

# Как познакомить учеников с новым учебником по английскому языку

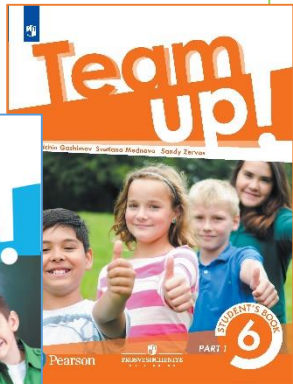
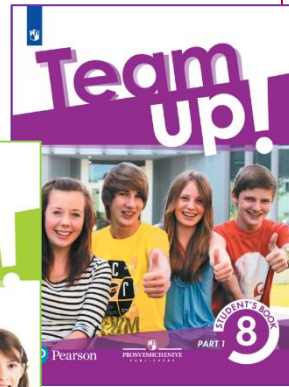
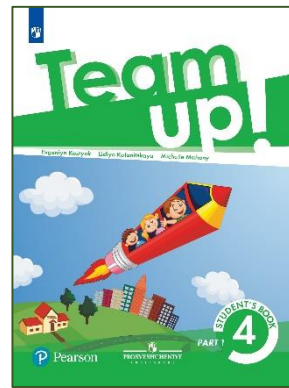
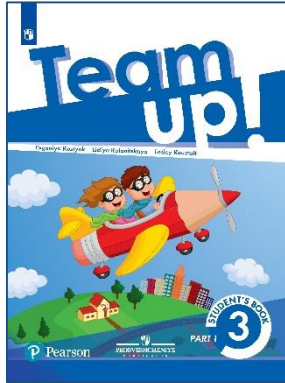
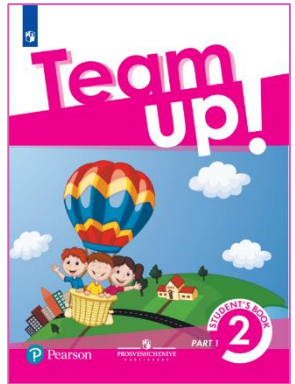
Пластинина Анна, ведущий методист по английскому языку ГК «Просвещение»

# Линия УМК по английскому языку<sup>2</sup> «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.





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# План знакомства учеников с учебником

1. Введение
  - Почему был выбран именно этот учебник?
2. Непосредственное знакомство с содержанием и структурой учебника.
  - Ознакомительные задания.

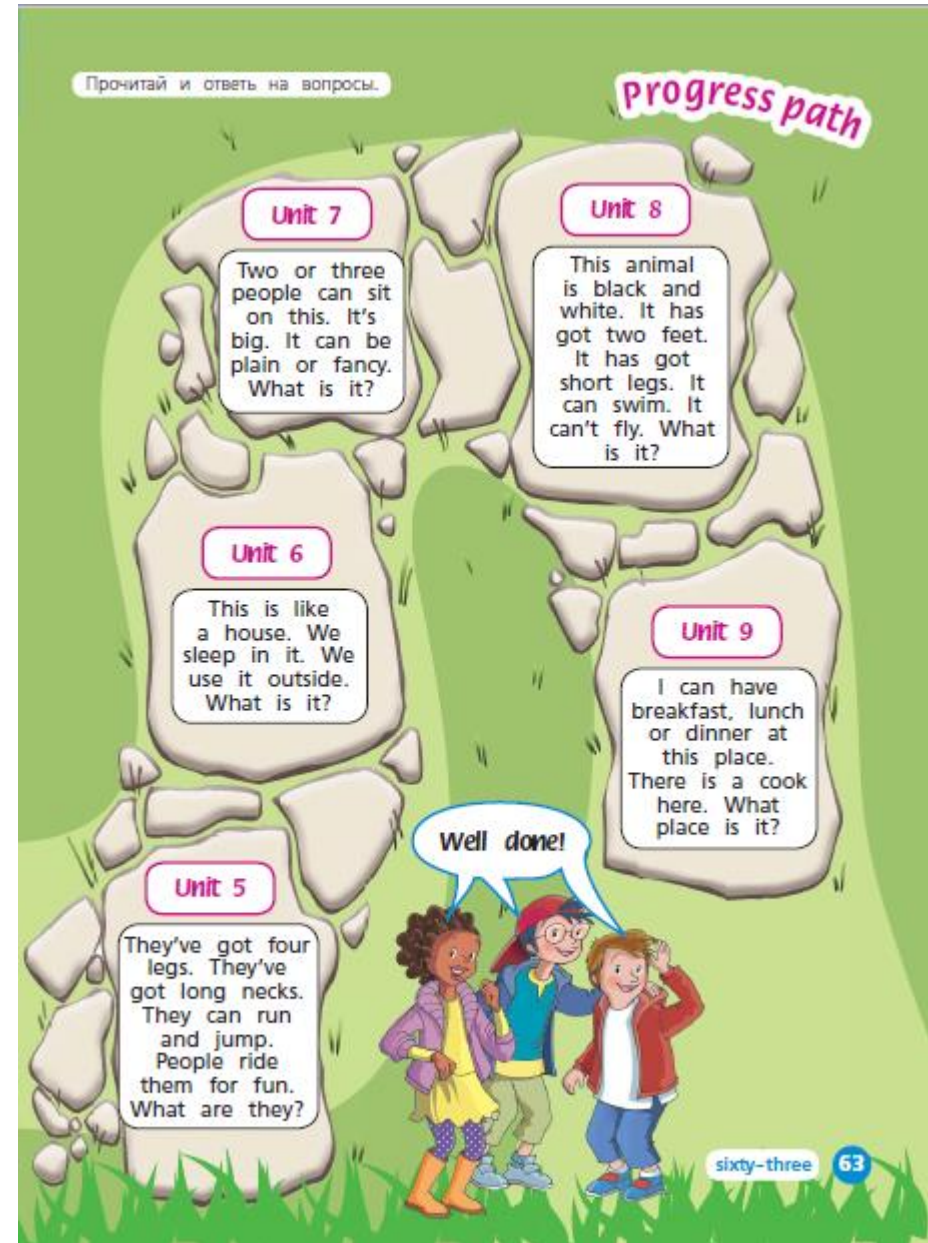


# Введение

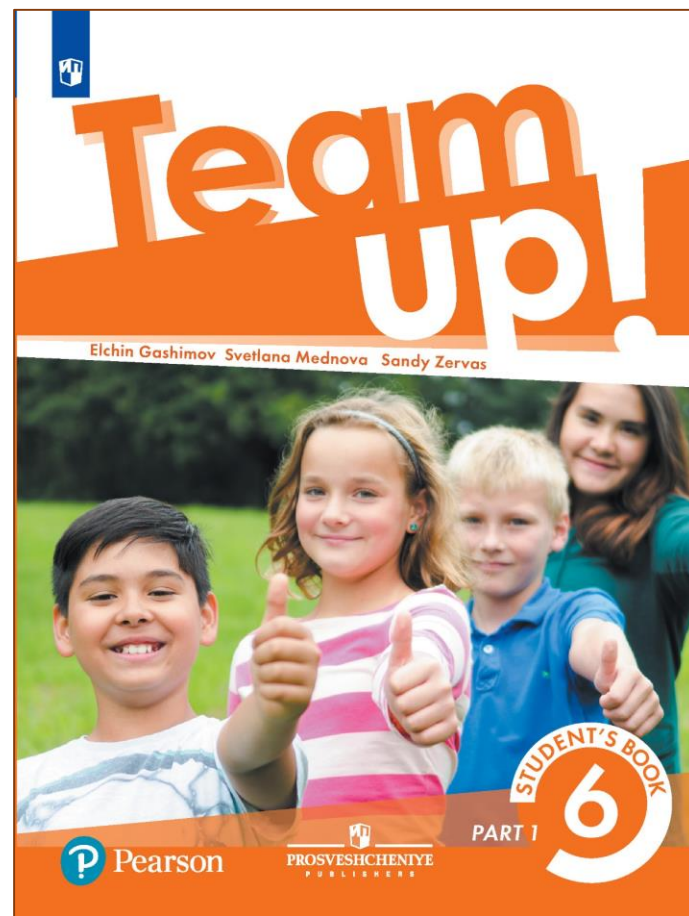
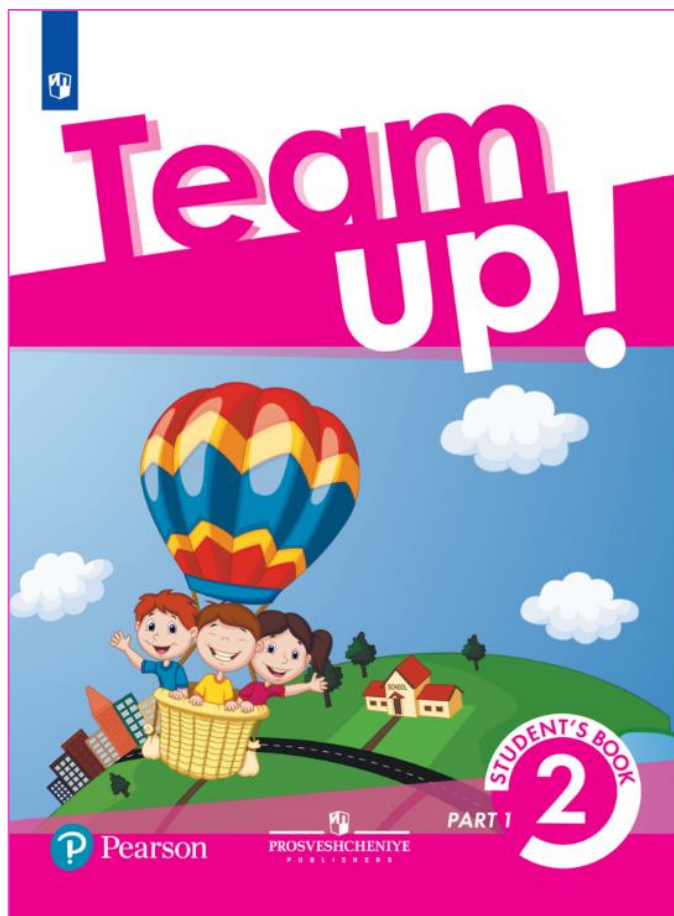
Почему был выбран данный учебник.

Учитель рассказывает:

- Чем ему нравится этот учебник.
- Кто авторы данного учебника, чем они известны.
- На какой уровень рассчитан данный учебник.
- Как учебник поможет ученикам на пути изучения английского языка.



# 1. Изучаем обложку.



В тетради они могут записывать ассоциации, которые у них возникли при разглядывании иллюстрации. Переведите название учебника. С чем оно ассоциируется? Работать можно в парах или в группах. Вопросы, которые помогут организовать процесс: «Что вы видите на обложке?», «О чем это вам говорит?», «Какие вопросы у вас возникают при взгляде на обложку?»

ученики счастье дружба

# АНГЛИЙСКИЙ

радость дети  
язык улыбка учеба

## 2. Изучаем структуру

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## Вопросы:

- Учебник состоит из одной части или двух?
- Сколько разделов в учебнике?
- Чему посвящены разделы? Какие они затрагивают темы?
- Какие еще разделы вы заметили?
- Где найти словарь?
- Где находится грамматический справочник?

## 7 WATCH AND REFLECT

### Love Your Job

1 **SPEAKING** In pairs, look at the photos and answer the questions.

- 1 Where do you think the man is in both photos?
- 2 What could be the man's job? Do you think he is enjoying it?

2 **28** Watch the video and complete the sentences.

- 1 How long has Adrian known that he wants to work with animals?  
Since **he was a boy**.
- 2 How long has he worked at London Zoo?  
For ...
- 3 What are his duties at the zoo?  
... and monitoring the penguins.
- 4 How long has he known some of the penguins?  
Since ...
- 5 Where does he go to see penguins in the wild?  
He goes to ...
- 6 How does he feel about his job?  
He feels ...

3 What is your dream job? Why would you like to do it?

4 **28** Complete the summary with the prepositions from the box. You can use some of the prepositions more than once. Then watch the video again and check.

• in • of • out • to • up • with

Adrian has always wanted to work **1** with animals and he never **gave** **2** ... **on** his dream. He has worked at London Zoo since he finished school and **stuck** **3** ... it. He is now **head** **4** ... the bird section and **takes care** **5** ... endangered Humboldt penguins. He loves his job and is very **committed** **6** ... what he is doing. He even decided to travel to South America to see the birds first hand and to **find** **7** ... what threatens them in the wild. He not only realised his dream but also continues to **grow** **8** ... his profession.

5 **SPEAKING** In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 What are possible careers for people with these hobbies? Give reasons.

• drawing • ecology • foreign languages • photography • shopping • travelling • writing

*drawing* — *graphic designer, illustrator, ...*

- 2 Do you think it is essential to have a job connected with your hobby or passion? Say why.
- 3 What are the advantages and disadvantages of ...  
**a** having a job you love but a low income?  
**b** earning a good income but not enjoying your work?



	Advantages	Disadvantages
a	You are passionate about your job, ...	...
b	You can afford your hobbies and passions outside work, ...	...

6 **WRITING TASK** Think of a job that you would like to have one day. Write a paragraph saying why you find it interesting and why it would be suitable for you.

#### GLOSSARY

**be in charge of something** – to have control of and responsibility for something

**give up on something** – to stop hoping that something will change or happen

**go for** – to choose something

**see something first hand** – see something with your own eyes

**species** – a type of animal or plant

**threaten** – to be likely to cause harm or damage

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.

**B Let's practise!**

1 **1** Что можно увидеть на пляже? Назови номера. Нарисуй таблицу в тетради и заполни её.

Animals	Plants	Rubbish

2 Прочитай и подумай. Потом задай вопрос и ответь.

• sunlight • water • air • food • toys

Do sea animals need sunlight?

No, I think sea animals need water and air.

Yes, I think sea animals need sunlight.

**Show what you know**

Сделайте коллаж вместе с одноклассниками.

fifty-seven **57**

**My culture**

legs their these walking wings

Look at **1** ... birds! They are white storks. They are **2** ... **3** ... beaks and their **4** ... are red. Their **5** ... are white and black!

3 There are different natural zones in Russia. Some of them are **tundra**, **taiga** and **steppe**. Different animals live in different zones.

**Tundra**

**Taiga**

**Steppe**

1 **1** Think! Where do these animals live?

brown bear

polar bear

saiga antelope

lynx

wild pig

white fox

I think the brown bear lives in ...

Answers: Tundra: 2, 6  
Taiga: 1, 4  
Steppe: 3, 5

fifty-six **56**

**Happy Easter!**

1 **1** **3.51** Послушай и покажи. Потом послушай и повтори.

basket

eggs

chick

bunny

5 **5** **3.52, 3.53** Послушай и повтори.

jelly beans

flowers

4 **4** **3.54** Послушай и прочитай. **3.55** Послушай и покажи, кто это говорит.

I've got a chick!

Let's paint Easter eggs.

Look! I've got a bunny!

What's the weather like? Where's the family? What clothes can you see?

64 **64** sixty-four

**Team Up! Project**

Устрой охоту за пасхальными яйцами.

- Нарисуй пасхальное яйцо и вырежи его.
- Спрячь его в классе.
- Найди пасхальное яйцо, нарисованное кем-то из одноклассников, и узнай, кто его нарисовал.

Yes, it is.

Is this your Easter egg?

sixty-five **65**

Знакомит с праздниками и культурой англоязычных стран.

## Grammar time

## Unit 5

МНОЖЕСТВЕННОЕ ЧИСЛО СУЩЕСТВИТЕЛЬНЫХ  
(ИСКЛЮЧЕНИЯ)

Обычно мы образуем множественное число существительных прибавлением окончания **-s**.

Например, *dogs, bananas, cats, horses*.

**ВАЖНО:** 1) если существительное заканчивается на букву **y**, перед которой есть согласный, то **y** с окончанием меняется на **-ies**, 2) если существительное заканчивается на шипящий или свистящий звук, то нужно добавить **-es**, за исключением случаев, в которых буква **e** уже есть.

Существует несколько исключений. Их нужно заучивать.

one sheep	—	two sheep
one child	—	two children
one mouse	—	two mice
one foot	—	two feet
one fish	—	two fish

НАСТОЯЩЕЕ ПРОДОЛЖЕННОЕ ВРЕМЯ (PRESENT CONTINUOUS).  
ВОПРОСИТЕЛЬНАЯ ФОРМА

В **Unit 2** мы уже встречались с настоящим продолженным временем (если ты забыл, в каких случаях оно употребляется, перечитай грамматический справочник к **Unit 2**). Для того чтобы составить вопросительное предложение, нам нужно поменять порядок слов. В вопросительных предложениях вспомогательный глагол ставится перед подлежащим. Посмотри на таблицу и используй её, чтобы составить свои вопросительные предложения с другим глаголом.

?	Краткий ответ
Am I feeding the cows?	Yes, I <b>am</b> . No I <b>am not</b> .
Is he/she/it feeding the cows?	Yes, he/she/it <b>is</b> . No, he/she/it <b>isn't</b> .
Are we/you/they feeding the cows?	Yes, we/you/they <b>are</b> . No, we/you/they <b>aren't</b> .

68 sixty-eight

## Wordlist

colourful /'kʌlə(r)fʊl/ красочный, разноцветный\*

compass /'kʌmpəs/ компас

computer /kəm'pjʊtə(r)/ компьютер

concert /'kɒnsə(r)t/ концерт

cook /kʊk/ повар

cool /ku:/ здорово, классно

count /kaʊnt/ считать

country /'kʌntri/ страна

in the country за городом

cow /kaʊ/ корова

cranberry sauce /'krænb(ə)ri saʊs/

клюквенный соус

crayon /kreɪən/ мелок

crocodile /'krɒkədaɪl/ крокодил

## Dd

dad /dæd/ папа

dance /dɑ:ns/ танцевать

dancer /'dɑ:nsə(r)/ танцор\*

day /deɪ/ день

December /dɪ'sembə(r)/ декабрь

delicious /dɪ'lɪʃəs/ вкусный

department store универсам, торго-

вый центр

desk /desk/ парта

different /'dɪfrənt/ другой; разный

dinner /'dɪnə(r)/ ужин

dirty /'dɜ:(r)tɪ/ грязный\*

doctor /'dɒktə(r)/ доктор

doll /dɒl/ кукла

donkey /'dɒŋki/ осёл

door /dɔ:(r)/ дверь

drawing /'drɔ:ɪŋ/ рисунок

dress /dres/ платье

dress up наряжаться

drive /draɪv/ водить (машину)

driver /'draɪvə(r)/ водитель\*

dry /draɪ/ сухой

duck /dʌk/ утка

## Ee

eagle /'i:ɡ(ə)/ орёл

east /i:st/ восток

easy /'i:zi/ простой

egg /eg/ яйцо

eight /eɪt/ восемь

eighteen /'eɪtɪn/ восемнадцать

elephant /'elɪfənt/ слон

eleven /'i:lev(ə)n/ одиннадцать

evening /'i:vnɪŋ/ вечер

in the evening вечером

everyone /'evriwʌn/ все

everything /'evriθɪŋ/ всё

exciting /ɪk'saɪtɪŋ/ волнующий, захва-

тывающий

eye /aɪ/ глаз

## Ff

fancy /'fænsi/ яркий

farm /fɑ:(r)m/ ферма

fashion show модное шоу

fast /fɑ:st/ быстрый

favourite /'feɪv(ə)rɪt/ любимый

feather /'fi:ðə(r)/ перо

February /'febrʊəri/ февраль

feed /fi:d/ кормить

fifteen /'fɪf(ti:n/ пятнадцать

find /faɪnd/ находить

firework /'faɪə(r)wɜ:(r)t/ фейерверк

first /fɜ:(r)st/ первый

fish /fɪʃ/ рыба

five /faɪv/ пять

fix /fɪks/ чинить

float /fləʊt/ платформа (на пара-

дах)

flower /'flaʊə(r)/ цветок

fly /flaɪ/ летать

food /fu:d/ еда

fountain /'faʊntɪn/ фонтан

four /fɔ:(r)/ четыре

fourteen /'fɔ:(r)ti:n/ четырнадцать

Friday /'fraɪdeɪ/ пятница

fun /fʌn/ веселье, весёлый

It's fun! This is fun! Это весело!

## Gg

game /geɪm/ игра

garage /'gærɑ:dʒ/ гараж

garden /'gɑ:(r)d(ə)n/ сад

gate /geɪt/ ворота, калитка

get up вставать, просыпаться

giraffe /dʒɑ:'raɪf/ жираф

glasses /'glɑ:sɪz/ очки

76 seventy-six

**Get Culture!** Unusual places to live

**Izzle's most unusual places**  
Hi, I'm Izzie and this is my blog about the most unusual places in the world. Today I'm writing about Australia!

Australia is a continent and it's also an English-speaking country. Its capital is Canberra and three of its largest cities are Sydney, Melbourne and Brisbane. Australia is the sixth largest country in the world, but only about twenty-five million people live there. Desert covers most of the land, so about eighty percent of the people live on the coast. The climate is better there. But some people live in unusual places. One of them is a small town called Coober Pedy.

Coober Pedy is in the South Australian desert. On summer days, it can be as hot as 47°C! For this reason, more than half the people live under the ground. The temperature is always comfortable there. Underground homes have kitchens, bathrooms, bedrooms and living rooms. Everyday life in Coober Pedy is not very different from any other town. People go to work or school, do their household chores, watch TV and spend time with friends and family.

Coober Pedy has lots of visitors every year. People come to stay in the underground hotels. There are also underground shops, cafes and museums. On summer nights, when it isn't too hot, people can go above the ground and play golf in the world's only golf course without grass. It's not easy to lose golf balls because they are glow-in-the-dark!

1 Read the text about Australia quickly. What do these numbers refer to?  
6 25 80 47

2 Listen and read. Choose the correct words.

- The capital city of Australia is Sydney / Canberra.
- There are big / aren't any deserts in Australia.
- Coober Pedy is on the coast / in the desert.
- All / Some of the people in Coober Pedy live under the ground.
- Not many / A lot of people go to see Coober Pedy every year.
- There are / aren't any underground hotels in Coober Pedy.

3 Listen to two people talking about cities in Australia. Find the cities on the map Izzie's blog. Then complete the files.

**Darwin**

- In the rainy season, there are storms and it's very hot.
- Swimming in the sea is dangerous because there are 2 \_ in the water.
- You can buy 3 \_ from all over the world at the Mindil Beach Sunset Market.

**Sydney**

- Sydney has more than 4 \_ beaches.
- Bondi Beach is the most 5 \_ beach.
- Australians love doing 6 \_.
- Sydney has a lot of parks and a 7 \_.

4 Which place in Australia would you most like visit? Give your reasons.

**RUSSIAN FILES**

**The trip around the Golden Ring**

The classical route starts from Moscow, goes through Vladimir, Suzdal, Kostroma, Yaroslavl, Rostov Velikiy, Pereslavl-Zaleskiy, Sergiev Posad, Ivanovo. All the cities and towns are located close to each other, the Golden Ring forms a ring, so from one place you can reach another and make a circle until you get back to Moscow. You can move along the Golden Ring by car, by train, by bus.

The first town of the Golden Ring is Vladimir. It is located on the railway to Nizhny Novgorod. Vladimir is an old Russian town, it used to be the capital of Russia in the 12th century. There are many interesting sights, like old churches, monasteries and museums, but the interest in the city is in its provincial atmosphere and its contrast with big cities.

The second town of the Golden Ring is Suzdal, an ancient Russian town.

The next town is Ivanovo. It is quite a big city and a real Russian industrial city.

Yaroslavl is the jewel of the Golden Ring. You can walk along the Volga embankment and admire the painted churches for which Yaroslavl is famous for.

Travelling around the Golden Ring you can visit, see and study a lot of interesting things such as history, architecture, and city life.

1 In pairs, discuss the question.  
Is it better to travel or to stay at home in your free time?

2 Choose the answer choice that best defines the word in capital letters.

1 STREET	A where you drive	B where you cook	C where you teach
2 PREPARE	A to invent something new	B to get ready	C to eat food
3 FAR	A a short way	B a small way	C a long way
4 REMOVE	A to begin	B to take away	C to end
5 MALL	A a place to shop	B a place to pray	C a place to play

3 Read the text and answer the questions

- Do you know the name of the first town of the Golden Ring?
- What is the Golden Ring?
- What can you see travelling around the Golden Ring?

**PROJECT**

Write a tourist guide to the town/city for a travel magazine. Use these questions to help you.

- Where is the town/city?
- What can you see there? (e.g. buildings, parks, hotels, museums, zoos, churches, monasteries and museums)
- What can you do there?

**Glossary**

Industrial city – промышленный центр  
ancient (adj) – древний

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

**SCIENCE Forensics**

**Forensics**

The crime scene  
When there is a crime, the police often use forensic scientists to help them find the criminal. At nearly every crime scene there is some evidence that scientists can check. This might be blood, hair, fingerprints or other very small things that they can analyse. The forensic scientist uses special equipment in a police laboratory to carry out experiments. They use a powerful microscope (an electron microscope) to check both the evidence and samples from suspects. Forensic scientists also study dead bodies to find out how and when they died. This is called an autopsy or post-mortem. All this information helps the police.

Fingerprints  
Everyone has different fingerprints. These are the lines and circles on the tips of our fingers. When we touch something, we leave a print. Scientists can use special powder to copy these prints. These are compared to records of fingerprints to find out who left them.

Blood splatter  
Blood is very important to forensic scientists. The way that it falls gives lots of information. For example, if it's on a wall (blood splatter), it can show where a killer was standing and how fast the blood was travelling. Sometimes it even shows the shape of the killer!

DNA  
DNA is like a genetic fingerprint. Everyone's DNA is different (apart from identical twins). So if a criminal leaves DNA at a crime scene, the forensic scientist can use it. DNA can be found in many things such as blood, hair, teeth, bone and saliva (from inside our mouths). We leave our DNA everywhere – on clothes and cups, in hairbrushes and on toothbrushes.

1 What do you think a forensic scientist does? Discuss in pairs.

2 Read the article quickly and match the titles with photos A–E. Complete the captions for photos A–E.

3 Read the article again. Answer the questions.

- What is a forensic scientist?
- Where does a forensic scientist work?
- What can they find out?
- What are fingerprints and how does a forensic scientist check them?
- What can blood splatter show?
- What is DNA and where is it found?

4 Do you think it is a good idea for the police to keep samples of everyone's DNA to help solve crimes? Why? / Why not?

5 In pairs, choose and read one of the texts, A or B. Tell your partner the information in your text and how it helps forensic scientists.

**A Hair**  
Our hair falls out all the time and a criminal often leaves hair at a crime scene. Scientists can analyse hair and find out if the colour is natural and if it is an animal or human hair. They can also get an idea of the age, race and gender of the person. There are fourteen things a hair can tell a scientist! If the hair has a root, it can also give DNA.

**B Shoes**  
Shoes can leave prints. These can tell scientists about a criminal's size, the way he/she walks and the type of shoe that he/she wore. Shoes also leave dirt. Scientists can sometimes learn where the person lives or works, if he/she has pets, where he/she walks and even which field or park he/she has walked on.

**PROJECT** Find out how the police solved a famous crime using forensics. Make notes about the crime and the evidence.

**PROJECT** Prepare a short presentation. Write a paragraph about the crime and the forensic work involved. Add pictures.

90 CLIL

Метапредметные разделы (CLIL) способствуют формированию целостной картины мира.

**HISTORY** Guy Fawkes

**Guy Fawkes and the Gunpowder Plot**

1 One of the most well-known national celebrations in the UK is 5 November, which is called Guy Fawkes Night, or Bonfire Night. It commemorates an event from 1605, but this was not an event that happened – it was an event that didn't happen! If the event had taken place, English history would have been very different.

2 It was all about religion. At that time in England the people were either Roman Catholic or Protestant (Church of England). Elizabeth I, who was a Protestant queen, persecuted the Catholics badly. When James I became king – although he was also a Protestant – Roman Catholics hoped he would be kinder to them. Unfortunately, this didn't happen and a group of Roman Catholic activists planned to blow up the Palace of Westminster when the King opened Parliament; this plan was called 'the Gunpowder Plot'. The leader of the group was Robert Catesby and he organised the smuggling of thirty-six barrels of gunpowder into the basement of the building. Guy Fawkes, who was the explosives expert, stayed to light the fuse. If all this gunpowder had exploded, it would have destroyed a huge area in the centre of London. Unfortunately for the plotters, Guy Fawkes and the gunpowder were discovered at the last minute and the plan failed. All the members of the gang were eventually found and executed.

3 After the plot, Parliament passed an act which made 5 November a national day of thanksgiving, and it has been celebrated ever since. On this day, people build bonfires and make a type of doll, called the 'guy', which is put on the top of the bonfire to burn. It is a festive evening with lots of fireworks and parades in many towns. The 'guy' represents Guy Fawkes and the fireworks represent the explosion that didn't happen. Traditionally, children used to make the 'guy' and take it round the streets asking people for 'a penny for the guy'. However, this custom has almost disappeared. The celebrations on 5 November take place all round the country. However, there is one place where they don't burn a 'guy'. This is St Peter's school in York – it is Guy Fawkes' old school. Another interesting traditional ceremony is every November, before the state opening of Parliament, the Yeomen of the Guard still search the Houses of Parliament.

1 Do you know anything about a national celebration in another country where people celebrate the life of an important person from the past?

2 Read the article quickly. In which paragraphs are photos A–D mentioned?

3 Read the article again and say why these names and numbers are important.

- 1605
- Elizabeth I
- James I
- Palace of Westminster
- Robert Catesby
- 36
- St Peter's School
- Yeomen of the Guard

4 Work in pairs. What new information did you learn from the text? What was the most interesting part? Why?

5 Work in pairs. Read two people's comments about Guy Fawkes Night. Who do you agree with? Why?

**A** It's important to commemorate things like this. It's fun to put a guy on the bonfire and watch him burn. In some places they burn a guy that looks like a politician! Great fun!

**B** In my opinion, it's a horrible tradition! Burning something that represents a person – that's just old-fashioned and scary. Maybe we should just light a bonfire.

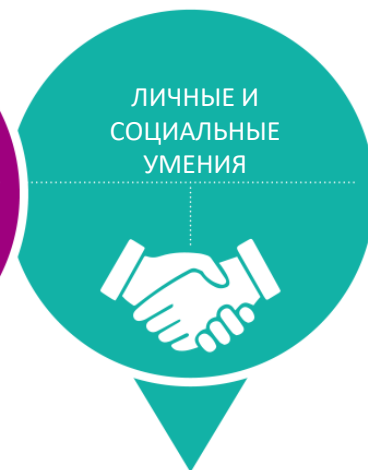
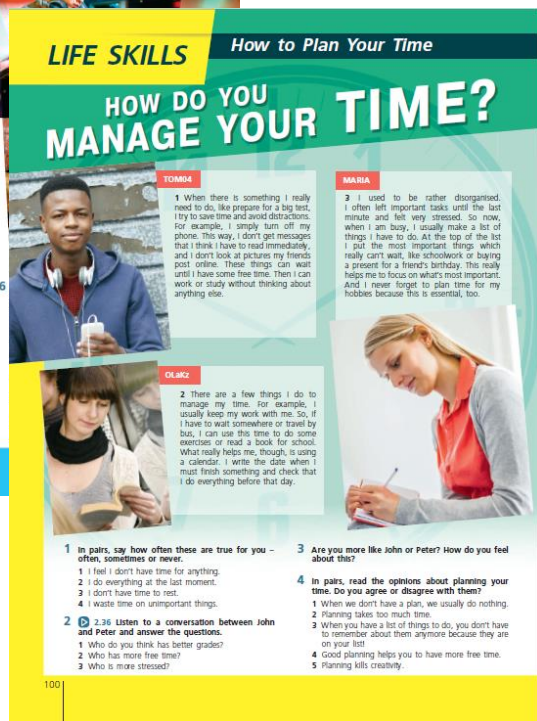
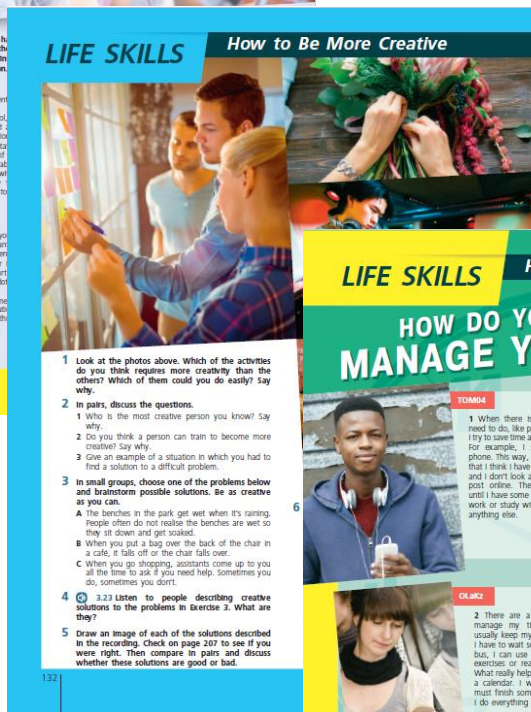
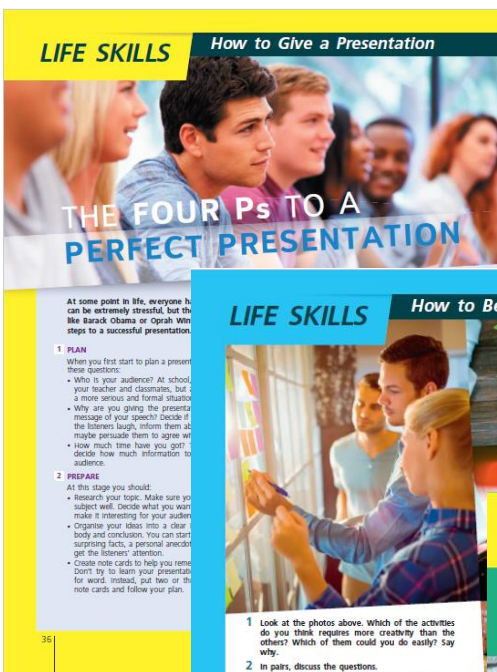
**PROJECT** Use the Internet to find out more about a national celebration in your country. Make notes about:

- when it takes place and what happens.
- the history behind the event.
- how the celebration varies in different parts of the country.
- any other interesting information.

**PROJECT** Create a short presentation. Write a paragraph and add some pictures. Share your presentation with the class.

95 CLIL

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.

**Story**

**Discovery Team**

1 **Before you read** Can you find two materials in the story?

2 **3.2** Watch or listen and read.

**The discovery**

1 I liked that museum! Just imagine, the Romans lived and worked here! Barhaven was Bannaventum then! There were Roman houses all round here. The Romans used stone from these hills to build their houses.

And they used clay from the ground to make jugs!

Wow! We learned a lot today, didn't we?

2 I'm hungry.

Me, too. Let's eat.

3 Lois, what are you and Bo doing?

Bo can fly and look at things. I can see what he sees!

Wow!

4 Look, there's the river... and a lake... and that's a stone wall...

Hey, what's that?

5 I think they're the walls of a building!

Let's go and see!

32 thirty-two

**7**

A few minutes later...

6 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!

7 The Romans lived around here. Maybe it's a Roman building!

No, it isn't! It's part of a mosaic!

8 We must tell Mr Phillips at the museum!

Is it a mosaic? What's it like?

Wow! I think it's a Roman mosaic! How exciting! And that isn't hair... those are snakes!

It's red and black. I think there's a head...

9 And some hair!

10 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.

- The children are at school.
- Lois is hungry.
- They see the walls of a building.
- Lois finds a piece of iron.
- Bo finds a helmet.
- Ash talks to Mr Phillips.

5 **Team up!** Act out the story.

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

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

thirty-three 33

Учебник для 4 класса

Обратить внимание на:

- Условные обозначения: Create, Solve, Team Up др. Что они обозначают?
- Найти задание к которому есть аудиозапись.
- Догадаться, что значит значок с треугольником в кружочке (видео).

# 4. Сквозные герои

## 0 Get started!

What's your name? I can introduce myself and say what I've got.

**In this unit**

**Vocabulary**

- Countries and nationalities
- Months of the year
- Action verbs
- Inside the house
- Prepositions of place
- Clothes
- Adjectives

**Grammar**

- to be
- have got
- can
- there is / there are
- this, that, these, those
- Possessive adjectives
- Possessive 's

Hello!



**Amy**

Hi, I'm Amy. I'm twelve years old and I'm from England. This is my room – my computer, my phone, and ... my hat. I haven't got any brothers or sisters, but I've got a lot of friends! My best friends are Tom, Lucas and Elena.



**Tom**

Hi there, I'm Tom. I'm twelve and I'm from Wales. My hobby is football and my favourite colour is red. It's the colour of the Welsh football team! My favourite football player is Gareth Bale.



**Lucas**

Hello, I'm Lucas. I'm eleven years old. I'm from Spain but I'm at school in England. I've got a brother and a sister. I've also got a dog. This is my new bike – it's really cool! See you!



**Elena**

Hello, I'm Elena. I'm twelve. My birthday's in November. I've got a sister – she's ten – and we've got a cat. Its name is Tiger. I'm not at school today – it's Saturday and I'm at the café! Here's my drink – bye!

**1** **1.2** Watch or listen and read. Who's from Wales? Who's from Spain? Who's got a cat? Who's got a lot of friends?

**2** Introduce yourself to your class.

Hi! I'm **Marina**. I'm eleven years old. I'm from **Russia**.

## 0.4 What's this? I can talk about clothes and use *this, that, these, those*.

### Meet the City Creatures

Meet Carla and Rocco. Carla is a cat and Rocco is a racoon, but they are good friends. Their home is in the city – they are City Creatures! Today their home is very messy. Let's find out why ...

**1** 

**Carla:** Are these your trainers, Rocco?  
**Rocco:** No, they aren't. My trainers are small!  
**Carla:** Is this your coat, Rocco?  
**Rocco:** No, it isn't. I haven't got a coat.  
 Hmm, what are those?  
**Carla:** They're sausages!

**2** 

**Big Al:** Sausages? Where?  
**Carla:** Help! What's that?  
**Rocco:** It's OK Carla, it's a dog. Er, who are you?  
**Big Al:** I'm Big Al! Who are you?  
**Carla:** I'm Carla! And this is Rocco.  
**Rocco:** Hi Big Al! Welcome to the city!

**1** **1.11** Listen and read. Choose the correct answer.

- 1 Carla and Rocco are / aren't friends.
- 2 Their home is messy / tidy.
- 3 Rocco has got big / small feet.
- 4 Big Al has got / hasn't got some sausages.

**2** **1.12** Listen and repeat. Which clothes can you find in the cartoon?

Vocabulary Clothes

coat dress hat hoodie jacket  
jeans jumper shoes skirt T-shirt  
trainers trousers

**3** What colour are the City Creatures' clothes? Point and say. What about your clothes?

**A:** It's a pink dress.  
**B:** They're red trainers.

LOOK!

It's a red hat.  
They're red hats.

**4** **1.13** Complete with *this, that, these* or *those*. Then listen and check.

- 1 What's ...? It's a skirt.
- 2 What are ...? They're jeans.
- 3 What's ...? It's a hat.
- 4 What are ...? They're shoes.

**5** Choose the correct answer.

- 1 *This / These* coat is very big!
- 2 *That / Those* sausages are Al's.
- 3 *This / These* trainers are Rocco's.
- 4 *That / Those* isn't my skateboard.
- 5 *This / These* dress is Carla's.

**Grammar** *this, these, that, those*

Singular	What's <i>this</i> ? → It's a coat.
Plural	What are <i>these</i> ? → They're trainers.
Singular	What's <i>that</i> ? → It's a hat.
Plural	What are <i>those</i> ? → They're sausages.

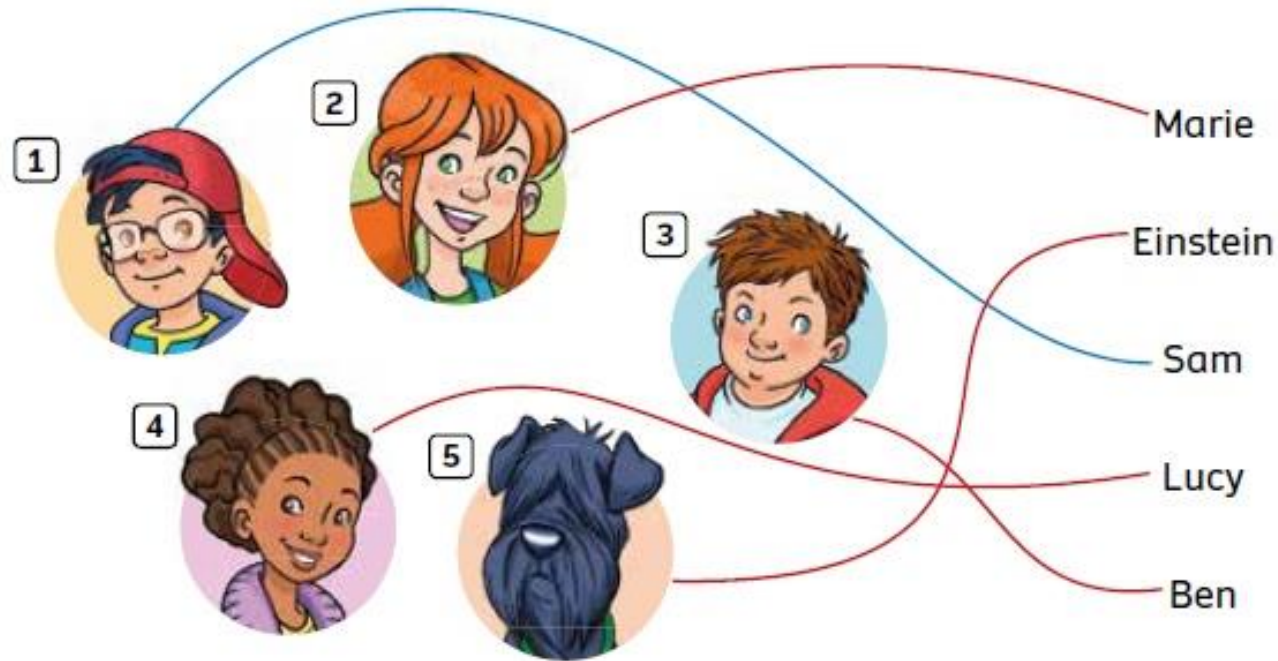
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Обратите внимание учеников на сквозных героев, дайте им задание найти их имена.

Пусть ученики попробуют угадать характер персонажей по картинкам.

Эти герои будут сопровождать их на протяжении всего учебного процесса и станут проводниками в мир английского языка.

В конце ученики могут нарисовать понравившегося персонажа у себя в тетради, дополнив рисунок краткой информацией о нём.





The collage consists of several educational materials:

- Grammar 3.3:** A page titled "Grammar 3.3" focusing on the Present Continuous tense. It includes a table of affirmative and negative forms for I, You, He/She/It, We, You (pl), and They. A "LOOK!" box explains the structure: look + ing = looking, take + ing = taking. A "Get Grammar!" section contains a dialogue where a boy asks for a picture and a girl explains she's painting and seeing a friend.
- Communication 2.4:** A page titled "Communication 2.4" with the theme "I can order food in a café or restaurant." It features a menu for "Dino's Pizzeria" with items like Margherita (3.50), Hawaiian (4.00), Pepperoni (5.50), Vegetarian (6.00), Chips (3.00), Cola / lemonade / hot tea (1.50), and Mikado (softdrink) (2.50). Below the menu is a dialogue between a waitress and a customer.
- Video 1:** A small video thumbnail showing a person in a kitchen setting.
- Video 2:** A small video thumbnail showing a group of people sitting at a table in a restaurant.
- Unit 2:** A page titled "Unit 2" showing a colorful illustration of a playground with a slide, swings, a table, chairs, and a scooter.
- Icons:** A collection of food and drink icons including a hot air balloon, a lemon, a smartphone, a green juice box, a purple balloon, an orange, a hot dog, and a pink drink.

## 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](mailto:teamup@prosv.ru)

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



# Где купить?

За средства школы (оптовые закупки):

руководитель отдела по работе с  
государственными заказами:

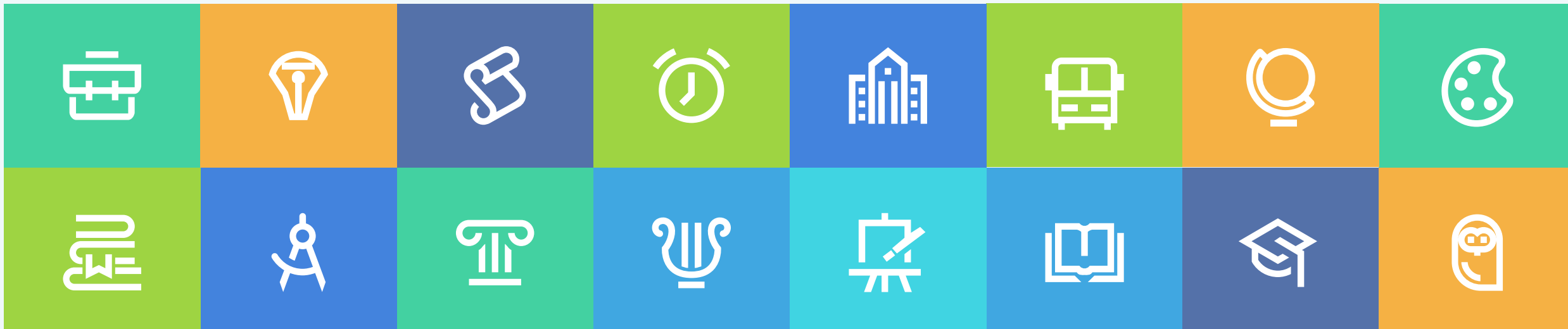
- Трофимова Галина Владимировна,
- тел.: +7 (495) 789-30-40, доб. 41-44,
- email: [GTrofimova@prosv.ru](mailto:GTrofimova@prosv.ru)

Для физических лиц:

Интернет-магазин

<https://shop.prosv.ru/search?q=team+up>





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Горячая линия: [vopros@prosv.ru](mailto:vopros@prosv.ru)