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**Учебно-тематическое планирование по УМК "English in Mind"**

**на 2015-2016 учебный год**

Воронеж 2015

Дополнительная образовательная программа

 «Английский язык. Starter»(подростки)

(в режиме 1 года по 4 часа в неделю с сентября по май, всего 144 академических часа)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Тема | Кол-вочасoв | № занятия | Грамматика | Лексика | Произношение | Говорение | Аудирование | Чтение | Письмо | Проект |
| Входное тестированиеWelcome sectionUnit 1 Countries and nationalities | 266 | 12-45-7 | the verb  *be* (singular): statements and questions; Who? What?How old?Where? | countries and nationalities | from | talking about nationalities and where people are from | a text about heroes and heroines | a text about famous people | a text about yourself |  |
| Unit 1 test | 2 | 8 |  |  |  |  |  |  |  |  |
| Unit 2 Likes and dislikes;music | 6 | 9-11 | the verb *be*: plural negative and questions;I (don’t) like;Do you like;object pronouns | positive/ negative adjectives. | /i/ and /i:/ | expressing likes and dislikes | people talking about things they (don’t) like | an interview with a pop star | an email about a favourite music band |  |
| Check your progressModule 1 test | 2 | 12 |  |  |  |  |  |  |  |  |
| Unit 3 Family | 6 | 13-15 | present simple: positive and negative; questions and short answers; possessive ‘s | family | /s/, /z/ and /iz/ | talking about your family; asking about habits | someone talking about their family; a magazine article about a famous person | an article about a famous person; a text about two Britiish families | a para about your family |  |
| Unit 3 test | 2 | 16 |  |  |  |  |  |  |  |  |
|  Video lesson | 2 | 17 |  |  |  |  |  |  |  |  |
| Unit 4 People and places | 6 | 18-20 | there is/there are; positive imperatives | places in towns; numbers 100+ | /d/ and /t/ | giving directions | people giving and asking for directions | a webpage about things to do in London | a short text about your town or city | a touristleaflet |
| Check your progressModule 2 test | 2 | 21 |  |  |  |  |  |  |   |  |
| Unit 5 Describing people | 6 | 22-24 | have/has gotWhy? because | parts of the body | /v/ they’ve | asking and answering questions with havegot; describing people; giving personal info | describing people; personal information | an article about pets in different countries and an article about people and chimps | wrtiting about your family and friends |  |
| Video lesson | 2 | 25 |  |  |  |  |  |  |  |  |
| Unit 5 test | 2 | 26 |  |  |  |  |  |  |  |  |
| Unit 6 Food | 6 | 27-29 | countable and uncountable nouns; this/these/that/thoseI’d like/Would you like? | food | /w/ would | ordering food in a restaurant | ordering food in a restaurant;an article about unusual food from around the world | an article about unusual food from around the world | an email about yourself |  |
| Module 3 test | 2 | 30 |  |  |  |  |  |  |  |  |
| Midterm test | 2 | 31 |  |  |  |  |  |  |  |  |
| Unit 7TV programmes and viewing habbits | 6 | 32-34 | present simple with adverbs of frequency | days of the week; TV programmes; telling the time | compound nouns | talking about regular activities and daily routine  | an interview about TV and TV programmes; an article about different ways of life; a text about what British teenagers watch on TV | an article about different ways of life; a text about what British teenagers watch on TV | a para about TV |  |
| Video lesson | 2 | 35 |  |  |  |  |  |  |  |  |
| Unit 7 test | 2 | 36 |  |  |  |  |  |  |  |  |
| Unit 8 Feelings | 6 | 37-39 | negative imperative | adjectives to describe feelings | linking sounds | describing how you feel | a story about a relationship; a song; photostory | a personal email | an email about your friends and school |  |
| Module 4 test | 2 | 40 |  |  |  |  |  |  |  |  |
| Unit 9 Sport | 6 | 41-43 | can/can’t (ability); like/don’t like+-ing | sports | can/can’t | asking and answering questions about ability; talking about what you like and don’t like doing | a text about disabled athlete; information about abilities of people and animals;a conversation about sport | a text about disabled athlete;a text about sport in British schools | an email about sport | a class survey:free time |
| Video lesson | 2 | 44 |  |  |  |  |  |  |  |  |
| Unit 9 test | 2 | 45 |  |  |  |  |  |  |  |  |
| Unit 10 Present Activities | 6 | 46-48 | present continious | house and furniture | /h/ have | talking about what people are doing; describing your house or flat | a text about someone sailing around the world; sounds, saying what people are doing | a text about someone sailing around the world | a holiday postcard |  |
| Module 5 test | 2 | 49 |  |  |  |  |  |  |  |  |
| Unit 11 Clothes and special days | 6 | 50-51 | prepositions at, in, on; can/can’t (permission); one/ones | months of the year and seasons; clothes | /ǽ/ and /e/ | asking and answering about clothes and shopping | special days in Scotland; description of clothes and shopping | special days in Scotland; an article about the Edinburgh Festival | an email about a festival in your country |  |
| Video lesson | 2 | 52 |  |  |  |  |  |  |  |  |
| Unit 11 test | 2 | 53 |  |  |  |  |  |  |  |  |
| Unit 12 Famous pop stars from the past | 6 | 54-56 | past simple: was/wasn’t/were/weren’t | time expressions; ordinal numbers and dates | was/wasn’t and were/weren’t | using time expressions to talk about the previous day; talking about dates and birthdays | an article about the death of three musucians; a dialogue about the Beatles; dates | an article about the death of three musucians | an email to your friend about a holiday | presentation about a band/singer |
| Module 6 test | 2 | 57 |  |  |  |  |  |  |  |  |
| Unit 13 Famous women from the past | 6 | 58-60 | past simple regular and irregular verbs (statements, questions and negatives) | verb and noun pairs | -ed endings | completing a questionnaire about past activivties | an article about Rosa Parks; a radio quiz about past events | an article about Rosa Parks; an article about Queen Elisabeth 1 | a para about a famous person for a school magazine |  |
| Video lesson | 2 | 61 |  |  |  |  |  |  |  |  |
| Unit 13 test | 2 | 62 |  |  |  |  |  |  |  |  |
| Unit 14Comparing life in the past with life now | 6 | 63-65 | comparison of adjectives;than | adjectives and opposites | than /δən/ | describing thingscomparing people, places and objects | a dialogue comparing life now and in the past | a text about a hotel owner in Thailand | a competition entry | changes in your country |
| Video lesson | 2 | 66 |  |  |  |  |  |  |  |  |
| Module 7 test | 2 | 67 |  |  |  |  |  |  |  |  |
| Revision | 4 | 68-69 |  |  |  |  |  |  |  |  |
| Final test | 4 | 70-71 |  |  |  |  |  |  |  |  |
| Farewell lesson | 2 | 72 |  |   |  |  |  |  |  |  |

**Дополнительная образовательная программа**

**«Английский язык. Уровень: Elementary»**

 **( в режиме 1 год по 4 часа в неделю с сентября по май, всего 144 академических часа)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Тема | Количество часов | Номер занятия | Грамматика | Лексика | Говорение | Аудирование | Чтение | Письмо |
| **Welcome section A-D**(People; Rooms and homes; Activities; In town and shopping)**Entry Tests A-D** | 10 | 1-5 | The verb be,Possessive adjectives,Have/has got,There is/are,Prepositions of place,Imperatives,Adverbs of frequency,Object pronouns,Can/can’t | Colours,Rooms, furniture,Activity verbs,Places, clothes, money | Greetings,Introducing yourself,Asking questions about countries and nationalities,Talking about possessions,Describing the room, talking about daily routine,Describing the town,Talking about clothes | Dialogues about different people introducing themselves,Dialogues about abilities | Dialogues,emails | Writing sentences about times, daily routine, abilities |
| **Unit 1****Free time** | 6 | 6-8 | Present simple (positive, negative, questions, short answers)Like + -ing | Hobbies and interests, school subjects | Talking about school,Talking about hobbies,Expressing likes and dislikes | An interview about a hobby | Article: An unusual hobby,Culture in mind: School clubs | Email about your hobbies and interests |
| **Unit 2** **Helping other people** | 8 | 9-12 | Present continuous for activities happening now,Present simple vs. present continuous | Housework,Everyday English | Talking about housework,Arranging to meet, making plans | Radio interview  | Article: Helping at a hospitalPhotostory: Let’s give him a hand | Email about organising a party |
| **Progress test****Units 1-2** | 2 | 13 |  |  |  |  |  |  |
| **Unit 3****Who’s your hero?** | 6 | 14-16 | Past simple: be and regular verbs (positive and negative),Was born / were born | Multi-word verbs,Memory words | Talking about the past,Talking about where/when people were born | Presentation of “my hero” | Article: Erin Brockovich,Culture in mind: Remembering heroes  | Three paragraphs about your hero |
| **Unit 4****Making friends** | 8 | 17-20 | Past simple (regular and irregular verbs; questions and short answers) | Past time expressions, sports,Everyday English,Sports equipment and places | Asking about the past,Retelling a story,Alibi – a game | Television story,Song “You’ve got a friend in me” | Article: The ping pong friendship that changed the world, Photostory: Not a nice thing to say | Diary entry or email about an enjoyable weekend  |
| **Progress test****Units 3-4** | 2 | 21 |  |  |  |  |  |  |
| **Project 1**A presentation about a well-known sports person | 2 | 22 |  |  |  |  |  |  |
| **Unit 5****Successful people** | 6 | 23-25 | Have to / don’t have to | Jobs, work and money | Talking about obligations,Describing job requirements,Talking about people and their jobs | Descriptions of future jobs | Article: What does ‘success’ mean?Article: Following a dreamCulture in mind: Teenagers: earning money | Description of a job |
| **Unit 6****Eat for life** | 8 | 26-29 | Countable and uncountable nouns,A/anSome/anyMuch/many | Food and drink,Everyday English | Talking about food and fitness,Talking about places to eat | School canteen dialogue | Article: A long and healthy lifePhotostory: A double ice cream  | Paragraph about food and fitness |
| **Progress Test****Units 5-6** | 2 | 30 |  |  |  |  |  |  |
| **Unit 7****Learning languages** | 6 | 31-33 | Comparatives and superlatives | Language learning | Comparing things,Talking about learning English  | Interviews about language learning | Article: speaking in many tonguesCulture in mind: Teen talk | Description or email about language learning |
| **Midterm test****Units 1-7** | 4 | 34-35 |  |  |  |  |  |  |
| **Unit 8****We’re going on holiday** | 8 | 36-39 | Present continuous for future arrangements | Future time expressions,Holiday activities | Talking about arrangements,Discussing holiday plans,Talking about holidays  | Radio show about family holidays,Dialogue about holiday plans | Magazine article: Family holidays can be fun!Travel brochure: Welcome to Cape Town – the city that has everything!Photostory: Having fun? | Email about a trip |
| **Project 2**A class survey | 2 | 40 |  |  |  |  |  |  |
| **Unit 9****It’ll never happen** | 6 | 41-43 | Will / won’t | Expressions to talk about the future,Expressions to talk about fortune telling | Making predictions,Talking about your future life,Talking about fortune telling | Future predictionsSong: When I’m sixty-four | Article: Getting the future wrong!Culture in mind: Fortune telling | Text predicting the future |
| **Unit 10****Don’t give up** | 8 | 44-47 | Too + adjective,adverbs | The weather,Everyday English | Describing actions,Describing the weather | A weather forecast,Dialogue about life of Hermann Maier | Article: Jungle survivalPhotostory: Keep on running | Email giving advice to a friend |
| **Progress Test****Units 9-10** | 2 | 48 |  |  |  |  |  |  |
| **Unit 11****Promises, promises** | 6 | 49-51 | Be going to,Must / mustn’t | Multi-word verbs (2)prepositions | Talking about intentions,Talking about a song | Dialogue about a New Year’s Eve party,Song: Wonderful world, beautiful people | Article: In NY for New Year’s EveCulture in mind: Reggae music | Email about New Year’s Eve |
| **Project 3**A poster about the future | 2 | 52 |  |  |  |  |  |  |
| **Unit 12****What a brave person!** | 8 | 53-56 | First conditional,When and if | Adjectives of feelingEveryday English  | Expressing future possibilities,Discussing bravery | Dialogues about bravery | Article: Subway heroPhotostory: Chicken | Description of a film, book or TV programme |
| **Progress test****Units 11-12** | 2 | 57 |  |  |  |  |  |  |
| **Unit 13****Travellers’ tales** | 6 | 58-60 | Should / shouldn’tWhat’s it like? | Personality adjectives,Adjectives for expressing opinions | Giving advice and recommendations,Talking about what somebody is like | Dialogue about different customs around the world,A quiz about UK culture | Quiz: What do you know about UK culture?Culture in mind: Heroic Ulises on a journey of hope | Email giving tips to a tourist |
| **Unit 14****Crazy records** | 8 | 61-64 | Present perfect + ever / never | Verb and noun pairs,Expressions with *sleep*Everyday English  | Talking about life experiences,Talking about things you’ve never done | Conversation about strange world records | Article: You’ve never seen anything like this! Article: He holds the record – for records!Photostory: What’s the next thing? | Email about a visit to Los Angeles |
| **Progress Test****Units 13-14** | 2 | 65 |  |  |  |  |  |  |
| **Project 4**A talk on an event that happened this year | 2 | 66 |  |  |  |  |  |  |
| **Revision** **Units 1-14** | 8 | 67-70 |  |  |  |  |  |  |
| **Final test** | 4 | 71-72 |  |  |  |  |  |  |

**Дополнительная образовательная программа**

**«Английский язык. Уровень: Pre-Intermediate»**

**Учебно-тематическое планирование**

**(в режиме 1 год по 4 часа в неделю с сентября по май, всего 144 академических часа)**

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| --- | --- | --- | --- |
| Welcome sectionр.5-11 | 6 | 1-3 | **A** Present Simple; Present Continuous; *have to/ don’t have to*; hobbies and interests, jobs**B** Past Simple; *much/many*; *some/any*; comparative and superlative adjectives; food; multi-word verbs**C** *will/won’t*; *too*+adjective; adverbs; *be going to*; expressions to talk about the future; future time expressions; weather**D** First conditional; *should/ shouldn’t;* Present Perfect with *ever/never*; adjectives for feelings and opinions; personality adjectives |

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| **Unit** | **Hours** | **№ за-нятия** | **Grammar** | **Vocabulary** | **Pronunciation** | **Speaking&Functions** | **Listening** | **Reading** | **Writing** |
| 1 Great idea!р.12-17 | 8 | 4-7 | Past continuousPast continuous vs. past simple,*when and while* | Phrases with *get*Vocabulary bank: phrases with *get* | *was* and *were* | Describing past activitiesDiscussion: music | Science fiction story | Article: What did they invent?Article: Be an inventor!Culture in mind: The history of listening tu music | Story about an invention |
| 2 He ran fasterр.18-14  | 8 | 8-11 | Comparative and superlative adjectives*not as … as*Adverbs/comparative adverbs | AntonymsSportVocabulary bank: sport | *than* and *as* | Making comparisonsApologisingLast but not least: talking about sport | Talk: Olympic medalists | Article: Australia almost the championsPhotostory: A marathon | Report about sports events |
| Check your progress,p.25 | 2 | 12 |  |
| 3 Our worldp.26-31 | 8 | 13-16 | *will/won’t**might/may (not)**if/unless*+first conditonal | The environment | /əʊ/ *won’t* | Discussing environmental problemsPredicting future eventsDiscussion: using water responsibly | Interview: water is a natural resourceSong: *Big Yellow Taxi* | Article: Bicycle revolution?Culture in mind: Water is a natural resource | Website article about your town |
| 4 Holiday or vacation?p.32-38 | 8 | 17-20 | Question tagsPresent perfect simple, *just/already/yet* | British vs. North American EnglishVocabulary bank: North American and British English | Intonation and question tags | Checking informationAsking about habits, routines, likes and dislikesLast but not least: exchanging information about Canada and the USA | Answering a quiz about Canada & the USAConversation about things recently done | Quiz: Canada & the USAOpinion postings: Is free wireless internet a good idea for Vancouver?Photostory: New girl | Email about a holiday |
| Checkyour progress,p.39 | 2 | 21 |  |

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| **Unit** | **Hours** | **№ за-нятия** | **Grammar** | **Vocabulary** | **Pronunciation** | **Speaking&Functions** | **Listening** | **Reading** | **Writing** |
| 5 Growing upp.40-45 | 8 | 22-25 | Present simple passive *let/be allowed to* | Describing a person’s ageVocabulary bank: talking about people’s age | /aʊ/ *allowed* | Describing ceremony Retelling storyTalking about permission | Story from Papua New GuineaDialog about minimum agesQuiz about minimum ages | Article: Where boys become crocodile menQuiz: How old do you have to be?Culture in mind: Coming of age in Japan | Magazine article about a special day |
| 6 Have fun!p.46-52 | 8 | 26-29 | Present perfect simple forvs. *since* | Verb and noun pairsVocabulary bank: verb and noun pairs | *have, has* and *for* | Talking about unfinished situationsExpressing different points of viewLast but not least: talking about having fun and laughing | Song*: Don’t Worry, Be Happy* | Article: The power of humourQuestionnaire: Are you fun to be with?Photostory: Very funny! | Email about how you have fun |
| Check your progress,p.53 | 2 | 30 |  |
| 7 Disaster!p.54-59 | 8 | 31-34 | Past simple passive *a, an, the* or zero article | DisastersVocabulary bank: disasters | ‘Silent’ letters | Exchanging information about past eventsDescribing dreamTalking about natural disasters and environmental issues | Interview: a famous hurricane | Informative text: a flying disasterCulture in mind: Tuvalu | Newspaper story about a forest fire |
| Полугодовое тестирование | 4 | 35-36 |  |
| 8 Ways of livingp.60-66 | 8 | 37-40 | *too much/many, not enough**will* vs. *be going to* | HomesVocabulary bank: houses/homes | Sound and spelling: *-ou-*  | Describing quantityTalking about your town, country and homeLast but not least: talking about future plans | Descriptions of homes | Brochure: A holiday in a caveEmail about a holidayPhotostory: All over the place | Email about a plan for a holiday |
| Check your progress,p.67 | 2 | 41 |  |

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| **Unit** | **Hours** | **№ за-нятия** | **Grammar** | **Vocabulary** | **Pronunciation** | **Speaking&Functions** | **Listening** | **Reading** | **Writing** |
| 9 Your mindp.68-73 | 8 | 42-45 | Determines (*everyone/no one/someone, etc)**must/mustn’t* vs. *don’t have to* | ThinkingVocabulary bank: thinking | *must* | Talking about how you learn bestDiscussion: talent and intelligences | Interview: ‘multiple intelligences’ | Article: Your brain is like a muscleCulture in mind: Girls genius, university student at 15! | Competition entry |
| 10 Music makersp.74-80 | 8 | 46-49 | Present perfect continuousPresent perfect simple and continuous | Music and musical instrumentsVocabulary bank: music and musical instruments | Sentence stress: rhythm | Describing recently completed and unfinished actionsGiving adviceLast but not least: talking about music and becoming a pop star | Identifying different types of musicPeople talking about music and musical instruments | Article: Music that changes livesPhotostory: Talent? Me? | Letter about your favourite type of music |
| Check your progress,p.81 | 2 | 50 |  |
| 11 A visit to the doctor’sp.82-87 | 8 | 51-54 | Defining relative clauses*used to* | MedicineVocabulary bank: medicine | /*z*/ or /*s*/ in used | Expressing past habitsDiscussing medical problems | Dialogues at the doctor’sDialogue about Joseph ListerSong: *Run That Body Down* | Article: Medicine in the pastCulture in mind: Médecins Sans Frontières:Doctors without borders | Article about famous scientist |
| 12 If I had …p.88-94 | 8 | 55-58 | Second conditional | Information technology and computersVocabulary bank: electrical matters | *‘d* | Giving adviceTalking about unreal situations and problemsLast but not least: discussing computers and the internet | Descriptions of problems caused by computers | Survey on the internetArticle: On the internet, it’s girl timePhotostory: Don’t judge a book | Competition entry |
| Checkyour progress,p.95 | 2 | 59 |  |

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| **Unit** | **Hours** | **№ за-нятия** | **Grammar** | **Vocabulary** | **Pronunciation** | **Speaking&Functions** | **Listening** | **Reading** | **Writing** |
| 13 Lost worldsp.96-101 | 8 | 60-63 | Past perfect | Noun suffixes: *-r, -er, -or* and *-ist* | *had* and *‘d* | Describing events in the past and earlier pastTelling a picture storyTalking about ‘mythical cities’ | Radio programme: the paintings of Lascaux | Article: A city in the jungleCulture in mind: mythical cities | Short story |
| 14 A stroke of luckp.102-108 | 8 | 64-67 | Reported statementsThird conditional | Noun suffixes: *-action* and *-ment*Vocabulary bank: luck | *would (‘d) have/wouldn’t have* | Reporting past eventsLast but not least: discussing popular sayings | Conversation: an unlucky daySong: *Lucky Day* | Article: The man with seven livesPhotostory: Nervous about exams | Email to apologise |
| Check your progress, p.109 | 2 | 68 |  |
| Повторение | 2 | 69 |  |
| Итоговое тестирование | 4 | 70-71 |  |
| Анализ результатов | 2 | 72 |  |

«Английский язык. Уровень: Intermediate »

**( в режиме 1 год по 4 часа в неделю с сентября по май, всего 144 академических часа)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Тема** | **Количе****ство часов** | **Номер занятия** | **Грамматика** | **Лексика** | **Аудирование**  | **Чтение**  |  **Письмо**  |
| Unit 1Communication  | 8 | 1-4 | Present Simple/Continuous,Present Perfect Simple |  Body language.Say and TellCollocations with talk and speak  | A discussion about body language  | Article: Talking without speaking | A composition ( a person you have known for a long time). |
| Unit 2 A true friend | 12 | 5-10 | Past Simple/Continuous.Time conjunctionPast Simple vs Past Perfect Simple. | Friends & enemies. | A story retelling the story of Gelert | Story: The faithful dog | A story  |
| Unit 3A working life | 8 | 11-14 | Present Perfect Simple/ Continuous.Had better/Should/ought to | Jobs& WorkFields of work  | A job interview | Teenagers’ blog comments about work  | A letter of application  |
| Unit 4 Live forever! | 8 |   15-18  | Future Predictions.First Conditional review(if/ unless).Timeconjunction | Verbs with prepositionPhrasal verbs with with/for/about. | A radio show about longevity | Article: Who wants to live forever? | A composition about the future |
| Unit 5Reality TV |  10 | 19-23 | Make/let/be allowed to.Modal verbs of obligation, prohibition,permission. | Television.Extreme adjectives & modifiers.Collocation with on | A radio showabout fame | Article: Ever fancied being on TV? | A report about a class survey  |
| Unit 6Survival  | 8 | 24-27 | Present /Past Passive review.Present Perfect& Future Passive. Causative have. | Expressions with make&do | A presentation about changes in a town | Article: Been dying for a phone call? | A formal letter to a newspaper |
| Unit 7Good and evil  | 8 | 28-31 | Verbs with gerunds/Infinitives | Noun suffixes.Belonging to a group.(-ity/-ment/-ness/-ion/-ation) | An interview about someone’s favourite computer game | Summaries of famous English novels | A composition about advantages and disadvantages of a chosen topic |
| Mid-term test |  10  | 32-36 |  |  |  |  |  |
| Unit 8Be honest! | 8 | 37-40 | Second conditional.I wish/if only for present situations |  Crime.Crime verbs | A radio show about teenage crime | A text about a band.Questionnaire: Are you an honest person? | A blog comment about teenage crime  |
| Unit 9The truth is out there! | 10 | 41-45 | Linkers of contrast: however/although/even though/in spite of/ despiteModal verbs of deduction(present) | Problems  | A radio show about the Loch Ness Monster | A story about a UFO | A story about a conspiracy theory |
| Unit 10Mysterious places | 8 | 46-49 | Linkers of contrast. Modal verbs for deduction in the past | Phrasal verbs.Expressions with be+ prepositions(up/into/down) | An interview about a mysterious place | Article: Mysterious stones | A story |
| Unit 11Love  |   10  | 50-54  | Reported speech review.Reported questions, verbs | Appearance.PersonalityRelationships. | A woman talkingabout her favourite film | Story: A Service of Love | A composition about a person who has taught you something important |
| Unit 12Regret  |  10 | 55-59 | Third conditional I wish/if only for past situations Should/shouldn’t have (done) | Expressing anger | People talking about what they regret about their schooldays | A blog giving advice | A story about a time when you got angry |
| Unit 13Hopes and fears  |  8  | 60-63 |  Non-defining relative clauses.Defining vs non-defining relative clauses.Definite, indefinite, zero article. | Adjectives with prefixes.Phrasal verbs with through | A report about teenagers’ worries and fears | Article: What are you afraid of? | A film review |
|  Unit 14Happiness  |  10  | 64-68 | Be used toPhrasal verbs  | Expressions with feel | A street survey about happiness | An article about the world’s happiest country | A poem about a perfect day |
| Final test  | 8 | 69-72 |  |  |  |  |  |

Дополнительная образовательная программа

«Английский язык.Upper-Intermediate»

 (в режиме 1-го года по 4 часа в неделю с сентября по май включительно, всего 144 академических часа)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Тема | Кол-вочасов | № занятиия. | Грамматика. | Лексика | Произношение. | Говорение. | Аудироование.. | Чтение | Письмо | Проект |
| Входное тестирование | 2 | 1 |  |  |  |  |  |  |  |  |
| Unit 1The mind-autism and people with extraordinary mental abilities | 6 | 2-4 | Present tenses review: present simple, continuous, perfect, perfect continuous; past tenses review: past simple, continuous, perfect | Expressions with “mind”, expressions with ”brain” | /δ/ the,/ɵ/ thing | Talking about people with special talents; discussing ways of using the mind;discussing a character in an extract from a novel | A radio interview with a psychologist;two articles about autistic people with outstanding abilities | An extract from “A curious incident with a dog in the night time” by Mark Haddon;two articles about autistic people with outstanding abilities | А story that begins with a given sentence | A class survey:a unique mind |
| Home reading | 2 | 5 |  |  |  |  |  |  |  |  |
| Unit2The powerful healing effects of the human mind | 6 | 6-8 | Passives review;passive continuous tenses | Health and medicine;feelings;everyday English | Consonant clusters | Talking about people’s problems and feelings | Discussion about flower remedies | Placebos prove powerful medicines from the rainforest;Story: Eye open | An article for a school magazine |  |
| Home reading | 2 | 9 |  |  |  |  |  |  |  |  |
| Unit3Differences and male and female brains;women in “male” sports | 6 | 10-12 | Relative clauses review: defining/non-defining | Sport equipment,places | Intonation in questions | Talking about the way our brain works;Discussing sport;Discussing the nature of our intelligence | An interview with two sportsmen | They just can’t help it;Culture: intelligences across cultures | Discursive essay (1) |  |
| Home reading | 2 | 13 |  |  |  |  |  |  |  |  |
| Unit4Time | 6 | 14-16 | Reported speech review;reporting verbs review | Expressions with “time” | Schwa /ə/ teacher | Talking about time | Interview with Doctor Who;Song: If I could turn back time | A quiz with Doctor Who;Letter giving advice | An informal letter |  |
| Home reading | 2 | 17 |  |  |  |  |  |  |  |  |
| Module 1Check your progress | 2 | 18 |  |  |  |  |  |  |  |  |
| Unit5Character features and personalities | 6 | 19-21 | what clauses review;verbs+gerund/infinitive reviewtry+infinitive v. +gerund | Personality adjectives | Sentence stress and rythm | Discussing shyness;Speaking about personal qualities | Interview with an expert on shyness | Questionnaire; How confident are you?Literature: Pride and Prejudice | Description of a person |  |
| Home reading | 2 | 22 |  |  |  |  |  |  |  |  |
| Unit6 Fashionable objects and phenomena | 6 | 23-25 | used to review+would;adverbial phrases | Common adverbial phrases;everyday English | /ǽ/ apple,/e/ lemon | Organizing a flash mob | Interview with someone who organizes flash mobs | Text about crazes from the past;story: Sorry! |  Letter to a newspaper |  |
| Home reading | 2 | 26 |  |  |  |  |  |  |  |  |
| Unit7Kindness matters: giving presents | 6 | 27-29 | Dummy itModal verbs review | Making an effort | Connecting sounds (intrusive /w/ and /j/) | Talking about acts of kindnessAsking questions using modalsTalking about birthday | People talking about speciall objects they have inherited | Hit-and-Run Kindness Culture:bithday traditions |  A summary |  |
| Home reading | 2 | 30 |  |  |  |  |  |  |  |  |
| Unit8Famous peacemakers and avoiding conflicts | 6 | 31-33 | Past Perfect passivepast perfect continuous | Conflicts and solutions | Linking sounds | Resolving conflicts | Interview about Wangari MaathaiSong: Love, Peace and Understanding | Alfred Nobel rests in peace | Appreciation of a Nobel Prize winner |  |
| Home reading | 2 | 34 |  |  |  |  |  |  |  |  |
| Module 2Check your progress | 4 | 35-36 |  |  |  |  |  |  |  |  |
|  Unit9 Charity | 6 | 37-39 | Conditionals reviewMixed conditionals | Ways of getting involved | Contractions in the 3rd conditionals | Discussing age limits in the UK/your country | A radio phone-in programme about giving votes to 16-year-olds | Weblog about a trip to Mount EverestLiterature: The Lord of the Flies | Letter raising money for charity | A group presentation: design your own charity |
| Home reading | 2 | 40 |  |  |  |  |  |  |  |  |
| Unit10Threats to our environment | 6 | 41-43 | Future ContinuousFuture PerfectFuture time expressions | Global issuesConserving energyEveryday English | Contracted forms of will have | Discussing global issuesDiscussing ways of conserving energy | A radio programme about alternative energy | Time’s running outStoru: A factory | A magazine article about the future | A class survey: your ecological footprint |
| Home reading | 2 | 44 |  |  |  |  |  |  |  |  |
| Unit 11Celebrities | 6 | 45-47 | Reduced relative clauses(omission of relative pronouns)Question tags review | FameExpressing opinions | Intonation in tag questions | Expressing opinionsDiscussing the role of music concerts in raising awareness about global issues | People’s views on famous people getting involved in politics | Celebrity AmbassadorsCulture: Can music make a difference? | Discursive essay (2) |  |
| Home reading | 2 | 48 |  |  |  |  |  |  |  |  |
| Unit12Globalisation | 6 | 49-51 | Phrasal verbs review | Phrasal verbs | Shifting the stress | Discussing Fair Trade products | The Village EarthSong: I’d like to teach the world to sing | Young people leading the way on Fair Trade | Report on a class survey |  |
| Home reading | 2 | 52 |  |  |  |  |  |  |  |  |
| Module 3Check your progress | 2 | 53 |  |  |  |  |  |  |  |  |
| Unit 13Language as a means of communication | 6 | 54-56 | Passive report structures | Understanding language | Words ending in -ough | Discussing languages and accents | A TV programme about regional accents | Near-extinct language returnsStory: Literature: The world according to garp | Narrative (2) |  |
| Home reading | 2 | 57 |  |  |  |  |  |  |  |  |
| Unit 14Travelling and admiring wonders of the world | 6 | 58-60 | Participle clausesdidn’t need to/needn’t have  | Geographical featuresTravelling verbs Everyday English | /i/ sit, /i:/ see | Descussing an interesting trip | Account of a trip to the Garand Canyon | Three texts about interesting places in the worldStory: round the world | Description of a place | An information booklet:a foreign country |
| Home reading | 2 | 61 |  |  |  |  |  |  |  |  |
| Unit15Films | 6 | 62-64 | Clauses of purpose with to/in order to/so as toResult clauses with such/so… that | Reacting to films | Word-stress in multi-syllabic words | Discussing films and ‘film therapy” | Conversation about films | Movie therapyCulture: Planet Bollywood | Film synopsis |  |
| Home reading | 2 | 65 |  |  |  |  |  |  |  |  |
| Unit 16Music | 6 | 66-68 | Indirect questions | Making comparisons strongerListening to music | Word stress affecting thr meaning *re*cord(noun) vs. re*cord* (verb) | Discussing the effect music has on youDiscussing the music you like/dislike | A radio programme about musical instrument from round the worldSong: Lost in music | A world of music | Haikus/limericks/mini/sagas |  |
| Revision | 2 | 69 |  |  |  |  |  |  |  |  |
| Module 4Check your progress | 4 | 70-71 |  |  |  |  |  |  |  |  |
| Farewell lesson | 2 | 72 |  |  |  |  |  |  |  |  |