



**Навыки XXI века: коммуникация, сотрудничество,  
развитие творческого и критического мышления –  
залог успешного изучения английского языка в  
современной российской школе  
(на примере нового российско-британского  
УМК ВМЕСТЕ (TEAM UP для 9-11 классов))**

## Об авторе



**Мишин Андрей  
Валентинович**



*Заместитель директора по научно-экспериментальной и аналитической работе многопрофильной гимназии № 12 города Твери, учитель английского языка высшей категории.*

*Народный учитель РФ, Почётный работник общего образования Российской Федерации, Почетный работник науки и образования Тверской области, трижды победитель конкурса лучших учителей России в рамках приоритетного национального проекта «Образование», консультант-эксперт кафедры теории языка и перевода Тверского государственного университета, сертифицированный ведущий эксперт ЕГЭ и ОГЭ по английскому языку (разделы «Письмо» и «Говорение»), член экспертного совета всероссийских олимпиад школьников.*

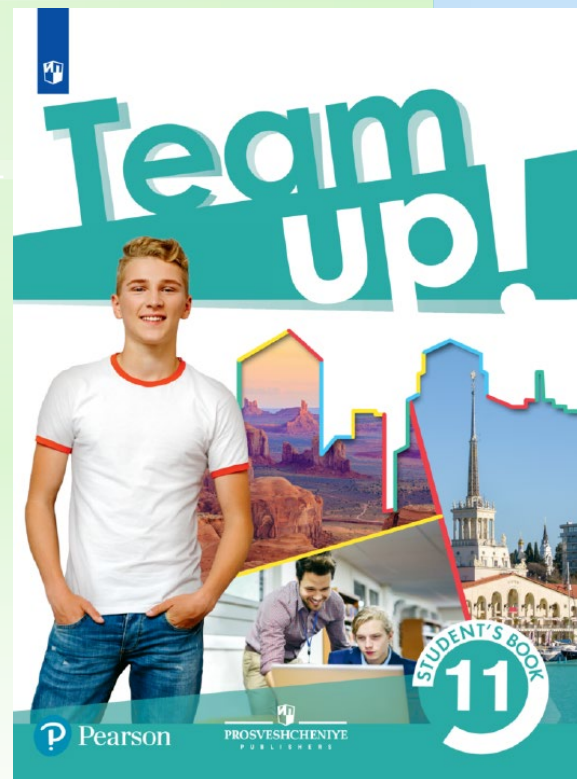
**[mishin\\_andrew@mail.ru](mailto:mishin_andrew@mail.ru)**



# Вместе

## АНГЛИЙСКИЙ ЯЗЫК

<https://cloud.mail.ru/public/3vS6/3jJnVZZ5g>



# Вместе

АНГЛИЙСКИЙ ЯЗЫК

9 КЛАСС





# Вместе

## АНГЛИЙСКИЙ ЯЗЫК



**Громова Ирина  
Александровна**



**Мишин Андрей  
Валентинович**



**Ёлкина Ксения  
Ивановна**

1 Look at the pictures of Megan in Exercise 2. What is happening in each picture?

2 3.14 Listen and put the pictures in the correct order.

A



B



C



D



4 Read Igor's description of a day out. What three places did he go to?

## A Great Day Out

by Igor

I live in Saint Petersburg, but last weekend my parents took me to Novgorod the Great. We woke up early, got into a car and rode to Novgorod. It took us about 3 hours. First, we visited the Novgorod Kremlin. That was great walls and beautiful towers, old monuments. I liked the monument of Russia". It is the only monument in the world. Then, we went to the We walked along the river and aft on a boat trip. When we were on talked and watched other ships, be around. I took some nice photos. A went to a café and had lunch. We soup and pies with meat. We arr midnight. We were tired, but happ

5 Find *First*, *Then* and *After that* in the text

## Writing First, Then, After that

*First*, we visited the Novgorod Kremlin.  
*Then*, we went to the river Volkhov.  
*After that*, we went to a café and had lunch.



3.7

## WRITING An email describing appearance

I can write an email describing people's clothes and appearance.

1 **CLASS VOTE** Look at these ideas for fancy-dress party themes. Which one is your favourite? What other themes can you think of?

- James Bond
- Star Wars
- Wild West
- celebrities
- animals
- beach party

2 Read Skye's email about her fancy-dress birthday party. What is the theme?

Hi Vera,  
I haven't heard from you for ages. What have you been doing? I've been planning a fancy-dress party for my birthday next month and I'd love you to come.  
The theme of my party is the 1980s, so you'll have to dress up! At that time girls used to wear short leggings under a mini skirt or polka-dot dresses with coloured necklaces and plastic bracelets, and the guys wore baggy trousers and jackets in bright colours. I've found an amazing outfit! I'm going to wear a checked dress with pink and red striped tights, a bright green wig and huge earrings!  
By the way, I've made friends with an interesting girl from Colombia called Nina. She's pretty and really trendy and was in the school fashion show we had recently. She's also friendly and fun to be with and she's really into hip-hop music. We enjoy talking about the latest songs. Sometimes she has cool hair extensions or she wears crazy hats. I hope you can come to the party so that you can meet her.  
Anyway, let me know if you can make it.  
Bye for now,  
Skye

3 Complete the Vocabulary box with adjectives from Skye's email. Can you add any other words?

## Vocabulary Descriptive adjectives

### Clothes

short, mini, ...



4 Skye wants two friends who don't know each other to meet at her party. In pairs, discuss if this is a good idea. Give reasons.

5 Look at the words in bold and match sentences 1-2 with descriptions a-b. Find more examples in Skye's email.

- 1 We're having the party in the summer **so** **that** everybody can come.
- 2 The guests will be hungry, **so** I'm making lots of food.
- a shows the purpose of an action
- b shows the result of an action

6 Study the Writing box. Which phrases can you find in Skye's email?

## Writing An email describing appearance

### Starting your email

I haven't heard from you for ages.  
What have you been doing/up to?  
Sorry I didn't write sooner, but I've been busy.  
I've got some great news!

### Describing clothes and appearance

I'm going to wear short leggings/baggy trousers.  
I'm going to have a ponytail/a crazy hairstyle.  
She's/He's stunning/cool/handsome/pretty.

### Giving more information

By the way, ...  
I also wanted to tell you about ...

### Ending your email

Anyway, let me know if you can come/make it.  
Write back soon.  
Cheers./Bye for now./Speak soon.

## Writing Time

7 Write an email to a friend about a fancy-dress party. Follow the instructions below.

- 1 Say what the theme is.
- 2 Describe what you're going to wear.
- 3 Mention one friend who is coming.

Вместе  
АНГЛИЙСКИЙ ЯЗЫК



В основу УМК положен **коммуникативно-**  
**когнитивный метод обучения**  
**английскому языку** с учетом требований  
современного ФГОС НОО, ООО, СОО, неотъемлемой  
частью которого являются ведущие навыки и  
компетенции в обучении в 21 веке: **навыки**  
**критического мышления, умение сотрудничать,**  
**цифровая грамотность, рефлексия, автономия в**  
**обучении и умение проявлять личную инициативу.**





Следует особо отметить, что материал, положенный в основу ~~в~~ всей серии учебно-методических комплектов «ВМЕСТЕ», на практике **по всем параметрам превосходит требования государственного стандарта.** Поступая подобным образом, авторы исходили из следующих соображений: **во-первых, особенность процесса усвоения такова, что ученик редко усваивает все 100% материала, предназначенного для овладения.**





Следовательно, чтобы все учащиеся успешно преодолели пороговый уровень, в УМК должно содержаться материала в полтора раза больше, чем требуется для овладения базовым уровнем; **во-вторых, без избыточного материала невозможно реализовать принципы индивидуализации и дифференциации, формировать и совершенствовать навыки рефлексии и самооценивания, критического мышления, автономии, умения сотрудничать и проявлять личную инициативу** – все это играет значительную роль именно в предмете «Иностранный язык».

# **Требования ФГОС СОО**

**Отражение в тематике юнитов УМК в 10 классе**

- **Повседневная жизнь**
- **Домашние обязанности.**
- **Покупки.**
- **Общение в семье и в школе.**
- **Семейные традиции.**  
**Общение с друзьями и знакомыми.**  
**Переписка с друзьями.**

**Family members, weddings**

**Friendship**

**Family, personality**

**Language learning**

**The roles of hosts and guests**

**Food and drink**

**Shopping**

**Fashion**

**Customer service**

**Furniture and decorations, places for things**

**Household chores**

**Appearance**

**Stages of life**


**Personality, feelings**

**Feelings and emotions**



# **Тематическое планирование к рабочей программе по английскому языку для 10 класса**

**35 учебных недель, 3 часа в неделю  
(105 часов (по 22 урока на два юнита, в  
среднем 8-11 уроков на юнит) – основной курс  
УМК «ВМЕСТЕ»,  
3 часа на диагностику в начале и в конце года:  
входное и итоговое диагностические  
тестирования с рефлексией).**

Каждый 1 урок по новому   
модулю(юниту) – эта работа в учебнике с  
двумя страницами (в нашем случае стр. 4-  
5) – полный разворот и это всегда урок  
**формирования лексико-  
грамматических навыков –  
GRAMMAR and VOCABULARY,**  
последующие уроки, как правило,  
представляют собой половину разворота  
для каждого урока.





1 Look at the photo. How do the two people feel? What do you think is happening?

2 34 3.29 Watch or listen to Part 1 of the story. In pairs, use reported speech to report Johnny's message to Keira.

Johnny called Keira and left a message. He said ...

3 35 3.30 Read the conversations below. Then watch or listen to Part 2 and follow the instructions.

1 Say what a) Leanne, b) Mum and c) Dell invite Johnny to do.

2 Say what reasons he gives for turning them down. Be honest. It's not my cup of tea. Anyway, I don't feel like going out tonight.

Leanne I've got a spare ticket for the theatre tonight. Do you want to come?

Johnny Thanks, Leanne, but I don't really fancy it, to be honest. It's not my cup of tea. Anyway, I don't feel like going out tonight.

Mum Would you like to go to the cinema with us this evening?

Johnny No, I'm sorry, Mum. I can't.

Mum There's a good film on. Your dad says ...

Johnny That sounds great but I've got other plans.

Dell Do you fancy coming to the concert tonight?

Johnny What concert? Who's playing?

Dell Nines. How about it? You love rap.

Johnny Thanks, Dell, I'd love to but I've got to visit my parents tonight.

4 Study the Speaking box. Which expressions are not in the conversations?

### SPEAKING | Informal Invitations

#### Making Invitations

Do you want to ...?  
Would you like to ...?  
Do you fancy ...-ing?  
How about ...?

#### Accepting Invitations

Sure, that sounds good/like a good idea.  
Yes, I'd love to. Where shall we meet?  
What a great idea! What time?  
That's very kind of you, thanks.

#### Turning down invitations

No, thanks.  
Thanks but ...  
No, I'm sorry, I can't.  
I'd love to but ...  
That sounds great/like a lot of fun but ...  
Maybe some other time.

#### Giving reasons

I don't really fancy it, to be honest.  
I'm not really into ...  
It's not my cup of tea.  
I don't feel like ...-ing.  
I've got other plans.  
I've got to ...

5 36 3.31 What do you think will happen when Keira calls Johnny? Watch or listen to Part 3 and check.

6 3.32 Complete the sentences with phrases from the Speaking box. Listen and check.

Johnny <sup>1</sup> Do you want to go to the cinema this evening?

Keira <sup>2</sup> ... but ..., I can't. I'm going out with my mum. Maybe <sup>3</sup> ...

Johnny Yeah, sure.

Keira There's an exhibition at the Art Gallery. [...]

Johnny That <sup>4</sup> ... going on Sunday?

Johnny That <sup>5</sup> ... a great idea. I'd <sup>6</sup> ...

7 3.33 PRONUNCIATION Read the information below. Then listen and repeat the questions with the correct intonation.

With **yes/no** questions, our intonation often rises, e.g.  
Do you want to come?

With **wh-** questions, our intonation often falls, e.g.  
What's up?

8 In pairs, look at the What's on guide on page 200. Make and respond to invitations using the language from the Speaking box.

A Do you fancy going to the Expressionist exhibition at the Modern Art Museum?

B No, thanks. It's not really my cup of tea. How about ...

## City Public Library

[Staff Picks](#)
[Catalogue](#)
[Search](#)

### CATEGORIES

[ACTION & ADVENTURE](#)
[BIOGRAPHY](#)
[CHILDREN'S](#)
[CLASSICS](#)
[COMICS & GRAPHIC NOVELS](#)
[CRIME & MYSTERY](#)
[FANTASY](#)
[FICTION](#)
[HISTORICAL](#)
[HORROR](#)
[HUMOUR](#)
[LITERARY](#)
[POETRY](#)
[ROMANCE](#)
[SCIENCE FICTION](#)
[SHORT STORIES](#)
[THRILLERS](#)

### Staff Picks

[Bella Forrest](#)
**The Gender Game**

The land is controlled by women in the East, men in the West. Nineteen-year-old Violet Bates must escape from her own nation. Then she will cross the toxic river that separates these two worlds and begin a dangerous journey into a forbidden land to find her younger brother.

[Jane Austen](#)
**Pride and Prejudice**

This is a story of love and life in the English countryside in the early 1800s. Mr Bennet is a husband and father who wants his five daughters to marry, but it is the women in his life that are really in control in Jane Austen's most famous novel.

[Joe Sugg](#)
**Username: Evie**

Beautiful colourful pictures tell the story of a teenager, Evie, and her escape into another world – inside her dead father's computer app. But just like in the real world, Evie soon discovers that life isn't perfect anywhere.

[Carol Ann Duffy](#)
**The World's Wife**

A collection of thirty poems by Britain's poet laureate. It's funny, sad, feminist, loving, intelligent, metaphorical. Many of the experiences are inside this wonderful little book. Ninety-six pages of mixed emotions.

[Mayle Garcia](#)
**The Most Beautiful: My Life with Prince**

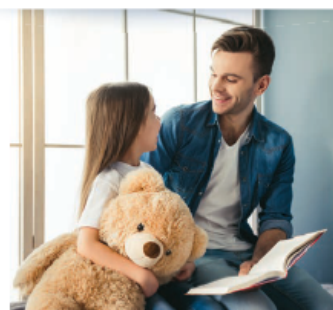
Prince's ex-wife shares the story of her time with one of pop music's greatest icons. Read about how they met, their magical Valentine's Day wedding, their musical collaboration – and the heart-breaking end of their special relationship.

[James Fenimore Cooper](#)
**The Deerslayer**

We meet Cooper's famous hero Nathaniel Bumppo for the first time. He and his friend Harry must save the lives of three people from the Iroquois Indians during the American wars of the 1740s. Enjoy classic action and adventure at its very best.

1 Read the descriptions of books on a public library website and guess the category for each book. What kind of books do you usually/never read?

2 3.34 In pairs, describe the photo. What do you think the people are talking about? Listen to Part 1 of the conversation and check.



3 3.35 Listen to Part 2 of the conversation and choose the words you hear.

• author • beginning • chapter • (main) character  
• cover • hero • novel ✓ • (opening) line • paragraph  
• plot • trilogy • (writing) style • title

4 3.36 Listen to the whole conversation again and choose the correct answers.

1 Blair is reading the novel because  
a it is too cold outside to go cycling.  
b he must read it for his English class.  
c he is giving a presentation next month.

2 Fearnie says she doesn't like  
a the style that the book is written in.  
b the first sentence of the novel.  
c the picture on the book's front cover.

3 Fearnie describes the author's style as  
a imaginative. b difficult to understand. c poetic.

4 Fearnie is annoying Blair because  
a her friend Julie has gone shopping.  
b she wants him to go out with her.  
c she needs help with her homework.

5 Blair agrees to  
a read the next chapter of his book to Fearnie.  
b stop reading now and go to the park with Fearnie.  
c go out with Fearnie when he finishes the chapter.

5 3.37 Dictation. You will hear Blair giving a report on the book he read. Listen once. Then listen again and write down what you hear.

6 SPEAKING Work in pairs. Tell your partner about one of your favourite books. Use the vocabulary from the library website and from Exercise 3.

I really enjoy fantasy fiction. My favourite author is ...

- **Этап lead-in** — важнейшая ступень при построении урока английского языка, длящаяся 3–5 минут в начале каждого нового модуля, при введении нового материала или в начале почти каждого урока, как важнейший элемент рефлексии и мотивации (см. отдельный раздел для 2-9 модулей в данной Книге для учителя).

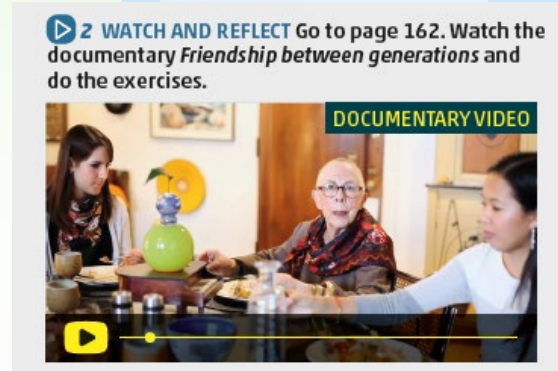
Выделите на данном 1 уроке **5 минут урока на LEAD-IN всего модуля**: обратите внимание на название модуля, какие именно навыки вы будете совместно отрабатывать, перелистайте учебник в пределах данного модуля, расскажите про проектные задания в конце каждого второго модуля

- Начиная модуль, убедитесь, что вы свободно оперируете условными обозначениями (значками) в каждом модуле, которые часто вынесены авторами в начало упражнения, что у вас в наличии есть **ВИДЕОМАТЕРИАЛЫ**, которые предназначены для разных уроков:

**1. видеофрагмент для активации ГРАММАТИЧЕСКИХ ЯВЛЕНИЙ каждого урока начала модуля GRAMMAR AND VOCABULARY;**

**2. видеофрагмент WATCH and REFLECT предназначен для отдельного урока, следующего после урока обучения чтению с полным или основным пониманием прочитанного (в конце учебника для таких уроков авторами разработаны отдельные задания, например, см. стр. 162)**

**3. видеофрагмент COMMUNICATION VIDEO предназначен для уроков раздела SPEAKING**







# Team up!



Pearson

PROSVESHCHENIYE  
PUBLISHERS

STUDENT'S BOOK  
10



# Team up!



Pearson

PROSVESHCHENIYE  
PUBLISHERS

STUDENT'S BOOK  
11



# Вместе

АНГЛИЙСКИЙ ЯЗЫК

9 КЛАСС





<b>Unit 1</b>	Close to You	6
<b>Unit 2</b>	Learn to Play	20
<b>RUSSIAN FILES</b>	Sports and Hospitality	34
<b>LIFE SKILLS</b>	How to Give a Presentation	36
<b>Unit 3</b>	Far from Home	38
<b>Unit 4</b>	A Good Buy	52
<b>RUSSIAN FILES</b>	Travelling and Food	66
<b>LIFE SKILLS</b>	How to Understand Advertising	68

<b>Unit 5</b>	Fit and Well
<b>Unit 6</b>	A New You
<b>RUSSIAN FILES</b>	What Makes a Person Attractive
<b>LIFE SKILLS</b>	How to Plan Your Time
<b>Unit 7</b>	A Job for Life?
<b>Unit 8</b>	Switch on
<b>RUSSIAN FILES</b>	Jobs and Media
<b>LIFE SKILLS</b>	How to Choose a Future Career
<b>Unit 9</b>	Art Lovers
<b>RUSSIAN FILES</b>	Art
<b>LIFE SKILLS</b>	How to Use Online Resources
<b>CULTURE SPOT</b>	
<b>MY CULTURE</b>	
<b>LITERATURE SPOT</b>	
<b>WATCH AND REFLECT</b>	
Grammar Reference and Practice	
Irregular Verbs	
Use of English	

## 1B READING AND VOCABULARY

- 1 **SPEAKING** In groups, look at the photo on page 9 and the quotes below. Which ones do you agree with? Which do you not agree with? Say why.

“A friend is someone who knows all about you and still loves you.  
*Elbert Hubbard (American writer)*”

“Friendship isn't a big thing, it's a million little things.  
*Anonymous*”

“I do not need a friend who changes when I change, who nods when I nod. My shadow does that much better.  
*Plutarch (Greek biographer)*”

“A real friend is one who walks in when the rest of the world walks out.  
*(Russian saying)*”

- 2 **Read the article quickly. What does the author do?**
- She tells a story about two women in a café.
  - She describes her friends.
  - She tries to define what a friend is.
  - She gives advice on how to make friends.

- 3 **Read the article again and match headings A–I with paragraphs 1–8. There is one extra heading.**
- A helping hand
  - Closer than close
  - Similar to ourselves
  - How to keep it going
  - E If you like me, I like you
  - F An example of friendship
  - G Let's get the party started!
  - H It's fantastic but what is it?
  - I When is a friend not a friend?

- 4 **Read the article again and complete the notes with 1–3 words in each gap.**
- Psychologists believe that people who wear glasses often stay close together.
  - If someone you meet wants to be friends, you often want to ... with them.
  - According to the text, it's not easy to find ....
  - Online contacts may not actually be ....
  - It's important to ... if you want to stay friends with someone who lives abroad.

- 5 **Look at these statements from the text. In pairs, say if you agree or disagree with them. Say why.**
- Opposites attract.
  - We all like people to like us.

- Good friends are fun to be with, but they are hard to find.
- True friendships last for a lifetime.
- A friend in need is a friend indeed.

- 6 **Use the highlighted words and phrases for types of friends from the text to write sentences about your life. Then in pairs, compare your sentences.**

*Ivan is my best friend.  
I've got seventy-five Facebook contacts.*

- 7 **Complete the statements with the verbs from the box. Then in pairs, say if the statements are true for you.**

be • get • keep • let • make • rely • share • spend • turn

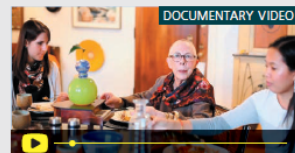
- I find it easy to **make friends** with people.
- I **... on well** with everyone.
- I **... more time** with my friends than with my family.
- I don't usually **... in touch** with my classmates during the holidays.
- I never **... my back** on anyone when they need help.
- You can't help everyone but I never **... my friends down**.
- I think it's easier to **... open with** friends than family.
- My best friend and I **... our feelings**.
- I don't think I can **... on** all my friends.

- 8 **Do the quiz on page 9. Then in groups, compare your results.**

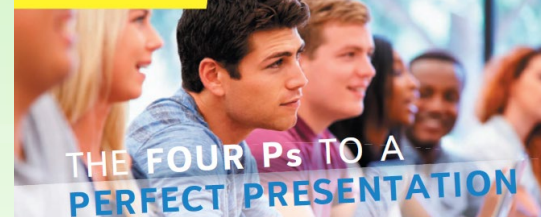
- 9 **SPEAKING** In groups, discuss what you can do in these situations.

- Your best friend is moving to another country. What can you do to keep in touch?
- A friend copies from you in an exam. The teacher thinks it's your fault and gives you a bad mark. Your friend says nothing. What can you do?
- Your best friend wants to stay out late. He tells his parents he's sleeping over at your house but he isn't. He asks you to lie to his parents if they call your house. What do you say?

**2 WATCH AND REFLECT** Go to page 166. Watch the documentary *Friendship Between Generations* and do the exercises.



## LIFE SKILLS How to Give a Presentation



At some point in life, everyone has to stand up and speak in front of a group of people. For most of us this can be extremely stressful, but there's some good news. Although not everyone can be a great public speaker like Barack Obama or Oprah Winfrey, giving a presentation is definitely a skill you can learn. Here are four steps to a successful presentation.

### 1 PLAN

When you first start to plan a presentation, ask yourself these questions:

- Who is your audience? At school, you're talking to your teacher and classmates, but an official exam is a more serious and formal situation.
- Why are you giving the presentation? What is the message of your speech? Decide if you want to make the listeners laugh, inform them about something, or maybe persuade them to agree with your ideas.
- How much time have you got? This will help you decide how much information to share with your audience.

### 2 PREPARE

At this stage you should:

- Research your topic. Make sure you understand your subject well. Decide what you want to say and try to make it interesting for your audience.
- Organise your ideas into a clear introduction, main body and conclusion. You can start with a joke, some surprising facts, a personal anecdote or a question to get the listener's attention.
- Create note cards to help you remember what to say. Don't try to learn your presentation by heart word for word. Instead, put two or three key points on

### 3 PRACTISE

Practising helps you feel more confident when you speak in public. It's a good idea to:

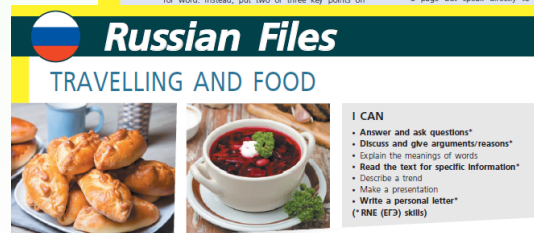
- Practise in front of a mirror and watch your body language. Remember that you can use your body and facial expressions to help the audience understand your message. It is also a good idea to move during the presentation to keep the audience's attention.
- Time your speech. Read through your presentation and see if you can keep to the time limit. You can also record yourself speaking to observe how you use your voice.
- Practise in front of an audience, for example family and friends. This will help you deal with stress and prepare to answer any questions.

### 4 PRESENT

The big day is now here. For your actual presentation:

- Wear clothes which are comfortable but appropriate for the occasion. Think about whether your audience will wear formal or informal clothes and wear something similar.
- Look at the listeners as you speak. Smile at the audience and breathe deeply as this will help you feel less nervous. Never read the presentation from a page but speak directly to the people in your

audience. Don't be too fast. Speak



### A LEAD-IN Focus on Speaking

Answer the questions.

- What is your favourite dish from your childhood?
- What Russian soups do you know? What was your favourite soup when you were a child?
- Which dish would you or your mum cook for your foreign friend?
- Which Russian dish would seem the most unusual for a foreigner?
- What was the first dish you tried to cook by yourself?

### B VOCABULARY TO REMEMBER Focus on Vocabulary

Explain what the following verbs mean.

- to whip
- to grate
- to tuffie
- to freak
- to puzzle

### C READING Focus on Reading for Specific Information

a. Read about typical Russian dishes.

**10 DISHES EVERY RUSSIAN WOULD KNOW**  
*Red caviar and sour cream on Russian blini.*

It can be a cruel joke if you tell your foreign friend that it's whipped cream and jam and watch them experience the bafflement of their lives.

### I CAN

- Answer and ask questions\*
- Discuss and give arguments/reasons\*
- Explain the meanings of words
- Read the text for specific information\*
- Describe a trend
- Make a presentation
- Write a personal letter\*
- (\* RINE (ET3) skills)

**Herring Under Fur Coat.** You should picture a cake with layers of salted herring, boiled potato, and a coat of grated beets and mayo. It may sound terrible but you will adore it if you once try.



**Olive salad.** It is the most famous New Year dish. New Year celebration is not Russian New Year celebration without this dish. It's just a potato salad with veggies, mayo, and bologna. Looks not so interesting but tastes incredible.



**Cholodets.** It is in fact a meat jelly. The concept itself never feels completely OK, but it's very tasty and nourishing! It is very common at Russian all-down meals.



**Salto.** It's raw pig fat. People eat it for dinner or supper and like to serve it with boiled potatoes and brown bread. Russian men especially like it because it is nutritious and delicious.





<b>Unit 1</b>	Close to You .....	6
<b>Unit 2</b>	Learn to Play .....	20
<b>RUSSIAN FILES</b>	Sports and Hospitality .....	34
<b>LIFE SKILLS</b>	How to Give a Presentation .....	36
<b>Unit 3</b>	Far from Home .....	38
<b>Unit 4</b>	A Good Buy .....	52
<b>RUSSIAN FILES</b>	Travelling and Food .....	66
<b>LIFE SKILLS</b>	How to Understand Advertising .....	68
<b>Unit 5</b>	Fit and Well .....	70
<b>Unit 6</b>	A New You .....	84
<b>RUSSIAN FILES</b>	What Makes a Person Attractive .....	98
<b>LIFE SKILLS</b>	How to Plan Your Time .....	100
<b>Unit 7</b>	A Job for Life? .....	102
<b>Unit 8</b>	Switch on .....	116
<b>RUSSIAN FILES</b>	Jobs and Media .....	130
<b>LIFE SKILLS</b>	How to Choose a Future Career .....	132
<b>Unit 9</b>	Art Lovers .....	134
<b>RUSSIAN FILES</b>	Art .....	148
<b>LIFE SKILLS</b>	How to Use Online Resources .....	150
<b>CULTURE SPOT</b>	.....	152
<b>MY CULTURE</b>	.....	156
<b>LITERATURE SPOT</b>	.....	164
<b>WATCH AND REFLECT</b>	.....	166
	Grammar Reference and Practice .....	175
	Irregular Verbs .....	188
	Use of English .....	189

# CONTENTS

UNIT	GRAMMAR	VOCABULARY
<b>1 Close to You</b>	<b>pp. 6–7</b> Present Simple and Present Continuous <b>Grammar Video</b> ▶ <b>p. 10</b> Reflexive pronouns <b>p. 11</b> Indefinite pronouns	<b>pp. 6–7</b> Family members, weddings <b>pp. 8–9</b> Friendship <b>p. 8</b> Family, personality <b>p. 10</b> Language learning <b>pp. 14–15</b> The roles of hosts and guests <b>pp. 16–17</b> <b>Word List</b>
<b>2 Learn to Play</b>	<b>pp. 20–21</b> Past Simple <b>Grammar Video</b> ▶ <b>p. 21</b> <b>Pronunciation:</b> Past Simple regular verb endings <b>p. 23</b> <i>Used to</i>	<b>pp. 20–21</b> Classroom collocations <b>p. 22</b> Education <b>pp. 24–25</b> Sports and games, sports collocations <b>p. 26</b> Sports competitions, people in sport <b>pp. 30–31</b> <b>Word List</b>
<b>RUSSIAN FILES</b> Sports and Hospitality <b>pp. 34–35</b>		<b>LIFE SKILLS</b> How to Give a Presentation

## READING

**pp. 8–9** The Greatest Gift of Life  
**Documentary Video** ▶

**pp. 24–25** *Playing for the Blues*  
**Active Reading:** Predicting  
**Documentary Video** ▶

## LISTENING

**p. 12** A radio programme about trilingual teenagers  
**Active Listening:** Finding specific information

**p. 26** A radio programme about sports cheats

## SPEAKING

**p. 13** Expressing interest  
**Communication Video** ▶  
**Pronunciation:** Intonation

**p. 27** Apologising  
**Communication Video** ▶

## WRITING

**pp. 14–15** An informal email of introduction

**pp. 28–29** A biography

## REVISION

**pp. 18–19**  
**Revision 1**  
**Use of English** > p. 189

**pp. 32–33**  
**Revision 2**  
**Use of English** > p. 189

**Life Skills Video** ▶ **pp. 36–37**

## Условные обозначения

n – noun – существительное  
v – verb – глагол  
adj – adjective – прилагательное  
adv – adverb – наречие

## 1A GRAMMAR AND VOCABULARY 5.1

**agree** (v) /ə'gri:/ соглашаться  
**argue about sth** /'ɑ:gju: ə'baʊt 'sʌmθɪŋ/ ссориться, спорить о чём-то  
**at the moment** /æt ðə 'məʊmənt/ в настоящий момент  
**aunt** (n) /ɑ:nt/ тётя  
**best man** (n) /'best 'mæn/ свидетель со стороны жениха, шафер  
**boyfriend** (n) /'bɔɪfrend/ парень, жених  
**bride** (n) /braɪd/ невеста  
**cake** (n) /keɪk/ торт  
**chicken soup** (n) /'tʃɪkɪn 'su:p/ куриный суп  
**come from** /'kʌm frəm/ быть родом из  
**couple** (n) /'kʌpəl/ пара  
**cousin** (n) /'kʌzən/ кузен, кузина  
**delicious** (adj) /dɪ'liʃəs/ очень вкусный  
**exchange rings** /ɪk'stʃeɪndʒ 'rɪŋz/ обмениваться кольцами  
**fact** (n) /fækt/ факт  
**family gathering** (n) /'fæməli 'gæθərɪŋ/ встреча всей семьи  
**feel** (v) /fi:l/ чувствовать  
**funny** (adj) /'fʌni/ смешной, забавный  
**get married** /get 'mæɪrɪd/ жениться, вступать в брак  
**gift** (n) /ɡɪft/ подарок  
**girlfriend** (n) /'gɜ:lfrɛnd/ подруга, невеста, девушка  
**give/make a speech** /ɡɪv/meɪk ə 'spi:tʃ/ говорить речь  
**groom** (n) /ɡru:m/ жених  
**guest** (n) /ɡest/ гость  
**hardly ever** /'hɑ:dlɪ 'evə/ едва ли когда-либо, почти никогда  
**hobby** (n) /'hɒbi/ любимое занятие  
**I don't mind** /aɪ dəʊnt 'maɪnd/ я не возражаю  
**invitation** (n) /ˌɪnvɪ'teɪʃən/ приглашение  
**invite guests** /ɪnˈvaɪt 'ɡests/ приглашать гостей  
**look beautiful** /lʊk 'bju:tɪfəl/ выглядеть прекрасно  
**most days** /məʊst 'deɪz/ чаще всего, почти всегда  
**nephew** (n) /'nefju:/ племянник  
**newlyweds** (n) /'nju:lɪwedz/ молодожёны  
**niece** (n) /ni:s/ племянница  
**perfect** (adj) /'pɜ:fɪkt/ идеальный  
**photo blog** (n) /'fəʊtəʊ 'blɒɡ/ фотоблог  
**put on** /pʊt 'ɒn/ надевать  
**share photos with sb** /ʃeə 'fəʊtəʊz wɪð 'sʌmbədi/ показывать фотографии кому-то  
**speak in public** /spi:k ɪn 'pʌblɪk/ говорить публично, выступать

## 1B READING AND VOCABULARY 5.2

**a friend in need is a friend indeed** /ə 'frend ɪn 'ni:d ɪz ə frend  
ɪn'di:d/ друг познаётся в беде  
**acquaintance** (n) /ə'kweɪntəns/ знакомый  
**appear** (v) /ə'piə/ казаться  
**background** (n) /'bækgraʊnd/ происхождение  
**be open with** /bi: ə'pɪn wɪð/ открываться  
**be yourself** /bi: jə'self/ быть собой  
**best friend** /best frend/ лучший друг  
**classmate** (n) /'klɑ:smeɪt/ одноклассник  
**close/good friend** /kloʊs/гуд frend/ близкий друг  
**companion** (n) /kəm'pæniən/ спутник  
**contact** (n) /'kɒktækt/ контакт  
**fake** (adj) /feɪk/ фальшивый  
**friendship** (n) /'frendʃɪp/ дружба  
**fun** (n) /fʌn/ удовольствие  
**gently** (adv) /'dʒentli/ мягко  
**get on (well)** /get ɒn (wel)/ ладить (хорошо)  
**give advice** /ɡɪv əd'vɪs/ давать советы  
**hand** (v) /hænd/ помогать  
**helping hand** /'helprɪŋ hænd/ помощь  
**identity** (n) /aɪ'dentɪti/ идентичность  
**interest** (n) /'ɪntərəst/ интерес  
**keep in touch** /ki:p ɪn 'tʌtʃ/ поддерживать связь  
**keep sth going** /ki:p stʌθ ɡoɪŋ/ продолжать  
**let sb down** /let sb daʊn/ разочаровать  
**lifetime** (n) /'laɪftaɪm/ жизнь  
**make friends with** /meɪk frends wɪð/ дружить  
**nationality** (n) /nə'shənəlɪti/ национальность  
**nod** (v) /nɒd/ кивать  
**opinion** (n) /ə'pɪniən/ мнение  
**opposites attract** /ə'pɒzɪtɪs ə'trækt/ противоположности притягиваются  
**personality** (n) /pɜ:snə'lɪti/ личность  
**physical appear** /fɪzɪkəl ə'piə/ выглядеть физически  
**pretend** (v) /prɪ'tend/ pretend/ притворяться  
**proverb** (n) /'prɒvɜ:b/ пословица  
**psychologist** (n) /saɪkə'lɒɡɪst/ психолог  
**rely on** /rɪ'laɪ ɒn/ полагаться  
**share your feelings** /ʃeə jəʊə 'fi:liŋz/ делиться чувствами  
**similar** (adj) /sɪ'mɪlə/ похожий  
**sleep over at** /sli:p əvə ət/ переночевать  
**social media** /səʊəl mi:diə/ социальные сети  
**spend time with** /spend taɪm wɪð/ проводить время с кем-то  
**stay out late** /steɪ aʊt leɪt/ задерживаться поздно

## WORD LIST EXERCISES

### Remember more

### UNIT 1 (pp. 16–17)

1 Add more words and phrases from the word list to the vocabulary maps.



2 Which preposition completes these sentences?

- We definitely have something ... common: we both love sport.
- I'm interested ... mountain biking.
- He says he doesn't like speaking ... public.

3 Which verb from the word list completes these phrases?

...	friends
...	a speech
...	a mistake
...	married
...	on well with sb

4 Complete the sentences with the correct verbs. Then check with the word list.

- My friends can always ... on me.
- It's cold outside, so please ... on a warm sweater.
- How does Leo ... on with his older sister?
- The team is ... on a new project at the moment.

### ACTIVE VOCABULARY | Maps

A vocabulary map is a visual way to group related words together. You can see two examples of such maps in Exercise 1. Look at the word list and make a new vocabulary map for a different topic.

### UNIT 2 (pp. 30–31)

1 Add more words and phrases from the word list to the vocabulary maps.



2 Find things on the word list that you can:

- hand out: ...
- put up: ...
- work in: ...

3 Which verbs from the word list collocate with these nouns?

...	an exam
...	a class
...	a school

4 Match the two parts of the collocations. Then check with the word list.

- |          |                |
|----------|----------------|
| 1 beat   | a a goal       |
| 2 break  | b another team |
| 3 follow | c a record     |
| 4 score  | d the rules    |

5 Do the task below.

Make a list of all the types of sport you enjoy. Then write down the names of the places and equipment that you need to play them. Use a dictionary if necessary.

### UNIT 3 (pp. 48–49)

1 Complete the text with one word from the word list in each gap.

Our <sup>1</sup>... was at 5 p.m., so we arrived at the <sup>2</sup>... at 3 p.m.  
We went to the <sup>3</sup>... desk and then through security. The plane was on <sup>4</sup>... and we <sup>5</sup>... at five o'clock exactly. Our <sup>6</sup>...? Orlando in Florida!

2 Match the two parts of the collocations. Then check with the word list.

- |        |              |
|--------|--------------|
| 1 pack | a a souvenir |
| 2 buy  | b a photo    |
| 3 take | c the bus    |
| 4 miss | d a bag      |

3 Choose the correct words. Then check with the word list.

- Which word means that something happened later than planned?  
cancelled/delayed
- Where do people go when they are flying from an airport?  
arrivals/departure lounge
- Which of these do you leave at the check-in desk?  
passport/baggage



# Формирование лексико-грамматических навыков по теме юнита 1

## «Те, кто мне близки».

# 1

## Close to You

**VOCABULARY** Family and friends, personality, language learning  
**GRAMMAR** Present Simple and Present Continuous, reflexive pronouns, indefinite pronouns *Use of English > page 189*  
**SPEAKING** Expressing interest  
**WRITING** An informal email of introduction  
**VIDEO** Grammar > Documentary > Communication >

### LEO'S PHOTO BLOG

SOME OF MY PHOTOS FROM SATURDAY!

I'm Leo. I'm taking all the photographs today, but I don't mind – it's my hobby.

**9 a.m.** It often rains in April but it isn't raining this morning! It's a beautiful day. Mum's feeling nervous right now. She wants it to be a perfect day.

**My sister Sara** usually wears trainers but today she's wearing really expensive shoes. Is her boyfriend Joe wearing elegant shoes too?

**11 a.m.** Sara and Dad often argue about little things. But at the moment they're trying hard to be nice.

**My big brother Liam** is staying with us! He lives in Italy, so we don't see him very often. He still doesn't know how to put on a tie!

**4 p.m.** All the children agree – the cake tastes delicious!

**8 p.m.** All the guests are dancing now – even the people that hate dancing! Does Mum like Joe? I think she does. They're dancing together!

**2 p.m.** Nathan is Joe's cousin. He comes from New York. He says he doesn't like speaking in public but he's making a really funny speech.

- I can use present tenses to talk about routines and temporary situations

## 1A GRAMMAR AND VOCABULARY

### 1 SPEAKING In pairs, ask and answer the questions.

- What kind of things do you like taking photos of?
- How do you share photos with your friends and family?

### 2 THINK BACK In pairs, look at Leo's photo blog. Say who people 1–4 are, using the family words from the box. Then use the words from the box to talk about your family and friends.

- aunt • boyfriend • brother • cousin • girlfriend
- grandfather • grandmother • nephew • niece
- sister • uncle

- Sara is Leo's sister.
- Liam is Leo's ...
- Joe is Sara's ...
- Nathan is Joe's ...

My girlfriend's name is Angela. She's got four nieces!

### 3 What do you think the special occasion is in Leo's photo blog? Discuss in groups. Then look at the photo on page 199 to check your ideas.

#### Present Simple and Present Continuous

#### 4 Match sentences 1–4 with their meanings a–d.

- It often rains in April.
- It isn't raining this morning.
- Sara and Dad often argue.
- Liam is staying with us.

- a habit or routine
- a fact that doesn't change
- something happening now
- a temporary situation

### 5 Study the Grammar box and Watch out! and find more examples of the Present Simple and Present Continuous in Leo's photo blog.

#### Present Simple and Present Continuous

We use the **Present Simple** for:

- facts that don't change
- routines and habits

**Time expressions:** *never, hardly ever, sometimes, often, usually, every day/week, most days*

We use the **Present Continuous** for:

- things happening now
- temporary situations

**Time expressions:** *at the moment, (right) now, these days, today, this morning/year*

Grammar Reference and Practice > page 175

#### WATCH OUT!

State and action verbs

With action verbs, we use simple and continuous tenses: She **speaks** three languages. She's **speaking** to me now.

With state verbs (e.g. agree, believe, hate, know, like, love, mean, see, taste, think, want), we only use simple tenses:

It **tastes** great. NOT ~~it is tasting~~ great.

### 6 1.2 Complete the conversation with the correct Present Simple or Present Continuous forms of the verbs in brackets. Listen and check.

Agnes How <sup>1</sup>are the kids **doing** (do) at school this year?

Jane They <sup>2</sup>... (do) really well. I'm so happy!

Agnes You know, I <sup>3</sup>... (not usually eat) soup but this chicken soup <sup>4</sup>... (taste) delicious. <sup>5</sup>... you ... (agree)?

Jane No, I <sup>6</sup>... To be honest, I <sup>7</sup>... (make) better soup at home.

Agnes Oh! Well, I <sup>8</sup>... (like) it.

### 7 1.3 Complete the conversation with the correct Present Simple or Present Continuous forms of the verbs from the box. Listen and check.

- come • dance • look • not dance • see • study • think

Megan Sara, <sup>1</sup>do you see that girl with the red hair? She <sup>2</sup>... with your dad. Who is she?

Sara It's Nathan's girlfriend, Gemma. She's a dancer.

Megan She <sup>3</sup>... very well right now, is she?

Sara No, she isn't. But she <sup>4</sup>... really beautiful.

Megan Yes, I <sup>5</sup>... so. <sup>6</sup>... she ... from Boston?

Sara No, she's from Chicago, but she <sup>7</sup>... In France at the moment.

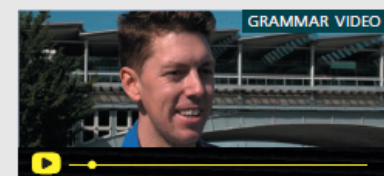
### 8 Check you understand the highlighted words. Are the statements about weddings in the UK true for weddings in Russia?

- These days most people don't **get married** until they're about thirty years old.
- It's normal to **invite** about 100 **guests** to a wedding.
- Most couples send written **invitations** to their wedding.
- The **bride** and **groom** **exchange rings**.
- The guests give **gifts** to the **newlyweds**.
- The bride doesn't always wear a **white wedding dress**.
- A typical wedding **reception** lasts five or six hours.
- The best man usually **gives a speech** at the reception.

### 9 SPEAKING In pairs, ask and answer questions. Student A, go to page 198. Student B, go to page 200.

#### 1 Read the questions and watch the video. Say what the speakers answer. Then in pairs, ask and answer the questions.

- How are you feeling today?
- How do you usually feel when the weather is good?



# Формирование лексико-грамматических навыков по теме юнита 1



## «Те, кто мне близки».

- **I can use present tenses to talk about routines and temporary situations**
- формируют умения составлять рассказ (небольшое высказывание) с опорой на серию картинок (постер, фотографии) THINK BACK;
- в группах(фронтально) работают с микротекстами(микроблогами) как основой для формирования лексико-грамматических навыков на данном уроке;
- в парах (в микрогруппах) изучают грамматический материал урока, выполняют задания самостоятельно, проверяют фронтально при помощи аудиозаписи;
- **формируют навыки распознавания и употребления следующих грамматических явлений: предложения с группой настоящих времен;**
- соотносят знакомые и новые лексические единицы со зрительными опорами, слушают и повторяют;
- правильно произносят новые слова изолированно и в контексте;
- выполняют первичные условно-речевые упражнения с изучаемыми словами, формируют умения использовать различные приемы переработки информации (перефразирование, дефиниция, синонимические и антонимические средства) для решения коммуникативной задачи в случае сбоя коммуникации, а также в условиях дефицита языковых средств;

# Формирование лексико-грамматических навыков по теме юнита 1

## «Те, кто мне близки».



- самостоятельно выполняют упражнение/я (диагностика усвоения изученного материала) из раздела в конце учебника *Grammar Reference and Practice*, проверяют фронтально/в группах/индивидуально;
- формируют умение вести диалог-обмен мнениями: выражать свою точку зрения, используя необходимую аргументацию; высказывать свое согласие/ несогласие с точкой зрения собеседника; выражать сомнение; давать эмоциональную оценку обсуждаемым событиям (используя в том числе вопросы из упражнения SPEAKING и раздела в конце учебника *Communication*);
- работают с видеофрагментом урока (**GRAMMAR VIDEO**): предварительно отвечают на вопросы перед видеофрагментом в учебнике, смотрят/слушают, обсуждают в парах (*КАК вариант ДЗ* с урока дается отснять собственный подобный видеофрагмент);
- обсуждают затруднения по ходу урока и в конце урока (рефлексия) и намечают самостоятельно (в парах, группах, индивидуально, под руководством учителя) пути разрешения возникших проблем;
- определяют самостоятельно (совместно с учителем) объем домашнего задания (в том числе из дополнительных разделов учебника);
- знакомятся с материалом последнего урока после каждого 2 (четного) юнита, посвящённого России (RUSSIAN FILES), получают задание о разработке и представлении презентации об интересном месте РФ (на основе тематики двух юнитов);

**Duration: 40-45 minutes**



## **WARM-UP | 6–7 minutes**

- **PRESENTATION | 9–10 minutes**

NB: Ask some **concept checking questions** to ensure understanding

- **PRACTICE | 9–10 minutes**

- **PRODUCTION | 9–10 minutes**

## **WRAP-UP | 1–3 minutes**

Refer Ss to the **Can-do statement** at the bottom of the page and **encourage them to reflect on what they have learnt.**

## **HOMEWORK**

## **CONTINGENCY PLAN**



## Present Simple and Present Continuous

Complete the conversation with the correct Present Simple or Present Continuous forms of the verbs from the box. Listen and check.



come   da

7



1.3



Complete the conversation with the correct Present Simple or Present Continuous forms of the verbs from the box. Listen and check.

**Megan** Sara, <sup>1</sup> do you see th

Who is she?

**Sara** It's Nathan's girlfrien

**Megan** She <sup>3</sup> .....

- come • dance • look • not dance • ~~see~~ • study
- think

**Megan** Sara, <sup>1</sup> do you see that girl with the red hair?  
She <sup>2</sup> ... with your dad. Who is she?

**Sara** It's Nathan's girlfriend, Gemma. She's a dancer.

**Megan** She <sup>3</sup> ... very well right now, is she?

**Sara** No, she isn't. But she <sup>4</sup> ... really beautiful.

**Megan** Yes, I <sup>5</sup> ... so. <sup>6</sup> ... she ... from Boston?

**Sara** No, she's from Chicago, but she <sup>7</sup> ... in France  
at the moment.



Мы используем настоящее продолженное время (Present Continuous) для описания

- действия, которое происходит сейчас:

Mum is **talking** on the phone.

- временной ситуации:

Mrs Pye is **teaching** Class 2A today because their teacher is ill.

**Правила правописания:**

- общее правило: инфинитив + -ing, например: walk – walking;
- глаголы, которые оканчиваются на согласный + -e: теряют -e и прибавляют -ing: write – writing;
- односложные глаголы, которые оканчиваются на один согласный и один согласный, удваивают конечный согласный + -ing, например: run – running.

Слова и выражения, которые обычно используются с настоящим продолженным временем (Present Continuous): at the moment, currently, now, today, this morning/afternoon, this year, these days, at present.

**Глаголы состояния (Stative verbs)**

В английском языке есть глаголы, которые обозначают состояние, а не действие. Эти глаголы не употребляются

в настоящем продолженном времени (Present Continuous): like, love, prefer, wish, hate, want, need, believe, know, remember, understand, be, cost, belong, mean, seem.

Некоторые глаголы (например: think, have, taste, smell) могут показывать состояние или действие в зависимости от значения.

I **think** he's right. (думаю, считаю, полагаю – состояние)  
What is he **thinking** about? (обдумывает – идёт мыслительный процесс)

I **see** her – she's round the corner. (вижу – способно видеть)

I'm **seeing** Peter a lot these days. (встречаюсь – действие)

I **have** a dog. (у меня есть... – обладание)

I'm **having** lunch. (обедаю – действие)

The soup **tastes/smells** lovely. (пахнет вкусно или имеет приятный вкус – состояние)

I'm **tasting/smelling** the soup. (пробую/нюхаю – действие)

Некоторые глаголы используются в настоящем простом времени (Present Simple) и настоящем продолженном времени (Present Continuous) без перемены значения.  
I **feel** tired./I'm **feeling** tired.

## 1C Возвратные местоимения

Единственное число	Множественное число
I you he she it	myself yourself himself herself itself
we you they	ourselves yourselves themselves

Мы используем возвратные местоимения, когда хотим подчеркнуть подлежащее:

I'd like to introduce **myself** – I'm James Stevenson. Я бы хотел представиться. Я Джеймс Стивенсон. We are building the house **ourselves**. – Мы строим дом сами.

## 1D Неопределённые местоимения

Мы используем somebody/someone, something и somewhere в утвердительных предложениях:

I'm sure **somebody** knows the answer.

Let's eat **something** before we leave.

I think Gwen lives **somewhere** in Wales.

Мы используем everybody/everyone, everything и everywhere в утвердительных предложениях и в вопросах:

**Everyone** knows her, she's a celebrity.

Have you got **everything** you need?

There are cameras **everywhere** around the town centre.

Мы используем nobody/no one, nothing и nowhere с отрицательным глаголом:

**Nobody** knows him.

I have **nothing** to wear for the wedding reception.

The church is full, so you have **nowhere** to sit.

Мы используем anybody/anyone, anything и anywhere в

## 1 1A Choose the correct verbs to complete the sentences.

1 How long **does it take/is it taking** you to get dressed in the morning?

2 I can't talk to you right now because I **buy/I'm buying** a birthday present for my dad.

3 My niece **never does/is never doing** the shopping the Internet because she doesn't think it's safe.

4 Johnnie, what **do you do/are you doing** here at this time of day? Why aren't you at school?

5 Tim **doesn't cook/isn't cooking** his own meals. grandma **cooks/is cooking** them.

6 "Why **do you wear/are you wearing** such a strange dress? **Do you go/Are you going** to a fancy dress party?" "Yes, in fact, I **do/am**!"

## 2 1A Complete the sentences with the correct Present Simple or Present Continuous forms of the verbs in brackets.

1 My mum and I **often spend** (often/spend) holidays walking on the beach.

2 Who **...** (you/prepare) these cakes for? They're delicious.

3 "... (your granddad/like) dancing?" "Yes, he **...**"

4 In our region, it **...** (usually/not rain) much in summer.

5 ... (you/usually/keep) in touch with your school friends during the holidays?

6 Can you see Mark among the wedding guests ... (he/take) photos?

7 "... (Joe's cat/drink) milk every day?" "No, it **...**"

## Use of English

### Unit 1

1 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

1 This is a fantastic party. My friends and I like it very much. **ENJOYING**

This is a fantastic party. My friends and I are **enjoying** it very much.

2 Betty's homework is always without a single mistake. **MAKE**

Betty ... mistakes in her homework.

3 My opinion is not the same as yours. **NOT**

I ... with you.

4 Keith has his home at his parents' house at the moment because he's looking for a new flat. **LIVING**

Keith ... with his parents at the moment because he's looking for a new flat.

5 Listen! There's a very loud argument between Keira and her mum. **ARGUING**

Listen! Keira and her mum ... very loudly.

6 We don't need anybody's help to install apps on our phones. **BY**

We can install apps on our phones ...

7 Susan is very friendly. All the people like her. **EVERYBODY**

Susan is very friendly. ... her.

8 People in my class aren't interested in mountain biking. **NOBODY**

In my class, ... interested in mountain biking.

### 2 Choose the correct words a–c to complete the texts.

1 Mum, can I ... late tonight?  
I want to go to a concert in the park.

a stay out b sleep over c be into

2 If you want to learn how to give an interesting and funny ..., come to our workshop next Wednesday at 3 p.m.

a mistake b speech c advice

### Unit 2

1 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

1 When Tanya started school she was a fan of Physics.

When Tanya started school she **liked** Physics.

2 She didn't listen to the teacher's advice.

She ... attention in Physics.

3 She often skipped Physics lessons.

She ... skip Physics classes.

4 She never took any notes in her lessons.

She ... to take any notes.

5 One day, Tanya did a lot of experiments.

The teacher ... Tanya to do experiments.

6 Tanya's experiment went well.

Tanya's experiment ... well.

7 After that Tanya finished her Physics classes.

After that Tanya finally **finished** her classes.

### 2 Choose the correct words a–c to complete the texts.

Well, my first day at school was just a couple of days ago starting at the new school my class ... very friendly to me around the school. I ... to see the gym because I'm cycling. When I was a ... cycling races. During one of the school champion ... I ... the school record, so Karen told me that my ... a cycling race this spring ... in it.









1 a used to move b didn't

2 a didn't know b didn't

3 a weren't b was





 Cumulative Tests	05.05.2020 21:06
 Grammar quizzes	05.05.2020 21:07
 Placement Test	05.05.2020 20:51
 Speaking Tests	05.05.2020 21:10
 Unit Language Tests	05.05.2020 21:12
 Unit Skills Tests	05.05.2020 21:01
 Vocab Quizzes	05.05.2020 21:03
 Writing Tests	05.05.2020 21:05

# Unit Test 1 | Group A

VOCABULARY, GRAMMAR, USE OF ENGLISH

Name: \_\_\_\_\_ Class: \_\_\_\_\_



## VOCABULARY

- 1 Complete the text with the missing words.  
The first letters are given.

My father's mother is the head of our family. Her name is Doris and she's the best <sup>0</sup> **grandmother** in the world! Susan is my father's sister. She's my <sup>1</sup> **a** \_\_\_\_\_. Tom is married to Susan. He's my <sup>2</sup> **u** \_\_\_\_\_. They've got one son, Peter. He's my <sup>3</sup> **c** \_\_\_\_\_.  
Next month, my brother is getting married. All my family will be at the wedding <sup>4</sup> **r** \_\_\_\_\_. The bride and <sup>5</sup> **g** \_\_\_\_\_ are both going to make speeches. I can't wait!

\_\_\_\_ / 5

- 2 Choose the correct option A–C to complete the sentences.
- 0 George is worried when he meets new people. He's a bit \_\_\_\_.  
**A shy**      **B kind**      **C rude**
- 1 Sean has very bad manners. He's quite \_\_\_\_.  
**A bossy**      **B rude**      **C gentle**
- 2 I don't know Robert very well. He's just a(n) \_\_\_\_.  
**A acquaintance**      **B close friend**      **C companion**
- 3 Jean is never mean to other people. He's always \_\_\_\_.  
**A strict**      **B vain**      **C kind**
- 4 Ben speaks French and Spanish. He's \_\_\_\_.  
**A trilingual**      **B bilingual**      **C single**

- 4 Corre  
sente

## RESOURCE 1

- 0 Mei li  
Mei li  
1 I need  
result  
\_\_\_\_\_  
2 There  
\_\_\_\_\_  
3 Tell n  
\_\_\_\_\_  
4 Every  
\_\_\_\_\_  
5 Is the  
\_\_\_\_\_

## USE O

- 5 Com  
I made fr  
school an  
always <sup>1</sup> \_\_\_\_  
argumen  
share <sup>2</sup> \_\_\_\_  
I never tu  
I know th  
know tha

## Are you a loner?

1A GRAMMAR AND VOCABULARY  
(Present Simple and Present Continuous)

- 1 Choose the correct words to complete the quiz.  
Then do the quiz.

# ARE YOU A LONER?

TRY OUR QUIZ AND FIND OUT!

- 1 You're at your best friend's birthday party. After ten minutes,  
**a** *you talk / you're talking* to a lot of people. It's a wonderful party!  
**b** *you try / you're trying* to fit in. You don't usually enjoy / aren't usually enjoying parties, but it is your best friend.  
**c** *you're in the kitchen and you play / you're playing* a game on your phone.
- 2 It's a beautiful sunny day! On sunny days,  
**a** *you go / you're going* to the park with friends to do sport.  
**b** *you ride / you're riding* your bike for an hour or two, then you meet / you're meeting a friend in town.  
**c** *you read / you're reading* a book outdoors.
- 3 It's Saturday evening. Your cousin phones you. You can't answer because  
**a** *you're not at home – you never stay / you're never staying* in on Saturdays.  
**b** *you have / you're having* a pizza with a friend.  
**c** *you get / you're getting* ready for bed.
- 4 It's your birthday. It's 12 p.m. now and you  
**a** *plan / are planning* the final details of your big birthday party.  
**b** *organise / are organising* a fun evening for you and your best friend.  
**c** *think / are thinking* about what film to watch later. Birthdays are 'Me' days!

- 2 In pairs, try to guess your partner's answers.

FOLD

- 3 In pairs, read the results. Do you agree with them?



- **EXTRA ACTIVITY IN CLASS** (дополнительный материал к уроку)

*Do this activity after Exercise 9.* Ask students to imagine that it's Sunday and they are at a friend's or relative's wedding. They write a few sentences about *where they are, what they are wearing, what they are doing right now and what they usually wear/do on Sundays.*

- **FURTHER PRACTICE** (что еще можно порекомендовать сделать на уроке или дома)

- ✓ Photocopiable extra Grammar Video activity 1, **page 258**
- ✓ Grammar Reference and Practice, Student's Book pages **172–173**
- ✓ Workbook pages 4–5
- ✓ Photocopiable resource 1: Are you a loner?, **pages 264, 276**

- **Домашнее задание носит дифференцированный характер. Для технологии FLIPPED CLASSROOM – просмотреть материалы 1В и список слов из раздела WORD LIST.**

- Для **LEAD-IN** следующего урока можно попросить учащихся придумать подобные вопросы (см. упражнение 9 стр. 5) для класса. Авторы такие задания в книге для учителя обозначают **NEXT CLASS**

- **NEXT CLASS**

**Refer students to the questions they asked and answered in Exercise 9 (Student's Book pages 189, 191). Ask them to write 4–5 similar questions to ask a partner in the next class. They should use the Present Simple and Present Continuous in their questions.**

# Технология FLIPPED CLASSROOM

## (“ПЕРЕВЕРНУТЫЙ КЛАСС”)



Перевернутый класс - это подход, при котором ряд новых заданий, упражнений и текстов, предлагаются учащимся в качестве домашнего задания, а затем окончательно проверяются в классе при поддержке учителя. Учителя, которые работают в данной технологии считают, что подход позволяет учащимся становится более независимыми в своем обучении: вместо того, чтобы получать информацию в классе, они автономно отрабатывают материал предварительно самостоятельно дома, контролируют свой процесс обучения, готовят учителю свои вопросы. В классе у учеников есть время задать учителю вопросы, если они все еще не понимают изучаемый материал, учащиеся самостоятельно выбирают, когда им нужна поддержка.



## 1B READING AND VOCABULARY

- 1 **SPEAKING** In groups, look at the photo on page 9 and the quotes below. Which ones do you agree with? Which do you not agree with? Say why.

“A friend is someone who knows all about you and still loves you.  
Elbert Hubbard (American writer)”

“Friendship isn't a big thing, it's a million little things.  
Anonymous”

“I do not need a friend who changes when I change, who nods when I nod. My shadow does that much better.  
Plutarch (Greek biographer)”

“A real friend is one who walks in when the rest of the world walks out.  
(Russian saying)”

- 2 Read the article quickly. What does the author do?  
a She tells a story about two women in a café.  
b She describes her friends.  
c She tries to define what a friend is.  
d She gives advice on how to make friends.

- 3 Read the article again and match headings A–I with paragraphs 1–8. There is one extra heading.

- A A helping hand
- B Closer than close
- C Similar to ourselves
- D How to keep it going
- E If you like me, I like you
- F An example of friendship
- G Let's get the party started!
- H It's fantastic but what is it?
- I When is a friend not a friend?

- 4 Read the article again and complete the notes with 1–3 words in each gap.

- 1 Psychologists believe that people who wear glasses often stay close together.
- 2 If someone you meet wants to be friends, you often want to ... with them.
- 3 According to the text, it's not easy to find ....
- 4 Online contacts may not actually be ....
- 5 It's important to ... if you want to stay friends with someone who lives abroad.

- 5 Look at these statements from the text. In pairs, say if you agree or disagree with them. Say why.

- 1 Opposites attract.
- 2 We all like people to like us.

- 3 Good friends are fun to be with, but they are hard to find.
- 4 True friendships last for a lifetime.
- 5 A friend in need is a friend indeed.

- 6 Use the highlighted words and phrases for types of friends from the text to write sentences about your life. Then in pairs, compare your sentences.

Ivan is my best friend.  
I've got seventy-five Facebook contacts.

- 7 Complete the statements with the verbs from the box. Then in pairs, say if the statements are true for you.

• be • get • keep • let • make • rely • share • spend • turn

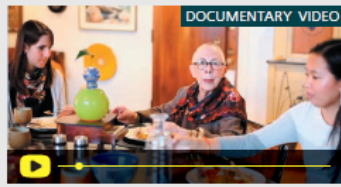
- 1 I find it easy to make friends with people.
- 2 I ... on well with everyone.
- 3 I ... more time with my friends than with my family.
- 4 I don't usually ... in touch with my classmates during the holidays.
- 5 I never ... my back on anyone when they need help.
- 6 You can't help everyone but I never ... my friends down.
- 7 I think it's easier to ... open with friends than family.
- 8 My best friend and I ... our feelings.
- 9 I don't think I can ... on all my friends.

- 8 Do the quiz on page 9. Then in groups, compare your results.

- 9 **SPEAKING** In groups, discuss what you can do in these situations.

- 1 Your best friend is moving to another country. What can you do to keep in touch?
- 2 A friend copies from you in an exam. The teacher thinks it's your fault and gives you a bad mark. Your friend says nothing. What can you do?
- 3 Your best friend wants to stay out late. He tells his parents he's sleeping over at your house but he isn't. He asks you to lie to his parents if they call your house. What do you say?

2 **WATCH AND REFLECT** Go to page 166. Watch the documentary *Friendship Between Generations* and do the exercises.



## Совершенствование навыков чтения с основным пониманием прочитанного.

### THE GREATEST GIFT OF LIFE

Psychologist Nicky Wood takes a look at friendship 1.4

- 1 Two women are sitting in a café together. They're drinking coffee and sharing a piece of chocolate cake. One woman is talking. The other woman is listening carefully. The first woman seems sad. She starts crying. The other woman doesn't speak; she just hands her companion a tissue and gently touches her arm. The first woman stops crying, smiles and hugs her friend.
- 2 American politician Hubert Humphrey said, 'The greatest gift of life is friendship.' But what exactly is friendship? What is a friend? How do we make friends? How do we keep them? Why do we need them?
- 3 According to psychologists, we get on with people who share the same background, opinions, interests, personality and even physical appearance. People with glasses often sit next to other people with glasses. The saying that 'opposites attract' appears not to be true. If you love dancing, your friends probably love dancing too.
- 4 Scientific studies show that we all like people to like us. And if they like us, we like them. If they spend time with us or tell us their secrets, we want to do the same. So you often become friends with someone who wants to be your friend.
- 5 Good friends are fun to be with but they're hard to find. It's true you can make lots of contacts on social media, but are they real friends or just acquaintances? Can you be open with them? Can you rely on them? Sometimes we don't even know if an online 'friend' is a real person or someone with a fake identity.
- 6 True friendships last for a lifetime, but to have a real friendship you need to do things together and share your feelings and opinions. Studies show that true friendship survives even when friends are in different countries. But only if you keep in touch. If you don't, friendships can die.
- 7 An old proverb tells us that 'a friend in need is a friend indeed'. That means you can tell who your real friends are when you're in trouble. Real friends stay with you and help you when you need them. They never let you down or turn their back on you.
- 8 Finally, what's the difference between a good friend and your best friend? Well, a good friend knows about your life; your best friend lives your life with you. Best friends know what you're thinking and how you feel. They understand you, perhaps better than you understand yourself. You don't have to pretend when you're with your best friend; you can be yourself. Sometimes you don't even need to speak. Just like that woman in the café.



### HOW SIMILAR ARE YOU AND YOUR FRIEND?

- Think of a close friend and answer the questions.
- Count up how many questions you answer 'yes' to.
- Go to page 199 to find out how similar you are to your friend.

- 1 Do you go to the same school?
- 2 Are you the same sex?
- 3 Are you the same nationality?
- 4 Are you the same age? (plus or minus twelve months)
- 5 Are you the same height? (plus or minus ten centimetres)
- 6 Do you weigh the same? (plus or minus ten kilos)
- 7 Is your hair more or less the same colour?
- 8 Are your eyes more or less the same colour?
- 9 Do you both wear (or both not wear) glasses?
- 10 Do you live near each other? (no more than ten minutes on foot)
- 11 Do you like the same sports?
- 12 Do you listen to the same kind of music?
- 13 Do you wear the same kind of clothes?
- 14 Do you laugh at the same things?
- 15 Do you want to do something similar when you leave school?

• I can identify specific detail in an article and talk about studying abroad.

# THE GREATEST GIFT OF LIFE

Psychologist Nicky Wood takes  
a look at friendship  1.4

- 1 Two women are sitting in a café together. They're drinking coffee and sharing a piece of chocolate cake. One woman is talking. The other woman is listening carefully. The first woman seems sad. She starts crying. The other woman doesn't speak; she just hands her companion a tissue and gently touches her arm. The first woman stops crying, smiles and hugs her friend.
- 2 American politician Hubert Humphrey said, 'The greatest gift of life is friendship.' But what exactly is friendship? What is a friend? How do we make friends? How do we keep them? Why do we need them?
- 3 According to psychologists, we get on with people who share the same background, opinions, interests, personality and even physical appearance. People with glasses sit next to other people with glasses. The saying 'opposites attract' appears not to be true. If you dancing, your friends probably love dancing too.
- 4 Scientific studies show that we all like people to like us. And if they like us, we like them. If they spend time with us or tell us their secrets, we want to do the same. We often become friends with someone who wants to be our friend.
- 5 Good friends are fun to be with but they're hard to find. It's true you can make lots of contacts on social media but are they real friends or just acquaintances? Can you be open with them? Can you rely on them? Sometimes you don't even know if an online 'friend' is a real person or someone with a fake identity.
- 6 True friendships last for a lifetime, but to have a true friendship you need to do things together and share feelings and opinions. Studies show that true friendship survives even when friends are in different countries, only if you keep in touch. If you don't, friendships can fade.



1



## THE GREATEST GIFT OF LIFE

Psychologist Nicky Wood takes a look at friendship

1 Two women are sitting in a café together. They're drinking coffee and sharing a piece of chocolate cake. One woman is talking. The other woman is listening carefully. The first woman seems sad. She starts crying. The other woman doesn't speak; she just hands her companion a tissue and gently touches her arm. The first woman stops crying, smiles and hugs her friend.







**1 REFLECT | Culture** In pairs, read the Information in the Fact Box and answer the questions.

- Why are A-level exams so important?
- How is the system of getting a place at university similar in your country?

#### FACT BOX Getting into university in the UK

In the UK, universities offer students a place on a course based on expected grades. Students usually take three graded from A (the best) to G (the lowest). Students get their results either to confirm that the

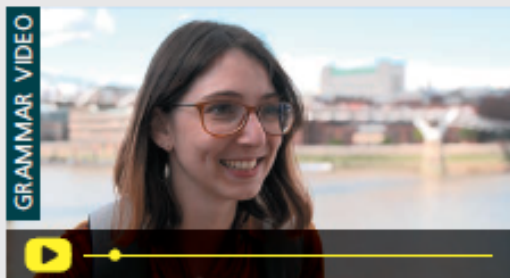
**5 SPEAKING** Work in pairs. How many sentences about yourself can you say with verbs from the Grammar box and Watch out! In one minute? Give your partner a point for every correct sentence.

A I'd like to work for NASA.

B Correct. One point.

**29** Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

Would you prefer to be a scientist or an artist?



#### Gestures

Use small open gestures to involve your audience. Don't <sup>2</sup>... your finger directly at the audience.

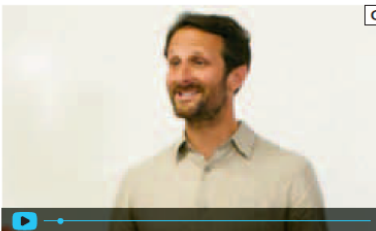
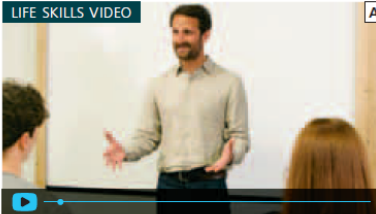
#### Movement

Move from time to time to keep the people's attention. Move <sup>3</sup>... when making a new point. Move <sup>4</sup>... when making a comment or giving an example.

#### Facial expressions

Make eye contact with your audience. Don't <sup>5</sup>... at one person. <sup>6</sup>... to show enthusiasm.

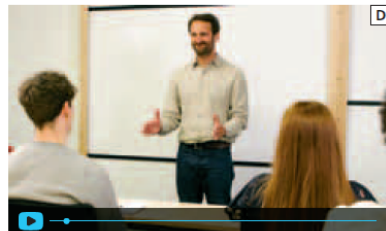
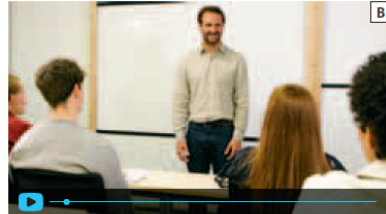
#### LIFE SKILLS VIDEO



#### LIFE SKILLS | Project

Use your plan from Exercise 8 to give a five-minute presentation.

- Prepare a presentation based on your plan.
- Practise your presentation and observe your body language. Use the tips from the lesson.
- Give your talk to the class and listen to other students' presentations.
- Use the checklist on page 205 to assess each other's presentation. Think about the way the presentations were structured and delivered.



**Развитие речевых  
интегративных умений устной  
и письменной речи на основе  
видеофрагмента по теме юнита  
1. Watch and Reflect.**



**WARM-UP | 3–5 minutes**

- **PRE-WATCHING | 1–2 minutes**
- **WHILE-WATCHING | 12–14 minutes**
- **POST-WATCHING | 7–8 minutes**

**PRODUCTION | 15–16 minutes**

**WRAP-UP | 1–3 minutes**

**HOMEWORK**

**CONTINGENCY PLAN**



- 1 Complete the fragments from Chloe's diary with the family words from the box. Then in pairs, use the words to talk about people you know.

• adopted • divorced • half-sister • single mother  
• stepfather • twin • widow/widower

Ian's parents aren't together anymore, they're <sup>1</sup>divorced, but now Ian has a new family. Jude is his <sup>2</sup>... (his mum's new husband). Ian's mum and Jude have a baby daughter, Kelly. She's his <sup>3</sup>...

Madge has got an identical <sup>4</sup>... sister called Meg. Meg is a <sup>5</sup>... (her husband's dead) and she has two <sup>6</sup>... children. It's not easy being a <sup>7</sup>... but Madge helps her a lot.

- A My friend Dell's parents are divorced.  
B My grandmother has a twin sister.

- 2 Read the descriptions from Chloe's diary below. Which people do the photos show?

- 3 Find the personality adjectives from the box in the descriptions. In pairs, decide if they are positive, negative or neutral. Then add more personality adjectives to the box.

• bossy • generous • gentle • helpful • kind • nervous  
• rude • selfish • shy • strict • sweet • vain

- 4 In pairs, take turns to choose positive or neutral personality adjectives to describe your partner. Say if you agree or not.

- A You're helpful and kind.  
B Thanks a lot! You're a bit shy.  
A No, I don't agree. I'm nervous but I'm not shy.

- 1 My uncle Mark isn't very **generous**. He buys himself lots of things but he never remembers my birthday. I think he's selfish and rude.  
2 My stepmother is kind and helpful but she's really nervous. She talks to herself when she's doing something difficult.  
3 My stepfather is a bit bossy – he's always telling me what to do. He's strict, too – he never lets me do anything I want to do. And he's really vain – he looks at himself in the mirror when he's driving!  
4 Meg's daughter Rose loves to be by herself. She's gentle and shy but I like her. She's sweet.

- 5 Study *Watch out!* and find four sentences with reflexive pronouns in the descriptions.

### WATCH OUT!

#### Reflexive pronouns

I – myself	we – ourselves
you – yourself	you – yourselves
he – himself	they – themselves
she – herself	
it – itself	

Grammar Reference and Practice > page 176

- 6 Complete the questions with reflexive pronouns. Then in pairs, ask and answer the questions.

- Do you prefer to do your homework by *yourself* or with a friend?
- Does your dad ever talk to ...? Where? When?
- Can your mum install apps by ... or does she need your help?
- How often do your friends look at ... in the mirror? What about you?
- When I'm unhappy, I buy ... something nice. Do you?
- What can we do by ... to improve our English?
- Does your phone ever switch ... off?

- 7 **SPEAKING** In groups, use personality adjectives and/or reflexive pronouns to talk about people you like or dislike a lot.

*I don't like my sister's boyfriend – he's rude and selfish but he thinks he's great. He talks about himself all the time.*



# Совершенствование лексических навыков по теме ЮНИТА

- I can describe my family using personality adjectives and reflexive pronouns
- учатся распознавать и употреблять в устной и письменной речи изучаемые морфологические формы и синтаксические конструкции с учетом расширения тематического содержания и репертуара изученных лексических средств;



When you want to go somewhere with someone but they don't want to go with you



Everything has beauty but not everyone sees it



That moment you're telling your friends a story and you realise that nobody is listening



That feeling when you have fifty Facebook friends but there isn't anyone online

#### 1 SPEAKING In pairs, ask and answer the questions.

- Are you a fan of memes?
- What are the memes you like about – celebrities, relationships, politics?

#### 2 In pairs, look at memes 1–4. Which one do you like best?

#### Indefinite pronouns

#### 3 Study the Grammar box and find six examples of Indefinite pronouns in the memes.

##### Indefinite pronouns

We use:

- *somebody (someone), nobody (no one), anybody (anyone) and everybody (everyone)* to talk about people
- *something, nothing, anything and everything* to talk about things
- *somewhere, nowhere, anywhere and everywhere* to talk about places

##### Affirmative

Everybody needs *somebody* to love.

I've got *something* to tell you.

Tell me *everything*!

He's living *somewhere* in England at the moment.

##### Negative

There's *nobody* to talk to./There *isn't anybody* to talk to.

I've got *nothing* to do./I *haven't got anything* to do.

There's *nowhere* to go./There *isn't anywhere* to go.

##### Questions

Is there *anybody* sitting in that seat?

Is there *anything* to eat?

Is there *anywhere* to buy tickets?

Grammar Reference and Practice > page 176

#### 4 Choose the correct pronouns to complete the sentences. Then in pairs, go to page 199 and match the sentences to the photos to make memes.

- They say there are lots of fish in the sea ... but is there *anybody/everybody* for me?
- I hate Sundays. There's *anything/nothing* to do and *nowhere/somewhere* to go.
- I'm still waiting for *anyone/someone* special in my life.
- Everyone/No one* is strange in my family. I'm the only normal one.

#### 5 Complete the sentences with the pronouns from the box.

- anyone • anything • **anywhere** • everyone • nothing
- somebody • something

- Do you know where my phone is? I can't find it *anywhere*.
- ... loves Eva. It's not surprising. She's really nice.
- I'm looking for ... to give to Mum on her birthday but I can't find ...!
- Does ... want to go with me to the match tonight?
- I'm really bored. I've got ... to do.
- ... is phoning me but I don't recognise the number.

#### 6 SPEAKING In pairs, say which of these statements you agree with.

- Everybody needs somebody to love.
- Family is everything.
- Nobody's perfect. Everyone makes mistakes.
- There isn't anyone I love more than my mother.
- No one knows everything but everyone knows something.
- Today when money talks, everyone listens.

# Совершенствование грамматических навыков по теме «Indefinite pronouns»

- I can use indefinite pronouns with prefixes *some-*, *any-*, *every-* and *no-*.



David and Anna – trilingual teenagers

## 1E LISTENING AND VOCABULARY

### 1 SPEAKING In pairs, ask and answer the questions.

- How many languages do you speak? Which ones?
- Which languages would you like to learn? Why?
- At what age do children in Russia start learning a foreign language? Is it the right age in your opinion?
- Is it a good idea for parents to speak a foreign language with their kids? Say why.

### 2 You are going to listen to an interview with trilingual teenagers. Read questions 1–3 and match them with the kind of information from the box that you need to answer them.

• a date • a number *f* • a place • a time • someone's name • the name of a language

- How old are David and Anna?
- Where do they live?
- Which languages do they speak?

### 3 1.5 Listen to Part 1 of the interview and answer questions 1–3 in Exercise 2.

### 4 Study Active Listening. Then in pairs, say if you usually do these things or not. Be honest!

- A I don't always read the question before I listen.  
B When I don't understand something, I usually stop listening.

#### ACTIVE LISTENING | Finding specific information

- Read each question carefully and decide what kind of information you need to answer each question – a number, a place, a date, etc.
- Don't worry if you don't understand everything – you can get the key details even if you don't understand every word.

### 5 1.6 Listen to Part 2 of the interview and choose the correct answers.

- Anna and David ...  
a speak Scottish, French and Spanish.  
b are French.  
c have their home in Spain.
- Anna speaks to her father in English because ...  
a he doesn't speak Spanish very well.  
b she chooses different languages for different people.  
c she needs to practise her English pronunciation.
- David and Anna agree that ...  
a they both make mistakes when speaking French.  
b they both have trouble with French pronunciation.  
c they both speak perfect French.
- When they have a problem communicating in one language, they sometimes ...  
a use words from another language.  
b have extra language lessons.  
c change to using only English.

### 6 Check you understand the highlighted phrases related to language learning. Then in pairs, ask and answer the questions.

- Do you know any bilingual or trilingual people? Who? Which languages do they speak?
- Would you like to be bilingual or trilingual? Say why.
- Do you agree that it's good to learn languages? Say why.
- Is your English pronunciation perfect? If not, how can you improve?
- Why is it so hard to understand English in songs and films?
- What do you do when you can't find the right word in English?
- What do you do when you make a mistake in English?
- Do you ever mix up languages? For example, do you use English words when you're speaking your own language?

# Совершенствование навыков понимания устной речи (аудирование), лексический практикум



- I can find specific information in an interview and talk about language learning.
- формируют умение вести диалог-обмен мнениями: выражать свою точку зрения, используя необходимую аргументацию; высказывать свое согласие/ несогласие с точкой зрения собеседника; выражать сомнение; давать эмоциональную оценку обсуждаемым событиям;



## 1F SPEAKING

- 1 What do you usually talk about when you meet someone for the first time? Discuss in pairs.
- 2 Read the situation below. In pairs, agree on three sentences that are not appropriate for the situation. Say why.  
Evan sits next to a girl at his cousin's wedding. He doesn't know her but he would like to talk to her. He starts a conversation.
  - 1 My name's Evan. I'm Sara's cousin.
  - 2 My family's very rich.
  - 3 I love weddings.
  - 4 Sara and I are exactly the same age.
  - 5 I like looking at myself in the mirror.
  - 6 I'm really into music.
  - 7 Sssh! I'm listening to a song on my phone.
- 3 1.7 Listen to a conversation and check your answers to Exercise 2.
- 4 1.8 Listen to an alternative version of the same conversation. What's the difference between them?
- 5 1.9 Study the Speaking box and look at the photo. Then watch or listen to Part 1 of another conversation and choose the expressions you hear. Is Calt interested in meeting the new guy? How do we know?

### SPEAKING | Expressing Interest

#### Echo questions

- 'He loves animals.' 'Does he?'
- 'My sister's really into music.' 'Is she?'
- 'We've got a band.' 'Have you?'

#### Other expressions

- Awesome! ✓
- Cool!
- Wow!
- Really?
- Amazing!
- That's (really) interesting!



1

## Развитие навыков продуктивной устной речи.



- I can use echo questions and other expressions to show interest in a conversation.
- совершенствуют навыки диалогической речи в рамках изучаемого предметного содержания речи в ситуациях неофициального общения.
- совершенствуют навыки коммуникативных умений диалогической речи в освоенных видах диалога с использованием картинок, фотографий и/или ключевых слов, речевых ситуаций с расширением тематики, ситуаций общения, коммуникативных задач и репертуара лексико-грамматических средств;



1 Work in pairs. Does your school have an exchange programme with a school in another country? Do you think it's a good idea? Say why.

2 In pairs, look at the photos. Does Varese look like an interesting place to visit? Say why.

3 Read the email and answer the questions in pairs.

- 1 What's the relationship between Lorenzo and Martin?
- 2 Why is Lorenzo writing to him?
- 3 When is Martin planning to visit?
- 4 Do Martin and Lorenzo have anything in common?
- 5 What is happening in Lorenzo's life at the moment?
- 6 What does Lorenzo say about his family?
- 7 What information does he give about Varese?
- 8 Which two things does Lorenzo tell Martin to bring?

4 Look at the email again. In which order does Lorenzo write about these things?

• age 1 • favourite school subject • interests • parents/family • personality • recent news • school • the town/region

5 Study the Writing box and find the expressions from the box in Lorenzo's email.

#### WRITING | An informal email of introduction

##### Paragraph 1

Greet your friend and thank him/her for his/her email:  
How are you?  
I hope you're well.  
Thanks for your (nice) email.

##### Paragraph 2

Introduce yourself and mention recent news:  
I'm in the first/last year of high school.  
I'm into/I'm interested in/I'm a big fan of skiing.  
My favourite subject/singer/team is ...  
I'd like to study at university/become a singer.  
People say I'm sweet/bossy/...  
I'm working on/revising for ... at the moment.

##### Paragraph 3

Mention your family and where you live:  
My sister Edina is studying in England.  
We live in an apartment/small house in the suburbs/town centre/countryside.  
It's a great place for walking/shopping/relaxing.

##### Paragraph 4

Mention any other important information for a visitor:  
We're all vegetarian. Dad's a great cook.  
It can be very hot/cold, so bring ...

##### Informal beginning and ending

Remember to begin and end your letter with informal expressions:

Hi .../Dear ...,  
I'm looking forward to meeting you.  
I can't wait to meet you.  
Lots of love, .../All the best, ...

6 Find examples of *so* and *because* in Lorenzo's email. Then choose the correct words in the sentences below.

- 1 I love animals, *so/because* I think I'd like to become a vet in the future.
- 2 I'm really excited *so/because* I'm starting driving lessons!
- 3 We're decorating the apartment at the moment, *so/because* I'm sleeping in the living room.
- 4 Brighton is a university town, *so/because* it's a great place for nightlife.
- 5 Bring a lot of light clothes *so/because* Istanbul can be really hot in May.

7 In groups, study the list in the box and agree on three good reasons for a visitor to come to your town/region.

• buildings • countryside • culture • food • nightlife  
• people • shops • sports and leisure

*There aren't many interesting buildings here but the countryside is fantastic.*

8 When you welcome a visitor to your home, you are the host and your visitor is a guest. In pairs, decide who does these things: the host, the guest, or both?

• arrange the visit • give you a gift/some flowers  
• introduce you to his/her family • invite you to dinner  
• offer you a drink • pay you a visit • ring the doorbell  
• say hello • show you round the house/town  
• talk about their trip

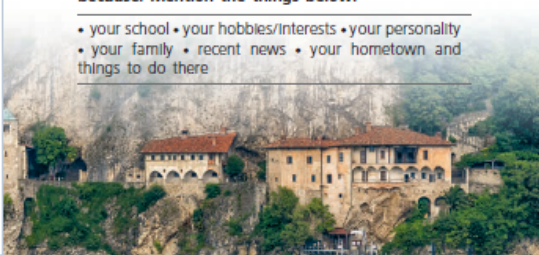
*Both the host and the guest arrange the visit.*

9 REFLECT | Culture In pairs, answer the questions. Then compare your answers with other pairs.

- 1 What kind of gifts do guests bring when visiting people in their homes for the first time?
- 2 What's a good gift from your country for a host in another country?
- 3 What can you do and where can you go when you have a guest from another country in your home?

10 WRITING TASK Write an email of introduction to a student in Britain who is planning to visit you on a school exchange. Use the Writing box, *so* and *because*. Mention the things below.

• your school • your hobbies/interests • your personality  
• your family • recent news • your hometown and things to do there



# Развитие навыков продуктивной письменной речи. (an informal email of introduction)



- I can write an email to introduce my family and myself.
- развивают умения письменной речи в рамках расширения предметного содержания речи: учатся описывать возникшую личную проблему/трудность и способ ее преодоления;
- учатся самостоятельно создавать небольшие письменные высказывания с опорой на план, картинку, таблицу, прочитанный/прослушанный текст (расширение решаемых коммуникативных задач; увеличение объема до 140 слов);

# 1 Revision

## VOCABULARY AND GRAMMAR

1 Complete the text with the words from the box. There is one extra word.

• best • close • cousins • divorced • friendship  
• husband • kids • niece • single • uncles • widow

### My family and friends

I've got three brothers and two sisters. My big sister Kelly is married. Her <sup>1</sup>husband's name is Calvin. They've got two lovely little <sup>2</sup>... – my nephew Paul and my <sup>3</sup>... Penny. My parents have lots of brothers and sisters and my aunts and <sup>4</sup>... have lots of children. I've got nineteen <sup>5</sup>... I've got five or six <sup>6</sup>... friends but Mattie is my <sup>7</sup>... friend. Our <sup>8</sup>... is very important to me. Mattie's dad died, so her mum is a <sup>9</sup>... It's not easy being a <sup>10</sup>... mother but Mattie helps her a lot.

2 Complete the sentences with personality adjectives.

- Aunt Jenny always gives us great birthday presents. She's very **generous**.
- Bill spends hours looking at himself in the mirror. He's really v....
- Rebecca isn't polite. She shouts a lot and never listens to other people. She's r....
- Neil is really s... with girls. His face goes red and he can't speak.
- Talk to Harry if you have a problem with your homework. He's kind and h....
- Simon only thinks of himself. He doesn't care about other people. He's very s....

3 Choose the correct forms to complete the sentences.

- Do you know/Are you knowing what time it is?
- Hello? Do you listen/Are you listening to me? It's very important.
- John always comes/is coming for lunch on Sundays.
- Let's go out. It doesn't rain/isn't raining now.
- This butter smells/is smelling bad. Throw it out.
- This month at school we study/are studying the present tenses.
- We don't visit/are not visiting our grandparents very often because they live abroad.

4 Complete the conversation with the correct forms of the verbs in brackets.

- A My sister Lily <sup>1</sup>spends (spend) most of her time in bed. She <sup>2</sup>... (not go) out with friends and she never <sup>3</sup>... (go) to school.
- B <sup>4</sup>... (she/suffer) from an illness at the moment?
- A No, she <sup>5</sup>...
- B What <sup>6</sup>... (she/do) now?
- A She <sup>7</sup>... (drink) milk. She <sup>8</sup>... (love) milk.
- B <sup>9</sup>... (you/ever/worry) about her?

- A No, we <sup>10</sup>....  
B Why not?  
A Because Lily is only six months old!

5 Choose the correct pronouns to complete the sentences.



No, **anybody** / **nobody** / **somebody** knows I'm a dog.

- Sometimes I feel that I don't know **anything/nothing/something**.
- Don't worry – **anyone/everyone/no one** makes mistakes.
- I want to go **anywhere/everywhere/somewhere** new and exciting.
- Hello? Is there **anyone/everyone/no one** here?
- This is weird – there are spiders **anywhere/everywhere/nowhere**.

6 Complete the sentences with the correct reflexive pronouns.

- He's only three but he gets dressed by **himself**.
- It turns ... off after ten seconds to save energy.
- They take a lot of photos of ...
- We're learning French by ... with a phone app.

## USE OF ENGLISH

7 Read the text below. Change the word in capitals to form a word that fits in the gap.

1 ENTIRE 2 HEAVY 3 FOUND 4 VICTORY  
5 DEFINITE 6 CREATIVE

### Moscow

Moscow is the main Russian centre of politics, economy, culture and science as well as the largest city <sup>1</sup>... on the European continent. By and large, Moscow is among the world's megalopolises, it has the 14th largest underground area, the 14th largest urban area, and the 11th most <sup>2</sup>... populated city on the globe. Moscow is graded as one of the world's largest urban economies, and is also one of the fastest growing tourist places on Earth.

The ancient city has always been a haven for history buffs. The red-brick towers of the Kremlin occupy the <sup>3</sup>... site of Moscow, its churches remember fallen heroes and <sup>4</sup>... battles. Moscow is <sup>5</sup>... a place of <sup>6</sup>....

Use of English > page 189

# Лексико-грамматический практикум. Рефлексия учебной деятельности по основным видам речевой деятельности (revision 1)



- самостоятельно систематизируют изученный лексический и грамматический материал по теме юнита;
- самостоятельно выполняют ряд лексико-грамматических упражнений для закрепления, изученного в течение предыдущих уроков юнита, фронтально или в парах осуществляют контроль, работают над ошибками;

# Подготовка к контрольной работе № 1. по темам юнитов 1-2



## Лексико-грамматический практикум. Рефлексия учебной деятельности по основным видам речевой деятельности (revision 2)

- самостоятельно систематизируют изученный лексический и грамматический материал по теме юнита;
- самостоятельно выполняют ряд лексико-грамматических упражнений для закрепления, изученного в течение предыдущих уроков юнита, фронтально или в парах осуществляют контроль, работают над ошибками;
- осваивают новые способы словообразования в дополнение к уже изученным, учатся определять часть речи по аффиксу;
- выполняют ряд заданий в формате российских и международных экзаменов, включая продуктивные виды речевой деятельности (письмо и говорение);
- учатся соотносить свои действия с планируемыми результатами, осуществлять контроль своей деятельности в процессе достижения результата, корректировать свои действия в соответствии с изменяющейся ситуацией;
- проводят рефлексию по итогам юнита (REFLECTION) и намечают самостоятельно (в парах, группах, индивидуально, под руководством учителя) пути разрешения возникших проблем;
- определяют самостоятельно (совместно с учителем) объем домашнего задания, материала для повторения для успешного выполнения контрольной работы по итогам юнита.



1 For each learning objective, write 1–5 to assess your ability.  
1 = I don't feel confident. 5 = I feel confident.

Learning objective	
1A	I can use present tenses to talk about routines and temporary situations.
1B	I can understand the main topic in an article and talk about friends.
1C	I can describe my family using personality adjectives and reflexive pronouns.
1D	I can use indefinite pronouns with prefixes <i>every-</i> and <i>no-</i> .
1E	I can find specific information in an interview and talk about language learning.
1F	I can use echo questions and other expressions to show interest in a conversation.
1G	I can write an email to introduce my family and myself.

2 Which of the skills above would you like to improve in?

Skill I want to improve in

1 For each learning objective, write 1–5 to assess your ability.

1 = I don't feel confident. 5 = I feel confident.

Learning objective		Course material	How confident I am (1–5)
1A	I can use present tenses to talk about routines and temporary situations.	Student's Book pp. 4–5	
1B	I can understand the main topic in an article and talk about friends.	Student's Book pp. 6–7	
1C	I can describe my family using personality adjectives and reflexive pronouns.	Student's Book p. 8	
1D	I can use indefinite pronouns with prefixes <i>some-</i> , <i>any-</i> , <i>every-</i> and <i>no-</i> .	Student's Book p. 9	
1E	I can find specific information in an interview and talk about language learning.	Student's Book p. 10	
1F	I can use echo questions and other expressions to show interest in a conversation.	Student's Book p. 11	
1G	I can write an email to introduce my family and myself.	Student's Book pp. 12–13	

2 Which of the skills above would you like to improve in? How?

Skill I want to improve in	How I can improve

3 What can you remember from this unit?

New words I learned and most want to remember	Expressions and phrases I liked	English I heard or read outside class



## GRAMMAR AND VOCABULARY

### 1 Complete the text with one word in each gap.

**Carol** Ladies and gentlemen. The <sup>1</sup>*groom* will now <sup>2</sup>g\_\_\_\_\_ a speech.

**Andy** Thank you, everyone! Thank you all for coming to our <sup>3</sup>w\_\_\_\_\_. It's lovely to see so many people here. Not just our families, but our <sup>4</sup>c\_\_\_\_\_ friends, too. It means a lot to us both that you're here. Thank you for all the wonderful <sup>5</sup>g\_\_\_\_\_. It was very kind and <sup>6</sup>g\_\_\_\_\_ of you and we appreciate them all very much. I'd also like to thank my beautiful <sup>7</sup>b\_\_\_\_\_ for agreeing to marry me, and her parents for helping us to organise this amazing <sup>8</sup>r\_\_\_\_\_ today. I won't talk too long. I know you all want to enjoy <sup>9</sup>y\_\_\_\_\_ on the dance floor but let me tell you how Marie and I first met ...

/ 4

### 4 Choose the correct indefinite pronouns to complete the sentences.

- 1 There isn't *nowhere* / *anywhere* interesting to go and I'm really bored!
- 2 Listen! *Everyone* / *Someone* is ringing the doorbell.
- 3 Excuse me. Is *anybody* / *nobody* sitting in this seat?
- 4 Maria isn't shy and gets on well with *everybody* / *somebody*.
- 5 There's *anything* / *nothing* to eat – let's eat out.
- 6 Who? Where? When? Tell me *everything* / *nothing*.

/ 6

## USE OF ENGLISH

### 5 Choose the correct words a-c to complete the texts.

1

*John & Alison* have the pleasure of inviting you to their \_\_\_ reception on Saturday, 12th July.

- a** newlywed   **b** married   **c** wedding

# Контрольная работа № 1 по теме юнитов 1-2



- **самостоятельно выполняют задания на основе пройденного материала юнита в формате заданий государственной итоговой аттестации (по выбору учителя осуществляется контроль: понимания устных и письменных текстов, лексико-грамматических навыков, навыков письма и устной речи);**
- **учатся соотносить свои действия с планируемыми результатами, осуществлять контроль своей деятельности в процессе достижения результата, корректировать свои действия в соответствии с изменяющейся ситуацией;**



# Развитие навыков метапредметной направленности по теме «Life Skills. How to give a presentation»

- проводят рефлексию по контрольной работы и намечают самостоятельно (в парах, группах, индивидуально, под руководством учителя) пути разрешения возникших проблем;
- самостоятельно читают с полным пониманием прочитанного учебный текст, предваряющий просмотр видеофрагмента и выполнение проекта метапредметной направленности, **учатся отделять в прочитанном тексте главную информацию от второстепенной, выявлять наиболее значимые факты, выражать свое отношение к прочитанному;**
- **опираясь на текст, учатся:** выражать и аргументировать личную точку зрения, давать оценку, запрашивать информацию в пределах изученной тематики, обращаться за разъяснениями и уточнять необходимую информацию;
- просматривают видеофрагменты по теме урока, отвечают на вопросы, работают в группах и/или фронтально и учатся кратко высказываться с опорой на нелинейный текст;
- в группах обсуждают вопросы SPEAKING, фронтально проверяют;

## LIFE SKILLS

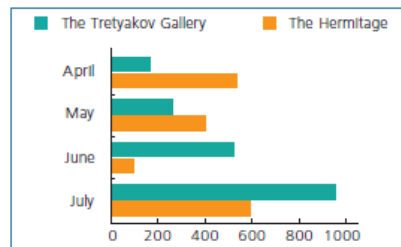
### How to Give a Presentation

## THE FOUR Ps TO A PERFECT PRESENTATION

At some point in life, everyone has to stand up and speak in front of a group of people. For most of us, this

### E SPEAKING/Writing Focus on Describing a Trend. Visiting Museums and Art Galleries by Russian People

Study the bar chart. It displays the tendency of visiting museums in different months by people (in thousands) in Moscow and St Petersburg. Describe the trends and then write a short report on them.



### F WRITING\* Focus on RNE

1 You have received a letter from your English...

- Create a name for your music blog.
- Write a music blog entry.
- Draw a picture to feature your blog.
- Make a presentation of your blog to the class.

### GLOSSARY

#### Условные обозначения

n – noun – существительное  
v – verb – глагол  
adj – adjective – прилагательное  
adv – adverb – наречие

eternal (adj) /'etənl/ вечный  
to feature (v) /'fi:tʃə/ фигурировать  
wrap (n) /ræp/ обертка  
to set up – основывать  
to anticipate (v) /æntɪ'sɪpeɪt/ ожидать, предвидеть  
established (adj) /ɪ'stæblɪʃt/ установленный  
storage (n) /'stɔ:rdʒ/ хранение  
facility (n) /fə'sɪləti/ приспособление  
diverse (adj) /daɪvəs/ разнообразный  
content (n) /'kɒntent/ содержание  
to exhibit (v) /ɪg'zɪbɪt/ выставлять, экспонировать  
recently (adv) /rɪ'sɪntli/ недавно  
displayed (adj) /dɪ'spleɪd/ выставленный  
to attract (v) /ə'trækt/ привлекать  
wealthy (adj) /'welθi/ состоятельный, богатый  
merchant (n) /'mɜ:ʃənt/ торговец, купец  
art dealer (n) /ɑ:t 'di:lə(r)/ торговец произведениями искусства  
to run against – сталкиваться  
to insult (v) /ɪn'sʌlt/ оскорблять, унижать

## LIFE SKILLS

### How to Understand Advertising



## LIFE SKILLS

### How to Identify Fake News

**A Dutch teen inventor about to launch innovative project to clean the world's oceans**

**THIS GROUND-BREAKING DISCOVERY WILL MAKE THE OCEANS CLEAN AGAIN**

## LIFE SKILLS

### How to Plan Your Time

## HOW DO YOU MANAGE YOUR TIME?

## LIFE SKILLS

### How to Set SMART Goals



text and match advertising tech... example adverts A–D. There are... ques.

C

YOU  
FEEL  
BURNING  
RAY?

NO MORE FL  
DRY HAIR

TOM04

MARIA

1 When there is something I really need to do, like prepare for a big test, I try to save time and avoid distractions. For example, I simply turn off my phone. This way, I don't get messages that I think I have to read immediately, and I don't look at pictures my friends post online. These things can wait until I have some free time. Then I can

3 I used to be rather disorganised. I often left important tasks until the last minute and felt very stressed. So now, when I am busy, I usually make a list of things I have to do. At the top of the list I put the most important things which really can't wait, like schoolwork or buying a present for a friend's birthday. This really helps me to focus on what's most important.



**Совершенствование навыков прагматического  
чтения на основе аутентичного текста  
межпредметной направленности  
(на основе раздела Russian Files).**



# ***Russian Files***

## **TRAVELLING AND FOOD**



### **I CAN**

- Answer and ask questions\*
- Discuss and give arguments/reasons\*
- Explain the meanings of words
- Read the text for specific information\*
- Describe a trend
- Make a presentation
- Write a personal letter\*

(\* RNE (ЕГЭ) skills)



- самостоятельно читают учебный текст о российской действительности, соотнесенный по тематике юнита, выполняют в парах (группах, индивидуально, фронтально) упражнения перед чтением и после прочтения текста по российской тематике;
- формируют умения заполнять таблицу, кратко фиксировать содержание прочитанного текста, дополняя информацию в таблице;
- учатся излагать основное содержание прочитанного текста с опорой или без опоры картинки, фотографии, таблицы и/или ключевые слова, план, вопросы с изложением своего мнения и краткой аргументацией;
- в группах (парах, индивидуально) вырабатывают основные подходы мини-проекта по заявленной тематике, определяют свою зону ответственности;
- **развивают умения осуществлять межличностное и межкультурное общение, используя знания о национально-культурных особенностях своей страны и страны/стран изучаемого языка и освоив основные социокультурные элементы речевого поведенческого этикета в англоязычной среде в рамках расширенного тематического содержания;**
- **обсуждают затруднения по ходу урока и в конце урока (рефлексия) и намечают самостоятельно (в парах, группах, индивидуально, под руководством учителя) пути разрешения возникших проблем**



# Russian Files

## SPORTS AND HOSPITALITY



### I CAN

- answer and ask questions\*
- discuss and give arguments/reasons\*
- explain the meanings of words
- read the text aloud\*
- make a presentation
- create a meme
- use correct punctuation marks in the letter\* (\* RNE (ЕГЭ) skills)



### A LEAD-IN Focus on Speaking

#### Answer the questions.

- 1 How often do you have guests in your house?
- 2 What does your mother usually cook?
- 3 Have you ever hosted foreign friends?
- 4 Tell us about the most exciting party you hosted.
- 5 What problems with guests can you face as a host?

### B VOCABULARY TO REMEMBER Focus on Vocabulary

Explain how you understand the following expressions.

- to host a party
- host family
- host country
- host team

### C READING Focus on Pronunciation/Intonation

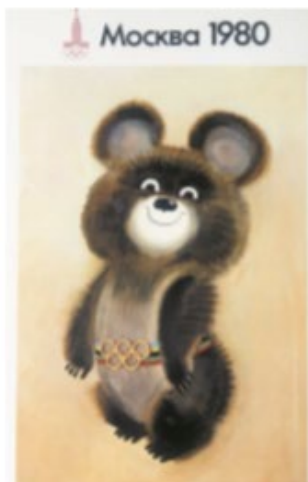
Read the text paying special attention to the pronunciation of the words in bold and their endings and the intonation.

#### THE 22 SUMMER OLYMPIC GAMES

In July 1980 Moscow **hosted** the 22 Summer Olympic Games. The **mascot** for the event was a charming teddy bear with a belt of Olympic symbols. It is still popular in many countries around the world and people collect these cuddly bears. Its **author** is the Russian artist Viktor Chizhikov. It all **happened** by chance. Victor's bear won out of 40 000 **versions** of bears. He was called Mishka. He is very different from the Russian bears represented by the foreign press.

Viktor wanted to make an optimistic image, for it to

convey the "Olympic" quality of Mishka. At first thought of putting a **multicolored** cap on it – with color of the flag of the Olympics participating country. But because of the cap, you could not see the eyes. Hang medals around the neck? But they hang them on all mascots. The **beaver** in Canada also had medals. Finally, the artist saw the bear with the Olympic belt as a dream. After the Olympics the image of Mishka **replicated** around the world.



### D OLYMPIC MASCOTS Focus on Divergent Thinking, Argumentation Strategies and Presentation Skills

#### a. Answer the questions.

- In what way does each of the mascots reflect the spirit of Russia?
- Which of them do you think is the most Russian one?

- b. Create your own symbol for the winter or summer Olympic games. Make a short (2–3 minute) presentation explaining to the committee why your mascot is the best. Give at least 3 arguments for your opinion.

### E WRITING Focus on Punctuation

Your younger brother has written a letter to his English-speaking pen-friend. Help him to put correct punctuation marks in the letter (5 punctuation marks are missing).

Dear Jack

Thank you for your letter. I was happy to hear from you.

Anyway you asked me about my project at school. We tried and created our own mascot for the Olympic Games. My friends drew a bear, a lion and a cat. I came up with the wolf. Which animal would you choose

Write back soon.

Love

Vanya

### F CREATIVE THINKING Focus on Creativity

- Make your own meme featuring Russian Sports.
- Ask 5 questions about your partner meme.

### GLOSSARY

условные обозначения

n – noun – существительное

v – verb – глагол

adj – adjective – прилагательное

adv – adverb – наречие

meme (n) /mɛm/ мем, (поведенческий или культурный) стереотип, передающийся от поколения к поколению не генетически, а имитационно

host (n) /hɒst/ принимающая страна  
pronunciation (n) /prəˈnʌnsiəʃn/ произношение  
the Olympic Games /əlɪmpɪk ɡeɪms/ (ALSO the Olympics) Олимпийские игры

mascot (n) /ˈmæskɒt/ (US) талисман

charming (adj) /ˈtʃɑːmɪŋ/ обаятельный, очаровательный

cuddly (adj) /ˈkʊdli/ милый

chance (n) /tʃɑːns/ (US) шанс, возможность, случайность

version (n) /vɜːʃn/ версия, вариант

to represent (v) /rɪˈpreznt/ представлять, быть представителем

image (n) /ɪˈmɪdʒ/ репутация, имидж, изображение

to appeal (v) /əˈpiːl/ обращаться с призывом, привлекать

to convey (v) /kənˈveɪ/ выражать; передавать, сообщать

to participate (v) /ˌpɑːtɪˈseɪpət/ участвовать, принимать участие

beaver (n) /ˈbiːvər/ бобр

belt (n) /beɪlt/ ремень, пояс

to replicate (v) /ˈrɛplɪkeɪt/ копировать

to reflect (v) /rɪˈfleks/ отражать, размышлять

spirit (n) /ˈspɪrɪt/ настроение, командный дух

committee (n) /kəˈmɪti/ комитет

to come up with sth – придумывать, разрабатывать

## **Защита проекта по теме юнита. Рефлексия учебной деятельности по теме юнитов 1-2.**



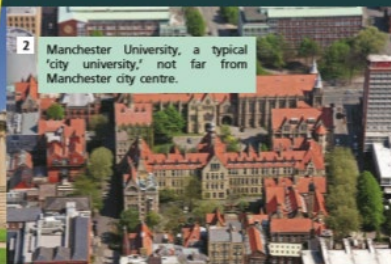
- развивают коммуникативные умения монологической речи при более вариативном содержании и более разнообразном языковом оформлении: создают устные связные монологические высказывания;
- учатся устно кратко излагать результаты выполненной проектной работы;
- учатся письменно кратко излагать результаты проектной работы (объем до 140 слов);



1 Oxford University is a historic university, the oldest in the English-speaking world. Students live in colleges – each college has its own dining room, library and student societies.



2 Manchester University, a typical 'city university,' not far from Manchester city centre.



4.13

In 1960, there were about twenty-five universities in Britain and only about five percent of eighteen-year-olds went to university. Today the situation is very different – there are more than a hundred universities and more than thirty percent of eighteen-year-olds get a place at university.

Young people usually start choosing their university and the subject they want to study at the start of the last year of secondary school. Most universities organise 'open days' for pupils, where they can speak to students and staff and decide if the university is the right place for them. Many foreign students also decide to study in Britain – about twenty percent of students in the UK are from abroad. Some universities ask candidates to come for an interview or an exam. A-level exam results are important too because you can lose your place at university if your results are bad.

Students can choose from hundreds of university courses. In 2014, the most popular courses were Medicine, Law, Psychology, Art/Design and Computer Science. There are also many different types of universities. Perhaps the most famous are the 'historic' ones, which began in the Middle Ages, such as Oxford, Cambridge and Edinburgh. 'City universities' are usually in the centre of large towns and cities – examples are Birmingham, Bristol, Manchester and the colleges of the University of London. There are also newer 'generic universities' such as Sussex Kent

of course, some universities have a better reputation than others. Choosing the university that is right for you is very important. For this reason, most students in Britain choose to study far from their hometown (only twenty-two percent of students live with their parents).

Students in the first year of university typically live in university accommodation called 'halls of residence'.

## MY CULTURE



## RUSSIAN VILLAGE

1 Look at photos A–E of a village. Have you ever been to a village? Did you like it there? Say why? Match the activities below to the pictures.

- Celebrate the Village day
- See the cow parade
- Live in a wooden house

3 Read the text and compare your answers (Exercise 2) to Vera's answers in her blog.

### A REMOTE RUSSIAN VILLAGE ISN'T THE PLACE TO BE, OR IS IT?

Jenny's blog

There are a lot of remote even isolated villages in Russia –

1 Read the text and choose which answer (a, b, c) to questions 1–7 is correct.

### A VISIT TO WUTHERING HEIGHTS Chapter 1 (an extract)

(abridged and adapted from 'A Visit to Wuthering Heights', Chapter 1 by Ch. Brontë)



Charlotte Brontë (1816–1855), a writer

I just came back from a visit to my landlord – the lonely neighbour that I want to tell you about. This is certainly a beautiful country! In all England here everyone can be alone and happy. Mr. Heathcliff and I are such a suitable pair to share this feeling. He could not imagine how my heart warmed towards him when I noticed his black eyes filled with the desire to be alone, as I rode up, and announced

the place from the owner; but his attitude at the door appeared to demand my speedy entrance, or complete departure, and I had no desire to aggravate his impatience.

The apartment and furniture would have been nothing extraordinary as belonging to a homely, northern farmer, with a stubborn facial expression and blond hair. Such an individual seated in his armchair, his mug of ale on the round table before him, is to be seen in any house among these hills, if you go at the right time after dinner. But Mr. Heathcliff formed a singular contrast to his dwelling and style of living. He was a dark-skinned gypsy in dress and manners a gentleman. Possibly, some people might suspect him of a degree of pride; I have a sympathetic chord within that told me it was nothing of the sort.

I took a seat at the end of the fireplace opposite that towards which my landlord came up, and filled up the silence by attempting to pat the dog, who had left her nursery, and was sneaking wolfishly to the back of my legs. My caress provoked a long snarl. 'You'd better let the dog alone,' growled Mr. Heathcliff in unison, checking fiercer demonstrations with a punch of his foot. 'She's not accustomed to be spoiled – not kept for a pet.' Then, striding to a side door, he shouted again, 'Joseph!

1 What was common between Heathcliff and the author of the text?

- 1 They loved to be alone.
- 2 They loved the beauty of the country.
- 3 They loved riding horses.

2 How did Heathcliff react to his guest?

- 1 He welcomed his guest to come into the house.
- 2 He did not want to invite the author in.
- 3 He was very interested in his guest.

3 Why did the author want to get acquainted with Heathcliff?

- 1 Heathcliff was his neighbour.

## ОСОБЕННОСТИ И СТРУКТУРА УМК TEAM UP 10-11



- 9 topic-based units divided into seven main teaching lessons
- Life Skills sections at the end of every second unit which teach competencies indispensable to success in the 21st century society
- Flexible order of lessons apart from the first spread (Grammar and Vocabulary) and the last spread (Writing)
- Clear lesson objectives ('I can...') based on the Global Scale of English (GSE)
- Video in every unit (grammar, documentary, communication)
- Revision for every unit: practice of language and skills in an exam task format
- Word list at the end of each unit with exercises activating key vocabulary and tips on how to learn new words
- Grammar Reference and Practice: detailed explanations of all the grammar topics covered in the units with examples and exercises.
- Use of English: more exam-orientated practice of the language
- Russian Files and Across Russia at the end of every second unit which have practice orientated approaches based on sociocultural texts and tasks
- 2 Culture Spots
- 2 Literature Spots
- Watch and Reflect: worksheets for the Documentary Videos
- **ASSESSMENT tests and Photocopiable resources (as Teacher's Book components):**  
**разработанные дополнительные материалы в помощь учителю**

## Об авторе



**Мишин Андрей  
Валентинович**



*Заместитель директора по научно-экспериментальной и аналитической работе многопрофильной гимназии № 12 города Твери, учитель английского языка высшей категории.*

*Народный учитель РФ, Почётный работник общего образования Российской Федерации, Почетный работник науки и образования Тверской области, трижды победитель конкурса лучших учителей России в рамках приоритетного национального проекта «Образование», консультант-эксперт кафедры теории языка и перевода Тверского государственного университета, сертифицированный ведущий эксперт ЕГЭ и ОГЭ по английскому языку (разделы «Письмо» и «Говорение»), член экспертного совета всероссийских олимпиад школьников.*

**[mishin\\_andrew@mail.ru](mailto:mishin_andrew@mail.ru)**