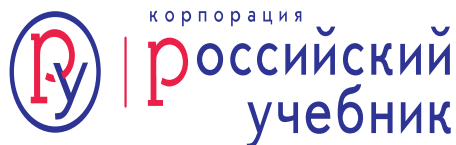


Переход на УМК
«Вместе. Team Up!» в 10 классе - залог
успешности каждого: реализация на
практике принципов индивидуализации и
дифференциации в обучении
старшеклассников
английскому языку

29 сентября 2021 г.



Об авторе



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**Переход на УМК
«Вместе. Team Up!» в 10 классе -
залог успешности каждого:
реализация на практике
принципов индивидуализации и
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старшеклассников
английскому языку**



Вместе

АНГЛИЙСКИЙ ЯЗЫК

<https://cloud.mail.ru/public/w3y1/mxuB9Q5W7>

НАЧАЛЬНОЕ ОБЩЕЕ ОБРАЗОВАНИЕ 2-4 классы



1.1.1.2.1.9.1.
АНГЛИЙСКИЙ ЯЗЫК
(в 2 частях) 2 класс

Костюк Е.В.,
Колоницкая Л.Б.,
Рид С. и другие



1.1.1.2.1.9.2.
АНГЛИЙСКИЙ ЯЗЫК
(в 2 частях) 3 класс

Костюк Е.В.,
Колоницкая Л.Б.,
Кустаф Л.



1.1.1.2.1.9.3.
АНГЛИЙСКИЙ ЯЗЫК
(в 2 частях) 4 класс

Костюк Е.В.,
Колоницкая Л.Б.,
Махоуни М.



ОСНОВНОЕ ОБЩЕЕ ОБРАЗОВАНИЕ 5-9 классы



1.1.2.2.1.11.1.
АНГЛИЙСКИЙ ЯЗЫК
(в 2 частях) 5 класс

Костюк Е.В.,
Колоницкая Л.Б.,
Кроксфорд Дж. и др.



1.1.2.2.1.11.2.
АНГЛИЙСКИЙ ЯЗЫК
(в 2 частях) 6 класс

Гашимов Э.А.,
Меднова С.Т.,
Зервас С.



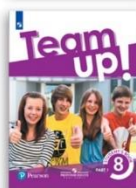
1.1.2.2.1.11.3.
АНГЛИЙСКИЙ ЯЗЫК
(в 2 частях) 7 класс

Гашимов Э.А.,
Меднова С.Т.,
Гастингс Б. и др.



1.1.2.2.1.11.4.
АНГЛИЙСКИЙ ЯЗЫК
(в 2 частях) 8 класс

Гашимов Э.А.,
Меднова С.Т.,
Барраклоу К. и др.



1.1.2.2.1.11.5.
АНГЛИЙСКИЙ ЯЗЫК
(в 2 частях) 9 класс

Мишин А.В.,
Громова И.А.,
Ёлкина К.И. и др.



СРЕДНЕЕ ОБЩЕЕ ОБРАЗОВАНИЕ 10-11 классы



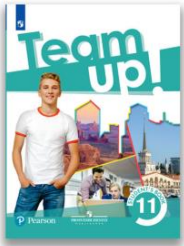
1.1.3.2.1.11.1.
АНГЛИЙСКИЙ ЯЗЫК
10 класс

Мишин А.В.,
Громова И.А.,
Ёлкина К.И. и др.



1.1.3.2.1.11.2.
АНГЛИЙСКИЙ ЯЗЫК
11 класс

Мишин А.В.,
Громова И.А.,
Ёлкина К.И. и др.





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Вместе

АНГЛИЙСКИЙ ЯЗЫК

9 КЛАСС



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





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



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

Требования ФГОС СОО

Отражение в тематике юнитов УМК в 10 классе

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

Family members, weddings

Friendship

Family, personality

Language learning

The roles of hosts and guests

Food and drink

Shopping

Fashion

Customer service

Furniture and decorations, places for things

Household chores

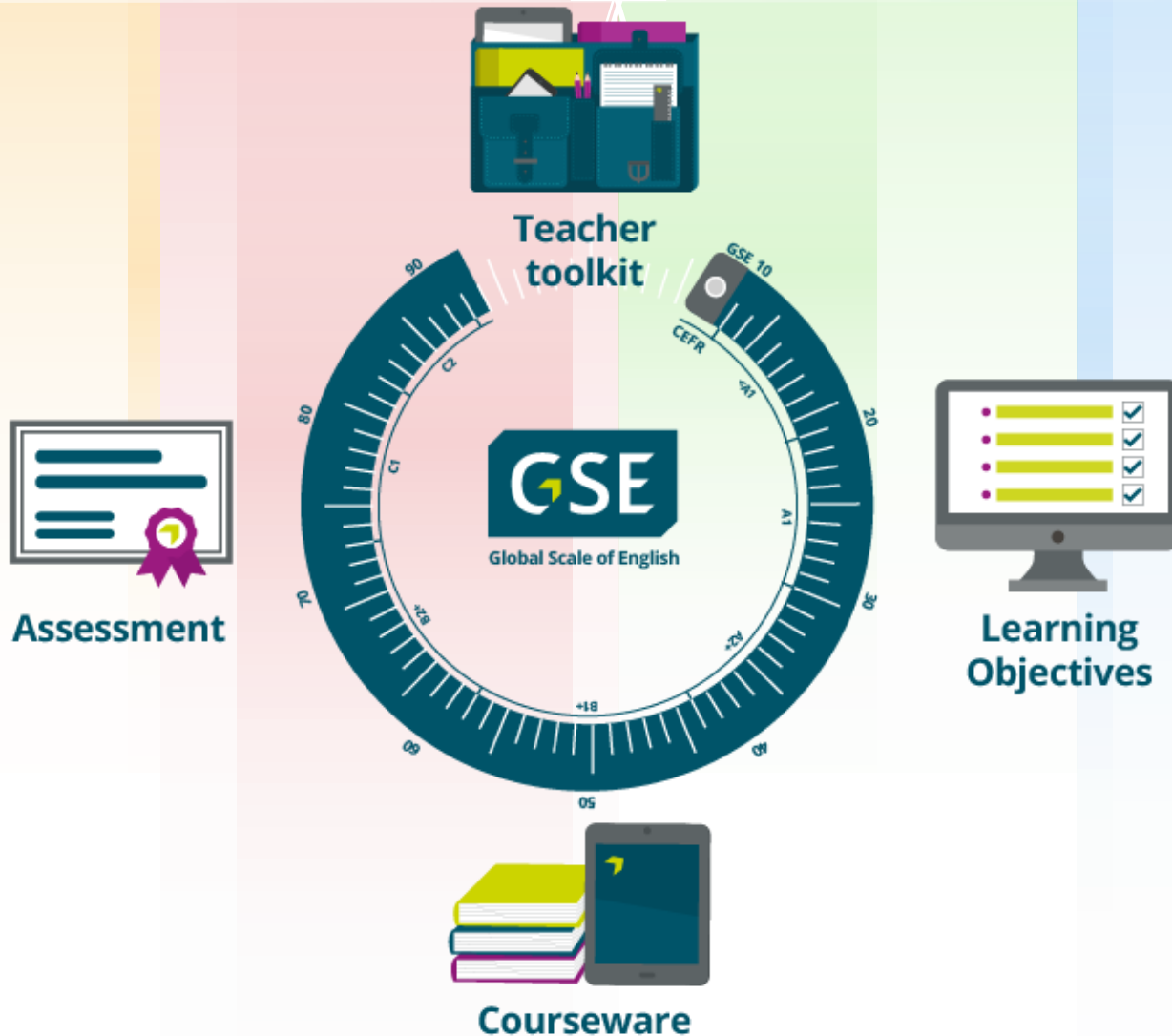
Appearance

Stages of life

Personality, feelings

Feelings and emotions

The GSE is designed to support curriculum design, courseware and assessment decisions. We have aligned teaching and learning materials and assessments to help you to select the most appropriate resources.





Team up!



STUDENT'S BOOK
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Вместе

АНГЛИЙСКИЙ ЯЗЫК

9 КЛАСС



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RUSSIAN FILES Art	
LIFE SKILLS How to Use Online Resources	
CULTURE SPOT	
MY CULTURE	
LITERATURE SPOT	
WATCH AND REFLECT	
Grammar Reference and Practice	
Irregular Verbs	
Use of English	

1B READING AND VOCABULARY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

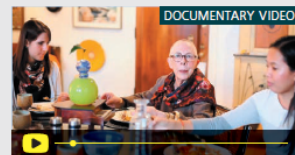
- I find it easy to **make friends with** people.
- I **... on well with** everyone.
- I **... more time with** my friends than with my family.
- I don't usually **... in touch with** my classmates during the holidays.
- I never **... my back on** anyone when they need help.
- You can't help everyone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

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

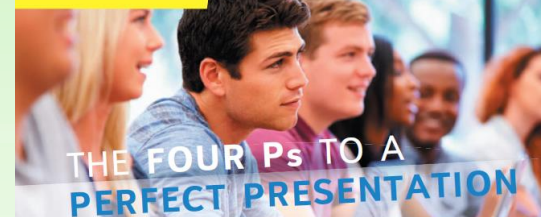
- 9 **SPEAKING** In groups, discuss what you can do in these situations.

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

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



LIFE SKILLS How to Give a Presentation



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

1 PLAN

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

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

2 PREPARE

At this stage you should:

- Research your topic. Make sure you understand your subject well. Decide what you want to say and try to make it interesting for your audience.
- Organise your ideas into a clear introduction, main body and conclusion. You can start with a joke, some surprising facts, a personal anecdote or a question to get the 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

3 PRACTISE

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

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

4 PRESENT

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

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

audience. Don't be too fast. Speak



A LEAD-IN Focus on Speaking

Answer the questions.

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

B VOCABULARY TO REMEMBER Focus on Vocabulary

Explain what the following verbs mean.

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

C READING Focus on Reading for Specific Information

a. Read about typical Russian dishes.

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

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

I CAN

- Answer and ask questions*
- Discuss and give arguments/reasons*
- Explain the meanings of words
- Read the text for specific information*
- Describe a trend
- Make a presentation
- Write a personal letter*
- RINE (E73) skills

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



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



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



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



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Documentary Video ▶

pp. 24–25 *Playing for the Blues*
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LISTENING

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Active Listening: Finding specific information

p. 26 A radio programme about sports cheats

SPEAKING

p. 13 Expressing interest
Communication Video ▶
Pronunciation: Intonation

p. 27 Apologising
Communication Video ▶

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REVISION

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Life Skills Video ▶ **pp. 36–37**



Тематическое планирование к рабочей программе по английскому языку для 10 класса

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

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



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

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

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

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

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

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

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

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

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

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

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

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

Dell Do you fancy coming to the concert tonight?

Johnny What concert? Who's playing?

Dell Nines. How about it? You love rap.

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

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

SPEAKING | Informal Invitations

Making Invitations

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

Accepting Invitations

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

Turning down invitations

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

Giving reasons

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

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

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

Johnny ¹ Do you want to go to the cinema this evening?

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

Johnny Yeah, sure.

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

Johnny That ⁴ ... going on Sunday?

Johnny That ⁵ ... a great idea. I'd ⁶ ...

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

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

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

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

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

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

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[Bella Forrest](#)
The Gender Game

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

[Jane Austen](#)
Pride and Prejudice

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

[Joe Sugg](#)
Username: Evie

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

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

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

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

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

[James Fenimore Cooper](#)
The Deerslayer

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

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

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



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

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

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

- 1 Blair is reading the novel because
 - a it is too cold outside to go cycling.
 - b he must read it for his English class.
 - c he is giving a presentation next month.
- 2 Fearnie says she doesn't like
 - a the style that the book is written in.
 - b the first sentence of the novel.
 - c the picture on the book's front cover.
- 3 Fearnie describes the author's style as
 - a imaginative. b difficult to understand. c poetic.
- 4 Fearnie is annoying Blair because
 - a her friend Julie has gone shopping.
 - b she wants him to go out with her.
 - c she needs help with her homework.
- 5 Blair agrees to
 - a read the next chapter of his book to Fearnie.
 - b stop reading now and go to the park with Fearnie.
 - c go out with Fearnie when he finishes the chapter.

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

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

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

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

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

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

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

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

3. видеофрагмент COMMUNICATION VIDEO предназначен для уроков раздела SPEAKING



Условные обозначения

n – noun – существительное

v – verb – глагол

adj – adjective – прилагательное

adv – adverb – наречие

1A GRAMMAR AND VOCABULARY 5.1

agree (v) /ə'gri:/ соглашаться

argue about sth /'ɑ:gju: ə'baʊt ,sʌmθɪŋ/ ссориться, спорить
о чём-то

at the moment /æt ðə 'mæmənt/ в настоящий момент

aunt (n) /ɑ:nt/ тётя

best man (n) /'best 'mæn/ свидетель со стороны жениха,
шафер

boyfriend (n) /'bɔɪfrend/ парень, жених

bride (n) /braɪd/ невеста

cake (n) /keɪk/ торт

chicken soup (n) /'tʃɪkɪn 'su:p/ куриный суп

come from /'kʌm frəm/ быть родом из

couple (n) /'kʌpəl/ пара

cousin (n) /'kʌzən/ кузен, кузина

delicious (adj) /dɪ'liʃəs/ очень вкусный

exchange rings /ɪk'stʃeɪndʒ 'rɪŋz/ обмениваться кольцами

fact (n) /fækt/ факт

family gathering (n) /'fæməli 'gæðərɪŋ/ встреча всей семьи

feel (v) /fi:l/ чувствовать

funny (adj) /'fʌni/ смешной, забавный

get married /get 'mæɪd/ жениться, вступать в брак

gift (n) /ɡɪft/ подарок

girlfriend (n) /'gɜ:lfrɛnd/ подруга, невеста, девушка

give/make a speech /ɡɪv/meɪk ə 'spi:tʃ/ говорить речь

groom (n) /ɡru:m/ жених

guest (n) /ɡest/ гость

hardly ever /'hɑ:dli 'evə/ едва ли когда-либо, почти никогда

hobby (n) /'hɒbi/ любимое занятие

I don't mind /aɪ dəʊnt 'maɪnd/ я не возражаю

invitation (n) /'ɪnvɪ'teɪʃən/ приглашение

invite guests /ɪn'vaɪt 'ɡests/ приглашать гостей

look beautiful /lʊk 'bju:təfəl/ выглядеть прекрасно

most days /məʊst 'deɪz/ чаще всего, почти всегда

nephew (n) /'nefju:/ племянник

newlyweds (n) /'nju:lɪwedz/ молодожёны

niece (n) /ni:s/ племянница

perfect (adj) /'pɜ:fɪkt/ идеальный

photo blog (n) /'fəʊtəʊ 'blɒɡ/ фотоблог

put on /pʊt 'ɒn/ надевать

share photos with sb /ʃeə 'fəʊtəʊz wɪð ,sʌmbədi/ показывать
фотографии кому-то

speak in public /spi:k ɪn 'pʌblɪk/ говорить публично, выступать

1B READING AND VOCABULARY 5.2

a friend in need is a friend indeed /ə 'frend ɪn 'ni:d ɪz ə frend

ɪn'di:d/ друг познаётся в беде

acquaintance (n) /ə'kweɪntəns/ знакомый

appear (v) /ə'piə/ казаться

background (n) /'bækgraʊnd/ происхождение

be open with

открытым

be yourself /bi: 'jɒrsɛlf/ быть собой

best friend /best 'frend/ лучший друг

classmate (n) /'klɑ:smeɪt/ одноклассник

close/good friend /kloʊs/ 'ɡʊd 'frend/ близкий/хороший друг

companion (n) /kəm'pæniən/ спутник

contact (n) /'kɒktækt/ контакт

fake (adj) /feɪk/ фальшивый

friendship (n) /'frendʃɪp/ дружба

fun (n) /fʌn/ забавно

gently (adv) /'dʒentli/ мягко

get on (well) /get ɒn (wel)/ ладить (хорошо)

находить общий язык

give advice /ɡɪv ə'daɪs/ давать советы

hand (v) /hænd/ помогать

helping hand /'helprɪŋ 'hænd/ помощь

identity (n) /aɪ'dentɪti/ идентичность

interest (n) /'ɪntərəst/ интерес

keep in touch /ki:p ɪn 'tʌtʃ/ поддерживать связь

keep sth going /ki:p stʌθ 'ɡoʊɪŋ/ продолжать

расставаться

let sb down /let sb daʊn/ разочаровать

lifetime (n) /'laɪftaɪm/ всю жизнь

make friends w/ make friends w/ /meɪk 'frendz w/ /

nationality (n) /nə'shənəli/ национальность

nod (v) /nɒd/ кивать

opinion (n) /ə'pɪnɪən/ мнение

opposites attract /ə'pɒzɪtɪs ə'trækt/ противоположности притягиваются

personality (n) /pɜ:'sɒnəli/ личность

physical appeal /fɪzɪkəl ə'piəl/ физическая привлекательность

pretend (v) /prɪ'tend/ pretence /prɪ'tend/ притворяться

proverb (n) /'prɒvɜ:b/ пословица

psychologist (n) /saɪkə'lɒɡɪst/ психолог

rely on /rɪ'laɪ ɒn/ полагаться на

share your feelings /ʃeə jə 'fi:liŋz/ делиться своими чувствами

similar (adj) /sɪ'mɪlə/ подобный

sleep over at /sli:p əvə ət/ переночевать

social media (n) /səʊ'siəl 'mi:diə/ социальные сети

spend time w/ /spend taɪm w/ / проводить время с кем-то

stay out late /steɪ aʊt 'leɪt/ задерживаться поздно

stay out late /steɪ aʊt 'leɪt/ задерживаться поздно

stay out late /steɪ aʊt 'leɪt/ задерживаться поздно

stay out late /steɪ aʊt 'leɪt/ задерживаться поздно

WORD LIST EXERCISES

Remember more

UNIT 1 (pp. 16–17)

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



2 Which preposition completes these sentences?

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

3 Which verb from the word list completes these phrases?

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

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

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

ACTIVE VOCABULARY | Maps

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

UNIT 2 (pp. 30–31)

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



2 Find things on the word list that you can:

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

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

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

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

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

5 Do the task below.

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

UNIT 3 (pp. 48–49)

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

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

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

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

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

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

Формирование лексико-грамматических навыков по теме юнита 1

«Те, кто мне близки».

1

Close to You

VOCABULARY Family and friends, personality, language learning

GRAMMAR Present Simple and Present Continuous, reflexive pronouns, indefinite pronouns **Use of English > page 189**

SPEAKING Expressing interest

WRITING An informal email of introduction

VIDEO Grammar Documentary Communication

SOME OF MY PHOTOS FROM SATURDAY!

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

LEO'S PHOTO BLOG

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

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

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

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

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

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

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

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

1A GRAMMAR AND VOCABULARY

1

1 SPEAKING In pairs, ask and answer the questions.

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

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

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

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

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

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

Present Simple and Present Continuous

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

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

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

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

Present Simple and Present Continuous

We use the **Present Simple** for:

- facts that don't change
- routines and habits

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

We use the **Present Continuous** for:

- things happening now
- temporary situations

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

Grammar Reference and Practice > page 175

WATCH OUT!

State and action verbs

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

With state verbs (e.g. agree, believe, hate, know, like, love, mean, see, taste, think, want), we only use simple tenses: It **tastes** great. NOT ~~It is tasting great.~~

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

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

Jane They ²... (do) really well. I'm so happy!

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

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

Agnes Oh! Well, I ⁸... (like) it.

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

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

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

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

Megan She ³... very well right now, is she?

Sara No, she isn't. But she ⁴... really beautiful.

Megan Yes, I ⁵... so. ⁶... she ... from Boston?

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

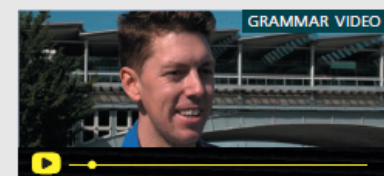
8 Check you understand the highlighted words. Are the statements about weddings in the UK true for weddings in Russia?

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

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

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

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



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

7

Формирование лексико-грамматических навыков по теме юнита 1



«Те, кто мне близки».

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

Формирование лексико-грамматических навыков по теме юнита 1



«Те, кто мне близки».

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

Duration: 40-45 minutes



WARM-UP | 6–7 minutes

- **PRESENTATION | 9–10 minutes**

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

- **PRACTICE | 9–10 minutes**

- **PRODUCTION | 9–10 minutes**

WRAP-UP | 1–3 minutes

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

HOMEWORK

CONTINGENCY PLAN

Present Simple and Present Continuous

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



come da

7



1.3



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

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

Megan Sara, ¹ *do* you *see* th

Who is she?

Sara It's Nathan's girlfrien

Megan She ³

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

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

Megan She ³ ... very well right now, is she?

Sara No, she isn't. But she ⁴ ... really beautiful.

Megan Yes, I ⁵ ... so. ⁶ ... she ... from Boston?

Sara No, she's from Chicago, but she ⁷ ... in France
at the moment.

Grammar Reference and Practice



Мы используем настоящее продолженное время (Present Continuous) для описания

- действия, которое происходит сейчас:
Mum is **talking** on the phone.
- временной ситуации:
Mrs Pye is **teaching** Class 2A today because their teacher is ill.

Правила правописания:

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

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

Глаголы состояния (Stative verbs)

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

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

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

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

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

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

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

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

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

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

Некоторые глаголы используются в настоящем простом времени (Present Simple) и настоящем продолженном времени (Present Continuous) без перемены значения

I **feel** tired./I'm **feeling** tired.

1C Возвратные местоимения

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

Мы используем возвратные местоимения, когда хотим подчеркнуть подлежащее:

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

1D Неопределённые местоимения

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

I'm sure **somebody** knows the answer.
Let's eat **something** before we leave.
I think Gwen lives **somewhere** in Wales.

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

Everyone knows her, she's a celebrity.
Have you got **everything** you need?
There are cameras **everywhere** around the town centre.

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

Nobody knows him.
I have **nothing** to wear for the wedding reception.
The church is full, so you have **nowhere** to sit.

Мы используем anybody/anyone, anything и anywhere в

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

- 1 How long **does it take/is it taking** you to get dressed in the morning?
- 2 I can't talk to you right now because I **buy/I'm buying** a birthday present for my dad.
- 3 My niece **never does/is never doing** the shopping the Internet because she doesn't think it's safe.
- 4 Johnnie, what **do you do/are you doing** here at this time of day? Why aren't you at school?
- 5 Tim **doesn't cook/isn't cooking** his own meals. grandma **cooks/is cooking** them.
- 6 'Why **do you wear/are you wearing** such a strange dress? Do you **go/are you going** to a fancy dress party?' 'Yes, in fact, I **do/am**!'

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

- 1 My mum and I **often spend** (often/spend) **hike** walking on the beach.
- 2 Who **... (you/prepare)** these cakes for? They **are** delicious.
- 3 '... (your granddad/like) dancing?' 'Yes, he **is**.'
- 4 In our region, it **... (usually/not rain)** much in summer.
- 5 '... (you/usually/keep) in touch with your school friends during the holidays?'
- 6 Can you see Mark among the wedding guests **... (he/take)** photos?
- 7 '... (Joe's cat/drink) milk every day?' 'No, it **isn't**.'

Use of English

Unit 1

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

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

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

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

Betty ... mistakes in her homework.

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

I ... with you.

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

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

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

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

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

We can install apps on our phones ...

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

Susan is very friendly. ... her.

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

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

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

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

- a stay out b sleep over c be into

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

- a mistake b speech c advice

Unit 2

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

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

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

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

She ... skip Physics class.

3 She often skipped Physics lessons. **skip**

She ... skip Physics class.

4 She never took any notes. **take**

She ... to take any notes.

5 One day, Tanya did a very good experiment. **do**

The teacher ... Tanya to do the experiment.

6 Tanya's experiment went well. **go**

Tanya's experiment ... well.

7 After that Tanya finished her Physics classes. **finish**

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

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









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

- 1 a used to move b didn't know c was

- 2 a didn't know b didn't like c was

- 3 a weren't b was c were



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

Unit Test 1 | Group A

VOCABULARY, GRAMMAR, USE OF ENGLISH

Name: _____ Class: _____



VOCABULARY

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

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

____ / 5

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

- 4 Corre
sente

RESOURCE 1

- 0 Mei li
Mei li
1 I need
result

2 There

3 Tell n

4 Every

5 Is the

USE O

- 5 Com
I made fr
school an
always ¹ ____
argumen
share ² ____
I never tu
I know th
know tha

Are you a loner?

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

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

ARE YOU A LONER?

TRY OUR QUIZ AND FIND OUT!

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

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

FOLD

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



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

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

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

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

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

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

- **NEXT CLASS**

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



Team up!

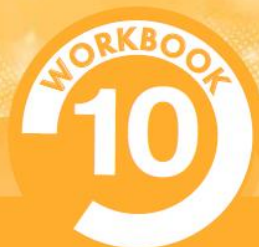
A. V. Mishin, V. A. Tsybaneva, R. Fricker



Pearson



ПРОСВЕЩЕНИЕ
ИЗДАТЕЛЬСТВО



- 7 TEAM UP PROJECT** Compare your family with a friend's family. Write a short paragraph about the size of each family and some of each family's routines.

UNIT VOCABULARY PRACTICE

- 1 2A GRAMMAR AND VOCABULARY** Complete the sentences with the verbs from the box.

check compare ~~do~~ hand out took pay put up(x2)

- 1** I want you to do this exercise for homework.
- 2** I'd like you to _____ your answers with a partner before you tell the class.
- 3** Can you _____ these worksheets for me, please?
- 4** Please _____ attention to what I'm saying.
- 5** We _____ our posters on the classroom wall.
- 6** Our teacher told us about Napoleon and we _____ some notes.
- 7** Please don't shout - _____ your hand if you know the answer.
- 8** Don't forget to _____ your answers before you return your test papers.

02

Self-assessment



Pronunciation

5 **39** Listen to the extracts from Beth's podcast. Exercises 2 and 3 read in two different ways. Choose version, a or b, which you think sounds correct

- 1 a / b
- 2 a / b
- 3 a / b
- 4 a / b
- 5 a / b
- 6 a / b

ACTIVE PRONUNCIATION | /ŋ/ sound

You can hear the sound /ŋ/ in words like *rang*, *sing* and *singing*. In writing it is usually followed by the letter *k* (e.g. *tank*) or *g* (e.g. *long*).

6 **40** The sentences in Exercise 5 which sound correct use the /ŋ/ sound at the end of *-ing* words. Listen and repeat the words.

swimming
jogging
stretching
emptying
feeling
morning

ACTIVE WRITING | A note/short message

1 Plan your note.

- Tell your parents what you're making for dinner.
- Explain why you have to go out.
- Tell them where you are going.
- Ask them to set the table.

2 Write the note.

- You can leave out greetings, pronouns and auxiliary verbs.
- Use contractions, initials and e
- Use imperatives and bullet poi

3 Check that ...

- you have included all the relev
- there are no spelling or gramm
- you haven't used any unnecess

Self-check

GRAMMAR AND VOCABULARY

1 Match questions 1–5 with the most sensible answers a–g. There are two extra answers.

- | | |
|--|------------------------------|
| 1 <input type="checkbox"/> Where's the patient? | a In the freezer. |
| 2 <input type="checkbox"/> Where's the ice cream? | b In the washing machine. |
| 3 <input type="checkbox"/> Where's the student party? | c On the hanger. |
| 4 <input type="checkbox"/> Where's the shirt I ironed? | d In the dishwasher. |
| 5 <input type="checkbox"/> Where are the dirty cups? | e In the ambulance. |
| | f In the halls of residence. |
| | g In the oven. |

/ 5

2 Complete the text with one word in each gap.

I changed my life last year. I went ¹on a diet and stopped eating unhealthy food. No more cakes for me! Now, I ²_____ breakfast for my family every morning, then ³_____ the table and ⁴_____ the washing up. I even tidy my ⁵_____ every Saturday. I ⁶_____ well every night and wake up full of energy in the morning.

/ 5

Технология FLIPPED CLASSROOM

(“ПЕРЕВЕРНУТЫЙ КЛАСС”)



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



Технология FLIPPED CLASSROOM (“ПЕРЕВЕРНУТЫЙ КЛАСС”)



Saves time



Allows extra
practice



Increases volume
of information



Helps to develop
real-life skills

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



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

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



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

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

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

Skill I want to improve in

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

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

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

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

Skill I want to improve in	How I can improve

3 What can you remember from this unit?

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

GRAMMAR AND VOCABULARY

1 Complete the text with one word in each gap.

Carol Ladies and gentlemen. The ¹groom will now ²g_____ a speech.

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

/ 4

4 Choose the correct indefinite pronouns to complete the sentences.

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

/ 6

USE OF ENGLISH

5 Choose the correct words a–c to complete the texts.

1

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

- a newlywed b married c wedding

Контрольная работа № 1 по теме юнитов 1-2



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



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

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

LIFE SKILLS

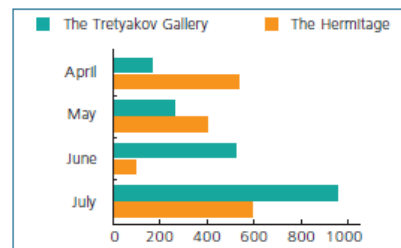
How to Give a Presentation

THE FOUR Ps TO A PERFECT PRESENTATION

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

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

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



F WRITING* Focus on RNE

1 You have received a letter from your English

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

GLOSSARY

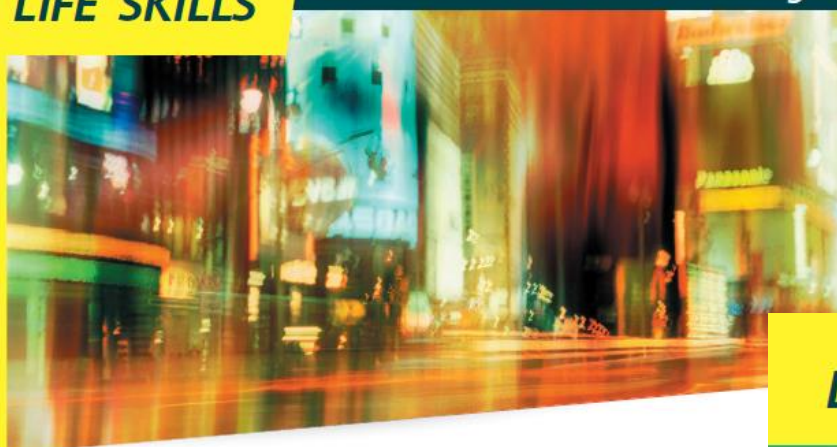
Условные обозначения

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

eternal (adj) /etɪnəl/ вечный
to feature (v) /fi:tʃə/ фигурировать
wrap (n) /ræp/ обертка
to set up – основывать
to anticipate (v) /æntɪsɪpeɪt/ ожидать, предвидеть
established (adj) /ɪstəblishd/ установленный
storage (n) /stɔːrɪdʒ/ хранение
facility (n) /fəˈsɪləti/ приспособление
diverse (adj) /daɪvəs/ разнообразный
content (n) /kɒntents/ содержание
to exhibit (v) /ɪɡzɪbɪt/ выставлять, экспонировать
recently (adv) /riˈsɪntli/ недавно
displayed (adj) /dɪspleɪd/ выставленный
to attract (v) /əˈtrækt/ привлекать
wealthy (adj) /welθi/ состоятельный, богатый
merchant (n) /ˈmɜːtʃənt/ торговец, купец
art dealer (n) /ɑːtˈdiːlə(r)/ торговец произведениями искусства
to run against – сталкиваться
to intend (v) /ɪntend/ намереваться

LIFE SKILLS

How to Understand Advertising



LIFE SKILLS

How to Identify Fake News

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

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

LIFE SKILLS

How to Plan Your Time

HOW DO YOU MANAGE YOUR TIME?

LIFE SKILLS

How to Set SMART Goals



text and match advertising text. Example adverts A–D. There are four questions.

C

YOU FEEL TIRING DAY?

NO MORE FL DRY HAIR

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

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.

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



Russian Files

TRAVELLING AND FOOD



I CAN

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

(* RNE (ЕГЭ) skills)



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



Russian Files

SPORTS AND HOSPITALITY



I CAN

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



A LEAD-IN Focus on Speaking

Answer the questions.

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

B VOCABULARY TO REMEMBER Focus on Vocabulary

Explain how you understand the following expressions.

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

C READING Focus on Pronunciation/Intonation

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

THE 22 SUMMER OLYMPIC GAMES

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

Viktor wanted to make an artistic image for it to

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



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

a. Answer the questions.

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

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

E WRITING Focus on Punctuation

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

Dear Jack,

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

Write back soon.
Love
Vanya

F CREATIVE THINKING Focus on Creativity

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

GLOSSARY

условные обозначения

n – noun – существительное

v – verb – глагол

adj – adjective – прилагательное

adv – adverb – наречие

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

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

mascot (n) /ˈmæskot/ (US) талисман

charming (adj) /ˈtʃɑːmɪŋ/ обаятельный, очаровательный

cuddly (adj) /ˈkʊdli/ милый

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

version (n) /ˈvɜːʃən/ версия, вариант

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

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

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

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

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

beaver (n) /ˈbiːvər/ бобр

belt (n) /beɪlt/ ремень, пояс

to replicate (v) /ˈrɛplɪkeɪt/ копировать

to reflect (v) /rɪˈfleks/ отражать, размышлять

spirit (n) /ˈspɪrɪt/ настроение, командный дух

committee (n) /kəˈmɪti/ комитет

to come up with sth – придумывать, разрабатывать

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



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

CULTURE SPOT 1

Universities in Britain

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



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



4.13

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

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

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

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

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

MY CULTURE



RUSSIAN VILLAGE

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

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

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

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

Jenny's blog

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

LITERATURE SPOT 1

A Visit to Wuthering Heights

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

A VISIT TO WUTHERING HEIGHTS Chapter 1 (an extract)

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



Charlotte Brontë (1816–1855), a writer

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

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

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

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

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

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

2 How did Heathcliff react to his guest?

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

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

- Heathcliff was his neighbour.

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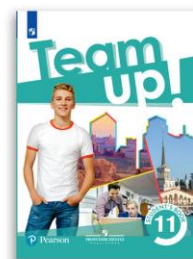
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Об авторе



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- Развитие навыков XXI века (критическое мышление, креативность, коммуникация и сотрудничество) через изучение иностранного языка.
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