



корпорация
российский
учебник



LESTA

Учебник для учителя: точки профессионального роста. Часть 1

Степанова Марина Владимировна
Главный методист по иностранным языкам
stepanova.mv@rosuchebnik.ru



Линии преимствленных УМК «FORWARD»



ПРОБЛЕМАТИКА

1. Современные подходы к аттестации учителя
3. Формирование и развитие методической компетенции учителя средствами учебника/УМК
4. Формирование и развитие лингвистической /коммуникативной иноязычной компетенции учителя средствами учебника/УМК

Приказ Минобрнауки России от 26 июля 2017 г. № 703 «Об утверждении Плана мероприятий ("дорожной карты") Министерства образования и науки Российской Федерации по формированию и введению национальной системы учительского роста»

<http://минобрнауки.рф/>

4 модуля

- Предметная подготовка – предметные компетенции;
- Методика преподавания – методические компетенции;
- Психолого-педагогические компетенции;
- Коммуникативные компетенции

Сравнение компетентностного и деятельностного подходов в образовании

Деятельностный

- Овладение знаниями через деятельность с целью формирования практико-ориентированных умений

Компетентностный

- Движение от проблемной ситуации к актуализации знаний, навыков и умений, оперированию знаниями с целью решения задачи
- Компетенция – динамическая комбинация знаний, навыков, умений

Национальный проект «Образование»
Федеральный проект «Учитель будущего»

- Задача из Указа Президента Российской Федерации от 7 мая 2018 г. № 204: внедрение национальной системы профессионального роста (НСПР) педагогических работников, охватывающей не менее 50 процентов учителей общеобразовательных организаций (к 2024 г.)



ГОРИЗОНТАЛЬНАЯ СИСТЕМА
КАРЬЕРНОГО РОСТА



**УЧИТЕЛЬ
БУДУЩЕГО**



ПОЯВЛЕНИЕ НОВЫХ
ДОЛЖНОСТЕЙ:
УЧИТЕЛЬ-МАСТЕР,
УЧИТЕЛЬ-НАСТАВНИК



СОЗДАНИЕ ЦЕНТРОВ
НЕПРЕРЫВНОГО РАЗВИТИЯ
ПРОФЕССИОНАЛЬНОГО
МАСТЕРСТВА



СОЗДАНИЕ ЦЕНТРОВ
НЕЗАВИСИМОЙ ОЦЕНКИ
ПРОФЕССИОНАЛЬНОЙ
КВАЛИФИКАЦИИ

Главные цифры федерального проекта «Учитель будущего» нацпроекта «Образование» (к 2024 году):



Повышение уровня
профессионального мастерства
50% педагогических
работников



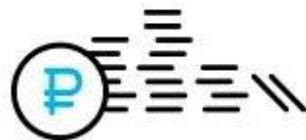
Создание сети центров
непрерывного повышения
квалификации во всех
субъектах России –
не менее **225**



Создание центров оценки
профессионального мастерства
и квалификаций педагогов –
не менее **85**



Участие **70%** учителей
в возрасте до 35 лет в различных
формах поддержки
и сопровождения обучающихся
в первые 3 года работы



Общий бюджет проекта более
15,4 млрд рублей

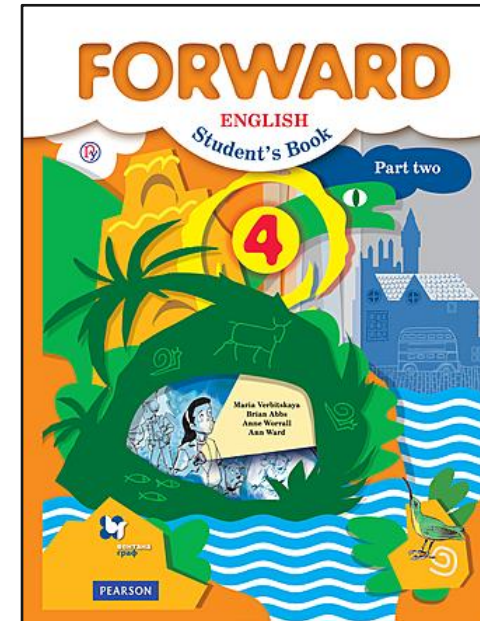
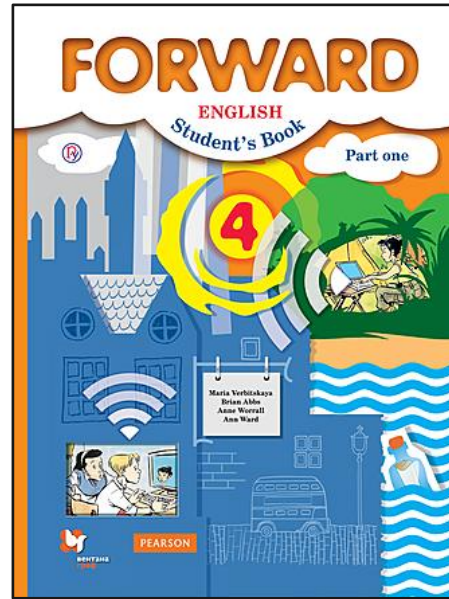
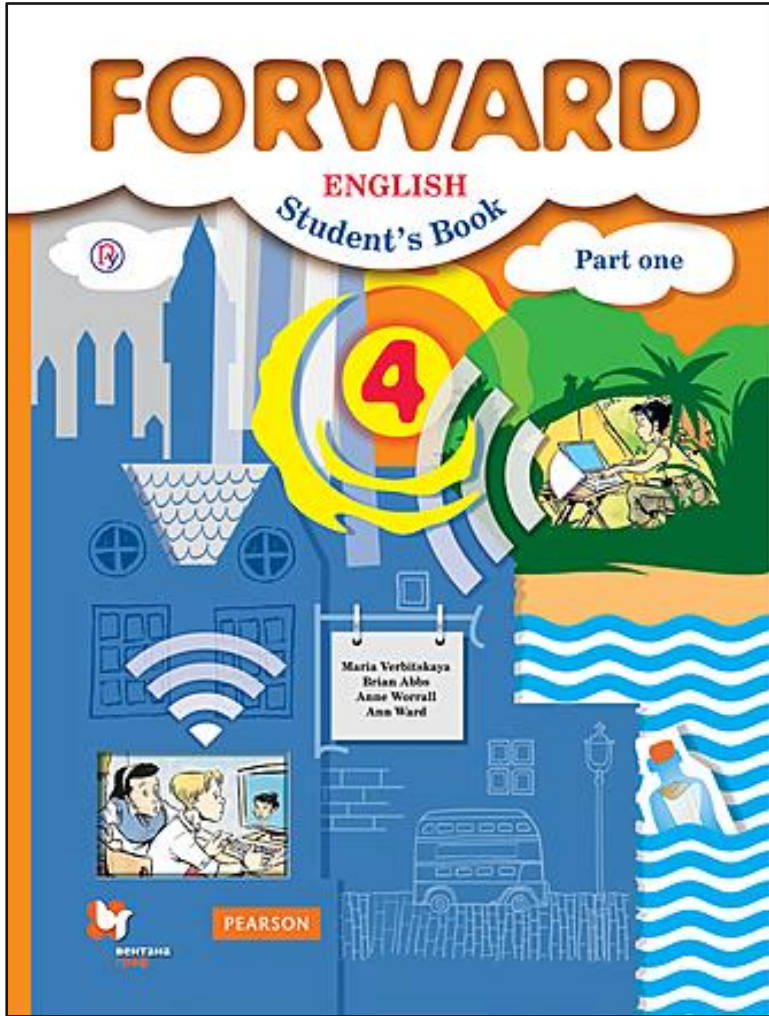


Время реализации
федерального проекта –
6 лет

понятие	Определение
Метод обучения	Способ взаимосвязанной деятельности преподавателя и учащихся, направленный на решение задач учебного процесса
Методика обучения	Система научно-обоснованных методов, правил и приёмов обучения предмету
Технология обучения	Инструментарий достижения целей обучения. Систематическое и последовательное воплощение на практике заранее спроектированного процесса обучения

Методическая компетенция

- Понятийный аппарат: метод, приём, технология, ЛЕ, грамматическое явление, упражнение, типы упражнений, навык, умение, виды речевой деятельности, речевые умения ...
- Определение этапов работы над материалом как основы образовательного процесса. Этап введения, тренинга и контроля.



От речевой ситуации к ЛЕ

3

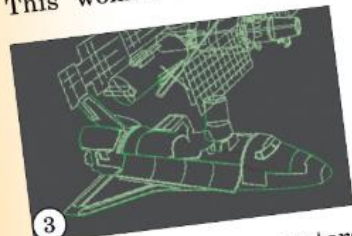
A computer magazine

1. Listen and look.

These children are learning to use a computer at school. They are using a **keyboard** and looking at the **screen**.



1 This woman works in an airport.

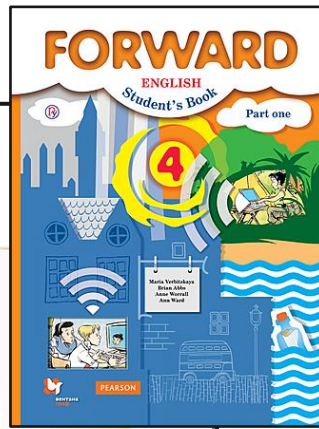


3 Engineers use computers to design things. This is the **space shuttle**.

2. Покажите на иллюстрациях журнала, что означают выделенные слова. Расскажите по-русски, для чего нужны компьютеры.

A-Z keyboard	use	police
screen	design	criminal
space shuttle	work	

Приём,
направленный на
догадку и
осмысление ЛЕ



Компьютерный журнал



4 The police use computers, too. Computers help them to find criminals.



5 Computers are also fun! This boy is playing a computer game at home.

3. Выпиши со страниц журнала эти слова. (С значениями каких слов ты можешь догадаться?)

[pə'li:s], ['krɪmɪnəl], ['ki:bɔ:d], [enʃ'i'nə], [dɪ'zain]

4. Who's speaking?
Listen to the conversations and point to the correct picture. (Послушай разговоры и покажи нужный рисунок.)

5. How many people in your class have got a computer? Ask your friends.

6. Составьте список мест, где люди работают на компьютерах.

1) There are computers at an airport.

От функции к форме

УР

3



7. What do they want to be?
Read and point to the correct picture.

A-Z

chef [ʃef]
laboratory [lə'bɒrətɹi]



- A I want to be an engineer. I want to design planes.
- B We want to be pilots. We want to fly planes.
- C I want to be a scientist. I want to work in a laboratory.
- D I want to be a vet. I want to look after sick animals.
- E I want to be a detective. I want to catch criminals.
- F We want to be chefs. We want to cook wonderful food.

your turn!

8. What do you want to be? Talk to your friend.

I want to be an astronaut. I want to go to the Moon.



9. • What do they do? Listen to some people. They are talking about their jobs. Guess what they do.

• Game: What do I do? Choose a job. Your friend asks questions to guess what it is.

Do you use a computer? Yes.

Do you want to design something? Yes.

Do you want to be an engineer? Yes.

18

Приём,
направленный на
догадку и
осмысление ЛЕ

Приём,
формирующий
умение действия
по аналогии

Приём,
формирующий
умение
построения
высказывания

Я



10. Послушай и прочитай сочетания местоимений с формами глаголов **Present Simple**. Правильно произноси выделенные окончания.

- [z] she learn**s**, he listen**s**, it need**s**, she read**s**, he liv**e**s, he com**e**s, she play**s**, it do**e**s, it go**e**s, he deliv**e**rs
- [s] she cook**s**, it look**s**, he lik**e**s, it get**s**, she writ**e**s
- [ɪz] he wash**e**s, she catch**e**s, he teach**e**s, she use**s**



Глаголы в формах **Present Simple** (настоящее простое время) описывают обычные, привычные, повседневные действия и состояния.

- 1) I walk to school. (Я *хожу* в школу пешком.)
- 2) He **gets** up at seven o'clock every day. (Он *встаёт* в 7 часов каждый день.)
- 3) Sometimes we go to a swimming pool. (Иногда мы *ходим* в бассейн.)
- 4) She **lives** in Russia. (Она *живёт* в России.)

I/you/we/they	go ..., walk ..., get up ...
he/she/it	go e s ..., walk s ..., get s up ...

УР



11. Чем обычно занимаются люди этих профессий? Найди продолжение для каждого предложения.

- | | | |
|------------------|---------------|------------------|
| 1 Engineers ... | 2 Vets ... | 3 Scientists ... |
| 4 Detectives ... | 5 Doctors ... | 6 Pilots ... |

- | | |
|--------------------------------|-------------------------------|
| A ... look after sick animals. | D ... work in laboratories. |
| B ... design things. | E ... fly planes. |
| C ... catch criminals. | F ... look after sick people. |



In pairs, ask questions about these people.

What do engineers do? They design things.



12. Напиши о привычках ребят по образцу.

Cody
Maxim
Sam

every day	to get up at 8 o'clock	to do exercises in the morning	to have lunch at 2 o'clock
------------------	------------------------	--------------------------------	----------------------------

sometimes	to go to school by bus	to play computer games	to walk in the park
------------------	------------------------	------------------------	---------------------

1 Cody gets up at 8 o'clock every day. Sometimes she goes to school by bus.

УР

Углубление и отработка в деталях. Контроль

I – He (Catch – Catches)

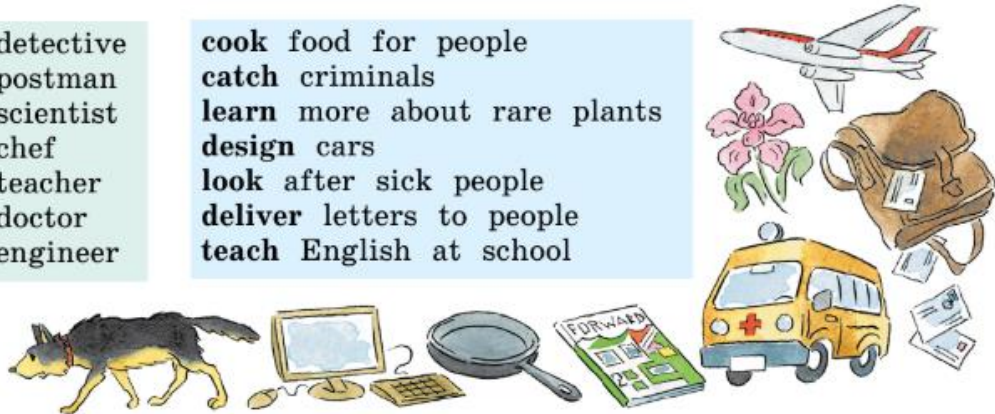
3



13. What do they do and what do they need? Поговорите о профессиях. Составьте предложения, используя слова и выражения из рамок. Добавьте свои примеры.

detective
postman
scientist
chef
teacher
doctor
engineer

cook food for people
catch criminals
learn more about rare plants
design cars
look after sick people
deliver letters to people
teach English at school



What does a detective do? A detective catches criminals.

What does a detective need? He needs a dog.



14. Что обычно делают эти люди на работе? Напиши ответы по образцу, используя глаголы в форме настоящего простого времени.

Pete is a postman. What does he do? — He delivers letters to people.

- 1 John is an engineer. What does he do?
- 2 Cathy is a doctor. What does she do?
- 3 Bert is a scientist. What does he do?
- 4 Stella is a detective. What does she do?
- 5 Paul and Karen are chefs. What do they do?



16. Read about Maxim. What does he want to be?

I like to go to school on Friday. We have maths and a computer class on Friday afternoon. These are my favourite subjects.

I've got many friends in Moscow and in Britain.

I write letters to them every week. I like books, but I like computers more. I play computer games very well.

My mother is a scientist. She works in a laboratory. Sometimes she travels. My father is an engineer. He's got a computer. He uses it to design bridges. I want to use computer, too. I want to design cars. I want to be an



17. Tell your friends about yourself.

Образец — рассказ Максима.



18. This is a computer club. Ask your friend about the children in the pictures.

listen to music

read about animals

play computer games

write a letter



Is Lera at school?

Is it a computer club?

Does she use a computer?

What does she want to do?

3



19. Read Maxim's letter to Sam. What does he want to know?

Dear Sam,
 Thanks a lot for your letter. Have you got any new messages on your computer?
 My mother is a scientist, too. She studies how to make medicines from different plants. She is going to the tropical rain forests in South America next month. What's the weather like in the rain forests? Is it really hot and wet there?
 Write soon,
 Maxim



south — юг; южный **wet** — влажный
rain — дождь; дождевой **study** — изучать



20. Сравни значения выделенных слов. В каких предложениях они являются существительными, а в каких — прилагательными?

1 Maxim's got a **computer**. 2 He likes to play **computer** games. 3 There is a **computer** club in his school.
 4 Maxim's mother is going to the **rain** forests next month. 5 I like watching the **rain**.



В английском языке некоторые существительные могут выполнять роль прилагательных, если употребляются в словосочетании перед другим существительным.

Сущ.

Прил.

This is a **computer**.
 (Это — компьютер.)

This is a **computer** game.
 (Это — компьютерная игра.)

What do they want to be and why?
 detective, scientist, vet, teacher, doctor,
 postman

What do they do?

What does he do?

to design planes, to cook food, to catch
 criminals, look after sick animals

What do they need?

What does he need?

a dog, a book, a bag, ambulance car

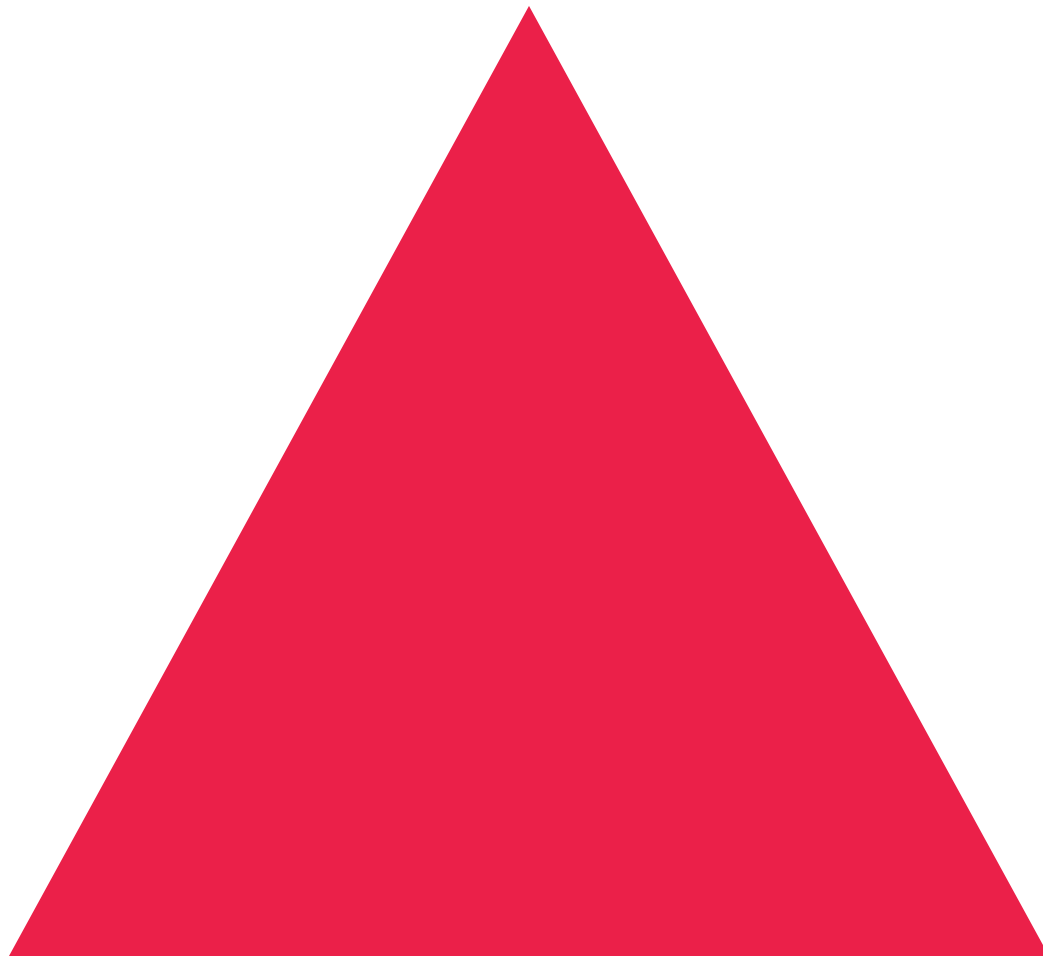
What does he want to know?

конверсия (rain, south, computer)



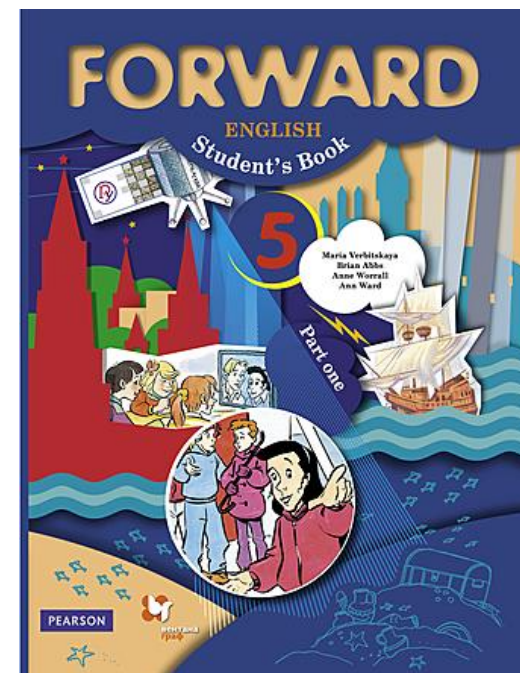
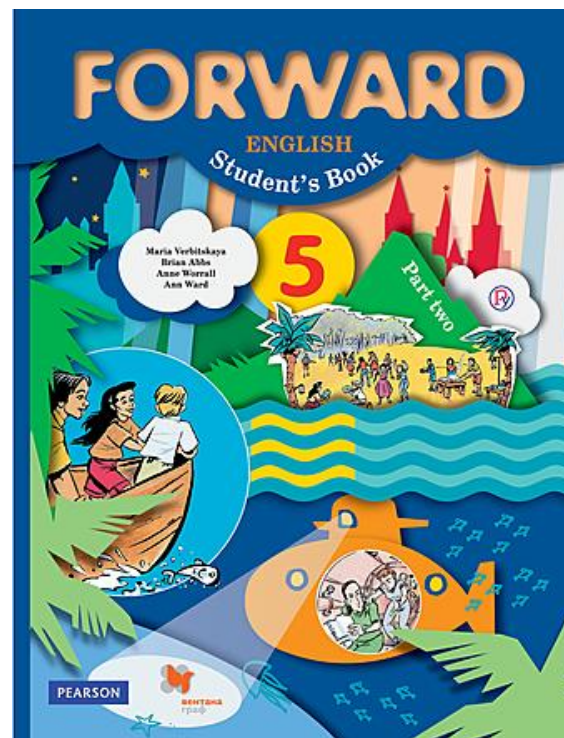
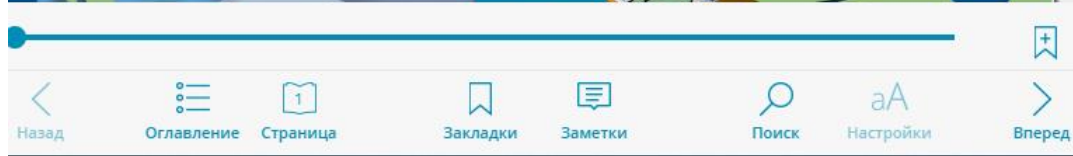
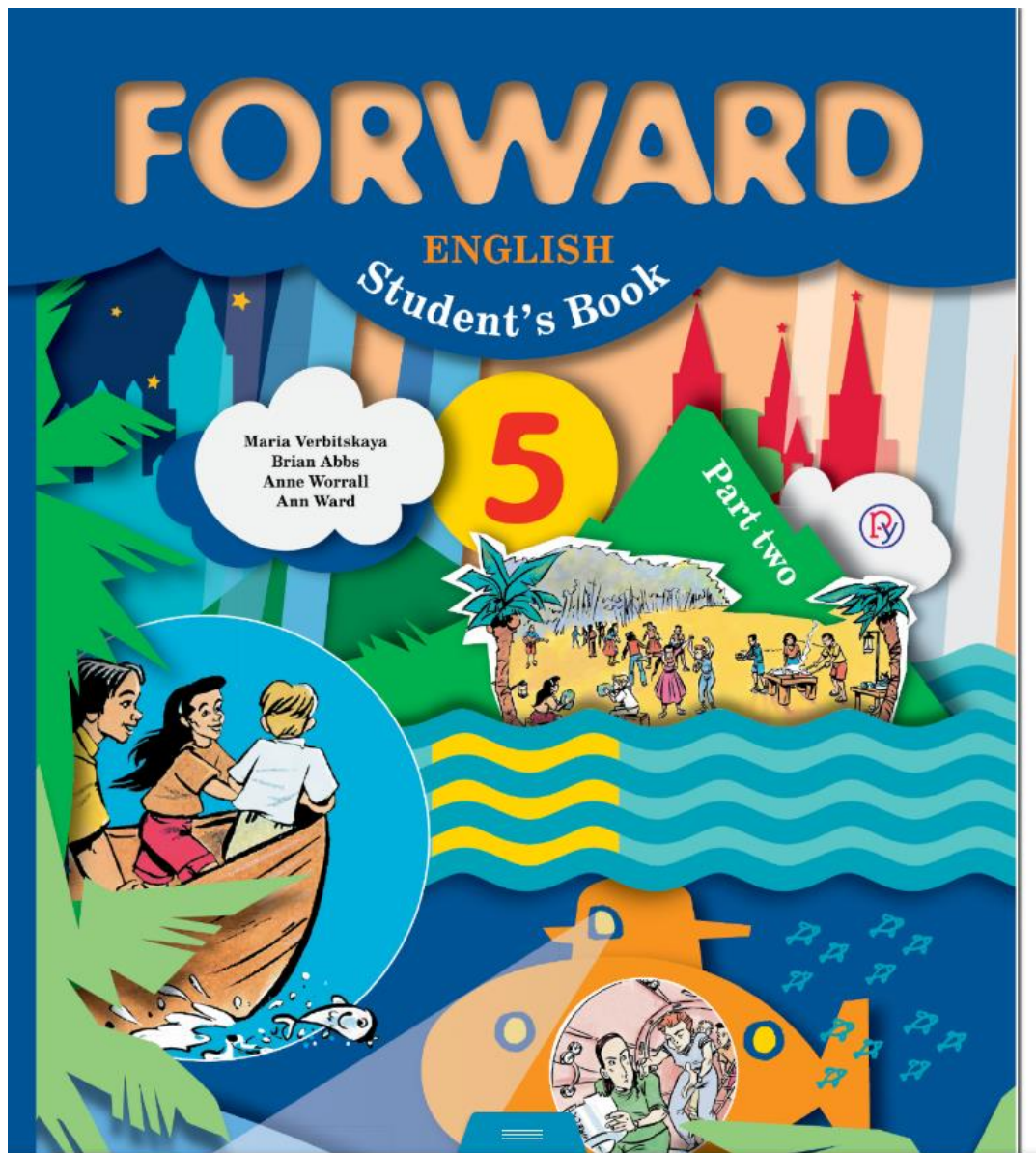
Lexics – Professions
Grammar – Present Simple

Виды технологий	характеристика	Примеры заданий
<p><u>Репродуктивные.</u> Организация репродуктивной деятельности</p>	<p>Формирование знаний и умений воспроизведения учебного материала; формирование алгоритмического стиля мышления</p>	<p>Задания по образцу, по инструкции, по алгоритму.</p>
<p><u>Проблемно-развивающие</u> Сочетание репродуктивной и продуктивной деятельности</p>	<p>Развитие творческого мышления, обучение критическому осмыслению учебного материала</p>	<p>Задания на применение знаний в нетиповых ситуациях; на составление алгоритмов, таблиц, схем, сравнение и систематизацию, анализ и обобщение и т.д.</p>
<p><u>Эвристические.</u> Организация продуктивной деятельности</p>	<p>Формирование умения творческого решения проблем</p>	<p>Задания на поиск новой информации для решения проблем, на самостоятельный поиск путей достижения цели и т.д.</p>




Первоначально обучение идёт на широкой основе, затем объём материала сужается, но одновременно углубляется и интенсивно отрабатывается в деталях

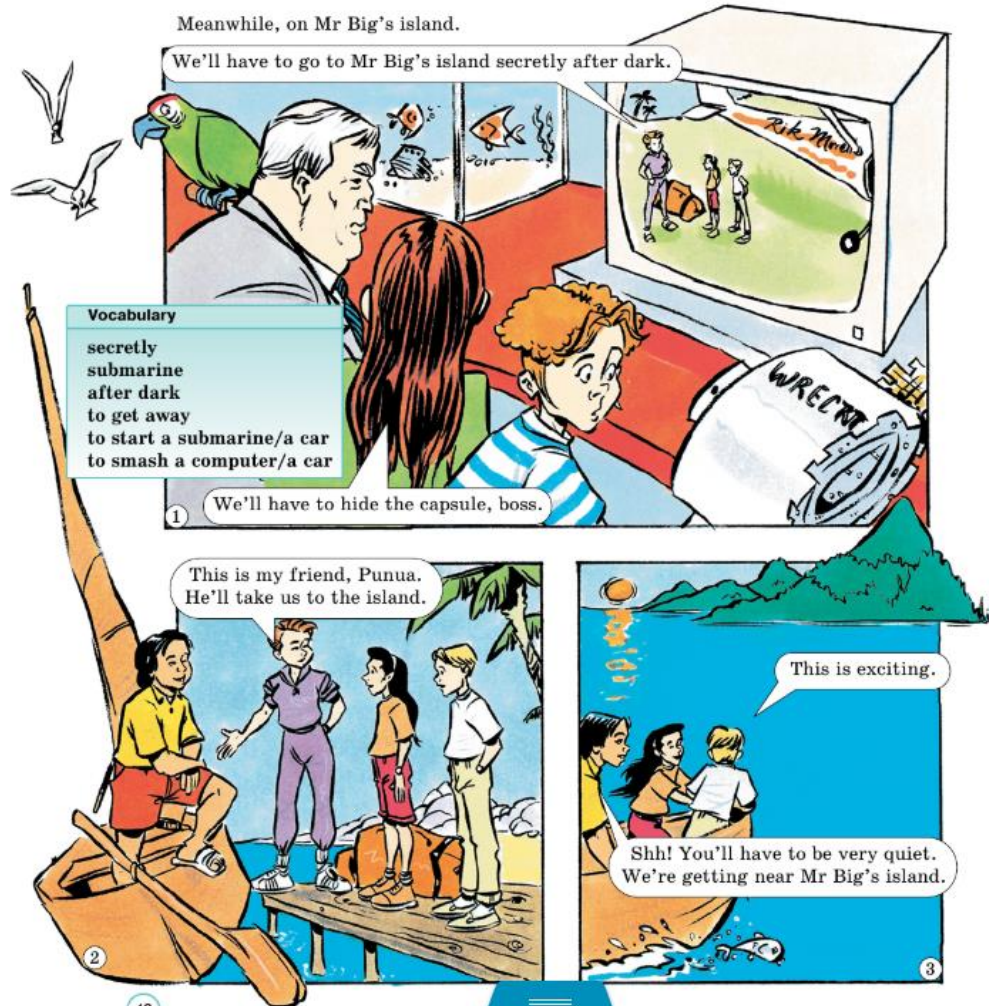
Метод – индуктивный
ЛЕ – professions
Грамматика - Present Simple
Типы упражнений
Языковые упражнения – 2
Условно-речевые упражнения – 19/21
Речевые упражнения – 2/0
Приём и его целесообразность
Этапы работы – введение, тренинг,
контроль



Listening and reading

- 1  Listen, look at the pictures and follow the text. Then answer the questions: *Where are the people in the pictures? What are they doing? What is happening on Mr Big's island?*

Meanwhile, on Mr Big's island.



Vocabulary

- secretly
- submarine
- after dark
- to get away
- to start a submarine/a car
- to smash a computer/a car

1 We'll have to go to Mr Big's island secretly after dark.

We'll have to hide the capsule, boss.

2 This is my friend, Punua. He'll take us to the island.

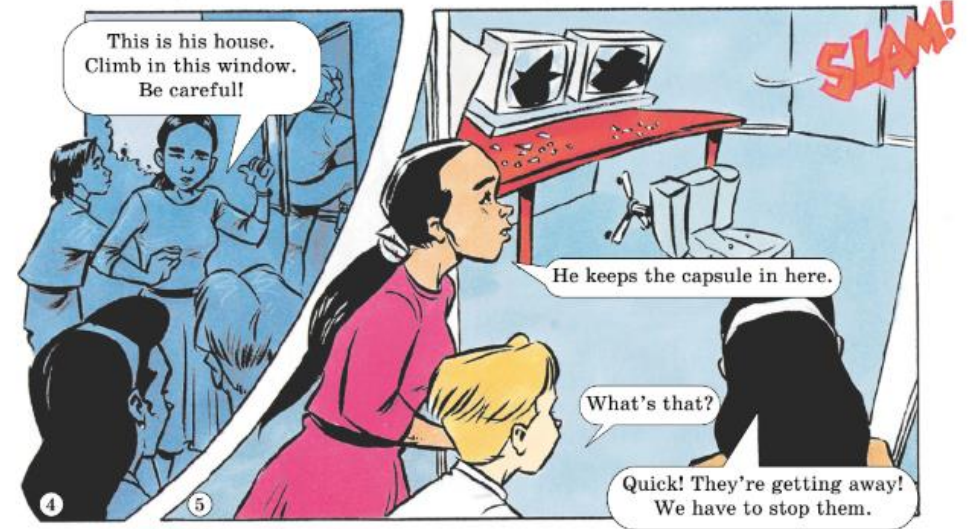
This is exciting.

3 Shh! You'll have to be very quiet. We're getting near Mr Big's island.

WRECK!



The islanders were Punua's friends. They didn't like Mr Big. They showed Josie, Sam and Kate the way to Mr Big's house.



4 This is his house. Climb in this window. Be careful!


5 He keeps the capsule in here.

What's that?

Quick! They're getting away! We have to stop them.

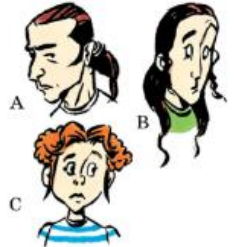
P Listen and repeat.

- 2 In pairs, read the story.

- 3  Listen to the conversation and point to the people Mr Big talks to.


Mr Big's instructions

1. Start the submarine.
2. Put food in the submarine.
3. Take the capsule to the submarine.
4. Pay the islanders.
5. Feed the fish.
6. Smash the computer.



- 4 Read the list of Mr Big's instructions. Who has to do these things? Match the instructions with the people.

Speaking

- 5  Talk about what the gang members have to do. Use the list of Mr Big's instructions.

Example:

A: Who has to start the submarine? B: Does Della have to feed the fish?

Writing

- 6 Write a paragraph about Mr Big's instructions.

Example:

Mr Big has given his gang some instructions. Jane has to start the submarine.

Reading and speaking

7 What do they have to do at home? Read and say.



My name's Adam.
I have to help quite a lot at home. At the weekends I have to weed the garden. I have to make my own bed and tidy my room. My brother sometimes has to wash the dishes.

My name's James.
I have to help at home, too. I have to wash the dishes on Sunday evening. I have to feed the cat every day. On Saturdays I have to go to the supermarket with my mother and help her do the shopping.

My name's Tessa.
I don't have to help much at home. I don't have to wash the dishes or help with the cooking. We don't have any pets, so I don't have to take a dog for a walk or feed a cat. My big brother helps with the shopping, and my sister tidies our room. She also has to take the rubbish out. I have a lot of free time. It's quite boring, really.

Vocabulary

to weed
to make a bed
to help with sth
to help much/a lot

8 What do you have to do at home? Talk to your friend.

Writing and speaking

9 What do you have to do in the classroom? Make a chart in groups.

	Mon	Tue	Wed
water the plants	Claire	Anna	
Clean the board	Mark	Peter	
Collect the homework	Anna		
Empty the wastepaper bin			

Vocabulary

to collect
to empty
wastepaper bin

10 In pairs, talk about the chart.

Example:

A: Who has to water the plants on Monday?

B: Claire.

THINK ABOUT GRAMMAR:

Модальная конструкция *to have to do*

Конструкция **to have to do something** выражает необходимость совершить какое-либо действие, так как этого требуют обстоятельства или другой человек. После **have** используется смысловой глагол в неопределённой форме с частицей **to**. Чтобы этого не забыть и не сделать ошибку, надо запомнить всю конструкцию **to have to do something**.

Настоящее время	В Present Simple в 3-м лице ед. числа используется форма has to . В остальных случаях используется форма have to . I/You/We/They have to do it . He/She/It has to do it .
Прошедшее время	В Past Simple используется форма had to . When he was a child he had to do it . I/You/He/She/We/They had to do it .
Будущее время	В Future Simple используется will have to / 'll have to . I/You/He/She/We/They will have to / 'll have to do it tomorrow .

Grammar and speaking

11 Scan the texts in Exercise 7. Find sentences with *have to*. What tense forms are used in them? What is the meaning of these forms? Are there any negative forms? What is their meaning?

12 Fill in the blanks with *have to* or *has to*.

- I ___ get up early today. I ___ walk the dog.
- Maxim ___ get up early, too. He's going on holiday.
- Sam is ill. He ___ see the doctor.
- We ___ do all the exercises.
- They ___ read all the texts in the unit.
- You ___ tidy your room before we go for a walk.

Speaking

13 **Role-play.** You are the mother/father and you tell your children what they have to do. Your friends play the role of your children and mime what you tell them to do.



Useful words and phrases

to help a lot at home
to help with the cooking/shopping
to make the bed
to tidy the room
to wash the dishes

to go to the supermarket
to take the rubbish out
to feed the cat/dog/hamster
to take the pet for a walk
to weed the garden

Формирование речевых умений

Ч+А

Г

Leaders & followers

10

READING AND SPEAKING

1 Read the description of leaders and followers given below. Discuss it with your classmates and express your opinion about the descriptions in each of the columns using the expressions from **Speak Out** below.

- What is your attitude to this list?
- Which of the descriptions of leaders and followers do you find most exact and convincing? Why?
- Which of the descriptions don't you agree with? Why?

LEADERS



- Leaders are initiators.
- Leaders are willing to step up and take on the task of moving the project forwards.
- Leaders are intuitive, and once they have a general direction for a project, don't have to be told what to do every step of the way.
- Leaders push for action, and are not content with simply sitting still.
- Leaders are innovators. They try new things. They are even willing to fail, but fail trying.
- Leaders like change.
- Leaders accept responsibility.
- Leaders despise inaction. It drives leaders crazy not to make progress.

2 Is 'leadership' a one-way or a two-way process? Talk to your partner and find out what he/she thinks about it. Express your own opinion, using the phrases from **Speak Out**.

SPEAK OUT | Expressing opinions

As for me ...	As I see it ...
I understand that ...	I'd like to say that ...
If you ask me ...	In my opinion ...
I am quite certain/ convinced that ...	I think/believe/ assume that ...
I have no doubt that ...	

Clarifying opinions

That's why ...	In this sense ...
That's what makes ...	I mean ...

88

FOLLOWERS



- Followers are responders.
- Followers have to be forced to carry out a project by their boss. They need someone to give them direction.
- Followers want direction on a constant basis, so they make sure approval has been given.
- Followers are pulled across the finish line.
- Followers simply want to maintain the status quo. They are very rarely willing to risk or try anything new.
- Followers despise change, and do everything possible to resist it.
- Poor followers avoid responsibility, good followers become leaders.
- Followers are comfortable with little or no progress.

*3 Read the poem and decide what is the author's message.

Fail to honour people,
They fail to honour you;
But of a good leader, who talks little,
When the work is done, his aim fulfilled,
They will say, 'We did this ourselves.'

Lao Tzu



FORWARD

ENGLISH Student's Book



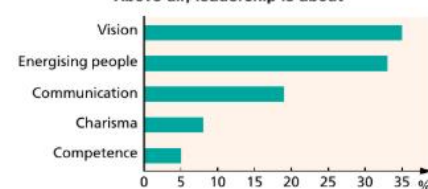
LISTENING AND SPEAKING

1 **TOB3** A group of young professionals is discussing the list with 'Leaders & Followers' descriptions on page 88. Listen to their discussion and decide:

- what their attitude towards this list is.
- which of the statements the speakers support.
- which opinions the speakers do not share.

2 Study the graph and in pairs discuss the rating of qualities that are considered to be most important for leaders in modern business world. Will this rating be the same for other walks of life, i.e. politics/art/sport/education? Give arguments in support of your opinion using the phrases from **Speak Out**.

Business & Leadership



3 **TOB4** In the contemporary world, research-technology leaders must understand business as well as technology. Listen to the text about Zhores Alferov, the 2000 Nobel Prize winner, and answer the questions.

- What was Zhores Alferov's field of scientific and research activity?
- What were the spheres for industrial and technological application of his scientific achievements?
- What was he awarded the Nobel Prize for?
- Which institution did he head?
- What kind of leader was he?
- Why did Zhores Alferov consider it important to recognise other people's talent?

SPEAK OUT | Supporting arguments

You may think of different ways to support your arguments by:

- giving examples
- giving personal experience
- giving statistics
- quoting
- giving reasons
- explaining consequences
- predicting

4 Prepare a talk about Zhores Alferov. Express your opinion and describe his leadership skills. Make use of the information you have learned from the recording about him and the phrases given below.



to grasp the logic of rapidly developing electronic industry
to make major contributions to electronics technology
to formulate business strategy
to be able to communicate effectively
to be able to explain his views clearly
to recognise talent in others
to be able to spot rare and valuable leadership ability in young researchers
to face tough challenges
to solve critical business problems
to motivate, coach and create an organisation that can win in the marketplace

SPEAK OUT | Presenting personal opinion

State an opinion	I think it is fair to say that ...
Provide reasons that support the opinion	I mean ... The thing is ... The reason why I am saying it is ... It's common knowledge that ...
Use linking words and phrases to connect opinion and reasons	e.g., because, therefore, since, for example, for instance, in order to, in addition
Finish up with a concluding statement	In conclusion I'd like to say ... I'll finish up by saying that ...

Speak out + content

89

DIALOGUE OF CULTURES 1

THE SOUNDS OF MUSIC

Glossary album reviews band/group/artist/singer/composer/vocalist composition
judge/coach a hit influence join (a band) lyrics music magazines
music industry piece of music record company record shop



'Golos' (*The Voice*) is a reality television singing contest. It is based on the reality singing show *The Voice of Holland*, which was originally created by the Dutch television producer, John de Mol. *The Voice of Holland* started in September of 2010 and proved to be an instant success in the Netherlands. Many other countries have adapted the format. In Russia this reality talent show called 'Golos' premiered in October of 2012 on the Russia's Channel One.

The format of 'Golos' differs from a traditional talent show. Many of the contestants, but not all of them, are professional vocalists and represent a broad range of musical genres. 'Golos' consists of three phases: a blind audition, a battle phase and live performance shows.

Four judges-coaches, all noteworthy recording artists, choose teams of contestants through a blind audition process. They listen to the contestants in chairs facing opposite the stage to avoid seeing them. If a coach likes what they hear, they press a button to rotate their chairs to signify that they are interested in working with the contestant. If more than one coach presses their button, the contestant chooses the coach he or she wants to work with. Once the coaches have picked their team,

they pit them against each other in the so-called 'Battles'. The coaches select two of their own team members to sing the same song together in front of a studio audience. After the vocal duel the coach must choose only one to advance.

After the Battle Round, each coach has six contestants for the 'Knockouts'. In 'Knockouts' a pair of singers from each team sing a song of their choice, back to back. Again the coach must choose only one to advance. The three winners for each coach advance to the live shows. Finally, each coach will have his/her best contestant left standing to compete in the finals, singing an original song. At this stage only the public vote determines which contestant is the winner who receives the grand prize of a recording contract.

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

- What do you know about the people and the event in the photos?
- Can you remember any of their hits?
- Who is your favourite singer? What is your favourite band? What kind of songs do they sing?



2 Read the text and suggest the title for it. Read the statements – are they true, false or not stated?

- 1 'The Voice' show started in Holland.
- 2 'The Voice' show was a great success in Denmark.
- 3 Russian 'Golos' is a traditional talent show.
- 4 Both professional singers and amateurs can take part in the contest.
- 5 During the audition, coaches often choose the best-looking contestant.
- 6 In the finals each coach has only one contestant from his/her team.
- 7 In the finals both the coaches-judges and the public vote decide who wins.

3 @DC1001 Listen to the pieces of music and say how you feel about them. Use the adjectives and one of the expressions from the table below.

(un)original atmospheric boring catchy dramatic energetic
fun melodic powerful

(very) positive	quite positive	rather negative/ indifferent	(very) negative
love it! 's cool/great! 's terrific/ fantastic.	It's quite enjoyable! I don't mind it! It's not bad.	It's nothing special. I'm not mad about it. I'm not keen on it. It's not my cup of tea.	What a load of rubbish/crap! It gets on my nerves. I can't stand it!

- A It's really fun – I love it!
B It's not very original – it's not my cup of tea.

4 Read the text about Dina Garipova and write one short paragraph about her to be added to the first text. Place the paragraph appropriately.

Dina Garipova was the winner in the first season of the Russian version of TV talent show 'Golos'. She is a Russian singer of Tatar descent. Dina was born on 25 March 1991 into a family of doctors in Zelenodolsk, in the Republic of Tatarstan. Dina did not follow in her parents' footsteps: from the age of six, she was obsessed with singing. Her singing aspirations did not stand in the way of her completing a distance-learning course in journalism at Kazan State University. Dina was already a popular singer in her hometown when she entered the first rounds of the 'Golos' show. In 1999 Garipova won the all-Russian song competition 'Zhar-Ptitsa'. In 2005 she won an

international competition in Tartu, Estonia, and in 2008 she joined up with the 'Zolotoi Mikrofon' song theatre to tour around France.

Dina's coach in the 'Golos' show was Alexander Gradsky, one of the leading stars of Russian show business — and quite an eccentric one at that. Gradsky started as a rock musician, performing Elvis Presley's songs in his first groups. Later on he expanded his repertoire, thanks to the songs of classic Soviet song-writers, Alexandra Pakhmutova and Nikolai Dobronravov. He has written several rock operas and not so long ago finished a 'Master and Margarita' production, based on Mikhail Bulgakov's novel.

Dina won the hearts of the audience not just because of the way she looked, but mainly because of her phenomenal, professionally trained voice and perfect selection of songs.



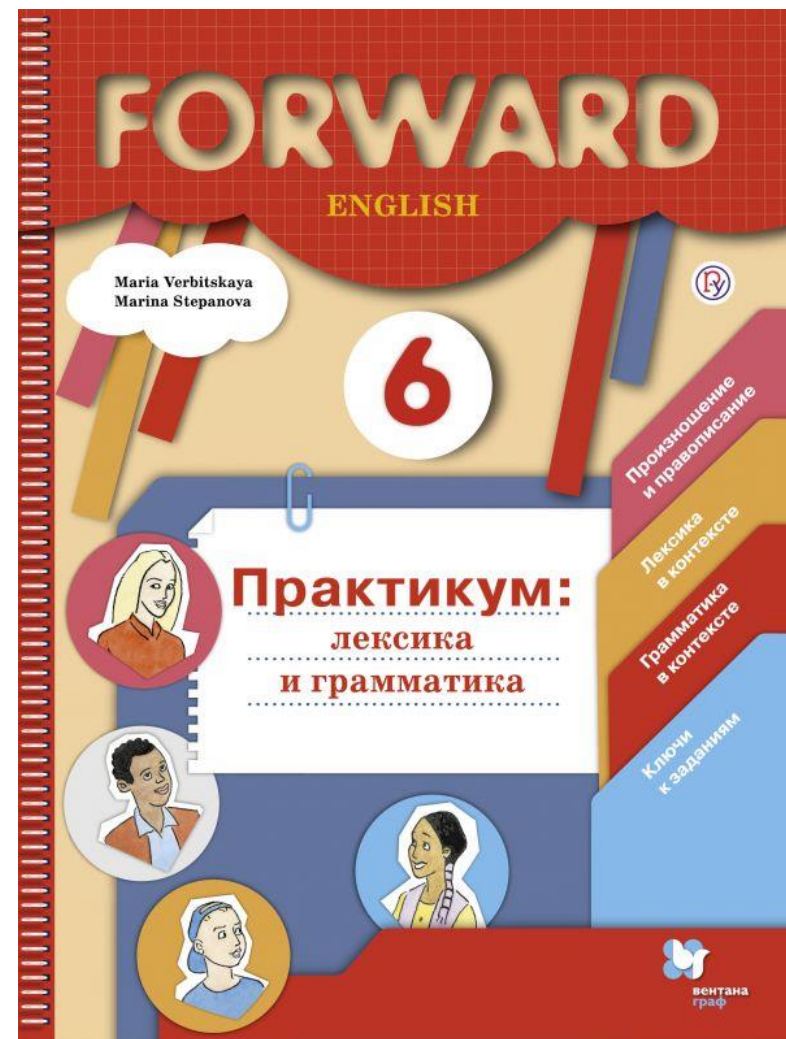
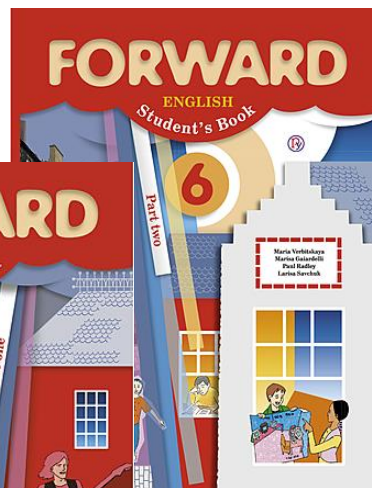
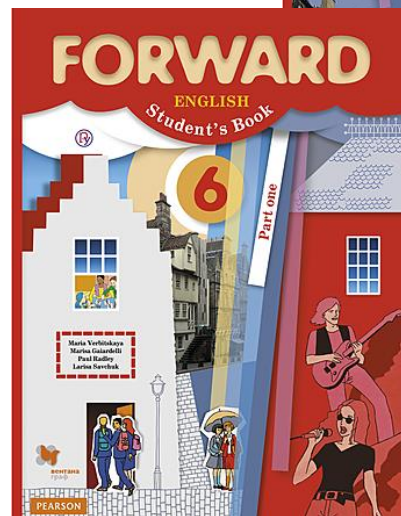
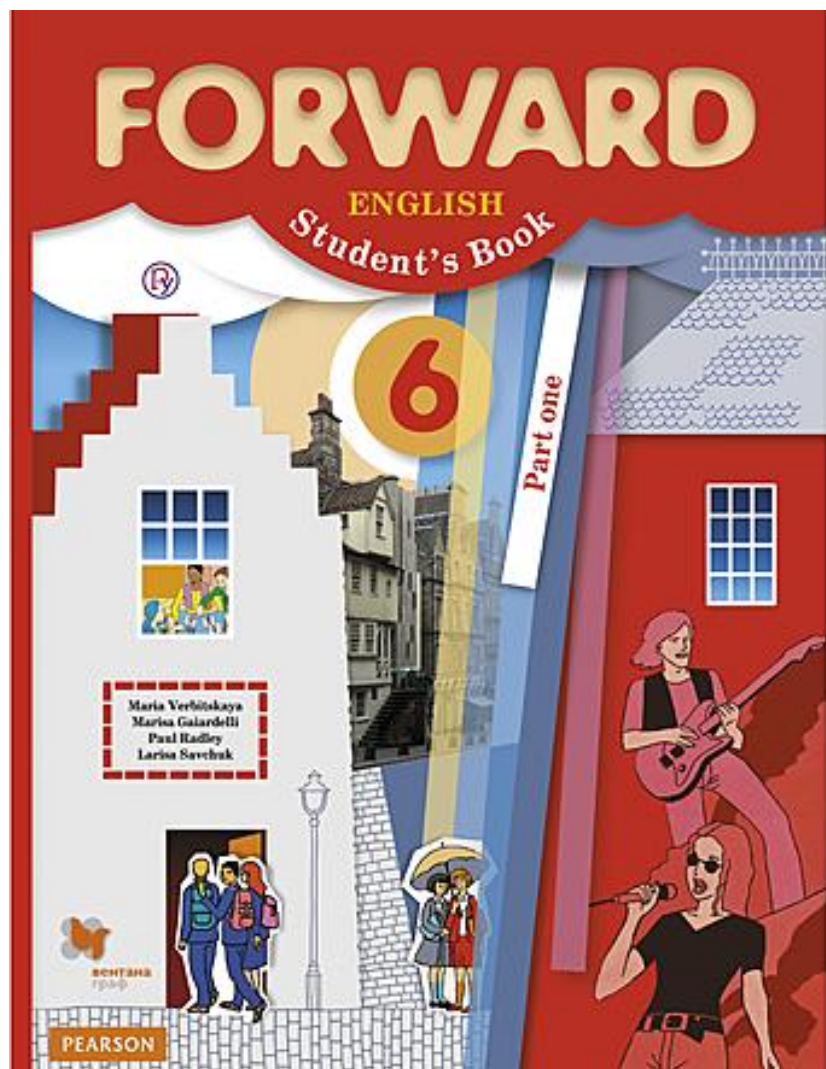
5 @DC1002 Read the statements, then listen to the interview. Are the statements true, false or not stated?

- 1 Pierre is a music critic in France.
- 2 He thinks that Britain has produced many famous classical composers.
- 3 He believes that the British are so successful because they speak English.
- 4 Jeff grew up in London.
- 5 Pierre was surprised to find that British cities were not as exciting as he had thought.
- 6 Jeff thinks that British people stop being interested in music even after their twenties.
- 7 He thinks it's easier for young British bands to get attention.
- 8 Pierre believes that British people prefer to write songs about politics than take part in demonstrations.

6 Crossing Cultures. Work in groups and answer the questions.

- What are the most popular/successful groups or artists in our country? Have they had any success abroad? What kind of music do they play?
- Are there any cities or regions in our country that produce a lot of bands/artists?
- Where's the best place for seeing live music in your town/area?
- What's the best radio station for hearing new music in our country?
- Do artists in our country sing in English? What do you think about it?





3

Family members

Listening and speaking

1 Listen and read. Then answer the question:
How many brothers and sisters has Nevita got?

Rachel: Who's this?
Nevita: It's my grandmother.
Rachel: And he is your grandfather?
Nevita: Yes, he is, that's right.
Rachel: Is this their house in Mumbai?
Nevita: Yes, it is.
Trevor: Are you in this photo?
Nevita: No, I'm not. That's my cousin, Shai.
Trevor: Are they your parents?
Nevita: No, they aren't. They're my uncle and aunt.
This is my mother and father in this photo.
Trevor: Are you in the photo?
Nevita: Yes, I am. That's me. And this is our house.
Trevor: And this girl here — is she your sister?
Nevita: No, she isn't. Her name's Vina. She's a friend.
Rachel: Are they your brothers?
Nevita: Yes, they are. Sanjit's thirteen and Vikram's seventeen.
Rachel: Are you all still at school?
Nevita: Yes, we are.
Rachel: Mmm ... Vikram's very handsome.



Listen and repeat.

2 In pairs, answer your partner's questions about Nevita's family.

THINK ABOUT GRAMMAR: Possessive Case (Притяжательный падеж существительных)

Singular		
My friend's		Vina.
My boss's	name is	Mr Big.
His child's		Tony.
Plural		
My friends' names	are	Dasha and Nikita.
The bosses' friends	are	coming to the party.
His children's names	are	Ben and Sam.

Remember!
Vina's Nevita's friend. =
Vina is Nevita's friend.
Nevita's friend — Невитина
подруга, подруга Невиты



Reading and vocabulary

3 Quickly read Maxim's letter and find English equivalents for the Russian words: *отчество, муж, жена, зять, невестка, двоюродный брат, двоюродная сестра, племянник, племянница, тётя, дядя.*

To: RAP@awl.co.uk
From: MAX@mail.ru
Subject: **Family members**

The RAP



Hello, dear RAP readers,
The RAP has asked us to write about families in different countries. I'm sending a photo of our family — the Shmelevs. My name is Maxim. I'm 13.
Yesterday was my grandfather's birthday. My granddad's name is Boris Ivanovich Shmelev. Shmelev is our family name, Boris is my granddad's first name, and Ivanovich is his patronymic, which means that his father's name was Ivan. In Russian it is common to address adults by their first name and patronymic. My grandpa turned 65 yesterday and we had a big family celebration. He was so happy! My grandma was very happy, too. It was a day when all our big family got together.
My grandpa has two sons — Nikolai and Mikhail, and one daughter — Maria. Boris Ivanovich's children are all married, so he has two daughters-in-law (his sons' wives) and one son-in-law (his daughter's husband). It's simple to describe relatives through marriage in English: you just add 'in-law'. Natalya is my father's sister-in-law. In Russian we have special words for each of these, like *zyat'* and *nevestka* ...
All grandpa's children have kids of their own, so I have 3 cousins — Victor, Sergei and Olga. Victor and Sergei are Nikolai's sons. I am Nikolai's nephew. Victor and Sergei are my father's nephews. Olga is Maria's daughter and my father's niece, so my father is Olga's uncle.
My grandparents love us, their grandchildren — we all get presents from them when they visit us on holidays! All my cousins say that my mother, their auntie, is the best aunt in the world. I'm lucky to have many relatives.
But my grandfather is the luckiest of all, he has 3 children and 4 grandchildren!

Speaking

4 Speak about each member of the family.

Example:

Boris is Nikolai's, Mikhail's and Maria's father, Victor's and Sergei's grandfather.

Nikolai is ... brother, ... uncle.
Mikhail is ... father, ... uncle.
Maria is ... sister, ... aunt.
Natalya is ... daughter-in-law, ... wife.

Maxim is ... cousin, ... nephew.
Olga is ... niece, ... cousin.
Victor is ... nephew, ... cousin.
... brother-in-law, ... husband.

Student's Book, Part 1, pages 24–25

1 Circle the correct form. (Обведи правильную форму.)

0 It's my mother's / mothers' hat.

1 My friend's / friends' name is Mike.

2 My friend's / friends' names are Robert and Alice.

3 His childrens' / children's names are Dinara and Ruslan.

4 This is my cousin's / cousins' car.

5 Today is my father's / fathers' birthday.

6 This is my aunts' / aunt's dress.

7 These are his son's / sons' wives.

8 This is the horse's / horses' tail.

9 Boris is my grandad's / grandads' first name.



2 Use the noun in brackets in the possessive case. (Поставь существительное в скобках в притяжательный падеж.)

I'm Michail Shmelev and this is our flat. This is the ⁰ children's (children) room.

1 _____ (Victor) camera is on his desk and 2 _____

(Sergey) toy cars are on the floor. The 3 _____ (brothers) books

are on the shelf. Victor and Sergey

are very different, but they both

enjoy reading. Victor likes

magazines for teenagers and Sergey

likes 4 _____

(children) books with pictures.

5 _____ (Victor) hobby

is photography. There are his

6 _____ (friends)

photos on the wall. Victor made a big family photo for his 7 _____

(grandad) birthday. Sergey drew a picture — his 8 _____ (grandma)

portrait. He likes drawing and draws everything he sees: his 9 _____

(mother) flowers, his 10 _____ (cousins) toys, his 11 _____

(uncle) car.



Student's Book, Part 1, pages 26–28

3 Check yourself! What is it in English? (Проверь себя! Как это будет по-английски?)

0 имя девочки — a girl's name

1 подруга Ольги — _____

2 племянник моего друга — _____

3 дядя Виктора — _____

4 игрушки внуков — _____

5 день рождения деда — _____

6 жёны сыновей Натальи — _____

7 зять Максима — _____

8 двоюродный брат Игоря — _____

9 семья Невиты — _____

10 тётя Марии — _____



5 Look at 's. Is it a short form of the verb (is='s) or is it a possessive case? Write IS for the verb and PC for the possessive case. (Посмотри на 's. Что это: краткая форма глагола (is='s) или притяжательный падеж существительного? Напиши IS для краткой формы глагола и PC для притяжательного падежа.)

0 She's from Bristol. — IS I like my uncle's car. — PC

1 He's American. — _____

5 Dasha's Olga's friend — _____

2 Where's she from? — _____

6 These are children's clothes. — _____

3 There's no article in the RAP

7 I've got a letter from

about it. — _____

Mike's sister. — _____

4 I'll come to Tom's wedding. — _____

8 These are Ann's gloves. — _____

The Big Read

A Frightening, heartbreaking, and skilfully written, ¹ John le Carré's eighteenth novel, *The Constant Gardener*, in spite of the tragic events at the heart of it. The story is set in Kenya and the plot ² the dark side of globalisation, with its greed and cynicism.

B ³ the brutal murder of the young and beautiful Tessa Quayle, who's married to Justin, a shy British diplomat. Unlike her husband, Tessa is an idealistic heroine and passionate reformer. Before her death, she sends a report to Justin's bosses about a sinister British pharmaceutical company. The company is secretly testing a new drug on innocent African villagers, and some of them die. But the report disappears. Justin, the 'constant gardener' of the title, is deeply shocked by his wife's murder and eventually suspects his superiors. ⁴, when they try to stop his investigations, he cleverly escapes, setting off on a personal crusade to find the killers.

C ⁵ about the book, apart from the thrilling action and convincing story, was the vivid descriptions of the places Justin visits in search of answers: from Africa to Italy, to Canada and back. Le Carré also creates a range of entirely believable English characters, from absurd bureaucrats to heartless businessmen. ⁶ of the book is that the author has a tendency to introduce too many new characters and names, so it was occasionally rather confusing.

D All in all, though, ⁷ spy thrillers, you'll love this book. And if you're not, ⁸ it because *The Constant Gardener* is also a profoundly moving love story, of a man who discovers not only his own strengths, but also the incredible courage of the woman he loves.



Author bio: John Le Carré

John le Carré's real name is John Moore Cornwell. He was born on October 19, 1931, in Poole, England. He was fascinated by foreign languages and graduated from Lincoln College, Oxford, in 1956. He then taught at Eton, the elite British public school, for two years before the British Foreign Service. He subsequently worked abroad, mainly in West Germany, for MI6, the British secret service. Le Carré is the author of twenty-one novels, mostly thrillers. Nine of his books have so far been made into films, including *The Tailor of Panama* and *The Constant Gardener*. He has been married twice, has four sons, and lives in Cornwall.



FORWARD WRITING AND VOCABULARY



What types of books do you like reading most? Why? Choose from the box or think of other types.

crime spy thriller science fiction
suspense fantasy classics biography
historical fiction humorous romantic
mystery adventure

2 Look at the photos, book covers and short bio. Then answer the questions in pairs.

- 1 What can you find out about this author and his books?
- 2 Predict what the books are about from their titles. Which do you think seems most interesting? Why?
- 3 If you've read *The Constant Gardener*, what did you think of it?

3 Read the review and complete it with the phrases below.

One of the things I liked best
I would still recommend
My only criticism
Consequently
I thoroughly enjoyed
The book opens with
if you're a fan of centres on

4 Match paragraphs A–D to 1–4 below. If you know the book, do you agree with the review?

- 1 Conclusion and recommendation
- 2 Main events in the story
- 3 Introduction
- 4 Positive and negative comments

5 Answer the questions about the review.

- 1 Which tense is most often used? Why?
- 2 Is the style of writing neutral or informal?
- 3 Which definition describes the meaning of 'constant' in the title?
a happening regularly b loyal and faithful

6 Find the nouns that collocate with these adjectives in the review.

- | | |
|--------------|---------------|
| 1 tragic | 6 convincing |
| 2 brutal | 7 vivid |
| 3 idealistic | 8 believable |
| 4 personal | 9 heartless |
| 5 thrilling | 10 incredible |

7 Find the adverbs in phrases 1–3 and match them to their uses a–c. Find five more examples in the review.

8 Choose the correct adverbs in the review below.

Susan thinks that she and her husband are ¹wonderfully/skilfully happy. One day, a stranger tries to murder her. She is ²slowly/profoundly shocked. She ³consequently/happily discovers that her husband planned it. He ⁴secretly/quickly wants to kill her. She ⁵occasionally/cleverly plans to find out the truth. She ⁶finally/unfortunately proves that he is guilty.

9 Make notes about a book you have enjoyed reading, using the prompts below. Then talk about your book in groups.

- 1 I thoroughly enjoyed ...
- 2 It's a ... and was written by ...
- 3 The story is set in ...
- 4 The plot centres on ...
- 5 The thing I liked best was ...
- 6 My only criticism of the book is ...
- 7 All in all, ...
- 8 If you're a fan of ... , you ...
- 9 I would recommend it because ...

TRAIN YOUR BRAIN | Writing skills

A book review

Organisation

Introduction: include the title, type of book, author, your overall impression and a brief summary of the setting and plot.

Summary of the plot: outline the main characters and events in the story.
NB: Don't say too much and spoil the ending!

Opinions: say what you particularly liked/disliked about the book.

Conclusion: recommend/don't recommend the book.

Style and language

- Use present tenses to describe the main events of the story.
- Write in a neutral style, not too formal or casual.
- Vocabulary: use a variety of adjectives, adverbs and linking words to make your review more interesting and engaging.

*10 **Project idea.** Write a review of a book you have enjoyed reading (200–250 words). Use **Train Your Brain** to plan and check your review.

10 Project idea. Write a review of a book you have enjoyed reading (200–250 words). Use **Train Your Brain** to plan and check your review.

Предметная компетенция



ЦЕНТР ДОПОЛНИТЕЛЬНОГО ОБРАЗОВАНИЯ КОРПОРАЦИИ «РОССИЙСКИЙ УЧЕБНИК»

Курсы повышения квалификации для педагогов

- Материалы и лекции от известных авторов учебно-методических комплектов
- В настоящее время реализуется 56 образовательных программ. Учебные материалы открыты для свободного доступа. С ними ознакомились более 50 000 учителей.
- Полный курс обучения с помощью современных образовательных и информационных технологий прошли свыше 7 000 педагогов.
- Налажено сетевое взаимодействие с ИРО и ИПК



в любое время,
в любом месте



удостоверение
установленного образца



лицензия



rosuchebnik.ru, rosuchebnik.ru

Москва, Пресненская наб., д. 6, строение 2
+7 (495) 795 05 35
help@rosuchebnik.ru

Нужна методическая поддержка?

Методический центр
8-800-700-64-83 (звонок бесплатный)
help@rosuchebnik.ru

Хотите купить?



Отдел продаж
sales@rosuchebnik.ru



LECTA

Цифровая среда школы
lecta.rosuchebnik.ru

Хотите продолжить общение?



youtube.com/user/drofapublishing



fb.com/rosuchebnik



vk.com/ros.uchebnik



ok.ru/rosuchebnik