Изучаем «навыки для жизни» на уроках английского языка.

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Навыки XXI века и цифровая грамотность в действии.

Современный мир называют миром VUCA

Навыки XXI века и цифровая грамотность в действии.

Навыки XXI века:

- Критическое мышление
- Креативность
- Коммуникация
- Умение работать в команде
- Навык решать задачи

Think!

Create

Communicate

Team up!

Solve

Навыки XXI века и цифровая грамотность в действии.

Аналоговое применение

Цифровое применение

Линия УМК по английскому языку

«Team Up!» (Вместе)

Совместный проект издательства «Просвещение» и издательства “Pearson”

Особенности линии УМК:

- Развитие навыков критического мышления, умения сотрудничать, цифровой грамотности, рефлексии, автономии в обучении и умения проявлять личную инициативу;
- Культурологические материалы о странах изучаемого языка и родной стране способствуют развитию межкультурной коммуникации и социокультурной компетенции;
- Разнообразный аудио- и видеоконтент, релевантный возрасту и интересам учащихся (на сайте);
- Раздел межпредметных связей знакомит с основными природными явлениями, устройством планеты и мировыми научными достижениями;
- Оптимальное сочетание лексико-грамматического материала.

ПРОСВЕЩЕНИЕ Pearson

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Руководители авторских коллективов УМК по английскому языку «Вместе» (Team Up!)

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Мишин Андрей Валентинович

Народный учитель РФ, Заслуженный учитель РФ, Почётный работник общего образования РФ, учитель английского языка высшей категории, сертифицированный ведущий эксперт ЕГЭ и ОГЭ по английскому языку (разделы «Письмо» и «Говорение»), член экспертного совета всероссийских олимпиад школьников, автор методических и учебных пособий.

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Учебники для 2-4 классов

English in action 5
Asking about pets

1 2.34 Послушай и прочитай.

Have you got a pet?
Yes, I have.
Me, too. What kind of pet have you got?
I've got a rabbit. What about you?
I've got a tortoise.

2 Communicate Разыграйте диалог. Используйте других домашних питомцев.

cat dog guinea pig spider snake

Phonics

3 2.35 Послушай и повтори.

red [e] ten [e] dog [ɒ] socks [ɒ]

4 2.36 Прочитай слова.

pet desk box socks
red ten dog orange

5 2.37 Послушай и повтори скороговорку, запиши её в тетради, вставляя пропущенные буквы.

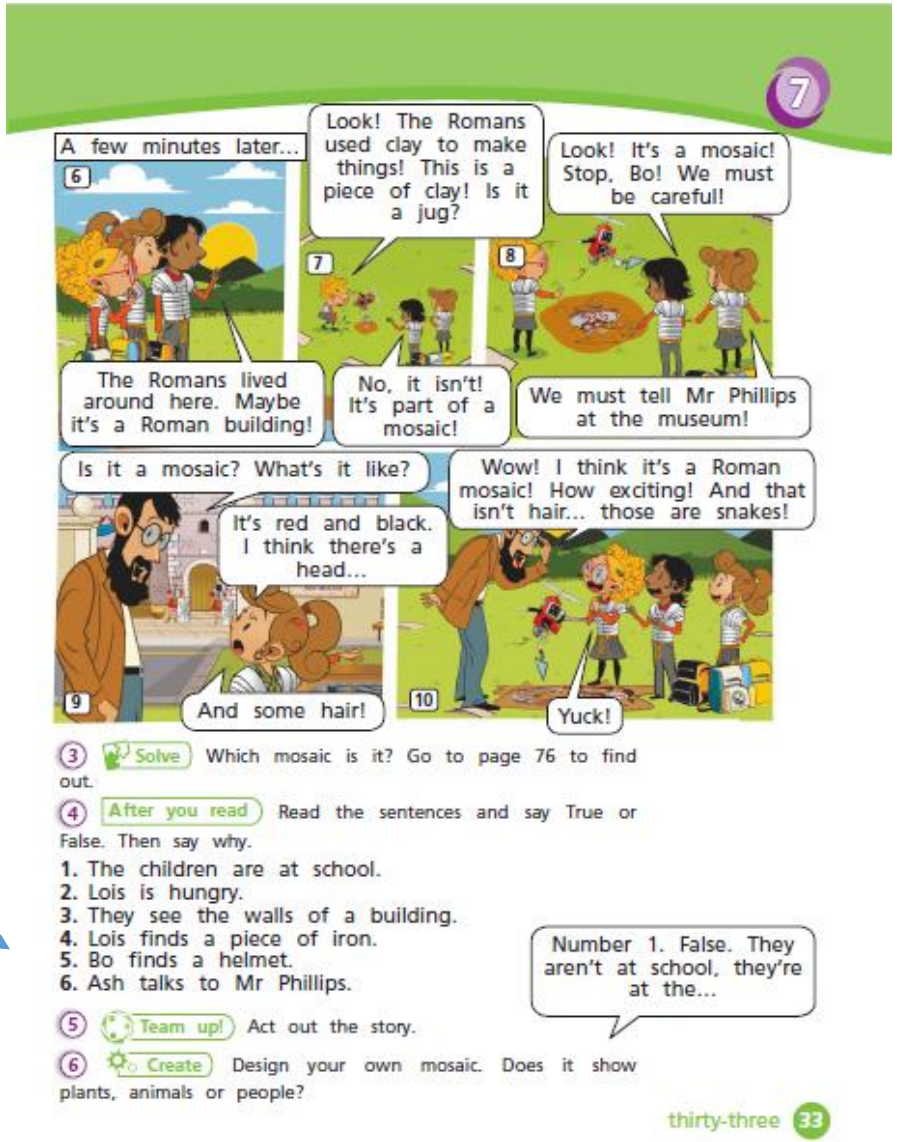
My p...t d...g has g...t t...n r...d s...cks.

eleven 11

Содержит увлекательный материал, соответствующий возрасту и интересам учеников.

Развивает навыки XXI века
- критическое мышление,
- коммуникацию,
- кооперацию
- креативность

через изучение иностранного языка.



7

A few minutes later...
Look! The Romans used clay to make things! This is a piece of clay! Is it a jug?
Look! It's a mosaic! Stop, Bo! We must be careful!
The Romans lived around here. Maybe it's a Roman building!
No, it isn't! It's part of a mosaic!
We must tell Mr Phillips at the museum!
Is it a mosaic? What's it like?
It's red and black. I think there's a head...
Wow! I think it's a Roman mosaic! How exciting! And that isn't hair... those are snakes!
And some hair!
Yuck!

3 Solve Which mosaic is it? Go to page 76 to find out.

4 After you read Read the sentences and say True or False. Then say why.

1. The children are at school.
2. Lois is hungry.
3. They see the walls of a building.
4. Lois finds a piece of iron.
5. Bo finds a helmet.
6. Ash talks to Mr Phillips.

Number 1. False. They aren't at school, they're at the...

5 Team up! Act out the story.

6 Create Design your own mosaic. Does it show plants, animals or people?

thirty-three 33

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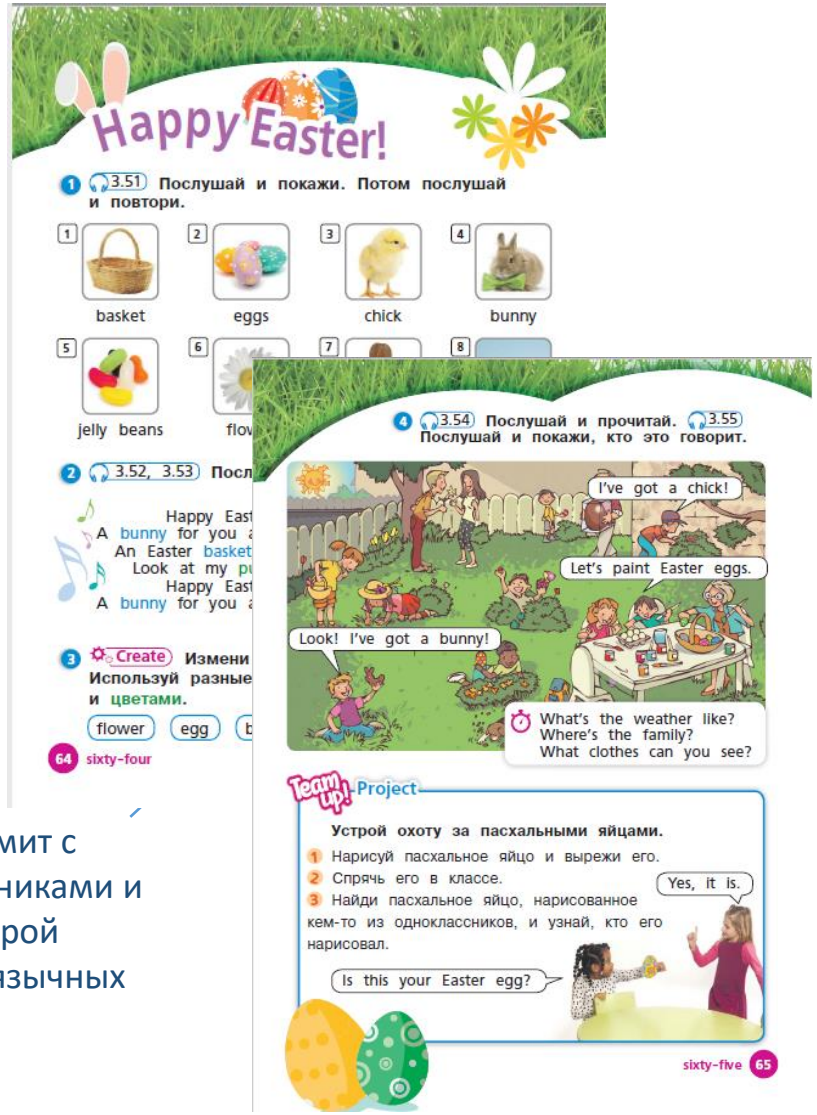
Учебники для 2-4 классов

Межпредметные разделы (Natural Science, Social Science) закладывают базовые представления о природных явлениях, устройстве планеты и экологии.

Раздел My Culture рассказывает о русскоязычной культуре и традициях.



Знакомит с праздниками и культурой англоязычных стран.

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Учебники для 5-9 классов

Развивает все речевые навыки и формирует практические навыки владения английским языком.

Учебный материал сформирован с учетом интересов современных подростков.

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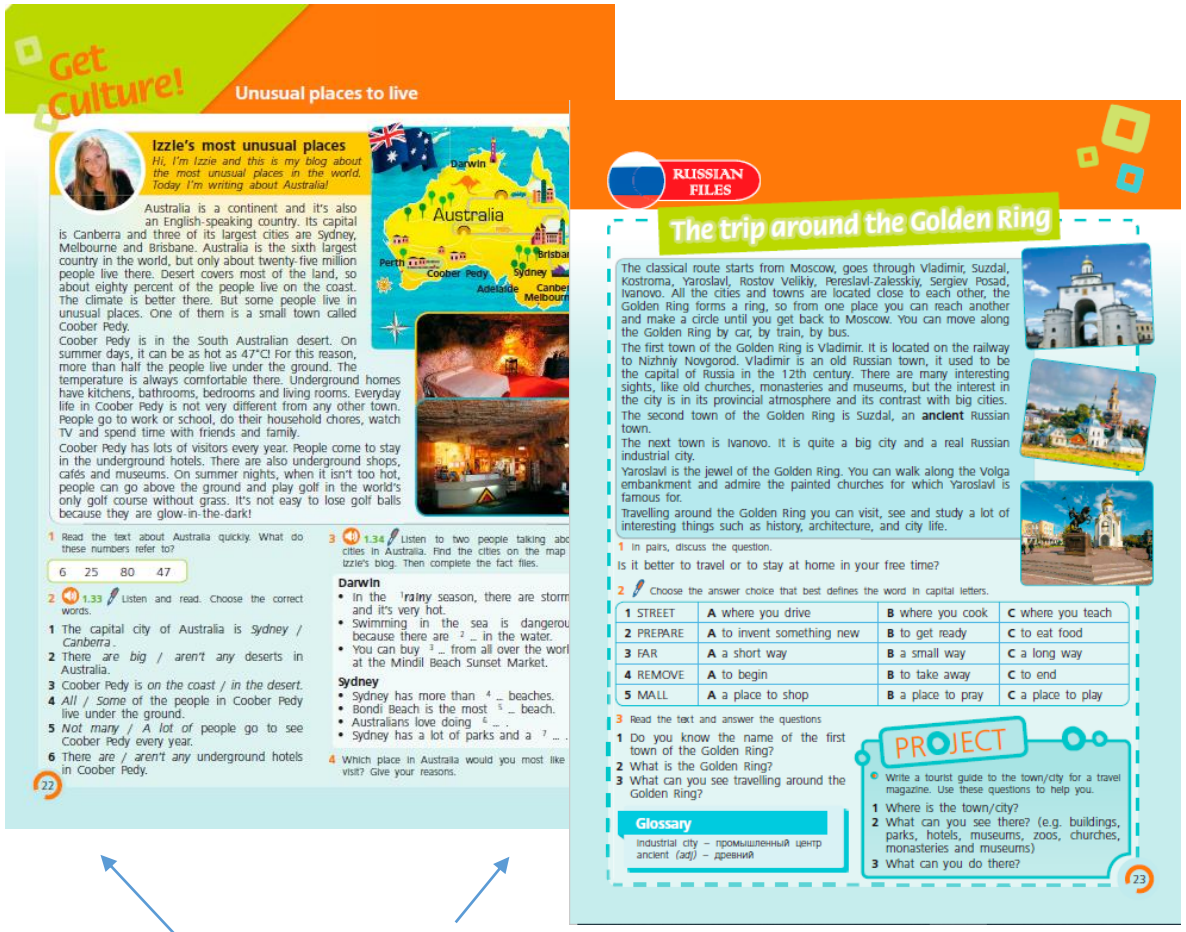
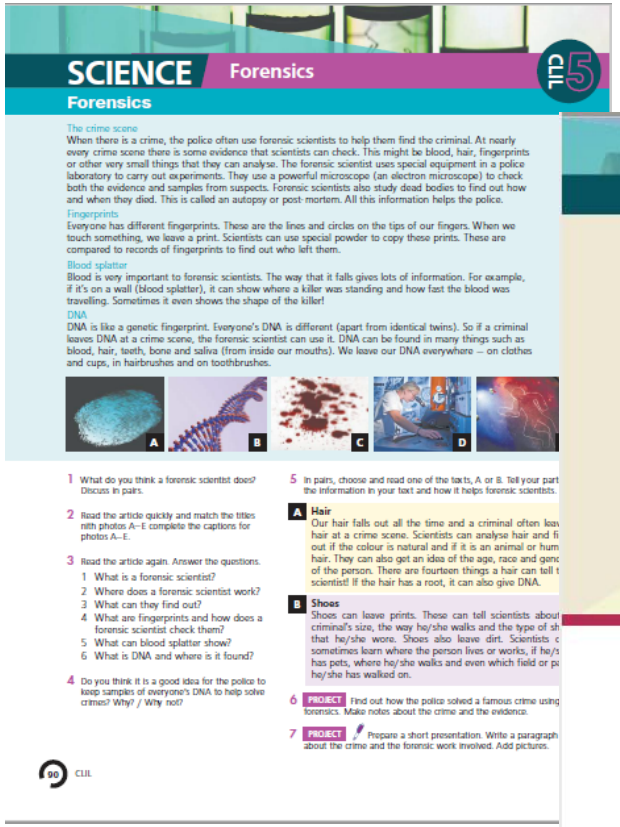
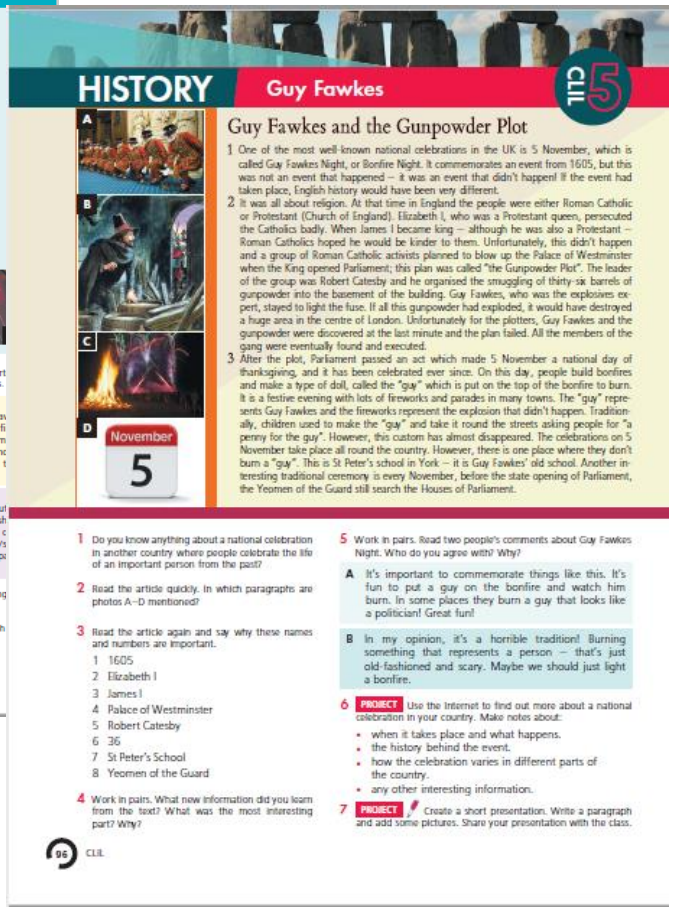
Учебники для 5-9 классов



Содержит богатый культурологический материал о странах изучаемого языка (Get Culture) и родной стране (Russian Files).





Метапредметные разделы (CLIL) способствуют формированию целостной картины мира.

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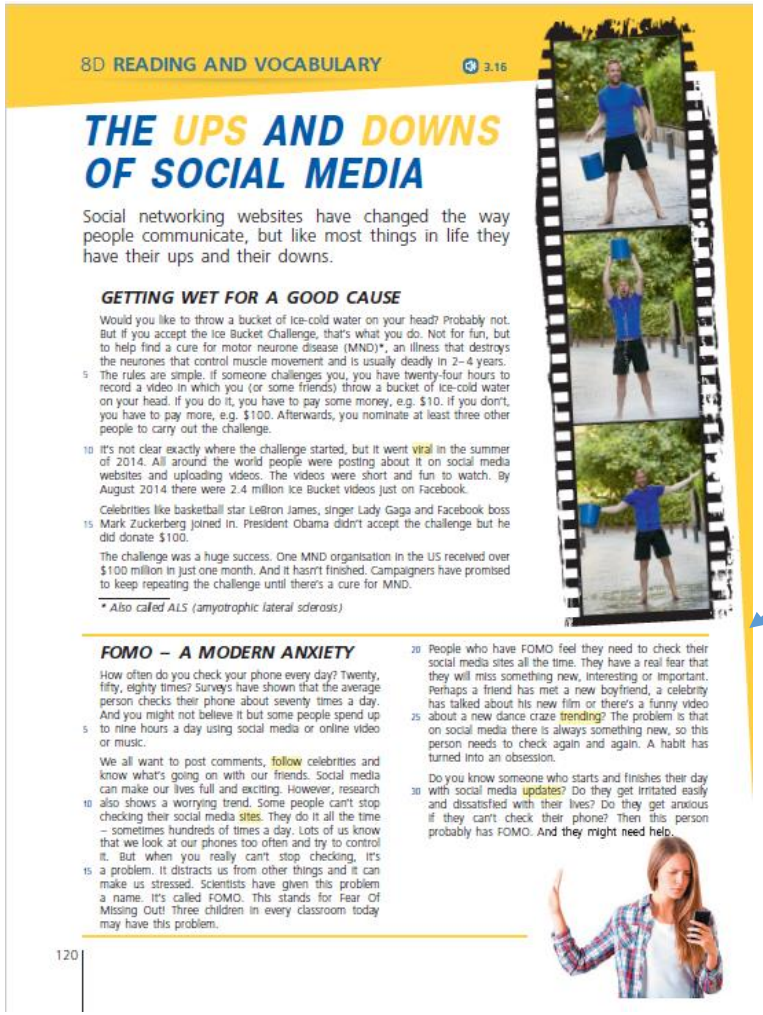
Учебники для 10-11 классов



8D READING AND VOCABULARY 3.16

THE UPS AND DOWNS OF SOCIAL MEDIA

Social networking websites have changed the way people communicate, but like most things in life they have their ups and their downs.

GETTING WET FOR A GOOD CAUSE

Would you like to throw a bucket of ice-cold water on your head? Probably not. But if you accept the Ice Bucket Challenge, that's what you do. Not for fun, but to help find a cure for motor neurone disease (MND)*, an illness that destroys the neurones that control muscle movement and is usually deadly in 2–4 years. The rules are simple. If someone challenges you, you have twenty-four hours to record a video in which you (or some friends) throw a bucket of ice-cold water on your head. If you do it, you have to pay some money, e.g. $10. If you don't, you have to pay more, e.g. $100. Afterwards, you nominate at least three other people to carry out the challenge.

It's not clear exactly where the challenge started, but it went viral in the summer of 2014. All around the world people were posting about it on social media websites and uploading videos. The videos were short and fun to watch. By August 2014 there were 2.4 million Ice Bucket videos just on Facebook.

Celebrities like basketball star LeBron James, singer Lady Gaga and Facebook boss Mark Zuckerberg joined in. President Obama didn't accept the challenge but he did donate $100.

The challenge was a huge success. One MND organisation in the US received over $100 million in just one month. And it hasn't finished. Campaigners have promised to keep repeating the challenge until there's a cure for MND.

* *Also called ALS (amyotrophic lateral sclerosis)*

FOMO – A MODERN ANXIETY

How often do you check your phone every day? Twenty, fifty, eighty times? Surveys have shown that the average person checks their phone about seventy times a day. And you might not believe it but some people spend up to nine hours a day using social media or online video or music.

We all want to post comments, follow celebrities and know what's going on with our friends. Social media can make our lives full and exciting. However, research also shows a worrying trend. Some people can't stop checking their social media sites. They do it all the time – sometimes hundreds of times a day. Lots of us know that we look at our phones too often and try to control it. But when you really can't stop checking, it's a problem. It distracts us from other things and it can make us stressed. Scientists have given this problem a name. It's called FOMO. This stands for Fear Of Missing Out! Three children in every classroom today may have this problem.

People who have FOMO feel they need to check their social media sites all the time. They have a real fear that they will miss something new, interesting or important. Perhaps a friend has met a new boyfriend, a celebrity has talked about his new film or there's a funny video about a new dance craze trending? The problem is that on social media there is always something new, so this person needs to check again and again. A habit has turned into an obsession.

Do you know someone who starts and finishes their day with social media updates? Do they get irritated easily and dissatisfied with their lives? Do they get anxious if they can't check their phone? Then this person probably has FOMO. And they might need help.

120

Учебный материал описывает современные реалии, поднимает важные вопросы жизни современных подростков.

Практический подход к изучению иностранного языка помогает ученикам отработать речевые навыки в разнообразных, максимально приближенных к реальности контекстах.

5D SPEAKING | Describing strengths and weaknesses

1 Look at the photos. Colin and Chen have just arrived at their interviews for a gap year placement with a video games company. Who do you think will make a better impression? Say why.

2 Complete these interview tips with *do* or *don't*. Can you add any more tips?

1 *Do* arrive ten minutes early so you are relaxed and ready when your name is called.
2 ... dress smartly and make sure you smell nice.
3 ... listen carefully and try to remember names.
4 ... use your phone during the interview.
5 ... read from your CV or application form.
6 ... give details and examples.
7 ... talk about irrelevant details.

3 15 2.21 Watch or listen to Colin's interview. Does he follow any of the tips in Exercise 2?

4 16 2.22 Watch or listen to Chen's interview. What does she do better than Colin?

5 16 2.22 Complete the Speaking box with the words from the box. Then watch or listen again and check. What are Chen's strengths and weaknesses?

• develop • difficult • fast • ~~manage~~ • pressure • tend

SPEAKING | Describing strengths and weaknesses

Describing strengths
I have good communication/English/organisational skills.
I'm self-motivated.
I ¹*manage* my time carefully.
I work well/better under ².../in a team.
I'm good at multi-tasking/meeting deadlines.
I'm a ³... learner.
I enjoy solving problems.

Describing weaknesses
My biggest weakness is probably Maths.
I ⁴... to spend too much time checking my homework.
I find it ⁵... to talk to large groups of people.
I'm trying to ⁶... my public speaking skills.
I'm working on my typing skills.

6 2.23 PRONUNCIATION How do you pronounce 'ss'? Add these words to lists 1 and 2. Then listen and check.

• impossible • impression • missing • professional progress • session

1 /s/ *weakness*, ... 2 /ʃ/ *pressure*, ...

7 Complete the extract from an interview with answers a–e.

Lilly Tell me, how do you manage your time, Mark?
Mark ¹ *b*
Lilly I see. And, how good are you at meeting deadlines?
Mark ² ...
Lilly That's great. Are you a fast learner?
Mark ³ ...
Lilly Very good. Now, tell me about a time you worked well in a team.
Mark ⁴ ...
Lilly Well done! Finally, what's your biggest weakness, and what are you doing to improve it?
Mark ⁵ ...

a Two classmates and I worked on a Science project together and we won the first prize.
b I use a weekly planner and I write lists.
c It's probably my handwriting. I'm trying to make it neater and I type whenever possible.
d Yes, I think so. I picked up quite a lot of conversational Spanish on our two-week holiday this year.
e Very good, I think. I never hand in schoolwork late unless I'm ill.

8 In pairs, take turns to role play a job interview. Student A, ask the questions in Exercise 7. Student B, ask the questions on page 208.

74 ☐ I can carry out a simple interview and describe my strengths and weaknesses.

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Учебники для 10-11 классов

Способствует плавному переходу во взрослую жизнь, формируя life skills («навыки для жизни»)

- подготовка презентаций
- участие в дебатах
- использование онлайн-ресурсов в учебе
- планирование будущей профессии и др.

- умение работать в команде
- навык выстраивания межличностных связей и др.

- тайм-менеджмент
- тренировка памяти и др.

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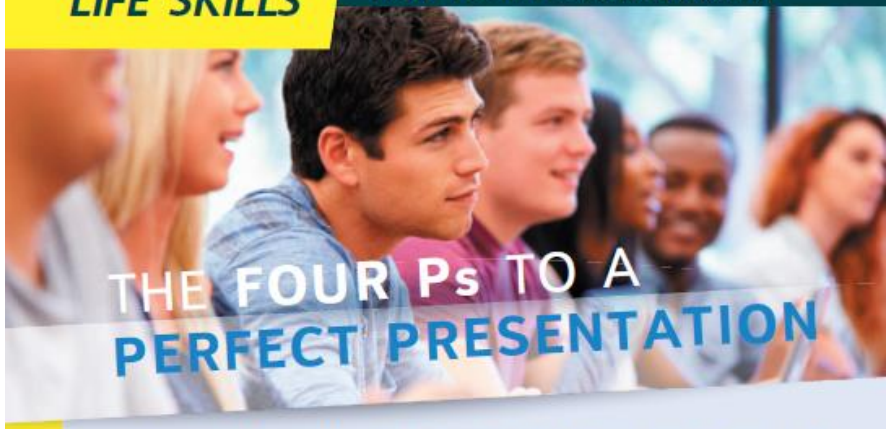
LIFE SKILLS — How to Give a Presentation



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 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 listeners' 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 note cards and follow your plan.

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.
- Use your own words and don't speak too fast. Speak clearly and try to sound confident.

1–2

1 **In pairs, answer the questions.**

1 Describe the last time you gave a presentation. What was it about? How did you feel?
2 In which situations in your life could public speaking skills be useful? Say why.

2 **In pairs, discuss the opinions about giving presentations. Choose the options that you think are correct. Say why.**

1 Giving an exam presentation is *different from/similar to* a classroom presentation.
2 It is a *good/bad* idea for a speaker to start a presentation by saying something funny.
3 The way a presenter uses their body during a talk *can/cannot* change the message.
4 It is *OK/not OK* for a presenter to speak longer than scheduled.
5 The best way to prepare for a presentation is to practise it *alone/with someone else*.
6 It is *OK/not OK* for presenters to read from a page so they don't forget what to say.

3 **Read the text and check your answers to Exercise 2.**

4 **Which three tips from the text do you think are the most useful? In pairs, explain why.**

5 8 1.27 **Watch or listen to a student giving two presentations and answer the questions.**

1 What are the topics of Jenny's presentations?
2 What pros and cons does she mention about the issues?

6 8 1.27 **Watch or listen again and look at photos 1–2. Copy the table in your notebook. For each presentation (P1 and P2), rate aspects A–E below from 1 to 5 (1 = poor, 5 = excellent).**

	P 1	P 2
Ideas and organisation		
A The beginning of the presentation was interesting.		
B The presentation had a clear structure.		
Presenting		
C The presenter communicated his ideas in an effective way (eye contact, body language, facial expression).		
D The presenter spoke strongly and clearly.		
E The presenter looked confident and relaxed.		

7 **Study the box below. Which of the phrases could you use to begin a presentation (B) and which to end it (E)?**

SPEAKING | Giving presentations

Do you have any questions? *E*
The subject/topic of my talk today is ...
I'd like to start by talking about ...
That brings me to the end of my presentation.
To summarise, .../To conclude, ...
Before I start, it might surprise you to learn that ...
Well, that's it from me. Thank you for listening.
Today I'd like to talk about ... But first, did you know that ...?

8 **Read the quote. In pairs, explain what it means using your own words.**

> All great speakers were bad speakers at first.
> *Ralph Waldo Emerson (American poet)*

9 **Do the task below.**

LIFE SKILLS | Project

Prepare a two-minute presentation on a subject you find interesting.

- Follow the tips from this lesson (Plan, Prepare, Practise, Present). Use some of the phrases from Exercise 7 to help you.
- Give your presentation in front of the class and listen to presentations from other students.
- Give each other feedback. Say what you liked about the presentation and what you could improve.

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LIFE SKILLS — How to Plan Your Time

HOW DO YOU MANAGE YOUR TIME?

TOM04

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 work or study without thinking about anything else.

MARIA

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. And I never forget to plan time for my hobbies because this is essential, too.

OLaKz

2 There are a few things I do to manage my time. For example, I usually keep my work with me. So, if I have to wait somewhere or travel by bus, I can use this time to do some exercises or read a book for school. What really helps me, though, is using a calendar. I write the date when I must finish something and check that I do everything before that day.

1 **In pairs, say how often these are true for you – often, sometimes or never.**

1 I feel I don't have time for anything.
2 I do everything at the last moment.
3 I don't have time to rest.
4 I waste time on unimportant things.

2 2.36 **Listen to a conversation between John and Peter and answer the questions.**

1 Who do you think has better grades?
2 Who has more free time?
3 Who is more stressed?

3 **Are you more like John or Peter? How do you feel about this?**

4 **In pairs, read the opinions about planning your time. Do you agree or disagree with them?**

1 When we don't have a plan, we usually do nothing.
2 Planning takes too much time.
3 When you have a list of things to do, you don't have to remember about them anymore because they are on your list!
4 Good planning helps you to have more free time.
5 Planning kills creativity.

5–6

5 **Read the forum entries opposite and match headings A–E with entries 1–3. There are two extra headings.**

A Don't plan your free time
B Use a diary to plan
C Switch off social media
D Never plan too much
E Concentrate on the important things first

6 2.37 **Listen to an expert talking about how to plan your day. Complete the advice below with the words and phrases from the box.**

• break • energy • ~~every day~~ • important • relax • tick off

LIFE SKILLS | How to plan your time

- Be systematic – find time to plan [1]*every day*; it only takes about three minutes.
- Be realistic – write down only the tasks which you have the time and [2]... to complete.
- [3]... down larger tasks into smaller parts.
- Prioritise – decide which tasks are [4]... or urgent.
- Plan some time to [5]... too.
- [6]... tasks when they are finished and plan your next day.

7 **Read to-do lists A and B prepared by two classmates and answer the questions.**

1 Which list do you think is better? Say why.
2 Would you change anything to improve the lists? Use the advice from Exercises 5 and 6 to help you.

8 2.38 **Listen to the expert's opinion on the to-do lists from Exercise 7. Which is better according to her opinion? Why? Did you give similar answers?**

9 **Do the task below.**

LIFE SKILLS | Project

A For the next three days, prepare a to-do list each evening. Use the advice from this lesson to help you.
B Make notes to answer the questions below:
- What things from your to-do list did you do?
- Were there any tasks you didn't do? Say why.
- Did you find the to-do list useful? Say why.
- Are you planning to change anything about organising your time? If yes, what?

C Prepare a short presentation to share your findings in point B with the class.

A

Wed 25

9:00	school
10:00	
11:00	
12:00	
13:00	
14:00	
	catch Mark to discuss History project for next week
15:00	
	shopping – buy new trainers ☺
16:00	
17:00	swimming pool
18:00	
	my favourite TV show
19:00	
	do homework and revise Chapter 3 for Biology test on Thursday
20:00	
	read two chapters of book for Literature class next week
21:00	
22:00	search for information for History project?

B

To-do list

Wed 25

school till 2.30 p.m.

3.30–4.30 p.m. revise material for Biology test tomorrow!!!

5 p.m. gym with Dad (one hour)

7 p.m. do homework and tidy desk (or Mum will be angry)

8 p.m. time to relax! watch film? play computer game?

If possible:

buy T-shirt if there's time after gym?

read book for Literature class?

do some work on the History project?

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LIFE SKILLS — How to Set SMART Goals

1 **In pairs, discuss the questions.**

1 Compare the colourful and black and white photos. What goals did the people have? Have they achieved them or failed?
2 How important do you think it is to set yourself goals for the future?
3 What are some of your educational and personal goals for this year?

2 **Do you have plans to achieve the goals you mentioned in Exercise 1? What are you going to do and when?**

3 **Read the forum entries about failed goals. Match statements 1–4 with entries A–C. There is one extra statement.**

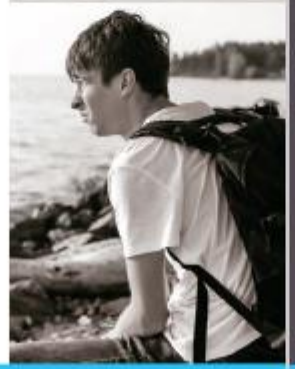
The speaker ...

1 failed to achieve a goal because of a lack of preparation.
2 wasn't sure which goal he/she wanted to achieve.
3 did not do enough research to achieve a goal.
4 chose a goal that was impossible to reach.

4 **Work in pairs. Why did the people fail to achieve their goals? What didn't they do? What advice would you give them?**

5 2.40 **Listen to an expert talking about setting goals. What is she talking about? Choose the correct answer.**

a Where to get advice on what our goals should be.
b How important it is to have big ambitions.
c How to make our goals easier to achieve.
d What to do if we fail to achieve a goal.



5–6

Nick04

A I'm finishing my first year of English at uni soon and it definitely hasn't turned out as I'd hoped. When I was at school, I joined a student drama club. It was my passion to act and I dreamt of a career on the stage. But everyone told me it was too challenging and I should choose a more traditional job. So I thought I could study something to do with languages because I was pretty good at English and I thought maybe I could be a teacher. Both of my parents are teachers and they seem to enjoy their jobs. My favourite subject at school was History though, but I just didn't think there'd be many jobs available. So I went for English in the end. Most universities have English courses and I didn't think too much about what was on the course as long as I got a degree. But the course is boring, and I often skip classes. I may not come back next year ...

Charli3

B When my friend suggested we take part in the City half-marathon which takes place once a year, I thought it was a great idea. I have to admit I'm not that fit really – I don't do a lot of sport. But you see marathons on television with thousands taking part so I thought I could manage it. After all, I wasn't out there to break any records! Of course, I had these great plans to train regularly and I went running after school with my friend for a couple of evenings – but then school work got in the way so I didn't really do much. The result is that I did the half-marathon last Saturday – but my legs went to jelly after a couple of kilometres and I had to stop. It was a bit embarrassing – but I guess I'm just not built for running long distances. I shall stick to exercises at home in the future!

Max56

C Just got back from my trip to Spain, France and Italy and I have to say it wasn't a success. I went with my Spanish friend and the idea was to travel by train and buses along the coast, stopping off at interesting places on the way. Sounds a cool idea, doesn't it? Well, we thought so. I cut down my spending a bit in the month before we left so I'd have enough money and we checked out the route which looked definitely doable. The problem was that the fares and accommodation were more than we had thought and I ran out of money pretty early on. It's a pity we didn't check how much these things cost and didn't plan a budget or how much time we needed to save enough money. We didn't enjoy ourselves nearly as much as we'd hoped to. I stayed in Barcelona at my friend's house for a week, but we were both disappointed.

6 2.40 **Listen again. Complete the gaps with the words from the box. There are two extra words.**

• deadlines • easy • how • important • possible • ~~what~~ • when

LIFE SKILLS | How to set SMART goals

S **(SPECIFIC)** Define exactly [1]**what** you want to achieve.
M **(MEASURABLE)** Think about how and [2]... you'll know that you've achieved your goal.
A **(ACHIEVABLE)** Set goals that are [3]... to achieve.
R **(RELEVANT)** Choose a goal which matters and is [4]... to you.
T **(TIME-BOUND)** Set yourself [5]... for achieving the goal.

7 **Would you now give the same advice to the authors of the forum entries? Say why.**

8 **Match statements a–e with questions 1–5 from the SMART diagram.**

a I want to reach my goal by the end of the term when we have a big test.
b I will do the following to help me achieve the goal:
– record new words after each lesson in a notebook,
– draw mind maps and pictures,
– ask my friends to help me revise vocabulary before tests,
– write an article in English for the school's website.
c I will keep track of the marks I get in English tests to check if I get higher scores. I'd like to improve my average score by 10%.
d I want to improve and expand my English vocabulary. I usually get lower marks in my English tests because I find it difficult to learn new words.
e I want to pass my exams in English well. I also need English to chat with my friends online.

Make a SMART goal
Your goal: Improve my English, learn new vocabulary

S Specific What do you exactly want to achieve? [1]...
M Measurable How will you know when your goal is met? [2]...
A Achievable What steps can you take to achieve your goal? [3]...
R Relevant Why is your goal important to you? [4]...
T Time-bound How long will it take you to reach your goal? [5]...

9 **Do the task below.**

LIFE SKILLS | Project

- Think of a goal related to education or your personal life.
- Follow the tips from this lesson about SMART goals and answer the questions in the SMART chart in Exercise 8.
- Present your SMART goal to the class in the next lesson.
- Discuss each other's goals. Do you think they are easy to achieve? Can you think of other steps to reach them?

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LIFE SKILLS — How to Be More Creative

1 Look at the photos above. Which of the activities do you think requires more creativity than the others? Which of them could you do easily? Say why.

2 In pairs, discuss the questions.

1 Who is the most creative person you know? Say why.
2 Do you think a person can train to become more creative? Say why.
3 Give an example of a situation in which you had to find a solution to a difficult problem.

3 In small groups, choose one of the problems below and brainstorm possible solutions. Be as creative as you can.

A The benches in the park get wet when it's raining. People often do not realise the benches are wet so they sit down and get soaked.
B When you put a bag over the back of the chair in a café, it falls off or the chair falls over.
C When you go shopping, assistants come up to you all the time to ask if you need help. Sometimes you do, sometimes you don't.

4 3.23 Listen to people describing creative solutions to the problems in Exercise 3. What are they?

5 Draw an image of each of the solutions described in the recording. Check on page 207 to see if you were right. Then compare in pairs and discuss whether these solutions are good or bad.

6 In pairs, discuss the statements below. Which statements do you think are true about creativity? Say why.

1 Only those people who are born with artistic talent can be creative.
2 Before you can create something perfect, you have to fail.
3 To be creative, we need to wait for a special moment of inspiration.
4 Constantly learning new things helps us to develop creativity.
5 Innovation often comes from formulating the problem in a new way.
6 When you have a new idea, it is best to keep it in your head.
7 Creative innovations require more luck than effort.

7–8

WHAT DO WE MEAN WHEN WE TALK ABOUT CREATIVITY?

Creativity means different things to different people. Many of us think that a creative person is someone with a good imagination and a particular talent – usually artistic, for example a writer, painter, musician or an engineer. We also tend to think that creativity is something we are born with. It turns out, though, that these common beliefs are often wrong. Psychologists believe that anyone can develop their creativity and become good at coming up with new ideas. Here are some surprising insights from research on creativity.

It turns out that in order to be creative you need confidence and determination. We all often have some valuable new ideas, but do not have the courage to share them with others. This is because we are afraid of being judged or making mistakes. How many times have you not raised your hand in class because you didn't think your idea was good enough? However, failure is actually necessary for eventual success. Some people say that Thomas Edison made around 1,000 failed trials before he invented the light bulb! To be creative, you need to take risks and be prepared to fail.

We also tend to think that creativity involves a moment of sudden inspiration. However, creativity rarely comes from one brilliant idea. Professor Keith Sawyer describes the creative process as a 'zig-zag' path in which one smaller idea that we have leads to another one with some unexpected changes of direction. A great invention can begin with one idea, which is not necessarily very good, but which then sparks another idea that is amazing.

Research also suggests that creativity is a skill that can be trained. For example, being open to new ideas and experiences is quite important. Creative people are very curious about the world and keep asking lots of questions. They always go beyond what they've learned from teachers and books. The enemy of creativity, on the other hand, is to continue in our old routines and use the same logic as we have always done. We need to develop what psychologist Edward De Bono calls 'lateral thinking' and learn to look at problems in different ways. For example, think about a student drama society that has problems with funding. A logical solution to the problem might be to try to cut costs. However, if you use lateral thinking, you might think of various solutions: a new idea to raise money, finding a company to sponsor the society or an unusual way to attract new members.

Finally, it's not enough just to have some good ideas, you need to put them into practice, too. The best way to boost your creativity is to make things. If you enjoy writing, start writing a regular blog. If you're into music, play or create a piece of music every week. In this way, you can reflect on your ideas to make them even better. It's important to enjoy doing what you do as it takes a lot of time and preparation before you'll be ready to come up with something truly innovative.

So, don't think you're not a creative person; you can learn to be one! Don't wait for a sudden flash of inspiration, though. Creativity is for everyone, but it's not easy!

7 Read the article and check your answers to Exercise 6. Explain why some of the statements are incorrect.

8 Study the Life Skills box and match the tips for developing creativity 1–5 with examples a–e.

LIFE SKILLS | How to be more creative

1 Learn new things.
2 Notice more things.
3 Share ideas with others.
4 Make something out of your ideas.
5 Try approaching problems in a different way.

a When you're working on a school essay, ask others what they think of your ideas.
b Take a language or music course.
c When you have a new idea, write it down, draw a picture, or build a model.
d When you go to school, switch off your phone and look around. Try to observe as much as you can.
e Think of a new way of doing things. For example, for a school project, instead of just researching information online, conduct some interviews.

9 DEBATE How far do you agree with the opinion that technology is improving young people's creativity? Discuss in groups. Think about the points below:

- amount of time spent in front of computers,
- using new programmes and applications,
- interacting with others,
- using imagination.

10 Do the task below.

LIFE SKILLS | Project

- Work in pairs. Think of as many different uses for an umbrella as you can (apart from protecting you from the rain).
- Choose your best idea and present it to the class.
- Prepare a presentation, poster, draw a diagram or build a real-life model.
- Compare ideas and vote for the most innovative solution.

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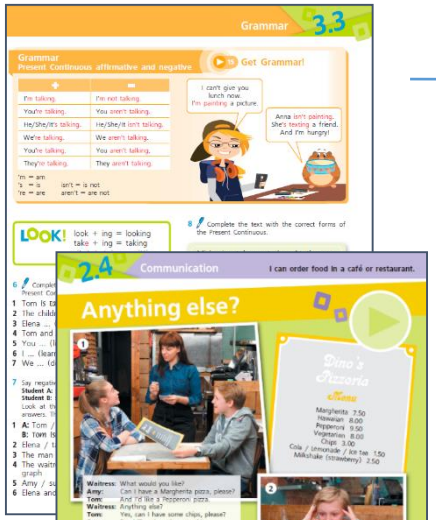
Состав УМК



Комплект УМК:

- Учебник в 2 частях (кроме 10 и 11 классов)
- Рабочая тетрадь
- Методическое пособие с примером рабочей программы
- Аудиокурс
- Видеокурс

Дополнительные материалы:

- Контрольные задания
- Аудиокурс к контрольным заданиям
- Карточки для вырезания (для 2 класса)

Контактная информация

- **сайт: https://teamup.prosv.ru/**
- **email: teamup@prosv.ru**

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Номер в ФПУ	Наименование учебника	Автор/ авт. коллектив	Класс
1.1.1.2.1.9.1	Английский язык (в 2 частях)	Костюк Е.В., Колоницкая Л.Б., Рид С. и другие	2
1.1.1.2.1.9.2	Английский язык (в 2 частях)	Костюк Е.В., Колоницкая Л.Б., Кустаф Л.	3
1.1.1.2.1.9.3	Английский язык (в 2 частях)	Костюк Е.В., Колоницкая Л.Б., Махоуни М.	4

Номер в ФПУ	Наименование учебника	Автор/ авт. коллектив	Класс
1.1.2.2.1.11.1	Английский язык (в 2 частях)	Костюк Е.В., Колоницкая Л.Б., Кроксфорд Дж. и др.	5
1.1.2.2.1.11.2	Английский язык. (в 2 частях)	Гашимов Э.А., Меднова С.Т., Зервас С.	6
1.1.2.2.1.11.3	Английский язык. (в 2 частях)	Гашимов Э.А., Меднова С.Т., Гастингс Б. и другие	7
1.1.2.2.1.11.4	Английский язык. (в 2 частях)	Гашимов Э.А., Меднова С.Т., Барраклоу К. и другие	8
1.1.2.2.1.11.5	Английский язык (в 2 частях)	Мишин А.В., Громова И.А., Ёлкина К.И. и другие	9

Номер в ФПУ	Наименование учебника	Автор/ авт. коллектив	Класс
1.1.3.2.1.11.1	Английский язык	Мишин А.В., Громова И.А., Ёлкина К.И. и другие	10
1.1.3.2.1.11.2	Английский язык	Мишин А.В., Громова И.А., Ёлкина К.И. и другие	11

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Где купить?

<u>За средства школы (оптовые закупки пособий):</u>

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