

Коммуникативный подход в обучении английскому языку в рамках требований ФГОС (старшее звено)

Изучение иностранного языка в старшей школе на базовом уровне направлено:

- - на дальнейшее развитие иноязычной коммуникативной компетенции (речевой, языковой, социокультурной, компенсаторной, учебнопознавательной),
- - на развитие и воспитание способности и готовности к самостоятельному и непрерывному изучению иностранного языка, дальнейшему самообразованию с его помощью,
- - использование иностранного языка в других областях знаний; способности к самооценке через наблюдение за собственной речью на родном и иностранном языках;
- - личностное самоопределение учащихся в отношении их будущей профессии; их социальной адаптации; формирование качеств гражданина и патриота.

К завершению обучения в старшей школе на базовом уровне планируется достижение учащимися уровня, соответствующего общеевропейскому пороговому уровню (B1) по иностранному языку.

Возрастные особенности старшего школьника

- В ранней юности учение продолжает оставаться одним из главных видов деятельности старшеклассников.
- В связи с тем, что в старших классах расширяется круг знаний, и эти знания ученики применяют при объяснении многих фактов действительности, они более осознанно начинают относиться к учению
- Часто на первое место выдвигаются мотивы, связанные с жизненными планами учащихся, их намерениями в будущем, мировоззрением и самоопределением
- Старший школьник начинает руководствоваться сознательно поставленной целью, появляется стремление углубить знания в определенной области, возникает стремление к самообразованию
- Учащиеся начинают систематически работать с дополнительной литературой, посещать лекции, работать в дополнительных школах
- Выбор профессии способствует формированию учебных интересов, изменению отношения к учебной деятельности
- Характерным для учебного процесса является систематизация знаний по различным предметам, установление межпредметных связей.

Автономия в обучении и умение проявлять личную инициативу

- это способность обучающегося самостоятельно ставить цель деятельности, планировать свои действия, выбирать способы учебной деятельности и формы работы, осуществляя при этом рефлексию, самоконтроль и самокоррекцию, а также нести полную ответственность за результаты своей учебной деятельности.

Цифровая грамотность

- набор знаний и умений, которые необходимы для безопасного и эффективного использования цифровых технологий и ресурсов интернета. Это обсуждение таких тем, как современные коммуникационные технологии и средства массовой информации, безопасность в интернете, использование цифровых инструментов для создания собственных проектов.

Рефлексия

— это умение самостоятельно оценить результаты своей деятельности, степень достижения успеха.

Профессиональные навыки

работа с заданиями, направленными на осознанный выбор будущей профессии. Учащиеся на уроках осваивают важные и необходимые навыки для будущих профессий: умение работать в команде, вести дискуссии и дебаты, вести переговоры и делать презентации, вести деловую корреспонденцию, анализировать и системно отбирать тот или иной материал (его обрабатывать, анализировать и синтезировать, публично предъявлять, чётко высказывая своё мнение, свою точку зрения).

Умение

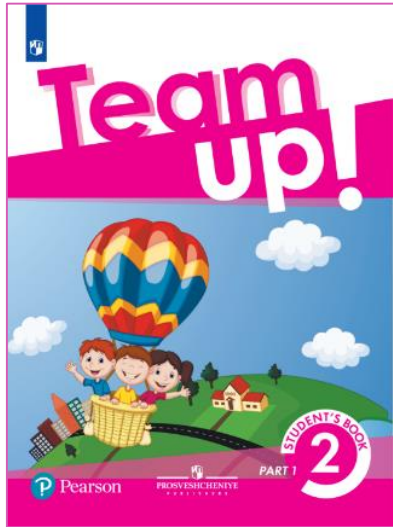
сотрудничать

включает общение и взаимодействие с партнерами по совместной деятельности или обмену информацией; способность действовать с учётом позиции другого и уметь согласовывать свои действия; организацию и планирование учебного сотрудничества с учителем и сверстниками; работу в группе.

Критическое

мышление -

наблюдательность, способность к интерпретации, анализу, выведению заключений, способность давать оценки.



Новая линия УМК по английскому языку «Вместе» (Team Up!) для 2-11 классов

Совместный проект издательства
«Просвещение» и издательства
“Pearson”

➤ Четкие цели:

- I can understand the main topic in an article and talk about friends.
- I can describe my family using personality adjectives and reflexive pronouns.
- I can use indefinite pronouns with prefixes *some-*, *any-*, *every-* and *no-*
- I can use present tenses to talk about routines and temporary situations.

➤ Обучающие стратегии Active Listening, Active Reading:

ACTIVE LISTENING | Finding specific information

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

ACTIVE READING | Predicting

You can make a text easier to understand by predicting what it is going to be about before you read it. Always:

- look at the pictures
- read the title
- read the first paragraph
- read the last paragraph

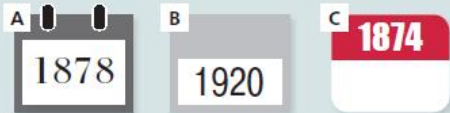
ACTIVE READING | Summarising texts

When you summarise a text, you should ...

- 1 mention all the key points (underline them and/or make notes),
- 2 check you get the key points right,
- 3 ignore unimportant information/minor details,
- 4 avoid unnecessary repetition,
- 5 rephrase the text (don't repeat it word for word),
- 6 use linkers to connect your ideas.

➤ Обучающие стратегии подготовки к экзаменам

1 When could women first get degrees from Oxford University?



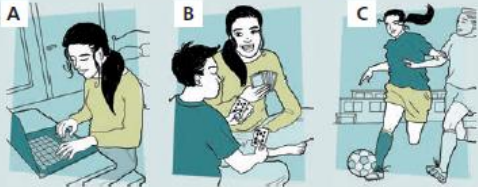
2 Which sportsperson did the girl write about for her school project?



3 Why did the boy apologise to his teacher?



4 In which situation does the girl cheat?



5 Which picture shows Lucas' father?



STRATEGY | Multiple matching

In this task you need to match descriptions of people with different texts. Start by reading the descriptions and underlining important information. Then do the same with the texts.

STRATEGY | Dictation

Use the time during the first reading of the dictation to get to know the topic and pick out some key words.

STRATEGY | Notes completion

If the notes are in the form of incomplete sentences, find the key words in order to understand the main idea in each sentence. When you look at the text, you may find the same key word or its synonym.

➤ Самостоятельная работа с грамматикой

Grammar Reference and Practice

9A Прошедшее совершенное время (Past Perfect)

Past Perfect

Утверждения

I/You/He/She/It/We/They **had** **watched** TV.

Отрицания

I/You/He/She/It/We/They **had not (hadn't)** **watched** TV.

Общие вопросы

Had I/you/he/she/it/we/they **watched** TV?

Краткие ответы

Yes, I/you/he/she/it/we/they **had**.
No, I/you/he/she/it/we/they **had not (hadn't)**.

Специальные вопросы

What **had** I/you/he/she/it/we/they **watched** on TV?

Вопросы к подлежащему

Who **had** **watched** TV?

Мы используем прошедшее совершенное время (Past Perfect), чтобы показать действие, которое произошло перед другим действием в прошлом (Past Simple):
In the taxi, I realised that **I had left** the tickets at home.
(I left them there and then I got into the taxi.)

От употребления прошедшего совершенного времени (Past Perfect) зависит смысл всего высказывания:
The children **went** to sleep when we got home. (First we got home and then the children went to sleep.)
The children **had gone** to sleep when we got home. (The children were already asleep when we got home.)

Слова и выражения, которые часто используются с прошедшим совершенным временем (Past Perfect): after, already, as soon as, before, by, by the time, once, until, например by the age of six, by the time I was six, by 1978:
By the time I was six, I **had learnt** how to read.

➤ **Flipped classroom – технология «Перевернутый класс»**

Это подход, при котором ряд новых заданий, упражнений и текстов предлагаются учащимся в качестве домашнего задания, а затем проверяются в классе при поддержке учителя, классная и домашняя работа меняются местами

Преимущества:

- Подход позволяет учащимся становиться более независимыми в своём обучении: вместо того, чтобы получать информацию в классе, они автономно отрабатывают материал предварительно самостоятельно дома своим темпом, контролируют свой процесс обучения, готовят учителю свои вопросы.
- В классе у учеников есть время задать учителю вопросы, если они всё ещё не понимают изучаемый материал. Учащиеся также получают больше времени на практику, и на уроке больше времени уходит на общение с учителем по изученному материалу.
- Остается больше времени для практики английского языка в классе.

➤ Работа с грамматикой – индуктивный подход

LEO'S PHOTO BLOG

SOME OF MY PHOTOS

I'm Leo. I'm here today, but...

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

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

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!

Present Simple and Present Continuous

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

- 1 It often rains in April.
 - 2 It isn't raining this morning.
 - 3 Sara and Dad often argue.
 - 4 Liam is staying with us.
- a a habit or routine
b a fact that doesn't change
c something happening now
d 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.*

LIFE SKILLS

How to Use Online Resources



1 In pairs, discuss the questions.

- When was the last time you used photos, videos or text fragments from the Internet? How did you use them?
- Do you think the people who created these resources would allow you to use them? Say why.
- How would you feel if someone used your work and didn't tell you about it?

2 In pairs, read the definition below. Why do you think people break the copyright law?

Copyright is a law which says that a creator owns the work he or she creates, for example a photo, a piece of music or a written text. This means that other people have to ask for permission to copy, share or perform any part of that work.

3 ▶ 4.12 Listen to three artists talking about copyright. Match artists 1–3 with statements A–D. There is one extra statement.

This speaker

- A expects to receive money for all of his/her creative work.
- B lets everybody use his/her work for free.
- C stresses the importance of saying who created a piece of work.
- D explains how he/she uses other people's work.

4 In pairs, discuss the situations below. Which things are OK and not OK to do?

- You share some interesting photos you found online on your social media account.
- In your school essay, you quote some fragments from an interesting article you found online. You do not say where the fragments come from.
- You are working on a presentation for a History class. In the presentation, you use clips from famous historical films.
- You write a post for a book club forum. In the post you copy large fragments from a famous nineteenth-century horror novel *Dracula*.
- Together with your classmates, you made a funny video as part of a school project. In the film you play the latest pop hits. You think the video is great and would like to upload it to YouTube to earn some money from ads if possible.

5 Read the text on page 151 and complete the advice below with the words from the box.

- copyright • licence • resources • school • small portion • sources

LIFE SKILLS | How to use online resources

When you use media for a school project or homework, think about the following:

• Is this Fair Use?

Under fair use, you don't need permission to use a *small portion* of copyright materials for *?*... work.

• Do you want to share your work outside of school?

Instead of copying, create your own *?*....

If that's not possible,

Search for public domain

Public domain works are no longer protected by *?*... so you can use them in any way you want.

Search for Creative Commons

A Creative Commons *?*... explains how you can use someone's work.

- Always cite your *?*... – give credit to the authors.

6 In pairs, read the situations in Exercise 4 again. Do you want to change any of your answers now?

COPYRIGHT BASICS FOR SCHOOL PROJECTS

Imagine you've just got a new school assignment: you have to prepare a project or a presentation. You will probably want to use some photos, music files, artwork, videos, or fragments of literary works from the Internet. But what about copyright laws? Do you have to ask the people who created these works for permission? As it turns out, you can legally draw from online resources as long as you follow some rules.

FAIR USE

- Sometimes it's acceptable to copy a small amount of someone's work without asking the copyright owner for permission, but it can only be used in certain ways. An example of fair use is when students and teachers use copyrighted materials in the classroom for educational purposes. For example, you can use images from the web for a Geography presentation. Include a quote from a novel in your essay or copy the lyrics of an English song for a language class. However, you cannot play songs or movies at school if it's just for entertainment. Also, remember that it is never fair to use someone's creative work without permission in order to make money.

But what if you want to upload your academic work online for the whole world to see? In most cases, you cannot distribute copyright materials outside of school. So first of all, think about creating your own media for the project: maybe you can take some photos or make a video clip. In fact, this may be a great opportunity to show your talent and skills. If that isn't possible, use public domain or open licensed materials.

PUBLIC DOMAIN

If something is public domain, it belongs to all people in general, so you can use it without breaking any laws. As a rule, any work becomes public domain after copyright has ended (in many countries, it's seventy years after the creator's death). The works of Shakespeare and Mozart fit into this category, for instance. Also, official documents, facts, ideas, film and book titles are in the public domain. You can easily find such materials online, for example on Wikimedia Commons or various government websites, such as NASA or the Metropolitan Museum of Art.

CREATIVE COMMONS

Some authors and artists make their work 'open' – they want others to reuse their work without having to ask for permission. They use a licence which is a set of rules explaining how you may use the work created by someone else. For example, it explains if it's OK to adapt the work, share it with others or if you have to mention the author. One example of a popular free copyright licence is offered by an organisation called Creative Commons. You can use the search tool on their website to look for pictures, music and videos that you can legally use.

- Finally, when you work on any school assignment, remember to make a list of all the books, websites, images or articles that you used. Include a bibliography in your work and give credit to the authors: say who took the pictures or where your quotes come from. In this way, you show respect to the people who created them.

9

7 DEBATE In groups, discuss the questions. Use the arguments below to help you.

What are the pros and cons of copyright? Should we have the right to use other people's work available online for free?

For copyright:

- Thanks to copyright, artists can make money from the work they create.
- Copyright encourages people to be creative and innovative.

Against copyright:

- It's important that everyone has free access to works of culture.
- Copyright laws are not up-to-date: they do not really work in a digital world.

8 Read the guidelines and look at the quote and the image. Then choose the guidelines which have been used for the sources below.

Citing your sources

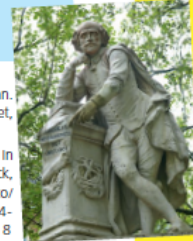
When listing your digital sources, include the following information:

- the author
- the title of the work
- the type of medium (e.g. online image, video, podcast)
- the date when it was created or posted
- the organisation which published the information
- the URL address
- the date when you accessed the information

Polonius What do you read, my lord?
Hamlet Words, words, words.
(William Shakespeare, *Hamlet*)

Sources:

- *Hamlet*, Wikiquote (last modified 5 Jan. 2018), <https://en.wikiquote.org/wiki/Hamlet>, accessed 4 April 2018
- Claudio Dvitzla, 'Statue of Shakespeare in Leicester Square', [online Image], Shutterstock, <https://www.shutterstock.com/image-photo/statue-william-shakespeare-year-1874-leicester-54705139>, accessed 4 April 2018



9 Do the task below.

LIFE SKILLS | Project

Prepare one of the following: a short presentation, a poster, an essay, a blog entry, a meme, a song remix or a video clip. Choose a topic you find interesting. In your project:

- use your own media (a picture, piece of music, short text)
- use some media from public domain or licensed under Creative Commons
- include a bibliography and cite all your sources

Навыки критического мышления

Lance Armstrong used to be the world's best cyclist. He won the Tour de France seven times from 1999 to 2005. But he was a cheat.

CHEATS!
WHY DO THEY DO IT?
RADIO 9 TONIGHT AT 8 P.M.

SPEAKING Can you remember a time when someone cheated you? How did you feel? What did you do? Are you still friends now? Discuss in pairs.

REFLECT | Values Do you agree or disagree with these statements? Discuss in groups.

- 1 It's never OK to cheat.
- 2 Everybody cheats sometimes.
- 3 People cheat because it's easier than following the rules.
- 4 People cheat because they want to be famous, successful and rich.
- 5 Cheating is more common today than it used to be.
- 6 Honour codes, drug tests and technology can stop cheats.

JOBS AND MEDIA



F CREATIVE THINKING Focus on Creativity

- Record a video blog about a job you are planning to do in summer.
- Ask 5 questions about your partner's blog.

WHAT MAKES A PERSON ATTRACTIVE



CREATIVE TASK Focus on Creativity

Record a video for your fashion video blog telling about your beauty morning routine. Present it to your classmates. Ask 3 questions about their beauty routine.

Умение сотрудничать

SPEAKING



In pairs, role play the situations. Take turns to tell your partner why you're angry, listen to his/her apology and accept it.

- 1 You arranged to meet your partner on Saturday. You waited twenty minutes but he/she didn't appear.
 - 2 Your partner took your English textbook home by mistake and you couldn't do your homework.
 - 3 Your partner is playing music very loud on his/her phone speaker. You can't concentrate on your work.
 - 4 During a game of basketball, your partner hit you in the face with the ball.
- A *Where were you on Saturday? I waited twenty minutes.*
B *Sorry. I completely forgot.*
A *OK, don't worry about it.*

Which things from Exercise 2 do you or people in your class do? Which of them are serious problems? Discuss in pairs.

I think it's really bad to ...

I don't think it's a big problem to ...

REFLECT | Society In groups, answer the questions.

- 1 The British say sorry very often. Is this true of people in your country?
- 2 Is it easy to say sorry or admit you're wrong?
- 3 When was the last time you said sorry? Why?
- 4 Did you ever say something was your fault when it wasn't?
- 5 When is it OK *not* to accept an apology?

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

LIFE SKILLS How to Give a Presentation

THE FOUR Ps TO A PERFECT PRESENTATION

At some point in life, everyone can be extremely stressed, but like Barack Obama or Oprah Winfrey, steps to a successful presentation.

1 PLAN
When you first start to plan a presentation, ask these questions:
• Who is your audience? At school, your teacher and classmates, but in a more serious and formal situation...
• Why are you giving the presentation (message of your speech)? Decide if the listeners laugh, inform them or maybe persuade them to agree with you.
• How much time have you got? Decide how much information to give to the audience.

2 PREPARE
At this stage you should:
• Research your topic. Make sure you know it well. Decide what you want to say and make it interesting for your audience.
• Organize your ideas into a clear body and conclusion. You can start with a surprising fact, a personal anecdote or a question to get the listeners' attention.
• Create note cards to help you remember. Don't try to learn your presentation for words. Instead, put lines or the note cards and follow your plan.

LIFE SKILLS How to Be More Creative

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

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

3 In small groups, choose one of the problems below and brainstorm possible solutions. Be as creative as you can.
A The benches in the park get wet when it rains. People often do not realise the benches are wet so they sit down and get soaked.
B When you put a bag over the back of the chair in a cafe, it falls off or the chair falls over.
C When you go shopping, assistants come up to you all the time to ask if you need help. Sometimes you do, sometimes you don't.

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

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

LIFE SKILLS How to Plan Your Time

HOW DO YOU MANAGE YOUR TIME?

TOMAS
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 don't have to read immediately, and I don't look at pictures my friends post online. These things can wait until I have some free time. Then I can work or study without thinking about anything else.

MARIA
2 I used to be rather disorganised. I often left important tasks until the last minute and felt very stressed. So now, when I am busy, I usually make a list of things I have to do. At the top of the list I put the most important things which really can't wait, like schoolwork or buying a present for a friend's birthday. This really helps me to focus on what's most important. And I never forget to plan time for my hobbies because this is essential, too.

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

1 In pairs, say how often these are true for you – often, sometimes or never.
1 I feel I don't have time for anything.
2 I do everything at the last moment.
3 I don't have time to rest.
4 I waste time on unimportant things.

2.26 Listen to a conversation between John and Peter and answer the questions.
1 Who has more free time?
2 Who has more free time?
3 Who is more stressed?

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

4 In pairs, read the opinions about planning your time. Do you agree or disagree with them?
1 When we don't have a plan, we usually do nothing.
2 Planning takes too much time.
3 When you have a list of things to do, you don't have to remember about them anymore because they are on your list.
4 Good planning helps you to have more free time.
5 Planning kills creativity.



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

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

- тайм-менеджмент
- тренировка памяти и др.

LIFE SKILLS
1-2

How to Give a Presentation



THE FOUR Ps TO A PERFECT PRESENTATION

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

1 PLAN

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

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

2 PREPARE

At this stage you should:

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

3 PRACTISE

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

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

4 PRESENT

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

- Wear clothes which are comfortable but appropriate for the occasion. Think about whether your audience will wear formal or informal clothes and wear something similar.
- Look at the listeners as you speak. Smile at the audience and breathe deeply as this will help you feel less nervous. Never read the presentation from a page but speak directly to the people in your audience.
- Use your own words and don't speak too fast. Speak clearly and try to sound confident.

1 In pairs, answer the questions.

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

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

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

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

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

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

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

LIFE SKILLS VIDEO



1



2

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

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

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

SPEAKING | Giving presentations

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

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

“ All great speakers were bad speakers at first.
 Ralph Waldo Emerson (American poet) ”

9 Do the task below.

LIFE SKILLS | Project

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

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

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Навыки, необходимые для будущей профессии

Критическое мышление

Цифровая грамотность

Умение сотрудничать

Умение вступать в коммуникацию

<https://youtu.be/Z9v929HnxyY?list=PLPx1EkGOy048zoG6WOLKtUjtch3qbR3rW>

Информационно насыщенный текст

Соответствие возрастным особенностям восприятия ученика

Соответствие читательским и жизненным интересам учеников

Возможность разработать задания, «готовящие к жизни», на основе данного текстового материала.

LIFE SKILLS *How to Be More Creative*

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

2 In pairs, discuss the questions.

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

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

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

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

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

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

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

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7–8

WHAT DO WE MEAN WHEN WE TALK ABOUT CREATIVITY?

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

- It turns out that in order to be creative you need confidence and determination. We all often have some valuable new ideas, but do not have the courage to share them with others. This is because we are afraid of being judged or making mistakes. How many times have you not raised your hand in class because you didn't think your idea was good enough? However, failure is actually necessary for eventual success. Some people say that Thomas Edison made around 1,000 failed trials before he invented the light bulb! To be creative, you need to take risks and be prepared to fail.
- We also tend to think that creativity involves a moment of sudden inspiration. However, creativity rarely comes from one brilliant idea. Professor Keith Sawyer describes the creative process as a 'zig-zag' path in which one smaller idea that we have leads to another one with some unexpected changes of direction. A great invention can begin with one idea, which is not necessarily very good, but which then sparks another idea that is amazing.
- Research also suggests that creativity is a skill that can be trained. For example, being open to new ideas and experiences is quite important. Creative people are very curious about the world and keep asking lots of questions. They always go beyond what they've learned from teachers and books. The enemy of creativity, on the other hand, is to continue in our old routines and use the same logic as we have always done. We need to develop what psychologist Edward De Bono calls 'lateral thinking' and learn to look at problems in different ways. For example, think about a student drama society that has problems with funding. A logical solution to the problem might be to try to cut costs. However, if you use lateral thinking, you might think of various solutions: a new idea to raise money, finding a company to sponsor the society or an unusual way to attract new members.
- Finally, it's not enough just to have some good ideas, you need to put them into practice, too. The best way to boost your creativity is to make things. If you enjoy writing, start writing a regular blog. If you're into music, play or create a piece of music every week. In this way, you can reflect on your ideas to make them even better. It's important to enjoy doing what you do as it takes a lot of time and preparation before you'll be ready to come up with something truly innovative.
- So, don't think you're not a creative person; you can learn to be one! Don't wait for a sudden flash of inspiration, though. Creativity is for everyone, but it's not easy!

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

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

LIFE SKILLS | How to be more creative

- Learn new things.
- Notice more things.
- Share ideas with others.
- Make something out of your ideas.
- Try approaching problems in a different way.

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

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

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

10 Do the task below.

LIFE SKILLS | Project

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

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Russian Files

ART



C. Monet
"The Rocks at Belle-Ile"

A LEAD-IN Focus on Speaking

Answer the following questions.

- 1 Why do people say that art is eternal?
- 2 Who is your favourite Russian painter?
- 3 Can you think of any Russian paintings which are featured on Russian chocolate? If you were to choose a painting by a famous Russian artist for a chocolate wrap, what would it be and why?
- 4 Why do people give away their art collections to museums?
- 5 What kind of museum would you like to set up?

B VOCABULARY TO REMEMBER Focus on Vocabulary

Find these words in the text and explain how you understand the following expressions.

- most anticipated event
- established tastes
- storage facilities
- most diverse contents

C READING Focus on Reading for Detail

Read the text and answer the questions.

SHCHUKIN COLLECTION

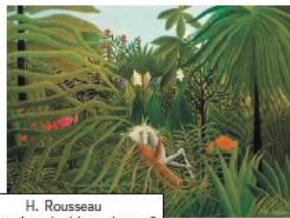
Hundreds of people wait in line in Volkhonka Street to see one of the **most anticipated** events of the season: 150 works from the Sergei Shchukin collection of late 19th and early 20th-century European art, exhibited in the halls of the museum as they were once shown in the Shchukin house. The collection was recently displayed in Paris, where it attracted 1.2 million visitors.

A wealthy cloth merchant, Shchukin began collecting art during trips to France from 1889 to 1914. He met artists and art dealers, learned about collecting, and bought paintings that often ran against both his own and **established tastes**. Intuiting that these works would become important. He hung them in his Moscow mansion, where the collection was open to the public from 1908 and where Shchukin himself occasionally conducted tours for his guests.

I CAN

- Answer and ask questions*
- Discuss and give arguments/reasons*
- Explain the meaning of words and expressions
- Demonstrate basic analytical reading skills
- Analyse and describe graphs and charts
- Write a personal letter*
- Write an essay*
- RNE (ЕГЭ) skills

After the October revolution the paintings were moved to various museums and **storage facilities** until they were divided mainly between the Pushkin Museum in Moscow and the Hermitage in St. Petersburg. The exhibit's first hall has only one painting: Matisse's "Dance". In the white marble hall, visitors gaze at the canvas in reverent silence. The Shchukin collection includes 37 paintings by Matisse. It was through him that Shchukin met Pablo Picasso and eventually collected 50 of his paintings. The next two halls display Picasso's works. A hall dedicated to Sergei Shchukin has the **most diverse contents**. Visitors are delighted. "What a joy that one of our countrymen collected this art and pensioners like me can come here and bask in it!" exclaimed one woman. When asked what he liked most about the exhibit, another visitor replied, "Oh, I love Monet, Degas, Matisse, Picasso... I love everything!"



H. Rousseau
"Horse Attacked by a Jaguar"

D SPEAKING Focus on Analytical Reading Skills

Answer the questions and give reasons for your opinion.

- 1 Why do you think the exhibition of the Shchukin collection was looked forward to by many people?
- 2 What qualities should a person possess to recognize a promising artist or a work of art?
- 3 What are the reasons people enjoy certain works of art?

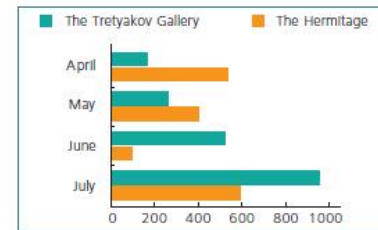


P. Cézanne
"Pierrot and Harlequin"

P. Picasso
"Blind Beggar with a Boy"

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-speaking friend Mary who writes:

We are doing a project on great foreign musicians and I decided to write about Tchaikovsky. Who is your favourite Russian musician? What do you know about his/her most famous music piece? Have you ever heard it live? Anyway, I am writing a music blog...

Write a letter to Mary. In your letter:
– answer her questions
– ask 3 questions about her music blog readers

Write 100–140 words.
Remember the rules of letter writing.

2 Comment on one of the following statements.

- Topic 1** The job of an artist is a rewarding one.
Topic 2 Rural landscapes are more inspiring than urban ones.

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you do not agree with the opposing opinion
- make a conclusion restating your position

G CREATIVE TASK Focus on Creating a Blog

Imagine that you are a music blogger.

- 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) /'etə:nəl/ вечный

to feature (v) /'fi:tʃə/ фигурировать

wrap (n) /ræp/ обертка

to set up – основывать

to anticipate (v) /əntɪ'sɪpeɪ/ ожидать, предвидеть

established (adj) /ɪ'stæblɪʃ/ установленный

storage (n) /'stɔ:rdʒ/ хранение

facility (n) /fə'sɪləti/ приспособление

diverse (adj) /daɪ'vɜ:s/ разнообразный

content (n) /'kɒntent/ содержимое, содержание

to exhibit (v) /ɪg'zɪbɪt/ выставлять, экспонировать

recently (adv) /rɪ'sɛntli/ недавно

displayed (adj) /dɪ'spleɪd/ выставленный

to attract (v) /ə'trækt/ привлекать

wealthy (adj) /'weɪli/ состоятельный, богатый

merchant (n) /'mɜ:ʃənt/ торговец, купец

art dealer (n) /ɑ:t 'di:lə/ торговец произведениями искусства

to run against – сталкиваться

to intuit (v) /ɪn'tju:ɪt/ интуитивно чувствовать

mansion (n) /'mænjən/ имение

occasionally (adv) /ɔ:kə'ʃənəl/ порой, от случая к случаю

to conduct (v) /kən'dʌkt/ проводить

various (adj) /'vɛəriəs/ разный, различный

to divide (v) /dɪ'vaɪd/ делить, разделять

marble (n) /'mɜ:bl/ мрамор

to gaze /gəz/ at (phr v) пристально смотреть

canvas (n) /'kænvəs/ холст

reverent (adj) /rɪ'veərənt/ благоговейный

eventually (adv) /ɪ'ventʃuəli/ в конце концов

dedicated (adj) /'dedɪkətɪd/ преданный

delighted (adj) /dɪ'lɪtɪd/ плененный

countryman (n) /'kʌntri'mæn/ соотечественник

to bask in /'bæsk/ наслаждаться

possess (v) /pə'zɛs/ владеть

certain (adj) /sə'teɪn/ определенный, точный

bar chart (n) /'bɑ:ʃt/ диаграмма

introduction (n) /ɪn'trɔ'dʌkʃən/ вступление

state (v) /steɪt/ выявлять

conclusion (n) /kən'klu:ʒən/ заключение, вывод

rewarding (adj) /rɪ'wɔ:dn/ приносящий удовлетворение

rural (adj) /'rʊərəl/ сельский, деревенский

landscape (n) /'lændʃeɪp/ пейзаж

inspiring (adj) /ɪn'spaɪrɪŋ/ вдохновляющий

urban (adj) /'ɜ:bən/ городской

Аутентичные видео

Grammar videos



Documentary videos

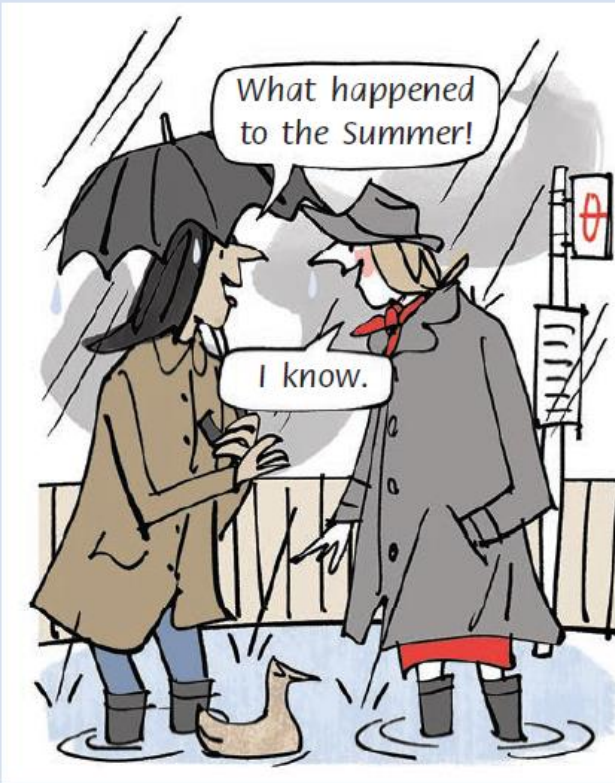


Communication videos



CULTURE SPOT 2

Very British Things to Say



C 'All right?'

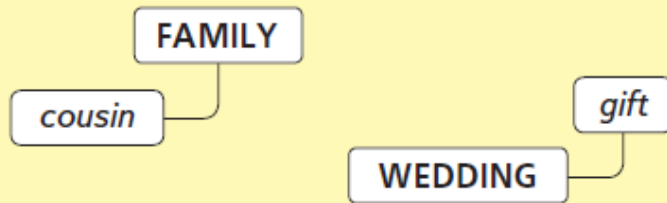
When I started university, I was surprised at how often people in my group asked me 'All right?' when they saw me. I felt very lucky to have such caring friends who were always asking if I was OK! I often used to answer by telling them what was happening in my life, good and bad. But I quickly learned that 'All right?' is just another way of saying 'Hi' or 'Hello.' The 'correct' way to answer isn't to talk about your problems – you should simply shout back 'All right, mate!' ('mate' or 'bruv' mean 'friend', by the way.) You also often hear 'Hiya' or even 'Yo!' instead of 'Hi.'

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?

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

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.

- 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.

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

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



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Мишин Андрей Валентинович

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

Новая линия УМК по английскому языку «Team Up!» (Вместе) для 2-11 классов

Особенности линии УМК:

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



№ ФПУ	НАИМЕНОВАНИЕ УЧЕБНИКА	КЛАССЫ	АВТОРЫ
1.1.1.2.1.9.1 - 1.1.1.2.1.9.3	Английский язык (в 2 частях)	2-4	Е. В. Костюк, Н. Б. Колоницкая и другие
1.1.2.2.1.11.1 - 1.1.2.2.1.11.5	Английский язык (в 2 частях)	5-9	Э. А. Гашимов, Е. В. Костюк, А. В. Мишин и другие
1.1.3.2.1.11.1 - 1.1.3.2.1.11.2	Английский язык	10-11	Мишин А. В., Громова И. А., Ёлкина К. И. и другие



Сайт учебника <https://teamup.prosv.ru/>

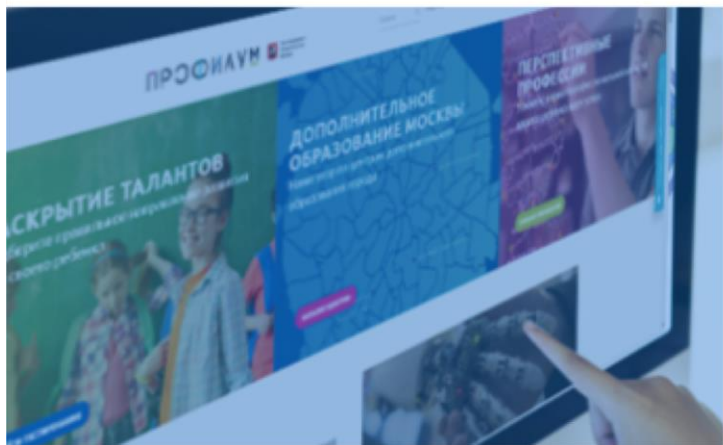
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О компании Профилум

ПРОФИЛУМ



Профилум — российский разработчик решений в области выявления и развития талантов: провайдер диагностики федерального проекта Билет в будущее и лидерский проект АСИ.

С 2015 г. на базе технологий компании были реализованы городские и региональные профнавигационные диагностические сервисы, которыми воспользовались более **700 000** человек.

Реализованы аналитические проекты в области прогнозирования на рынке труда, по работе **с большими данными** в исследованиях профессий и компетенций (проанализировано более **10 млн вакансий**)

С **2017 года** создаем платформенные решения для школ.

С нами более 1 500 школ в России



Решение Профилум: единая платформа выявления и развития талантов

ПРОФИЛУМ



Единая платформа выявления и развития талантов.

Мы готовим будущие кадры через построение **персональных траекторий**, нацеленных на освоение профессий и компетенций с помощью образовательных программ и стажировок

Для директора

- Аналитика по школе
- Открытие профильных классов
- Развитие инфраструктуры ДО в школе
- Связь с работодателями

Для школьников

- Профориентационное тестирование
- Доступ к индивидуальным рекомендациям
- Знакомство с перспективными индустриями

Для муниципалитета

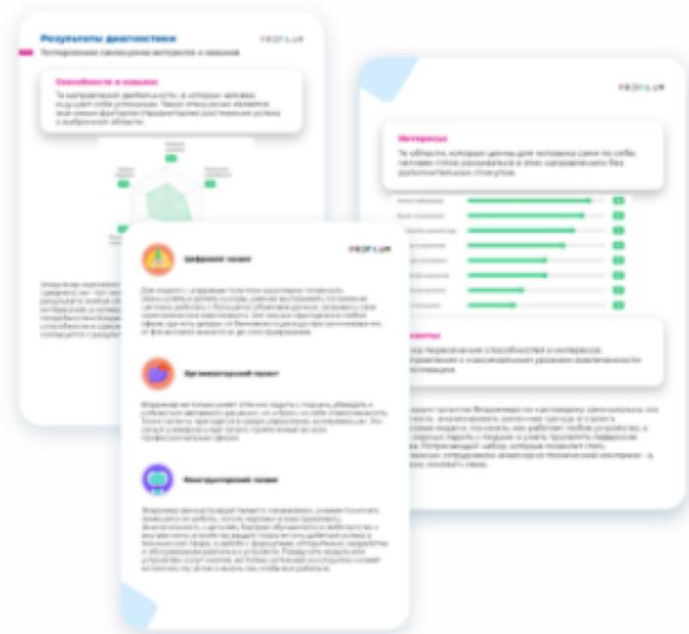
- Повышение эффективности инфраструктуры ДО
- Популяризация востребованных профессий

Для региона

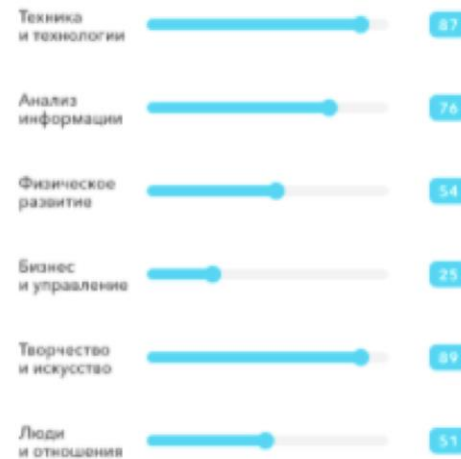
- Оптимизация расходования бюджетных средств на ДО
- Индивидуализация образования

Методика и система профнавигации “Профилум” **прошли экспертизу и получила одобрение от Российской Академии Образования (РАО).**

Методика рассчитана на возрастной диапазон от 12 лет. Проведенное исследование на выборке около **50 тыс. человек** (2017-19 год) показало, что методика соответствует необходимым стандартам качества по репрезентативности, надежности и точности измерений. Проведено исследование валидности, в том числе в рамках использования в практике школьной профнавигации..



Интересы и предпочтения



Навыки и способности



<https://uchitel.club/team-up-award-2/>

← Английский язык

УМК «Английский язык. «Team Up!» (Вместе) (2-11 классы)

Об УМК

Авторский коллектив

Знакомство с учебником

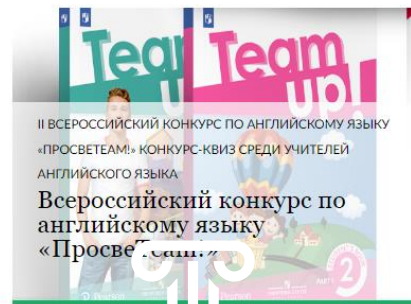
Вебинары

Публикации

Методическая поддержка

II Всероссийский конкурс по
английскому языку «ПросвеTeam!»
Конкурс-квиз среди учителей
английского языка

У вас возникли вопросы?



УМК по классам

2 класс



3 класс



4 класс



5 класс





Спасибо за внимание!

Группа компаний «Просвещение»

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