

# Нежелание учиться. Что мешает мотивации учения на уроках английского языка.

***В.А. Сухомлинский***  
***«ВСЕ НАШИ ЗАМЫСЛЫ, ВСЕ ПОИСКИ***  
***И ПОСТРОЕНИЯ ПРЕВРАЩАЮТСЯ В***  
***ПРАХ, ЕСЛИ У УЧЕНИКА НЕТ***  
***ЖЕЛАНИЯ УЧИТЬСЯ»***

**Мотивация** – это внутренняя психологическая характеристика личности, которая находит выражение во внешних проявлениях, в отношении человека к окружающему миру, различным видам деятельности.

И.А. Зимняя называет мотивацию «запускным механизмом» всякой человеческой деятельности: будь то труд, общение или познание.

**Педагогика** трактует это понятие так:

**Мотивация** – общее название для процессов, методов и средств побуждения учащихся к продуктивной познавательной деятельности, активному освоению содержания образования.

**Учебная мотивация** – проявляемая учащимися мотивированная активность при достижении целей учения. Мотивация учения является одним из главных условий успешного обучения и зависит от множества взаимозависимых факторов

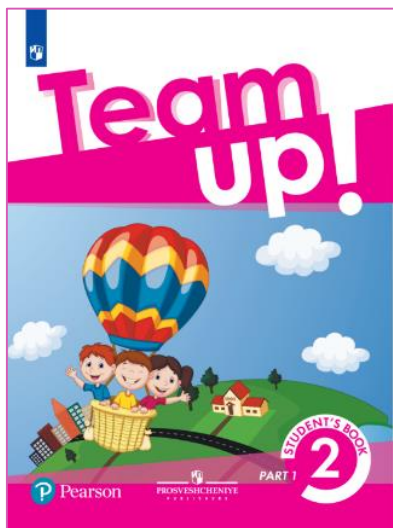
# ***Мотив*** – конкретные побуждения, причины, заставляющие личность действовать, совершать поступки.

**Внешние мотивы** не связаны с содержанием учебного материала и включают в себя мотив долга, обязанности, мотив оценки, личного благополучия.

**Внутренние мотивы**, напротив, связаны с содержанием учебного материала: мотивы познавательной деятельности, интереса к содержанию обучения, мотивы овладения общими способами действий, выявление причинно-следственных связей в изучаемом учебном материале.

## Основные причины заниженной мотивации к обучению английскому языку

1. Возраст учащегося
2. Зависимость от современных технологий
3. Неспособность к концентрации внимания
4. Непонимание целей обучения
5. Ситуация неуспеха
6. Взаимоотношения учителя и ученика
7. Однообразие учебного процесса
8. Обучение в одном классе детей с разным уровнем возможностей и способностей
9. Особенности учебной программы



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

Совместный проект издательства  
«Просвещение» и издательства  
“Pearson”

## Младший школьный возраст

*К началу обучения в школе у ребенка складывается достаточно сильная мотивация к учению. Мотивы выражаются в формуле «стремление к положению школьника». У ребенка ярко проявляется потребность посещать школу, носить форму, ранец, выполнять общественные поручения в классе, т.е. проявляется потребность занять новое положение среди окружающих. Психологи называют это «субъективной готовностью к школе». Но существует и «объективная готовность»-это тот уровень знаний и умений, с которым ребенок приходит в школу. У современного семилетнего ребенка уровень субъективной готовности к школе несколько снижен, а уровень объективной готовности-повышен. Все это значительно усложняет работу по формированию мотивации учения в младшем школьном возрасте.*

### **Что мешает мотивации учения в начальной школе**

- Ситуативность и неустойчивость интересов. Без поддержки учителя они немедленно угасают.
- Малоосознанность и слабая обобщенность интересов. Младший школьник не знает, что ему нравится в предмете и не может этого объяснить
- Все интересы ориентированы чаще всего только на результат учения, но не на способы учебной деятельности
- Неспособность к концентрации внимания

## ***Что способствует повышению мотивации младшего школьника***

- ✓ Частая смена деятельности на уроке
- ✓ Многократное повторение материала
- ✓ Игровая форма деятельности
- ✓ Наглядность (картинки, игрушки, схемы, видео)
- ✓ Доброжелательная атмосфера на уроке, частая похвала учителя, даже за незначительные достижения
- ✓ Разнообразие форм работы на уроке (парная, групповая)
- ✓ Учитель при работе с материалом задействует все каналы восприятия



## 2 Where's my pen?











**1 Think!** Сколько школьных принадлежностей ты можешь найти?

How many balls can you see?  
What colour is the kite?  
What colour is the teddy?

34 thirty-four


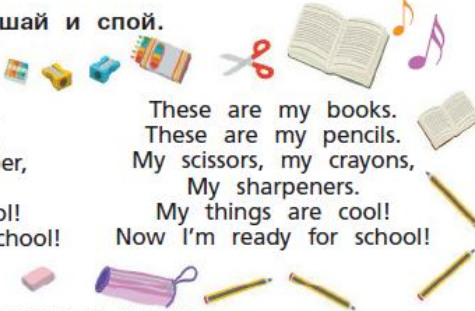
### Vocabulary and grammar 2

**2** 1.34 Послушай и покажи. Потом послушай и повтори.

1 	2 	3 	4 	5 
bag	book	pencil case	pen	pencil
6 	7 	8 	9 	10 
crayon	ruler	pencil sharpener	rubber	scissors

**3** Find school supplies on p. 34. Name them.

**4** 1.35, 1.36 Послушай и спой.

 <p>This is my bag. This is my pen. My ruler, my rubber, My pencil case. My things are cool! Now I'm ready for school!</p>	 <p>These are my books. These are my pencils. My scissors, my crayons, My sharpeners. My things are cool! Now I'm ready for school!</p>
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**5 Communicate** Покажи и скажи.

This is my ruler.

1.37 Grammar p. 78

This is my pencil case.  
These are my books.  
These are my crayons.

thirty-five 35

➤ Яркая наглядность способствует более эффективному запоминая слов

➤ Песни отрабатывают грамматические конструкции в готовом виде




**Story**

**2**

**1** Before you read Посчитай линейки на рисунке.

**2** 1.39 Посмотри или послушай и прочитай.

**The computer**



**1** These are my books and this is Atomic, my cat. Cool!

**2** This is my desk. This is my pen and these are my pencils.

**3** Your books! What a mess!

**4** Einstein! Stop! Oh, no!

**5** It's my new project. It's a computer, I think!

Where's my pen? It's under the desk. Here you are.

Let's tidy up.

**Solve** Can you see Atomic?


**6** Oh! It's a computer. It's great.


Your crayons. Your scissors and your rulers. Thank you.


**7** Where's Atomic? She's under the table. Look... Marie!

**8** Well done, Atomic.

**3** After you read Посмотри на историю. Выбери правильный ответ.

1 These are my books.  

2 This is my pen.  

3 These are my rulers.  

**4** Найди в истории и выпиши названия предметов, которые есть у тебя в классе.

**5** Team up! Разыграйте историю.

**36** thirty-six

thirty-seven **37**

- комикс упрощает и ускоряет процесс познания, поскольку делится на фрагменты;
- комикс выражает мысли и идеи наглядными средствами;
- читать комиксы гораздо легче и интереснее, чем длинные тексты

## ➤ Проекты

### Team up! Project

Сделай постер к Дню любимого блюда.

- 1 Выбери любимое блюдо.
- 2 Нарисуй его или найди картинку.
- 3 Напиши: *Today is ... This is ... I like ...*
- 4 Развесьте постеры в классе и расскажите друг другу о любимом блюде.



Раздел «Проекты» направлен на развитие креативности и самостоятельности, ученик не ограничен рамками, он волен фантазировать, придумывать, выходить за рамки стандартных заданий

### Team up! Project

Организуите выставку домашних питомцев в классе.

- 1 Выбери животное для выставки.
- 2 Нарисуй его.
- 3 Напиши: *It's a ... It's got ...*
- 4 Развесьте постеры в классе, расскажите о ваших питомцах.



It's a hamster. It's got big teeth and short fur.

12 twelve

This is my family. It's my birthday.

### Team up! Project

Создайте галерею рисунков класса.

- 1 Нарисуй, как семья отмечает день рождения.
- 2 Напиши: *This is my ... It's my birthday.*
- 3 Повесьте картинки в классе, расскажите о них друг другу.



## Средний школьный возраст

*Основным видом деятельности у средних школьников становится учение, укрепляются широкие познавательные мотивы, интерес к новым знаниям. Характерен интерес к способам приобретения знаний. Ученики стремятся к самостоятельности, начинают предъявлять более высокие требования к содержанию урока, задают вопросы Для чего? Как мне это пригодится? Развивается критичность. Стремление считаться взрослым, но при этом нет ощущения полноценной взрослости. Характерна потребность в общении с друзьями, коллективом, острее переживается неодобрение коллектива, чем учителя. В этом возрасте ребенок вплотную подходит к осознанию своих мотивов учения и поведения. При этом, одна из основных трудностей обучения состоит в отсутствии у подростка понимания необходимости учения для будущей профессии, отсутствует мотивация.*

### **Что мешает мотивации учения в среднем звене:**

- Подросток не принимает на веру мнение и оценки учителя;
- Негативизм в оценках;
- Внешнее безразличие к оценке и мнению учителя;
- Отрицательное отношение к готовым знаниям, простым вопросам, воспроизводящим видам работы;
- непонимание связи учебных предметов с возможностью их использования в будущем;
- Избирательный интерес к учебным предметам;
- Поверхностность, разбросанность и неустойчивость интересов.

## ***Что способствует повышению мотивации учения в среднем звене:***

- ✓ Не менее важно, чем в начальной школе, поддерживать мотивацию к обучению, тщательно подбирать материал и формы работы;
- ✓ Делать упор на функциональность в обучении. Обязательна практическая направленность уроков;
- ✓ Развитие внутренней мотивации ученика;
- ✓ Урок следует организовать так, чтобы ученику было интересно от самого процесса учения и радостно от общения с учителем, одноклассниками. В классе должна быть атмосфера сотрудничества, доверия и взаимного уважения;
- ✓ Постепенная подача материала, не перегружать ученика;
- ✓ Развивать любознательность и познавательный интерес учащихся;
- ✓ Умело применять поощрение и порицание;
- ✓ Понимать, что в случае отрицательной мотивации ребенком движет, прежде всего, желание, избежать разного рода неприятностей: наказания со стороны учителя или родителей, плохой оценки;
- ✓ Вызывать удивление и интерес у учащихся;
- ✓ Разъяснение общественной и личностной значимости учения и использование школьных знаний в будущей жизни.

➤ Постепенное введение лексики

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

## 4 Big world

Vocabulary I can talk about geographical features.

1 Which of these places are there in your country?  
beach city forest river sea town

I know that!

**In this unit**

**Vocabulary**

- Geographical features
- Adjectives
- It's ... high/long/tall

**Grammar**

- Comparative and superlative adjectives

▶ 19-20

4.2 Grammar video

▶ 21

4.2 Grammar animation

▶ 22

4.3 Grammar animation

▶ 23

4.4 Communication video

48

## 4.1

2 2.21 Listen and repeat. Which places can you see in the photos on page 48?

**Vocabulary Geographical features**

beach city desert forest island lake mountain river sea town volcano waterfall

in picture 1 there is a volcano.

3 Match the word halves and write the names of geographical features.

be 1	ci 2	ano	ach
moun 3	ri 4	ver	tain
to 5	volc 6	ty	wn

4 Find the people in the photos on page 48 and complete the sentences.

- A man is fishing next to a lake.
- A man is surfing in the ...
- A woman is walking in the ...
- A man is kayaking to an ...
- A boy is admiring a ...

**Geography QUIZ**

- The Nile is a *desert* / a *river* in Africa.
- Mount Everest is a *mountain* / an *island* between China and Nepal.
- Niagara Falls is a *waterfall* / a *forest* between Canada and the USA.
- The Sahara is a *lake* / a *desert* in Africa.
- Mount Vesuvius is a *volcano* / a *beach* in Italy.
- Madagascar is an *island* / a *mountain* in Africa.

6 2.23 Listen to Max and Sophie. Choose the correct answer: a, b or c.

1 Where does Max usually go on holiday?

a

b

c

2 What does Max do in the winter?

a

b

c

3 Where does Sophie want to go swimming?

a

b

c

7 In your notebook, write five sentences about your country. Say where you go in the winter and in the summer.

Russia is a very beautiful country. There are rivers, mountains and lakes. In the winter, I go skiing in the mountains. In the summer, I go to the beach. I love swimming in the sea.

I remember that!

8 Write your own quiz questions about Russia. Test your friends!

Is the Irtysh in Asia or in Europe?  
Is Elbrus a river or a mountain?

49

Слова вводятся с опорой на наглядность

Слова вводятся постепенно, раздел не перегружен новой лексикой

# Постепенное введение грамматики, функциональность

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

## 4.2 Grammar

I can compare two things.

### It's more exciting

The friends are at Blue Mountain Adventure Park. It's a big activity centre in the middle of a forest. You can cycle, climb or go kayaking.

**1**

**Elena:** Let's go cycling in the forest.  
**Tom:** No way! That's boring.  
**Lucas:** Let's go on the climbing wall. Climbing is more exciting than cycling.  
**Tom:** Cool. I want to go on that wall. It's really high.  
**Elena:** Let's start with this wall. It's lower.  
**Amy:** Yes, I agree.

**2**

**Tom:** Help! I can't move.  
**Lucas:** Use your legs, Tom.  
**Elena:** Why don't you climb down, Tom?  
**Tom:** I can't!

**3**

**Elena:** Hold on! I can help. Put your right hand there.  
**Tom:** Thanks Elena. It's easier with your help.

**4**

**Amy:** Well done, Tom! You're safe now!  
**Tom:** Yes, that's better.  
**Lucas:** So, what do you want to do next?

**1** **2.24** Watch or listen and read. Where are the children? What can you do there?

**2** **2.24** Watch or listen again. Read the sentences. Decide whether the sentences are (T) true or (F) false. Correct the false sentences.

**1** You can't ride a bike at the activity centre.  
**False.** You can ride a bike at the activity centre.

**2** Tom wants to go cycling in the forest.

**3** Tom has a problem on the climbing wall.

**4** Elena helps Tom.

**3** **2.25** Listen and repeat. Find these expressions in the story.

**Say it!**

No way! Hold on! Well done!

**4** **Guess!** **2.26** What does Tom want to do next? Choose a, b or c. Watch and check.

**a** climb the higher wall  
**b** kayak on the lake  
**c** go for a walk in the forest

## Grammar 4.2

### Comparative adjectives

**21 Get Grammar!**

Adjective	Comparative	Adjective	Comparative
Short adjectives		Long adjectives	
cold	colder	exciting	more exciting
nice	nicer	Irregular adjectives	
big	bigger	good	better
easy	easier	bad	worse

The Monster is **bigger** and **faster** than the Dragon.

That wall is **lower**.  
Kayaking is **more exciting** than cycling.

**5** **2.27** Listen and repeat. In your notebook, match the adjectives to their opposites.

**8** What's your opinion? In your notebook, write sentences that are true for you.

**1** interesting: *History / Maths*  
I think History is **more interesting** than Maths.

**2** easy: *English / Science*

**3** exciting: *football / basketball*

**4** bad: *a visit to the doctor / a visit to the dentist*

**5** good: *strawberry ice cream / chocolate ice cream*

**6** nice: *cats / dogs*

### Vocabulary Adjectives (1)

boring cheap dangerous difficult easy  
exciting expensive high low safe

**1** boring – exciting

**6** Complete the sentences with the comparative form of the adjective.

**1** Amy's hair is **longer** (long) than Elena's hair.

**2** Elena wants to climb the ... (low) wall.

**3** Walking is ... (safe) than kayaking.

**4** Cycling is ... (easy) than climbing.

**5** The higher wall is ... (exciting) than the lower wall.

**6** Elena is ... (good) at climbing than Tom.

**7** **2.28** Complete the sentences with the comparative form of the adjectives in the box and than. Then listen and check.

dangerous difficult hot high  
~~slow~~ expensive

**1** Bikes are **slower than** cars.

**2** Summer is ... winter.

**3** Japanese is ... English.

**4** Tigers are ... lions.

**5** Mount Everest is ... Kilimanjaro.

**6** A Ferrari is ... a Fiat.

**9** Look at the information about two activity centres. Make sentences to compare them.

*Adventure Island is more expensive than Volcano World.*  
*Volcano World is cheaper than Adventure Island.*

	Adventure Island	Volcano World
How expensive are the tickets?	£20	£10
How safe is it?	■■■■■	■■■■
How exciting is it?	■■■	■■■■■
Is the food good?	■■■■	■■■

# ➤ Упражнения работают с функциональной стороной, выводят грамматику<sup>16</sup> в речь, в жизненные ситуации

**Grammar Comparative adjectives** ▶ 21 Get Grammar!

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## Vocabulary Adjectives (1)

boring cheap dangerous difficult easy  
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1 *boring* – *exciting*

6 Complete the sentences with the comparative form of the adjective.

- 1 Amy's hair is *longer* (long) than Elena's hair.
- 2 Elena wants to climb the ... (low) wall.
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- 4 Cycling is ... (easy) than climbing.
- 5 The higher wall is ... (exciting) than the lower wall.
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dangerous difficult hot high  
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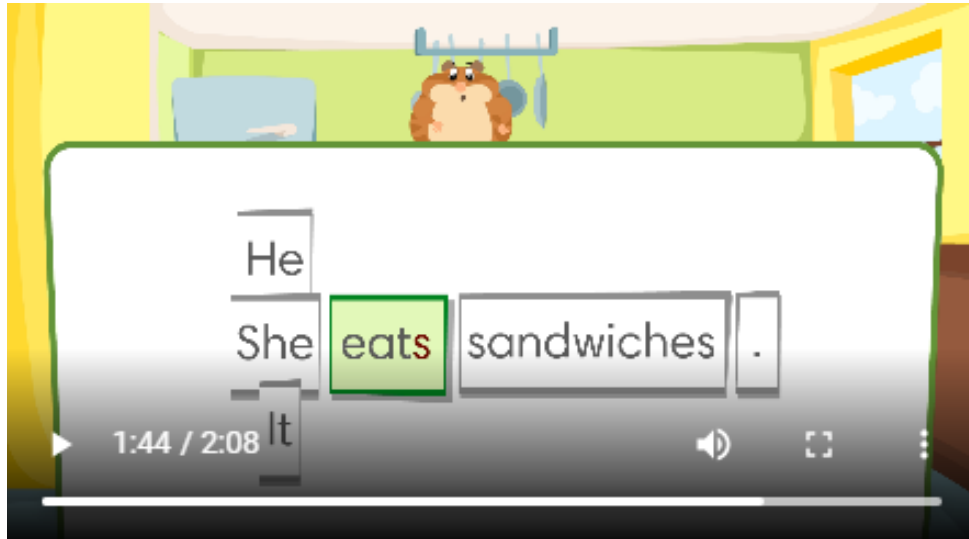
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- 5 good: *strawberry ice cream / chocolate ice cream*
- 6 nice: *cats / dogs*





➤ **Аутентичные видео ресурсы погружают в языковую среду**



# Комиксы, интересное содержание урока

Грамматика представлена в увлекательном комиксе с забавными персонажами

4.3 Grammar I can compare two or more things.

## City Creatures The zoo

**1** Rocco: Hurry up! I want to see the monkeys.  
Carla: Wait a minute, Rocco. Where are the tigers?  
Big Al: And where's the café?

**2** Carla: Look at the monkeys. They're funny!  
Rocco: He's the funniest!  
Big Al: Hmm, those bananas look good.

**3** Rocco: I love elephants.  
Carla: They're African elephants. They're the strongest animals in the world.  
Rocco: They're the hungriest too! They're hungrier than you, Al.  
Big Al: Look! Ice cream ...

**4** Carla: Tigers are beautiful, but they're the most dangerous animals ...  
Big Al: ... in the world! They're having lunch too! This is the worst day of my life.  
Rocco: Lunch? That's a good idea.

**5** Big Al: This is the best hamburger in the world!  
Rocco: And the biggest!

**1** Look at the pictures. Which geographical features from the box can you see?  
beach island waterfall volcano forest mountain

**2** Listen and read. Complete the sentences.  
**1 Picture 1** Carla wants to see the ...  
**2 Picture 2** The monkeys are eating ...  
**3 Picture 3** Big Al is interested in the ...  
**4 Picture 4** Tigers are beautiful and ...  
**5 Picture 5** Big Al is happy because he's got a ...

4.3 Grammar

### Grammar Superlative adjectives

Adjective	Comparative	Superlative
<b>Short adjectives</b>		
tall	taller	the tallest
strong	stronger	the strongest
big	bigger	the biggest
funny	funnier	the funniest
<b>Long adjectives</b>		
dangerous	more dangerous	the most dangerous
<b>Irregular adjectives</b>		
good	better	the best
bad	worse	the worst

He's **the funniest**. They're **the most dangerous** animals in the world.

**2.22 Get Grammar!**

Max is the strongest, Anna is the fastest but I'm the most intelligent!

**3** Listen and repeat. Then name the pictures.

### Vocabulary Adjectives (2)

beautiful fast friendly funny intelligent kind strong

**4** Make sentences about the animals in Exercise 3. Use the superlative form of the adjectives.  
**1 The tiger is the fastest.**

**5** Complete the sentences about the City Creatures.

- Rocco is **funnier** than Carla. (funny) Big Al is **the funniest** of all.
- Carla is ... than Big Al. (small) Rocco is ... of all.
- Rocco is ... than Big Al. (intelligent) Carla is ... of all.
- Carla is ... than Big Al. (fast) Rocco is ... of all.
- Big Al is ... than Carla. (friendly) Rocco is ... of all.

**6** Read and choose the correct answer: a, b or c.

### London Zoo

Hi, I'm Kate and I'm a zookeeper at London Zoo. London Zoo is very famous. It's <sup>1</sup>... oldest zoo in the UK! Other zoos are <sup>2</sup>... than London Zoo, but London Zoo is the <sup>3</sup>... interesting! I look after penguins. The penguins are <sup>4</sup>... animals at the zoo. In the wild they live in Antarctica but also in some <sup>5</sup>... places like islands or deserts. <sup>6</sup>... most famous animal at the zoo is a python. It is in a *Harry Potter* film!

1 a a	b the	c an
2 a big	b biggest	c bigger
3 a most	b more	c much
4 a cuter	b cutest	c the cutest
5 a warmest	b warmer	c the warmest
6 a The	b A	c An

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

## ➤ Проекты

**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**.

## Старший школьный возраст

*Старший школьник стоит на пороге вступления в самостоятельную жизнь. Это создает новую социальную ситуацию развития. Задача самоопределения, выбора своего жизненного пути встает перед старшим школьником как задача первостепенной важности. У старших школьников главными становятся мотивы, определяемые представлениями о своем будущем. Отмечается большая избирательность познавательных мотивов, которая продиктована выбором профессии. Существенно развиваются мотивы самообразования и мотивы профессиональной ориентации. Большую роль играют мотивы отношений со сверстниками и учителями: старшеклассники болезненно реагируют на неприятие себя в коллективе, стабилизируются отношения с учителями. Вместе с тем возрастает требовательность и критичность к учителю и его оценке. В целом, в этом возрасте наблюдается общее положительное отношение к учению.*

### **Что мешает мотивации учения в старших классах**

- Устойчивый интерес к одним предметам в ущерб другим;
- Неудовлетворенность однообразием форм учебных занятий, отсутствием творческих и проблемно-поисковых форм учебной деятельности;
- Отрицательное отношение к формам жесткого контроля со стороны учителя;
- Сохранение ситуативных мотивов выбора жизненного пути.

## ***Что способствует повышению мотивации учения в старших классах:***

- ✓ Задачи обучения должны исходить из запросов, интересов и устремлений старшеклассника. Результаты обучения должны соответствовать потребностям ребенка и быть значимыми для него, в старших классах – это профессиональная ориентация, автономия в обучении, цифровая грамотность, умение сотрудничать
- ✓ организация самостоятельной работы с информацией, поиск, анализ, применение на практике
- ✓ помощь учителя в виде советов, направляющих самого ученика на решение проблемы
- ✓ привлечение учащихся к оценочной деятельности и формирование у них адекватной самооценки
- ✓ выстраивание отношений сотрудничества учителя и учащегося
- ✓ анализ жизненных ситуаций

## Инструменты, направленные на повышение мотивации в старших классах: Автономия в обучении

### ➤ 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

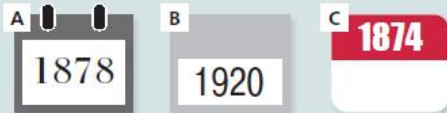
#### ACTIVE READING | Summarising texts

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

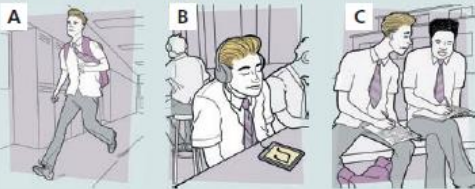
1 When could women first get degrees from Oxford University?



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.



## ➤ 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 <sup>2</sup>... work.

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

Instead of copying, create your own <sup>3</sup>....

If that's not possible,

#### Search for public domain

Public domain works are no longer protected by <sup>4</sup>..., so you can use them in any way you want.

#### Search for Creative Commons

A Creative Commons <sup>5</sup>... explains how you can use someone's work.

- Always cite your <sup>6</sup>... – 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

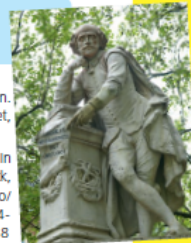
When listing your digital sources, include the following information:

- 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

RADIO 9

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

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.

**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.

## ➤ Креативное мышление

# 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



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 ...*

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.*

**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?

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?

**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
<b>Ideas and organisation</b>		
A The beginning of the presentation was interesting.		
B The presentation had a clear structure.		
<b>Presentation</b>		
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/Z9v929HnrxY?list=PLPx1EkGOy048zoG6WOLKtUjtchH3qbR3rW>

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.

**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.

**a** When you're working on a school essay, ask others what they think of your ideas.

**b** Take a language or music course.

**c** When you have a new idea, write it down, draw a picture, or build a model.

**d** When you go to school, switch off your phone and look around. Try to observe as much as you can.

**e** 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.

➤ **Аутентичные видео**

**Grammar videos**



**Documentary videos**



**Communication videos**





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



**Костюк Евгения Владимировна**

Учитель высшей категории, эксперт ОГЭ, ЕГЭ по английскому языку, директор ЧОУ «Частная школа Шостаковичей», автор методических учебных пособий, научных статей, награждена медалью «За гуманизацию образования Санкт-Петербурга».



**Гашимов Эльчин Айдынович**

Д.ф.н., профессор кафедры английской филологии Самарского филиала МГПУ, почетный работник общего образования РФ, директор Центра развития образования г.о. Самара, член общественного совета при Думе г.о. Самара, автор методических и учебных пособий, научных статей.



**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/>

Методическая поддержка: Сидоренко  
Светлана Валерьевна,  
[ssidorenko@prosv.ru](mailto:ssidorenko@prosv.ru)

Руководитель отдела по работе с  
государственными заказами:

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