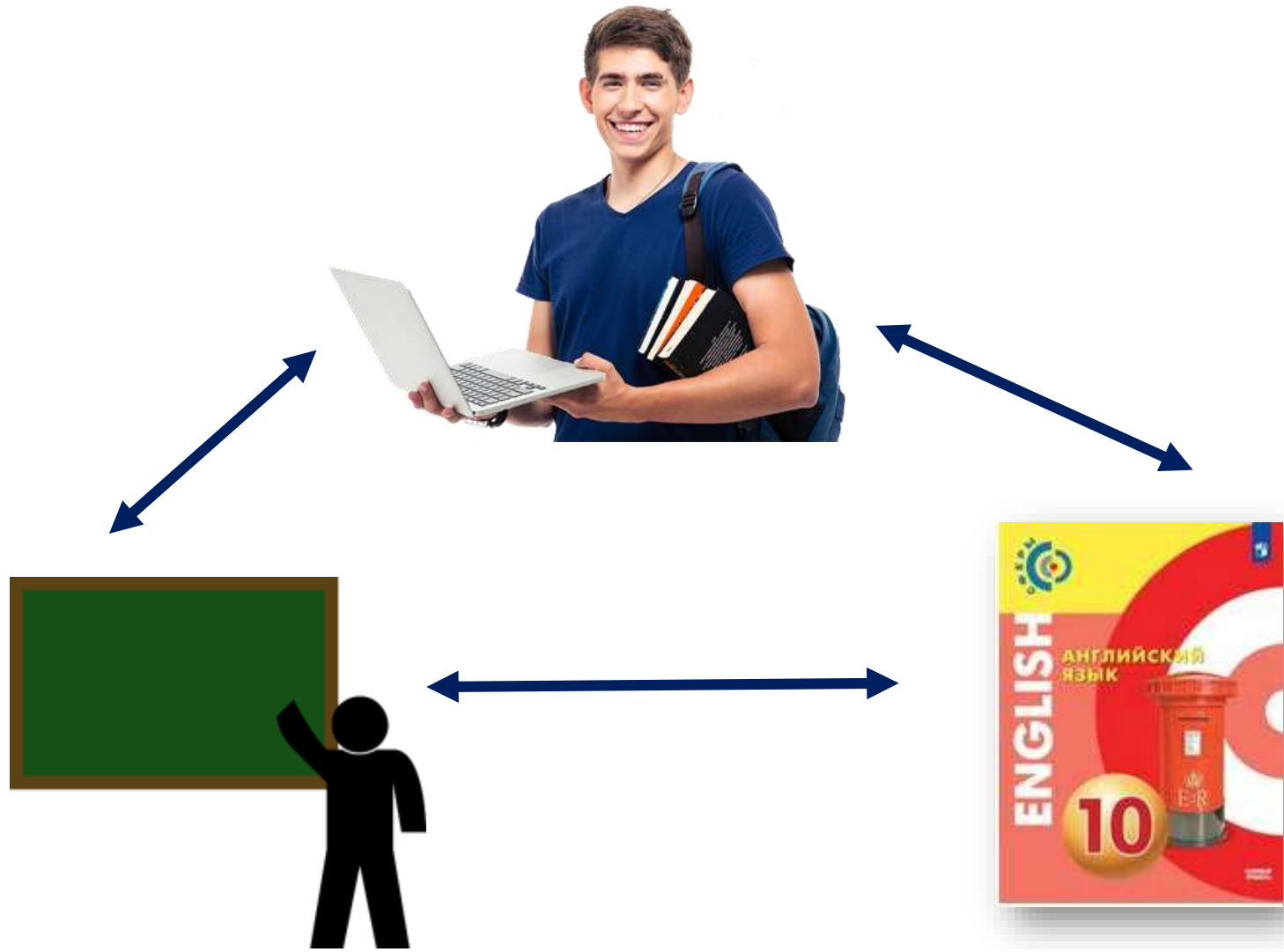


# Проблемы и трудности обучения английскому языку в 10 классе и способы их преодоления по УМК серии «Сферы»

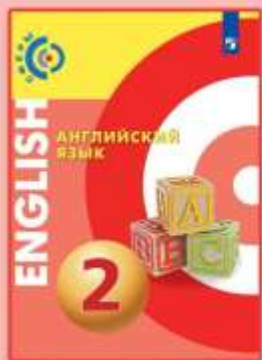
*Смирнова Елена Юрьевна, учитель английского языка высшей категории школы 1282 «Сокольники», Заслуженный учитель РФ, Почётный работник общего образования РФ, лауреат «Гранта Москвы» в области наук и технологий в сфере образования, автор УМК серии «Сферы»*

29 сентября 2021 г.

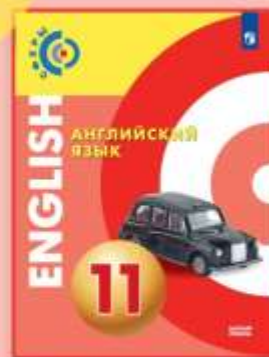
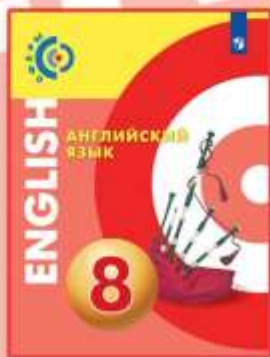
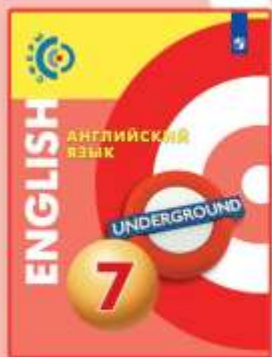




# УМК Сферы



УМК Английский язык.  
"Сферы" (2-11)



# Проблемы обучения в 10 классе

## Психологические:

- Адаптация к новому коллективу
- Повышение уровня тревожности
- Снижение мотивации к учёбе
- Завышенная/заниженная самооценка



## Учебные:

- Возросшая учебная нагрузка
- Несовершенство учебных умений
- Неумение работать самостоятельно
- Неумение организовать свою работу



# Структура учебников для старшей школы

- 6 циклов
- Помощь при выполнении упражнений
- Раздел «учись учиться»
- Грамматический справочник
- Словарь
- Список неправильных глаголов
- Список фраз классного обихода
- Список фразовых глаголов



# Структура цикла учебника

- **Вводный урок**
- **Рабочие уроки (6 уроков)**
- **Урок чтения с различными стратегиями**
- **Урок развивающего чтения «Окно в мир»**
- **Урок страноведения «О России»**
- **Урок межпредметных связей**
- **Урок отработки полученных навыков**
- **Урок самоконтроля**
- **Урок подготовки к ЕГЭ (10-11 классы)**
- **Самооценивание приобретённых навыков**
- **Список усвоенной лексики**

# Вводная страница СОО

In this Unit  
you will...

Задания для  
введения в  
тему цикла

**UNIT 3**  
**SAVING THE PLANET**

*The sun, the moon and the stars would have disappeared long ago had they happened to be within the reach of human hands.*  
Havelock Ellis

**In this unit you will ...**

- listen, read and talk about
  - carbon footprints
  - saving the environment
  - going green
- learn how to
  - talk about the future
  - follow a class or radio discussion
  - write an opinion essay
  - make complex sentences

a) Match the captions with the pictures:

- Is the world addicted to fossil fuels?
- Many undiscovered medicines are to be found in rainforests
- One of the biggest problems in the developing world
- Global warming
- Hundreds are killed illegally every year

b) Work with a partner. Make notes on the problem each photo highlights. What other problems does our planet have? Add them to your notes.

c) Work in groups of four. Discuss the ways people are changing the planet. Many things people do have a negative effect on the planet. For example, ...  
Driving cars is bad for the planet because ...  
Cutting down rainforests ...

d) Discuss the quote by Havelock Ellis. What does it mean?

**Give water. Give life. Give £2 a month.**  
WaterAid

## УРОК 1 (ВВОДНЫЙ)

### Задачи:

- развивать умения монологической речи по теме «Экология»;
- повторить лексические единицы по теме «Экология» и ознакомиться с новыми;
- развивать умения чтения с полным пониманием прочитанного.

### 1. Начало урока.

- Фонетическая и речевая зарядка на усмотрение учителя.
- Вводная беседа учителя о целях и задачах данного цикла. Можно показать фрагмент документального фильма по теме «Экология», спросив учащихся о том, известна ли им данная проблема и как они к этому относятся.

### 2. Основной этап.

- Развитие умений чтения и устной речи по теме «Экология». Работа с материалом на с. 53. Развитие умений работы в паре и группе.

**Ключи:** Упр. a) Is the world addicted to fossil fuels? (c); Many undiscovered medicines are to be found in rainforests (b); One of the biggest problems in the developing world (e); Global warming (d); Hundreds are killed illegally every year (a).

### 3. Завершение урока. Подведение итогов.

**Домашнее задание:** Упр. d), с. 31 устно. Упражнения из тетради-тренажёра на усмотрение учителя.







# Рекомендации книги для учителя СОО

## УРОК 2

### Задачи:

- развивать умения аудирования с различными стратегиями;
- развивать умения чтения с детальным пониманием;
- повторить модальные глаголы;
- развивать умения устной речи.

### 1. Начало урока.

- Фонетическая и речевая зарядка по теме «Дружба».
- Проверка устного домашнего задания.

### 2. Основной этап.

- Аудирование. Упр. 1a)–c), с. 10. Первое прослушивание и выполнение заданий а)–b) с последующим контролем. Второе прослушивание и выполнение задания с) с контролем.

### Аудиоскрипт:

1

Amber: Bye, Mum!

Mother: 11 o'clock. OK?

Amber: Yes, Mum.

Mother: Not 11:15 or 11:30. I want you back here at 11, Amber.

11 at the latest.

Amber: Yes, Mum. It's all right. I'm with Josh, you know.

Mother: Just Josh? No one else?

Amber: Well, ...

Mother: Exactly. When you're out with all your mates you forget all about the time. You know that. 11 o'clock. And don't turn your phone off.

Ключи: On the bus — 3; Amber at home — 1; At the cinema — 6; At Josh's house — 2; In a fast-food restaurant — 5; In the street — 4.

— Сопутствующий грамматический материал: модальные глаголы. Упр. 3a)–b), с. 12. В слабых группах следует повторить теоретический материал в грамматическом файле 7.

Ключи: Упр. 3a), с. 12. 1. needn't talk; 2. will be able to help; 3. can communicate; 4. shouldn't lie.

Упр. 3b), с. 12. I wasn't allowed to; you had to do; I could talk; I have to tell; I didn't have to talk; They could give; I can get.

— Чтение. Упр. 2, с. 10.

Ключи: 1. Heartdancer; 2. dove999; 3. dove999; 4. heartdancer.

— Сопутствующий грамматический материал: степени сравнения прилагательных, порядок слов в предложении. Упр. 1, с. 12; упр. 2, с. 12. В слабых группах следует повторить теоретический материал в грамматических файлах 13.1, 1.2.

Ключи: Упр. 1, с. 12. 2. ... is cooler than... ИЛИ is/isn't as cool as ...; 3. ... are more crowded than ... ИЛИ are/aren't as crowded as ...; 4. ... is more expensive than ... ИЛИ is/isn't as expensive as ...; 5. ... is more interesting than ... ИЛИ is/isn't as interesting as ...; 6. ... is better than ... ИЛИ is/isn't as good as ...; 7. ... is higher than ... ИЛИ is/isn't as high as ...

Упр. 2, с. 12. 2. He never goes to bed before midnight. 3. My sister speaks French well. 4. She loves France and has often travelled there. 5. We have already decided not to go to the party. 6. Unfortunately, I can't meet you at the cinema. 7. I always clean my room on Saturday mornings. 8. Then the whole family usually has lunch together.

3. Завершение урока. Обобщение пройденного материала, подведение итогов.

Домашнее задание: Упр. 2d), с. 10 устно; упр. 4, с. 13 письменно. Упражнения из тетради-тренажера на усмотрение учителя.

Ключи: Упр. 4, с. 13. 3. needn't; 4. mustn't; 5. needn't; 6. needn't; 7. mustn't.





# Развитие всех видов речевой деятельности

## Extended reading

a) Imagine you have to survive in a Russian forest for three days with only a rucksack. What would you take with you? Make a list, then read the magazine article below.

### Survival Trip



Last summer four teachers and a national park ranger took a group of 20 students from Riverside High School Australia, to Mt Cam...

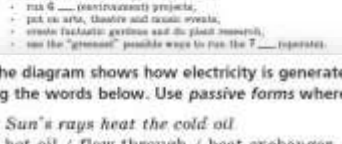
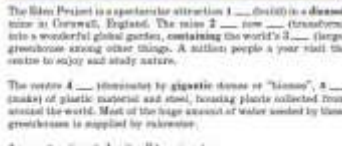
A They went away (hoses, shops, rucksack etc.) for three days. The students to look a Each student was only bag with them for the and washing gear -) the bags themselves. I told us he had made potato soup. The most strap, which he made material together. It's and he was worried. break. Later, in the city inland area where the strap broke. We wasn't so easy after 1

B During the first, from Lantuzum the road coach. However, their travelled in special as They had to wear all inside" see where it they were far enough; the buses stopped, the off, and the students

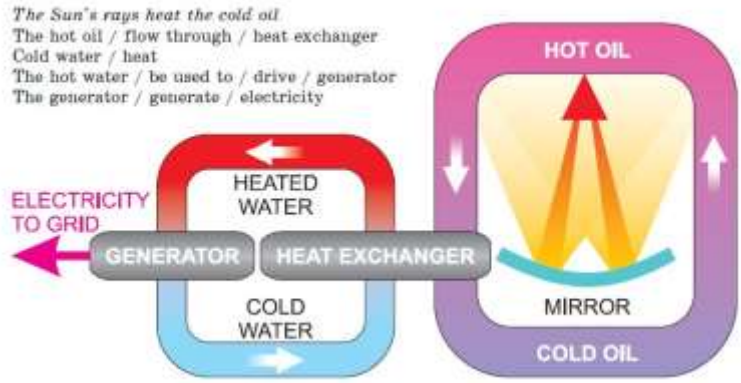
C They had to find and then, using the

## Window on the world

### The Eden Project



b) The diagram shows how electricity is generated with solar power. Write a short description using the words below. Use passive forms where necessary.



EXAM

b) Match paragraphs A-E with headings 1-6 and complete the table. There is one extra heading.

- Their task
- Unusual needs
- No modern comforts
- Lantuzum, second largest city
- Journey into the bush
- What did they learn?

A	B

EXAM

c) Fill in the gaps 1-5 in the text with words on their word.  
 a) Some students were brave for the trip in a difficult situation.  
 b) They had survived!  
 c) had to take turns at heating up.  
 d) Find the compound nouns in the text: gear + ranger + national + bag + rucksack + gear

e) Complete the sentences with the words in the box.  
 1. Can you ... what time the train arrives?  
 2. They have two children, but they ... her sister's children, too.  
 3. Why don't you stay the night? I can ... you ... in the morning.  
 4. Why make the furniture yourself. You can ... it.  
 5. Why don't you ... your coat ...? It's very warm.

WRITING A LETTER to a friend

You have just returned from the survival trip. Write about the experience. Write about 100-140 words.  
 - the aim of the trip  
 - where you went  
 - what you had to do  
 - the food  
 - how you felt in the end

Dear ...  
 I had just had the most amazing experience...

b) Look at the photos on p. 54. Find phrases in the text on this page to use as captions for the photos.  
 c) What does the pie chart on the right tell us? The pie chart is about ... It is divided into ... slices that show ... .. produce ... per cent of the carbon ... .. is the largest / second largest ...  
 d) Is your carbon footprint big or small? If you can, use the calculator at [www.carbonfootprint.com](http://www.carbonfootprint.com). Compare your own footprint to the footprint of the average person in the UK. My carbon footprint is bigger/smaller than the footprint for the UK, and it's ...  
 e) Look at the carbon footprints below. Search them on the Internet and find out if they are smaller today.



## Russian corner

### Moscow's great heat wave

The summer of 2010 was the hottest summer in Moscow since records began 150 years ago. On one day in July the temperature was over 37 degrees Celsius. Shops and cars were destroyed in an area the size of Romania. Shops sold out of fans and air conditioners, and cars ran out of gas by lunchtime. Sadly, many people also died in swimming accidents as they tried to escape the heat.

But the worst problem the heat wave caused was the wildfires which broke out in hundreds of places in the areas surrounding Moscow and covered the city in thick smog. Only the outlines of famous landmarks like the television tower and St Basil's cathedral were visible, and the sun changed to a pale yellow. You could not see further than 50 metres in some areas and the smoke got into apartment buildings, offices and metro stations. Flights from Moscow airports were cancelled. Many people with heart disease were told to stay at home.

The energy was sometimes too much for the city. But as the hot summer continued, groups of people were organized. They collected money, found food, distributed supplies and in some cases stopped burglars from burning down.

After weeks of drought and permanent smog, heavy rain over the capital. The city was cool again and at last free of clouds of smog. The worst was over!

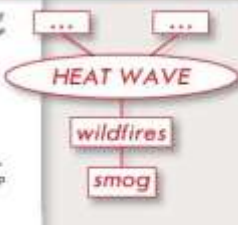
Is another example of global warming or just something new once in a hundred years?

Use the start of a mindmap on the right. Use it to make a mindmap about the heat wave. Add more words and phrases.

Find words in the text which mean the following:  
 1. a place in a city  
 2. old people  
 3. opposite of 'dark'  
 4. an object from the past  
 5. to have nothing left  
 6. to stop  
 7. which was planned  
 8. twelve

Do you remember about the 2010 heat wave? Tell me about it.

Ask your parents or grandparents about the hottest summer they remember. Collect the information and share it in class. Find the news websites on the Internet. Note down ten headlines about the 2010 heat wave. Choose two which describe the situation well. Compare them with your partner.

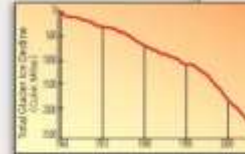


Source: news website: [www.yahoo.com](http://www.yahoo.com)  
[www.bbc.co.uk/news](http://www.bbc.co.uk/news)  
[www.reuters.com](http://www.reuters.com)  
[enlight.jrnal.ru](http://enlight.jrnal.ru)

## Cross-curricular studies: Geography

### Global warming

SKILLS FILE 1.2, 1.9



Describe the photos and say what the graph on the left shows. Use the language below.

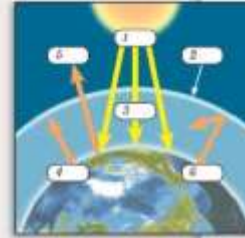
The graph/photo ... deals with / gives information about ...  
 It says/shows that ...  
 In the foreground/background you can see ...  
 This is a photo of ...  
 It covers the period ...  
 The vertical/horizontal line represents ...  
 In 2003, glaciers ... compared with ...

Useful verbs:  
 melt (change from snow to water)  
 increase/decrease (become more/less)

### Glaciers in Austria



### The greenhouse effect



The diagram explains the process of global warming. Match labels A-F with numbers 1-6 in the diagram.

- Planet's atmosphere contains greenhouse gases.
- The sun warms the surface of the earth, and heat rises.
- Some heat is able to pass through the gases.
- Heat from the sun.
- Some heat can't pass through and remains in the atmosphere, so that the temperature increases.
- The sun's heat passes down to the earth through the gases.

Greenhouse gases cover the earth and keep it warmer than it would be without the gases. The "greenhouse effect" is the heating of the earth due to the gases.

# Раздел помощи для дифференцированного обучения (COO)

## 6 WRITING Completing a questionnaire

Greenpeace are looking for ideas about what you can do to save the environment. Answer the questionnaire in full sentences.

**Think global – act local: What *you* can do to look after this planet ... and win a free trip with the **Rainbow Warrior** to go whale-watching!**

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

- 1 Tell us three things you can do to save electricity.
- 2 Tell us three things you can do to save other kinds of energy.
- 3 Tell us three things you can do to save water.
- 4 Tell us three things you can do to avoid waste.
- 5 What else can you do to save the environment?

**MORE HELP  
P. 146**

## Part C: Practice

### 6 WRITING Completing a questionnaire

Greenpeace are looking for ideas about what you can do to save the environment. Answer the questionnaire in full sentences.

**Think global – act local: What *you* can do to look after this planet ... and win a free trip with the **Rainbow Warrior** to go whale-watching!**

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

- 1 Tell us three things you can do to save electricity.
- 2 Tell us three things you can do to save other kinds of energy.
- 3 Tell us three things you can do to save water.
- 4 Tell us three things you can do to avoid waste.
- 5 What else can you do to save the environment?

Here are some ideas to help you answer the questions:

- use a microwave oven
- have good insulation doors and windows
- use electric blankets
- use a smaller fridge
- wash clothes in cold water
- fill the washing machine with clothes
- use small lights, not big central lights
- use shower, not bath
- hot water shouldn't be too hot
- heat hot water in the kettle
- don't run the hot water tap
- don't heat empty rooms
- collect rainwater for the garden



# Урок подготовки к ЕГЭ



## Focus on exams

1 LISTENING Listen to Sam talking about lunches in the school canteen. Are the statements below true, false or is the information not stated?

- Sam normally eats lunch in the school canteen.
- His mother makes very good sandwiches.
- Sam's friends laughed because he didn't eat chips.
- The menu on Tuesday was the same as Monday's menu.
- Every Wednesday Sam always eats chips.
- Sam had a sandwich for one lunch during the week.
- Sam has decided not to eat canteen food because it is not healthy.

2 READING A magazine has done a number of surveys of American teenagers. Read the results and match headings 1-8 with paragraphs A-G. There is one extra heading.

A \_\_\_ What is more important for a celebrity - talent or personality? This survey shows that only about a third (36%) of all teenagers think that talent is more important. About 60% said that teens want to get a piercing or a tattoo because a celebrity has one. Half of all teenagers say that their friends drink, smoke or diet because their favourite stars do it.

B \_\_\_ More than 90% of teenagers say they have good relationships with their parents. 82% report "no problems" with any family member. Many teens say that their mother or father is their best friend, and that they can talk to their parents about their problems. Some of them even said their parents were cool. On the other hand, over 70% of the teens in the survey say that their parents try to control them too much.

C \_\_\_ Boys spend more time with the media than girls because they play video games, use computers and watch television more. Girls spend more time reading magazines and listening to music on the radio, CDs or on an iPod than boys. The average American teenager spends six hours a day with the media! When teens were asked what kind of music they would choose to listen to, 27% said hip-hop and rap.

D \_\_\_ American teenagers spent \$141 billion last year. Almost 50% of the teenagers in the survey had spent at least \$20 in stores the week before. About 30% had been to a movie, and over 25% had bought coffee or another drink. Nine out of ten teenagers say they save some money. 75% of the teenagers get pocket money from their parents, but 50% of them also work part-time or go babysitting.

E \_\_\_ Most teens (56% of girls and 79% of boys) say that the way somebody looks is the first thing they notice. For many guys love begins with the eyes, but for many girls it begins with the heart. Half of the girls (but only 34% of the guys) in the survey get advice about the opposite sex from their friends. 90% of the teens have friends of both sexes. 80% of guys and girls think it is OK for a girl to ask a boy out on a date.

F \_\_\_ 20% of the teenagers in the survey are afraid of violence and bullying at school. 10% said they were afraid of water. 28% said they were afraid of fire. 38% are afraid of taking tests at school, and 48% are afraid of getting bad marks.

G \_\_\_ The older kids get, the less sport they do. The average American teenager spends less than one hour a day on exercise. 32% of teens don't do any sport.

- Good-looking
- Not enough
- The
- ...

Тренировка навыков выполнения заданий в формате ГИА-11



3 GRAMMAR AND VOCABULARY Choose the best word from the table (A, B, C or D) to complete sentences 1-8.

### KEITH'S STORY

Before I started taking drugs, I was often lonely because I didn't have any real friends. At that time my parents preferred my two brothers, so I didn't feel accepted 1 \_\_\_ my parents. When I changed schools, I thought I 2 \_\_\_ real friends. We were a group of students 3 \_\_\_ always did a lot of things at the weekend. I 4 \_\_\_ exactly the first time I took drugs. We were staying at a friend's place over the weekend. The first night someone offered me some drugs, I was terribly afraid that if I 5 \_\_\_ them, they would not accept me as a member of their group. My family didn't know that I was taking drugs. But when I ran 6 \_\_\_ money, I started stealing money 7 \_\_\_ them. After a while they noticed it and became suspicious. I was quite lucky to get to know my girlfriend. She helped me to stop 8 \_\_\_ drugs before it was too late.

1	A of	B by	C from	D for
2	A have found	B found	C had found	D founded
3	A which	B who	C what	D whose
4	A am remembering	B remember	C am reminding	D remind
5	A wouldn't take	B didn't take	C wasn't taking	D wouldn't taking
6	A of	B off	C out of	D from
7	A of	B off	C out of	D from
8	A take	B to take	C taking	D taken

4 WRITING Your English friend Tim has asked you these questions in an email.

... You said that you love sport and watch a lot of it on TV. I'm keen on sport, too. What is your favourite sport? Do you have a favourite sports personality? My favourite sport is cycling ...

Write a reply to Tim. In your email:

- answer his questions and give reasons,
- ask him three questions about his favourite sport.

Write 100-140 words. Remember the rules of writing letters.



## Focus on exams

1 LISTENING Listen to the report and choose the correct answer.

- Belinda reports for a TV station in
  - San Francisco.
  - Oregon.
  - California.
- The British use public transport
  - more than cars.
  - less than cars.
  - as often as people in the USA.
- Traveling by bus is
  - more expensive than travelling by train.
  - less expensive than travelling by train.
  - as expensive as travelling by train.
- Air travel is
  - ten percent of the distance travelled in the UK.
  - very popular between Scotland and England.
  - not so popular in the UK as in the USA.
- People in the UK don't use their cars as much as in the USA because
  - they often can't park the car.
  - they think twice before they use them.
  - you can't drive in the city centres.



3 GRAMMAR AND VOCABULARY Choose the best word from the table (A, B, C or D) to complete gaps 1-10.



Until the 1960s white and black (or "coloured") 1 \_\_\_ in the southern states of the USA lived different 2 \_\_\_. This 3 \_\_\_ "segregation". For example, black children had their own schools, and white children had 4 \_\_\_. Black children were often taken by bus to schools out of town. In this situation it was impossible to guarantee that black and white children got the same 5 \_\_\_ in life. A black person had little chance of 6 \_\_\_ to university.

One man helped to change the situation. In 1963, Martin Luther King, a pastor from the southern USA, 7 \_\_\_ his famous "I have a dream" speech in Washington D.C. He spoke of peace, equality and an end to segregation. He dreamed of a world 8 \_\_\_ everyone could live in peace together. He was murdered in 1968 when he was only 39 years old. If Martin Luther King 9 \_\_\_ in Washington D.C. in January 2000, he 10 \_\_\_ part of his dream come true, when Barack Obama became the first black President of the USA.

1	A peoples	B people	C person	D people's
2	A life	B live	C lives	D lifes
3	A was called	B called	C were called	D has been called
4	A their	B them	C there	D theirs
5	A opportunities	B future	C beginnings	D starting
6	A go	B to go	C to going	D going
7	A has given	B was giving	C gave	D had given
8	A in where	B in which	C which	D that
9	A had been	B would have been	C was	D would be

2 READING Fill in the gaps A-G with parts of sentences 1-7.

### Jobs in the future

It's 2020. You lost your cashier's job five years ago A \_\_\_ Bank cashiers have all lost their jobs, too, as no-one uses "real" money any more. People use only credit cards and digital money. Your job at the post office only lasted a few years because people no longer send letters, so in the last ten years sixty percent of post office workers have lost their jobs. You thought about a job at a CD store, B \_\_\_ Everyone buys online now. Robots build machines and construct buildings; they fly aeroplanes and answer telephones in call centres. Computers translate texts, and language experts are no longer necessary.

C \_\_\_ technology will create new jobs, too. Soon, when space tourism really gets going, we will need space tour guides. Virgin Galactic is already planning such space programmes for the near future. Or you could train to be a drowned city specialist. D \_\_\_ and there are more and more floods, there will be a lot of jobs for people who deal with drowned cities. People and their things will have to be rescued, and their houses moved to higher ground. Robot mechanic is also a job for the future. E \_\_\_ middle-class families worldwide will be able to buy robotic personal assistants to help them in the home or as pets.

Here is some more good news: F \_\_\_ We will always enjoy sport and entertainment, so footballers, actors and singers will always be needed. Politicians - love them or hate them - are here to stay. Hairdressers and tax collectors will still be around, too! And G \_\_\_ and natural resources become rare, sadly there will always be military conflicts, and soldiers can be sure of employment, too.

- but then they all closed down.
- If climate change continues
- As robots become cheaper,
- some jobs are forever.
- as long as the world's population continues to grow
- when all supermarkets installed automatic checkouts
- But the good news is that

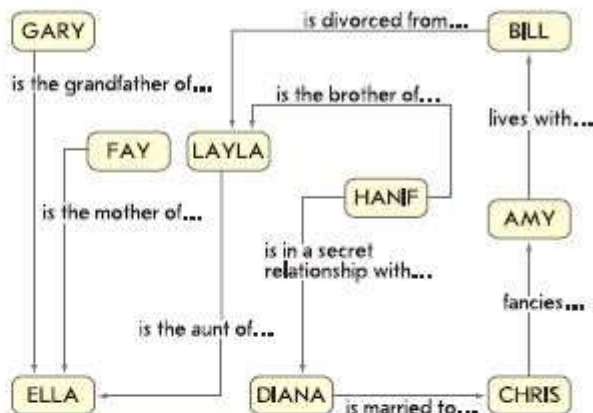


# Развивающие упражнения

## 5 VOCABULARY The world of soap opera

a) Who's who in this soap opera? Look at the diagram. Then complete sentences 1 to 6 with one of the words below.

ex-husband • father • lover • uncle • wife • granddaughter



- Gary is Fay's \_\_\_\_.
- Hanif is Ella's \_\_\_\_.
- Ella is Gary's \_\_\_\_.
- Diana is Chris' \_\_\_\_.
- Hanif is Diana's \_\_\_\_.
- Bill is Layla's \_\_\_\_.

b) Fay and Layla are at a café. Complete their conversation with words below.

baby • divorced • father • love • relationship • single

- Fay:** Hi, Layla. Guess what! I've just heard that Chris and Diana are getting 1 \_\_\_\_.
- Layla:** What? Is that because Chris has fallen in 2 \_\_\_\_ with Amy?
- Fay:** I don't know, but maybe it's because he's heard about Diana's 3 \_\_\_\_ with Hanif.
- Layla:** Actually, I saw her today. I think she's going to have a 4 \_\_\_\_.
- Fay:** No! But who's the 5 \_\_\_\_? Her husband or her lover?
- Layla:** Well, let's hope it's Hanif so they can get married quickly. Who wants to be a 6 \_\_\_\_ mum?



## 2 VOCABULARY Transport

a) Make lists of words about travel under the following headings: *air*, *railway*, *road*, *sea*. Use the words below and add more if you can.

airport • boat • cab • (to) cycle • (to) drive • ferry • flight • gate • harbour • (to) land • motorway • petrol station • plane • platform • rush hour • ship • traffic jam • train • truck • the Tube • underground



b) All the verbs in sentences 1–6 are mixed up. Find the right verb for each sentence.

- Bob and I always worried about our carbon footprint. We **take** two cars and we **sold** to work every day on the motorway. -> *We had two cars and we ...*
- In the rush hour we were often **read** in traffic jams for hours.
- So we **listened** both cars and decided to travel by bus and Tube every day.
- The journey to work **found** an hour longer, but we **stuck** and **drove** to music.
- We **took** it very difficult at first. At weekends, for example, we **had** a car to go shopping or visit friends.
- But now we just **didn't have** a taxi when we need to. And our carbon footprint is much smaller!

## 1 VOCABULARY For a greener world

a) For each group find a word that doesn't fit.

- sun • plastic • paper • glass
- oil • water • wind • sun
- waste • recycle • reduce • save
- help • pollute • protect • save
- climate change • solar power • air pollution • global warming
- trees • electricity • cars • heating



b) Match sentence beginnings 1–6 with endings A–H. There are two extra endings.

- |  |   |
|--|---|
| 1 Locally grown products ...               | A than to produce vegetables.             |
| 2 You need more energy to produce meat ... | B with public transport.                  |
| 3 You can buy cool clothes cheaply ...     | C are usually better for the environment. |
| 4 Use a cotton shopping bag instead ...    | D than to throw it into the dustbin.      |
| 5 Buying recycled paper can ...            | E use green energy.                       |
| 6 It's much better to recycle glass ...    | F of plastic ones.                        |
|  | G at second-hand shops.                   |
|  | H help to save trees.                     |

# Проектная деятельность

## PROJECT

### 6 Real friends

Ask five people in your school (but not in your class) these questions. Compare and discuss your answers in a group.

- 1 How many real friends do you have?
- 2 Name one important thing that you expect from a real friend.
- 3 Do you have any real friends on the Internet? Why (not)?

c) Find information on the Internet about weddings in other countries. Illustrate your project with pictures and present it to the class.

Look under these key words: "wedding traditions", "wedding around world"

d) Ask your family members about the Russian weddings when they were your age. How different were they then?

## PROJECT

### 5 An Internet project: inventions that will change the world

Work with a partner. Choose one invention and take notes using the headings below. Present your work to the class.

Search "inventions will change world" or "future inventions"



# Преимущества УМК «Сферы» для обучающихся

1. Удобный формат, прочная мягкая обложка
2. Интересное оформление
3. Удобная навигация, разноцветные циклы
4. «Говорящие» поля
5. Помощь в работе (образцы в начале каждого упражнения повышенной сложности) и особый раздел в конце учебника
6. Чётко сформулированные задания
7. Много полезной информации
8. Доступное изложение справочного материала
9. Аудирование с различными стратегиями и спецэффектами
10. «Живой» английский язык
11. Встроенная система подготовки к ГИА
12. Возможность самостоятельного освоения языкового материала при необходимости



# Преимущества УМК «Сферы» для учителя

1. Строгое соответствие ФГОС
2. Чёткая структура учебника и циклов
3. Логичное изложение материала
4. Легко составлять рабочую программу и КТП
5. Совокупность классического и инновационного подходов к обучению
6. Наличие детальных поурочных рекомендаций с ключами
7. Чётко сформулированные задания
8. Много полезной информации
9. «Живой» английский
10. Возможность организовать дистанционное обучение без ухудшения качества образовательного процесс
11. Возможность работать с детьми разного уровня подготовки
12. Встроенная система подготовки к ГИА



## Состав УМК для 10 класса

- Учебник
- Электронная форма учебника
- Рабочие программы (на сайте)
- Книга для учителя (на сайте)
- Аудиокурс в формате mp3 (на сайте)
- Тетрадь-тренажёр



Английский язык. 10 класс.  
Электронная форма  
учебника Алексеева А. А.,  
Смирновой Е.Ю., Абби С. и  
др.



Английский язык. Тетрадь-  
тренажёр. 10 класс

<https://cdn.catalog.prosv.ru/attachment/a92afe1fc306cf75e250457483ee780c5a648a75.pdf>



# Бесплатный банк ресурсов УМК «Сферы»

- Бесплатные компоненты и материалы к урокам
- Записи вебинаров и презентации



# СРЕДНЕЕ ОБЩЕЕ ОБРАЗОВАНИЕ

10-11 классы

1.1.3.2.1.1.1.

**АНГЛИЙСКИЙ ЯЗЫК**

10 класс

Алексеев А.А.,  
Смирнова Е.Ю.,  
Абби С. и др.

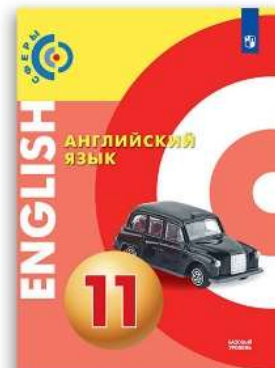


1.1.3.2.1.1.2.

**АНГЛИЙСКИЙ ЯЗЫК**

11 класс

Алексеев А.А.,  
Смирнова Е.Ю.,  
Абби С. и др.



# Наши контакты

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