

Offline или online? Как комбинировать обучение в классе с дистанционным обучением.

на примере УМК

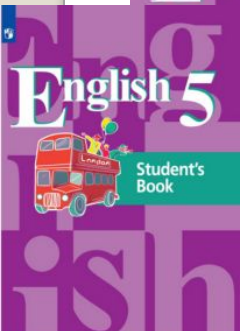
«Английский язык 2-11»

авторы: Кузовлев В.П. и др.,

из-во «Просвещение»

Дуванова Ольга Викторовна,
член авторского коллектива,

ст. преподаватель ГАУДПО ЛО «ИРО»





Face-To-Face
Learning

**BLENDED
LEARNING**



Online
Learning

Структура цикла уроков как средство достижения предметных результатов

I этап

II этап

III этап

Формирование навыков

Совершенствование навыков

Развитие умения

I подэтап

II подэтап

I подэтап

II подэтап

III подэтап

Формирование лексических навыков

Формирование грамматических навыков

Совершенствование речевых навыков

Развитие монологической речи

Развитие диалогической речи

Проект А
Проект Б
Проект В

Test yourself
Assessment tasks
Self-assessment page

/Подэтапы могут меняться местами или один из них может отсутствовать/

/Подготовленная речь на основе разговорного текста/

/Неподготовленная речь/

/Разработка проектов на межтематической основе/

/Развитие умений самоконтроля и самооценки/

F2F

или ?

Online

Развитие умения аудировать

Развитие умения читать

Развитие письменной речи

3. СТРУКТУРА ЦИКЛА УРОКОВ

Организация учебного процесса при коммуникативном обучении носит циклический характер. Это означает, что процесс обучения разбит на циклы, т. е. на определённые отрезки, включаю

Поскольку в каждом из циклов у объектов обучения (определённые к иноязычной культуре), цикличность учебного процесса.

В каждом цикле содержатся цели — развивающие и воспитательные. Но воспитание осуществляется через цементирующим началом для выделения аспект при соблюдении целостности сод

В основу построения циклов полож предполагает взаимосвязанное обучение. Это означает, что отобранный речевой в говорении, и в письме. Однако домини является говорение.

Цикл уроков для обучения гово овладения материалом: этап форми ствования навыков, этап развития умен

Каждая доза материала в рамках. Таким образом, при переходе от цикла к нужного уровня общее умение владеть д

Первый этап охватывает два-три у одного лексического и одного-двух гра первого этапа — формирование лекси говорения.

Предъявление нового материала зрительного образа со **СЛУХОВЫМ**. Зр проговаривание читаемого, а также со сторон благодаря имитации обесп речезрительный синтез. Формировани навыков говорения осуществляется в действия, как поиск, выбор, комбиниро

Второй этап охватывает четвёрт преследует цель совершенствования направленного и управляемого комб тернала, усвоенного ранее. Соверше шествляется на разговорных текста аудитивно. Здесь возможны варианты: либо один и тот же текст и зрительно задачами. Разговорные тексты, исп

речевых навыков, выполняют несколько функций: служат стимулом к высказыванию, являются образцом и содержательной базой для построения высказываний учащихся, а также создают условия, позволяющие совершенствовать речевые навыки.

Чаще всего разговорные тексты построены на аутентичных высказываниях английских школьников и отражают их самые различные точки зрения на предмет обсуждения.

Сопутствующей задачей на уроке совершенствования речевых навыков служит развитие умения читать или аудировать. Поскольку чтение и аудирование как рецептивные виды деятельности требуют усвоения большего количества слов, этот этап вносит свою лепту (хотя и небольшую) в расширение рецептивного словаря учащихся за счёт включения в каждый текст по два — четыре незнакомых слова, которые не мешают общему пониманию содержания (а главное, смысла текста). Значение этих слов может быть понято по догадке. Автоматизации эти слова не подлежат.

Третий этап обеспечивает развитие умения общаться в целом и охватывает уроки 5—7. Работа на данном этапе характеризуется либо наличием разного вида содержательных или смысловых опор, либо их отсутствием, а также более высоким уровнем сложности реч: чемыслительных задач, большей новизной ситуаций, большим охватом привлекаемого материала. На уроке 5 происходит развитие диалогической формы общения, на уроке 6 — развитие монологической формы общения, на уроке 7 учащиеся работают над каким-либо собственным проектом.

Урок по развитию умения читать не имеет строго фиксированного места в структуре цикла. Его место зависит от логики развития со-держания цикла. Для ориентации в учебнике имеется сноска: "Next lesson is a reading lesson".

Заключает цикл раздел "Test yourself", в котором даны задания на определение сформированности речевых навыков и умений, а также развития умений контроля и самоконтроля.

4. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К ЦИКЛАМ УРОКОВ

F2F

или ?

Книги для учителя

Online

Цикл уроков для обучения говорению базируется на трёх этапах овладения материалом: этап формирования навыков, этап совершенствования навыков, этап развития умения.

- **Первый этап** охватывает два-три урока цикла. Каждый цикл состоит из одного лексического и одного-двух грамматических уроков. Главная задача первого этапа — формирование лексических и грамматических навыков говорения.
- Предъявление нового материала происходит на основе сочетания зрительного образа со слуховым. Зрительное восприятие и внутреннее проговаривание читаемого, а также соотнесение формальной и смысловой сторон благодаря имитации обеспечивает слухоречедвигательный и речезрительный синтез. Формирование грамматических и лексических навыков говорения осуществляется в упражнениях, включающих такие действия, как поиск, выбор, комбинирование, трансформация.

F2F

или ?

Online

● **Второй этап** охватывает четвёртый урок

каждого цикла, который преследует цель совершенствования речевых навыков на основе целенаправленного и управляемого комбинирования и трансформации материала, усвоенного ранее. Совершенствование речевых навыков осуществляется на разговорных текстах, предъявляемых зрительно или аудитивно. Здесь возможны варианты: один текст зрительно, другой на слух, либо один и тот же текст и зрительно, и на слух, но с разными речевыми задачами. Разговорные тексты, используемые для совершенствования речевых навыков, выполняют несколько функций: служат стимулом к высказыванию, являются образцом и содержательной базой для построения высказываний учащихся, а также создают условия, позволяющие совершенствовать речевые навыки.

F2F

или ?

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F2F

или ?

● Урок по развитию умения читать не имеет строго фиксированного места в структуре цикла. Его место зависит от логики развития содержания цикла. Для ориентации в учебнике имеется сноска "Next lesson is a reading lesson".

Online

● Заключает цикл раздел "Test yourself", в котором даны задания на определение сформированности речевых навыков и умений, а также развития умений контроля и самоконтроля.

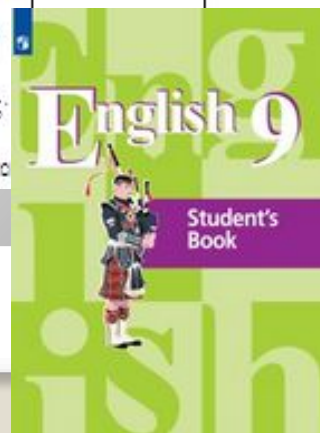
Неделя	Урок	Название урока	Цель урока* (сопутствующие задачи)	Предметное содержание речи; содержание лексического содержания	Речевой материал				Домашнее задание
					Чтение	Аудирование	Говорение	Письмо	
61	Lesson 1. What are your job ideas?	Формирование лексических навыков говорения (совершенствование произносительных навыков, совершенствование грамматических навыков, развитие умения читать с целью извлечения конкретной информации, умения аудировать с целью понимания основного содержания и с целью извлечения конкретной информации).	Тема: «Мир профессий». Послешкольное образование. Выбор профессии и планы на будущее; знакомство со статистикой о популярности различных профессий среди подростков в странах изучаемого языка и в России, с понятиями IT, CV.	лексический: advance (in~), to allow, a career, a condition, co-operative, employment, to go on (to), initiative, key, low, time-management, problem-solving (skills), (to do) qualifications, to require, a salary, self-motivated; грамматический: словообразование (приставка self-), (для повторения) Conjunctions (both...and, either...or, neither...nor), словообразование (суффиксы прилагательных -able, -ed, -ive, -ent, существительных -ment, -ence, конверсия), притякательный падеж существительных	лексический: advance (in~), to allow, a career, a condition, co-operative, employment, to go on (to), initiative, key, low, time-management, problem-solving (skills), (to do) qualifications, to require, a salary, self-motivated; грамматический: словообразование (приставка self-), (для повторения) Conjunctions (both...and, either...or, neither...nor), словообразование (суффиксы прилагательных -able, -ed, -ive, -ent, существительных -ment, -ence, притякательный падеж существительных	лексический: advance (in~), to allow, a career, a condition, co-operative, employment, to go on (to), initiative, key, low, time-management, problem-solving (skills), (to do) qualifications, to require, a salary, self-motivated; грамматический: словообразование (приставка self-), (для повторения) Conjunctions (both...and, either...or, neither...nor), словообразование (суффиксы прилагательных -able, -ed, -ive, -ence, притякательный падеж существительных	упр. 1.3) (AB-ek. 1.); 3. (AB-ek. 2.); 5.3)	упр. 7. (AB-ek. 3.); Reader-ek. 1.)	

F2F

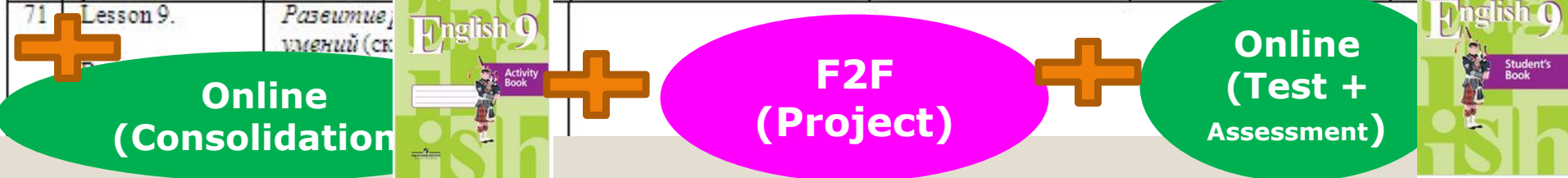
или ?

Online

Календарно-тематическое планирование



Урок	Название урока	Цель урока (сопутствующие задачи)	Речевой материал			
			Чтение	Аудирование	Говорение	Письмо
F2F	1.	Формирование лексических навыков говорения	упр.1.1), 2), 3); 4.1)	упр.1.1); 5.2), 3)	упр.1.3) (AB ex.1.); 2.1), 2), 3), 4), 5); 4.1), 2), 3), 4), 5); 6.	упр. 3.
F2F	Lesson 2.	Формирование грамматических навыков говорения	упр.1.1), 2), 3); 2.1), 2), 3)		упр.1.3); 2.2), 3); 3.	упр.2.4)
F2F	Lesson 3.	Формирование лексических и грамматических навыков говорения (упр.1.; 2.1); 3.	упр.1.	упр.2.1); 3.	упр.2.2)
Online	4.	Развитие умения читать с целью ...	упр.1.1), 2), 3)*, 4)*		Репродукция: упр.1.3)*. Продукция: 3.1), 2), 3); 14.; 15	
Online		Развитие умения аудировать с целью ...		упр.1.2); 2.2); 3.	Продукция: упр.1.1); 4.	упр.3.
F2F		Совершенствование речевых навыков	упр.1.2), 3)	упр.1.1)	упр.1.3), 4), 5); 2.1), 2), 3)	
Online	Lesson 7	Развитие умения писать письмо ...	упр.1.1), 2)		Репродукция: упр.1.2), 3)	упр.1.3), 2.; 3.
F2F	Lesson 8. gap	Развитие речевого умения: диалогическая форма речи.	упр.1.1)	упр.1.1); 2	упр.1.2); 3.; 4.	
Online	Lesson 9.	Развитие умений (ск				



Lesson 1 What are your job ideas?

1. Vocabulary. After eleven years of compulsory education, British children choose their next step. Layla is a sixth-form college student.

1) Has Layla made her decision about her future career yet? Use the Word Box to learn the meaning of the highlighted words.

I am personally very interested in a **career** in teaching or nursing. My parents think I am a **caring** person with good **communication** skills. Since my childhood I have wanted to be either a nursery school or primary school teacher. These careers require further study after Year 11. It is very important to think in advance what skills you need. I am taking A levels in English, drama and IT* at college. I also take part in the college events — this is something **positive** that I can write in my CV* together with my work experience. I helped in both a nursery and a primary school. I thought it would allow me to develop both my key skills and my personal qualities. I asked the people who I worked with what **qualifications** they had done. They told me about positive and **negative aspects** of the job of a teacher and what they liked about it. It is hard work but it allows you to feel personal achievement, to feel respect, besides the salary and the working **conditions** are good. I liked to belong to a team and my work has helped me to improve my **confidence** and to get the skills that I need for higher education or **employment**. It was **valuable** experience. Now I plan to go on to higher education after college. But if I decide to change my career in the future, I am certain that neither my skills nor experience will be useless to me.



communication [kə,mjuːnɪ'keɪʃn] — общение
to require [rɪ'kwaɪə] — требовать
in advance [əd'vɑːns] — заранее, заблаговременно
to allow — to let
key [ki] — ключевой, ведущий (= very important)
a qualification [ˌkwɒlɪfɪ'keɪʃn] — квалификация; **to do qualifications** пройти подготовку (и получить сертификат)
a salary ['sæləri] — зарплата
a condition — условие

employment [ɪm'plɔɪmənt] — занятость, работа
to go on (to) phr v — продолжать, перейти далее (к)
Words to guess
value v — ценить
valuable a — ценный
confident a — уверенный
confidence n — ?
communicate v — общаться
communication n — ?
career [kə'riə] n — ?

Lesson 2 Have you made your decision yet?

1. Lisa is unsure about which subjects she needs for her future career as a solicitor.* People around give her recommendations.

1) What recommendations has Lisa got?



It's really difficult to decide what subjects to take when I don't know what job I want in the future.

Lisa, choose subjects you enjoy and don't be in a hurry to make your final decision.



Study different subjects which suit any new career ideas.

3) What changes take place in a sentence when recommendations are reported? Read the rule and check.

grammar in focus

Reported speech (orders/recommendations)
 Косвенная речь (приказания/просьбы в повелительном наклонении)

При переходе в косвенную речь побудительных предложений сказуемое в повелительном наклонении заменяется инфинитивом. Отрицательная форма сказуемого в повелительном наклонении заменяется инфинитивом с частицей *not*. Косвенная речь вводится глаголами **advise**, **ask** (попросить), **warn** (предупредить), **tell** и др. За таким глаголом следует существительное или местоимение в объектном падеже, обозначающее лицо, к которому относится просьба.

"Think about your future, Luke."
 The parents **advised** Luke **to think** about his future.
 "Don't forget about your future."
 The mother **tells** him **not to forget** about his future.

192—193

Offline

Offline

Offline

Формирование навыков

Lesson 3 Are there any pieces of advice for teens looking out for a job?

1. Vocabulary. Work experience is a great way to prepare for life after school or for college.

Read the tips helping to get work experience and divide them into two categories. Use the Word Box to learn the meaning of the highlighted words.

Tips for looking out for a good job

Tips for getting a job

Look through the Help Wanted ads in your local newspaper. Bring the documents you'll need to fill in an **application**. Find out information about the company you would like to work for. Don't go into a lot of details about your life. Don't make up information about yourself. Think of a few questions you could ask about your job **responsibilities**. Don't turn up late. Think over answers to possible questions in advance. Put in the applications where possible and it will **turn out** a success. Get necessary skills to get on at an **interview** and in life.



Phrasal verbs

fill sth (↔) **in** — заполнить
find sth (↔) **out** — выяснить
make sth (↔) **up** — выдумывать, намышлять
put sth (↔) **in** — подавать, представить (документ)
think sth (↔) **over** — продумывать, взвешивать
go into sth — упоминать (вдаваться)
look out for sth — подыскивать, пытаться получить
look through sth — просмотреть, проверить
think of sth — придумывать, вообразить

get on — преуспевать, делать успехи
turn out — оказаться
turn up — приходить, приезжать

GS p. 195, AB ex. 1

Lesson 1 What are your job ideas?

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1) Has Layla made her decision about her future career yet? Use the Word Box to learn the meaning of the highlighted words.

I am personally very interested in a *career* in teaching or nursing. My parents think I am a *caring* person with good *communication* skills. Since my childhood I have wanted to be either a nursery school or primary school teacher. These careers require further study after Year 11. It is very important to think in advance what skills you need. I am taking A levels in English, drama and IT* at college. I also take part in the college events — this is something *positive* that I can write in my CV* together with my work experience. I helped in both a nursery and a primary school. I thought it would allow me to develop both my key skills and my personal qualities. I asked the people who I worked with what *qualifications* they had done. They told me about *positive* and *negative aspects* of the job of a teacher and what they liked about it. It is hard work but it allows you to feel personal achievement, to feel respect, besides the salary and the working conditions are good. I liked to belong to a team and my work has helped me to improve my *confidence* and to get the skills that I need for higher education or employment. It was *valuable* experience. Now I plan to go on to higher education after college. But if I decide to change my career in the future, I am certain that neither my skills nor experience will be useless to me.



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communication *n* — ?
career [kəˈrɪə] *n* — ?

2. It is necessary to look ahead to make the right career choice. Answer the following questions.

1) What jobs will/won't be popular in the future?
 I think either ... or ... will be the top job.
 I think neither ... nor ... will be popular.
 I think ...
 an accountant
 a dentist
 a doctor
 an IT consultant
 a lawyer
 a manager
 a teacher
 an engineer
 a skilled worker



Working in a changing world

2) What factors influence the career choice?
 People (don't) choose a job as a ..., because ...
 have good/bad career opportunities
 earn the respect of people
 have good/bad working conditions
 work in a friendly atmosphere
 have short/long (working) hours
 do hard work
 earn a low/high salary



3) What job makes people satisfied?
 People are satisfied with the job that allows them ...
 to be financially independent
 to feel safe as they work
 to feel good about themselves
 to feel respect
 to belong to a team
 to feel personal achievement
 to have an opportunity to make a career



WORD BOX

skill *n* — способность, умение
skilled *a* — опытный, квалифицированный
manage *v* — управлять
time management *n* — ?
solve *v* — решать
problem solving *n* — ?
co-operate *v* — сотрудничать
co-operative [kəʊˈɒperətɪv] *a* — сотрудничающий
motivate [ˈmɒtɪveɪt] *v* — мотивировать
motivated *a* — мотивированный, заинтересованный
self-motivated *a* — ?

4) What skills are necessary for different jobs?
 The job as a ... requires ...
 communication skills
 basic IT skills
 an ability to learn
 team-working skills
 time management skills
 problem-solving skills
 skills in planning and organisation

5) What qualities are valued in different jobs?
 It is valued when workers are ...
showing initiative [ˈʃɔʊɪŋɪˈnɪʃɪv] *v*
co-operative
self-motivated
self-confident
creative
flexible



Unit 5 Lesson 1

3. Key skills are the skills that are required for any job. What are they? (AB ex. 2)

Some jobs are more popular than others.

1) What jobs are popular with British and Russian teenagers? Compare the results of the survey.

Great Britain
 14% — a teacher/lecturer
 10% — a scientist
 10% — an engineer
 9% — a lawyer
 8% — an accountant
 8% — an IT consultant
 7% — a doctor

The least popular jobs: a factory worker, a miner
 Sources: www.telegraph.co.uk, www.bbc.com



Russia
 23% — a lawyer
 15% — an accountant
 12% — a doctor
 8% — an IT consultant
 The least popular jobs: a translator, a journalist, a scientist
 Source: www.wciom.ru

2) Why are some jobs more popular than others? What do you think?

The top paying professions are an accountant, a dentist and an IT specialist.

1) What skills and qualities do you think are necessary for each of them?

2) Listen to three people describing their professions. Guess which of them is a dentist, which one is an IT specialist and which one is an accountant. (listening for the main idea)

3) What qualities and skills do the people name? Have you thought of the same qualities? (listening for specific information/note taking)

Talk about the job you are interested in.

Remember to say:

- why you are interested in this job;
- if you have skills and qualities that are required for this job;
- what skills and qualities you want to develop.

(Although I have no specific job ideas,) I am interested in a job as a ..., because ...
 Besides, I think the teaching/medical/legal profession will allow me to ...
 More than that, ...
 This career requires ...
 I think I ... and I hope I ...

Activity book ex. 3. Reader ex. 1.

Unit 5 Lesson 1

Формирование лексических навыков говорения.

Offline

Webinar «Один урок-три компонента» от 17.08.2020

Lesson 1

What are your job ideas?

1. Vocabulary. After eleven years of compulsory education, British children choose their next step. Layla is a sixth-form college student.

1) Has Layla made her decision about her future career yet? Use the Word Box to learn the meaning of the highlighted words.

I am personally very interested in a *career* in teaching or nursing. My parents think I am a *caring* person with good *communication* skills. Since my childhood I have wanted to be either a nursery school or primary school teacher. These careers *require* further study after Year 11. It is very important to think in *advance* what skills you need. I am taking A levels in English, drama and IT* at college. I also take part in the college events — this is something *positive* that I can write in my CV* together with my work experience. I helped in both a nursery and a primary school. I thought it would *allow* me to develop both my *key* skills and my personal qualities. I asked the people who I worked with what *qualifications* they had done. They told me about positive and *negative aspects* of the job of a teacher and what they liked about it. It is hard work but it allows you to feel personal achievement, to feel respect, besides the *salary* and the working *conditions* are good. I liked to belong to a team and my work has helped me to improve my *confidence* and to get the skills that I need for higher education or *employment*. It was *valuable* experience. Now I plan to go on to higher education after college. But if I decide to change my career in the future, I am certain that neither my skills nor experience will be useless to me.

Word
box

communication [kə,mju:ni'keɪʃn] — общение

to require [rɪ'kwaɪə] — требовать

in advance [əd'vɑ:ns] — заранее, заблаговременно

to allow — to let

key [ki:] — ключевой, ведущий (= very important)

a qualification [ˌkwɒlɪfɪ'keɪʃn] — квалификация; **to do qualifications** пройти подготовку (и получить сертификат)

a salary ['sæləri] — зарплата

employment [ɪm'plɔɪmənt] — занятость, работа

to go on (to) phr v — продолжать, перейти далее (к)

Words to guess

value *v* — ценить

valuable *a* — ценный

confident *a* — уверенный

confidence *n* — ?

communicate *v* — общаться

communication *n* — ?

1. Презентация и первичная автоматизация ЛЕ:

1.1) восприятие и осознание значения ЛЕ

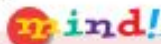
Offline

Формирование лексических навыков говорения.



2) What are Layla's career plans? Answer the following questions.

- Why does Layla want to be a teacher?
- What skills does she have?
- What is necessary for a teaching career?
- Has she got any experience?
- What did she expect from her work experience?
- Was her work experience useful?
- What did she learn from the people she worked with?
- There are some good and bad aspects of the job of a teacher, aren't there?
- What is she going to do to achieve her career goals?



Countable/Uncountable

I had some experience in teaching. (опыт, умение)
I had a similar experience last year. (единичный случай, приключение)

3) Find in the text of ex. 1.1) the sentences with the double conjunctions and translate them.



Conjunctions

Both Layla **and** her friend want to work with children.

Either a coach **or** a teacher is a suitable job for him.

Neither her father **nor** her mother works as a teacher.

и ... и
или ... или
ни ... ни

GS p. 194, AB ex. 1

Формирование лексических навыков говорения.

1.2) имитация во фразе

Совершенствование грамматических навыков говорения (+ упр. в Рабочей тетради).

Offline



2. It is necessary to look ahead to make the right career choice.
Answer the following questions.

1) What jobs will/won't be popular in the future?

I think either ... or ... will be the top job.

I think neither ... nor ... will be popular.

I think ...

- an accountant
- a dentist
- a doctor
- an IT consultant
- a lawyer
- a manager
- a teacher
- an engineer
- a skilled worker



Working in a changing world

2) What factors influence the career choice?

People (don't) choose a job as a ..., because ...
have good/bad career opportunities
earn the respect of people
have good/bad working conditions
work in a friendly atmosphere
have short/long (working) hours
do hard work
earn a low/high salary



3) What job makes people satisfied?

People are satisfied with the job that allows them ...

- to be financially independent
- to feel safe as they work
- to feel good about themselves
- to feel respect
- to belong to a team
- to feel personal achievement
- to have an opportunity to make a career



4) What skills are necessary for different jobs?

The job as a ... requires ...
communication skills
basic IT skills
an ability to learn
team-working skills
time management skills
problem-solving skills
skills in planning and organisation



WORD BUILDING

- skill *n* — способность, умение
- skilled *a* — опытный, квалифицированный
- manage *v* — управлять
- time management *n* — ?
- solve *v* — решать
- problem solving *n* — ?
- co-operate *v* — сотрудничать
- co-operative [kə'ɒpərtɪv] *a* — сотрудничающий
- motivate ['mɔ:tɪveɪt] *v* — мотивировать
- motivated *a* — мотивированный, заинтересованный
- self-motivated *a* — ?



5) What qualities are valued in different jobs?

It is valued when workers are ...
showing initiative [ɪ'nɪʃɪtɪv]
co-operative
self-motivated
self-confident
creative
flexible



Упр 2. Стадия обозначения (использование в ограниченном контексте)

Лексическая таблица позволяет раскрывать суть понятия на содержательном и смысловом уровнях и способствует комбинированию ЛЕ, что является предпосылкой гибкости навыка

3. ✓ Key skills are the skills that are required for any job.
What are they? (AB ex. 2)

4. Some jobs are more popular than others.

1) What jobs are popular with British and Russian teenagers? Compare the results of the survey.

Great Britain

- 14 % — a teacher/lecturer
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The least popular jobs: a factory worker, a miner

Sources: www.telegraph.co.uk, www.bbc.com



Russia

- 23 % — a lawyer
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- 12 % — a doctor
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The least popular jobs: a translator, a journalist, a scientist

Source: www.wciom.ru

2) Why are some jobs more popular than others?
What do you think?

5. The top paying professions are an accountant, a dentist and an IT specialist.

1) What skills and qualities do you think are necessary for each of them?

✓ 2) Listen to three people describing their professions. Guess which of them is a dentist, which one is an IT specialist and which one is an accountant. (listening for the main idea)

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6. Talk about the job you are interested in.

Remember to say:

- why you are interested in this job;
- if you have skills and qualities that are required for this job;
- what skills and qualities you want to develop.

(Although I have no specific job ideas,) I am interested in a job as a ..., because ...

Besides, I think the *teaching/medical/legal* profession will allow me to ...

More than that, ...

This career requires ...

I think I ... and I hope I ...

7. Activity book ex. 3. Reader ex. 1.

Упр.3. Совершенствование
грамматических навыков
говорения:
словообразование.

Упр 4. Стадия
комбинирования

Упр. 5. Развитие умения
аудировать с пониманием
основного содержания и
извлечением конкретной
информации
(упр.5.1) *для более
подготовленных учащихся*)

Упр 6. Репродукция:
Употребление в
неограниченном контексте
Развитие речевого умения
(монолог)

Offline

Lesson

4 Are there traditionally men's and women's jobs?

1. Eleven-year-old Mark from the book *The Client* by John Grisham* needed a lawyer. Reggie Love became his lawyer. One day Mark was waiting for Reggie in her office and having a talk with her secretary Clint.

1) What did Mark learn about the work of a secretary? Did Mark like this job? (reading for the main idea)

At eleven, Mark sat down at Clint's desk and looked at the *dictating machine*. Reggie had a *client* and they needed to plan *strategy* for an hour. Clint typed¹ on long paper and took the phone every five minutes.

Mark got bored and asked, (0) "How did you become a secretary?"

Clint turned and smiled at him. "It was an accident."²

(1) ...

"No. I wanted to build swimming pools."

"What happened?"

"I don't know. I almost failed my exams in high school, then went to college, then went to law school."

(2) ...

"No. I failed the exams in law school, and Reggie gave me a job. It's fun, most of the time."

(3) ...

"It's a long story. We were friends in law school. We've been friends for a long time. She'll probably³ tell you about it when you meet Momma Love, Reggie's mother. They live together, and she loves to cook for the kids Reggie represents. She makes all kinds of tasty Italian food. Everyone loves it. Reggie takes most of her clients home, especially the younger ones."

The phone rang. Clint took the message and returned to his work. Mark watched carefully.

(4) ...

The typing stopped, and he slowly turned and looked at Mark. He smiled, and said, "In high school. I had this teacher who was like a *sergeant*. We hated her, but she made us learn. Can you type?"

"A little. I've had three years of computer at school."

Clint pointed to his Apple.* "We've got all sorts of computers around here."

Mark looked at it, but was not impressed. Everybody had computers.

(5) ...

Online

Развитие умения
читать

Lesson

5 What do you think about studying and working abroad?

1. Andrew, Christina and Matthew are speaking about their studying abroad.

1) For each situation (A–D) from ex. 1.2), make a note of three words or phrases you might expect to hear.

2) Listen to Andrew, Christina and Matthew. What new experience did the speakers get? Match. There is one extra letter which you do not need to use. (listening for the main idea)

- | | |
|-----------|---|
| Speaker 1 | A. I learnt a new language. |
| Speaker 2 | B. I became more self-confident. |
| Speaker 3 | C. I learnt more about cultures. |
| | D. I have got experience of living on my own. |

2. Alex Vince from the USA studied in Spain.

1) What happens while people are studying in a different learning environment? (AB ex. 1)



Granada



Seville

2) Listen to Alex Vince. Write the numbers from 1 to 9 in your exercise book. Read the statements below. Listen to the information and decide which statements are true (T), which are false (F) and what information is not stated (N/s). Write T, F or N/s after the corresponding numbers in your exercise book. (listening for specific information)

1. He studied in Seville* for a year.
2. He visited Roman sights and the cathedral in Seville.
3. Studying abroad seemed difficult but interesting to him.
4. Timetables in Spanish colleges were similar to timetables in the USA.
5. He learnt a lot about the country's culture from books.
6. He missed his relatives.
7. He learnt to live on his own.

Online

Развитие умения
аудировать

4 Are there traditionally men's and women's jobs?

1. Eleven-year-old Mark from the book *The Client* by John Grisham* needed a lawyer. Reggie Love became his lawyer. One day Mark was waiting for Reggie in her office and having a talk with her secretary Clint.

1) What did Mark learn about the work of a secretary? Did Mark like this job? (reading for the main idea)

At eleven, Mark sat down at Clint's desk and looked at the *dictating machine*. Reggie had a *client* and they needed to plan *strategy* for an hour. Clint *typed*¹ long paper and took the phone every five minutes.

Mark got bored and asked, (0) "How did you become a secretary?"

Clint turned and smiled at him. "It was an accident."²

(1) _____?

"No. I wanted to build swimming pools."

"What happened?"

"I don't know. I almost failed my exams in high school, then went to college then went to law school."

(2) _____?

"No. I failed the exams in law school, and Reggie gave me a job. It's fun, most of the time."

(3) _____?

"It's a long story. We were friends in law school. We've been friends for a long time. She'll *probably*³ tell you about it when you meet Momma Love, Reggie's mother. They live together, and she loves to cook for the kids Reggie represents. She makes all kinds of tasty Italian food. Everyone loves it. Reggie takes most of her clients home, especially the younger ones."

The phone rang. Clint took the message and returned to his work. Mark watched carefully.

(4) _____?

The typing stopped, and he slowly turned and looked at Mark. He smiled, and said, "In high school, I had this teacher who was like a *sergeant*. We hated it, but she made us learn. Can you type?"

"A little. I've had three years of computer at school."

Clint pointed to his Apple.* "We've got all sorts of computers around here. Mark looked at it, but was not impressed. Everybody had computers.

(5) _____?

¹ to type — печатать на машине

² an accident — 1) несчастный случай, авария 2) случайность

³ probably ['prɒbəbli] — вероятно, возможно



"It wasn't planned. When Reggie finished law school, she didn't want to work for anybody, so she opened this office. It was about four years ago. She needed a secretary, and I volunteered. Have you seen a male secretary¹ before?"

"No. Didn't know men could be secretaries. (6) _____?"

Clint laughed at this. "It's okay. If Reggie has a good month, then I have a good month. We're like partners."

(7) _____?

"Not really. She doesn't want a lot of money. A few years ago she was married to a doctor, and they had a big house and lots of money. Everything was lost, and she *blames*² the money for most of it. She'll probably tell you about it. She's very honest about her life."

(8) _____?

"Unusual, isn't it?"

"I'll say. I mean, I've seen a lot of lawyer shows on television, and all they do is talk about money."

2) The following questions have been removed from the text. Decide in which gap (1–8) each question (A–J) should go. There is one extra question that you do not need to use. (reading for detail/understanding relations within a text)

A. "Did you want to be a secretary when you were a kid?"

B. "Does she make a lot of money?"

C. "How did you become a secretary?"

D. "How did you learn to type so fast?"

E. "She's a lawyer and she doesn't want money?"

F. "So how did you become a secretary?"

G. "Where did you meet Reggie?"

H. "You have to go to law school to be a secretary in a law office?"

I. "How's the money?"

J. "Where does Momma Love live?"

¹ a male secretary — секретарь-мужчина

² to blame (for) — винить, (за)

Развитие умения читать

Online

3) What did Mark learn about the work of a secretary? Did Mark like this job?

"Did you want to be a secretary when you were a kid?"

Mark asked Clint if he had wanted to be a secretary when he was a kid. Clint explained that he had wanted to build swimming pools.

4) Find in the story the English equivalents to the following phrases. What pronouns are used? (recognising familiar grammar structures)

... каждые пять минут ... • ... все разновидности ... • Все любят ...
... все виды ... • У всех есть ... • ... не хотела ни на кого работать ...
... Все, что они делают, ... • Все пропало.



Pronouns

All, every, everybody, somebody, anybody, etc.

GS p. 178, AB ex. 1

2. Read the dictionary article. In the story, find the word combinations with the word *long* and translate them. (choosing meaning that fits the context)

long [lɒŋ] a 1) длинный; - hair длинные волосы 2) долгий, продолжительный, длительный; - years долгие годы 3) разг. обширный, состоящий из множества пунктов; - bill длинный счёт

3. You've learnt some facts about the work of a secretary and a lawyer.

1) How are the jobs of a lawyer and a secretary described?

2) Do you think Clint and Reggie get job satisfaction? Prove it from the text.

3) Would you like to be a secretary/a lawyer? Why? Why not? (relating information to personal experience)

4. Read the title of the lesson. Answer the question. Explain your point of view.

5. Clint said about Reggie's life, "She had a big house and lots of money. Everything was lost, and she blames the money for most of it."

Do you agree with Reggie's opinion?

6. Reader ex. 4.

Книга для учителя

предметные результаты (учебный аспект): развитие умений читать с пониманием основного содержания и полным пониманием прочитанного, понимать логические связи между частями текста, объяснять факты, описанные в тексте;

сопутствующие задачи: совершенствование грамматических навыков говорения; развитие умения говорить на основе прочитанного (монологическая форма речи: рассуждение); развитие умения узнавать функции предложений, делать выборочный перевод с АЯ на русский, выполнять тестовые задания формата matching, multiple choice (в чтении).

4 Are there traditionally men's and women's jobs?

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Online

"It wasn't planned. When Reggie finished law school, she didn't want to work for anybody, so she opened this office. It was about four years ago. She needed a secretary, and I volunteered. Have you seen a male secretary¹ before?"

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"Not really. She doesn't want a lot of money. A few years ago she was married to a doctor, and they had a big house and lots of money. Everything was lost, and she **blames**² the money for most of it. She'll probably tell you about it. She's very honest about her life."

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"I'll say. I mean, I've seen a lot of lawyer shows on television, and all they do is talk about money."

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- B. "Does she make a lot of money?"
- ~~C. "How did you become a secretary?"~~
- D. "How did you learn to type so fast?"
- E. "She's a lawyer and she doesn't want money?"
- F. "So how did you become a secretary?"
- G. "Where did you meet Reggie?"
- H. "You have to go to law school to be a secretary in a law office?"
- I. "How's the money?"
- J. "Where does Momma Love live?"

¹ a male secretary — секретарь-мужчина

² to blame

Ex 1.1) Умение читать с пониманием основного содержания

Ex.1.2) Понимание структурно-смысловых связей

★ 3) What was Mark interested in? What information did he get?

"Did you want to be a secretary when you were a kid?"

Mark asked Clint if he had wanted to be a secretary when he was a kid.
Clint explained that he had wanted to build swimming pools.

4) Find in the story the English equivalents to the following phrases. What pronouns are used? (recognising familiar grammar structures)

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Все, что они делают, ... • *Все* пропало.

grammar for revision

Pronouns

All, every, everybody, somebody, anybody, etc.

GS p. 178, AB ex. 1

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5. Clint said about Reggie's life, "She had a big house and lots of money. Everything was lost, and she blames the money for most of it."

Do you agree with Reggie's opinion?

6. Reader ex. 4.

Ex.1.3) Совершенствование грамматических навыков (на основе текста) (письменно)

Ex.1.4) Совершенствование грамматических навыков (на основе текста) + AB

Ex.2. Совершенствование лексических навыков (на основе текста)

Ex.3. Развитие речевого умения: детальное понимание содержания; интерпретация информации; сложные выводы; оценочные суждения

Ex.4 и 5 Развитие речевого умения: выход за рамки текста: использование для решения различных задач (для более подготовленных учащихся)

Online

3. **E** You've learnt some facts about the work of a secretary and a lawyer. Answer the questions.
- 1) How are the jobs of a lawyer and a secretary described?
 - 2) Do you think Clint and Reggie get job satisfaction? Prove it from the text.
 - 3) Would you like to be a secretary/a lawyer? Why? Why not? (relating information to personal experience)

Ex.3. Развитие речевого умения: детальное понимание содержания; интерпретация информации; сложные выводы; оценочные суждения

4. **!** **E** Read the title of the lesson. Answer the question. Explain your point of view.

5. **!** **E** Clint said about Reggie's life, "She had a big house and lots of money. Everything was lost, and she blames the money for most of it."

Do you agree with Reggie's opinion?

Ex. !4 и !5 Развитие речевого умения: выход за рамки текста: использование для решения различных задач

Возможность для обучения **письменной** речи

Учим:

- выражать мысли;
- приводить весомые аргументы;
- приводить примеры;
- логически правильно выстраивать высказывание;
- соблюдать структуру абзаца: мнение + «поддержка»

Online

Lesson 6 Should teenagers work while they are in school?

1. Is it a good idea for teenagers to take part-time jobs while still in school?

1) Are Kate's and David's opinions on taking part-time jobs similar or different? (listening for the main idea)

2) What are the advantages of a part-time job? What are the disadvantages? What do Kate and David say?

Some adults ask if schoolchildren should have jobs. I say yes, they should. Some people worry that teens with after-school jobs will not find time for homework. Actually, having a job helps teens to organise their time. The biggest reason why teens should be allowed to work is because it is a good way of earning money. You value things more if you are financially responsible for them.



3) Which of these arguments do Kate and David give to support their points of view?

to earn money

to save money for college

to get practical experience

to get necessary skills

to have a sense of independence

to develop time management skills

to develop useful skills which will be required later

to leave little time for studying

to help to get into college

to take responsibility (for)

to be valuable when writing a CV

4) Pair work. Which arguments do you agree with? Which ones do you disagree with?

Giving reasons

On the one hand, ... • On the other hand, ...

Firstly, ... • Secondly, ... • Finally, ... • Besides, ...

Moreover, ... • Because of ... • Since ...

For this reason ... • As a result, ... • However, ...

So, ... • ... which leads to ...

Counter-arguments¹

Even so, ...

Even if that is so, ...

That may be so, but ...

5) What is your opinion about working while studying?

2. In your culture. Children in Russia can also have a part-time job.

1) If you were choosing a part-time job, which one would you choose? Why?

The kind of jobs teenagers can do in Russia

• delivering newspapers

• working in an office

• delivering documents

• repairing the school

• tidying the territory

• working in a shop

• working in a café



2) What are you going to do during your summer holidays?

Are you going to work? Why? Why not?

3) Do you work part-time? Why? Why not? What work part-time?

Lesson 7 Do you work during your summer holidays?

1. Emma Barton prefers to get work experience while studying at school. She writes about her experience in her letters.

1) Look at three Emma's letters on pp. 130–132 and decide which type each of them belongs to.

• a CV

• a letter of application

• a personal letter

A.

Dear Maria,

Thanks for your letter. I'm glad to hear that everything is going well. I'm sorry I haven't written for so long but I've been really busy looking out for a summer job.

You asked me about my plans for summer holidays. Well, now I'm working in a camp shop. I'm glad that I've got this job, because I've always wanted to be in a 'people' type of job. I like meeting new people, helping and talking to them. I think that working at the camp helps me to learn how to be responsible for a lot of different things. If people complain, I know how to deal with them. I'm getting lots of valuable practical experience that may be useful for the future. As you know, I want to go on to study business and law at university. One of my favourite parts of working is belonging to a team and meeting people from lots of different places. I'm usually at work from about 9 a.m. until 5 p.m. and I check people in¹ and serve holidaymakers. I enjoy working at the camp — everyone knows who I am and I know them!

Do you work during the holiday season? Will this job help you in your future career? Are summer jobs popular with teenagers in your country?

Write back soon.

Love,

Emma

Online

Offline

Совершенствование навыков (на основе разговорных текстов)

Развитие письменной речи

8 What is a gap year for?

1. Alex and Liza are talking about their choices after finishing compulsory education.

1) What are their choices?



Liza

Liza: Going to university is something I have always expected to do and something I have always wanted to do. I'm sure getting good qualifications is important for the future career not to mention¹ the fact that if you have finished a course at university you'll probably get a better job. And what is your choice?

Alex: That's a difficult question. I haven't made up my mind what I want to do when I leave school. I think I need a *break* to do something different. That's why I choose a gap year.* I want to travel, earn money and get skills and life experience.

Liza: Possibly, but do you ignore the idea of applying to college?

Alex: No, but first I want to find out what is right for me before going on to higher education.



Alex

2) Which of the following questions could Liza ask? Which of them could Alex ask?

Are you going to apply to university?

Are you going to stay at home or go abroad?

Are you going to work during the gap year?

Do you think you have chosen the right options?

Do you want to keep your options open?²

Have you got any information about university courses?

What are the advantages of the gap year from your point of view?

Are you going to do voluntary work?

Offline

Развитие
диалогической
речи

4. **Role play.** You are discussing your plans after compulsory education with your friends.

Remember to:

- give arguments to support your point of view;
- invite your partner to come up with the ideas and arguments;
- find out your partner's reasons and try to find counter-arguments.



Pupil card 1

You are going to attend a university.

Explain to your partners that your choice is the best.

You begin the conversation.

Pupil card 2

You are going to get vocational education.

Explain to your partners that your choice is the best.

Pupil card 3

You are going to take a gap year.

Explain to your partners that your choice is the best.

Giving arguments

What's more, ...

Not only that, but ...

In addition, ...

And another thing, ...

... not to mention the fact that ...

Counter-arguments

Even so, ...

Even if that is so, ...

That may be so, but ...

Possibly, but ...

That is probably true, but ...

Giving yourself time to think

Talking about ..., ...

Well, let me think.

Mm, that's a difficult question.

Let me see.

5. **Reader ex. 9.**

NEXT LESSON IS A CONSOLIDATION LESSON.

AB p. 104.

NEXT LESSON IS A CONSOLIDATION LESSON.

AB p. 104.

Online

Lesson 9 Project lesson

1. Choose a project you'd like to do.

Project 1 Jobs around us

1. Make up the questions for your survey "Jobs around us".
2. Conduct a survey in your class:
 - ask your classmates and people around;
 - combine the answers.
3. Make a collage showing the results of the survey.
4. Write your comments on the results of the survey.

Project 2 My action plan "Getting Ready for the Future"

1. Design your project using the headlines:
My Ambition • My Experience • My Skills • I Need to ...
2. Write about the skills, qualifications and experience you need for your career and those that you have already got.
3. Illustrate your action plan.

Project 3 The world of work in Russia

1. Find information about popular jobs in your region/city/village:
 - make a list of professions that people choose in your region/city/village most often;
 - collect information about each profession.
2. Interview some people you know and ask them about their every day work, their working hours, their likes and dislikes and how they see their careers in the future.
3. Make a collage showing the results of your survey. Compare with the official information. You may use the following sites:
www.proorientator.ru • www.kadrovik.ru • www.super-job.ru/research

2. Present your project to your classmates. Answer your classmates' questions.
3. Discuss the projects and decide which is the best.

Unit 5

Развитие
мон/диал. речи

Offline

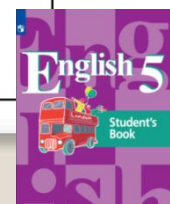
Lesson 10 Preparation for testing

- I LISTENING COMPREHENSION (AB-I)
- II READING COMPREHENSION (AB-II)
- III USE OF ENGLISH (GRAMMAR/VOCABULARY) (AB-III)
- IV SPEAKING (AB-IV)
- V WRITING (AB-V)
- VI CULTURAL AWARENESS (AB-VI)
- VII NEW WORDS AND WORD COMBINATIONS FROM UNIT 5

Контроль

Online

Название урока	Цель урока (сопутствующие задачи)	Речевой материал			
		Чтение	Аудирование	Говорение	Письмо
Lesson 1. F2F	Формирование лексических навыков говорения	упр. 1; 2.1),3),4)	упр. 1; 2.2)	упр.2.2), 3); 4.1), 2)	упр.2,4)
Lesson 2. F2F	Формирование грамматических навыков говорения	упр.1.1)	упр. 2.2), 3.1) 4.2)	упр.2.2), 5. 1) 2)	упр. 3.2), 4.1),
Lesson 3. Online	Формирование грамматических навыков говорения	упр.1.1)2)3), 2.1)2)	упр. 1.1), 3.2)	упр.3.1)3), 5.	упр. 4,
Lesson 4 Online	Формирование грамматических навыков говорения	упр.1.1)2)3), 2.1)4)	упр. 1.1)	упр.2.2)	упр. 1.4), 2.2)3)
Online	Развитие умения читать	упр.5.1), 2), 3), 4),6) 8) 9) 10)		упр.1.6), 7).	упр.1.4), 8)9)10)
Lesson 5 F2F	Развитие речевого умения: диалогическая форма речи,	упр.1. 2), 2.1)	упр. 1.1)	упр.2. 3.4.1)2)	упр. 3.
Consolidation Online	Совершенствование лексических и грамматических навыков				упр. 1,2,3,4,5
Lesson 6. Project F2F	Развитие речевого умения	упр.1,2.3.			
Lesson 7. Online	Самоконтроль основных навыков и умений	Упр.2.	Упр.1.	Упр.4,7	Упр.3,5,6



Календарно-тематическое планирование

1

What is your favourite holiday?

1. Vocabulary. Children and adults all over the world li holidays.

What holidays do Clare, Paul and Daniel like be of all? Why? Use the Word Box on p. 77 to lea the meanings of the new words.

Daniel: It is my number one holiday because v have a party. Stuart raises the *flag*. Dad cool food: hot dogs and hamburgers, mum makes cake. In the evening Stuart and I *light firework*. But Melanie doesn't light fireworks. She is smal

Paul: I like this holiday best of all because it in spring. Everything is green in the countr side. It is really beautiful. Mum cooks *traditio al* food. I help her to *colour eggs*. On parents give us chocolate bunnies*.

Clare: This holiday is my first choice, becau we get *presents*. Mum always makes Christm *pudding**, it is VERY tasty. Dad decorates tl house and the Christmas tree. Jay and I ha greetings cards on the wall and hang *stocking* on our beds.

2. The children and adults in the Weller family like doing diff rent things when they celebrate holidays.

1) What do they do during each celebration?



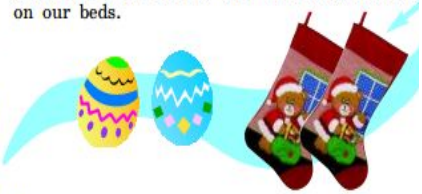
Independence Day*



Christmas*



Easter*



2

I was decorating the Christmas tree for two hours

1. The Douglas family like to celebrate holidays.

1) What traditions is Clare talking about?

It's 2 o'clock now.

My parents are *watching* the Queen's* traditional Christmas message to people in Britain on TV.



Last year at about 2 pm we were *not watching* the TV because it didn't work. We were listening to the message on the radio. And I *was playing* with my Christmas presents *all day long*.

2) What are people in Clare's family doing now? What were they doing last year at 2 pm? What verb forms does Clare use when she talks about actions in progress in the present and in the past?

3) Read the rule and check.



Grammar in Focus

The Present Progressive and the Past Progressive Tenses

Настоящее длительное и прошедшее длительное время

Когда мы описываем действие, происходящее в определённый момент или в течение определённого периода

в настоящем
at the moment
now

в прошлом
at 5 o'clock yesterday, all day long,
all evening, for two hours, from 5 till 6
мы используем

Present Progressive

I **am** *playing* the game *now*.

Я играю в игру *сейчас*.

... **am/is/are** (not) **Ving** ...

Past Progressive

I **was** *playing* the game *all day long*.

Я играла в игру *весь день*.

... **was/were** (not) **Ving** ...

GS pp. 156—157

3

What were you doing at 5 pm yesterday?

1. Children like going to toy shops and buying toys.

1) What was Jay Douglas buying in a famous toy shop?

— I saw you in Hamleys* at about 11 o'clock yesterday. Were you only looking at toys?

— No, I wasn't. I was choosing a toy.

— What toy were you choosing?

— A teddy bear for my sister.

2) How does Jay's friend ask Jay about what he was doing in Hamleys? What verb forms does he use?

3) Read the rule and check.

Grammar in Focus The Past Progressive Tense (questions)

Прошедшее длительное время (вопросы)

Если мы спрашиваем о действии, которое происходило в определённое время в прошлом (at 11 o'clock) или в течение какого-то периода времени в прошлом (*all day long, all night, all week, all the evening for two hours, from 2 till 3*), мы используем вопросительные предложения с Past Progressive:

I **was** *playing* *all day long* yesterday.

Were you **playing** *all day long*? — Ты играл *целый день* вчера?

Yes, I **was** . / No, I **wasn't** .

What **was** he **doing** *all day long*? — Что он делал *целый день*?

He **was** *watching* TV.

(Wh) **was/were** ... **Ving** ...?

GS p. 15

Offline

Offline

Online

Формирование навыков

Lesson

1

What is your favourite holiday?



Independence Day*



Christmas*



Easter*

1. Vocabulary. Children and adults all over the world like holidays.

1) What holidays do Clare, Paul and Daniel like best of all? Why? Use the Word Box on p. 77 to learn the meanings of the new words.

Daniel: It is my number one holiday because we have a party. Stuart **raises** the *flag*. Dad cooks food: hot dogs and hamburgers, mum makes a cake. In the evening Stuart and I **light fireworks**. But Melanie doesn't light fireworks. She is small.

Paul: I like this holiday best of all because it is in spring. Everything is green in the countryside. It is really beautiful. Mum cooks *traditional* food. I help her to **colour eggs** 🥚🥚. Our parents give us chocolate bunnies*.

Clare: This holiday is my first **choice**, because we get **presents**. Mum always makes Christmas **pudding***, it is VERY tasty. Dad decorates the house and the Christmas tree. Jay and I **hang greetings cards** on the wall and hang **stockings** on our beds.



2. The children and adults in the Weller family like doing different things when they celebrate holidays.

1) What do they do during each celebration?

Offline

Формирование
лексических
навыков

Lesson 2 I was decorating the Christmas tree for two hours

1. The Douglas family like to celebrate holidays.
 1) What traditions is Clare talking about?



It's 2 o'clock now.
 My parents are watching the Queen's* traditional Christmas message to people in Britain on TV.

Last year at about 2 pm we were not watching the TV because it didn't work. We were listening to the message on the radio. And I was playing with my Christmas presents *all day long*.

- 2) What are people in Clare's family doing now? What were they doing last year at 2 pm? What verb forms does Clare use when she talks about actions in progress in the present and in the past?
 3) Read the rule and check.

Grammar in Focus

The Present Progressive and the Past Progressive Tenses

Настоящее длительное и прошедшее длительное время

Когда мы описываем действие, происходящее в определённый момент или в течение определённого периода

в настоящем
 at the moment
 now

в прошлом
 at 5 o'clock yesterday, all day long,
 all evening, for two hours, from 5 till 6
 мы используем

Present Progressive

I **am** **playing** the game *now*.
 Я играю в игру *сейчас*.
 ... **am/is/are** (not) **Ving** ...

Past Progressive

I **was** **playing** the game *all day long*.
 Я играла в игру *весь день*.
 ... **was/were** (not) **Ving** ...

GS pp. 156—157

Unit 5

79

Offline

Lesson 3 What were you doing at 5 pm yesterday?



1. Children like going to toy shops and buying toys.

- 1) What was Jay Douglas buying in a famous toy shop?
 — I saw you in Hamleys* at about 11 o'clock yesterday. Were you only looking at toys?
 — No, I wasn't. I was choosing a toy.
 — What toy were you choosing?
 — A teddy bear for my sister.

- 2) How does Jay's friend ask Jay about what he was doing in Hamleys? What verb forms does he use?
 3) Read the rule and check.



Grammar in Focus The Past Progressive Tense (questions)

Прошедшее длительное время (вопросы)

Если мы спрашиваем о действии, которое происходило в определённое время в прошлом (at 11 o'clock) или в течение какого-то периода времени в прошлом (*all day long, all night, all week, all the evening, for two hours, from 2 till 3*), мы используем вопросительные предложения с Past Progressive:

I **was** **playing** *all day long* yesterday.

Were you **playing** *all day long*? — Ты играл *целый день* вчера?

Yes, I **was** . / No, I **wasn't** .

What was he **doing** *all day long*? — Что он делал *целый день*?

He **was** **watching** TV.

(**Wh**) **was/were** ... **Ving** ...?

GS p. 157

82

Unit 5

Online

Формирование
 грамматических навыков

Lesson 3 What were you doing at 5 pm yesterday?



1. Children like going to toy shops and buying toys.

- 1) What was Jay Douglas buying in a famous toy shop?
— I saw you in Hamleys* at about 11 o'clock yesterday. Were you only looking at toys?
— No, I wasn't. I was choosing a toy.
— What toy were you choosing?
— A teddy bear for my sister.

- 2) How does Jay's friend ask Jay about what he was doing in Hamleys? What verb forms does he use?
3) Read the rule and check.



Grammar in Focus The Past Progressive Tense (questions) Прошедшее длительное время (вопросы)

Если мы спрашиваем о действии, которое происходило в определённое время в прошлом (at 11 o'clock) или в течение какого-то периода времени в прошлом (*all day long, all night, all week, all the evening, for two hours, from 2 till 3*), мы используем вопросительные предложения с Past Progressive:

I **was** playing *all day long* yesterday.

Were you **playing** *all day long*? — Ты играл *целый день* вчера?

Yes, I **was**. / No, I **wasn't**.

What **was** he **doing** *all day long*? — Что он делал *целый день*?

He **was** watching TV.

(Wh) **was/were** ... **Ving** ...?

GS p. 157

Формирование грамматических навыков говорения.


Презентация нового грамматического явления.

Восприятие грамматического явления

Правило-инструкция

2. Here is the floor guide of Hamleys.

1) Look at the floor guide and match the questions and the answers. (One answer is extra.)

<p>(1st) First Floor 1.10–1.30 pm</p>  <p>sweets</p>	<p>(5th) Fifth Floor 11.25–11.55 am</p>  <p>café</p>
<p>(0) Ground Floor 10.30–11.15 am</p>  <p>teddy bear</p>	<p>(4th) Fourth Floor</p> 
<p>(-1) Basement 12–1 pm</p> 	<p>(3rd) Third Floor</p> 
	<p>(2nd) Second Floor 1.30–2 pm</p>  <p>CD</p>

Was Jay choosing a toy at 10.45 am?

What was Jay buying at 1.35 pm?

Was Jay shopping in Hamleys at 3 pm?

Where was Jay eating at 11.30 am?

Was Jay paying¹ for a toy or a book at 11 o'clock?

Which floor was Jay visiting at 11 o'clock?

A computer game.
The ground floor.
Yes, he was.
No, he wasn't.
In Hamleys.
For a toy.
On the 5th floor.

2) What questions can you ask about Jay's shopping in Hamleys?

Where
What
Which floor
What toy
What game

Was
Were
was
were

Jay
his friend
they

shopping
visiting
buying
choosing
eating
paying for

at 10.40 am?
at 11.30 am?
at 12.30 pm?
at 1.20 pm?
from 12 to 1 pm?
from 1.30 till 2 pm?

¹to pay (paid) — платить

Автоматизация
употребления в речи нового
грамматического явления
(осознание, распознавание
и использование грам.
форм).

2.1) 2) Имитативно-
подстановочное
упражнение

- Умение читать
несплошные тексты
- Возможно отвечать
письменно

Online

3. The Wellers have friends who live in Hawaii*. Once they invited the Wellers to a Hawaiian party.

1) **Role play.** What were they doing during the party?

Pupil 1

You are Melanie's friend.
Ask Melanie questions.

Pupil 2

You are Melanie. Answer
your friend's questions.
Some answers are extra.



Where/sit?

What/wear?

What music/listen to?

What dances/perform?

What dish/children/make?

Who/cook/the main dish?

On the ground around the food.
Hawaiian music.

A dance with bows and arrows.

Long garlands of paper flowers.

The colours of their nation.

A hula (Hawaiian dance).

Indian tacos*.

Hamburgers.

My friends' mother.

2) Listen to Melanie's story and check what was really happening. (listening for detail)

3) **Role play.** Daniel visited a powwow* party. What was happening at the powwow at 5 o'clock?

4. What happened in Abingdon last year? (AB ex. 1)

5. **Pair work.** What were you doing yesterday at different time? Ask and answer questions.

What lesson/have/at 11 am?

Where/eat/at lunch time?

Where go/at 2 pm?

What/do/at 5 pm?

What film/watch/at 8 pm?

Have lessons/from 8 am till 1 pm?

Do your homework/from 3 pm to 5 pm?

6. AB ex. 2, Reader ex. 3.

3. 1) Трансформационное упражнение

3. 2) Развитие умения аудировать с извлечением конкретной информации

3. 3) Репродуктивное упражнение. Умение вести диалог-расспрос в рамках тематического содержания цикла с опорой на картинки и ключевые слова.

Упражнение для более подготовленных учащихся

4. Трансформационное упражнение в АВ

5. Репродуктивное упражнение

Online

Lesson

4

While we were celebrating ...

1. One of the most interesting events in London is the Chinese New Year Celebration*.

1) What did Oliver Atkinson see at the Chinese New Year Celebrations?

The celebrations started in Leicester Square* with the Children's Fun Parade. **While**¹ the parade was going to Trafalgar Square*, I joined it. **When** we came to Trafalgar Square, people in bright costumes were dancing there, fireworks were *going off* and music was playing.



2) How does Oliver describe the events in the past? What verb forms does he use?

3) Read the rule and check.

Grammar in Focus

The Past Progressive and the Past Simple Tenses

Прошедшее длительное время и прошедшее простое время

Когда мы говорим о действии, происходившем в определённый момент в прошлом (Past Progressive), этот момент может быть выражен другим (как правило, более коротким) действием в прошлом (Past Simple).

При этом **Past Progressive** употребляется для незавершённого действия, а **Past Simple** для завершённого действия:

I came to Trafalgar Square. People **were dancing**.

Past Progressive может употребляться как в главном, так и в придаточном предложении:

When I came to Trafalgar Square, people **were dancing** there. — Когда я пришёл, люди танцевали.

I came to Trafalgar Square **while/when** people **were dancing** there. — Я пришёл на площадь, в то время как/когда люди танцевали.

GS pp. 155, 157

¹while — в то время как

Unit 5

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Online

Формирование
грам. навыков

Reading lesson

What is the perfect Christmas tree?

5. Christmas trees decorate all houses at Christmas.

1) **Using a dictionary.** The story's name is *The Perfect Tree*.

What does the word 'perfect' mean here? Read the dictionary article and choose.

perfect ['pɜːfɪkt]

1) совершенный, безупречный; 2) точный, полный; 3) хорошо подготовленный

2) Read the story to check. (reading for the main idea)

The Perfect Tree

by Debra W. Hingley

Finally, that day came to buy the perfect Christmas tree. I got into my car to find the Christmas tree. (1) _____ I began to think what stories the trees might tell. I got out of my car and began to walk around, but I wasn't choosing that perfect tree.

I saw a man near me, **he** was looking at a branch¹ on a tree and laughing. The branch was longer than the **others**. I stopped to listen to what he was saying, "Look at this tree! It is only good for the fire." I looked at the tree and said, "But did you think that maybe that branch was special? A bird might sit on **it**." The man looked at me, small tears² were in his eyes. **He** smiled and said, "You know you are right, it is the perfect Christmas tree. It will be nice to see my daughter's smile when **she** runs to the tree on Christmas morning. (2) _____" I smiled and went on my way.

Then I saw a mother with her children. (3) _____ **They** were laughing at the **strange**³ little tree, too. I stopped and asked them, "What is funny about this little tree?" One of the boys answered with a laugh, "Two trees have wrapped around each other." I looked at his mother and said, "Maybe one of the trees was very small, and the other tree had to help his brother." The little boys were looking at the tree. **Their** mother then turned to me and said, "This tree is beautiful. **It** is just like my sons. (4) _____ When **one falls**⁴ down, the **other** catches him." And **she** bought that tree.

During the Christmas holiday, when we are decorating our trees, think about all the stories that these trees may tell because they are all perfect in nature's eyes.

3) Choose the best answers to the following questions. (reading for detail) Read the Learning to Learn note on p. 17 first.

- When did the *author* see the man?
 - While she was sitting in the car.
 - While she was walking around.
 - While she was choosing a tree.

Online

Развитие
умения читать

Lesson 5 Is it your number one holiday?

1. On exchange tours, children tell each other about traditions in their countries.

1) What traditions are Jay and Maria talking about? (listening for specific information)

2) Find out:

- how the children ask about what holidays they like;
- how they talk about what holidays they like;
- how they talk about last Christmas.



— What holiday is your number one holiday?
 — I **prefer**¹ Christmas. I think in many families Christmas is the most important holiday.
 — Christmas is my favourite, too. Second best I like New Year because all the family gather together.

— Yes, perhaps Christmas and New Year are at the most beautiful time of the year. Besides, we don't go to school for two weeks because we have holidays.

— I like it because there are a lot of Christmas traditions. And people call Christmas a time of magic.

— Yes, it's true. Last year when my friends and I were going from house to house and singing Christmas carols*, we saw a real Father Christmas! He was coming out of the house with a bag of presents.

— And while I was eating Christmas pudding, I found a coin.

¹to prefer — предпочитать



Unit 5
Lesson 5 87

2. Pair work. Celia and Melanie are talking about their favourite holidays.

Find the two conversations.

Pupil 1

Pupil 2

— What is your number one spring holiday?
 — What holiday do children in your country like best of all?
 — Do you have any New Year traditions?
 — Do you have any Easter traditions?
 — Did you help your mum to colour eggs last year?
 — Did your parents put up a New Year tree last year?
 — We had a Christmas tree.
 — It was a wonderful one.
 — We were dancing.
 — Yes, they did. My friends and I were looking for a coin in the morning.

— Yes, they did. And we were decorating it together all evening. And did your parents hide chocolate eggs in the yard last Easter?

3. Role play. You are on an exchange trip in the UK.

Complete the conversation.

Your friend: Do you like Christmas?

You: _____

Your friend: Yes, it's a holiday for children.

You: _____

Your friend: We usually go to the people's house.

You: _____

Your friend: I was very happy.

You: _____

Your friend: Yes, we were playing games all evening.

4. You are on an exchange trip in the UK.

1) Role play. You are talking about your favourite holidays.

Pupil Card 1

You are talking about your favourite holidays.

You begin the conversation.

Remember to:

- ask your friend about his/her favourite holiday;
- say what you like about this holiday;
- ask about last year celebration;
- answer your friend's questions.

Pupil Card 2

You are talking about your favourite holidays.

Listen to your friend and remember to:

- answer your friend's questions;
- say why you like the holiday;
- ask about your friend's favourite holiday;
- ask about your friend's last year celebration.

2) In your culture. What can you tell your foreign friend about holidays and celebrations in Russia?



5. All about me. The best family celebration that I remember. (AB No. 9), AB ex. 1.

Next lesson is a Consolidation lesson. (AB)

Offline

Развитие
речевого умения
(диал.ф.)

Consolidation

1. In your culture. What holidays are popular with the people of the Republic of Tatarstan? Fill in the gaps with the words from the box.

~~national~~ celebrate celebrations compete gather holiday
houses presents relatives songs traditional

The Tatar calendar of (0) national holidays and (1) _____ begins with **Nauruz** ['nauroz]. The Tatars (2) _____ it on

Unit 5

Lesson 5

Online

Совершенствование навыков

Lesson 6 Celebrations that I remember

1. Choose a project you'd like to do.
www.soon.org.uk/country/christmas.htm

Project 1 Our Last Class Celebration

- Write about the celebration you liked best of all.
- Write what activities you had.
- Write who took part in the activities.
- If you have photos, stick them. If not, draw pictures.
- Make a poster about these activities with your comments.

Project 2 The Last 'Open House' at Our School

- Write what activities you had.
- Write who took part in the activities.
- Stick photos or draw pictures.
- Make a poster about these activities with your comments.

Project 3 My Unusual Celebration

- Write about the celebration that you think was unusual.
- Write about the activities, who took part in them and what happened.
- Stick photos or draw pictures.
- Make a poster with your comments.

2. Present your project. Answer your classmates' questions.
3. Discuss your projects and decide which project is the most interesting.

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Unit 5

Offline

Развитие речевого умения

Lessons 7-8 Test yourself

- I LISTENING COMPREHENSION (AB-I)
- II READING COMPREHENSION (AB-II)
- III USE OF ENGLISH (VOCABULARY/GRAMMAR) (AB-III)
- IV SPEAKING

1. Role play. You are on an exchange trip in the UK. You are talking about what holiday children like best of all.

Pupil Card 1

You and your friend are talking about what holiday children like best of all.

You begin the conversation.

Remember to:

- ask what holidays are popular in Britain/the USA;
- discuss what children might like about these holidays;
- say what you like about these holidays;
- answer your friend's questions;
- decide which holiday is the best for children.



Pupil Card 2

You and your friend are talking about what holiday children like best of all.

Listen to your friend and answer his/her questions. Ask him/her about the most popular holidays in Russia.

Remember to:

- discuss what children may like about these holidays;
- say what you like about these holidays;
- decide which holiday is the best for children.



2. What is the most popular holiday in Russia? Why? What do you think?

V WRITING

Write a letter to your pen friend about an unusual celebration or event. Don't forget to write about:

- when it was;
- what you saw;
- what happened.

Unit 5

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Online

Самоконтроль навыков и умений

Off On **Формирование лексических навыков**

Off On **Формирование грамматических навыков**

Off **Совершенствование навыков**

Online **Развитие умения читать**

Online **Развитие умения аудировать**

Online **Развитие умения письменной речи**

Online **Развитие речевого умения (монологическая речь)**

Off **Развитие речевого умения (диалогическая речь)**

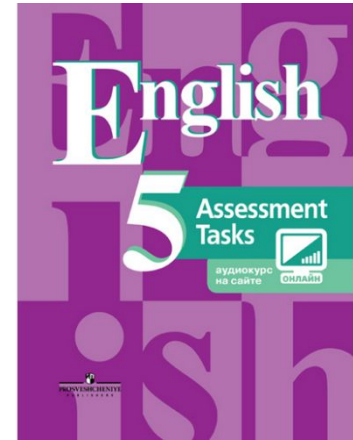
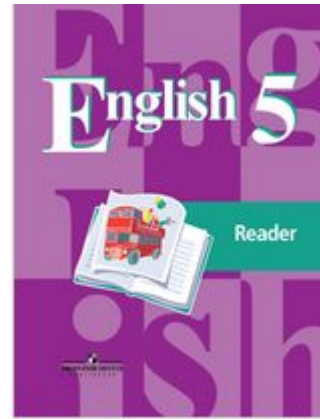
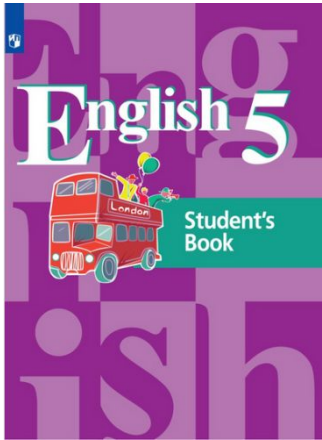
Online **Совершенствование лексических и грамматических навыков (Consolidation AB)**

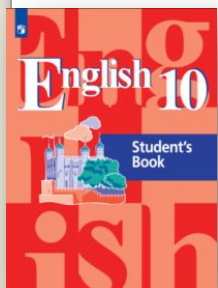
Развитие речевого умения (Project lesson)

Off On **Самоконтроль (Test Yourself)**

Online **Контроль (Assessment Tasks)**

Использование всех компонентов УМК улучшает результат





Контакты

Авторский коллектив

e-mail: prosv-lipetsk@yandex.ru

Интернет-поддержка:

www.prosv.ru/umk/we

