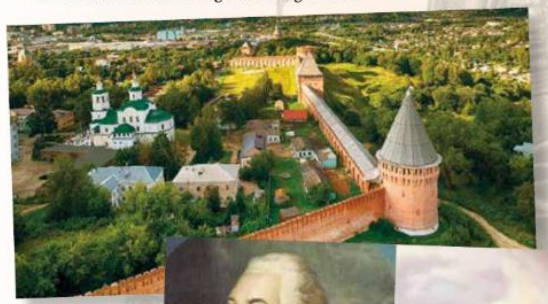
The heroic past

LEAD-IN

1 Look at the pictures and answer the questions.

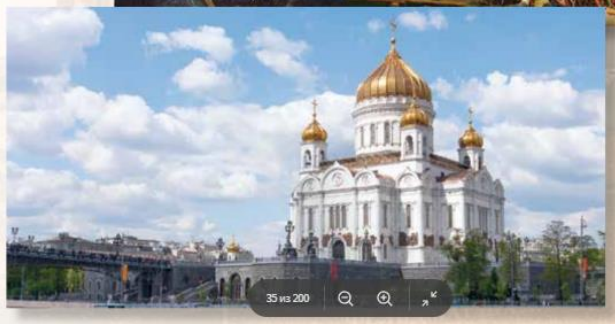
A great person, a magnificent cathedral and a splendid Russian town:

- What do they have in common?
- What historic event brings them together?









2 Think of three questions you would like to ask about each picture and write them down.

1 _____

2 _____

3 _____

3 Read the texts and see if you can answer your questions.

Text A

Smolensk is one of the oldest Russian towns. Its history dates back to 863. Smolensk always played an important strategic role in the history of the Russian state that's why Russian political leaders of that time always took care of making the town stronger. Smolensk got a special name – a “key” town. It was a key to the “heart” of Russia, its main cities and lands. Over the long history of Smolensk there has never been a century which was calm and peaceful. There has always been an enemy who called Smolensk people to arms. The Battle of Smolensk was the first major battle of the French invasion of Russia. It took place on the 16th of August in 1812. Both Russian soldiers and Smolensk citizens showed great heroism and incredible bravery in fighting back the enemy and preventing the French Army from taking over the “key” town. It took Napoleon two long and hardest days to defeat the Russian Army which upset his plans to quickly move further inland. He lost about ten thousand soldiers. Over many centuries Smolensk has become a symbol of bravery and patriotism of the Russian people.

Text B

The Cathedral of Christ the Saviour is the largest Orthodox cathedral in our country. It can hold ten thousand people which is equal to an army division. It's the highest orthodox cathedral in the world. Its height is 104 metres. Just imagine that low clouds can nearly touch its dome. On the last day of the Patriotic War Alexander I, Emperor of Russia, promised to build a cathedral that would always remind people that God saved Russia from Napoleon's invasion. But the cathedral was built only forty-four years later. The whole Russia collected money for its construction. In 1931 a huge explosion destroyed the cathedral. And again, the Russian people donated their money for its reconstruction. The cathedral is the symbol of people's patriotism and bravery, self-sacrifice and heroism. Do you know that it was the cosmonaut Yuri Gagarin who first suggested reconstructing the cathedral? So deep was his admiration for the beauty and greatness of the small model of the cathedral he saw in a church museum.

Text C

Kutuzov was already sixty when the Patriotic War of 1812 began. “This one-eyed old man is not a danger to me,” Napoleon was sure of his quick and easy victory over a heavy grey-haired Russian general and his army. He said there were no good generals in the Russian Army. But it was careless of him to think so. It was that “heavy one-eyed old” man who defeated him and threw his army out from Russia. It is that victory that Kutuzov is best remembered for. But what do we know about his life that led him to his great and main success? His father, a military engineer, gave a first-class education to his son. Misha studied hard to be the best at Mathematics, Geometry, History, foreign languages. He learned Latin, German, French, English and even Turkish. At the age of twenty-two he already became a military officer of high rank. Everybody noticed his incredible bravery. He always led the way in battles and was the first to face an enemy. His soldiers thought highly of him and believed him with all their hearts.

Учебное пособие “Good News” для 9-х классов

ГИА-9 АУДИРОВАНИЕ

2 **Listen to three people talking about teenagers' pocket money. Match the speakers to their attitudes.**

A There are a few disadvantages of giving pocket money to children.
B Pocket money has a lot of benefits for children.
C Disadvantages can become learning opportunities.

Speaker 1 _____	Speaker 2 _____	Speaker 3 _____

Who of the speakers do you agree with? Why?

3 **Listen to five people talking about gardening. Match the speakers A–E to the correct statements 1–6. One statement is extra.**

1 It is enjoyable.
2 It is hard work.
3 It makes the world better.
4 It develops personality.
5 It helps to release stress.
6 It helps to be active.

Speaker	A	B	C	D	E
Answer					

Учебное пособие “Good News” для 9-х классов

ГИА-9 ЧТЕНИЕ

2 **Read the text and decide if the statements 1–7 are True, False or Not Stated. Prove your answers using the text. Correct the false statements.**



The only thing she liked about numbers was the way they looked: their smooth lines and angles. Looking at her notebook one would think it was a calligraphy class. Division and multiplication never interested her. So, she sat doodling and waiting for the bell from the lesson to ring. She knew that the teacher would reproach her angrily, but she did not care. She would not mind if her new classmates would laugh at her poor score in the math test. She was too tired to care. Her parents were trying to help her out and asked her to invite new school friends to their house, but all her friends were in her old school and that school was miles away. She was dreaming about moving to some place in the countryside with a few sketchbooks, a box of new pencils and a dog named Rex. Drawing was her true love.

She looked around her. She was new to the school. She felt she did not fit in with the new class. Everyone had already formed groups here. Bella was such a star. She was top of the class in almost every subject and was so beautiful. Her name suited her perfectly. La belle means beauty in French. Lisa took her sketchbook, put it on top of the test paper and started to draw Bella. She felt they could be close friends and get on with each other. Liza was so focused on drawing that she did not hear the teacher come near her and look fixedly at her. She wanted the ground to swallow her up, her cheeks were burning. The teacher took the sketch book without saying a word and returned to his place.

When the bell rang, and everyone left the classroom Liza came up to the teacher's table. She was so nervous that she started biting her lip to stop the tears.

“Where did you learn to draw so well?” he asked.

The question was such a surprise. Lisa thought the teacher would send her to the principal's office or ask her parents to come to school.

– It must be hard for you to change schools in the middle of the year. Do you miss your old friends? Do you keep in touch with them?

Liza really had a hard time. In fact, she lost touch with her old friends. She dreamt of making a new friend. Someone to laugh with, to trust, to enjoy spending time with. She took a liking to Bella on their first meeting, but she wasn't brave enough to start a conversation with her. Bella was too good for her.

– We text each other once in a while. But it's not like it used to be. Can I have my sketch book back?

– Sure.

Liza took the book and hurried away from the cla
fell, the sketchbook slipped from her arms, she saw
classmates giggling and trying to catch them. She st
She wished she was not born.

She could not tell how long she cried. But when
was nobody in the corridor but Bella. She was holdi
day on, they were the best of friends and Lisa's test
each other better, it turned out that they had so mu
spent many days in each other's homes enjoying ea
plans for the future. They were going to move to a
would become an artist and would illustrate Bella's
dreams and be happy.

1 Liza preferred drawing to solving math problems.
A True B False C Not stated

2 Lisa's parents got a job in a new town.
A True B False C Not stated

3 Bella was good looking but not very smart.
A True B False C Not stated

4 Lisa did not like anyone in her new class.
A True B False C Not stated

5 The teacher tried to support Liza.
A True B False C Not stated

6 Liza had an argument with her old friends.
A True B False C Not stated

7 Liza and Bella shared similar interests.
A True B False C Not stated

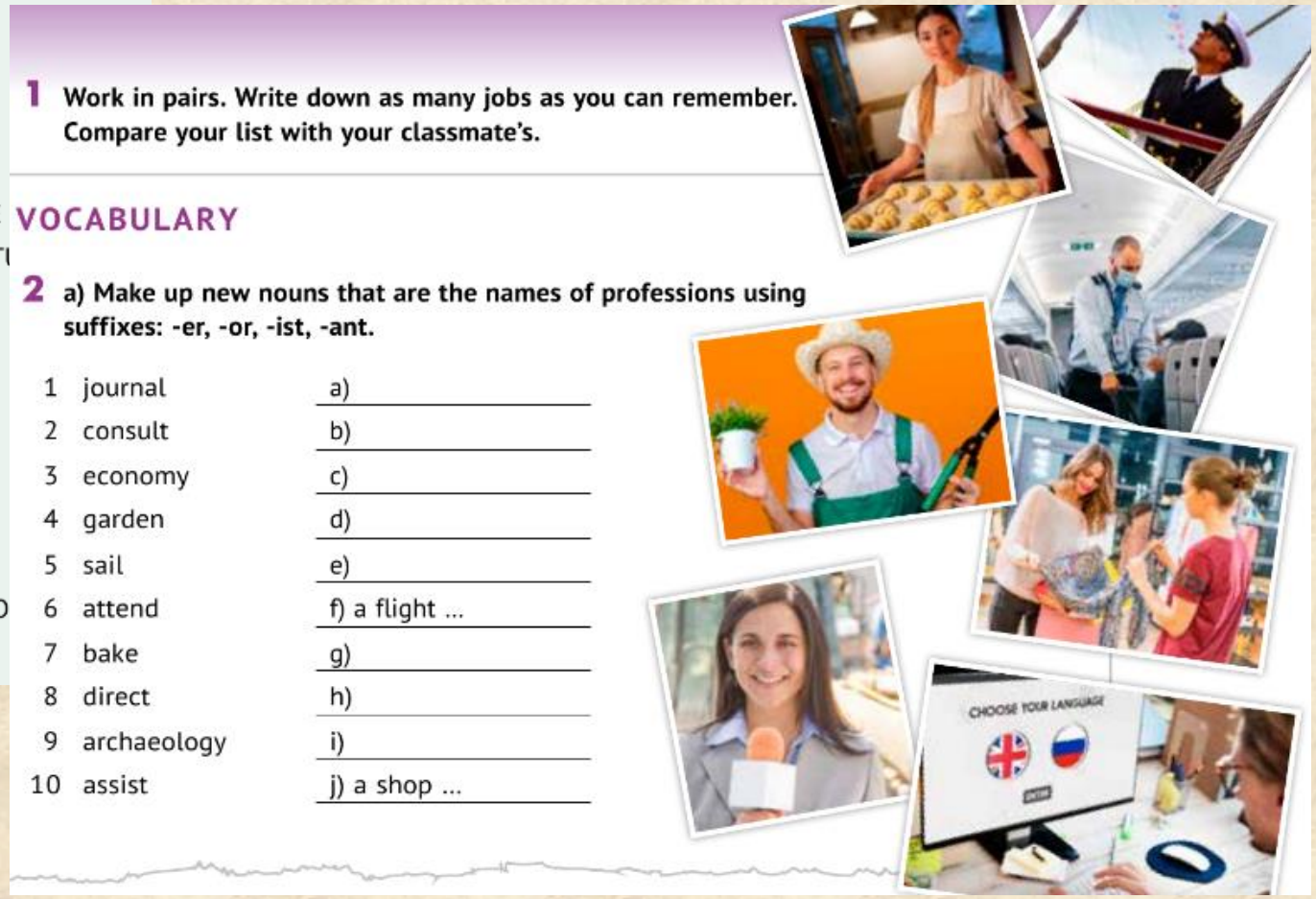
Учебное пособие “Good News” для 9-х классов

ГИА-9 ГРАММАТИКА И ЛЕКСИКА

7 Put the verbs in the correct form.

Playing a musical instrument is a great hobby to have. I (1) ... playing	START
the piano when I (2) ... five years old and still really enjoy it now: it's a	BE
perfect way to relax and (3) ... me up when I'm feeling down.	CHEER
When I (4) ... at home with my parents, I had piano lessons every week.	LIVE
However, when I (5) ... to university, I had to leave my family, my home	GO
and my piano behind.	
I missed (6) ... the piano so much that I (7) ... all the money I got for my	PLAY, SPEND
eighteenth birthday on a new electric piano. I am very glad I (8) ... it.	BUY
With it I (9) ... to play whenever I wanted, (10) ... headphones so that I	BE ABLE, USE
(11) ... disturb my neighbours. When I (12) ... or (13) ... an essay, I took	WILL NOT, STU
a break to play something. When I was feeling a bit homesick, playing	
music that I (14) ... on my old piano made me feel better.	LEARN
Now I am on my year abroad and unfortunately I (15) ... a piano any	NOT HAVE
more. I still listen to a lot of classical music. I find that, especially when	
I (16) ... to a tune that I can play, I feel nostalgic for the piano keyboard.	LISTEN
I wish that pianos (17) ... as easy to carry along as guitars because I	BE
really miss my hobby. When I go home for next Christmas, I (18) ... my	DRIVE
family mad because I (19) ... the piano all the time. It probably (20) ...	PLAY, NOT SO
very nice because I (21) ... any practice for a long time.	NOT HAVE

1 Work in pairs. Write down as many jobs as you can remember. Compare your list with your classmate's.



VOCABULARY

2 a) Make up new nouns that are the names of professions using suffixes: -er, -or, -ist, -ant.

1	journal	a)
2	consult	b)
3	economy	c)
4	garden	d)
5	sail	e)
6	attend	f) a flight ...
7	bake	g)
8	direct	h)
9	archaeology	i)
10	assist	j) a shop ...

Учебное пособие “Good News” для 9-х классов

ГИА-9 ПИСЬМО

3 **Look at the structure of a letter to a friend. Put the phrases from the box below next to the appropriate part.**

A greeting	*Dear ...,*
Saying ‘thank you’ for the letter	
Answering the friend’s questions	
Closing the letter	
Signing off	

a) Now it’s time to finish my letter.
b) All the best,
c) Thanks for the letter. I was happy to hear from you again.
d) In your letter you asked me several questions.
e) *Dear ...,*
f) I’m waiting for your answer.
g) Now it’s time to answe about ...
h) Hope to get your letter
i) Keep in touch.
j) That’s all I have to tell
k) Yours,
l) Thanks a lot for the let get letters from you.

Complete the letter with the words from the table. More than one correct answer is possible.

1. _____ Mike,

Thanks a lot for (2) _____ It’s nice (3) _____ letter from you. It’s good to hear that many people are ready to work as volunteers.
In your letter you (4) _____. Personally, I don’t think that only grown-ups can take part in volunteer projects. Teenagers can do a lot of useful things. For instance, my friends and I help elderly neighbours by shopping for them and walking their dog. As for our school, besides charity fairs many senior school students volunteer to help at sports events or big festivals. They hand out leaflets, help the guests to find their way and make people happy by being helpful and positive.

Now it’s time (5) _____. I (6) _____ for your answer.

(7) _____,

Kate

Учебное пособие “Good News” для 9-х классов

ГИА-9 ГОВОРЕНИЕ

5 **Listen to four speakers talking about festivals and match them to the questions each of them answers?**

1 What festivals are popular in your country?
2 What can people do at these festivals?
3 What is your favourite festival?
4 What is your attitude to festivals?

Speaker 1 ____ Speaker 2 ____ Speaker 3 ____ Speaker 4 ____

6 **Listen to the speakers again and complete the sentences.**

1 The Nauka festival has been held ... since 2006.
2 At the Nauka festival you can ... experiments or operate a robot.
3 We need festivals for several ... .
4 Food festivals promote local traditions and ... healthy eating,
5 A wide ... of different festivals takes place in our county.
6 I believe, ... festivals are the most popular in Russia.
7 Eating ice cream is not the only ... at Moscow ice cream festival.



7 **Prepare a talk about a festival. Remember to say:**

- what festivals are popular in your country;
- what people can do at these festivals;
- what your favourite festival is;
- what your attitude to festivals is.

Tell your classmate about the festival.



Учебное пособие “Good News” для 9-х классов

ГИА-9 РАЗВЕРНУТЫЕ ОТВЕТЫ

5 **Look at the table with the statistics on the common reasons for conflicts between students. Complete the sentences that describe the information in the table using the words in brackets in the correct grammar form.**

Reasons for conflicts between students at school	
1 lack of communication	30 %
2 personal comments	22 %
3 competition	22 %
4 different views	18 %
5 lack of patience	8 %



Example: **Most** conflicts between schoolchildren are caused by the lack of communication. (many)

1. Lack of communication is ... reason for conflicts between students. (common)
2. ... conflicts happen over different views... over competition. (few)
3. ... conflicts are caused by personal comments ... by different views. (many)
4. ... students argue because of personal comments ... because of competition. (as... as)
5. Lack of patience is ... reason for conflict between students ... lack of communication. (so... as)
6. Conflicts over different views don’t happen ... over competition. (often)
7. According to the table, lack of patience is ... reason for conflicts. (common)

Work in pairs. Think of possible ways to resolve such conflicts.

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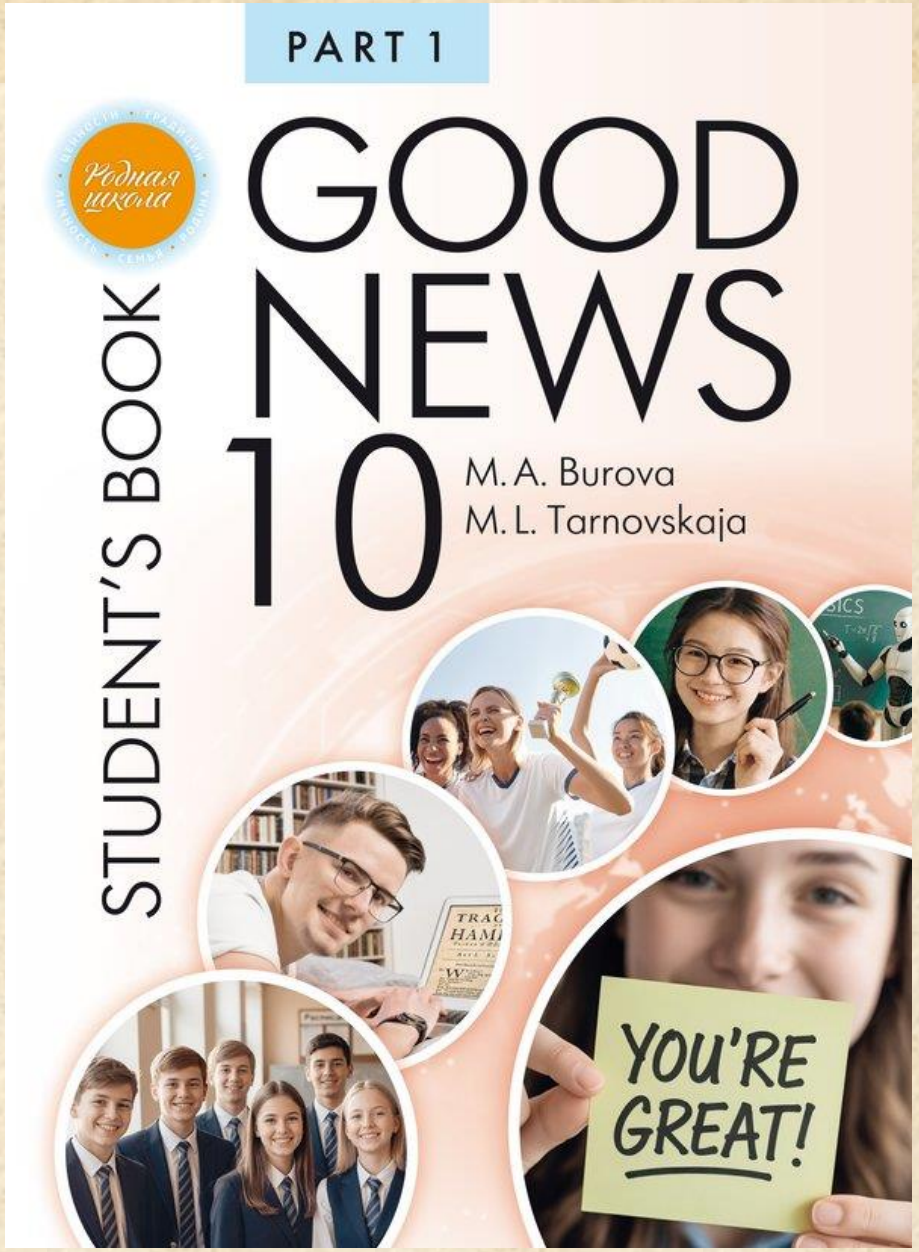

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Пример урока

LESSON 7 • The path of grain

LEAD-IN

1 Look up the meaning of the words below in the dictionary and match the pictures (A–F) with the words (1–6).

1. path _____
2. grain _____
3. wheat _____
4. crop _____
5. soil _____
6. agrarian _____



2 Work in pairs. Comment on one of the sayings about bread. Think of the Russian variants of these proverbs.

If there is bread, there will be lunch.

Bread is the head of everything.

Bitter lunch without bread.

Bread is the soul of the meal.

Laughs best who has grown bread.

3 Discuss the questions below.

1 On a scale of one to ten, how important is bread to your culture's diet?
2 Why is bread considered an important part of the diet?
3 What is the basic ingredient which bread is made of?

READING

4 Before reading the text, complete the sentences with the words from the box.

agro-industrial unmanned man-made
wireless deep-seated driverless

1 If a machine or a vehicle does *not* need a person to control or operate, it is … or … .
2 If a technology, a security system or an earpiece does *not* have wires, it is … .
3 An … complex is the combination of several sectors of the economy which provide food and consumer goods.
4 If a lake is *not* natural, but is created by people, it is a … lake.
5 Your … feelings for something are difficult to change or to destroy.

5 Read the interview with the Minister of agriculture and put the questions in the correct order.

- ☐ Do you know any families where two or three generations are involved in agriculture?
- ☐ Does your family have any traditions connected with bread?
- ☐ What career opportunities does the agriculture and food science industry offer?
- ☐ Why is it important for schoolchildren to know the path of grain?
- ☐ What is the path of grain?
- ☐ What goals does our government want to achieve in agriculture?



Interviewer: (1) _____

The Minister of agriculture: The path of grain is our understanding of food production. Grain is the basis of national and world agriculture. People started collecting and eating wild grains around 105,000 years ago, and later they began growing wheat. Wheat is an ancient crop that has been grown for at least 10,000 years. Wheat was a key factor that made it possible for the first city-based societies to appear at the start of civilisation.

Wheat is the ingredient that gives bread, cookies and cakes their taste and structure. People eat it most often in the form of bread. Bread is considered one of the oldest man-made foods. Humans were already making bread at least 30,000 years ago.

Interviewer: (2) _____

The Minister of agriculture: The first task of any government is to provide all the people in the country with food. Our country has achieved that goal and now produces as much food as its citizens need, and even more, which enables us to help other countries. The next task in the sphere of agriculture is to do this in the most effective way possible.

Interviewer: (3) _____

Minister of agriculture: Today about 6 million people are employed in agriculture. Professions and jobs in agriculture vary from crop producers to IT specialists. Each one is a perfect fit for those with a deep-seated love for agriculture. We have got scientific laboratories where scientists do research and grow new types of plants which can survive low or high temperatures, diseases and climate change.

Engineers develop new technologies and create advanced farm machinery to modernise the agricultural industry. Today we already have driverless farm vehicles. For example, new tractors use GPS and other wireless technologies

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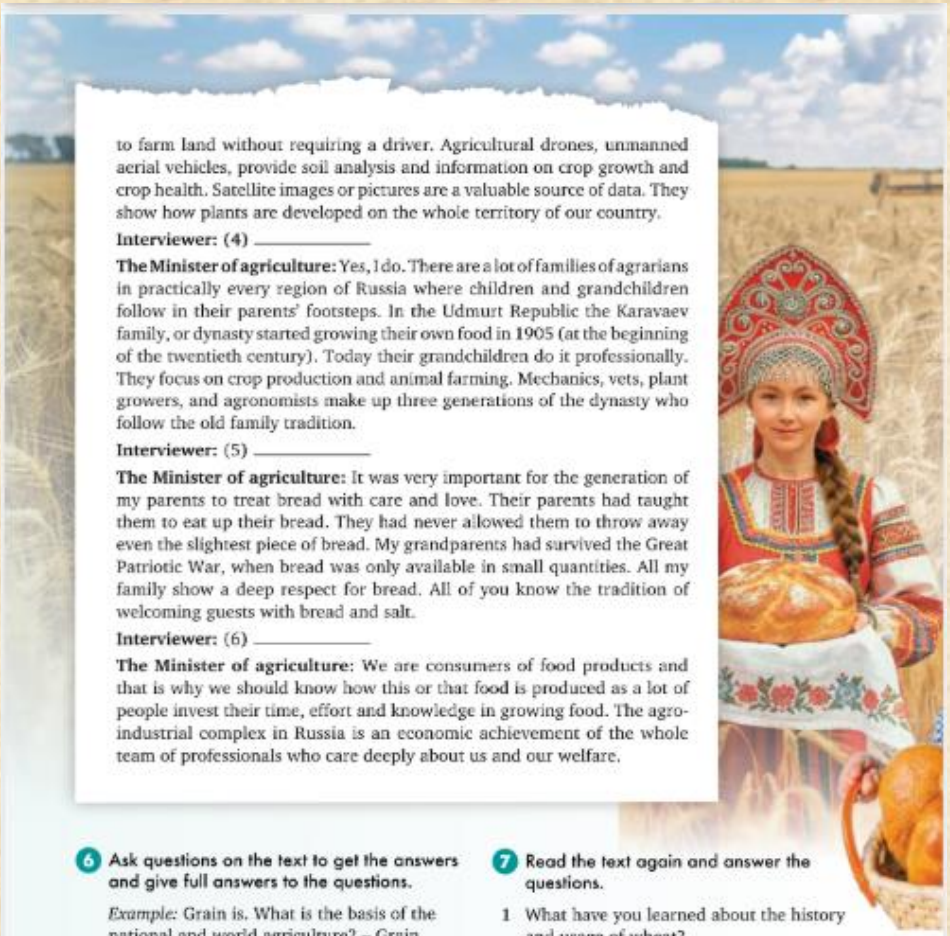
Пример урока



to farm land without requiring a driver. Agricultural drones, unmanned aerial vehicles, provide soil analysis and information on crop growth and crop health. Satellite images or pictures are a valuable source of data. They show how plants are developed on the whole territory of our country.

Interviewer: (4) _____

The Minister of agriculture: Yes, I do. There are a lot of families of agrarians in practically every region of Russia where children and grandchildren follow in their parents' footsteps. In the Udmurt Republic the Karavaev family, or dynasty started growing their own food in 1905 (at the beginning of the twentieth century). Today their grandchildren do it professionally. They focus on crop production and animal farming. Mechanics, vets, plant growers, and agronomists make up three generations of the dynasty who follow the old family tradition.

Interviewer: (5) _____

The Minister of agriculture: It was very important for the generation of my parents to treat bread with care and love. Their parents had taught them to eat up their bread. They had never allowed them to throw away even the slightest piece of bread. My grandparents had survived the Great Patriotic War, when bread was only available in small quantities. All my family show a deep respect for bread. All of you know the tradition of welcoming guests with bread and salt.

Interviewer: (6) _____

The Minister of agriculture: We are consumers of food products and that is why we should know how this or that food is produced as a lot of people invest their time, effort and knowledge in growing food. The agro-industrial complex in Russia is an economic achievement of the whole team of professionals who care deeply about us and our welfare.

6 **Ask questions on the text to get the answers and give full answers to the questions.**

Example: Grain is. What is the basis of the national and world agriculture? – Grain is the basis of the national and world agriculture.

1 105,000 years ago
2 Bread is
3 30,000 years ago
4 About 6 million
5 Agricultural drones do
6 Mechanics, vets, plant growers, agronomists do
7 To eat up their bread

7 **Read the text again and answer the questions.**

1 What have you learned about the history and usage of wheat?
2 How have career opportunities in agriculture changed over the last hundred years?
3 How does the development of technology help agrarians?
4 What achievements does Russia have in the sphere of agriculture?
5 What is a dynasty? What example of an agrarian dynasty is given in the text?
6 What does bread mean to the Russians?
7 How can we show a deep respect for bread? Why is it important to do that?
8 What is an agro-industrial complex in Russia?



8 **In pairs work out an interview between schoolchildren and the Minister of agriculture.**

Student A: Act as an interviewer and ask questions.
Student B: Act as the Minister of agriculture and answer the questions.

WRITING

9 **You have received an email message from your English-speaking pen-friend Andrew:**

...Yesterday at school our foreign language teacher told us a lot about Russian cuisine and different varieties of bread baked in Russia. Is bread a healthy or unhealthy food, and why? What traditions with bread do you have in Russia? What saying about bread is the most popular in Russia?
...I am going to help at my uncle's bakery during the summer holidays...

- **Write an email to Andrew (100–140 words). Answer his questions and ask 3 questions about his work at his uncle's bakery.**

10 **Write a composition (up to 130 words) on one of the following topics.**

- Bread is the symbol of life. It connects the past and the present.
- The modern attitude towards bread. Do people still include bread in their diets?
- The future of bread. Will artificial things replace bread?
- Bread is more than just food; bread has a spiritual value.

Follow the plan:

1 Introduce the topic: say what you are going to write about.
2 Give reasons and arguments to support your point.
3 Conclusion: once again state the topic but use other words to do that.

VOCABULARY OF THE LESSON

wheat	agrarian	to vary from ... to	unmanned
grain	to enable smb to do	to be a perfect fit for smth	wireless
crop	to invest in smth	to make up smth	
soil	to employ smb	driverless	



Учебное пособие “Good News” для 10-х классов

Виды заданий

7 Change the words from the second column adding a prefix. Complete the sentences with the changed words.

Resolving a (1) … requires a clear plan. This tension hasn't appeared out of nowhere. Past conflicts caused it. Right now, Alexandra is (2) … with Mark's approach to the project, they're working on. It seems to her rather (3) … and she has come to see Mark's attitude to their project as absolutely (4)….	agreement satisfied dependent responsible
He in turn, is sure that Alexandra has (5) … his confidence for (6) … and (7) … behaviour.	interpreted, modest polite
If we do nothing, the trust we've built in the class will (8)…. Students are going to start to (9)… – avoiding team-building events and keeping secrets. Mark will become even more (10) … and cooperation will break down.	appear behave patient
So, here is what we are going to do. First, I will speak with each of them privately and then the three of us will have a conversation. My goal is to prevent (11) …. I believe this approach will rebuild respect. We're going to focus on facts, not feelings and turn this conflict into a solution.	understanding

2 Circle the correct items.

1 We have two ways to follow. The former way is risky, the … is much more sensible.
a) other b) latter c) another d) next

2 She's a perfect … for the team you're trying to build.
a) idea b) man c) preference d) fit

3 The newly built theatre is large and can … about 500 people.
a) hold b) house c) govern d) abandon

4 The wolf … his head and smelled the air.
a) rose b) raised c) had risen d) has raised

5 The winning of the Championship is a top … of every member of this team.
a) task b) assignment c) priority d) goal

6 This book invites the readers to … in an amazing world of science.
a) expand b) engage c) acquire d) invest

7 A new director was appointed to … the corporate crisis.
a) handle b) deal c) respond d) launch

8 That rich soil … the agrarians to grow an excellent crop.
a) made b) supplied c) ensured d) enabled

9 Why do I always take the … for everything that goes wrong?
a) responsibility b) duty c) blame d) answer

10 The teacher has the utmost … in her students' abilities.
a) confidence b) trust c) belief d) care

Учебное пособие “Good News” для 10-х классов

Виды заданий

WRITING

7 You have received an email message from a friend.

From: Kate@mail.ru

To: Russian_Friend@mail.ru

Subject: Conflicts



The first month at school comes to an end and I'm glad I have finally made it up with my friend and we're on good terms again. Do you sometimes quarrel with your friends? How do you usually resolve such conflicts? What is the best way to prevent conflicts?

Next week we're going on a camping trip with my dad and elder brother...

- Write an email to your friend. Answer the questions and ask three questions about the camping trip. Write 100–140 words.

9 Imagine that you are doing a project on how teenagers in Zetland use artificial intelligence. You have found some data on the subject – the results of a survey conducted among Zetland teenagers (see the pie chart below).

Comment on the survey data and give your opinion on the subject of the project.

The survey question:
What do you often use AI for?
Choose one option.



Write 200–250 words.

Use the following plan:

- make an opening statement on the subject of the project;
- select and report 2–3 facts;
- make 1–2 comparisons where relevant and give your comments;
- outline a problem that can arise with using AI tools and suggest a way of solving it;
- conclude by giving and explaining your opinion on the role of Internet technologies in the lives of teenagers.

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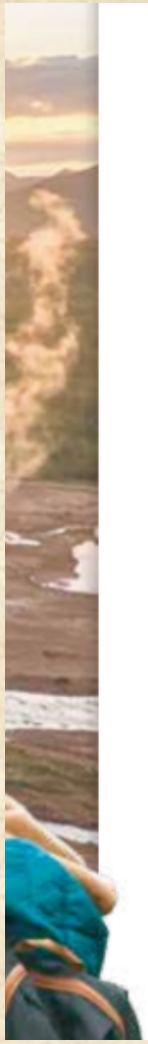
Виды заданий



6 Read the text and fill in the gaps in the text (A–G) with the parts of the sentences (1–8). One part is extra.

Humour and laughter help resolve conflicts

Doctors and psychologists **A** … agree that laughter and humour not only improve our mood and help us live longer, they also help resolve difficult personal conflicts.

Olga Krushelnitskaya, a professor at a Moscow university, says that the ability to joke is a basic human trait **B** … and stress. She explains that sometimes people face several problems at once and feel helpless not knowing how to deal with all the difficulties. Instead of looking for a solution, they start shouting or **C** …. However, people, **D** …, switch their attention from the problem or change their attitude to it. The situation may seem less dangerous and frightening than at first sight. So, they protect themselves against stress.

Professor Krushelnitskaya believes that humour is the best way to fix conflicts. Usually, people joke with friends or family. However, humour can also help in professional relationships, for example, between a boss and an employee or a professor and a student. A good joke can make the relationship more equal and informal. “Humour is a serious weapon **E** …,” the professor concludes.

She also advises people not to get angry at April Fools’ jokes. If colleagues play a joke on you, it is better to laugh at yourself. A lack of a sense of humour is often seen as a negative quality.

Doctors explain that positive emotions produce serotonin, **F** …. In spring, **G** … after a long winter, doctors recommend doing more physical exercise because it stimulates serotonin production. Sweet foods like bananas and chocolate can also help, but you should eat them in reasonable amounts to avoid gaining weight.

1 who were interviewed by RIA Novosti
2 that can disarm an enemy
3 when people play April Fool’s jokes
4 looking for someone to blame
5 when some people may feel depressed
6 which helps us to deal with aggression
7 who can laugh at a difficult situation
8 which is also known as the “hormone of happiness”

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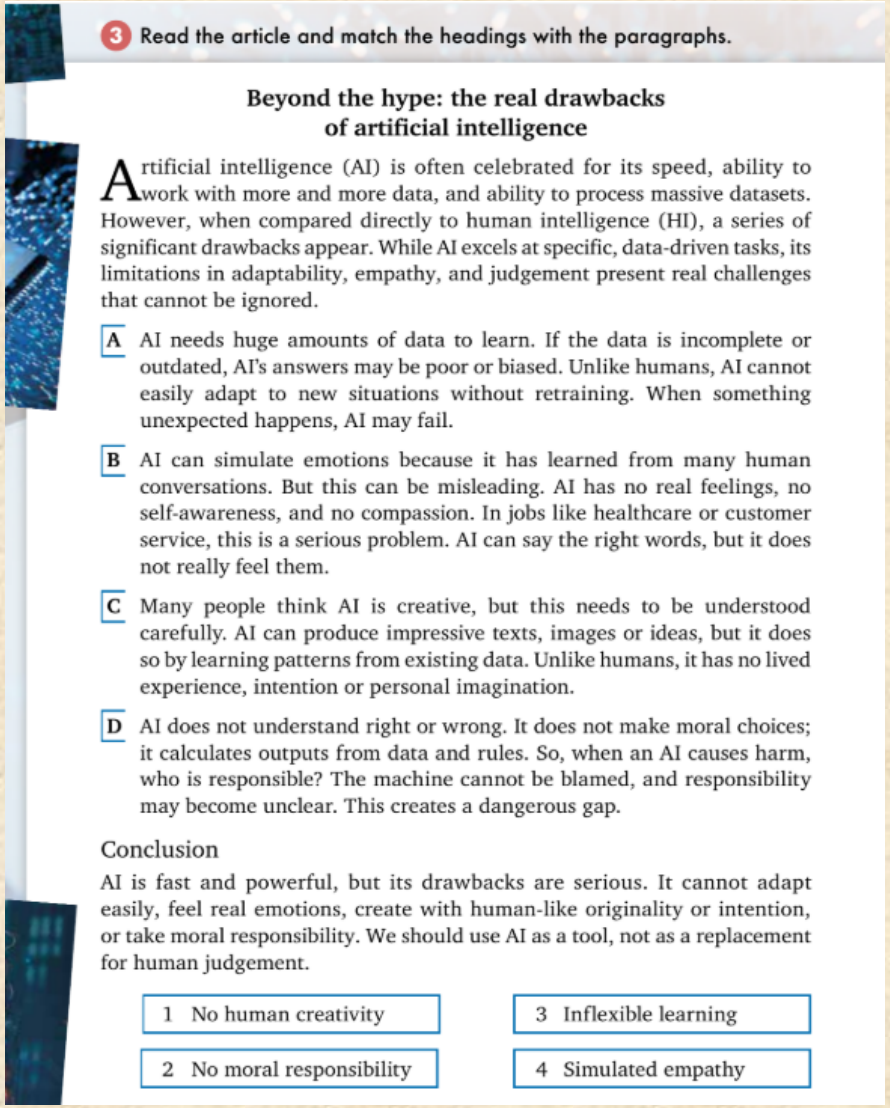
Виды заданий



3 Read the article and match the headings with the paragraphs.

Beyond the hype: the real drawbacks of artificial intelligence

Artificial intelligence (AI) is often celebrated for its speed, ability to work with more and more data, and ability to process massive datasets. However, when compared directly to human intelligence (HI), a series of significant drawbacks appear. While AI excels at specific, data-driven tasks, its limitations in adaptability, empathy, and judgement present real challenges that cannot be ignored.

A AI needs huge amounts of data to learn. If the data is incomplete or outdated, AI's answers may be poor or biased. Unlike humans, AI cannot easily adapt to new situations without retraining. When something unexpected happens, AI may fail.

B AI can simulate emotions because it has learned from many human conversations. But this can be misleading. AI has no real feelings, no self-awareness, and no compassion. In jobs like healthcare or customer service, this is a serious problem. AI can say the right words, but it does not really feel them.

C Many people think AI is creative, but this needs to be understood carefully. AI can produce impressive texts, images or ideas, but it does so by learning patterns from existing data. Unlike humans, it has no lived experience, intention or personal imagination.

D AI does not understand right or wrong. It does not make moral choices; it calculates outputs from data and rules. So, when an AI causes harm, who is responsible? The machine cannot be blamed, and responsibility may become unclear. This creates a dangerous gap.

Conclusion

AI is fast and powerful, but its drawbacks are serious. It cannot adapt easily, feel real emotions, create with human-like originality or intention, or take moral responsibility. We should use AI as a tool, not as a replacement for human judgement.

1 No human creativity	3 Inflexible learning
2 No moral responsibility	4 Simulated empathy

Учебное пособие “Good News” для 10-х классов

Виды заданий

8 Listen to the text and choose the correct answer for each question.

1 Where was Elon Musk born?
a) in the United States
b) in South Africa
c) in Canada

2 How much money did Elon Musk sell his first video game for?
a) five hundred dollars
b) one thousand dollars
c) fifty dollars

3 Why does Musk believe humans should become a multi-planetary species?
a) because Earth is too crowded
b) because Mars has better weather
c) so humanity could survive if something

4 How
a) si
b) s
c) si

5 What is the name of the rocket that SpaceX is building to go to Mars?
a) Falcon
b) Starship
c) Saturn

6 What does “reusable” mean for the Starship rocket?
a) It can be used only once.
b) It can fly, land, and fly again.
c) It is very small.

7 How would people protect themselves from cold and radiation on Mars at first?
a) They would live in glass domes.
b) They would live underground.
c) They would wear special suits all the time.

8 When did Musk start SpaceX?
a) 1992
b) 2002
c) 2012

9 How many rocket launches failed before SpaceX succeeded?
a) one
b) two
c) three

10 What does Musk mean when he says he wants to die on Mars “just not on impact”?
a) He wants to visit Mars but come back to Earth.
b) He wants to arrive alive and survive on Mars, not crash.
c) He wants to live on Mars for only one year.

SPEAKING

Учебное пособие “Good News” для 10-х классов

GRAMMAR REFERENCE

PART 2

UNIT 5 Lesson 2

ADJECTIVES – REGULAR COMPARATIVE AND SUPERLATIVE FORMS

Adjective of		Positive	Comparative	Superlat
one syllable (слог)	+ er / est	short simple big	shorter simpler bigger } than	the shortest the simplest the biggest } (c
two syllables ending in **-ly, -y, -w -er, -le, -o**	+ er / est	funny narrow friendly	funnier narrower friendlier } than	the funniest the narrowest the friendliest } (c
two and more syllables **more / most, less / least** + adjective		modern important	**more / less** modern (than) **more / less** important (than)	**the most / least** moc **the most / least** imp

Preposition **in** usually refers to places, groups, etc.:

*She is the smartest **of** all the pupils both **in** our group and **in** our town.*

IRREGULAR FORMS OF ADJECTIVES

bad	worse	the worst
good	better	the best
far	farther / further	the farthest / the furthest
old	older	the oldest

Mind the difference!

a) **further / farther** = longer (in distance):
*My house is **further / farther** away than you*

further = more; additional:
*I need **further** information from you.*

ACTIVE VOCABULARY

PART 2

UNIT 5

UNIT 5. LESSONS 1–2

bank account [bæŋk ə'kaʊnt] – счет в банке
debit card ['debɪt kɑ:d] – дебетовая карта
expenses [ɪk'spensɪz] – расходы, издержки, затраты
notable addition to ['nəʊtəbl ə'dɪʃn tu:] – заметное дополнение к
purchase ['pɜ:tʃəs] – покупка, приобретение, закупка, стоимость
to be on the list of – быть в списке
to become money-wise ['mʌni waɪz] – стать подкованным в денежных вопросах
to cover one's expenses – покрыть расходы
to get a good bargain ['bɑ:gɪn] – заключить выгодную сделку
to fulfil one's wish – исполнить чье-то желание
to live month to month financially – жить от зарплаты до зарплаты
to make a purchase – совершить покупку
to purchase – покупать, приобретать
to put money aside [ə'saɪd] – откладывать деньги
to save up for – скопить (деньги) на
to wear off (excitement) [ɪk'saɪtmənt] – проходить
to take time to do smth – уделять время, чтобы сделать что-либо
to work round the clock – работать круглосуточно
wide range of products – широкий ассортимент продукции
would rather ['rɑ:ðə] – лучше бы, предпочел бы

UNIT 5. LESSON 5

baggy ['bægi] – мешковатый
casual ['kæʒuəl] (clothes) – повседневная (одежда)
fabric ['fæbrɪk] – ткань, материал, материя
footwear ['fʊtweə] – обувь
long-sleeved T-shirt – футболка с длинными рукавами
look [lʊk] – взгляд; вид, образ
loose [lu:s] – свободный
outdated [aʊt'deɪtɪd] – устаревший, вышедший из моды
outfit ['aʊtfɪt] – комплект одежды, наряд
oversized ['əʊvəsaɪzd] – слишком большого размера или объема
pattern ['pætn] – узор, рисунок (на ткани); образец, шаблон
set of clothes – комплект одежды