



ПРОСВЕЩЕНИЕ

Компетенции XXI века и осознанный выбор профессии в старших классах средствами инострannого языка.

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(Вместе) для 9 – 11 классов.

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Профориентация



Самоопределение



Универсальные компетенции



The key skills focused on in *TEACHING ENGLISH TODAY* are the five 'C's:

- **Communication**
- **Collaboration**
- **Creativity**
- **Cultural awareness**
- **Critical thinking**

• **Digital literacy**

one 'D': and two 'A's:

- **Assessment for Learning**
- **Autonomy**



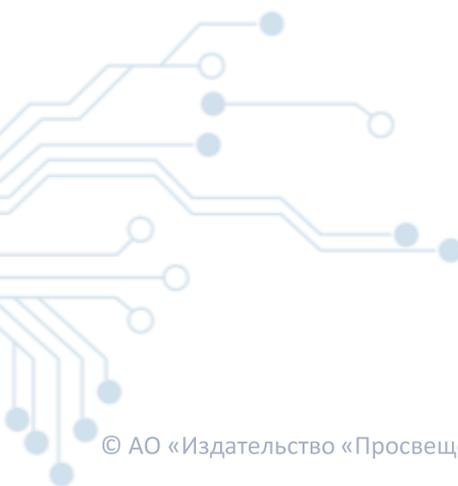
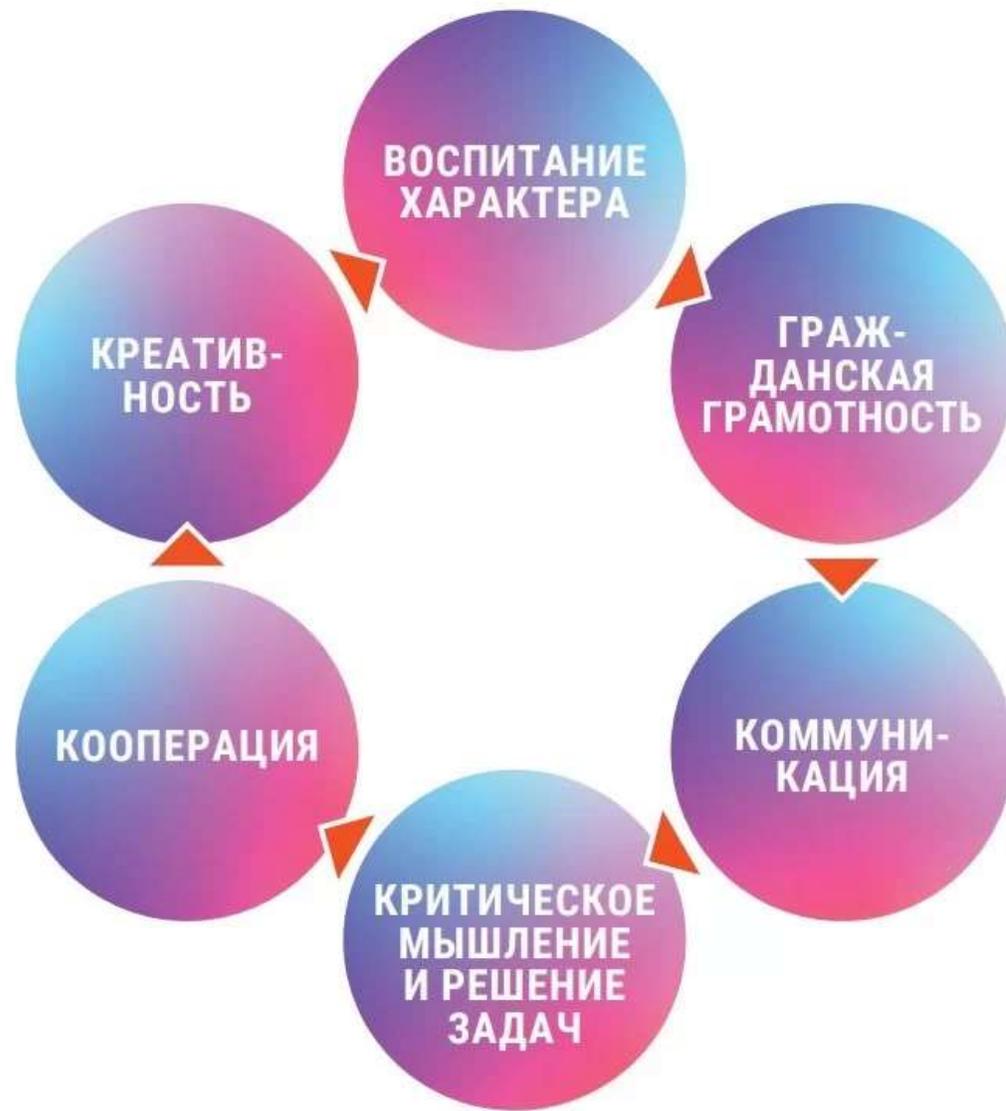
Способности и умения учащихся:

- воображение
- генерирование идей
- построение аргументации
- выделение дефицита информации и поиск
- формулирование собственных идей и развитие чужих
- оценка собственных предположений и суждений
- принятие целей группы и оценка общего результата.



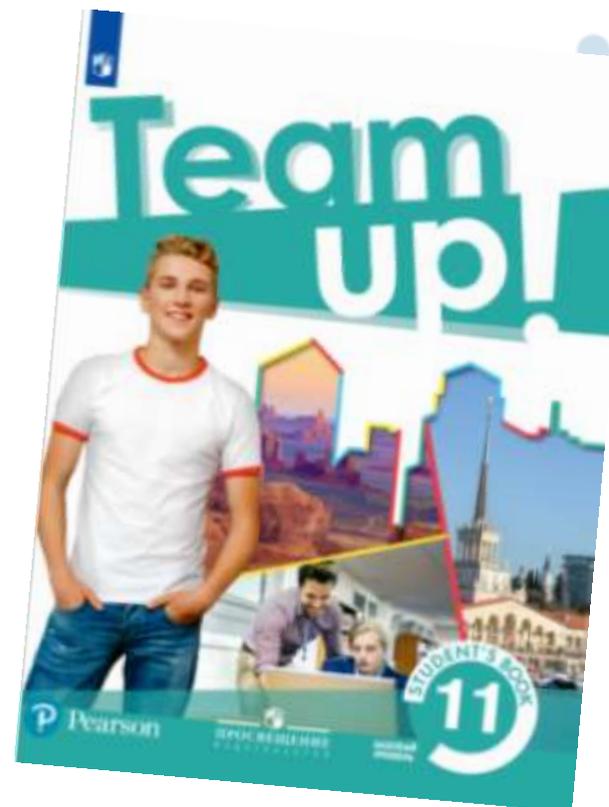
Урок







Английский язык. "Team Up!" (Вместе) Новая линия учебников для 2-11 классов



Современный курс, направленный на развитие навыков XXI века:

- критическое мышление,
- креативность,
- умение работать в команде,
- навыки выстраивания межличностных связей,
- участие в дебатах, поиска аргументов и доказательств.

- Способствует формированию базовых представлений о природных явлениях, устройстве планеты и экологии на английском языке с помощью межпредметных разделов: Natural Science, Social Science.

- Помогает развивать lifeskills («навыки для жизни»): поиск первой работы, использование онлайн-ресурсов в работе.
- Аудио- и видеоконтент представлен носителями языка.

Критическое мышление?

«Мы учимся на ошибках, а не посредством
накопления данных» К. Поппер



Социальная ситуация общения и взаимодействия:

«Я могу ошибаться, и ты можешь ошибаться, но совместными усилиями мы можем постепенно приближаться к истине»

В качестве основных элементов критического мышления можно выделить несколько основных умений.

- Анализ: умение находить связи между утверждениями, вопросами, аргументами.

5F READING AND VOCABULARY

1 **SPEAKING** In pairs, match photos A–D with places 1–4 below. Check your answers on page 199. Then say in which of the places you would most/least like to live and why.

- 1 a small town in Sardinia, Italy
- 2 the suburbs in Southern California
- 3 a village in Costa Rica
- 4 the city of Okinawa, Japan

2 In pairs, say what you think the places in the photos have in common. Then quickly read the first paragraph of the article and check your ideas.

3 **READING** Read the rest of the article and choose the correct answers. Give a brief summary of the text.

- 1 People in blue zones
- a have very little in common.
 - move there when they're old.
 - often live longer than normal.
 - don't share their secret with others.

2 Dan Buettner

- was the first person to travel to all these places.
- wanted to live to be 100.
- thought of the phrase 'blue zones'.
- gave the people in 'blue zones' some advice about food.

3 Meals in blue zones

- are a chance for people to be alone.
- are a time to relax.
- last a short time.
- are special silent occasions.

4 It's true to say that people in blue zones

- work very hard.
- have active lifestyles.
- don't have cars.
- go to bed early.

5 The people Dan spent time with

- are never unhappy.
- are all religious.
- spend a lot of time with others.
- love older people more than others.

4 **2.22 PRONUNCIATION** Find one word in each group that we pronounce with a different stress from the others. Listen and check.

- 1 dairy **IDEA** healthy lifestyle
- 2 believe belong consume diet
- 3 developed different important together
- 4 exercise respected vegetable villages
- 5 community generation importantly inhabitant

5 **READING** Use the highlighted collocations related to health and lifestyle from the article to complete the statements below. Then in pairs, say if the statements are true or false for you.

- 1 I don't eat many dairy products but I love yoghurt!
- 2 Our school shop doesn't sell ... – you can only buy water.

- 3 The only time I ... is when I walk the dog.
- 4 When my gran cooks for us, we feel really ... afterwards!
- 5 I go to a gym to work out so I can ...
- 6 I want to ... so I can lose weight.
- 7 I don't have a healthy diet – I eat too much ... like burgers and fries.
- 8 I love popcorn – it's got lots of vitamins and it's ... and calories!
- 9 I don't usually ... before exams.

6 **SPEAKING** In groups, read these 'blue zone' tips for healthy living. Which things do you do already? Which are the most difficult to follow? Which would you like to do?

- Drink water instead of soft drinks.
- Sleep for eight hours.
- Eat a lot of nuts.
- Switch off your TV/phone during meals.
- Walk instead of taking a bus or going by car.
- Don't eat too much (or any) meat.
- Watch something funny on the internet as part of your day.
- Stop eating snacks.
- Eat just two meals a day.
- Go without food on one day a week.
- Eat five pieces of fruit every day.
- Spend more time with your neighbours.

7 **REFLECT | Society** In groups, answer the questions.

- 1 Do elderly people have an important role in your society? Do people respect them?
- 2 Is it a good thing for grandchildren to spend a lot of time with grandparents? Say why.
- 3 Would you be happy to spend more time with your grandparents?

20 **WATCH AND REFLECT** Go to page 170. Watch the documentary *An Average Diet* and do the exercises.



76 I can find specific information in an article and talk about healthy living.



2.22

'BLUE ZONES' AND WHAT WE CAN ALL LEARN FROM THEM

by Emma Carter

The suburbs of a town in San Bernardino County, California; villages in Greece and Costa Rica; a city in Okinawa, Japan; a small town in Sardinia. At first sight, these places are very different. Some of them are in the most developed countries in the world, while in others the way of life hardly ever seems to change. But Dan Buettner, an American writer and explorer, noticed that these very different places have one thing in common: people there have a good chance of living to be a hundred years old or more. He called these places 'blue zones' and decided to spend time with the people who lived there to try to find out the secret to their long lives.

The first thing Dan noticed about the inhabitants of blue zones was their healthy diet. They eat a lot of fruit and vegetables. They don't eat much meat but get their protein from beans, lentils or nuts. They don't eat many dairy products, either. Their diets are low in sugar and salt. And they don't consume a lot of fast food or soft drinks.

Secondly, Dan noticed something very interesting, not about what the people ate, but how they ate. In 'blue zones' people often have two meals a day, not three, and they don't usually have snacks between meals. They stop eating when they no longer feel hungry – not when they feel 'full up'. They don't go on diets but often go without food for a day or during a special time of year. Most importantly, in blue zones people see food as a gift and meals as a special time. They switch off TVs or smartphones and give thanks before they eat. Then they sit, eat, talk, take their time and enjoy their food.

Another thing that Dan noticed was that people living in blue zones across the world all seem to share certain habits in their lifestyles. They get exercise naturally by working outdoors. They stay fit by walking (not driving). And they sleep well (seven or eight hours a night, usually).

Finally, Dan found that the inhabitants of blue zones in all those different places around the world have a similar way of looking at life. They are generally optimistic. Many of them believe that a 'higher power' is looking after them. And nearly all of them feel they belong to a larger group. Community is very important to them.

Neighbours, friends and family come together often, and people from different generations (for example grandparents and grandchildren) have a lot of contact with each other. Older people are important and respected members of the community.

Dan returned to America, where he writes and gives talks on the lessons he learned from talking to people in blue zones. He believes it's never too late to change how we live for the better – because, as the Chinese say, 'We will, live long ...'.

77

Multiple choice
True/false
statements

what things you
do/

which are difficult
to follow/

which you would
like to do

5B VOCABULARY | Household chores



1 SPEAKING In pairs, look at the cartoon. What do you think of Mum's idea? Could it work in your home?



4 In pairs, answer the questions. Use the phrases from Exercise 3 and *Watch out!*

1 Which chores do you do or help with at home?

В качестве основных элементов критического мышления можно выделить несколько основных умений.

- Оценка: умение оценить надёжность утверждений, убедительность доводов.

8 SPEAKING Do you agree or disagree with these statements? Discuss in pairs.

- 1 You have to tidy up your bedroom every day.
- 2 You mustn't throw all your rubbish in the same bin.
- 3 You should always do the dishes as soon as you finish eating.
- 4 You shouldn't own more than three shirts and four pairs of trousers.
- 5 You don't have to buy something every time you go to the shops.
- 6 You must be organised in life to be happy.

I don't have to tidy up my room every day but I have to do it every weekend.

В качестве основных элементов критического мышления можно выделить несколько основных умений.

19

- Объяснение (аргументация): умение объяснить ход своих мыслей / метод, защитить свои выводы.

 17 Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

What should you do to lead a happy life?

GRAMMAR VIDEO



The video player shows a woman with long brown hair speaking. The background is a cityscape with a river and buildings. A yellow play button is visible in the bottom left corner of the video player.

В качестве основных элементов критического мышления

можно выделить несколько основных умений.

- Выведение гипотез (планирование решений): умение формировать гипотезы и самим делать выводы, обнаруживать нехватку информации.

You use a microwave to cook or heat up food.

6 In groups, think of chores we don't have to do anymore because of technology. Use the vocabulary from Exercises 3 and 5.

Thanks to the vacuum cleaner we don't have to sweep the floor with a brush, and thanks to the washing machine, we ...

В качестве основных элементов критического мышления
можно выделить несколько основных умений.

21

- Саморегуляция (контроль): рефлексия, самопроверка и коррекция.

7 REFLECT | Society In groups, discuss the questions.

- 1 Do you think teenagers should help at home?
- 2 Should teenagers earn their pocket money by working at home? Say why.

- Развитию креативности учащихся могут способствовать не только специально составленные задания, но и особая организация деятельности при их выполнении



10 SPEAKING In groups, look at these tips to help procrastinators and grade them from the most to the least useful. Can you add any more tips?

- A** Make a plan.
- B** Study with a friend.
- C** Visit a psychologist.
- D** Get up an hour earlier.
- E** Change the place where you work.
- F** Switch off your Internet connection.
- G** Break up your work into smaller units.
- H** Wait until the last minute and then work all night.

1. Любознательность (активный интерес к заданию):

- интерес к окружающему миру (ситуации задания) и желание узнать больше об окружающем мире (о различных аспектах ситуации задания; высказывает ассоциации);
- самостоятельный поиск ответов на собственные вопросы. Активный поиск новой информации (в том числе в неожиданных источниках).



5G WRITING AND VOCABULARY | A note/short message

1 In pairs, describe the photo. Who are the people? Where are they? Why are they there? How do they feel?

2 Read the notes and messages 1–7 and look at the names in the box. Then in pairs, say who wrote each message and who they wrote it to.

• himself • Sam • Sam's mum • Sam's dad • Sam's neighbour Lucy

1 Sam's mum wrote a message to Sam.

3

bus Lon-Her –
dep 11.30 –
arr 15.40

4

My dad's ill, have to go home. Think u can look after Cleo and water the plants? instructions on fridge. Thx. Sam

5

Lucy,
• cat food under sink
• tin opener in top drawer
• don't give C too much food
• don't forget the plants
Thanks!

6

Get well soon, darling.
Love you
Pam xxx

2

Things to do

- Check out London – Hereford buses
- Get L to feed Cleo & water plants
- Present for dad – chocs? grapes? book?

1

Tried to call you but no answer. Bad news. Dad's in hospital. Poss heart attack. You mustn't worry but maybe you should come asap?

7

On bus now. Gets in at 15.40. Want to pick me up or shall I get a taxi?

Дополните список сокращений и символов

25

5 Match the contractions and symbols 1–11 with their meanings a–k.

- 1 Poss
- 2 😞
- 3 asap
- 4 ❤️
- 5 &
- 6 chocs
- 7 Dep
- 8 Arr
- 9 u
- 10 Thx
- 11 xxx

- a and
- b arrival
- c as soon as possible
- d chocolates
- e departure
- f I'm sad
- g kisses
- h love
- i possible
- j thanks
- k you

2. Создание идей (воображение).
Продуцирование собственных идей. Здесь выделяется два аспекта:

- оригинальность предложенных идей;
- гибкость или подвижность, способность продуцировать большое количество идей.

C WRITING Focus on Punctuation

Look at the text and think of the punctuation marks which are missing (5 punctuation marks are missing). Put correct punctuation marks in the text.

There is no doubt that Russian women are considered to be the most beautiful in the world. Firstly they are feminine. Secondly they can wear high heels and feminine dresses and skirts. Finally they can show nice manners. Most Russian women are elegant stylish modern and demonstrate exquisite taste in clothes.

D WRITING Focus on Choice and Argumentation

Look at the two topics below and go through the steps of essay writing.

Topic 1. Teenagers care too much about their appearance today.

Topic 2. Life of teens is harder than it used to be.

Writing steps

Step 1 Making choices.

Read the two topics for writing below. Make sure that you understand not just the words but the statement in general.

Step 2 Formulating an opposing opinion.

1 Try and think of the opposing opinion (not one option is possible) for each topic.

Teenagers care too much about their appearance today.

Possible range of opposing opinions:

- Everybody (not only teenagers) care too much about their appearance.
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Step 3 Writing introduction and conclusion.

1 Try and write the introduction to the chosen topic. (Do not forget to paraphrase the topic and produce the opposing point of view for the topic in the introduction).

2 Try and write the conclusion to the chosen topic. (Do not forget that the conclusion should contain an elaborate sentence or a group of sentences representing your opinion (one phrase is not enough)).

E 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.

GLOSSARY**Условные обозначения**

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v - verb - глагол

adj - adjective - прилагательное

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to behave (v) /bi'heiv/ вести себя

attractive (adj) /ə'træktɪv/ привлекательный

beauty contest /'bju:ti/ конкурс красоты

appropriate (adj) /ə'prəʊpiət/ подходящий, подходящий

summary (n) /sʌməri/ краткое изложение

to summarise (v) /sʌməraɪz/ кратко изложить, суммировать

undoubtedly (adv) /ʌn'daʊnbətli/ несомненно, несомненно

boyish (adj) /'bɔɪʃ/ мальчишеский, по-мальчишески

femininity (n) /fɪ'mɪnɪnəti/ женственность

amazing (adj) /ə'maɪzɪŋ/ удивительный

to blush (v) /blʌʃ/ краснеть

plastic surgery /'plæstɪk sɜ:ʒəri/ косметическая хирургия

incredible (adj) /ɪn'kredəbl̩/ невероятный

to emphasise (v) /em'fæzɪz/ подчёркивать

elegant (adj) /'elɪɡənt/ изысканный



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3. Развитие предложенных идей:

- оценка предложенных идей с разных позиций и поиск их сильных и слабых сторон с целью улучшения идеи или отказа от неё;
- умение быстро перестраивать свою деятельность в изменившихся условиях и с появлением новой информации об объекте исследования.



Russian Files

WHAT MAKES A PERSON ATTRACTIVE



I CAN

- Answer the questions elaborating on the topic
- Read the text and summarise its content
- Use correct punctuation marks in the text*
- Make a choice of the topic to write about*
- Provide arguments for a certain point of view*
- Write the introduction and the conclusion for the essay*
- Make a video-presentation (* RNE (EF3) skills)

A LEAD-IN Focus on Speaking

Answer the questions.

- 1 Why do you think people care about their appearance nowadays?
- 2 Do you think people behave differently when they look good?
- 3 What makes a person attractive?
- 4 Do you think that beauty contests are a good idea?
- 5 Is it appropriate for a woman to come to a major event without any make-up?

B READING Focus on Summary

Read the text and summarise it in 5 sentences highlighting the main idea of the text.

THE BEAUTY OF RUSSIAN WOMEN

Russia has always been the country where pretty ladies were born. Today the whole world knows that the most attractive women live in Russia. The beauty of Russian women is undoubtful. Yet not everybody can tell exactly what makes these ladies look so attractive. What are their secrets? First of all, they are feminine. It is one of those integral elements that every Russian woman somehow has. You won't find a woman in Russia who would look boyish; they all care about their femininity a lot and get that perfect image of a real lady. It is expressed in everything: the skirts and dresses they wear, the way they speak and move, the beautiful manners that they have.

Russian women don't need much to look amazing. Nature has already done it all for them. They would look perfect with no makeup. Women from Russia usually have blonde hair and light eyes colored blue, grey or green. Their skin is pale and they blush in an absolutely charming way. It is incredible that all these things are natural while in the West it is popular for many women to do plastic surgery and change themselves following modern trends. Slavic ladies usually keep themselves fit and beautiful in a natural way. Although it is not a problem at all for the Russian beauties

to look stunning with little effort, they still do much to make a good impression. Russian women like to dress up and look their best, they like to wear different make-up and emphasize their beauty. It is a common thing in Slavic countries to avoid old clothes and try to put on all the best.



5-6

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femininity (n) /фемининити/ женственность

amazing (adj) /эмазизинг/ потрясающий

to blush (v) /блэш/ краснеть

plastic surgery /эп'ластик сьюржи/ пластическая хирургия

incredible (adj) /ин'кредибл/ невероятный

to emphasise (v) /эмпэсаиз/ подчёркивать

elegant (adj) /эпелэнт/ элегантный



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to behave (v) /bi'heɪv/ вести себя

attractive (adj) /ə'træktɪv/ привлекательный

beauty contest /kɒn'test/ конкурс красоты

appropriate (adj) /ə'prəʊpiət/ подходящий, подходящий

primary (n) /'praɪməri/ среднее образование

to summarize (v) /sʌmərɪz/ кратко изложить, суммировать

undoubtedly (adv) /ʌn'daʊtəblɪ/ несомненно, несомненно

boyish (adj) /'bɔɪʃ/ мальчишеский, мальчишеский

femininity (n) /fɪ'mɪnɪnəti/ женственность

amazing (adj) /ə'maɪzɪŋ/ потрясающий

to blush (v) /blʌʃ/ краснеть

plastic surgery /sɜ:dʒəri/ пластическая хирургия

incredible (adj) /ɪn'kredəbl̩/ невероятный

to emphasize (v) /em'fæzɪz/ подчеркивать

elegant (adj) /ɪ'leɪɡənt/ элегантный

modern. Most Russian women are elegant, stylish, modern and demonstrate exquisite taste in clothes.

D WRITING Focus on Choice and Argumentation

Look at the two topics below and go through the steps of essay writing.

Topic 1. Teenagers care too much about their appearance today.

Topic 2. Life of teens is harder than it used to be.

Writing steps

Step 1 Making choices.

Read the two topics for writing below. Make sure that you understand not just the words but the statement in general.

Step 2 Formulating an opposing opinion.

1 Try and think of the opposing opinion (*not one option is possible*) for each topic.

Teenagers care too much about their appearance today.

Possible range of opposing opinions:

- Everybody (not only teenagers) care too much about their appearance.
 - Teenagers do not care enough about their appearance.
 - Teenagers care too much about their ... (not appearance).
- 2 Now choose the one which you think suits you best and think of the arguments to support a certain point of view.



- Умения планировать, рефлексировать и решать проблемы поискового характера рассматриваются как важные метапредметные результаты ФГОС. Не менее важна связь ФГОС и с другими составляющими навыков XXI века и их ключевым звеном «4К». Поэтому далее мы приводим подробный анализ того, как критическое и креативное мышление соотносятся с требованиями ФГОС.

- Для аутентичного оценивания нужны задачи, отражающие реальные жизненные ситуации



Группы



HOW DO YOU MANAGE YOUR TIME?



TOMMY

1 When there is something I really need to do, like prepare for a big test, I try to save time and avoid distractions. For example, I simply turn off my phone. This way, I don't get messages that I think I have to read immediately, and I don't look at pictures my friends post online. These things can wait until I have some free time. Then I can 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.

OLIVIA



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 **2.36** Listen to a conversation between John and Peter and answer the questions.

- 1 Who do you think has better grades?
- 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.

5 **2.37** Read the forum entries opposite and match headings A-E with entries 1-3. There are two extra headings.

- A Don't plan your free time
- B Use a diary to plan
- C Switch off social media
- D Never plan too much
- E Concentrate on the important things first

6 **2.38** Listen to an expert talking about how to plan your day. Complete the advice below with the words and phrases from the box.

- break • energy • every-day • important • relax • tick off

LIFE SKILLS | How to plan your time

- Be systematic – find time to plan ¹every day; it only takes about three minutes.
- Be realistic – write down only the tasks which you have the time and ²... to complete.
- ³... down larger tasks into smaller parts.
- Prioritise – decide which tasks are ⁴... or urgent.
- Plan some time to ⁵... too.
- ⁶... tasks when they are finished and plan your next day.

A

Wed 25

9:00	school
10:00	
11:00	
12:00	
13:00	
14:00	catch Mark to discuss History project for next week
15:00	shopping – buy new trainers @
16:00	
17:00	swimming pool
18:00	
19:00	my favourite TV show
20:00	do homework and revise Chapter 3 for Biology test on Thursday
21:00	read two chapters of book for literature class next week
22:00	search for information for History project @

7 Read to-do lists A and B prepared by two classmates and answer the questions.

- 1 Which list do you think is better? Say why.
- 2 Would you change anything to improve the list? Use the advice from Exercises 5 and 6 to help you.

8 **2.38** Listen to the expert's opinion on the to-do lists from Exercise 7. Which is better according to her opinion? Why? Did you give similar answers?

9 Do the task below.

LIFE SKILLS | Project

A For the next three days, prepare a to-do list each evening. Use the advice from this lesson to help you.

B Make notes to answer the questions below:

- What things from your to-do list did you do?
- Were there any tasks you didn't do? Say why.
- Did you find the to-do list useful? Say why.
- Are you planning to change anything about organising your time? If yes, what?

C Prepare a short presentation to share your findings in point B with the class.

B

To-do list

Wed 25

school till 2:00 p.m.

3:30-4:30 p.m. revise material for Biology test tomorrow!

5 p.m. gym with Dad (one hour)

7 p.m. do homework and tidy desk (or Mum will be angry)

8 p.m. time to relax! watch film / play computer game!

if possible:

buy T-shirts if there's time after gym!

read book for Literature class!

do some work on the History project!



6  2.37  Listen to an expert talking about how to plan your day. Complete the advice below with the words and phrases from the box.

• break • energy • ~~every day~~ • important • relax • tick off

LIFE SKILLS | How to plan your time

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9 Do the task below.

LIFE SKILLS | Project

- A** For the next three days, prepare a to-do list each evening. Use the advice from this lesson to help you.
- B** Make notes to answer the questions below:
- What things from your to-do list did you do?
 - Were there any tasks you didn't do? Say why.
 - Did you find the to-do list useful? Say why.
 - Are you planning to change anything about organising your time? If yes, what?
- C** Prepare a short presentation to share your findings in point B with the class.

86 | I can work out the meaning of new words in a text and talk about procrastination.

88 | I can use *going to* and *will* to talk about future predictions.

I can understand the main points and identify specific information in a talk and talk about pessimism and optimism. | 89

90 | I can describe people's appearance and emotions using adjectives with *-ed* and *-ing* endings.

I can make predictions about the future. | 91

The key skills focused on in *TEACHING ENGLISH TODAY* 38 are the five 'C's:

- **Communication**
- **Collaboration**
- **Creativity**
- **Cultural awareness**
- **Critical thinking**

• **Digital literacy**

one 'D': and two 'A's:

- **Assessment for Learning**
- **Autonomy**



- Креативность для каждого: внедрение развития навыков XXI века в практику российских школ / Н. А. Авдеенко и др. // Вопросы образования. 2018. № 4 С. 282–304.
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Спасибо за внимание

