**Муниципальное казённое общеобразовательное учреждение**

**средняя общеобразовательная школа с. Карман Дигорский район РСО - Алания**

|  |  |  |  |
| --- | --- | --- | --- |
| СОГЛАСОВАНО  Заместитель директора по УР  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Царакова А.А.  «\_\_\_» \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2020г. |  |  | УТВЕРЖДАЮ  Директор ОУ  \_\_\_\_\_\_\_\_\_\_ Созаева Э.Ю.  «\_\_\_»\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2020г. |

**РАБОЧАЯ ПРОГРАММА**

|  |  |
| --- | --- |
| Предмет | Иностранный язык (Английский ) |
| Учебный год | 2020-2021 |
| Класс | 11 |
| Количество часов в год | 102 |
| Количество часов в неделю | 3 |

Учитель: Дегтярева М.С.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  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| **Пояснительная записка.**  Данная рабочая программа учебного предмета «Английский язык» составлена в соответствиис требованиями федерального компонента государственного стандарта среднего (полного) общего образования и  типовой программы курса обучения английскому языку «Английский в фокусе» ”SpotlightonEnglish” для 11 класса для общеобразовательных учреждений В.Г. Апалькова (издательство «Просвещение», Москва, 2010).  Выбранный УМК включает в себя учебник, CD, рабочую тетрадь и книгу для домашнего чтения.  Данная рабочая программа предполагает изучение английского языка на базовом уровне. Курс рассчитан на 34 учебные недели при 3 часах предмета в неделю. Количество учебных часов по программе – 102.  Мониторинг качества знаний осуществляется в конце прохождения каждой темы в виде контрольных работ – 16 (из них 4 контрольных работы по чтению, 4 контрольных работы по аудированию, 2 контрольных работы по монологической речи, 2 контрольных работы по диалогической речи, 4 лексико-грамматических теста).    **Основные цели курса**  Современный урок английского языка характеризуется большой интенсивностью и требует от учеников концентрации внимания, напряжения сил. Это  вызвано спецификой предмета: необходимостью в большом количестве тренировочных упражнений и большого объема материала для запоминания. Смена видов деятельности обусловлена основной целью обучения иностранному языку – коммуникативной компетенции, которая предполагает, что ученик должен успешно освоить четыре вида деятельности: чтение, аудирование, говорение и письмо. Деление класса на группы целесообразно, т.к. для учащихся будут созданы оптимальные условия: гуманизация содержания урока, целесообразные формы организации учебного процесса, эффективные методы обучения, разнообразные виды поддержки ученика, право свободного выбора, комфортная вещно-пространственная среда  на уроке. Меньшее количество учащихся в классе дает учителю возможность более эффективно осуществлять дифференциацию и индивидуализацию учебного процесса и более объективно оценивать достижения учащихся.   - дальнейшее развитие иноязычной коммуникативной  компетенции  (речевой, языковой, социокультурной, компенсаторной, учебно-познавательной) учащихся на уровне, позволяющем успешно решать коммуникативные задачи в разнообразных ситуациях англоязычного общения, включая учебные ситуации и ситуации связанные с будущей трудовой деятельностью;  - развитие и воспитание способности и готовности к самостоятельному и непрерывному изучению иностранного языка, дальнейшему самообразованию с его помощью, использованию иностранного языка в других областях знаний; способности к самооценке через наблюдение за собственной речью на родном и иностранном языках, личностному самоопределению учащихся в отношении их будущей профессии; социальная адаптация учащихся, формирование качеств гражданина и патриота.  Поскольку образование имеет дело с личностью ученика, развитие коммуникативной компетенции требует и может способствовать развитию других способности учащихся. Поэтому в качестве сопутствующей *цели* выделяется развитие универсальных / ключевых компетенций, таких, как:  ·                 умение учиться самостоятельно;  ·                 умение исследовать и критически осмысливать явления действительности, в том числе языковые;  ·                 умение организовывать и осуществлять коммуникацию;  ·                 умение проектировать собственную деятельность, то есть анализировать ситуацию, принимать решения, осуществлять задуманное, представлять и оценивать результаты, корректировать деятельность в зависимости от результата  Российское образование всегда рассматривало учебный процесс в школе как одно из основных мест, где происходит воспитание, то есть форми­рование системы ценностей и норм поведения у учащихся. Следуя этой традиции, авторы УМК оп­ределяют еще одну важную цель — формирование у учащихся гуманистических ценностей и норм по­ведения, таких, как:  ·                 ценность образования в современном обще­стве;  ·                 демократические ценности: уважение к личнос­ти, ценность культурного разнообразия, участие каждого в принятии решений и коллективной деятельности, разнообразие мнений и т. д.;  ·                 активная жизненная и гражданская позиция;  ·                 уважение к собственной культуре и к культурам других народов;  ·                 бережное отношение к окружающей среде;  ·                 семейные ценности;  ·                  здоровый образ жизни как норма поведения.  **Задачи курса**  Для достижения вышеуказанных целей УМК ставит и последовательно решает ряд задач:  ·                 расширение лингвистического кругозора старших школьников; обобщение ранее изученного языкового материала, необходимого для овладения устной и письменной речью на иностранном языке на допороговом уровне А2;  ·                 использование двуязычных и одноязычных словарей и другой справочной литературы;  ·                 развитие умений ориентироваться в письменном и аудиотексте на иностранном языке;  ·                 развитие умений обобщить информацию, выделить её из различных источников;  ·                 использование выборочного перевода для достижения понимания текста;  ·                 интерпретация языковых средств. Отражающих особенности культуры англоязычных стран;  ·                 участие в проектной деятельности межпредметного характера, в том числе с использованием Интернета.   Задачи развития коммуникативной компетенции:  ·                 способствовать равномерному развитию всех компонентов коммуникативной компетенции учащихся, а именно: лингвистической, социолинг­вистической, социокультурной, дискурсивной и стратегической компетентностей;  ·                 способствовать равномерному развитию всех ос­новных речевых умений учащихся: говорения, аудирования, чтения, письма;  ·                 способствовать развитию представлений о пе­реводе / языковом посредничестве как о виде речевой деятельности;  ·                 оснащать учащихся навыками и умениями, по­зволяющими эффективно организовывать и осу­ществлять как устную, так и письменную ком­муникацию;  ·                 способствовать приобретению учащимися опыта решения различных жизненных (бытовых, академических, социальных, профессиональных) задач с помощью английского языка;  ·                 углублять понимание сущности некоторых язы­ковых явлений;  ·                 развивать умение использовать опыт родного языка для успешного овладения коммуникаци­ей на иностранном языке;  ·                 создавать условия для рефлексии относительно собственной коммуникативной деятельности;  ·                 способствовать приобретению учащимися зна­ний о культуре, истории, реалиях и традициях стран изучаемого языка.    Задачи образования, развития и воспитания:  ·                 создавать условия для осмысления учащими­ся роли образования в современном обществе, приобретения положительного опыта участия в образовательном процессе, а также опыта осу­ществления самостоятельного учебного действия и рефлексии относительно него;  ·                 систематически развивать навыки и умения само­стоятельного учения, формировать готовность к самостоятельному непрерывному изучению иност­ранного языка и потребность использовать его для самообразования в других областях знаний;  ·                 создавать условия для наблюдения за собствен­ной речью на родном и иностранном языках и обсуждения этих результатов;  ·                 создавать ситуации, требующие от учащихся при­менения и усиления когнитивных и аффективных функций личности, то есть развития дедуктив­ного и индуктивного мышления, памяти, вооб­ражения, творческих способностей, способности к сопереживанию и т. д.;  ·                 создавать условия для разнообразной работы с информацией и познакомить учащихся с неко­торыми способами и приемами работы с ней;  ·                 создавать условия, требующие от учащихся ор­ганизовывать и осуществлять коммуникацию, оснастить определенным набором средств для этого;  ·                 оснащать учащихся способами принятия решений, создавать условия для получения опыта приня­тия решений и рефлексии последствий принятых решений;  ·                 создавать условия для приобретения опыта про­ектирования своей деятельности, осуществления проекта и осмысления его результатов.    Воспитательные задачи:  ·                 создавать условия для критического осмысления окружающего мира и себя в нем;создавать условия для сравнения и сопоставления своей и иноязычной культуры, развития пози­тивного уважительного отношения к собственной культуре и к культурам других народов;  ·                 создавать условия для осмысления учащимися демократического способа организации и уп­равления, помогать приобрести опыт демокра­тического взаимодействия в коллективе;  ·                 способствовать приобретению учащимися опыта обсуждения, переживания и размышления по поводу гуманитарных проблем, таких, как: роль семьи в современном обществе, отношение к ок­ружающей среде, здоровый образ жизни; а также некоторого опыта их решения;  ·                 задавать нормы уважительного отношения к ин­дивидууму, к индивидуальному мнению, к лич­ности учащегося и учителя;  ·                 способствовать приобретению учащимися опы­та самостоятельного действия в некоторых об­ластях — учебной, исследовательской, общест­венной.  Задача первичного профессионального самоопре­деления:  •          создавать условия для знакомства с некоторыми сферами профессиональной деятельности, обсуж­дения их особенностей, размышления по поводу собственных интересов и возможностей.            **Требования к уровню подготовки**  В результате изучения английского языка на базовом уровне ученик должен:    **Знать/понимать**  ·                  значения новых лексических единиц, связанных с тематикой данного этапа обучения и соответствующими ситуациями общения, в том числе оценочной лексики, реплики-клише речевого этикета, отражающих особенности культуры страны изучаемого языка;  ·                 значение изученных грамматических явлений в расширенном объеме (видовременные, неличные и неопределенно – личные формы глагола, формы условного наклонения, косвенная речь/ косвенный вопрос, побуждение и др., согласование времен);  ·                  страноведческую информацию из аутентичных источников, обогащающую социальный опыт школьников; сведения о стране изучаемого языка, их науке и культуре, исторических и современных реалиях, общественных деятелях, месте в мировом сообществе и мировой культуре, взаимоотношениях с нашей страной. Языковые средства и правила речевого и неречевого поведения в соответствии со сферой общения и социальным статусом партнера;    **Уметь**  Говорение  ·                           вести диалог, используя оценочные суждения, в ситуации официального и неофициального общения в рамках изученной тематики; беседовать о себе, своих планах; участвовать в обсуждении проблем в связи с прочитанным/ прослушанным иноязычным текстом, соблюдая правила речевого этикета;  ·                           рассказывать о своем окружении. Рассуждать в рамках изученной тематики и проблематики; представлять социокультурный портрет своей страны и страны изучаемого языка;  Аудирование  ·                           относительно полно и точно понимать высказывания собеседника в распространенных стандартных ситуациях повседневного общения, понимать основное содержание и извлекать необходимую информацию из различных аудио и видеотекстов: прагматических (объявления. прогноз погоды), публицистических (интервью, репортаж), соответствующих тематике данной степени обучения;  Чтение  ·                           читать аутентичные тексты различных стилей: публицистические, художественные, научно-популярные. Прагматические, используя основные виды чтения (ознакомительное, изучающее, поисковое/ просмотровое) в зависимости от коммуникативной задачи;  Письменная речь  ·                           писать письмо, заполнять анкету. Письменно излагать сведения о себе в форме, понятной в стране изучаемого языка. Делать выписки из иноязычного текста;      **Использовать приобретенные знания и умения в практической деятельности и повседневной жизни**для:  ·                           общения с представителями других стран, ориентации в современном поликультурном мире;  ·                           получения сведений из иноязычных источников информации (в том числе через Интернет), необходимых в образовательных и самообразовательных целях;  ·                           расширения возможностей в выборе будущей профессиональной деятельности;  ·                           изучения ценностей мировой культуры, культурного наследия и достижений других стран; ознакомления представителей зарубежных стран с культурой и достижениями России.        **Нормы оценок:**  **Устная речь:** монологическая-20-25 предложений; диалогическая-10-14 реплик.    Монологическое высказывание:  **«5»** Учащийся логично строит монологические высказывание в соответствии с коммуникативной задачей в заданном объёме. Правильно употребляет грамматические структуры и лексические единицы. Не допускает фонематические ошибки.  **«4»**Учащийся логично строит монологические высказывание. Но объём высказывания менее заданного. Употребляет грамматические структуры и лексические единицы в соответствии с коммуникативной задачей, допускает 2-3 ошибки в употреблении лексики, 2-3 ошибки в разных разделах грамматики; не допускает фонематических ошибок.  **«3»** Учащийся логично строит  монологическое высказывание. Но объём высказывания менее заданного, допустил 4-5 ошибок в употреблении лексики, 4-5 ошибок в разных разделах грамматики, допустил 1-2 фонематические ошибки.  Учащийся не вполне логично строит монологическое высказывание, уходит от темы или пытается подменить её другой , которой владеет лучше, допустил 2-3 ошибки в разделе лексики, 2-3 ошибки в разных разделах грамматики. Допустил одну фонематическую ошибку.  **«2»** Учащийся не может высказаться по заданной теме. На вопросы по теме отвечает неудовлетворительно.  Диалогическое высказывание:  **«5»** Учащийся логично строит диалогическое общение в соответствии с коммуникативной задачей, затрагивает все элементы содержания. Учащийся способен начать, поддержать и закончить разговор, вежливо переспросить в случае необходимости. Используемые лексические единицы и грамматические структуры соответствуют поставленной коммуникативной задаче. Речь учащегося понятна Ж не допускает фонематических ошибок, все звуки в потоке речи произносит правильно, соблюдает правильную интонацию.  **«4»** Учащийся логично строит диалогическое общение в соответствии с коммуникативной задачей, в целом демонстрирует навыки и умения речевого общения. Используемый словарный запас и грамматические структуры соответствуют поставленной коммуникативной задаче. Лексические и грамматические  ошибки практически отсутствуют, однако наблюдаются повторы речевых и грамматических конструкций  **«3»** Учащийся строит диалогическое высказывание в соответствии с коммуникативной задачей , однако затрагивает не все элементы содержания, указанные в задании. Учащийся не вполне логично строит диалогическое общение. Не стремится поддержать беседу, затрудняется запрашивать информацию, обращаться за разъяснениями. Используется ограниченный словарный запас, допускаются ошибки в употреблении лексики, некоторые из них затрудняют понимание речи Имеется ряд грамматических ошибок.  **«2»** Коммуникативная задача не выполнена. Учащийся не умеет строить диалогическое общение, не может поддержать беседу. Используется крайне ограниченный словарный запас, допускаются многочисленные лексические и грамматические ошибки, которые затрудняют понимание речи.        **Грамматика, чтение и аудирование***оцениваются в процентном соотношении:*  90%-100%-«5»  70%-89%-«4»  50%-69%-«3»  49% и ниже – оценка неудовлетворительная.          **Учебно-тематический план.**     |  |  |  |  | | --- | --- | --- | --- | | **№** | **Наименование раздела** | **Кол-во часов** | **Кол-во к/р** | | 1 | «Семейные традиции» | 10ч. | 2(аудирование, тест) | | 2 | «Становление характера» | 10ч. | 2(чтение, монологическая речь) | | 3 | «Ответственность» | 10ч. | 2 (чтение, тест) | | 4 | «Здоровье» | 10ч. | 2(аудирование, диалогическая речь) | | 5 | «Кто ты?» | 10ч. | 2(чтение , аудирование) | | 6 | «Общение» | 10ч. | 2(тест, монологическая речь) | | 7 | «Планы на будущее» | 10ч. | 2(чтение, аудирование) | | 8 | «Путешествие» | 10ч. | 2(тест,   диалогическая речь) | | 9 | Повторение | 6ч. |  | |  |  | 86ч. | 16ч. |     Изменения, внесённые в распределение  учебных часов по отношению к типовой программе, не помешают обучающимся выйти на уровень стандарта по английскому языку в части достижения требований к уровню выпускников.                         |  | | --- | | **Требования к уровню**  **подготовки** | | -Знание лексики по теме «Семья»  -умение находить синонимы в тексте  -умение рассказывать о своей семье | | -знание новых ЛЕ  -умение употреблять новые ЛЕ в предложенных речевых ситуациях общения (жалоба, извинение) | | -умение заполнять предложенную форму на основе прослушанной информации | | -знание системы видовременных форм английских глаголов в активном залоге (в утвердительных, отрицательных и вопросительных предложениях) | | -знание системы видовременных форм английских глаголов в активном залоге (в утвердительных, отрицательных и вопросительных предложениях)  -умение выполнять задания формата ЕГЭ  -умение использовать фиксированные предлоги с глаголами  -знание значений фразового глагола “to come” | | - умение понимать прочитанное художественное произведение  -умение литературно переводить  -понимание стилистических приёмов (ирония) в тексте  -умение обсуждать прочитанное (настоящий друг) | | - умение описывать внешность и характер человека. | | -умение описывать круговую диаграмму  -умение обсуждать этнический состав страны | | -умение использовать основные аффиксы английского языка  -умение выполнять задания формата ЕГЭ | | -знание основной лексики по теме  - знание грамматического материала «Видовременные формы английского глагола» (Активный залог)  - знание значений фразового глагола «to come»  -знание фиксированных предлогов, употребляемых с определёнными глаголами  -умение выполнять задания формата ЕГЭ | | -умение выполнять задания формата ЕГЭ | | -умение выполнять задания формата ЕГЭ | | -знание лексики по теме  -умение обсудить прочитанное и выразить своё мнение  -умение выполнять задание на множественный выбор формата ЕГЭ | | -знание идиоматических выражений  -умение сопоставлять слово/фразу с его значением | | -умение воспринимать текст с целью нахождения необходимой информации  -умение выразить сочувствие, ободрение | | -знание видов придаточных предложений (относительных, цели, причины, результата)  -умение образовывать данные придаточные предложения с помощью союзов | | - знание значений фразового глагола “to put”  -знание фиксированных предлогов, употребляемых с определёнными глаголами  -умение выполнять задания формата ЕГЭ | | - умение понимать прочитанное художественное произведение  -умение литературно переводить  -умение выполнять задания вида (true/false/doesn’tsay) формата ЕГЭ  -понимание стилистических приёмов (гипербола) в тексте  -умение описывать характер и поведение человека | | -умение писать короткие письма/e-mail личного характера | | - умение читать и понимать научный текст  -умение применить лингвистические знания для изучения других предметов учебного плана | | -умение использовать основные аффиксы английского языка  -умение выполнять задания формата ЕГЭ | | -знание основной лексики по теме  - знание грамматического материала «Виды придаточных предложений»  - знание значений фразового глагола «toput»  -знание фиксированных предлогов, употребляемых с определёнными глаголами | | -знание лексики по теме  -умение прогнозировать содержание произведения по заглавию  -умение понимать значение слова, исходя из контекста | | -знание лексики по теме «Права и обязанности»  - знание устойчивых выражений  -умение продолжить рассказ | | -умение воспринимать текст с целью нахождения необходимой информации  -умение выполнять задание на множественный выбор на основе прослушанной информации формата ЕГЭ  -умение выражать сожаление, извинение, негодование | | -умение использовать инфинитивные конструкции и конструкции глаголов с-ing окончанием  -знание отличий в использовании инфинитивных конструкций с частицей to и без неё | | -умение использовать инфинитивные конструкции и конструкции глаголов с-ing окончанием  - знание значений фразового глагола “to keep”  -знание фиксированных предлогов, употребляемых с определёнными глаголами  -умение преобразовывать предложения с помощью данных слов  -умение выполнять задания формата ЕГЭ | | - умение понимать прочитанное художественное произведение  -умение литературно переводить  -умение выполнять задания на понимание прочитанного  -понимание стилистических особенностей текста (авторская ремарка)  -умение описывать литературного персонажа | | -умение писать эссе, выражающее мнение  -знание структуры данного эссе  -умение выражать собственное мнение и приводить подтверждающие аргументы | | -умение использовать основные аффиксы английского языка  -умение выполнять задания формата ЕГЭ | | -умение описывать достопримечательность своей страны  -умение читать текст и понимать основное содержание  -умение работать в группе | | -знание основной лексики по теме  - знание грамматического материала «Использование инфинитивных конструкций и конструкций глаголов с-ing окончанием »  - знание значений фразового глагола «to keep»  -знание фиксированных предлогов, употребляемых с определёнными глаголами | | -умение выполнять задания формата ЕГЭ | | -умение выполнять задания формата ЕГЭ | | -знание лексики по теме «Травмы»  -умение прогнозировать содержание произведения по заглавию  -умение обсуждать этические вопросы, затронутые в тексте  -умение выражать собственное мнение по теме | | - знание лексики по теме «Болезни»  - знание устойчивых выражений  - умение выполнять задания на установление причинно-логических связей в тексте формата ЕГЭ | | -умение влспринимать текст с целью нахождения необходимой информации  -умение заполнять предложенную форму на основе аудирования  -умение предлагать помощь и принимать/отказываться от неё | | -умение образовывать видовременные формы глагола в пассивном залоге | | -умение образовывать видовременные формы глагола в пассивном залоге  -знание значений фразового глагола “to go”  -знание фиксированных предлогов, употребляемых с определёнными глаголами  -умение преобразовывать предложения с помощью данных слов  -умение выполнять задания формата ЕГЭ | | - умение понимать прочитанное художественное произведение  -умение литературно переводить  -умение находить синонимы  -умение выполнять задания на множественный выбор формата ЕГЭ  -умение писать страничку дневника | | -умение писать короткие рассказы на заданную тему  -знание структурных особенностей, техники повествования, стилистических приёмов (сравнение. метафора, аллитерация, гипербола) | | -умение использовать основные аффиксы английского языка  -умение выполнять задания формата ЕГЭ | | -умение выполнять задания формата ЕГЭ | | -умение выполнять задания формата ЕГЭ | | -умение читать и обсуждать предложенное произведение | | -знание основной лексики по теме  - знание грамматического материала «Пассивный Залог»  - знание значений фразового глагола «to go»  -знание фиксированных предлогов, употребляемых с определёнными глаголами | | -Знание лексики по теме «Дом. Бездомные люди»  - умение брать/давать интервью  -умение описывать город, район  -умение обсуждать проблемы бездомных людей, выражать свои чувства | | -знание новых ЛЕ по теме  -умение употреблять новые ЛЕ в предложенных речевых ситуациях общения (раздражение, согласие. несогласие) | | -умение выполнять задания вида (true/false/notstated) на основе прослушанной информации формата ЕГЭ | | -умение употреблять модальные глаголы | | -умение употреблять модальные глаголы  -умение использовать фиксированные предлоги с глаголами  -знание значений фразового глагола “to do”  -умение выполнять задания формата ЕГЭ | | - умение понимать прочитанное художественное произведение  -умение литературно переводить  -умение выполнять задание на установление причинно-логических связей в тексте формата ЕГЭ  -умение обсуждать прочитанное | | - умение писать доклад с рекомендациями/предложениями  -знание особенностей формального стиля | | -умение использовать основные аффиксы английского языка  -умение выполнять задания формата ЕГЭ  -умение описывать дома в России | | -умение обсуждать  экологические проблемы | | -знание основной лексики по теме  - знание грамматического материала «Видовременные формы английского глагола» (Активный залог)  - знание значений фразового глагола «to come»  -знание фиксированных предлогов, употребляемых с определёнными глаголами | | -умение выполнять задания формата ЕГЭ | | -умение выполнять задания формата ЕГЭ | | -знание лексики по теме  -умение прогнозировать содержание произведения по заглавию  -умение понимать структуру текста  -умение выполнять задание на нахождение причинно-логических связей текста формата ЕГЭ | | -знание лексики по теме «СМИ»  - знание устойчивых выражений  -умение  -умение читать текст с поиском необходимой информации | | -умение воспринимать текст с целью понимания основного содержания  -умение выполнять задания формата ЕГЭ   -умение выражать одобрение/неодобрение. | | -умение использовать различные типы предложений в косвенной речи | | -умение использовать различные типы предложений в косвенной речи  - знание значений фразового глагола “to talk”  -знание фиксированных предлогов, употребляемых с определёнными глаголами  -умение преобразовывать предложения с помощью данных слов | | - умение понимать прочитанное художественное произведение  -умение литературно переводить  -умение прогнозировать содержание произведения  -умение цитировать и находить подтверждение цитат в тексте  -умение обсуждать преимущества иметь домашнего питомца | | -умение писать эссе с аргументами за и против,  -знание структуры данного эссе  -знание особенностей формального стиля | | -умение читать текст и понимать основное содержание  -умение работать в группе | | -умение использовать основные аффиксы английского языка  -умение выполнять задания формата ЕГЭ  -умение понимать основное содержание прочитанного | | -знание основной лексики по теме  - знание грамматического материала «Косвенная речь»  - знание значений фразового глагола «to talk»  -знание фиксированных предлогов, употребляемых с определёнными глаголами | | -умение выполнять задания формата ЕГЭ | | -умение выполнять задания формата ЕГЭ | | -знание лексики по теме «Надежды и мечты»  -умение прогнозировать содержание текста  -умение обсуждать планы на будущее | | -знание новых ЛЕ по теме «Обучение в Университете»  -умение употреблять новые ЛЕ в предложенных речевых ситуациях общения  -знание идиоматических выражений по теме | | - умение воспринимать текст с целью понимания необходимой информации  -умение заполнять таблицу необходимой информацией на основе прослушанного | | -умение употреблять условные предложения I,II,III типов  -умение употреблять инверсию в условных предложениях. | | умение употреблять условные предложения I,II,III типов  -умение использовать фиксированные предлоги с глаголами  -знание значений фразового глагола “to carry”  -умение выполнять задания формата ЕГЭ | | - умение понимать прочитанное художественное произведение  -умение литературно переводить поэтическое произведение  -умение понимать стилистические особенности произведения (противопоставления, сравнения, персонификацию) | | - умение писать деловые письма/e-mail  -знание особенностей формального стиля | | -умение прогнозировать содержание web страницы  -умение использовать лексику по теме «Жизнь в университете» | | -умение понимать структуру текста и устанавливать причинно-логические связи  -умение обсуждать  экологические проблемы  -умение работать в команде | | -знание основной лексики по теме  - знание грамматического материала «Условные предложения I,II,III типов»  - знание значений фразового глагола «tocarry»  -знание фиксированных предлогов, употребляемых с определёнными глаголами  -умение выполнять задания формата ЕГЭ | | -умение выполнять задания формата ЕГЭ | | -умение выполнять задания формата ЕГЭ | | -знание лексики по теме «Мистические места нашей планеты»  -умение прогнозировать содержание текста  -умение находить синонимичные выражения в тексте | | -знание новых ЛЕ по теме «Путешествие по воздуху»  -умение употреблять новые ЛЕ в предложенных речевых ситуациях общения  -умение выражать своё мнение | | - умение аудировать текст с целью понимания необходимой информации  -умение выполнять задания на многочисленный выбор формата ЕГЭ  -знание особенностей образования и произношения эмфатических предложений  - умение выражать просьбу | | -знание особенностей образования инверсии в предложениях  -знание существительных согласующихся только с глаголами только в единственным/множественном числе  -умениеупотреблятьслова, обозначающиеколичество(some/any/no/none/few/a few/a lot of/little/a little) | | -умение образовывать предложения, используя инверсивный порядок слов  -умение использовать фиксированные предлоги с глаголами  -знание значений фразового глагола “tocheck” | | - умение понимать прочитанное художественное произведение  -умение литературно переводить  -умение выполнять задание на установление причинно-логических связей в тексте формата ЕГЭ  -умение обсуждать прочитанное | | - умение описывать популярное туристическое место  -знание порядка использования  имён прилагательных  -умение использовать причастие II | | -умение понимать информацию, прочитанную в брошюре  -знание основных особенностей Британского и Американского Английского языка  -умение выразить своё мнение  - знание социокультурных особенностей стран изучаемого языка | | - умение выражать свое мнение об эко-туризме  -умение использовать основные аффиксы английского языка | | -знание основной лексики по теме  - знание грамматического материала «Инверсия в английском языке»  - знание значений фразового глагола «to check»  -знание фиксированных предлогов, употребляемых с определёнными глаголами | | -умение выполнять задания формата ЕГЭ | | -умение выполнять задания формата ЕГЭ |      КАЛЕНДАРНО - ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Unit/**  **Lesson** | **Theme** | | | | | **FORM11**  **Teaching Language Aspects** | | | | | | | | | | | | **Teaching Speech Aspects** | | | | | | | | | | | | | | | **Socio-cultural**  **information** | | | | | | **H/W** | | | | | **Vocabulary** | | | | | | | | | | **Grammar** | | **Speaking** | | | **Reading** | | | | **Listening** | | | | | **Writing** | | | | **Module1 - Relationships** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | Lesson1  Module 1  (1) | 1A Family | | | | | stepfather, stepmother, brother I –law, nephew, half-sister, mother-in-law, grandson, great-grandfather, ex-husband, widow, twin sister | | | | | | | | | |  | | Ex.4p.10 | | | Ex.2p.10 | | | | Ex.3p.10 | | | | |  | |  | | | | | | | Ex.5p.11  New Words  (learning) | | | | | Lesson2  Module1  (2) | 1A Family | | | | | wedding/marriage  Extended/immediate  Old/elderly  Generations/relations  Ancestors/relatives  Single parent/nuclear | | | | | | | | | |  | | Ex.7p.11 | | | Ex.5p.11  Ex.6p.11 | | | |  | | | | | Ex.8p.11 | |  | | | | | | | ***Words of Wisdom***  p.11  Opinion | | | | | Lesson3  Module1  (3) | 1B Relationships | | | | | Phr.- I think a lot of  I have a really good relationship with …  …supports me no matter what.  …’s always on my side.  …’s very special to me.  I’m not very closed to …  I often argue with my …  We have nothing in common.  We don’t often see eye to eye. | | | | | | | | | |  | | Ex.1p.12  Ex.3p.12 | | | Ex.2p.12 | | | | Ex.4p.12 | | | | |  | |  | | | | | | | Explaining the problem  Ex.4p.12  Phr.  (learning) | | | | | Lesson4  Module1  (4) | 1B Relationships | | | | | **Phr.- I’m afraid I have a complaint…**  **I’m really unhappy/annoyed/upset/**  **angry about …**  **Do you think you could do something about …?**  **I wonder if you could stop…**  **Would you mind stopping**  **Oh, sorry! I didn’t mean to upset you/I had no idea!**  **I’m really so/extremely sorry. Please accept my apologies.**  **I see/understand why you’re upset/ It won’t happen again.**  **Oh, I do apologise. I/We’ll try to do something about it.** | | | | | | | | | |  | | Ex.1p.13  Ex.7p.13 | | | Ex.6p.13 | | | | Ex.8p.13 | | | | | Ex.9p.13 | |  | | | | | | | Ex.10p.13  New Phr.  (learning) | | | | | Lesson5  Module1  (5) | 1C Grammar | | | | | **be visit to**  **be about**  **be on the point of**  **be due to**  **be bound/sure/certain** | | | | | | | | | | Present, Future and Past Tenses;  used to  be/get used to  would  dependent prepositions  Ex.1p.14, Ex.2p.14 | |  | | | Ex.4p.14 | | | |  | | | | |  | |  | | | | | | | Ex.3  p.14  Ex.5p.14 | | | | | Lesson6Module1  (6) | 1C Grammar | | | | | **be visit to**  **be about**  **be on the point of**  **be due to**  **be bound/sure/certain** | | | | | | | | | | Present, Future and Past Tenses;  used to  be/get used to  would  dependent prepositions | | Ex.6p.15 | | | Ex.7p.15  Ex.9p.15 | | | |  | | | | | Ex.8p.15 | |  | | | | | | | Ex.10p.15 | | | | | Lesson7  Module1  (7) | 1D The Devoted Friend | | | | |  | | | | | | | | | |  | |  | | | Ex.2p.16  Ex.3p.16 | | | |  | | | | |  | | Oscar Wilde | | | | | | | Ex.4p.16  An extract from the text for good reading | | | | | Lesson8  Module1  (8) | 1D The Devoted Friend | | | | |  | | | | | | | | | |  | | Ez.5p.17  Ex.6p.17  Ex.8p.17 | | |  | | | |  | | | | | Ex.7p.17 | |  | | | | | | | Explaining  the joke  p.17 | | | | | Lesson9  Module1  (9) | 1E Descriptive writing | | | | | **energetic, easy-going, talkative, lazy, bossy, optimistic, ambitious, selfish, hot-tempered, popular, shy, moody, confident, nervous, impatient, sensitive**  **in addition, also, and, both…and, as well, moreover, but, however, in spite of this, nevertheless, …** | | | | | | | | | |  | | Ex.1p.18 | | | Ex.2p.18  Ex.3p.18 | | | |  | | | | |  | |  | | | | | | | Ex.1p.18  (learning)  Ex.4p.19 | | | | | Lesson10  Module1  (10) | 1E Descriptive writing | | | | | Outgoing, trustworthy, reliable, immature, intelligent, sensible, helpful, stubborn, down- to earth | | | | | | | | | |  | |  | | | Ex.6p.19 | | | |  | | | | | Ex.5p.19  Ex.7p.20 | |  | | | | | | | Ex.8Ap.20 | | | | | Leson11  Module1  (11) | 1E Descriptive writing | | | | |  | | | | | | | | | |  | | Ex.9Ap.20 | | | Ex.8B  p.20 | | | |  | | | | |  | |  | | | | | | | Ex.9Bp.20 | | | | | Lesson12  Module1  (12)  **Test** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Module2 – Where there is a will there is a way** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | Lesson1  Module2  (13) | 2A Stress | | | | | **under stress**  **lose control**  **cope with**  **take easy**  **get smth off one’s chest**  **be up to one’s eyes in** | | | | | | | | | |  | | Ex.4p.28 | | | Ex.2p.28  Ex.3p.28 | | | | Ex.1p.28 | | | | |  | |  | | | | | | | Ex.5p.29 | | | | | Lesson2  Module2  (14) | | 2A Stress | | | | **be sick and tired of…**  **get smb down**  **take smth any more**  **get thing out of proportions**  **feel the strain of**  **build up for weeks**  **give smb a hard time** | | | | | | | | | |  | |  | | | Ex.6p.28  EX.7p.29  Ex.8p.  p29 | | | |  | | | | |  | |  | | | | | | | Words of wisdom  p.29 | | | | | Lesson3  Module2  (15) | | 2B Peer Pressure | | | | **peer pressure**  **million reasons**  **at sixes and sevens**  **in two minds**  **one in a million**  **six of one and half of dozen** | | | | | | | | | |  | | Ex.1p.30 | | | Ex.2p.30  Ex.4p.30 | | | | Ex.3p.30 | | | | |  | |  | | | | | | | Ex.5p.31 | | | | | Lesson4  Module2  (16) | | 2B Peer Pressure | | | | You don’t look very happy  What’s the matter?  You don’t look very well. What’s up?  Are you all right? You look a bit nervous. /worried.  Cheer up! Things can’t be that bad!  I’m sorry to hear that, but I am sure everything will be all right.  I’m sorry. You really need …  I know what you mean.  Well, I could be better.  I’m really a bit nervous/worried/fed up  I’m ready to explode.  …is/are driving me crazy.  I’m just going mad.  I can’t stand … any more. | | | | | | | | | |  | | Ex.7p.31 | | | Ex.8A  31p. | | | |  | | | | |  | |  | | | | | | Ex.8B  Ex.9p.31 | | | | | | Lesson5  Module2  (17) | | 2C Grammar in Use | | | |  | | | | | | | | | | Relative clauses  Prepositions in relative clauses  Dependent prepositions  Clauses of purpose, result, reason  Ex. 1p.32  Ex.2p.32  Ex.3p.32  Ex.4p.32 | |  | | |  | | | |  | | | | |  |  | | | | | | | Ex.5p.33 | | | | | | Lesson6  Module2  (18) | | 2C Grammar in Use | | | | put off  put on  put up  put down  put up with | | | | | | | | | | Ex.7p.33  Prepositions:  for/to/of/on | |  | | | Ex.6p.33 | | | |  | | | | | Ex.8p.33 | |  | | | | | | Ex.9p.33  Ex.10p.33 | | | | | | Lesson7  Module2  (19) | | 2D  Charlotte Bronte | | | |  | | | | | | | | | |  | | Ex.6p.35 | | | Ex.2B  p.34 | | | |  | | | | |  | | Charlotte Bronte | | | | | | Ex.5,6p.35 | | | | | | Lesson8  Module2  (20) | | 2D Charlotte Bronte | | | | cruel/educated/bad-mannered/lonely/arrogant | | | | | | | | | |  | |  | | | Ex.3p.34  Ex.4p.34 | | | |  | | | | |  | |  | | | | | | Ex.8p.35 | | | | | | Lesson9  Module2  (21) | | 2E  Informal/semiformal letters | | | |  | | | | | | | | | |  | |  | | | Ex.1p.36  Ex.2p.36 | | | |  | | | | |  | |  | | | | | | Ex.5p.p.37 | | | | | | Lesson10  Module2  (22) | | 2E Informal/semiformal letters | | | |  | | | | | | | | | |  | |  | | | Ex.6p.37 | | | |  | | | | | Ex.7p.37 | |  | | | | | | Ex.8p.37 | | | | | | Lesson11  Unit2  (23) | | 2E Informal/semiformal letters | | | |  | | | | | | | | | |  | | Ex.10p.38 | | | Ex.9p.38 | | | |  | | | | |  | |  | | | | | | Ex.11p.38 | | | | | | Lesson12  Module2  **(24)**  **Module2 Test** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Module 3- Responsibility** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Lesson1  Module3  (25) | | | | 3A  Crime and the Law | | | go to court  pay a fine  go to prison  get off with a warning  do community service | | | | | | | | |  | | Ex.1p.46 | | | Ex.2p.46  Ex.3p.46  Ex.4p.46 | | | |  | | | | |  | |  | | | | | | | Ex.5p.46 | | | | | Lesson2  Module3  (26) | | | | 3A  Crime and the Law | | | witness, suspects, sentence, imprisonment, crime, offence | | | | | | | | |  | | Ex.7p.47 | | | Ex.6p.47 | | | |  | | | | |  | |  | | | | | | | Words of  Wisdom  p.47 | | | | | Lesson3  Module3  (27) | | | | 3B Rights  and Responsibilities | | | have the right to, have no right, have the responsibility, do their bit, take responsibility for, stand up for your rights | | | | | | | | |  | | Ex.2p.48 | | | Ex.1p.48 | | | | Ex.6p.48 | | | | | Ex.4p.48 | |  | | | | | | | Ex.5p.48 | | | | | Lesson4  Module3  (28) | | | 3B Rights  and Responsibilities | | | | **thank goodness that’s over**  **be in the wrong**  **be obvious**  **mess around**  **it’s not on**  **to get at smb.**  **I am sorry … I didn’t mean to upset/hurt/worry you**  **I had no idea you were so upset about … Please forgive me!**  **I feel really bad about …**  **So please accept my apologies.**  **I realize I was/it’s wrong to …**  **I won’t do it again.**  **That’s quite alright.**  **Thanks, I really appreciate that.**  **No problem. Apology accepted.**  **Oh,its/it was nothing. Don’t worry about it./Don’t give it another thought!**  **It’s OK, you really don’t need to apologise.** | | | | | | | | |  | | Ex.11p.49 | | | Ex.7p.49  Ezx.8  p.49 | | | |  | | | | | Ex.9p.49 | |  | | | | | | | Ex.10p.49  Phrases:  expressing regret/responding(learning) | | | | | Lesson5  Module3  (29) | | | 3C Grammar in Use | | | |  | | | | | | | | | -**ing form/to-infinitive/infinitive without to** | | Ex.3p.50 | | | Ex.1p.50 | | | |  | | | | | Ex.2p.50 | |  | | | | | | | Ex.4p.50 | | | | | Lesson6  Module3  (30) | | | 3C Grammar in Use | | | |  | | | | | | | | | **Verbs taking infinitive or –ing form with a change of meaning** | |  | | | Ex.5p.51 | | | |  | | | | | Ex.6p.51  Ex..7p.51 | |  | | | | | | | Ex.8p.51 | | | | | Lesson7  Module3  (31) | | | 3D Literature  Charles Dickens | | | | **Expressing opinions**  **Listing points**  **Adding more points**  **Introducing contrasting viewpoints**  **Introducing examples**  **Concluding** | | | | | | | | |  | | Ex.1p.52  Ex.2p.52 | | | Ex.1p.52 | | | |  | | | | |  | |  | | | | | | | Ex.4p.53 | | | | | Lesson8  Module3  (32) | | | 3D Literature  Charles Dickens | | | |  | | | | | | | |  | | | Ex.8p.53 | | | Ex.7p.53 | | | |  | | | | |  |  | | | | | | | | | Ex.6p.53  Ex.5p.53 | | | | Lesson 9  Module3  (33) | | | 3E Opinion Essays | | | |  | | | | | | |  | | | |  | | | Ex.1p.54  Ex.2p.54 | | | |  | | | | |  | |  | | | | | | |  | | | | | Lesson  10  Module3  (34) | | | 3E Opinion Essays | | | |  | | | | | | |  | | | | Ex.5(1)p.55 | | | Ex.3A  p.54  Ex.5p.55  Ex.4p.55 | | | |  | | | | |  | |  | | | | | | | Ex.3Bp.55 Useful expressions  p.54(learning)  Ex.6p.55 | | | | | Lesson11  Module3  (35) | | | 3E Opinion Essays | | | |  | | | | | | |  | | | |  | | | Ex.7,8A,Bp.56 | | | |  | | | | |  | |  | | | | | | | 8C p.56  Ex.9p.56 | | | | | Lesson12  Module3  **Test**  (36) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Module4 - Danger** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Lesson1  Module4  (37) | 4A Against all odds | | | | |  | | | | | |  | | | | | | Ex.1p.64 | | | Ex.2p.64  Ex.3p.64 | | | | Ex.1p.64 | | | | |  | |  | | | | | Ex.4p.65 | | | | | | | Lesson2  Module4  (38) | 4A Against all adds | | | | | **cut, bruise, break, fracture,**  **sprain, stiff, scratch, swollen, hurt** | | | | | |  | | | | | | Ex.7p.65  Ex.9p.65 | | | Ex.5p.65  Ex.6p.65 | | | |  | | | | |  | |  | | | | | Ex.8p.65 | | | | | | | Lesson3  Module4  (39) | 4B Illness | | | | | **under the weather, be back on one’s feet, feel run down, drop like flies, look/feel off colour** | | | | | | |  | | | | |  | | | | Ex.2p.66  Ex.3p.66 | | |  | | | | | Ex.1p.66 | |  | | | | | Ex.4p.66 | | | | | | | Lesson4  Module4  (40) | 4B Illness | | | | | **You sound/look awful**  **Let me help you/Why don’t I help you?/Can I help you with…?**  **Sorry you’re not well. Would you like me to …?**  **You don’t look/sound very well at all. Shall I … for you?**  **Yes, please. That’s very kind of you.**  **Would you? That would be great/ a great help.**  **Oh, no than, I’ll be fine.**  **That’s really kind, but I think I can manage o do it/get it myself.**  **Actually, I’ve already got/done it. Thanks anyway.** | | | | | | |  | | | | | Ex.6p.67  Ex.8p.67 | | | | Ex.5p.67 | | | Es.7p.67 | | | | |  | |  | | | | | Ex.9,10 p.67 | | | | | | | Lesson5  Module4  (41) | 4C Grammar in Use  The Passive | | | | |  | | | | | | | **We are being followed**  **She is believed to be resting at home.**  **It is believed that she is**  **resting at home.** | | | | |  | | | | Ex.1p.68  Ex.4p.68 | | |  | | | | | Ex.2p.68  Ex.3p.68 | |  | | | | | Ex.5p.68 | | | | | | | Lesson6  Module4  (42) | 4C Grammar in Use  The Causative | | | | | **go on, go away, go into, go through, go ahead;**  **be allergic to**  **complain of**  **recover from**  **involve in**  **to treat for**  **to cover in** | | | | | | | **Sean had his cast taken off this morning**  **make/get/have** | | | | |  | | | | Ex.6p.69 | | |  | | | | | Ex.7p.69  Ex.8p.69 | |  | | | | | Phrasal Verb  **go**(learning)  Dependent  Prepositions  (learning)  Ex.11p.69 | | | | | | | Lesson7  Module4  (43) | 4D Literature  Mark Twain | | | | |  | | | | | | |  | | | | |  | | | | Ex.1p.70  Ex.2p.70  Ex.3p.70  Ex.4p.70 | | |  | | | | |  | |  | | | | | Ex.5p.71  Ex.6p.71 | | | | | | | Lesson8  Module4  (44) | 4D Literature  Mark Twain | | | | | **to fumble**  **to crawl**  **to creep**  **to dawdle**  **to sprint**  **to stomp** | | | | | | |  | | | | |  | | | | Ex.3p.71  Ex.4p.71 | | | Ex.3p.71 | | | | |  | |  | | | | | Ex.5p.71 | | | | | | | Lesson9  Module4  (45) | 4E Stories | | | | | **first/at first, then/next, /before, finally/in the end/eventually, within seconds/immediately, no sooner… than/hardly … when, just as …, while, by the time …** | | | | | | |  | | | | |  | | | | Ex.1p.72  Ex.2p.72  Ex.3p.72  Ex.4p.73 | | | Ex.2p.72 | | | | |  | |  | | | | | Ex.5p.73  Ex.6p.73 | | | | | | | Lesson10  Module4  (46) | 4E Stories | | | | | **threaten, grin, grab, swallow, glimpse, beam, stare, crawl, exclaim, whisper, gobble, grasp, snatch, munch, giggle, roar, rush, yell, stumble, dash, peer**  **as happy as a lark**  **as plain as a day**  **as quick as a flash**  **as sick as a dog**  **as white as a sheet** | | | | | | |  | | | | |  | | | | Ex.7p.74  Ex.8p.74 | | |  | | | | | Ex.12p.75  Ex.13p.75 | |  | | | | | Ex.10p.74  Ex.11p.75  Ex.12p.75  Ex.14p.75 | | | | | | | Lesson11  Module4  (47) | 4E Stories | | | | |  | | | | | | |  | | | | | Ex.17A p.76 | | | | Ex.16  p.76 | | |  | | | | |  | |  | | | | | Ex.17B p.76 | | | | | | | Lesson12  Module4  (48)  **Test** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Module5 – Who are you?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Lesson1  Module5  (49) | Module5  5A Reading ***A Life on the Streets*** | | | | | | | **Foster, couches, shivering with cold, odd night, cramped, drug addicts, filthy, choke, make ends meet, toss, dignity, vicious circle, self-esteem.** | | | | | | | | |  | Ex.1 p.84 | Ex.2p.84  Ex.3p.84 | | | | | Ex.2p.84 | | |  | | | | | | | | |  | | | | Ex.5p.85 | | | | Lesson2  Module5  (50) | Module5  5A Reading ***A Life on the Streets*** | | | | | | | **Squat, office, disused, fully-furnished, run-down, well-lit, posh, rough, residential, pedesrtrianised, abandoned** | | | | | | | | |  | Ex.6p.85  Ex.7p.85  Ex.8p.85 |  | | | | | |  | |  | | | | | | | | |  | | | | Translation of a paragraph from the textp.85(in writing) | | | | Lesson3  Module5  (51) | Module5  5B ***Problems in***  ***Neighbourhood*** | | | | | | | **have a roof over one’s head**  **throw money down the drain**  **take everything but the kitchen sink**  **lead smb. up the garden path** | | | | | | | | |  | Ex.1p.86 |  | | | | | | Ex.2p.86  Ex.A.86 | | Ex.4Bp.86 | | | | | | | | |  | | | | Ex.5p.87  Ex.4p.86(learning expressions) | | | | Lesson4  Module5  (52) | Module5  5B ***Problems in***  ***Neighbourhood*** | | | | | | | It drives me crazy.  It really gets on my nerves.  It makes make angry.  It really annoys me when …  I just can’t put up with it any more.  It’s a disgrace!  It makes my blood boil! | | | | | | | | |  | Ex.6p.87 |  | | | | | | Ex.7p.87  Ex.8p.87 | |  | | | | | | | | |  | | | | Ex.9p.87 | | | | Lesson5  Module5  (53) | Module5  5C Grammar in Use ***Modal Verbs*** | | | | | | |  | | | | | | | | | **must, have to, can ,may, should, might, mustn’t, can’t, don’t have to, needn’t, will, shall** |  | Ex.1p.88 | | | | | |  | | Ex.2p.88  Ex.3p.88  Ex.4p.88 | | | | | | | | |  | | | | Ex.5p.89 | | | | Lesson6  Module5  (54) | Module5  5C Grammar in Use ***Modal Verbs*** | | | | | | | **be beyond repair**  **be in good/bad condition**  **be in need of smth.**  **take a look at smth.**  **within easy reach of smth.**  **do up, do without smth, do in** | | | | | | | | | **must, have to, can ,may, should, might, mustn’t, can’t, don’t have to, needn’t, will, shall** | Ex.6p.89 | Ex.8,9p.89 | | | | | |  | | Ex.7p.89 | | | | | | | | |  | | | Ex.10p.89  Dependent prepositions(learning)  Phrasal verb **do(**learning) | | | | | Lesson7  Module5  (55) | Module5  5D Literature  Thomas Hardy  ***Tess of the d’Urbervilles*** | | | | | | | **fate, pastures, grumbling, troublesome, estate, thriving, ornamental, descendant** | | | | | | | | |  | Ex.2p.90 | Ex.1p.90  Ex.3p.90 | | | | | |  | |  | | | | | | | | Thomas Hardy  ***Tess of the d’Urbervilles*** | | | | Ex.4p.91 | | | | | Lesson8  Module5  (56) | Module5  5D Literature  Thomas Hardy  ***Tess of the d’Urbervilles*** | | | | | | | **mansion, cottage, stables, lodge, manor, shed, hall, greenhouse** | | | | | | | | |  | Ex.5p.91  Ex.6p.91 |  | | | | | |  | |  | | | | | | | | Thomas Hardy  ***Tess of the d’Urbervilles*** | | | | Translation of a paragraph from the text(in writing) | | | | | Lesson9  Module5  (57) | Module 5 Writing Skills Reports | | | | | | | Introduction, Main Body, Conclusion | | | | | | | | |  |  | Ex.1p.92  Ex.2p.92 | | | | | |  | |  | | | | | | | |  | | | | Ex.3p.93 | | | | | Lesson10  Module5  (58) | Module 5 Writing Skills Reports  **Linking words and phrases** | | | | | | |  | | | | | | | | |  |  | Ex.4Ap.93 | | | | | |  | | Ex.4B p.93  Ex.5p.93 | | | | | | | |  | | | | Linking words and phrases(learning)p.93 | | | | | Lesson11  Module5  (59) | Module 5 Writing Skills Reports  **Linking words and phrases** | | | | | | |  | | | | | | | | |  | Ex.7p.94 | Ex.6p.94  Ex.8Ap.94 | | | | | |  | |  | | | | | | | |  | | | | Ex.8B p.94 | | | | | **Lesson12**  (60)  **Module5 Test** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Module6 - Communication** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Lesson1  Module6  (61) | Module6  6A Reading- ***Hello…Is Anyone Out There?*** | | | | | | | | planets, moons, comet, galaxy, solar system, satellite  grains of sand, hunt, sweeping the skies, military broadcast, civilisations, all the same, the human race, analyse, convincing evidence | |  | | | | | | | Ex.2p.102 | Ex.1p.102  Ex.3p.102 | | | | | | Ex.4p.103 | |  | | | | | | | |  | | | | Ex.5p.103 | | | | | Lesson2  Module6  (62) | Module6  6A Reading- ***Hello…Is Anyone Out There?*** | | | | | | | | **telescope, orbit, radio waves, antenna, laser, beam, signals, satellite, cosmos** | |  | | | | | | | Ex.7p.103  Words of Wisdom |  | | | | | |  | | Ex.6p.103 | | | | | | | | Stephen Hawking  SETI | | | | Ex.8p.103 | | | | | Lesson3  Module6  (63) | Module6  6BNewspapers and Media | | | | | | | | tabloid, broadsheet  running, gutter, top, unfold, shred, broadcast,  updates, hit, come out, developments | |  | | | | | | | Ex.1p.104  Ex.4p.104 | Ex.2p.104 | | | | | |  | |  | | | | | | | |  | | | | Ex.4p.104(learning phrases) | | | | | Lesson4  Module6  (64) | Module6  6BNewspapers and Media | | | | | | | | **Everyday English**- Breaking news, Showing Surprise, Expressing Doubt |  | | | | | | | | Making up dialogues  Ex.7p.105 | Ex.5p.105 | | | | | | Exz.8p.  105  Ex.9p.105 | | Ex.6p.105 | | | | | | | |  | | | | | Ex.10p.105 | | | | Lesson5  Module6  (65) | Module6  6C Grammar in Use | | | | | | | |  | | – Reported Speech/Reported Statements | | | | | | |  | Ex.1p.106 | | | | | |  | | Ex.2,3p.107 | | | | | | |  | | | | | | Ex.10p.107 | | | | Lesson6  Module6  (66) | Module6  6C Grammar in Use- Reported Questions/  Commands | | | | | | | |  | | Reported Questions/  Commands  Reporting Modals | | | | | | |  | Ex.4p.106 | | | | | |  | | | | Ex.5p.107  Ex.6p.107  Ex.9p.107 | | | | |  | | | | | | 8p.107  Ex.11p.107 | | | | Lesson7  Module6  (67) | Module6  6D Literature  Jack London  ***White Fang*** | | | | | | | | **whine, attention, remainder, sharp, turn upon them, comfort, breed, drag on, twitch, decisively**  **growl, scream, shake, bark, stumble, pant** | |  | | | | | | | Exz.2p.108 | Ex.1p.108 | | | | | |  | | | | Ex.4Ap108 | | | | |  | | | | | | Ex.4Bp.108  Ex.5p.109 | | | | Lesson8  Module6  (68) | Module6  6D Literature  Jack London  ***White Fang*** | | | | | | | |  | |  | | | | | | | Ex.7p.109  Ex.8p.109  Ex.9p.109 |  | | | | | | Ex.6p.109 | | | |  | | | | |  | | | | | | Ex.10p.109  Translation of a paragraph from the text | | | | Lesson9  Module6  (69) | Module6  6E For-and-Against Essays | | | | | | | |  | |  | | | | | | | Ex.1p.110  Ex.2p.110 |  | | | | | |  | | | | Ex.1p.110  Ex.3p.111 | | | | |  | | | | | | | Ex.4p.111 | | | Lesson10  Module6  (70) | Module6  6E Topic and Supporting Sentences  Impersonal Style | | | | | | | |  | |  | | | | | | | Ex.5p.111 |  | | | | | | |  | | | Ex.6p.111  Ex.7p.111 | | | | |  | | | | | | | Ex.8p.112 | | | Lesson11  Module6  (71) | Module6  6E Discuss and Write | | | | | | | |  | |  | | | | | | | Ex.10p.112 |  | | | | | | |  | | | Ex.9p.112  Wx.10Ap.  112 | | | | |  | | | | | | | Ex.10Bp.112  Ex.11p.112 | | | Lesson12  Module6  (72) | Module6  Culture Corner  Languages of the British Isles | | | | | | | |  | |  | | | | | | | Ex.2p.113  Ex.3p.113 | Ex.1p.113 | | | | | | |  | | |  | | | | | Welsh  Irish Gaelic  Scottish Gaelic  Manx Gaelic  Cornish Gaelic | | | | | | | Ex.5p.113 | | | Lesson13  Module6  (73) | Module6  Culture Corner  Getting the Message Across | | | | | | | |  | |  | | | | | | | Ex.1p.114  Exz.3p.114 | Ex.2p.114 | | | | | | |  | | |  | | | | |  | | | | | | | Ex.4p.114 | | | **Lesson14**  (74)  **Unit6 Test** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Module7 – In days to come** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Lesson1  Module7  (75) | Module7  7A **Hopes and Dreams** | | | | | **achieve, come up against, overcome, come, long to, make, take, move, face, reach, reject**  **dash one’s hopes**  **in the hope that**  **hope for the best**  **get one’s hopes up**  **give up hope**  **have high hopes of**  **pin one’s hopes on** | | | | |  | | | | | | | Ex.1p.120 | | Ex.2p.  120  Ex.3p.  120 | | | | |  | | |  | | | | | |  | | | | | | | Ex.4,5p.120 | | | Lesson2  Module7  (76) | Module7  7A **Hopes and Dreams** | | | | | **achieve, come up against, overcome, come, long to, make, take, move, face, reach, reject**  **dash one’s hopes**  **in the hope that**  **hope for the best**  **get one’s hopes up**  **give up hope**  **have high hopes of**  **pin one’s hopes on** | | | | |  | | | | | | | Ex.7p.121 | |  | | | | |  | | | Ex.6p.121 | | | | | |  | | | | | | | | Words of Wisdom p.121 | | Lesson3  Module7  (77) | Module7  7B **Education and Training**  **Talking About Plans and Ambitions** | | | | | **complete, drop out, apply for, graduate, enroll, hand in, win, do, study, attend**  **live and learn**  **beat around the bush**  **carry the can**  **dream up an excuse**  **you can’t teach an old dog new tricks**  Have you made any/What are your plans for…?  What are you planning/ hoping /going to do …?-  I’m going/planning/hoping to/thinking of…  I’ve decided/made up my mine to …  I guess/think I’ll …  If I can, I’d really like to/ I think it would be great to …  I’ve always wanted to … | | | | |  | | | | | | | Ex.1p.122  Ex4p.123 | | Ex.2p.122 | | | | |  | | |  | | | | | |  | | | | | | | | Ex.3p.122  Ex.9p.123 | | Lesson4  Module7  (78) | Module 7  7B **Talking About Plans and Ambitions** | | | | | Have you made any/What are your plans for…?  What are you planning/ hoping /going to do …?-  I’m going/planning/hoping to/thinking of…  I’ve decided/made up my mine to …  I guess/think I’ll …  If I can, I’d really like to/ I think it would be great to …  I’ve always wanted to … | | | | |  | | | | | | | Ex.6p.123 | |  | | | | | Ex.5p.123  Ex.7p.123,Ex.8p.123 | | |  | | | | | |  | | | | | | | | Ex.5p.123 | | Lesson5  Module7  (79) | Module7  7C Grammar in Use | | | | |  | | | | | Conditionals(1,2,3)  If/When +Present Simple(Future Simple/can/must/may+ bare infinitive)  If + Past Simple/Continuous(would/could/might + Present bare Infinitive)  If + Past Perfect/Past Perfect Continuous(would/could/might +Perfect bare Infinitive)  Inversion in Conditional Sentences | | | | | | |  | | Ex.1p.124  Ex.3p.124 | | | | |  | | | Ex.2p.124 | | | | | |  | | | | | | | | Ex.7p.125  Ex.8p.125 | | Lesson6  Module7  (80) | Module7  7C Grammar in Use | | | | |  | | | | | Inversion in Conditional Sentences  Unreal Past  [www.britishcouncillearnenglishteensgrammar-](http://www.britishcouncillearnenglishteensgrammar-) conditionals | | | | | | |  | | Ex.4p.124  Ex.5p.125 | | | | |  | | | Ex.4p.124  Ex.5p.125  Ex.6p.125 | | | | | |  | | | | | Ex.9p.125  [www.britishcouncillearnenglishteensgrammar-](http://www.britishcouncillearnenglishteensgrammar-) conditionals | | | | | Lesson7  Module7  (81) | Module7  7D Literature  Rudyard Kipling***- IF*** | | | | | master, aim, triumph, trap for fools, turn, loss, force, unforgiving, worth | | | | |  | | | | | | |  | | Ex.1p.126  Ex.2p.126  Ex.3p.126 | | | | | Ex.2p.126 | | |  | | | | | |  | | | | | Ex.5p.127 | | | | | Lesson8  Module7  (82) | Module7  7D Literature  Rudyard Kipling***- IF*** | | | | |  | | | | |  | | | | | | | Ex.6p.127  Ex.7p.127  Ex.9p.127 | |  | | | | |  | | |  | | | | | |  | | | | | Ex.11p.127 | | | | | Lesson9  Module7  (83) | Module7  7E Writing Skills Formal Letters | | | | | a formal greeting/a first paragraph/a main body/a final paragraph/a formal ending | | | | |  | | | | | | |  | | Ex.1p.128  Ex.2p.128  x.3p.129 | | | | |  | | |  | | | | | |  | | | | | Ex.4,5,6p.129 | | | | | Lesson10  Module7  (84) | Module7  7E Writing Skills | | | | |  | | | | |  | | | | | | | Ex.8p.130 | | Ex.7A p.130 | | | | |  | | | Ex.7B p.130 | | | | | |  | | | | | Ex.9p.130 | | | | | **Lesson11**  (85)  **Module7 Test** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Module8 – Travel** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Lesson1  Module8  (86) | | | | | Module 8A  Mystic Places |  | | | | | | |  | | | | | Ex.4p.138 | | | | | Ex.1p.  138  Ex.3p.  138 | | Ex.1p.138 | | |  | | | | | |  | | | | | Ex.2p.138  Ex.5p.139 | | | | | Lesson2  Module8  (87) | | | | | Module8A  Mystic Places |  | | | | | | |  | | | | | Ex.7p.139 | | | | | Ex.6p.139 | |  | | | Ex.6p.139 | | | | | |  | | | | | Words of Wisdom(interpretation) | | | | | Lesson3  Module8  (88) | | | | | Module 8B  Airports and Travel | aisle, boarding, cabin, hand, delayed, take –off, air traffic, jet, short, poor | | | | | | |  | | | | | Ex.1p.140  Ex.4p.140 | | | | | Ex.2p.  140 | |  | | |  | | | | | |  | | | | | Ex.5p.141  Ex.6p.141 | | | | | Lesson4  Module8  (89) | | | | | Module 8B  Airport and Travel Intonation9emphatic phrases) |  | | | | | | |  | | | | |  | | | | | Ex.7p.  141 | | Ex.8p.141  Ex.9p.141 | | |  | | | | | |  | | | | | Ex.4p.140(in writing) | | | | | Lesson5  Module8  (90) | | | | | Module8C  Inversion  Plural/Singular nouns |  | | | | | | |  | | | | |  | | | | | Ex.1p.  142  Ex.4p.  142 | |  | | | Ex.2,3p.142 | | | | | |  | | | | | Ex.5p.143  Ex.1p.142(learning) | | | | | Lesson6  Module8  (91) | | | | | Module 8C  Quantifiers/Phrasal Verb | Check in/on/out/over/off | | | | | | |  | | | | |  | | | | | Ex.6p.  143  Ex.7p.  143 | |  | | | Ex.8p.143  Ex.9p.143 | | | | | |  | | | | | Ex.10, 11  p.143 | | | | | Lesson7  Module8  (92) | | | | | Module 8D  Literature  Jonathan Swift Gulliver’s Travels  **Quick Test** |  | | | | | | |  | | | | | Ex.1p.144 | | | | | Ex.1p.  144  Ex.3p.  144 | | Ex.2p.144 | | |  | | | | | |  | | | | | Ex.4p.144  Ex.5p. 145 | | | | | Lesson8  Module8  (93) | | | | | Module 8D  Literature  Jonathan Swift Gulliver’s Travels |  | | | | | | |  | | | | | Ex,8p.145 | | | | |  | |  | | | Ex.6p.145  Ex.7p.145  Ex.9p.145 | | | | | |  | | | | | Ex.10p.145 | | | | | Lesson9  Module8  (94) | | | | | Module 8E  Writing Skills  Description of Places  My Favourite Place | Plan  Introduction  Main Body  Conclusion | | | | | | |  | | | | | Ex.1p.146  Ex.3p.146 | | | | | Ex.1p.  146  Ex.2p.  146  Ex.4p.  146 | |  | | |  | | | | | |  | | | | | Ex.5p.146  Ex.1p.146(learning) | | | | | Lesson10  Module8  (95) | | | | | Module 8E  Description of Places |  | | | | | | | Adjectives/Adverbs | | | | |  | | | | | Ex.8p.  147  Ex.9p.  147 | |  | | | Ex.6p.147  Ex.7p.147 | | | | | |  | | | | | Ex.10p.147 | | | | | Lesson11  Module8  (96) | | | | | Module8E  Description of places |  | | | | | | | Past Participle | | | | | Ex.12p.148 | | | | | Ex.11p.  148  Ex.12p.148 | |  | | |  | | | | | |  | | | | | Ex.13p.148 | | | | | Lesson12  Module8  (97)  **Test** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Lesson13  Module8  (98) | | | | | Revision  Module1Vocabulary+Grammar |  | | | | | | |  | | | | |  | | | | |  | |  | | | pp.156/164/165 | | | | | |  | | | | | Revision  Module2  Vocabulary +Grammar  P.157/166/  167 | | | | | Lesson14  Module8  (99) | | | | | Revision  Module3  Vocabulary +Grammar |  | | | | | | |  | | | | |  | | | | |  | |  | | | pp.158/168/169 | | | | | |  | | | | | Revision  Module4  Vocabulary +Grammar pp.159/170/171 | | | | | Lesson15  Module8  (100) | | | | | Revision  Module5  Vocabulary + Grammar |  | | | | | | |  | | | | |  | | | | |  | |  | | | pp./160/172/173 | | | | | |  | | | | | Revision  Module6  Vocabulary +  Grammar pp.  161/174 | | | | | Lesson16  Module8  (101) | | | | | Revision  Module7  Vocabulary + Grammar |  | | | | | | |  | | | | |  | | | | |  | |  | | | p.162 | | | | | |  | | | | | Revision  Module7  Vocabulary +  Grammar pp.  176-177 | | | | | Lesson17  Module8  (102) | | | | | Revision  Module8  Vocabulary + Grammar |  | | | | | | |  | | | | |  | | | | |  | |  | | | p.163 | | | | | |  | | | | | Revision  Module8  Vocabulary + Grammar  p.178-179 | | | |                 **Список  литературы для учителя.**  ·  Примерные программы по иностранным языкам среднего (полного) общего образования [Текст] /Примерные программы по иностранным языкам// Иностранные языки в школе. – 2005. – № 5.  ·  Образовательный стандарт среднего (полного) общего образования по иностранному языку. 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