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

**на 2016-2017 учебный год**

Воронеж 2016

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-во  часoв | № занятия | Грамматика | Лексика | Произношение | Говорение | Аудирование | Чтение | Письмо | Проект |
| Входное тестирование  Welcome section  Unit 1 Countries and nationalities | 2  6  6 | 1  2-4  5-7 | 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 progress  Module 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 tourist  leaflet |
| Check your progress  Module 2 test | 2 | 21 |  |  |  |  |  |  |  |  |
| Unit 5 Describing people | 6 | 22-24 | have/has got  Why? 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/those  I’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 7  TV 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 14  Comparing life in the past with life now | 6 | 63-65 | comparison of adjectives;  than | adjectives and opposites | than /δən/ | describing things  comparing 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 hospital  Photostory: 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 dream  Culture in mind: Teenagers: earning money | Description of a job |
| **Unit 6**  **Eat for life** | 8 | 26-29 | Countable and uncountable nouns,  A/an  Some/any  Much/many | Food and drink,  Everyday English | Talking about food and fitness,  Talking about places to eat | School canteen dialogue | Article: A long and healthy life  Photostory: 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 tongues  Culture 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 predictions  Song: 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 survival  Photostory: 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 Eve  Culture 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 feeling  Everyday English | Expressing future possibilities,  Discussing bravery | Dialogues about bravery | Article: Subway hero  Photostory: 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’t  What’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 section  р.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 continuous  Past continuous vs. past simple,  *when and while* | Phrases with *get*  Vocabulary bank: phrases with *get* | *was* and *were* | Describing past activities  Discussion: 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 faster  р.18-14 | 8 | 8-11 | | Comparative and superlative adjectives  *not as … as*  Adverbs/comparative adverbs | Antonyms  Sport  Vocabulary bank: sport | *than* and *as* | Making comparisons  Apologising  Last but not least: talking about sport | Talk: Olympic medalists | Article: Australia almost the champions  Photostory: A marathon | | Report about sports events |
| Check  your progress,p.25 | 2 | 12 | |  | | | | | | | |
| 3 Our world  p.26-31 | 8 | 13-16 | | *will/won’t*  *might/may (not)*  *if/unless*+first conditonal | The environment | /əʊ/ *won’t* | Discussing environmental problems  Predicting future events  Discussion: using water responsibly | Interview: water is a natural resource  Song: *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 tags  Present perfect simple, *just/already/yet* | British vs. North American English  Vocabulary bank: North American and British English | Intonation and question tags | Checking information  Asking about habits, routines, likes and dislikes  Last but not least: exchanging information about Canada and the USA | Answering a quiz about Canada & the USA  Conversation about things recently done | Quiz: Canada & the USA  Opinion postings: Is free wireless internet a good idea for Vancouver?  Photostory: New girl | Email about a holiday | |
| Check  your progress,p.39 | 2 | 21 | |  | | | | | | | |

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| **Unit** | **Hours** | **№ за-нятия** | **Grammar** | **Vocabulary** | **Pronunciation** | **Speaking&Functions** | **Listening** | **Reading** | **Writing** |
| 5 Growing up  p.40-45 | 8 | 22-25 | Present simple passive  *let/be allowed to* | Describing a person’s age  Vocabulary bank: talking about people’s age | /aʊ/ *allowed* | Describing ceremony  Retelling story  Talking about permission | Story from Papua New Guinea  Dialog about minimum ages  Quiz about minimum ages | Article: Where boys become crocodile men  Quiz: 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 for  vs. *since* | Verb and noun pairs  Vocabulary bank: verb and noun pairs | *have, has* and *for* | Talking about unfinished situations  Expressing different points of view  Last but not least: talking about having fun and laughing | Song*: Don’t Worry, Be Happy* | Article: The power of humour  Questionnaire: 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 | Disasters  Vocabulary bank: disasters | ‘Silent’ letters | Exchanging information about past events  Describing dream  Talking about natural disasters and environmental issues | Interview: a famous hurricane | Informative text: a flying disaster  Culture in mind: Tuvalu | Newspaper story about a forest fire |
| Полугодовое тестирование | 4 | 35-36 |  | | | | | | |
| 8 Ways of living  p.60-66 | 8 | 37-40 | *too much/many, not enough*  *will* vs. *be going to* | Homes  Vocabulary bank: houses/homes | Sound and spelling: *-ou-* | Describing quantity  Talking about your town, country and home  Last but not least: talking about future plans | Descriptions of homes | Brochure: A holiday in a cave  Email about a holiday  Photostory: 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 mind  p.68-73 | 8 | 42-45 | Determines (*everyone/no one/someone, etc)*  *must/mustn’t* vs. *don’t have to* | Thinking  Vocabulary bank: thinking | *must* | Talking about how you learn best  Discussion: talent and intelligences | Interview: ‘multiple intelligences’ | Article: Your brain is like a muscle  Culture in mind: Girls genius, university student at 15! | Competition entry |
| 10 Music makers  p.74-80 | 8 | 46-49 | Present perfect continuous  Present perfect simple and continuous | Music and musical instruments  Vocabulary bank: music and musical instruments | Sentence stress: rhythm | Describing recently completed and unfinished actions  Giving advice  Last but not least: talking about music and becoming a pop star | Identifying different types of music  People talking about music and musical instruments | Article: Music that changes lives  Photostory: Talent? Me? | Letter about your favourite type of music |
| Check  your progress,p.81 | 2 | 50 |  | | | | | | |
| 11 A visit to the doctor’s  p.82-87 | 8 | 51-54 | Defining relative clauses  *used to* | Medicine  Vocabulary bank: medicine | /*z*/ or /*s*/ in used | Expressing past habits  Discussing medical problems | Dialogues at the doctor’s  Dialogue about Joseph Lister  Song: *Run That Body Down* | Article: Medicine in the past  Culture 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 computers  Vocabulary bank: electrical matters | *‘d* | Giving advice  Talking about unreal situations and problems  Last but not least: discussing computers and the internet | Descriptions of problems caused by computers | Survey on the internet  Article: On the internet, it’s girl time  Photostory: Don’t judge a book | Competition entry |
| Check  your progress,p.95 | 2 | 59 |  | | | | | | |

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| **Unit** | **Hours** | **№ за-нятия** | **Grammar** | **Vocabulary** | **Pronunciation** | **Speaking&Functions** | **Listening** | **Reading** | **Writing** |
| 13 Lost worlds  p.96-101 | 8 | 60-63 | Past perfect | Noun suffixes:  *-r, -er, -or* and *-ist* | *had* and *‘d* | Describing events in the past and earlier past  Telling a picture story  Talking about ‘mythical cities’ | Radio programme: the paintings of Lascaux | Article: A city in the jungle  Culture in mind: mythical cities | Short story |
| 14 A stroke of luck  p.102-108 | 8 | 64-67 | Reported statements  Third conditional | Noun suffixes:  *-action* and *-ment*  Vocabulary bank: luck | *would (‘d) have/wouldn’t have* | Reporting past events  Last but not least: discussing popular sayings | Conversation: an unlucky day  Song: *Lucky Day* | Article: The man with seven lives  Photostory: 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 1  Communication | 8 | 1-4 | Present Simple/  Continuous,  Present Perfect Simple | Body language.  Say and Tell  Collocations 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 conjunction  Past Simple vs Past Perfect Simple. | Friends & enemies. | A story retelling the story of Gelert | Story: The faithful dog | A story |
| Unit 3  A working life | 8 | 11-14 | Present Perfect Simple/ Continuous.  Had better/  Should/  ought to | Jobs& Work  Fields 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).  Time  conjunction | Verbs with preposition  Phrasal verbs with with/for/about. | A radio show about longevity | Article: Who wants to live forever? | A composition about the future |
| Unit 5  Reality TV | 10 | 19-23 | Make/let/be allowed to.  Modal verbs of obligation, prohibition,  permission. | Television.  Extreme adjectives & modifiers.  Collocation with on | A radio show  about fame | Article: Ever fancied being on TV? | A report about a class survey |
| Unit 6  Survival | 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 7  Good 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 8  Be 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 9  The truth is out there! | 10 | 41-45 | Linkers of contrast: however/although/even though/in spite of/ despite  Modal 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 10  Mysterious 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 11  Love | 10 | 50-54 | Reported speech review.  Reported questions, verbs | Appearance.  Personality  Relationships. | A woman talking  about her favourite film | Story: A Service of Love | A composition about a person who has taught you something important |
| Unit 12  Regret | 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 13  Hopes 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 14  Happiness | 10 | 64-68 | Be used to  Phrasal 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-во  часов | | № занятиия. | | | Грамматика. | Лексика | Произношение. | Говорение. | Аудироование.. | Чтение | Письмо | Проект |
| Входное тестирование | 2 | | 1 | | |  |  |  |  |  |  |  |  |
| Unit 1  The 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 | | |  |  |  |  |  |  |  |  |
| Unit2  The 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 | | |  |  |  |  |  |  |  |  |
| Unit3  Differences 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 | | |  |  |  |  |  |  |  |  |
| Unit4  Time | 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 1  Check your progress | 2 | | 18 | | |  |  |  |  |  |  |  |  |
| Unit5  Character features and personalities | 6 | | 19-21 | | | what clauses review;  verbs+gerund/infinitive review  try+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 | | |  |  |  |  |  |  |  |  |
| Unit7  Kindness matters: giving presents | 6 | | 27-29 | | | Dummy it  Modal verbs review | Making an effort | Connecting sounds (intrusive /w/ and /j/) | Talking about acts of kindness  Asking questions using modals  Talking about birthday | People talking about speciall objects they have inherited | Hit-and-Run Kindness Culture:  bithday traditions | A summary |  |
| Home reading | 2 | | 30 | | |  |  |  |  |  |  |  |  |
| Unit8  Famous peacemakers and avoiding conflicts | 6 | | 31-33 | | | Past Perfect passive  past perfect continuous | Conflicts and solutions | Linking sounds | Resolving conflicts | Interview about Wangari Maathai  Song: Love, Peace and Understanding | Alfred Nobel rests in peace | Appreciation of a Nobel Prize winner |  |
| Home reading | 2 | | 34 | | |  |  |  |  |  |  |  |  |
| Module 2  Check your progress | 4 | | 35-36 | | |  |  |  |  |  |  |  |  |
| Unit9  Charity | | 6 | | 37-39 | Conditionals review  Mixed 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 Everest  Literature: The Lord of the Flies | Letter raising money for charity | A group presentation: design your own charity |
| Home reading | | 2 | | 40 |  | |  |  |  |  |  |  |  |
| Unit10  Threats to our environment | | 6 | | 41-43 | Future Continuous  Future Perfect  Future time expressions | | Global issues  Conserving energy  Everyday English | Contracted forms of will have | Discussing global issues  Discussing ways of conserving energy | A radio programme about alternative energy | Time’s running out  Storu: A factory | A magazine article about the future | A class survey: your ecological footprint |
| Home reading | | 2 | | 44 |  | |  |  |  |  |  |  |  |
| Unit 11  Celebrities | | 6 | | 45-47 | Reduced relative clauses  (omission of relative pronouns)  Question tags review | | Fame  Expressing opinions | Intonation in tag questions | Expressing opinions  Discussing the role of music concerts in raising awareness about global issues | People’s views on famous people getting involved in politics | Celebrity Ambassadors  Culture: Can music make a difference? | Discursive essay (2) |  |
| Home reading | | 2 | | 48 |  | |  |  |  |  |  |  |  |
| Unit12  Globalisation | | 6 | | 49-51 | Phrasal verbs review | | Phrasal verbs | Shifting the stress | Discussing Fair Trade products | The Village Earth  Song: 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 3  Check your progress | | 2 | | 53 |  | |  |  |  |  |  |  |  |
| Unit 13  Language 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 returns  Story: Literature: The world according to garp | Narrative (2) |  |
| Home reading | | 2 | | 57 |  | |  |  |  |  |  |  |  |
| Unit 14  Travelling and admiring wonders of the world | | 6 | | 58-60 | Participle clauses  didn’t need to/needn’t have | | Geographical features  Travelling 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 world  Story: round the world | Description of a place | An information booklet:  a foreign country |
| Home reading | | 2 | | 61 |  | |  |  |  |  |  |  |  |
| Unit15  Films | | 6 | | 62-64 | Clauses of purpose with to/in order to/so as to  Result clauses with such/so… that | | Reacting to films | Word-stress in multi-syllabic words | Discussing films and ‘film therapy” | Conversation about films | Movie therapy  Culture: Planet Bollywood | Film synopsis |  |
| Home reading | | 2 | | 65 |  | |  |  |  |  |  |  |  |
| Unit 16  Music | | 6 | | 66-68 | Indirect questions | | Making comparisons stronger  Listening to music | Word stress affecting thr meaning *re*cord(noun) vs. re*cord* (verb) | Discussing the effect music has on you  Discussing the music you like/dislike | A radio programme about musical instrument from round the world  Song: Lost in music | A world of music | Haikus/limericks/mini/sagas |  |
| Revision | | 2 | | 69 |  | |  |  |  |  |  |  |  |
| Module 4  Check your progress | | 4 | | 70-71 |  | |  |  |  |  |  |  |  |
| Farewell lesson | | 2 | | 72 |  | |  |  |  |  |  |  |  |