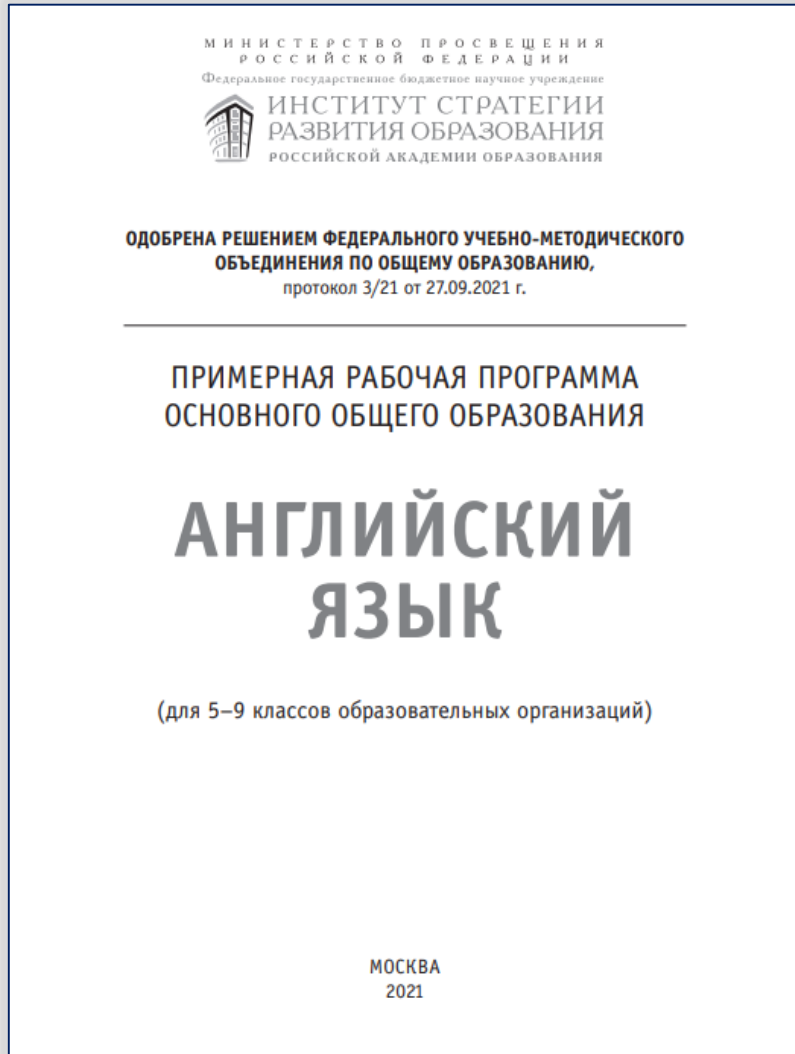


## Коммуникативный подход в обучении английскому языку в рамках реализации ФГОС (среднее звено)



- **Цель обучения иностранному языку в школе согласно ФГОС - формирование коммуникативной компетенции обучающихся в единстве таких её составляющих, как речевая, языковая, социокультурная, компенсаторная. Наряду с иноязычной коммуникативной компетенцией средствами иностранного языка формируются ключевые универсальные учебные компетенции**
- **Коммуникативный подход – один из методических стандартов реализации требований программы, лежит в основе большинства УМК.**

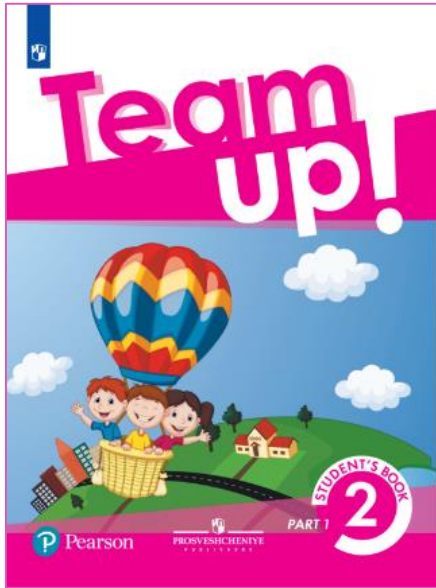
## Средний школьный возраст

- ✓ Стремление к самостоятельности
- ✓ Предъявляют более высокие требования к содержанию урока
- ✓ Неумение сдерживать себя, резкость в поведении, слабость самоконтроля
- ✓ Стремление считаться взрослым, но нет ощущения полноценной взрослости
- ✓ Характерна потребность в общении с друзьями, коллективом
- ✓ Острее переживается неодобрение коллектива, чем учителя
- ✓ Переход от механической памяти к логической
- ✓ Процесс усвоения информации начинает приобретать аналитический характер
- ✓ Способны анализировать, обобщать материал, пользоваться схемами, таблицами

**Основная трудность – отсутствие понимания необходимости учения для будущей профессии, отсутствует мотивация**

### **Важно!**

Тщательно подбирать материал и формы работы, поддерживать мотивацию к обучению, делать акцент на функциональность и практическую направленность в обучении.



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

Совместный проект издательства  
«Просвещение» и издательства  
“Pearson”



Прописана основная цель урока

Задания на повторение изученного дают возможность увидеть результат практической деятельности

Для каждого юнита дается доступное краткое описание материала, с которым предстоит работать

## 6 Cooking and eating

### Vocabulary

I can talk about cooking.

**In this unit**  
**Vocabulary**  
 • Cooking verbs  
 • Cooking nouns  
 • Serving and eating food  
 • Describing food  
**Grammar**  
 • Present Perfect affirmative and negative  
 • Present Perfect questions, *ever* and *never*

1 How many words can you add to each group? Compare in pairs.  
 1 Vegetables: **carrots**, ...      3 Milk products:  
 2 Fruit: **apples**, ...              4 Meat:

**1 I know that!**

Cooking for beginners

### Cooking for beginners

Anyone can learn to make their favourite dishes. Why don't you take our online cooking course and see? These photos will show you some cooking basics.

27-28 6.2 Grammar video  
 29 6.2 Grammar animation  
 30 6.3 Grammar animation  
 31 6.4 Communication video

18

⚠ Make sure there's an adult in the house when you use the oven, boil or fry food.

## 6.1

2 3.1 Read and listen to the text on page 18. What can you learn on the online course? Why is it necessary that there is an adult in a house?

3 3.2 Listen and repeat. Look at the photos on page 18. Complete the photo labels with the verbs and say.

### Vocabulary Cooking verbs

add	bake	beat	boil	chop
fry	mix	peel	roast	slice

**Photo 1:** chop the onions and garlic  
**Photo 2:** ... the eggs  
**Photo 3:** ... the potatoes  
**Photo 4:** ... the vegetables  
**Photo 5:** ... the cocoa with the eggs and butter  
**Photo 6:** ... the vegetables  
**Photo 7:** ... the pasta  
**Photo 8:** ... the potatoes in hot oil  
**Photo 9:** ... the cake at 160°C  
**Photo 10:** ... some salt

**LOOK!**  
 You **bake** bread, a cake and biscuits.  
 You **roast** meat, chicken and vegetables.

4 Match the activities in Exercise 3 to dishes a-c and say numbers.  
 a Roasted vegetables 1  
 b Chips  
 c Chocolate cake

5 3.3 Listen and repeat. Find the objects on page 18.

### Vocabulary Cooking nouns

bowl	cake tin	frying pan
oven	pot	

**bowl** - photos 2 and 5

6 Read and choose the correct words.

### Here are three simple recipes for you to try:

**Simple fruit salad**  
<sup>1</sup> Peel/Boil and slice some apples. Then put them in a <sup>2</sup> oven/bowl with some strawberries and orange juice. <sup>3</sup> Beat/Mix to make a simple and healthy - fruit salad!

**Simple cake**  
 Mix 125 grams of butter with 125 grams of sugar. Then <sup>4</sup> chop/add two eggs and 125 grams of flour. Bake the cake in the <sup>5</sup> pot/oven for 20 minutes. When it is cool, take it out of the <sup>6</sup> frying pan/cake tin.

**Simple chicken legs**  
<sup>7</sup> Fry/Mix some oil, lemon juice, salt and pepper in a bowl. Put the chicken legs in the bowl and leave them for two hours. <sup>8</sup> Boil/Roast the chicken legs in the oven for about 35 minutes.

7 3.4 Listen and choose the correct answer.  
 1 What fruit is Tom using for the dessert?  
 a apples      b bananas      c oranges  
 2 Where is he putting the fruit?  
 a in a bowl      b in a pot      c in a cake tin  
 3 What isn't he using for the sauce?  
 a orange juice      b butter      c sugar  
 4 What is Tom doing next?  
 a frying the dessert      b baking the dessert  
 c roasting the dessert

8 How many words can you remember? Compare with a partner.  
**1** Ways to cook food: boil, ...  
**2** Ways to prepare vegetables for cooking  
**3** Things you use to cook food

**1 I remember that!**

19

Слова вводятся с опорой на наглядность

Слова вводятся постепенно, раздел не перегружен новой лексикой



# Grammar (1)

Новый грамматический материал представлен на видео и демонстрирует функциональную сторону его употребления

Речевой продукт предьявляется в готовом виде в единстве с ситуацией

Грамматическая структура вводится через юмористическую анимацию

Грамматика отрабатывается в различных упражнениях, от простого к сложному

**6.2 Grammar** I can use the Present Perfect in affirmative and negative sentences.

## We've brought dessert!

Gran Bertie and Emma are cooking Sunday lunch for the family.

**1** Emma: I've chopped the cucumber, Gran. What's next?  
Gran: Let's have a look. OK. 'Put some olive oil and lemon juice in a small bowl and mix them with a spoon.'  
Emma: All the small bowls are in the dishwasher. It hasn't finished. How about this mug?  
Gran: Yes, that's fine.

**2** Harry: Hi, Gran! Hi, Emma!  
George: We've brought dessert!  
Emma: Oh, good! Gran hasn't made dessert today!  
Gran: Yes, I have. I've baked apples.  
Emma: Apples are fruit, Gran. Not dessert!

**3** George: What's for lunch?  
Gran: We've made chicken pie, chips and salad.  
George: Good! I'm starving!  
Gran: George, Harry, can you set the table, please? I've taken out the knives and forks. They're over there. The plates are in the cupboard. Emma, put the chips on the table.  
Emma: Erm ... Gran?

**1** 27 3.5 Watch or listen and read. What are Gran, Emma and the boys going to eat for lunch?

**2** Read the story. Complete the sentences with one word.

- Today it is **Sunday**.
- There aren't any clean ...
- Emma doesn't like ... for dessert.
- ... is very hungry.
- There are no plates on the ... yet.

**3** 3.6 Listen and repeat. Find the expressions in the story.

What's next?  
Let's have a look.  
I'm starving!

**4** GUESS! Why is Emma surprised? Make a guess.

**5** 28 3.7 Now watch or listen and check.

20

**Grammar 6.2**

### Grammar Present Perfect affirmative and negative

29 Get Grammar!

+	-
<b>Regular verbs</b>	
I/You/We/They <b>have baked</b> apples.	I/You/We/They <b>haven't baked</b> apples.
He/She/It's <b>been baked</b> apples.	He/She/It <b>hasn't been</b> baked apples.
<b>Irregular verbs</b>	
I/You/We/They <b>have eaten</b> the chips.	I/You/We/They <b>haven't eaten</b> the chips.
He/She/It's <b>been eaten</b> the chips.	He/She/It <b>hasn't been</b> eaten the chips.

've = have 's = has haven't = have not hasn't = has not

Hammy, you've eaten my biscuits!  
I haven't touched your biscuits!

**6** Write the Past Simple and the Present Perfect form of the verbs. For irregular verbs, look at pages 62–63.

bake - baked - baked  
break - broke - broken  
bring buy chop drink eat  
have hear leave make put tidy wash

**7** Complete the sentences with the Present Perfect form of the verbs.

- Emma: We **have made** (make) lunch and we ... (tidy) the living room.
- Gran: I ... (wash) the vegetables and Emma ... (chop) them.
- Harry: Our parents ... (buy) a cake and we ... (set) the table.
- George: Harry ... (eat) almost all the chips!

**8** Complete Emma's text messages to Poppy.

not add not try not leave  
not have not put

Harry and George **haven't had** breakfast so they're hungry. I hope they like our lunch! 13:02

We <sup>2</sup> ... the cola in the fridge so it isn't cold enough to drink! 13:10

Gran <sup>3</sup> ... any salt to the pie and it's not good. I <sup>4</sup> ... the cake because George <sup>5</sup> ... any for me. 13:12

13:14 Oh, no!

**9** 3.8 Listen and repeat. Find these items in the picture of Nell's kitchen below.

**Vocabulary**  
Serving and eating food

cup fork glass knife  
mug plate spoon

**10** 3.9 Look at the picture. What has or hasn't Nell done? Use the words in the box to make sentences. Listen and check.

break the cup eat the apple  
use the plate wash the mug  
drink the water slice the bread  
make tea eat the cake

**1** She **has broken** the cup.

**11** Close your books. Take turns to tell your partner the sentences from Exercise 10.

21

**Grammar Present Perfect affirmative and negative** ▶ 29 Get Grammar!

+	-
<b>Regular verbs</b>	
I/You/We/They've <b>baked</b> apples.	I/You/We/They <b>haven't baked</b> apples.
He/She/It's <b>baked</b> apples.	He/She/It <b>hasn't baked</b> apples.
<b>Irregular verbs</b>	
I/You/We/They've <b>eaten</b> the chips.	I/You/We/They <b>haven't eaten</b> the chips.
He/She/It's <b>eaten</b> the chips.	He/She/It <b>hasn't eaten</b> the chips.

've = have   's = has   haven't = have not   hasn't = has not

Упражнения, построенные от простого к сложному, тренируют структуру Present Perfect

6 Write the Past Simple and the Present Perfect form of the verbs. For irregular verbs, look at pages 62–63.

~~bake~~ ~~break~~ bring buy chop drink eat  
have hear leave make put tidy wash

Regular verbs	Irregular verbs
bake - baked - baked	break - broke - broken

7 Complete the sentences with the Present Perfect form of the verbs.

- Emma:** We *have made* (make) lunch and we ... (tidy) the living room.
- Gran:** I ... (wash) the vegetables and Emma ... (chop) them.
- Harry:** Our parents ... (buy) a cake and we ... (set) the table.
- George:** Harry ... (eat) almost all the chips!

8 Complete Emma's text messages to Poppy.

not add   not try   not leave  
~~not have~~   not put

Harry and George <sup>1</sup>*haven't had* breakfast so they're hungry. I hope they like our lunch! 13:02

We <sup>2</sup> ... the cola in the fridge so it isn't cold enough to drink! 13:10

Gran <sup>3</sup> ... any salt to the pie and it's not good. I <sup>4</sup> ... the cake because George <sup>5</sup> ... any for me. 13:12


13:14 Oh, no!

9  3.8 Listen and repeat. Find these items in the picture of Nell's kitchen below.

### Vocabulary Serving and eating food

cup	fork	glass	knife
mug	plate	spoon	



10  3.9 Look at the picture. What has or hasn't Nell done? Use the words in the box to make sentences. Listen and check.

<del>break the cup</del>	eat the apple
use the plate	wash the mug
drink the water	slice the bread
make tea	eat the cake

1 She has broken the cup.



Ученики постепенно переходят к выполнению условно-речевых упражнений, подготавливающих к употреблению структуры в речи



Грамматика представлена в увлекательном комиксе с забавными персонажами

6.3
Grammar
6.3

I can ask questions using the Present Perfect.

## Doctor Q The popcorn

**1** Doctor Q and Pi are watching their favourite baking competition on TV.

**Dr Q:** Have you ever watched this show, Rob?  
**Rob:** No, I haven't.  
**Dr Q:** Why don't you watch it with us?  
**Rob:** Great idea!  
**Dr Q:** Has Millie made any popcorn?  
**Rob:** No, she hasn't. She's out at the moment. I can make some.  
**Dr Q:** Have you ever made popcorn?  
**Rob:** No, I've never made popcorn. But I have a video recipe here ...  
**Pi:** Shhh! I'm watching the show!

**Computer:** Please check: have you put some oil in the pot?  
**Rob:** Yes, I have.  
**Computer:** Have you added the popping corn?  
**Rob:** Yes, I have.  
**Computer:** Have you covered the pot?  
**Rob:** No, I haven't.  
**Computer:** Do it now!  
**Rob:** OK. Done!

**2** Five minutes later ...

**3** TV: "Welcome back to *The Big Bake!* Have you guessed the winner?"  
**Pi:** Yes, I have - it's Bob!  
**Dr Q:** No, it's Louise!  
**TV:** "And the winner is ..."

**4** **Dr Q:** What's happened?  
**Rob:** I think I've used too much corn ...

### Get Grammar!

**Grammar**  
Present Perfect questions, *ever* and *never*

Regular and Irregular verbs	Short answers
?	
Have I/you/we/they started?	Yes, I/you/we/they have.
Have I/you/we/they won?	No, I/you/we/they haven't.
Has he/she/it started?	Yes, he/she/it has.
Has he/she/it won?	No, he/she/it hasn't.
What has he done?	
<b>ever, never</b>	
Have you <b>ever</b> made popcorn?	No, I haven't. I've <b>never</b> made popcorn.

**3** Complete the questions about the cartoon.

**Picture 1**  
**1** Has Doctor Q **taken off** his lab coat? (take off)  
**2** ... the show ... ? (start)

**Picture 2**  
**3** ... Millie ... a pie for dinner? (make)  
**4** ... Rob ... all the corn? (use)

**Picture 3**  
**5** ... Pi ... his juice? (drink)  
**6** ... Doctor Q and Pi ... the name of the winner? (hear)

**4** Work in pairs. Ask and answer the questions in Exercise 3.  
**A:** Has Doctor Q **taken off** his lab coat?  
**B:** No, he **hasn't**.

**5** Doctor Q wants to be in *The Big Bake* TV show. Write the interviewer's questions.

**6** Listen to the interview. Find the interview questions in Exercise 5.

**7** Interview your partner. Use the questions in Exercise 5.  
**A:** Have you **ever been** on TV?  
**B:** Yes, I **have!**

**8** Match questions to answers in each pair and say.

**1** Have you ever eaten pesto?  
**2** Have you eaten all the pesto?  
**a** Yes, I have. Sorry!  
**b** No, I haven't. What is pesto?  
**3** Has he ever won a competition?  
**4** Has he won the competition?  
**a** Yes, he has. It was a talent show last year.  
**b** Yes, he has. He's the fastest runner today.  
**5** Have they cooked dinner?  
**6** Have they ever cooked dinner before?  
**a** Yes, they have and it smells lovely!  
**b** No, it's the first time they've cooked dinner.

**9** Make a class survey. What have your classmates never done? Use the expressions in the box and your own ideas.

make popcorn
stay at a hotel

visit London
~~win a singing competition~~

**A:** Have you **ever won** a singing competition?  
**B:** No, I **haven't**.  
**A:** Jim **has never won** a singing competition.

**1** Look at the cartoon. How many objects for cooking and eating can you find?

bowl
cup
fork
glass
knife
mug
plate
pot
spoon

**2** Listen and read. Answer the questions.

**1** What are Doctor Q and Pi doing?  
**2** Is Millie at home?  
**3** What ingredients does Rob use to make popcorn?  
**4** What's the name of Doctor Q and Pi's favourite TV show?

**Fun Spot**

22
23

Фокус на практическую направленность деятельности на уроке через работу в парах и группах

# Communication

**6.4** Communication I can talk about preferences.

## I'd prefer cheese

**Poppy:** It's sunny today! Let's go out somewhere.  
**Emma:** Good idea. Would you like to have a picnic or go for a bike ride?  
**Poppy:** I'd really like to go for a bike ride.  
**Emma:** OK. You know what? We can have a picnic in the park too!  
**Poppy:** Let's do that! Mum's made her special lemonade. I can bring some.  
**Emma:** And I can make sandwiches. Would you like cheese or tuna?  
**Poppy:** I'd prefer cheese.  
**Emma:** OK. How about something sweet? Would you like chocolate cake or biscuits?  
**Poppy:** Hmm ... You choose.  
**Emma:** Chocolate biscuits!  
**Poppy:** Brilliant! See you in fifteen minutes!

**Emma:** Bye, Gran! ... Oh, no! I don't believe it!

1 3.12 Watch or listen and read. What do Poppy and Emma decide to do? Why can't they do it?

2 3.13 Listen and repeat.

### Communication Preferences

#### Asking about preferences

Would you like to *have a picnic* or go for a *bike ride*?  
 Would you like *cheese* or *tuna*?

#### Responding

I'd like to go for a *bike ride*.  
 I'd like *cheese*. / I'd prefer *cheese*.  
 You choose. / I don't mind.

3 3.14 Complete the dialogue with the words in the box. Then listen and check.

choose I'd mind or  
 prefer to ~~Would~~

**Philip:** I'm thirsty. Can I have a drink?  
**Mickey:** Sure. 'Would you like juice or water?'  
**Philip:** <sup>2</sup> ... like some water, please.  
**Alice:** I'd <sup>3</sup> ... some juice, Mickey.  
**Mickey:** Now, would you like <sup>4</sup> ... watch a DVD <sup>5</sup> ... play a game?  
**Philip:** I don't <sup>6</sup> ...  
**Alice:** You <sup>7</sup> ...  
**Mickey:** OK. Let's watch a DVD, then.

24

4 3.15 Listen and say the correct answer a, b or c.

1 Where are the family going to go on holiday?



2 What month are they going to travel?



3 How are they going to travel?



5 In pairs, ask and answer about your preferences.

- For lunch today: sandwiches or pizza?  
**A:** Would you like sandwiches or pizza for lunch today?  
**B:** I'd prefer sandwiches.
- To do on Saturday morning: go shopping or go cycling?  
**B:** Would you like to go shopping or go cycling on Saturday morning?  
**A:** I'd like to go cycling.
- Go to page 60. Act out dialogues.

2 3.13 Listen and repeat.

### Communication Preferences

#### Asking about preferences

Would you like to *have a picnic* or go for a *bike ride*?

Would you like *cheese* or *tuna*?

#### Responding

I'd like to go for a *bike ride*.

I'd like *cheese*. / I'd prefer *cheese*.

You choose. / I don't mind.

3 3.14 Complete the dialogue with the words in the box. Then listen and check.

choose I'd mind or  
 prefer to ~~Would~~

**Philip:** I'm thirsty. Can I have a drink?  
**Mickey:** Sure. 'Would you like juice or water?'  
**Philip:** <sup>2</sup> ... like some water, please.  
**Alice:** I'd <sup>3</sup> ... some juice, Mickey.  
**Mickey:** Now, would you like <sup>4</sup> ... watch a DVD <sup>5</sup> ... play a game?  
**Philip:** I don't <sup>6</sup> ...  
**Alice:** You <sup>7</sup> ...  
**Mickey:** OK. Let's watch a DVD, then.

Разнообразные по видам диалоги воссоздают реальные жизненные ситуации и представлены в естественных и легко запоминающихся языковых моделях

5 In pairs, ask and answer about your preferences.

- For lunch today: sandwiches or pizza?  
**A:** Would you like sandwiches or pizza for lunch today?  
**B:** I'd prefer sandwiches.
- To do on Saturday morning: go shopping or go cycling?  
**B:** Would you like to go shopping or go cycling on Saturday morning?  
**A:** I'd like to go cycling.



I can understand a text about exercise and the body.

Reading

5.5

## Do you want to feel better? Exercise!

**Exercise is good for you, but what exactly does it do to your body? Let's find out!**

The heart does more work than any other muscle in your body. It beats about 100,000 times a day! When you exercise, it beats faster because it has to send more blood to your muscles. This makes your heart stronger and you get fitter – you don't get tired quickly and you have energy. Your muscles get bigger and stronger. You can move, run and carry heavy things more easily.

**What about the rest of your body?** When you exercise, your heart sends more blood to your brain too. You learn more quickly, you feel more relaxed and happier, and you sleep better.

Exercise is also important for your bones. Young people have strong bones, but when you get older, your bones become weaker. There are 206 bones in your body (52 are in your feet and 54 in your hands), and you have to exercise to keep them strong.

**REMEMBER:** People who exercise don't get ill as often as people who don't exercise. And you don't have to go to a gym to exercise. Just stay active!

**Here's what you should do:**

- Do a sport – it's fun!
- Dance – with your friends or on your own!
- Ride your bike or walk – sometimes it's faster than the car or the bus!



1 Work in pairs. Why do people exercise?

2 2.51 What does it mean? Look at the pictures and say. Use the words in the box.

### Vocabulary The body

blood heart | bones muscles | brain



1 brain

2

3



4

5

3 2.52 Read and listen to the text. Find and say the words from the Vocabulary box.

Увлекательные тексты интегрируют развитие разных видов речевой деятельности и развивают читательскую грамотность

4 Read the text again. Answer the questions.

- 1 Which is the hardest-working muscle in your body?
- 2 Why does your heart beat faster when you exercise?
- 3 Why is exercise good for your brain?
- 4 What happens to your bones when you get older?
- 5 How many bones are there in your body?
- 6 How many bones are there in your feet?

5 2.53 Listen to three children. What kinds of exercise do they do? Write in your notebook.

1 dancing      2      3

6 Ask four of your classmates and find out what kinds of exercise they do.

Name	Exercise
1 ...	
2 ...	
3 ...	
4 ...	

What kind of exercise do you do?

7 Tell the class about your classmates. Use linking words **and**, **but**, **also**.

Thomas doesn't do exercise at all, but Marta walks to school every day. She also likes dancing.



Обучение чтению и письму интегрировано, на основе прослушанного текста ученики составляют тексты различных жанров, следуя пошаговым инструкциям

6.6
Listening and Writing
I can understand and write a recipe.

**1** I know that! Look at the pictures in Exercise 2. Name the food items. Which of them do you usually have in your kitchen?

**2** 3.18 Sidney wants to make lunch for his parents. Listen and choose the ingredients that he needs.

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**3** 3.18 Listen again and complete the recipe.

**Easy Frittata Recipe**

Peel, boil and slice <sup>1</sup> two potatoes. Slice one <sup>2</sup> ... <sup>3</sup> ... five eggs. Add salt and pepper. Put some oil in a <sup>4</sup> ... . Add the eggs, the potatoes and the tomato. Cook the frittata for two or three minutes. Then put <sup>5</sup> ... grams of cheese on the frittata. Cook the frittata for a few more <sup>6</sup> ... .

**4** Do you think Sidney's frittata is tasty? What other ingredients can you add to it?

**5** Read the recipe from a food blog. Do you think it's easy?

**A great apple cake!**

I've made hundreds of cakes, but this recipe is the easiest! And it's delicious!

**Ingredients:**

170 grams of sugar	3 large eggs
170 grams of flour	3 large apples

**Things you need:**  
a sharp knife, a spoon or an electric mixer, a large bowl and a cake tin.

**Instructions:**  
Beat the eggs and sugar with a spoon for 15 minutes. If you use an electric mixer, mix for two minutes. Then add the flour and beat well. Peel the apples and chop them. Add them to the bowl. Put everything in the cake tin and bake the cake in the oven at 160°C for 30 minutes. Simple!

**Writing A recipe**

- 1** Start with a list of ingredients.
- 2** Write a list of other things you need, e.g. a knife, a bowl.
- 3** Write the instructions. Use the imperative, e.g. *Beat the eggs and sugar.*

**6** Read the Writing box. Then go to page 61 and complete the instructions.

**7** **Writing Time** Write a recipe for pasta with tomato sauce. Use the pictures and instructions in Exercise 6 to help you.

**Find ideas**  
List the ingredients and other things you need.

**Draft**  
Write the recipe.

**Check and write**  
Include all the important information and use the imperative for instructions. Write the final recipe.

Language Revision
6.7

**Vocabulary**

**1** Write cooking verbs and nouns.

- 1** Peel the potatoes. Then b... them for 15 minutes in hot water.
- 2** B... the cake in a small cake t... for 25 minutes.
- 3** S... the bread and make ten pieces of toast.
- 4** Roast the chicken and potatoes in a hot o... .
- 5** C... the tomatoes into small pieces.
- 6** Fry the eggs in a large f... p... .
- 7** M... the butter and sugar together.
- 8** B... the eggs. Then a... flour and milk.

**2** Look at the pictures and name the objects.

bowl	cup	fork	
glass	knife	mug	
plate	pot	spoon	

**3** Complete the sentences with the words in the box.

delicious	disgusting	-salty
sour	spicy	sweet

- 1** I don't like these crisps. They're too *salty*.
- 2** Yummy! This fruit salad is ... .
- 3** I can't eat lemons. They're too ... .
- 4** I love ... things like honey and sugar.
- 5** I don't want meat with chilli. I don't like ... food.
- 6** Yuck! The sandwich is ... and I can't eat it.

**4** 3.19 Listen and repeat: /u:/.  
What's my name?  
My name is *Lucy*.  
That's my *food*.  
It's fruit – it's *juicy*!

**Grammar**

**5** Complete the text with the Present Perfect form of the verbs in brackets.

July, 1st  
Phew! I'm tired! We <sup>1</sup> *have done* (do) a lot this evening, but now it's nearly time for bed. Our guests <sup>2</sup> ... (go) home. They <sup>3</sup> ... (not eat) all the food, so we don't have to cook tomorrow! Dave <sup>4</sup> ... (wash) the dirty dishes and I <sup>5</sup> ... (put) them away. Dad <sup>6</sup> ... (not clean) the grill and we <sup>7</sup> ... (not tidy) the living room. That can wait.

**6** Write questions and answers.

- 1** Judy / finish her homework? ✓  
*Has Judy finished her homework?*  
Yes, *she has*.
- 2** you / ever / roast a chicken? ✗  
*Have you ever roasted a chicken?*  
No, *I haven't. I have never roasted a chicken*.
- 3** Eddie / ever / play chess? ✓
- 4** the children / have dinner? ✓
- 5** you / ever / make pancakes? ✗
- 6** Ann / set the table? ✗

**Communication**

**7** 3.20 Put the dialogue in the correct order. Then listen and check.

- a I'd like some orange juice, please.
- b Wow! I'm thirsty!
- c What programme would you like to watch?
- d Would you like orange juice or cola?
- e I don't mind. You choose.
- f I'd prefer to watch TV. It's too hot to go outside.
- g Here you are. Now, would you like to watch TV or play football?

**Reflection**

- I can talk about cooking food.
- I can use the Present Perfect.
- I can talk about preferences.

Эффективное и увлекательное повторение всего изученного материала

## Get Culture

Раздел знакомит с различными аспектами жизни в англоязычных странах

**Get Culture!** Food to try in the UK

**Very British food**

**A Welsh rarebit** (24-2541-03)

**B Scottish shortbread**

**C Yorkshire pudding**

**D Stargazy pie**

**E Stilton cheese**

**F Brighton rock**

1 It's a type of sweet. It is made with sugar, it comes in many flavours and colours and it usually has words written inside it. It is very popular in seaside holiday places, like Brighton. Look carefully at the photo – can you read the words inside the stick?

2 People first made it in Scotland, about 900 years ago! The recipe we use now is very simple: all you need is flour, butter and sugar. In the old times, shortbread was very expensive and most people only had it on special days, like the first day of the New Year. Now you can buy it almost everywhere in the world.

3 This very tasty snack comes from Wales. It's also called "Welsh rabbit", but it has no rabbit in it at all! Welsh rarebit is very easy to make at home. You make a mixture with cheese, butter, mustard and flour, put it on top of toasted bread and then under a hot grill. There are recipes for Scottish and English rarebit too!

4 It has a strong smell and salty taste, but it also has a lot of fans around the world. People usually eat it with crackers after a good dinner. The cheese in the photo is called Blue Stilton. They make it in the East Midlands. Here's a fun fact: it takes ten litres of milk to make just one kilo of cheese!

1 Look at the photos. What types of food can you see?

2 Read texts 1–4 quickly. Match the names A–F to the texts. There are two extra names.

3 **3.40** Listen and read about the four British products. Check your answers to Exercise 2.

4 **3.41** Read the texts again. Decide whether the sentences are T (true) or F (false).

1 Rock has got sugar in it.  
 2 The only place where you can find rock is Brighton.  
 3 Scottish shortbread has got eggs in it.  
 4 You can eat shortbread only in Scotland.  
 5 Welsh rarebit is very difficult to make.  
 6 There's no meat in Welsh rarebit.

5 **3.41** Listen to two people from different parts of the UK. Choose the correct answers.

1 Gavin is from the *southeast* / *southwest* of England.  
 2 You need / don't need milk to make Yorkshire pudding.  
 3 Gavin likes eating Yorkshire pudding with eggs / roast beef.  
 4 Morwenna is talking about a Scottish / Cornish dish.  
 5 Stargazy pie has *beef* / fish in it.  
 6 Morwenna says a lot of people *like* / *don't like* stargazy pie.

6 Which of the two dishes in Exercise 5 would you like to try? Why?

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## Russian Files

Раздел содержит материал, касающийся культуры и традиций в России

**RUSSIAN FILES**

**Would you like Russian porridge?**

If you haven't tried **kasha** yet, you haven't tasted an important part of Russia. We're talking about a dish that's more than a thousand years old, so you'd better take it seriously. Do you want to know more about it? Kasha (which we can translate into English as **porridge**) can be made from many different **cereals**, especially from oats, buckwheat, barley, wheat or rye. In other words, kasha is not a cereal in particular: the way we prepare it is why it's called kasha.

There are many ways to prepare it, but the basic recipe is very simple: take the cereal, boil it with milk or water, add sugar. And that's it. From this basic **recipes**, we can move to more sophisticated ones with berries, butter, onion, mushrooms and anything you have around. As long as you like it, everything is allowed. **Kasha** is healthy, cheap and quick to prepare. Everyone eats it, the rich and the poor. For example, kasha made from barley was one of the favourite dishes of Emperor Peter the Great. Nowadays people eat it mostly for breakfast but in the past it was more than just food.

In old Russia, kasha was a kind of ritual food, used in different ceremonies, while in India it was prepared as an offering for the gods to protect livestock. In the Roman Empire, this dish was also offered to the gods but, in that case, to protect children when they were born. Until one hundred years ago people in Russia had kasha instead of bread (like, for example, rice in China). Kasha has been through a lot and it's still an important part of Russian cuisine. And it's also an important part of Russian culture and language: there are some sayings and expressions that have **kasha** playing the main role.

1 What is your favourite food? Why?

2 Read the text about Russian porridge and answer the question in the title of the section.

3 Read the text again and explain the words in bold.

4 Do you agree or not?

- Kasha is healthy, cheap and quick to prepare.
- Russian people prefer kasha for breakfast.
- Kasha is a kind of ritual food.

5 **3.42** Think about the place you are from or have been to. Write about some traditional or dishes that people make or eat there. Use these questions to help you:

1 What dishes is the place famous for?  
 2 What do people use to make the dish?  
 3 What does it taste like?

**PROJECT**

- Create a recipe that is easy to use and present it to the class. Write about:
  - ingredients necessary;
  - procedure of cooking;
  - why you have chosen this recipe.

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# Projects

**PROJECT**

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

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

**PROJECT**

- Create a recipe that is easy to use and present it to the class. Write about:
  - ingredients necessary;
  - procedure of cooking;
  - why you have chosen this recipe.

**PROJECT**

- Work in groups. Make a digital presentation of a famous place in your city.
- Plan your presentation. Decide who searches the Internet for interesting information, who looks for the photos and pictures, etc.
- Write about the unusual place in your city/town/country. Use these questions to help you.

- 1 Where is it?
- 2 What geographical features does it have?
- 3 What can visitors do there?

**PROJECT**

- Make a presentation about different means of transport.

- 1 Create a **poster** about a means of transport.
  - Create a **Fact File**:
    - ✓ When was it invented?
    - ✓ Who invented it?
  - Do you like it? Give reasons why!
  - Is it friendly to our planet? Why/why not?
- 2 Organise an **exhibition**.

Проекты направлены на развитие креативности, самостоятельности, активной учебно-познавательной деятельности учеников

**PROJECT**

- Design your perfect school uniform.

- 1 Prepare a **presentation** of your perfect uniform.
  - What does it consist of?
  - What is it made of?
  - Is it functional? In what way?
- 2 Organise a **runway show**.



## 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

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



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# <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

