

**АВТОНОМНАЯ НЕКОММЕРЧЕСКАЯ ОРГАНИЗАЦИЯ
ДОПОЛНИТЕЛЬНОГО ОБРАЗОВАНИЯ "ЯРКИЙ ПУТЬ"**

**ДОПОЛНИТЕЛЬНАЯ ОБЩЕОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА
ДОПОЛНИТЕЛЬНАЯ ОБЩЕРАЗВИВАЮЩАЯ ПРОГРАММА**

«Focus (12-16 лет)»

Возраст учащихся – 12-16 лет
Полный срок обучения – 4 года

г. Чехов
2025

1. ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Образовательная программа «Английский язык» имеет социально-педагогическую направленность. По уровню усвоения программа является общекультурной, по структуре – модульной.

Программа составлена при учете современных тенденций обучения иностранным языкам и предусматривают тесную взаимосвязь прагматического и культурного аспектов содержания с решением задач воспитательного и образовательного характера в процессе развития умений иноязычного речевого общения. Принцип коммуникативной направленности обучения, использованный в этой программе, выводит пользование английским языком за рамки урока, расширяют возможности освоения языковых навыков и речевых умений в моделируемых ситуациях общения, отражают жизнь современных детей.

При составлении программы учитывался факт, что английский язык – это язык международного общения, который понимают и используют во всем мире – в сферах образования, бизнеса и повседневной жизни, язык современного мира, а не только язык урока. Кембриджские экзамены устанавливают международные стандарты по английскому языку и в начальном школьном образовании. Кембриджские экзамены для детей очень популярны в разных странах мира и признаны рядом национальных систем образования как средство мониторинга школьной языковой подготовки.

Данный курс дает необходимые практические знания для развития языковых навыков английского языка во всех четырех видах речевой деятельности (говорении, письме, аудировании, чтении) как для их применения при устном и письменном общении в контексте будущей профессиональной деятельности, так и для развития компетенций, необходимых для участия в международной сертификации по английскому языку.

По итогам освоения каждого уровня модульной программы обучающимся выдается Сертификат установленного организацией образца.

Возраст обучающихся

Данная программа предусматривает построение процесса обучения по модульному принципу с усовершенствованием на каждом этапе до качественно нового уровня знаний.
Возраст обучающихся: 12-16 лет

Сроки реализации

Данная образовательная программа рассчитана на 4 года. Срок реализации каждого модуля – 10 месяцев. Преподаваемый материал постепенно усовершенствуется новыми элементами. Академический час равен 90 минутам.

Формы и режим занятий

Форма освоения программы – очная.

Формы занятий:

При реализации программы используются индивидуально-групповые формы занятий. Данная программа основывается на «коммуникативной методике». Это разнообразные творческие задания, которые способствуют развитию воображения и помогают лучше усвоить пройденный материал на занятиях. Обучающиеся будут прослушивать тексты, диалоги; будут учиться общению, составляя диалоги, рассказывая о себе; выполнять грамматические и тестовые задания; учиться письму; работать с сайтами, находить нужную информацию.

2. ЦЕЛЬ И ЗАДАЧИ ПРОГРАММЫ

Целью данной программы является освоение английского языка обучающимися, проявляющими интерес и склонности к иностранному языку, на уровне, обеспечивающем свободное общение. Углубленное изучение английского языка в рамках внеурочной деятельности, направленной на достижение международных стандартов владения иностранным языком.

1. Развитие иноязычной коммуникативной компетенции (речевой, языковой, социокультурной, компенсаторной, учебно-познавательной):
 - **речевая компетенция** – совершенствование коммуникативных умений в четырех основных видах речевой деятельности (говорении, аудировании, чтении, письме);
 - **языковая компетенция** – систематизация ранее изученного материала; овладение новыми языковыми средствами в соответствии с отобранными темами и сферами общения; освоение знаний о языковых явлениях изучаемого языка, разных способах выражения мысли в родном и изучаемом языке;
 - **социокультурная компетенция** – приобщение учащихся к культуре, традициям и реалиям стран/страны изучаемого иностранного языка в рамках тем; формирование умений представлять свою страну, ее культуру в условиях иноязычного межкультурного общения;
 - **компенсаторная компетенция** – развитие умений выходить из положения в условиях дефицита языковых средств при получении и передачи иноязычной информации;
 - **учебно-познавательная компетенция** – дальнейшее развитие общих и специальных учебных умений, ознакомление с доступными учащимся способами и приемами самостоятельного изучения языков и культур, в том числе с использованием новых информационных технологий.
2. Развитие и воспитание у обучающихся понимания важности иностранного языка в современном мире и потребности пользоваться им как средством общения, познания, самореализации и социальной адаптации; воспитание качеств гражданина, патриота; развитие национального самосознания, стремления к взаимопониманию между людьми разных сообществ, толерантного отношения к проявлениям другой культуры.
3. Формирование дружелюбного и толерантного отношения к проявлениям иной культуры, уважения к личности, ценностям семьи, оптимизма и выраженной личностной позиции в восприятии мира, в развитии национального самосознания на основе знакомства с жизнью своих сверстников в других странах, с образцами литературы разных жанров, доступными для подростков с учетом достигнутого ими уровня иноязычной подготовки.
4. Создание основы для формирования интереса к совершенствованию достигнутого уровня владения изучаемым иностранным языком, к изучению второго/третьего иностранного языка, к использованию иностранного языка как средства, позволяющего расширять свои знания в других предметных областях.
5. Создание основы для выбора иностранного языка как профильного предмета на ступени среднего полного образования, а в дальнейшем и в качестве сферы своей профессиональной деятельности.
6. Подготовка к государственным экзаменам, к олимпиадам и конкурсам, требующим активного использования английского языка.

3. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ

Личностными результатами изучения английского языка в рамках данного курса являются:

- формирование мотивации к изучению иностранного языка и стремление к самосовершенствованию в области изучения иностранного языка;
- осознание возможностей самореализации средствами иностранного языка;
- стремление к совершенствованию собственной речевой культуры в целом;
- развитие таких качеств, как воля, целеустремленность, креативность, трудолюбие, дисциплинированность;
- формирование общекультурной и этнической идентичности как составляющих гражданской идентичности личности;
- осознание себя гражданином своей страны и мира.

Метапредметными результатами изучения данного курса являются:

- развитие умения планировать свое речевое и неречевое поведение;
- развитие коммуникативной компетенции, включая умение взаимодействовать с окружающими;
- развитие умений смыслового чтения, включая умение определять тему, прогнозировать содержание текста по заголовку/ключевым словам, выделять основную мысль, главные факты, опуская второстепенные;
- осуществление регулятивных действий самонаблюдения, самоконтроля, самооценки в процессе коммуникативной деятельности на иностранном языке.

Предметные результаты изучения данного курса соответствуют ФГОС основного общего образования.

К концу третьего года обучающиеся будут:

знать:

- лексические единицы, грамматические структуры в соответствии с темами третьего года обучения и уровнем обучения;

уметь:

Говорение

Диалогическая речь. Развитие таких речевых умений, как умение вести диалог этикетного характера, диалог-расспрос, диалог-побуждение к действию, при этом по сравнению с начальной школой усложняется предметное содержание речи, увеличивается количество реплик, произносимых школьниками в ходе диалога, становится более разнообразным языковое оформление речи.

Обучение ведению диалогов этикетного характера включает такие речевые умения как:

- начать, поддержать и закончить разговор;
- поздравить, выразить пожелания и отреагировать на них;
- выразить благодарность;
- вежливо переспросить, выразить согласие /отказ.

При обучении ведению диалога-расспроса отрабатываются речевые умения запрашивать и сообщать фактическую информацию (Кто? Что? Как? Где? Куда? Когда? С кем? Почему?), переходя с позиции спрашивающего на позицию отвечающего.

При обучении ведению диалога-побуждения к действию отрабатываются умения:

- обратиться с просьбой и выразить готовность/отказ ее выполнить;
- дать совет и принять/не принять его;
- пригласить к действию/взаимодействию и согласиться/не согласиться, принять в нем участие.

При обучении ведению диалога-обмена мнениями отрабатываются умения:

- выражать свою точку зрения;
- выражать согласие/ несогласие с точкой зрения партнера;
- выражать сомнение;
- выражать чувства, эмоции (радость, огорчение).

Монологическая речь.

Развитие монологической речи предусматривает овладение следующими умениями: кратко высказываться о фактах и событиях, используя такие коммуникативные типы речи как описание,

повествование и сообщение, а также эмоциональные и оценочные суждения, передавать содержание с опорой на текст, делать сообщение в связи с прочитанным/прослушанным текстом.

Объем монологического высказывания – до 8-10 фраз.

Аудирование

Владение умениями воспринимать на слух иноязычный текст предусматривает понимание несложных текстов с разной глубиной проникновения в их содержание (с пониманием основного содержания, с выборочным пониманием и полным пониманием текста) в зависимости от коммуникативной задачи.

При этом предусматривается развитие умений:

- выделять основную мысль в воспринимаемом на слух тексте;
- выбирать главные факты, опуская второстепенные;
- выборочно понимать необходимую информацию в сообщениях прагматического характера с опорой на языковую догадку, контекст.

Содержание текстов должно соответствовать возрастным особенностям и интересам учащихся, иметь образовательную и воспитательную ценность.

Чтение

Школьники учатся читать и понимать тексты с различной глубиной проникновения в их содержание (в зависимости от вида чтения): с пониманием основного содержания (ознакомительное чтение); с полным пониманием содержания (изучающее чтение); с выборочным пониманием нужной или интересующей информации (просмотровое/поисковое чтение)

Содержание текстов должно соответствовать возрастным особенностям и интересам учащихся, иметь образовательную и воспитательную ценность. Независимо от вида чтения возможно использование двуязычного словаря.

Ознакомительное чтение – чтение с пониманием основного содержания текста осуществляется на несложных аутентичных материалах с ориентацией на предметное содержание, выделяемое в 6 классах, включающих факты, отражающие особенности быта, жизни, культуры стран изучаемого языка. Объем текстов для чтения – 400–500 слов. Умения чтения, подлежащие формированию:

- определять тему, содержание текста по заголовку;
- выделять основную мысль;
- выбирать главные факты из текста, опуская второстепенные;
- устанавливать логическую последовательность основных фактов текста.

Изучающее чтение – чтение с полным пониманием текста осуществляется на основе несложных аутентичных текстов, ориентированных на предметное содержание речи в 6 классах. Формируются и отрабатываются умения:

- полно и точно понимать содержание текста на основе его информационной переработки (языковой догадки, словообразовательного анализа, использования двуязычного словаря);
- выражать своё мнение по прочитанному;

Объем текстов для чтения составляет до 250 слов.

Просмотровое/поисковое чтение – чтение с выборочным пониманием нужной или интересующей информации предполагает умение просмотреть текст или несколько коротких текстов и выбрать информацию, которая необходима или представляет интерес для учащихся.

Письменная речь

Современные тенденции развития коммуникационных технологий предъявляют новые требования к формированию и развитию навыков письменной речи.

Совершенствуются базовые графические и орфографические навыки. Элементарные формы записи:

- подстановка пропущенных слов и словосочетаний;
- выделение ключевой информации;
- списывание и выписывание ключевой информации и т.д.

Овладение письменной речью предусматривает развитие следующих умений:

- заполнение анкеты (указывать имя, фамилию, пол, возраст, адрес);
- оформление почтового конверта, доклада, плаката;
- написание личного письма, открытки.

Языковые средства и навыки пользования ими.

Графика и орфография

Знание правил чтения и написания новых слов, отобранных для данного этапа обучения и навыки их применения в рамках изучаемого лексико-грамматического материала.

Фонетическая сторона речи

Навыки адекватного произношения и различения на слух всех звуков английского языка; соблюдение правильного ударения в словах и фразах. Членение предложений на смысловые группы. Соблюдение правильной интонации в различных типах предложений.

Лексическая сторона речи

Формирование объема продуктивного и рецептивного лексического минимума за счет лексических средств, обслуживающих новые темы, проблемы и ситуации общения, включающие устойчивые словосочетания, оценочную лексику, реплики-клише речевого этикета, отражающие культуру стран изучаемого языка (300 лексических единиц).

Развитие навыков их распознавания и употребления в речи.

Знание основных способов словообразования:

а) аффиксации:

глаголы с префиксами re- (rewrite);

существительные с суффиксами -ness (kindness), -ship (friendship), -ist (journalist), -ing (meeting);

прилагательные с суффиксами -y (lazy), -ly (lovely), -ful (helpful), -al (musical), -ic (fantastic), -ian/an (Russian), -ing (boring); -ous (famous), префиксом un- (unusual);

наречия с суффиксом -ly (quickly);

числительные с суффиксами -teen (nineteen), -ty (sixty), -th (fifth)

б) словосложения: существительное + существительное (football)

в) конверсии (образование существительных от неопределенной формы глагола – to change – change)

Распознавание и использование интернациональных слов (doctor).

Грамматическая сторона речи

Расширение объема значений грамматических средств, изученных ранее и овладение новыми грамматическими явлениями.

К концу третьего года обучающиеся будут способны сдать Кембриджский экзамен FCE.

4. УЧЕБНЫЙ ПЛАН, УЧЕБНО-ТЕМАТИЧЕСКИЙ ПЛАН И СОДЕРЖАНИЕ ПРОГРАММЫ

№	Модули по уровням	Количество часов			Формы промежуточного и итогового контроля
		практика	тестирование	всего	
1.	Focus 1	72	8	80	Опрос. Тест.
2.	Focus 2	72	8	80	Опрос. Тест.
3.	Focus 3	72	8	80	Опрос. Тест.
4.	Focus 4	72	8	80	Опрос. Тест.
	Итоговая аттестация	-	1	1	Экзамен
	ИТОГО:	288	33	321	

4.1. Учебно-тематический план по модулям

№	Тема	Количество часов			Формы аттестации и контроля
		практика	тестирование	всего	
	Focus 1	72	8	80	Итоговое тестирование
	Revision				
1.	Unit 1. Family and friends	9	1	10	Тест
2.	Unit 2. Food	9	1	10	Тест.
3.	Unit 3. Work	9	1	10	Тест.
4.	Unit 4. People	9	1	10	Mid-Year Test
5.	Unit 5. Education	9	1	10	Тест.

6.	Unit 6. Health and sport	9	1	10	Тест.
7.	Unit 7. Travel	9	1	10	Тест.
8.	Unit 8. Nature	9	1	10	Тест
	Focus 2	72	8	80	
1.	Unit 1. Lives people live	9	1	10	Опрос. Тест.
2.	Unit 2. Science and technology	9	1	10	Опрос. Тест.
3.	Unit 3. The arts	9	1	10	Опрос. Тест.
4.	Unit 4. Home sweet home	9	1	10	Опрос. Тест.
5.	Unit 5. Time to learn	9	1	10	Опрос. Тест.
6.	Unit 6. Just the job	9	1	10	Опрос. Тест.
7.	Unit 7. Consumer society	9	1	10	Опрос. Тест.
8.	Unit 8. Well-being	9	1	10	Опрос. Тест.
	Focus 3	72	8	80	
1.	Unit 1. A new look	9	1	10	Опрос. Тест.
2.	Unit 2. It's just a game	9	1	10	Опрос. Тест.
3.	Unit 3. On the go	9	1	10	Опрос. Тест.
4.	Unit 4. Eat, drink, and be healthy	9	1	10	Опрос. Тест.
5.	Unit 5. Planet Earth	9	1	10	Опрос. Тест.
6.	Unit 6. Good health	9	1	10	Опрос. Тест.
7.	Unit 7. Entertain me	9	1	10	Опрос. Тест.
8.	Unit 8. Modern society	9	1	10	Опрос. Тест.
	Focus 4	72	8	80	
1.	Unit 1. Live and learn	9	1	10	Опрос. Тест.
2.	Unit 2. Human nature	9	1	10	Опрос. Тест.
3.	Unit 3. Living spaces	9	1	10	Опрос. Тест.
4.	Unit 4. Shopping around	9	1	10	Опрос. Тест.
5.	Unit 5. Off to work	9	1	10	Опрос. Тест.
6.	Unit 6. A matter of fact	9	1	10	Опрос. Тест.
7.	Unit 7. It's not rocket science!	9	1	10	Опрос. Тест.
8.	Unit 8. Costing the earth	9	1	10	Опрос. Тест.
	Итоговая аттестация	-	1	1	Final Test

4.2. Рабочая программа курса Focus

Тематическое планирование курса Focus 1

Unit	Lesson	Pages	Содержание урока			Word Store	Workbook	MyEnglishLab	Additional Material		
			Vocabulary	Grammar	Skills				Round up 3	MyGrLab A1-A2	Practice Tests for Cambridge KET/Key for Schools
	Lesson 1.1 Vocabulary	pp 12---13	Routines, free time activities. Collocations: <i>go out, have a picnic, play the</i>	Present Simple	Reading: Ex. 3,4 Speaking: Ex.1,2,12 Listening: Ex. 6,8,10 Writing: Ex.7,9,11		pp 8---9		Unit 7 pp 40---42	Module 5 Unit 37	
	Lesson 1.2 Grammar	p 14	<i>website, laptop, relax, weekend, weekday</i>	Present Simple: affirmative, negative	Reading: Ex.1 Listening: Ex.4,5,6 Writing: Ex.8		p 10		Unit 7 pp 42---44	Module 5 Unit 38	
	Lesson 1.3 Listening	p 15	<i>prefer, typical,busy, relax,coach</i>		Speaking: Ex.1,5,10 Listening: Ex. 3,4,6,7,8,9		p 11				
	Lesson 1.4 Reading	pp 16---17	<i>clean, look after, do the shopping, work, wash</i>		Reading: Ex. 3, 4 Speaking: Ex.1,2 ,7 Listening: Ex. 8 Writing: Ex.6,9		pp 12---13				
	Lesson 1.5 Grammar	p 18	<i>party, drive, clothes, kind(n), practise, studio, wake up</i>	Present Simple: questions	Speaking: Ex.1.5,8 Listening: Ex.2,6 Writing: Ex.4,7		p 14		Unit 7 pp 45---56	Module 5 Unit 38	
	Lesson 1.6 Speaking	p 19	Preferences <i>opinion, reggae, vampire, real-life, really</i>		Reading: Ex. 1 Speaking: Ex.2, 4, 5 Listening: Ex.2 Writing: Ex.		p 15				
Unit 1 Family	Lesson 1.7 Writing	pp 20---21	<i>invite, exchange, happen</i>		Reading: Ex.1,2,3 Speaking: Ex. 5,7 Writing: Ex.4, 8		p 16				

Focus Review 1	pp 22---23			Speaking: Ex. 9,10 Writing: 11 Reading: Ex. 8 Listening: Ex.7 Use of English: Ex. 1---5	pp 2---3	pp 17---19				Test 1 (KET)
Lesson 2.1 Vocabulary	pp 24---25	<i>strawberry, mushroom, tuna, water, ice cream, honey, ketchup, loaf, tin, tub, jar, can, carton, bag, dairy</i>		Speaking: Ex.2, 7, 9 Listening: Ex.3,4,5,6,8,10 Writing: Ex.1,11		pp 20---21				
Lesson 2.2 Grammar	p 26	<i>ingredient, ham, cornflakes, takeaway, sandwich</i>	Countable & uncountable nouns <i>some & any</i>	Reading: Ex. 1 Speaking: Ex. 3,7,8 Listening: Ex. Writing: Ex.5, 6		p 22		Unit 1 pp 3---7	Module 1 Units 1-2, 7	
Lesson 2.3 Listening	p 27	<i>fast food, recipe, chef, fry, boil, mix, slice, flour, oil</i>		Reading: Ex. 6, Speaking: Ex.1,5,8 Listening: Ex.2,3,4,6,7,10,11 Writing: Ex.9		p 23				
Lesson 2.4 Reading	p 28---29	<i>seafood, dish, meal, three-course dinner, traditional, delicious, local, vegetarian</i>		Reading: Ex. 2,3,4,5 Speaking: Ex.1,2,6 Listening: Ex.7		pp 24---25				
Lesson 2.5 Grammar	p 30	<i>squash, messy, take part, countryside, popular, throw</i>	Articles	Reading: Ex.1, 3, 4 Speaking: Ex.5 Listening: Ex.3 Writing: Ex.1		p 26		Unit 4 pp 24---27	Module 1 Units 4-6	
Lesson 2.6 Speaking	p 31	<i>enjoy, pound, pence, customer</i>		Speaking: Ex. 5, 6 Listening: Ex.1,2,3,4		p 27				
Lesson 2.7 Writing	pp 32---33	<i>e-mail of invitation</i>		Reading: Ex.2, 3 Speaking: Ex.1 Writing: Ex. 6,7,8, 9,10,11		p 26			Module 20 Units 108-109	

Unit 2 Food	Focus Review 2	pp 34---35			Speaking: Ex. 9,10 Reading: Ex. 8 Listening: Ex. 7 Use of English: Ex. 1---6 Writing: Ex. 11	pp 4---5	pp 29---31					Test 1 (Key)
Unit 3 Work	Lesson 3.1 Vocabulary	pp 36---37	accountant, artist, builder, gardener, nurse, plumber, hairdresser, receptionist, soldier, lawyer, vet, waiter, instructor		Reading: Ex. Speaking: Ex.1,2,4 Listening: Ex.3,5,6,7,9 Writing: Ex. 8,10,12		pp 32---33					
	Lesson 3.2 Grammar	p 38		Present continuous	Reading: Ex. 2 Speaking: Ex.1,6 Listening: Ex.2 Writing: Ex.4,5		p 34		Unit 8 pp 47---50	Module 5 Units 39-40		
	Lesson 3.3 Listening	p 39	education, agriculture		Reading: Ex.1 Speaking: Ex. 5 Listening: Ex.2,3,4,6,7		p 35					
	Lesson 3.4 Reading	pp 40---41	demand, employer, water slide, factory, blog, earn, believe		Reading: Ex.2,5, 6,7 Speaking: Ex. 1,4,8,9,10 Listening: Ex. 11		pp 36---37					
	Lesson 3.5 Grammar	p 42	organise, arrive, bring, guest, quiet	Present continuous vs Present Simple	Reading: Ex.1,4 Speaking: Ex. Listening: Ex. Writing: Ex.4,5,6		p 38		Unit 8 pp 51---54	Module 5 Unit 41		
	Lesson 3.6 Speaking	p 43	wear, alone, also		Reading: Ex. Speaking: Ex. 1 Listening: Ex.2,3,4,5,6		p 39					
	Lesson 3.7 Writing	pp 44---45	request, expensive, bother		Reading: Ex.3,4,5,7 Speaking: Ex.2 Listening: Ex.1 Writing: Ex.6,8,9,10,11, 12		p 40					

	Focus Review 3	pp 46---47			Speaking: Ex.9 Reading: Ex. 8 Listening: Ex.7 Use of English: Ex. 1---6 Writing:Ex.10	pp 6---7	pp 41---43				Test 2 (KET)
--	-----------------------	------------	--	--	---	----------	------------	--	--	--	--------------

Unit 4 People	Lesson 4.1 Vocabulary	pp 48---49	<i>eyebrow, eyelash, forehead, neck, twin, sociable, confident, positive, shy, serious, kind</i>		Reading: Ex.3,4, Speaking: Ex.2,11 Listening: Ex. 5,6,9 Writing: Ex.2,8,10		pp 44---45				
	Lesson 4.2 Grammar	p 50	<i>flexible, difficult, famous, important</i>	Comparative & superlative adjectives	Reading: Ex.2,6 Speaking: Ex.1,5 Listening: Ex.7 Writing: Ex.6,7,8,9		p 46		Unit 20 pp 139---148	Module 4 Units 29-31	
	Lesson 4.3 Listening	p 51	<i>fall in love, get a job, get married, go on a first date</i>		Speaking: Ex.1,2,6 Listening: Ex.3,4,5,7,8		p 47			Module 18 Units 100-101	
	Lesson 4.4 Reading	pp 52---53	<i>generous, tidy, violin, outrageous, talent, celebrity, tie, top, trailers, tracksuit, coat, boots</i>	Possessive pronouns	Reading: Ex.4,5 Speaking: Ex.2, 3,10 Writing: Ex.9		pp 48---49		Unit 3 pp 15---20	Module 2 Units 12-13	
	Lesson 4.5 Grammar	p 54	<i>leave, vote, election, licence, try on, permission, apprentice, identity card</i>	<i>have to / don't have to</i>	Reading: Ex. 2 Speaking: Ex. 5,6,7 Writing: Ex.4		p 50		Unit 14 pp 100---103	Module 9 Unit 64	

	Lesson 4.6 Speaking	p 55	<i>pair, fashion, exactly, look for, perfect, medium, size, slim fit, loose, fantastic, changing room</i>		Reading: Ex. 1,2,3,4 Speaking: Ex. 5,6 Listening: Ex.2 Writing: Ex.4		p 51			Module 20 Unit 108
	Lesson 4.7 Writing	pp 56---57	<i>sociable, band, personality, ambition, slim, sense of humour, laugh, well-built, wavy, curly</i>	Use of adverbs <i>really, quite, not very, not really</i>	Reading: Ex. 1,2 Speaking: Ex.9,10 Listening: Ex. Writing: Ex.3,4,5,6,7,10,11		p 52		Unit 20 pp 139---148	Module 4 Unit 34
	Focus Review 4	pp 58---59			Speaking: Ex. 9,10 Reading: Ex.7 Listening: Ex.8 Use of English: Ex.1---6 Writing: Ex.11	pp 8---9	pp 53---55			
Test 2 (Key)										

Unit 5 Education	Lesson 5.1 Vocabulary	pp 60---61	<i>coursebook, form teacher, Chemistry, Physics, Science, state school, primary/secondary school, mixed, miss, non-profit, flood, proud, on time, do well, pass the exam, university</i>		Reading: Ex. 3, 5,8,9 Speaking: Ex.2 Listening: Ex. 4, 8 Writing: Ex.1,7		pp 56---57			
	Lesson 5.2 Grammar	p 62		<i>must/mustn't don't have to should/shouldn't</i>	Reading: Ex.2,6 Speaking: Ex. 1, 6, 8, Listening: Ex. 4, Writing: Ex.5, 7		p 58		Unit 14 pp 98---107	Module 9 Units 65, 67

Lesson 5.3 Listening	p 63	<i>canteen, corridor, gym, hall, library, lab, sport field, staff room, borrow, meet, equipment, experiment</i>		Reading: Ex.3, Speaking: Ex. 1 Listening: Ex.2, 4, 5, 6, 7, 8,9,10 Writing: Ex.7	pp 10---11	p 59				Test 3 (KET) Test 3 (Key)
Lesson 5.4 Reading	pp 64---65	<i>sail, compulsory, activity, volunteer, join, gap year, well-equipped, event, participate, improve</i>		Reading: Ex.2, 3, 4 Speaking: Ex.5, 6, 7 Listening: Ex.8 Writing: Ex.9		pp 60---61				
Lesson 5.5 Grammar	p 66	<i>interested in, lonely, musician, foreign</i>	Past simple: <i>be, can</i>	Reading: Ex.2, 3 Speaking: Ex.1, 7 Listening: Ex. 4, 5 Writing: Ex.6		p 62		Unit 10 pp 64---71	Module 6 Units 44	
Lesson 5.6 Speaking	p 67	<i>discount, certainly, opening times, guided tour, download, rainforest, explore, workshop,</i>		Reading: Ex. 1, 4 Speaking: Ex.1,6 Listening: Ex.2,3 Writing: Ex.3,5,8		p 63				
Lesson 5.7 Writing	pp 68---69	Linking words: <i>and, but, because, so</i>		Reading: Ex.2,3 Speaking: Ex.1 Writing: Ex.5, 7, 8		p 64				
Focus Review 5	pp 70---71			Speaking: Ex. 9 Reading: Ex. 8 Listening: Ex.7 Use of English: Ex.1---6		pp 65---67				

Unit 6 Sports and Health	Lesson 6.1 Vocabulary	pp 72---73	cycling, jogging, karate, kayaking, kung fu, yoga, Zumba, competition		Speaking: Ex. 2, 3, 4		pp 68---69				
					Listening: Ex. 5, 6, 7, 9						
					Writing: Ex.1, 4, 8,						
					10,11,12						

Lesson 6.2 Grammar	p 74	<i>climb, mad, aim, paraglide, hit, catch, helicopter</i>	Past Simple: affirmatives	Reading: Ex.1, 7 Speaking: Ex. Listening: Ex.3,4, 5 Writing: Ex.6, 7
Lesson 6.3 Listening	p 75	<i>hate, necessary, enjoy, care, grade, individual</i>		Speaking: Ex.1, 2 Listening: Ex. 4, 5, 7, 8, 9,10 Writing: Ex.11
Lesson 6.4 Reading	pp 76---77	<i>start, treatment, move, illness, discover, tournament, disabled, foundation</i>		Reading: Ex. 2,3,4 Speaking: Ex.1,7, Writing: Ex.5,6
Lesson 6.5 Grammar	p 78	<i>race, chariot, aincient, take place, honour, competitor, happen</i>	Past Simple: questions & negatives	Reading: Ex. 1,2,3,4 Listening: Ex.4 Writing: Ex.5,6
Lesson 6.6 Speaking	p 79	<i>tip, career, benefit, self- confidence, communication</i>		Speaking: Ex.1,2, 6 Reading: Ex.2,3 Listening: Ex. 3 Writing: Ex. 5
Lesson 6.7 Writing	pp 80---81	<i>advertise, permanent, characteristics, reliable, willing to learn, flexible, chance, currently</i>		Reading: Ex. 1, 3,4,7 Speaking: Ex. 2 Writing: Ex.5, 6,
Focus Review 6	pp 82---83			Speaking: Ex.9 Reading: Ex. 7 Listening: Ex.8 Use of English: Ex. 1---6

pp 12---13

p 70		Unit 10 pp 64---71	Module 6 Unit 45
p 71			
p 72			
pp 73---74		Unit 10 pp 64---71	Module 6 Unit 46
p 75			
p 76			
p 77---79			

Test 4 (KET)
Test 4 (Key)

Unit 7 Travel	Lesson 7.1 Vocabulary	pp 84---85	baker's, bookstore, butcher's, charity shop, greengrocer's, newsagent, store, shopping mall/center, toiletries, wedding chapel, scissors, window shopping, sale, bargain, afford, refund	Countable & uncountable nouns	Reading: Ex.2 Speaking: Ex.2,3,12 Listening: Ex.4, 6,9,11 Writing: Ex.1,7,10,11	pp 14---15	pp 80---81		Unit 1 pp 3---7	Module 1 Units 1-2	Test 5 (Key)
	Lesson 7.2 Grammar	p 86	quality, fair, price, pronounce, environment, approximate, make a living	Passive	Reading: Ex. Speaking: Ex.1 Listening: Ex. Writing: Ex.		p 82		Unit 17 pp 123---126	Module 17 Units 96-98	
	Lesson 7.3 Listening	p 87	value, matter, capable, cost, receipt,		Speaking: Ex.1,6 Listening: Ex. 2.3,4,7,8 Writing: Ex.5, 9		p 83				
	Lesson 7.4 Reading	pp 88---89	ecology, elegance, loyalty, passion, royalty		Reading: Ex.2,3,5 Speaking: Ex. 1, 4, 6,7 Writing: Ex.8		pp 84---85				
	Lesson 7.5 Grammar	p 90	pumps, high heels, flip flops, sandals, imagination	Quantifiers	Reading: Ex. 2,3,5 Writing: Ex.6, 7, 8 Speaking: Ex. 1,9		p 86		Unit 5 pp 29---33	Module 1 Units 8-10	
	Lesson 7.6 Speaking	p 91	item, stock, complain, sold out, suit(v), zip		Speaking: Ex.1, 5,6 Reading: Ex. 2 Listening: Ex.3, 4 Writing: Ex.4		p 87				
	Lesson 7.7 Writing	pp 92---93	damage, headphones, annoy, rude, replacement, delivery		Reading: Ex.2, 3,4 Speaking: Ex. 1 Writing: Ex.5,6,7		p 88			Module 16 Units 92-95	
	Focus Review 7	pp 94---95			Speaking: Ex.9 Reading: Ex.7 Listening: Ex.8 Use of English: Ex.1---6 Writing: Ex. 10		pp 89---91				

8 Nature	Lesson 8.1 Vocabulary	pp 96---97	<i>capital, minister, head, monarchy, population, burglary, steal, rob, mug, shoplifting, drug dealing, piracy, theft, thief, murder, vandalism, arson, arrest, innocent, guilty, case, witness, court, judge, evidence, sentence, prison, victim</i>		Reading: Ex.3,4 Speaking: Ex.5 Listening: Ex. 6,7 Writing: Ex.1,2,11,12						
	Lesson 8.2 Grammar	p 98	<i>elderly, suitcase, detail, credit card, contact, bank account, donate</i>	Past Perfect	Reading: Ex. 1,2 Writing: Ex.6,7					Module 6 units 47-49 Module 7 Units 50-56	
	Lesson 8.3 Listening	p 99	<i>nail, body language, identify, reason, lie</i>		Speaking: Ex.2 Listening: Ex. 1,3,4,6,7,8 Writing: Ex.5,8						
	Lesson 8.4 Reading	pp 100---101	<i>century, order, racism, segregation, discrimination, slavery, civil rights, leader</i>	Compound nouns	Reading: Ex.3,4,5 Speaking: Ex. 1,6 Listening: Ex.7 Writing: Ex.7					Module 19 Units 105-107	
	Lesson 8.5 Grammar	p 102	<i>probably, bury, scary</i>	Reported Speech	Reading: Ex. 1,4 Speaking: Ex. 4,5,7,8 Writing: Ex.6					Module 14 Units 86-88	
	Lesson 8.6 Speaking	p 103	<i>spot, poster, convince, statistics, illegal, guy</i>		Reading: Ex. 3 Speaking: Ex. 1,4, 5 Listening: Ex. 2,3,4 Writing: Ex.					Module 20 Units 110-112	
	Lesson 8.7 Writing	pp 104---105	<i>graffiti, gang, property, private, tax, commit</i>		Reading: Ex.2,4 ,5,7 Speaking: Ex.1, Writing: Ex.4,7						
	Focus Review 8	pp 106---107			Speaking: Ex.9 Reading: Ex.7 Listening: Ex.8 Use of English: Ex. 1---6 Writing: Ex. 10	pp 16---17	pp 92---93				
							p 94				
							p 95				
							pp 96---97				
							p 98				
							p 99				
							p 100				
											Test 6 (key)

Тематическое планирование курса Focus 2

Unit	Lesson	Pages	Содержание урока				Workbook	MyEnglishLab	Additional Material				
			Vocabulary	Grammar	Skills	Word Store			Round up 4	MyGrLab B1---B2	PTE G Tests Level 2	Practice Tests for Cambridge PET 1,2,3	ОГЭ. Сборник тестов
	Lesson 1.1 Vocabulary	pp 12---13	Personality adjectives <i>arrogant, dishonest, irresponsible, miserable, outgoing, caring, caring, sensible, hard-working</i>	Prepositional contructions <i>involved in, interested in, passionate about, good at, responsible for</i>	Speaking: Ex. 2,6,13 Personal qualities and abilities Listening: Ex. 3-4,7-8,11		pp 8---9			Module 17 Unit 88			
	Lesson 1.2 Grammar	p 14	<i>inspire, admire, similar, non-violent, human rights, give money to charities</i>	Present tenses: question forms	Speaking: Ex.1 Who are your role models? Listening: Ex. 2,4 Writing and Speaking: Ex 6-7		p 10		Unit 1 pp 3-13	Module 5 Units 26-29			
	Lesson 1.3 Listening	p 15	<i>volunteering, make an impression, impressive, confident, disappointed, optimistic, unpopular, care for, fit</i>		Speaking: Ex.1,5,8 What are you good at? Listening: Ex.2,4,6-7 Doing voluntary work Gap-fill Pronunciation: 9-11		p 11						
Unit 1 Personality	Lesson 1.4 Reading	pp 16---17	<i>bad-tempered, geerous, loyal to, obsessed, selfish, unhelpful, uncommunicative, lazy, adorable, modest, brave, cheerful, apologise, grumpy, modest</i>	Word fotation: Negaitve prefixes in adjectives	Speaking: Ex.1,8 Things parents say about teenagers Reading: Ex.2-7 What are teenagers really like? Gapped text		pp 12---13			Module 18 Unit 96			
	Lesson 1.5 Grammar	p 18	<i>sweatpants, priority, casual</i>	verb + ---ing form verb + to- infinitive	Speaking: Ex.1,2,8 Reading: Ex.3,4 Writing: Ex.7		p 14		Unit 11 pp 106 112	Module 12 Units 64-67			
	Lesson 1.6 Speaking	p 19	Hobbies and interests <i>being online, doing sport, eating and drinking, listening to music, shopping, scialising, travelling, watching TV</i>	Showing interest <i>Really? That's cool! Do you? Are you?</i> Saying you are similar <i>Me neither. Me too.</i> Saying you are different	Speaking: Ex.1 Free time Listening: Ex.2-5 Writing and speaking: 7-8 Pair ducusiion, Shoing interest		p 15			Module 20 Unit 106			

	Lesson 1.7 Writing	pp 20---21	keen on, good at, groups and clubs,	Useful language to write a personal/informal email/letter	Speaking: Ex. 1 Qualities to describe an ideal exchange student Reading: Ex. 2, 4-5 Writing: Ex. 3, 6-8 A personal email/letter Telling about yourself		p 16			Module 19 Units 99-100			
	Focus Review 1	pp 22---23	<i>host family, depressed, wear uniform, charity shop, high-street shop, item, recycling, reuse</i>		Use of English: Ex 2,6 word formation, multiple choice Speaking: Ex. 8 Pair discussion based on pictures Reading: Ex. 7 Inetrnational studnets' magazine T/F Writing: Ex 9-10 An email Describing a host family	pp 2---3	pp 17---19				Unit 1 pp 6---13 Test 1 pp 14---30	Test 1 (2) Test 2 (2)	
	Lesson 2.1 Vocabulary	pp 24---25	Technology <i>washing machine, reffridgator, radar, antibiotics, jet engine, nuclear power, communications satellite, credit card, modile phone, Inetrnet server, unsername, download, click on an icon, go online, social networking site, text message, follow on Twitter, dektop comuter, keyboard, search engine</i>		Speaking: Ex. 1,2,11 Technology and you. Inventions you can't live without Listening: Ex. 3-4, 5,7,9-10		pp 20---21						
	Lesson 2.2 Grammar	p 26	<i>pack heavy books, work with computer screens, e-link technology, e-reader</i>	Past Continuous and Past Simple	Speaking: Ex. 1 E-books vs printed books Reading: Ex. 2-5 Eureka! Writing and speaking: Ex. 7 Past experiences		p 22			Unit 2 pp 14---23 Unit 6 pp 59---65 Module 6 Units 30-32			

Unit 2 Invention	Lesson 2.3 Listening	p 27	Subjects and scientists <i>chemistry-chemist, physics-physicist, marine biology-biologist, archeology-archeologist, geology-geologist, ecology – ecologist</i> Actions <i>cure, discover, give evidence, do experiements, do research</i>	Verbs <i>make and do</i>	Listening: Ex. 1–2, 4–5 Multiple choice Pronunciation: Ex. 6-7	pp 4–5	p 23			Module 17 Units 92-93	Test 1 (3) Test 2 (3)	Test 5 Innovation
	Lesson 2.4 Reading	p 28---29	Space exploration <i>hatch, go smothly, be on duty, mission control, be bored to tears, spacecraft, eplosion, escape into space, on board, supply, oxygen, outser space, a sigh f relief, exhasut, rescue boat</i>	Phrasal verbs <i>look into, go through, go back, carry out, figure out, look out, run out, come up with</i>	Speaking: Ex. 1,6 Space exploration Reading: Ex. 2-4 Appolo 13. Houston, we have a problem Multiple choice Listening: Ex. 5 One small step for man		pp 24---25			Module 17 Unit 91		
	Lesson 2.5 Grammar	p 30	<i>read a map, use GPS, update a profile, give out a website address, look up in the encyclopedia</i>	used to	Speaking: Ex. 1 How things ave changed Listening: Ex. 2 Writing and sepaking: Ex. 5-6 Asking and answering questions about past habits		p 26		Unit 6 p 63	Module 6 Unit 33		
	Lesson 2.6 Speaking	p 31	<i>sound frightening, nightmare</i>	Narrative tenses Linking devices <i>at first, all of a sudden, finally, eventually, unfortunately</i>	Speaking: Ex. 1,5-6 Telling a story + Photo description Listening: Ex. 2		p 27			Module 15 Unit 82		
	Lesson 2.7 Writing	pp 32---33	<i>make sure, interactive experiment, scary, relax</i>	Useful language for an informal email/letter	Speaking: Ex. 1 Tourist attractions in your area Reading: Ex. 2-4 Writing: Ex. 5-7 An infomal email Suggesting a museum		p 26			Module 19 Units 101-102		
	Focus Review 2	pp 34---35	<i>crash, fix, advanced, imaginative</i>		Use of English: Ex 2 word formation; Ex 6 multiple choice Speaking: Ex. 8-11 Photo description Listening: Ex. 7 Multiple choice Writing: Ex. 12-13 A story		pp 29---31					

		pp 36---37	Arts <i>art gallery, ballet, band, best---seller, documentary, hit, picture, stage, TV presenter</i> Types of books and writers <i>novelist, journalist, playwright, literary critic, scriptwriter, songwriter, composer</i>		Speaking: Ex. 3, 11 How do you like to study? Your favourite art Reading: Ex. 4-5 How writer write Listening: Ex. 6-7, 9		pp 32---33						
	Lesson 3.1 Vocabulary												

Unit 3 The Arts	Lesson 3.2 Grammar	p 38	<i>female/male, graduate, worldwide, chart, title track, music award, inetrnational artist, according to, proper job</i>	Present Perfect with just, already, (not) yet and Past Simple	Speaking: Ex. 1, Reading: Ex. 2-5 A school for stars Writing and speaking: Ex. 6-7 Cultural things to do before you are 18	p 34		Unit 2 pp 14---23	Module 6 Units 34-35		
	Lesson 3.3 Listening	p 39	Type of artist <i>painter, photographer, sculptor</i> Type of art <i>black-and-white hotographs, calssic oil painting, landscape, modern abstarct painting, portrait, sculpture, street art</i>		Speaking: Ex. 1,5 What kind of art do you like? Listening: Ex. 3-4 Multiple choice Pronunciation: Ex. 6-7	p 35					
	Lesson 3.4 Reading	pp 40---41	Types of films <i>action, adventure, anumaton, crime, documentary, historical drama, horror, musical, romantic comedy, science fiction, fantasy, thriller, war, western</i>	Adjectives to describe emotions <i>amazing, excellent, brilliant, amusing, moving, perfect, wonderful, true-life, great</i>	Speaking: Ex. 1,7-8 Talking about films Reading: Ex.2-6 Film club favourites Matching	pp 36---37			Module 18 Unit 98		
	Lesson 3.5 Grammar	p 42	<i>vocal range, recorded music, live music, talented</i>	Comparative and superlative adjectives too and enough	Listening: Ex. 1,5 Quick culture quiz Writing and speaking: Ex. 6-7 Your attitude to art	p 38		Unit 27 pp 27---39	Module 4 Units 19-22		
	Lesson 3.6 Speaking	p 43	Descriptive adjectives <i>bored, crowded, empty, excited, famous, friendly, frightened, irritated, miserable, nervous, noisy, proud, quiet, shy, tired, young</i>	Language for specualtion Giving your opinion	Speaking: Ex. 1-2, 5,7 Photo descripton Listening: Ex.6	p 39			Module 9 Units 47-48		

	Lesson 3.7 Writing	pp 44---45	disappointed, improve, fail a driving test, arrange, go out for a meal	Useful language to write about what happened	Speaking: Ex. 1 Your best/worst b-day present Reading: Ex. 2-3 Writing: Ex. 4-7 An informal letter Writing to a friend abtu your latest news	p 40			Module 19 Unit 103			
	Focus Review 3	pp 46---47	<i>once-in-a-lifetime experience, ambitious, professional, jazz, attractive</i>		Use of English: Ex 2 word formation, Ex 4 Key word transformations, Ex 6 multiple choice Speaking: Ex. 8 Photo description Reading: Ex. 7 The expereicne of a lifetime Multiple choice Writing: Ex. 9 An email	pp 41---43				Unit 2 pp 31---37 Test 2 pp 38---54	Test 3 (1) Test 4 (1)	Test 1 Adventure
pp 6---7												

	Lesson 4.1 Vocabulary	pp 48---49	Houses and homes <i>housing estate, eco-house, cosy, in the countryside, wood, open-plan, natural lights, houseboat</i> Household chores <i>ironing, gardening, housework, shopping, making the bed, washing, washing---up</i>		Speaking: Ex. 1-2,4,12 Your house Reading: Ex. 3 The hobbit house Listening: Ex. 5,7,9-10	pp 44---45						
	Lesson 4.2 Grammar	p 50	couchsurfing, travel/global community, accommodation, basement flat	Present Perfect with for and since	Reading: Ex. 2-3 Couchsurfing Listening: Ex. 4 Writing and speaking: Ex. 6-7	p 46		Unit 2 pp 14---23	Module 7 Units 36-38			
	Lesson 4.3 Listening	p 51	<i>curtains, carpet, modern, tidy, bedside lamp, collection, souvenir</i>	Prepositions of place Quantifiers	Speaking: Ex. 1,6 Describing yor room Listening: Ex. 2-5 Multiple choice Pronnciation: Ex. 7-8	p 47		Unit 17 pp 162---167	Module 17 Units 89-90 Module 2 Units 12-13			

	Lesson 4.4 Reading	pp 52---53 Places in a city <i>canal, canyon, golden sand, harbour, monument, mountain, rainforest, ruins, shallow sea water, statue</i> Adjectives to describe a place <i>spectacular, ancient, popular tourist destination, impressive, fantastic, amazing natural wonder, breathtaking, trading, busy, limestone</i>		Reading: Ex. 1-5 Five places to visit before you die Matching Writing and speaking: Ex. 6 Describing places	pp 48---49						
	Lesson 4.5 Grammar	p 54 <i>decoration, lighting, theme, move house, huse-warming party, dress up</i>	Present Continuous, be going to, will	Speaking: Ex. 1 What makes a good party? Listening: Ex. 2,4 Writing: Ex. 5-6 Organising an end-of-term party	p 50		Unit 4 pp 40---50	Module 8 Units 41, 44-45			
	Lesson 4.6 Speaking	p 55 <i>day out, suitable, waterfront restaurant</i>	Making suggestions <i>Do you fancy ...? How/What about ...? I think we could ...</i> Agreeing and disagreeing in speech <i>That's a great idea! That sounds good! Why not I'm sorry i'm not keen on ... I'd rather ... I'm not sure about ...</i>	Speaking: Ex. 1 Things to do in London Listening: Ex. 2-4 Speaking: Ex 5 Planning a day out in Edingburgh	p 51						
	Lesson 4.7 Writing	pp 56---57 <i>look up, point at, be in trouble</i>	Linking words <i>because, and, but, so</i>	Speaking: Ex. 1-2 Places you've been on holiday Reading: Ex. 3-4 Writing: Ex. 5-8 A story about a holiday	p 52		Unit 17 pp 168---169	Module 15 Units 78-79			
Unit 4 Living	Focus Review 4	pp 58---59 bungalow, central heating, terraced house, detached, fancy dress party		Use of English: Ex 2 word formation, Ex 3 Key word transformations, Ex 6 multiple choice Speaking: Ex. 8 Pair discussion Listening: Ex. 7 Sentence completion Writing: Ex. 9 A blog entry A school trip	pp 8---9	pp 53---55			Unit 4 pp 79---85 Test 4 pp 86---103	Test 3 (2) Test 4 (2)	Test 2 Habitat

	Lesson 5.1 Vocabulary	pp 60---61	Subjects <i>architecture, design and technology, engineering, english, geography, law, medicine, music, PE, reading, science, writing</i> School words <i>primary school, secondary school, high school, school uniform, classmate, classroom, compulsory, optional, demanding, timetable, non-academic subjects, drop a subject, do a course, learn by heart, skip a lesson, revise for, pass exams, do a subject</i>	Phrasal verbs <i>get up, get out of, get on with, meet up with, take off, put on, carry on, get into</i>	Speaking: Ex. 1-3,10 School subjects and school atmosphere Reading: Ex. 4-5 Top marks of a Korean student Listening: Ex. 6, 8-9, 11							
	Lesson 5.2 Grammar	p 62	<i>a gap year, be in favour of, be against smth, do voluntary work, do a part---time job, go backpacking</i>	First Conditional	Speaking: Ex. 7 A conversation about a gap year, a role-play Reading: Ex. 1 UK today Listening: Ex. 2, 4-6 A gap year	p 58		Unit 13 pp 124---126	Module 10 Unit 54			
	Lesson 5.3 Listening	p 63	Exams and applying to university <i>get rid of exam stress, create a revision schedule, get exhausted, study in a group, take regular breaks, fail an exam, memorise, take it easy, on one's own, get stressed about, apply for a place at university, apply to a university, take an entrance exam, pay a tuition fee</i>		Speaking: Ex. 1 Getting rid of exam stress Reading: Ex. 5-6 How to get a place at University in Britain Listening: Ex. 2 True/false Pronunciation: Ex. 7-8	p 59						

Unit 5 School	Lesson 5.4 Reading	pp 64---65	<i>a remote part, reach the summit, stumble into a tiny village, nurse back to health, be thirsty for knowledge, donate money, raise money, fundraising, be/feel amazed, keep promises, attend school, provide an education, make a difference, earn an income, invest in, quote, community</i>	Verbs/nouns/noun phrases + prepositions	Speaking: Ex. 1 Edcatig girls in developing countries Reading: Ex. 2-5 The man who moves mountains True/false Listening: Ex. 6 Writing: and speaking: Ex. 7 Collecting money for a charity at school	pp 60---61			Module 17 Units 87-90 Module 18 Units 95, 97-98			
----------------------	-------------------------------	------------	---	---	---	------------	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

	Lesson 6.7 Writing	pp 80---81	Appling for a job <i>permanent, candidate, reference, available, enclose a CV, a building site, part of a team, a job interview</i>	Useful language for a letter of application	Speaking: Ex. 1-2 Study in a job-application ad Writing: Ex. 3-7 A letter of application on a part-time job	p 76			Module 19 Units 104-105			
Unit 6 Working Life	Focus Review 6	pp 82---83	<i>take a message, look for a job, a computer programmer, tiring, be satisfied with, get promoted to</i>		Use of English: Ex 2 word formation, Ex 4 Key word transformations, Ex. 6 multiple choice Speaking: Ex. 10-11 Picture description + discussion Listening: Ex. 7 True/false Writing: Ex.8-9 A story A terrible day at work	pp 12---13	p 77---79				Test 4 (3)	Test 4 Careers
	Lesson 7.1 Vocabulary	pp 84---85	Shops <i>pet shop, butcher's, newsagent's, baker's, toy shop, greengrocer's, shoe shop, clothes shop, shopping mall, shopping center</i> Shopping <i>go window shopping, have a sale, buy on special offer, pick up a bargain, afford, keep the receipt, get a refund</i> Places in a shop <i>theme park, wedding chapel, cinema, aquarium, designer boutique, restaurant</i> Purchases <i>trainers, toiletries, light bulbs, plants, have a manicure</i>		Speaking: Ex. 3,5 Opinions about shopping malls Reading: Ex.2 Mall of America Listening: Ex. 4,6,9,11 Writing and speaking: Ex. 11-12 Shopping and you		pp 80---81					
	Lesson 7.2 Grammar	p 86	quality, produce, a fair price, fairtrade, make a living, premium, invest	The Passive	Speaking: Ex. 1 Who does the shopping in your family? Reading: Ex. 2,5 What's a fairtrade?		p 82		Unit 12 pp 113---120	Module 16 Units 83-86		
	Lesson 7.3 Listening	p 87	Presents <i>perfume, a tablet, a purse, time in a recording studio, face cream, a bunch of flowers, a friendship bracelet, a game console; value, do research, capable of</i>		Speaking: Ex. 1,6 The best and the worst present Listening: Ex. 2,4 True/false Pronunciation: Ex. 7-8		p 83					

Lesson 7.4 Reading	pp 88---89	Consumerism <i>elegance, loyalty, passion, royalty, pay attention to, attract, customer, trust, focus on, credit card details, today's competitive market, a brief outline, noticeable, typical, buy on impulse, install, eco-friendly, jealousy and greed, package, old-fashioned, economical, passionate, bookstore, branding, logo, recognisable</i>		Speaking: Ex. 1 Colours and associations Reading: Ex.2-5 Colours and the consumer Writing and speaking: Ex. 6-7 Brands and you

pp 84---85			
------------	--	--	--

Unit 7 Shopping	Lesson 7.5 Grammar	p 90	<i>smart, set up a company, do advertising, transform lives of people</i>	Quantifiers	Speaking: Ex. 1 When you bought your last pair of shoes Reading: Ex. 2-3 TOMS shoes Writing and speaking: Ex. 8-9 A typical school day
	Lesson 7.6 Speaking	p 91	<i>be sold out, be on offer, be half price, reduced, an item, be out of stock, bother, a changing room</i>	Making complaints	Speaking: Ex. 1,5-6 Shopping and making complaints Listening: Ex. 3-4
	Lesson 7.7 Writing	pp 92---93	<i>complain, afraid, disappointed, grateful, replace, provide a service, unpack, damage</i>	Structure of a complaint letter/ email	Speaking: Ex. 1 Problems when buying something Reading: Ex.2-4 Writing: Ex. 5-7 An email/ letter of complaint
	Focus Review 7	pp 94---95	<i>reduction, a mystery shopper, eat in elegant restaurants, reliable, exaggerate, mysterious, powerful</i>		Use of English: Ex 2 word formation, Ex 6 multiple choice Speaking: Ex. 8 Buying a present, discussion Reading: Ex. 7 Pink Multiple choice Writing: Ex. 9-11 An email of complaint on an online product

pp 14---15

p 86		Unit 7 pp 69---76	Module 2 Units 6-11
p 87			
p 88			
pp 89---91			

Unt 5
pp 103---109
Test 5
pp 110---126

Test 4 (3)
Test 5 (3)

Unit 8 Society	Lesson 8.1 Vocabulary	pp 96---97	Crimes <i>burglary, theft, robbery, mugging, shoplifting, drug dealing, piracy, murder, car theft, vandalism, arson</i> Crime words and phrases <i>arrest, thief, suspect, innocent, guilty, witness, prove, case, go to court, in court, judge, catch a criminal, police officer, victim, interview, collect evidence, sentence to, prison</i>		Reading: Ex. 3-5 UK crime trends, Ex 10 Criminal commit crazy crimes Listening: Ex. 6-7, 11-12 Writing: Ex. 1-2 Your country's fact file	pp 92---93						
	Lesson 8.2 Grammar	p 98	<i>elderly, understandably, life savings, put money into a bank account</i>	Past Perfect	Reading: Ex. 1-2 How to lose a fortune Writing: Ex. 7	p 94		Unit 8 pp 77---82	Module 6 Units 34-35			
	Lesson 8.3 Listening	p 99	Body language <i>Stare at, cross your arms, bite your nails, raise your eyebrows, blink your eyes, a genuine smile, identify a lie</i>		Speaking: Ex. 2 Body language Listening: Ex.1, 3-4 Multiple choice Writing: Ex. 5 Lying and tellign the truth Pronunciation: Ex 6-7	p 95						
	Lesson 8.4 Reading	pp 100---101	Civil rights <i>movement, fight for freedom, justice, declare the end of slavery, vote, racism, social problem, racial segregation, inspire, the black community, humiliate, discrimination, assassinate</i>		Speaking: Ex. 6 Pair discussion Reading: Ex. 3-5 The Americian Civil Rights Movement True/false Listening: Ex. 1-2 Martin Luther King	pp 96---97						
	Lesson 8.5 Grammar	p 102	<i>walk out of, fluent, bury, find out identity</i>	Repoted speech	Speaking: Ex. 7-8 Facts about you and your partner Reading: Ex.1-2 Mystery German forest boy	p 98		Unit 16 pp 149---158	Module 13 Units 68, 70-71			
	Lesson 8.6 Speaking	p 103	a shoking image, an effect, a prison sentence, spotty, convincing, use iilgal drugs	Justifying and rejecting opinions	Speaking: Ex.1,5 Anti-drugs posters, a campaign about modile phone theft + Picture description Listening: Ex. 2-4	p 99			Module 20 Units 108-110			

	Lesson 8.7 Writing	pp 104---105	<i>damage public property, spray graffiti, street art, without permission, a council, public taxes, punish, do community service, hacking, pickpocket, break the law</i>	Giving and justifying opinions in writing	Speaking: Ex. 1 Is graffiti art or vandalism? Reading: Ex. 2 Writing: Ex. 3-7 A reader's comment on celebrity shoplifting	pp 16---17	p 100								
	Focus Review 8	pp 106---107	<i>unemployment, sexism, fiddle, face smth, download illegally, escape, a weapon, corruption, prevent a crime, break into</i>		Use of English: Ex 2 word formation, Ex 6 multiple choice Speaking: Ex. 9-10 Choosing a poster for a campaign against crimes on teenagers Listening: Ex. 7 multiple choice Writing: Ex. 11-12 A story		pp 101---103							Test 5 (3) Test 6 (3)	Test B Diagnostic

Тематическое планирование курса Focus 3

Unit	Lesson	Pages	Содержание урока				Workbook	MyEnglishLab	Additional material					
			Vocabulary	Grammar	Skills	Word Store			Round up 5	MyGrLab B1-B2	PTE G Tests Level 3	Practice Tests for Cambridge First	ЕГЭ. Сборник тестов	ЕГЭ. Устная часть
Unit 0 Intro Unit	Lesson 0.1 Home sweet home	p 4					p 4							
	Lesson 0.2 National dishes	p 5												
	Lesson 0.3 Falshmob	p 6												
	Lesson 0.4 Money, money, money	p 7					p 5							
	Lesson 0.5 At the movies	p 8												

	Lesson 0.6 My technology	p 9				p 1	p 6					Test 3 English-speaking countries	Test 20
	Lesson 0.7 Growing up	p 10											
	Lesson 0.8 Young entrepreneurs	p 11					p 7						
	Lesson 1.1 Vocabulary	pp 12---13	Apperance and Personality <i>caring, blond, curly hair, hard-working, outging, top, selfish, gorgeroud, mischievous, imaginative, stylish, chraming, adventurous, immature, sophisticated, cheeky, cute, adorable</i>		Speaking: Ex 1-2, 6 Reading: Ex 3 Facebook profile photos and what they mean Listening: Ex 4-5, 7-10 Writing: Ex 13		pp 8---9						
	Lesson 1.2 Grammar	p 14	<i>fashion editor, revise for exams, buy clothes online</i>	Dynamic and state verbs in Present simple and present continuous	Speaking: Ex 1 Listening: Ex 2, 4-5 Reading: Ex 3 How to dress: festival fashion Writing and speaking: Ex 6---7		p 10		Unit 1 pp 3---7	Module 5 Units 26-29			

Unit 1 Looks	Lesson 1.3 Listening	p 15	<i>online friend, opposite sex</i>	Phrasal verbs <i>hang out with, lose touch of, take after</i>	Speaking: Ex 1 Listening: Ex 2, 4, 8 Multiple choice Best qualities in a friend Pronunciaton: Ex 6 Writing and Speaking: Ex 7 (game)		p 11		Unit 1 pp 13---14	Module 17 Unit 91			
	Lesson 1.4 Reading	pp 16---17	Describing people <i>resemble, ancestors, have freckles, light---skinned, be the image of, have dimples</i>		Speaking: Ex 2-3, 5 Describing famiy members Reading: Ex 4-5 Teen science: who do you look after? Multiple choice Writing: Ex 9 Describing your family		pp 12---13						

[illegible]

Lesson 2.2 Grammar	p 26	<i>compete, athletes, save energy, long-distance race, lead, overtake, at high speed, speed up, look round, chase after</i>	Narrative tenses	Reading: Ex 1 Running wild Listening: Ex 5 Lucky break Writing and Speaking: Ex 6-7 Telling a story
Lesson 2.3 Listening	p 27	<i>courageous, generous, determined, healthy, modest, realistic, passionate, positive, enter a competition, look up to</i>		Speaking: Ex 1, 7-8 Photo description Listening: Ex 2-6 Sentence completion Pronunciation: Ex 9-10
Lesson 2.4 Reading	p 28---29	<i>Paralympics disabled, fulfil ambitions, do a degree, stay in shape, miss the chance, have a positive outlook on life</i>		Reading: Ex 1, 3-5 She was born this way Gapped text Speaking: Ex 6-8 Pair discussion
Lesson 2.5 Grammar	p 30	<i>encourage, force, can't help doing, mind lending</i>	Verb patterns: verb + to do, Verb + -ing, Modal verb + do, verb + object + do	Reading: Ex 1 Think like a winner Writing and speaking: Ex 4-6 Asking and answering questions
Lesson 2.6 Speaking	p 31	Controversial sports issues <i>earn millions, deserve, role model</i>	Asking for and giving opinion <i>What do you think about? The thing is ... To be honest, ... If you ask me, ...</i> Agreeing and disagreeing <i>That's true. Absolutely. I'm (not) sure about ... I don't feel strongly one way or the other</i>	Speaking: Ex 1, 5-6 Talking about sport Listening: Ex 2-4
Lesson 2.7 Writing	pp 32---33		Sequencing past events <i>before, by the end of, the following morning, next, after, eventually, then</i>	Speaking: Ex 1,4 Reading: Ex 2-3 Snowboarding for the first time Writing: Ex 5-7 An article A new experience/a new activity

p 22		Unit 2 pp 13---26	Module 6 Units 30-35
p 23			
pp 24---25			
p 26		Unit 4 pp 40---50	Module 12 Units 64-67
p 27			Module 20 Unit 106
p 26		Unit 8 pp 97---98	Module 15 Unit 78

Unit 2 Just do it!	Focus Review 2	pp 34---35	coach, referee, goalkeeper, spectators, ridiculous		Use of English: Ex 5 Multiple choice Listening: Ex 7 Sentence completion Reading: Ex 8 Go, girls! Gapped text Speaking: ex 9 pair discussion Writing: Ex 10 An article A sporting event	pp 4--5	pp 29---31					Test 2	Test 8 Health, sport and healthy lifestyle
	Lesson 3.1 Vocabulary	pp 36---37	Travel and means of transport catch the train, book a ticket, cross Europe, board a cargo, miss the plane, reach the destination		Speaking: Ex 1-3, 6 Advantages and disadvantages of lifestyles Listening: Ex 7.10-12 Reading: Ex 3-5 Travelling for a living		pp 32---33						
	Lesson 3.2 Grammar	p 38	holidaymaker, caravan, domestic animal, escape from	Present and past speculation	Speaking: Listening: Ex 5-6 Reading: Ex 3 Lion on the loose in Essex? Writing and speaking: Ex 7-8 Speculating about a past event		p 34		Unit 5 pp 51---64	Module 9 Unit 47-48			
	Lesson 3.3 Listening	p 39	Types of holidays a city break, a skiing holiday, an overland tour, a cruise, trekking in the mountains		Speaking: Ex 1 Picture discussion Types of holidays Listening: Ex 2-3 Multiple choice Pronunciation: Ex 7-8		p 35						
	Lesson 3.4 Reading	pp 40---41	amazing views, fantastic beaches, lively cafes, outdoor activities, safari, steep hills, stunning, sparkling lights, unspoilt		Speaking: Ex 1-2, 7 What is important for a good holiday Reading: Ex 3-6 Globetrotters Travel competition Multiple matching Writing:		pp 36---37						
	Lesson 3.5 Grammar	p 42	traffic pollution, follow a map, revolutionary	Used to and would	Speaking: Ex 1 Listening: Ex 2, 5-6 Reading: 3 Left or right? Writing: Ex 7 Your past habits		p 38		Unit 2 pp 19---20	Module 6 Unit 33			

[illegible]

Unit 4 Eat up	Lesson 4.3 Listening	p 51	fizzy drinks, nutrition, nutrients, fresh local produce, vegetarian		Speaking: Ex 1, 2 A healthy diet test Listening: Ex 3-5 Multiple matching Pronunciation: Ex 6-7	p 47									
	Lesson 4.4 Reading	pp 52---53	Food wastes <i>uncover a scandal, go without food, highlight the problem, chop up, leftovers, feed, soya-based feed, donate, blame for, portion, edible</i>		Speaking: Ex 1, 6 What to do to avoid wasting food Listening: Ex 4-5 Reading: Ex 2-3 The problem of food waste Multiple choice	pp 48---49									
	Lesson 4.5 Grammar	p 54		Future Continuous and Future Perfect	Speaking: Ex 1 Teenager cook camp Writing and speaking: Ex 4---8 Schedules	p 50		Unit 3 pp 27---37	Module 8 Unit 42-44						
	Lesson 4.6 Speaking	p 55	In a restaurant <i>a course, main, dessert</i>	Making orders Indirect questions	Speaking: Ex 1, 6-7 Making dialogues Listening: Ex 2-4	p 51			Module 13 Units 69-70						
	Lesson 4.7 Writing	pp 56---57	<i>get in touch, write back, clarify</i>	Structure of an email Formal language	Reading: Ex 1-4 Enrolling for a course Writing: Ex 5-6 A semi-informal email Visiting a chocolate factory	p 52		Unit 9 pp 113---115	Module 19 Unit 105						
	Focus Review 4	pp 58---59			Use of English: Ex 5---6 multiple choice Speaking: Ex 8-9 Comparing pictures and places to buy food Reading: Ex 7 multiple choice Writing: Ex 10 An email Your cooking experience	pp 53---55				Unit 5 pp 102---107 Test 5 pp 108---125	Test 4	Test 8 Health, sport and healthy lifestyle	Test 10 Test 15 Test 18		

			Natural world <i>on the coast, on the banks of the river, glacier, foothill, river valley, dam, reduce the risk of, be located, peninsula, strike, destroy, bay, predict, evacuate, eruption, crops</i>		Listening: Ex 4,7,9-10 Reading: Ex 3-4 Living with natural disasters		pp 56--57								
	Lesson 5.1 Vocabulary	pp 60--61													
	Lesson 5.2 Grammar	p 62	Natural disasters <i>drought, earthquake, flood, hurricane, tsunami, volcano</i>	Articles: no article, a/an, the	Speaking: Ex 1 Listening: Ex 3 Reading: Ex 1-2 The world's growing problem Writing and speaking: Ex 7		p 58		Unit 10 pp 125--134	Module 1 Units 2-4					

Unit 5 One world			Environmental worries <i>bicycle rack, fast-food canteen, large car park, low-energy light bulb, organic vegetable garden, recycling bin, global warming, renewable energy, solar panel</i>		Speaking: Ex 1-2,6 Eco-school Listening: Ex 3-4 Multiple choice Pronunciation: Ex 7-8		p 59								
	Lesson 5.3 Listening	p 63													
	Lesson 5.4 Reading	pp 64--65	Environmental issues endangered plants and wildlife, overpopulation, air pollution, deforestation		Speaking: Ex 2,7 Most important environmental issues Reading: Ex 1, 3-6 Google earth and the Amazonian tribe Gapped text		pp 60--61								
	Lesson 5.5 Grammar	p 66	<i>in the bush, aggressive, attack, rescuer</i>	Non-defining relative clauses	Listening: Ex 3,5 Reading: Ex 1,4 Animals save people's lives		p 62		Unit 8 pp 101--104	Module 14 Units 72-73					
	Lesson 5.6 Speaking	p 67	<i>effective logo, attractive, amusing, eco-school, beach clear-up, put up a poster</i>	Expressing and justifying opinion	Speaking: Ex 1,4 Schools help environmental problems Listening: Ex 2-3		p 63			Module 20 Unit 109					

	Lesson 5.7 Writing	pp 68---69	<i>instant communication, rainforest, the outside world, get access to electricity, running water, tourist attraction, die from diseases</i>	Phrases to organize an essay	Speaking: Ex 1 Reading: Ex 2-4 Making contact with tribes Writing: Ex 5-7 A for and against essay Is it a good idea to keep animals in zoos?	p 64			Module 19 Units 100-101					
	Focus Review 5	pp 70---71	<i>animal shelter, throw litter, economic growth, consequence, cut down trees, survive, species, make a full recovery, melt, industrial, vertical, owe</i>		Speaking: Ex 10-12 Ways of helping animals Listening: Ex 7 multiple choice Writing: Ex 8-9 An essay Look after a new pet in the animal shelter	pp 65---67					Test 5	Test 4 Environmental issues	Test 2	
	Lesson 6.1 Vocabulary	pp 72---73	Parts of the body bottom, cheek, chest, elbow, fingernail, forehead, heel, toe, waist, wrist, ankle, calf, eyebrows, jaw, knee, hip, thigh, thumb Injuries sprain, break, cut, bruise, scratch, burn, dislocate	Idioms <i>pull one's leg, break one's heart, Laugh one's mouth off, give a hand, believe one's eyes, on the tip of the tongue</i>	Speaking: Ex 1-2, 5 Listening: Ex 3-4, 6, 8, 10-11 How much are they worth? (football injuries)	pp 68---69			Module 17 Units 92-94					

Lesson 6.2 Grammar	p 74	First aid <i>nosebleed, twist an ankle, get a black eye, bee-stung, eye drops</i>	Second conditional Wish/ If only	Speaking: Ex 1 First aid Listening: Ex 2, 5-6 Writing and speaking: Ex 8-9 Asking and answering questions
Lesson 6.3 Listening	p 75	Charities <i>raise money, donate money, sponsor, set up a webpage</i>		Speaking: Ex 7 Charity events in your country Listening: Ex 2-3, 6 Sentence completion Reading: Ex 1 Charity donations Pronunciation: Ex 8-9

Lesson 6.4 Reading	pp 76---77	Treatment and Recovery <i>contagious, catch a disease, prevent, cure, give an injection, take to hospital, give herbal medicine, develop symptoms, catch a cold, examine, fall ill, prescribe medicine, recover from a disease</i>		Speaking: Ex 1,7 Asking and answering questions Listening: Ex 8 Reading: Ex 1-6 A sory of hope Multiple choice
Lesson 6.5 Grammar	p 78	<i>make a decision, choose the option, hang over a cliff</i>	Third conditional	Reading: Ex 1-5 Decision time Writing and speaking: Ex 6---7
Lesson 6.6 Speaking	p 79	Symptoms <i>pain in the back, headache, stomackache, rash, runny nose, feel ill/dizzy/sick/weak, My neck hurts, My ankle/thumb/toe is swollen</i> Diagnosis <i>take temperature, doa blood test, Breathe in and out, lie down, have injection/flu/an infection/a virus, be allergic to</i> Treatment <i>go on a diet, give a prescription, make an appointment, take a tablet</i>	Constructions for giving advice <i>You should ... You'd better ... You need to ...</i>	Speaking: Ex 2-3, 7 A doctor's appointment. A dialogue Listening: Ex 1, 4-6 A doctor's appointment

p 70		Unit 7 pp 79---90	Module 10 Units 55,58
p 71			
p 72			
pp 73---74 P 75		Unit 7 pp 79---90	Module 10 Unit 56 Module 9 Units 50-51

Unit 6 Get well	Lesson 6.7 Writing	pp 80---81	medical field, proud of, patient, understanding, care, minor operation	Linking devices as well as, but, in my opinion, so, although	Speaking: Ex 1 Pair discussion Advantages and disadvantages of being a doctor Reading: Ex 2 A doctor in the family Writing: Ex 3-4 An article Your favorite TV doctor or nurse	p 76		Unit 8 pp 105---108	Module 15 Unit 80-82				
	Focus Review 6	pp 82---83	be concerned about, formulate a concept, run the marathon, dedicate to, facial defect, perform surgery, abandon at birth, free of cost, feel honoured		Speaking: Ex 8 Pair discussion Giving advice on recovery Use of English: Ex 1 Grammar transformations Ex 6 multiple choice Reading: Ex 7 All aboard the smile train! Gapped text Writing: Ex 9-10 An article Giving first aid	pp 12---13	p 77---79				Test 6		Test 13
	Lesson 7.1 Vocabulary	pp 84---85	TV programs chat show, documentary, series, news, current affairs, quiz and game show, reality show, sitcom, soap opera Reality TV contestant, panel of judges, present, entertainment, edit, viewer, audition, broadcast live, rehearsal		Speaking: Ex 1-3, 7 Your attitude to reality shows Listening: Ex 5-6, 8, 10, 12 Reading: Ex 4 Reality television	pp 80---81							
	Lesson 7.2 Grammar	p 86	gallery owner, positive attention of the media, critic, fake, use a hidden camera	Reported speech --- statements Reporting verbs tell, claim, point out, suggest, explain, say, add, reply	Speaking: Ex 1,7 Your attitude to art Reading: Ex 2 They said she was a genius Writing: Ex 5-6	p 82		Unit 9 pp 109---122	Module 13 Unit 68-71				

40

	Lesson 8.1 Vocabulary	pp 96---97	Human Qualities <i>courageous, determined, enthusiastic, generous, honest, loyal, modest, optimisti, honourable</i> Acts of kindness <i>engagement, appreciation, donations, employment, friendship, stupidity, cruelty, neighbourhood, kindness, helpfulness</i>		Speaking: Ex 2,5, 12 Human qualities and helping others Listening: Ex 6,8,10 Reading: Ex Honest, honourable and no longer homeless. Buying boots for a barefoot beggar		pp 92---93							
	Lesson 8.2 Grammar	p 98	<i>imprison, make into, attemp, cell, recreaton park, release, on average</i>	The passive	Listening: Ex 3-4 Alcatraz , a famous island prison Reading: Ex 1-2 Robben Island Writing and speaking: Ex 6-7 Personal situations, asking and answerign questions		p 94		Unit 6 pp 65---76	Module 16 Units 83-86				

Unit 8 Good citizens	Lesson 8.3 Listening	p 99	Crime and punishment <i>offender, commit a crime, violence, sentence, exclude from school, lock up, punish, break the law</i>		Speaking: Ex 1,6 Young offenders Listening: Ex 3-4 Multiple choice Pronunciation: Ex 7-8		p 95							
	Lesson 8.4 Reading	pp 100---101	<i>slicing, loaf, groan</i>	Phrasal verbs <i>squatter down, poke out, work out, take hold of</i>	Reading: Ex 1-4 The curious incident of a dog Gapped text Writing: Ex 8		pp 96---97			Module 18 Unit 95-98				
	Lesson 8.5 Grammar	p 102	Work about the house <i>paint the door, put in security lights, install a burglar alarm, change locks, fit a new door</i>	Have something done	Speaking: Ex 1 Listening: Ex 2-3 Reading: Ex 4-5 Burglary: the facts Writing and speaking: Ex 6---8		p 98		Unit 11 pp 135---140	Module 16 Unit 85				

Lesson 8.6 Speaking	p 103	<i>single-sex school, call on an elderly person, voluntary work, selfish, independent</i>	Talking about advantages and disadvantages	Speaking: Ex 4-5,8 Debates Listening: Ex 2-3, 6-7 Reading: Three easy ways to be a good citizen Writing: Ex 1		p 99				Module 20 Unit 107				
Lesson 8.7 Writing	pp 104---105	<i>older generation, unfair, incorrect, majority, involve</i>	Expressing personal opinion <i>In my view, as far as I'm concerned, put another way, lastly, moreover, in summary</i>	Speaking: Ex 2 Are young people enjoying life? Reading: Ex 1,3 Criticising young people's lifestyles Writing: Ex 3-5 An opinion essay Teaching manners at school		p 100								
Focus Review 8	pp 106---107	<i>campaign, provide with health care, deed, suffer, make a difference, senior citizen</i>		Use of English: Ex 3 word formation Ex 6 Gapped text Reading: Ex 7 Multiple matching Speaking: Ex 8-9 Protecting people's homes from theft Writing: Ex 10 An essay Are celebrities good role models for young people?	pp 16---17	pp 101---103					Unit 3 pp 54---59 Test 3 pp 60---77	Test 8	Test 14 Teenage problems and generation gap	

Тематическое планирование курса Focus 4

Unit	Lesson	Pages	Содержание урока				Workbook	MyEnglishLab	Round up 5	MyGrLab B1---B2	PTE G Tests Level 3	Practice Tests for Cambridge First Plus 2	Сборник ЕГЭ	ЕГЭ. Устная часть
			Vocabulary	Grammar	Skills	Word Store								
	Lesson 1.1 Vocabulary	pp 12---13	Education and different kinds of students <i>studious, single-minded, gregarious, bright, curious, analytic, brainy, self-motivated</i>	Phrasal verbs --- education <i>look forward to, hand in, catch up on, fo on to, put off</i>	Reading: Ex 3-4 What kind of student are you? Speaking: Ex 5 Pair discussion Describing the worst student Listening: Ex 6, 8, 10		pp 8---9			Module 17 Unit 91				

Unit 1 Do your best	Lesson 1.2 Grammar	p 14		Present and past habits, used to and would	Reading: Ex 1 The right education Listening: Ex 2 Speaking and Writing: Ex 5-6, 8 School routines and habits	p 10		Units 1-2 pp 3---26	Module 5 Units 26-29 Module 6 Units 30-33 Module 7 Units 36-40				
	Lesson 1.3 Listening	p 15	Collocations <i>earliest memory, remember vividly, lose memory, recall things in detail, slip one's mind</i>		Listening: Ex 2, 4-5, 9 Multiple matching Memory tips Pronunciation: Ex 7-8	p 11							
	Lesson 1.4 Reading	pp 16---17	Technology to help you learn <i>computer room, language laboratory, whiteboard, wi-fi, outdated, voluntary reading</i>		Reading: Ex 2-3 Lighting the spark of learning Gapped text Listening: CD 1.19 (recorded text)	pp 12---13							
	Lesson 1.5 Grammar	p 18	<i>lefties</i>	Verb patterns --- to do/do or ---ing <i>make, tend, enable, keep, force, encourage, manage, waste, let, expect, avoid</i> Verb patterns --- change in meaning <i>remember, forget, stop, try</i>	Listening: Ex 1-2, 5 A podcast about being left--- handed	p 14		Unit 4 pp 40---50	Module 12 Units 64-67				
	Lesson 1.6 Speaking	p 19	Feelings <i>confused, determined, enthusiastic, frustrated, relieved, terrified, thrilled</i>	Phrasal to express opinion <i>Personally, I think ... In my opinion, ...I intend to Actually, ... To be honest, For this reason I feel ... That's why I think ...</i>	Listening: Ex 3-4, 6-7 Speaking: Ex 2, 5, 8 Photo description	p 15							
	Lesson 1.7 Writing	pp 20---21		Report structure and useful language	Reading: Ex 1-4 Stoneberry secondary school Writing: Ex 5-9 A report for the school website	p 16							

[illegible][illegible]

Lesson 2.4 Reading	pp 30--31	<i>believable, likeable, yell, plunge</i>		Reading: Ex 3-6 One 299 hours 54 minutes Multiple choice Ex 7 True/false Speaking: Ex Explaining the mysteries
Lesson 2.5 Grammar	p 32	<i>firstborn, sibling, unlock personality, bring up children, undivided attention</i>	Relative clauses	Reading: Ex 2,4 What birth order says about you? Speaking: Ex 1,5 Advantages and disadvantages of being the firstborn child
Lesson 2.6 Speaking	p 33	Phrases to organise your talk <i>I'm going to tell you ... It took place ... When/while ... To begin with, ... Suddenly,..Predictably,.. Luckily/ fortunately, ... Unexpectedly, ...</i>		Speaking: Ex 1-3, 7 Telling a personal anecdote about a memorable day out Listening: Ex 4-6
Lesson 2.7 Writing	pp 34--35		Techniques to write a magazine article	Reading: Ex 2-3 Speaking: Ex 1 Writing: Ex 4-9 An article about adolescence

pp 24--25			
p 26		Unit 8 pp 101--104	Module 14 Units 72-73
p 27			
p 26			Module 19 Unit 100,103

Unit 2 It takes all sorts	Lesson 2.8 Language in focus	p 36	Collocations <i>center of attention, absolutely fantastic, late husband, stare hard, propose a toast, faithful friend</i>	
	Focus Review 2	pp 38--39	<i>wrongly assume, selfish, mature, decent</i>	Use of English: Ex 7 Key word transformations Listening: Ex 8 sentence completion Speaking: Ex 9 Comparing and contrasting photos Writing: Ex 11 An article What do parent and teenagers argue about most?

pp 4--5

			Module 17 Unit 87
pp 29--31			Module 4 Units 23,24

Unit 4
pp 78--83
Test 4 pp
84--101

Test 2

Test 5
Family and
Interpersonal
relationships
Test 6
Festivals,
customs and
traditions
Test 14
Teenage
problems and
generation gap

Test 7
Test 8

			Cities and city life <i>ruined castle, housing estate, dense forest, busy harbour, industrial area, breathtaking view, landmark, youth-friendly, pride oneself on, benefit from, packed with, steep in history, within walking distance of, located at the mouth, renowned for, offset by</i>												
	Lesson 3.1 Vocabulary	pp 40---41				Listening: Ex 3 Reading: Ex 5 The youthful cities index Speaking: Ex 4 Important things in a city	pp 32---33								
	Lesson 3.2 Grammar	p 42		Future forms		Reading: Ex 3 The voyage of a lifetime Speaking: Ex 5-6 Asking and answering questions	p 34		Unit 3 pp 27---37	Module 8 Units 41-45					
	Lesson 3.3 Listening	p 43	<i>freedom ship, co-housing, self-contained house, feature</i>		Speaking: Ex 1-2 Where you'd most/least like to live Listening: Ex 3-4 Multiple choice Pronunciation: Ex 6-7		p 35								
	Lesson 3.4 Reading	pp 44---45	<i>altitude, power source, permanent crew, orbit, astronaut, reflect off, splash, soak up, bathe in light, sleeping bag, nod off, settle down</i>		Speaking: Ex 1-2, 8 Reading: Ex 2-5 Life on board the international space station True/false		pp 36---37								
Unit 3 A place to live	Lesson 3.5 Grammar	p 46	<i>loads of dirty washing, speed-cleaning tips</i>	Quantifiers	Speaking: Ex 1 Describing your bedroom and personal habits Listening: Ex 2, 4 Speaking and writing: Ex 6---7		p 38		Unit 13 pp 164---168	Module 2 Units 12,13					

[illegible]

Unit 4 The cost of living	Focus Review 4	pp 66---67	consumer, withdraw, retail company, bar code		Use of English: Ex 3 5 multiple choice Ex 6 Key word transformations Listening: Ex 7 multiple choice Writing: Ex 8 An email of complaint to the manager of the museum Speaking: Ex 9-10 Pair discussion Effective forms of advertising	pp 8---9	pp 53---55				Unit 1 pp 6-11 Test 1 pp 12-30+L58	Test 4	Test 12 Shopping and consumer society	Test 9 Test 16 Test 20
	Lesson 5.1 Vocabulary	pp 68---69	Work and Employment accountant, beautician, civil servant, detective, requirements, qualification, experience, terms and conditions, working hours, living expenses, target the market, fill the vacant post	Phrasal verbs take on, pick up, keep smb on, take up, step down from, draw up	Speaking: Ex 1-3, 13 Reading: Ex 4-5 The return of the best job in the world Listening: Ex 6-11		pp 56---57							
	Lesson 5.2 Grammar	p 70	weakness, struggle, morning/evening person	Reported speech	Listening: Ex 1-2 Job interview situations		p 58		Unit 9 pp 109---122	Module 13 Units 68-70				
	Lesson 5.3 Listening	p 71	Verbs to describe trends decline, mark, rise, sharp, unchange		Speaking: Ex 1,5,8 Job trends Listening: Ex 2-3,6 Multiple matching Pronunciation: Ex 9-10		p 59							
	Lesson 5.4 Reading	pp 72---73	child care, era, breadwinner, dual---income marriage, generation, child-rearing duties		Reading: Ex 4-5 Multiple choice Work/home life for the average American family Speaking: Ex 1-3, 6		pp 60---61							
	Lesson 5.5 Grammar	p 74		Reporting verbs claim, explain, assure, suggest, insist, add, promise, offer, beg, accuse of	Reading: Ex 1 Spoint brat or neglected child? Use of English: Ex 4 Multiple choice Speakign and writing: Ex 6---7		p 62							

Unit 5 The world at your feet	Lesson 5.6 Speaking	p 75	<i>hink</i>	Talking about solutions <i>Have you tried ...?</i> <i>It's worth a try/ a go ...</i> <i>I doubt ... but let's see</i> <i>That doesn't make any solution/difference</i> Expressing annoyance <i>What are we supposed to do now?</i> <i>How should I know/ hink?</i> <i>You should have thought about it earlier.</i>	Listening: Ex 2-4 Speaking: Ex 1,5-6 Pair work Solving a problem	pp 10---11	p 63				pp 65---67		Test 5	Test 9 Jobs and careers	Test 5	
	Lesson 5.7 Writing	pp 76---77	<i>as a consequence, outcome, significant, dedicate to, affect</i>	Generalising and describing possible consequences	Speaking: Ex 1 Reading: Ex 2-5 Teen2teen Writing: Ex 6-10 An article Get a part---time job!		p 64									Module 15 Units 80-82
	Lesson 5.8 Language in focus	p 78		Phrasal verbs (separable and inseparable)	Use of English: Ex 4 Key word transformations											
	Focus Review 5	pp 80---81	<i>expire, tedious, high-powered, fulfilling, monotony, lucrative, livelihood</i>		Use of English: Ex 1 Word formation Reading: Ex 7 The human scarecrow multiple choice Speaking: Ex 8 Pair word answerign questions Writing: Ex 9 An article Taking a gap-year											

			People and the media <i>wavy-haired, acne, bags under the eyes, crow's feet, wrinkles, furrowed brow, fine lines, greying hair, create the illusion, far-fetched, distort the truth, wordly-wise, fake, genuine, light-hearted, stone-faced, ill-advised, misleading, manipulate, authentic, deceive, sensationalise the story</i>											
	Lesson 6.1 Vocabulary	pp 82--83		Phrases with take <i>take for granted, take pride in, take smth with a pinch of salt, take at face value, take out of context</i>	Speaking: Ex 1-3, 5 Photo description Reading: Ex 4 Why can't you believe everything you see in the media? Listening: Ex 6-12		pp 68--69							

Lesson 6.2 Grammar	p 84		Conditional clauses --- alternatives to if <i>If, unless, imagine, provided, suppose</i> Inversion	Speaking: Ex 1 Students' typical excuses Reading: Ex 2 The exam question Use of English: Ex 5 Key word transformations Speaking and writing: Ex 6-7 Asking and answering questions
Lesson 6.3 Listening	p 85	Suffixes pro- and anti-Controversy <i>anonymity, authority, peaceful protest, fairness, equality</i>		Speaking: Ex 1, 7 Agreeing and disagreeing about street art Listening: Ex 2, 4-5 Sentence completion Pronunciation: Ex 8-9
Lesson 6.4 Reading	pp 86--87	Ways of changing appearance <i>bleach or dye hair, change hairstyle, draw a mole, go on an extreme diet, have a tattoo, have plastic surgery, wear color-change contact lenses, wear a wig</i>	Phrasal verbs <i>keep up the lie, pass oneself off as, see through, swear under oath, be taken in, cover up</i>	Reading: Ex 2-5 The imposter gapped text Speaking: Ex 1, 9 Ways of changing one's appearance Listening: Ex 10

Lesson 6.5 Grammar	p 88	<i>play the part/role of, fictional character, mega-famous</i>	Mixed conditionals	Reading: Ex 1-2 Actors like their screen characters or do they
Lesson 6.6 Speaking	p 89	Ethical issues <i>hand out leaflets, post on social media, public figures, protest march, petition</i>	Expressing tentative opinions <i>It could be ... that ...</i> <i>I don't feel ... strongly about ...</i> <i>I don't have a strong opinion about ...</i> <i>I suppose you could say that ...</i>	Listening: Ex 3-4 Speaking: Ex 1-2, 7 Expressing personal opinion
Lesson 6.7 Writing	pp 90---91	<i>humble opinion, in the public eye, role model, unacceptable an irresponsible behaviour, satisfy curiosity</i>	Structure of an opinion essay Expressing contrast <i>while, whereas</i>	Speaking: Ex 1 Reading: Ex 2-4 IMHO In my humble opinion Writing: Ex 5-7 An opinion essay It's not always a good idea to be completely honest
Lesson 6.8 Language in focus	p 92	Word families --- suffixes		Speaking: Ex 6

Unit 6 True or false?					Reading: Ex 7 The Conman who fights fraud gapped text Speaking: Ex 8-10 Comparing and contrasting photos Writing: Ex 11 An essay Should journalists used information got illegally when writing about politicians?														
	Focus Review 6	pp 94---95		Compound adjectives		pp 12---13	p 77---79		Unit 12 pp 141---156	Module 18 Unit 98	Unit 5 pp 102---107 Test 5 pp 108---125	Test 6	Test 7 Free time and entertainment Test 1 Arts and culture	Test 3 Test 4 Test 10					

	Lesson 7.1 Vocabulary	pp 96---97	Technology <i>attachement, e-book, icon, twit, surf/browse the net, text, sedentary lifestyle, withdrawal symptoms, play a crucial role, update status, post comments, upload photos, lose track of time, at the expenses, address all issues, at one's fingertips, bookmark sites</i>		Speaking: Ex 1-2, 5 Is technology a danger or a useful tool? Agreeing and disagreeing Reading: Ex 3-4 Technology: Danger or useful tool Listening: Ex 6-12												
	Lesson 7.2 Grammar	p 98	<i>plug/unplug smb , device, bleep away, rediscover</i>	Advanced passive forms	Reading: Ex 1 What happened whne mum pulled the plug on technology Writing and speaking: Ex 5 Technology and you	p 82		Unit 6 pp 65---76 Unit 11 pp 135---140	Module 16 Units 83-85								
	Lesson 7.3 Listening	p 99	<i>top-of-the-range, sat-nav</i>	Phrasal verbs <i>do without, think over, figure out, talk into, wind up, come out, bring in</i>	Speaking: Ex 1,6 Problems with technology Listening: Ex 2-4 multiple choice Pronunciation: Ex 7-8	p 83											
	Lesson 7.4 Reading	pp 100---101	<i>wearable technology, stay on top, tack movements, revolutionalise, safe in the knowledge that, the next frontier, line the pockets</i>		Reading: Ex 2-4 Rise of the inner-net meet the most connected man on the planet Multiple choice Speaking: Ex 1, 6-7 Werable technology	pp 84---85											

Unit 7 Log on					Listening: Ex 1,3 Reading: Ex 3 Where do our numbers come from? Writing and speaking: Ex 5-6 Most/least important school subjects											
	Lesson 7.5 Grammar	p 102		Passive reporting structures		p 86			Module 16 Unit 86							

Lesson 7.6 Speaking	p 103	computer-generated friend, robotic, self- driving, technology fair, interact	Phrases to signal confusing, check understanding and give clarification	Speaking: Ex 2 Photo descripton Ex 6 Pair discussion Is technological development good or bad? Listening: Ex 3-5	p 87				Module 20 Unit 110				
Lesson 7.7 Writing	pp 104---105	Adverbs of certainty undeniably, undoubtedlyfully, actually	Expressing certainty and contrast	Speaking: Ex 1-2 Completing a survey Reading: Ex 3-5 The Internet Writing: Ex 6-11 A for and against essay Should students be banned from using mobile phonesat school?	p 88				Module 15 Unit 81				
Lesson 7.8 Language in focus	p 106	Easily confused words lose/loose, lone/lonely/alobe, late/latey, arise/rise/raise, include/comprise/consi st of, present/actual	Spelling issues affet---effect, practise- practice, breathe-breath, advise-advice										
Focus Review 7	pp 108---109	aerial views, common sight, commercial use, lack of privacy		Use of English: Ex 2 word formation Ex 5 multiple choice Listening: Ex 7 multiple choice Speaking: Ex 8 Pair discussion What changes might robots make? Writng: Ex 10 An essay Advantages and disadvantages of sharing information on social networks	pp 14---15	pp 89---91					Test 7	Test 13 Technology, discoveries and inventions	Test 17

Unit 8 Around the globe	Lesson 8.7 Writing	pp 118---119	<i>cultural heritage, diverse landscapes, environmenal impact, natural beauty, sustainable tourism, wildlife protection</i>	Descriptive constructions	Speaking: Ex 1,8 Discussing a travel destination Reading: Ex 2-7 Greek island of Zakynthos Writing: Ex 9-10 A review about a travel destination	p 100								
	Lesson 8.8 Language in focus	p 120	Word families --- prefixes and suffixes <i>un-, in-, dis-, il-, im--, ir-, re-, mis-, multi-, over-, under-, pre-, post--</i>		Use of English: Ex 5 word formation									
	Focus Review 8	pp 122---123	<i>sighting, escaped animal, debris, habitat, wellsail single--- handedly, sought---after source, preserve</i>		Use of English: Ex 2 Word formation Ex 5 gapped text Reading: Ex 7 Multiple matching Speaking: Ex 8-9 Compare ad contrast photos Writing: Ex 11 Film review	pp 16---17	pp 101---103				Unit 3 pp54---59 Test 3 pp 60---77	Test 8	Test 4 Environmental issues Test 15 Travelling and holidays	Test 2 Test 6 Test 12

5. КАЛЕНДАРНО-УЧЕБНЫЙ ГРАФИК

Календарный учебный график – часть образовательной программы, определяющая продолжительность обучения, последовательность обучения (образовательной подготовки), текущего контроля, промежуточной аттестации, итоговой аттестации.

Календарный график обучения является примерным, составляется и утверждается для каждого учебного года. Срок освоения каждого модуля – 1 учебный год. Начало обучения – по мере набора группы. Обучения проводится по 2 часа в неделю.

Модуль / неделя	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Focus 1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	2
Focus 2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	2
Focus 3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	2
Focus 4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	2
Итоговая аттестация																																	2

6. ОРГАНИЗАЦИОННО-ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ РЕАЛИЗАЦИИ ПРОГРАММЫ

6.1. Материально-техническое обеспечение

Помещение:

- учебный кабинет, оснащенный компьютерами для учащихся и для преподавателя, аудио-видео техникой, копировальной аппаратурой или МФУ, цветные карандаши, бумага.

6.2. Кадровое обеспечение

Организация, осуществляющая образовательную деятельность, реализующая дополнительную общеобразовательную программу, должна быть укомплектована квалифицированными кадрами. Квалификация работников организации, осуществляющей образовательную деятельность, реализующей дополнительную общеобразовательную программу, должен соответствовать квалификационным характеристикам по соответствующей должности.

Образовательный процесс по программе «Английский язык» осуществляется педагогами дополнительного образования с профильным высшим образованием.

Квалификация педагогических работников организаций, осуществляющих образовательную деятельность, должна отражать компетентность в области педагогики и методах обучения.

7. ФОРМЫ АТТЕСТАЦИИ

Формой подведения итогов реализации дополнительной образовательной программы выступает текущее, промежуточное и итоговое тестирование в форме проверки диагностических заданий. Знания, получаемые обучающимися на занятиях, оцениваются также на открытых занятиях, конкурсах, отчетных творческих мероприятиях. Результаты освоения дополнительной общеобразовательной программы за каждый год обучения фиксируются в документе, утвержденном на педагогическом совете учреждения в соответствии с Положением о мониторинге качества дополнительного образования.

Текущий контроль знаний, обучающихся проводится на протяжении всего обучения по программе преподавателем, ведущим занятия в учебной группе.

Текущий контроль знаний включает в себя наблюдение преподавателя за учебной работой обучающихся и проверку качества знаний, умений и навыков, которыми они овладели на определенном

этапе обучения посредством выполнения упражнений на практических занятиях и в иных формах, установленных преподавателем.

Промежуточная (итоговая) аттестация - Оценка качества усвоения обучающимися содержания учебного материала непосредственно по завершению его освоения, проводимая в форме Зачета посредством письменной работы, тестирования, а также в иных формах, в соответствии с учебным планом и учебно-тематическим планом.

Итоговая аттестация - процедура, проводимая с целью установления уровня знаний обучающихся с учетом прогнозируемых результатов обучения и требований к результатам освоения образовательной программы.

Итоговая аттестация обучающихся по каждому уровню осуществляется в форме тестирования. Практическое применение полученных навыков определяет Модуль усвоения обучающимися учебного и практического материала и охватывает все содержание, установленное соответствующей дополнительной общеобразовательной программой.

Итоговая аттестация по программе завершается экзаменом в формате тестирования

Критерии оценки:

Оценка по каждой части экзамена составляет 20% от итоговой оценки или 20 баллов. Максимально возможное количество баллов – 100. Общая оценка выставляется по количеству баллов за экзамен в целом.

Критерии оценки итогового тестирования по программе:

Процент результативности (правильных ответов при выполнении тестовых заданий)	Качественная оценка индивидуальных образовательных достижений	
	оценка	вербальный аналог
60 – 100%	5	зачтено
0 – 59%	2	не зачтено

8. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

Вариант тестового задания.

Name: _____

Class: _____

Total: ____/30

Dictation

1 [Track 2] Listen and write the sentences you hear, including the punctuation.

____/10

Listening

2 [Track 3] Listen to Simon, Melanie and Nick talking about writing blogs. For questions 1–5 choose the correct answer, A, B or C.

- 1 What does Simon share on his blog? **A**
Photos of people who are special to him **B**
Selfies with his friends on holiday **C**
Selfies and information about special places
- 2 The comments on Simon's blog are **A**
always kind. **B** not only
from friends. **C** usually negative.
- 3 When does Melanie write her blog? **A**
Just before she goes to bed **B**
When she is in bed **C** At different
times every day
- 4 Who can read Melanie's blog? **A**
Melanie's friends **B** Anyone on
the internet **C** Only her family
- 5 Nick's two blogs are about **A**
personal stories and computer games. **B**
the news and computer games. **C**
computer games and books.

____/10

Reading

3 Read the text. For questions 1–5 choose the correct answer, A, B or C.

LIVING IN ENGLAND

Part 3 – The Au Pair

Elena is a nineteen-year-old Hungarian girl. She lives in Primrose Hill, North London and she works as an au pair. She looks after the family's two children in the morning and after school. During the day, she cleans the house, does the shopping and cooks for the family. Her working day finishes at six p.m. when the parents come home from work. Elena is happy but she knows that she is lucky.

Elena's story:

It's very important to find a good family. You can write to them before you get a job. Some families want you to do everything. You work nearly 24 hours a day, seven days a week! My family don't make me work that much and at the weekend and in the evenings I'm free. I eat with the family, I have a nice bedroom in their house and they take me on holiday. I also get £60 a week 'pocket money'. It's OK. Some people get £80 or even £100 but they don't get food or holidays.

In my free time, I go to a language school to learn English and to meet people. There are four au pairs in my class and I like meeting them. We often go to the park on Sundays but I'm the only one who is free on Saturdays so I can't see them then. On Saturdays, I usually go shopping in Camden or walk around London.

In the evenings, I use my computer a lot. I can't listen to music because it wakes the children up. At home, in Hungary, I play the piano but there isn't a piano here.

I sometimes look on the Internet for music schools but they are all very expensive.

I chat to friends in Hungary and send a lot of emails to them and my family. Two of my friends want to come to London to work as au pairs but I am

worried about the idea. 'My' family here know people who want au pairs but I don't know them. Are they kind? Are they friendly? I want my friends to like London and their work, not to be sad.

1 Elena's job is to

- A** look after two children and their parents.
- B** cook for the children in the evening.
- C** look after the children and the house.

2 Elena only works when

- A** the parents are at work.
- B** the children are at school.
- C** the children are at home.

3 Elena says that au pairs

- A** sometimes work all the time.
- B** always get one day off a week.
- C** sometimes don't get any money at all.

4 Elena says her friends from the language school

- A** go shopping with her.
- B** go out with her once a week.
- C** are free on Saturdays.

5 Elena uses her computer to

- A** listen to music.
- B** find work for her friends.
- C** contact people in her country.

Name: _____

Class: _____

Total: ____/30

Vocabulary

1 Complete the sentences with the correct form of the verbs in the box. There are two extra verbs.

talk	do	take	coach
go	get	listen	play

- 0 Jenny coaches a football team in her town.
- 1 Tim often _____ photos of his dog in the park.
- 2 My grandmother _____ up early every day.
- 3 At the weekend, Olga often _____ to a shopping centre.
- 4 My best friend _____ the guitar in a rock group.
- 5 George never _____ about people from his family.

____/5

2 Complete the sentences with one word in each gap.

- 0 I watch TV in the evening.
- 1 Do you always _____ a party for your birthday?
- 2 I can meet you _____ noon and we can have lunch together.
- 3 Will you _____ the dishes if I cook?
- 4 It takes me a lot of time before I finally get _____ of bed in the morning.
- 5 My mother sometimes _____ time alone in her bedroom.

____/5

Grammar

3 Complete the sentences with the correct form of the words in brackets.

- 0 My grandparents like (like) dogs very much.
- 1 We _____ (have) a test every Friday.
- 2 He _____ (not / like) to cook at the weekend.
- 3 I _____ (never / be) hungry before school.
- 4 Lots of people _____ (play) golf in Scotland.
- 5 She _____ (usually / relax) in the garden.

____/5

4 Use the prompts to make questions. Use the Present Simple.

- 0 you / talk to / your friends online?
Do you talk to your friends online?

- 1 what kind of films / your best friend / like?

- 2 you / always / go to the cinema / with your parents?

- 3 what time / your dog / wake up?

- 4 where / your friends / do their homework?

5 your sister / have breakfast / at home?

/5

Use of English

5 Choose the correct option.

My parents often ⁰ B their friends in their free time.

They often go ¹ _____ a coffee with them.

My father ² _____ food. Cooking is his favourite hobby, but he doesn't cook every day. My dad ³ _____ photos of the food on Facebook. My mother reads a magazine in the evening because she is interested ⁴ _____ fashion. What ⁵ _____ your parents do in their free time?

- 0 A take **B visit** C play
1 A out B after C for
2 A loves B prefers C can't stand
3 A usually post B usually posts C posts usually
4 A with B on C in
5 A do B are C does

/5

6 Complete both sentences with one word.

0 Jack often looks for interesting videos on YouTube.
She looks after her dog every day.

1 I don't watch TV _____ a typical weekday.
I often go to a party _____ Friday evening.

2 His younger sister is never late _____ school.

My parents usually go _____ a run in the morning.

3 Can you _____ chess?
He wants to learn how to _____ the drums.

4 We always _____ a good time when the summer holiday starts.
Do you want to _____ fun? Then come and join us!

5 His father _____ shopping with him every Friday.
My best friend never _____ to parties.

/5

You are taking part in an international project for young people. As part of the project, you will be partners with a person from the United Kingdom.

Write an e-mail to your partner.

In your e-mail:

- 1 Introduce yourself and tell your partner where you live.
- 2 Describe your family.
- 3 Tell them about your musical tastes.
- 4 Ask this person what she likes to do in her free time.

<u>Dear Sally,</u>
<u>I'm your new project partner and I'm writing to introduce myself.</u>
<u>Write to me soon.</u>
<u>Best,</u>
<u>XYZ</u>

Name: _____

Class: _____

Total: ____/30

Dictation

1 [Track 2] Listen and write the sentences you hear, including the punctuation.

Listening

2 [Track 3] Listen to a conversation between Katie and Martin. Complete the sentences with one or two words from the dialogue.

- 1 Katie asks Martin to go to a concert at the _____.
- 2 Martin has already _____ the Goblins before.
- 3 The only time Martin doesn't go to the pool is when he _____.
- 4 Katie _____ that Martin was on a swimming team.
- 5 Katie is _____ to do sports.

10

Reading

3 Read the texts. Match the people Christopher (C), Anita (A) and George (G) to the questions 1-5. Write C, A or G. Some texts have two matching questions.

Optimist, Pessimist or Realist?

Christopher

I'm definitely an optimist. Optimists always see the positive side of a situation, even when things go wrong. For example, last year I went on holiday with my friends. I was so excited and imagined all the fun we'd have. When we finally went, it rained every day, our hotel was very uncomfortable and my friend lost his wallet and mobile phone. While my friends were complaining, I was still cheerful. I was saying things like 'at least we've got somewhere to sleep', and 'it's lucky there wasn't much money in your wallet'. They got quite annoyed with me. Most people want to be optimistic, but it's not always best. Sometimes my teachers get angry with me because I don't think about how to improve. When I get a bad mark, I don't worry about it and just keep smiling. Perhaps if I thought more like a pessimist, I'd be more hard-working and get better results. But I'm happy with the way I am so I don't think I'll change just yet.

Anita

I think I'm a realist. Realists look at facts and are generally very sensible people. I don't worry too much about the future because I don't imagine that it will be amazing or terrible. I know that everything will be OK and that some days will be better than others, but overall things will be fine, and if not I'll find a way to deal with them. I think I'm quite different to my friends. Last year, Claudia, Jessica and me organised a party. Claudia wanted to buy more and more food because she was expecting the whole

school to come. Jessica, on the other hand, was very stressed because she thought nobody was going to come. They kept arguing about it and almost drove me mad! I just sent an email to all our friends asking who was coming, and did the shopping myself. It was a great party in the end. Some people couldn't make it, but I think most of us had fun.

George

I've always been a bit of a pessimist. Pessimists think bad things are going to happen, but that doesn't mean they are miserable all the time. I don't know why people are so negative about pessimists. When you think the worst is going to happen, it's a nice feeling when things don't go wrong. I always think I will fail exams, but when I get results I usually do very well, and this makes me feel really happy. I think pessimists are usually very successful people. We focus on the things that go wrong, and make sure we don't make the same mistakes in the future. I am trying to be more positive though. Sometimes people don't want to work with me because they think I look for problems. They'd rather connect with someone more positive. I don't want people to think I'm too serious.

Who...	
1 took control of a situation?	
2 says things don't always happen the way they expect?	
3 thinks their personality type is the most popular?	
4 is trying to change their habits?	
5 doesn't feel bad when things go wrong?	

Vocabulary

1 Complete the sentences with the missing adjectives. The first letters are given.

- 0 John is very s h y – he doesn't like talking to people he doesn't know.
- 1 Susan always helps people in need. She's g _ _ _ _ _.
- 2 My boss is h _ _ _ -w _ _ _ _ _. He's always the first to arrive at work in the morning and the last to leave at the end of the day.
- 3 I'm an h _ _ _ _ person – I always tell the truth.
- 4 My cousin is very s _ _ _ _ _ – other children can't play with her toys!
- 5 Alan wants to be successful at work. He's very a _ _ _ _ _ _ _.

2 Complete the sentences with the words in the box. There are two extra words.

models casual focus mood
impression uniform sensitive voluntary

- 0 Actors are often role models for young people.
- 1 I'm sure that he will make a good _____ on you when you see him.
Students at my school cannot wear _____ clothes.
Angela is in a bad _____ today – she's upset about something.
I would like to do some _____ work for the Red Cross.
Fred's very _____ to criticism.

Grammar

3 Write questions asking about the missing parts of the sentences.

0 At the moment I'm reading [____]. What
are you reading at the moment?

1 Katie has bought [____] today.

_____ ?

2 [____] is thinking of moving to London.

_____ ?

3 I'm talking to [____].

_____ ?

4 [____] is the longest word in English.

_____ ?

5 Jason wants to study [____] at university.

_____ ?

/5

4 Choose the correct option.

0 Mrs Jones wants *talking* / to talk to you.

1 I never manage *getting* / to get home before six.

2 I don't mind *talking* / to talk to a journalist – I'm not shy.

3 I will never agree *wearing* / to wear these sweatpants.

4 Have you considered *getting* / to get a part-time job?

5 Ursula prefers *speaking* / to speak in English to her Spanish friends.

/5

Use of English

5 Choose the correct option, A, B or C to complete the text.

My friend Mel and I are very passionate ⁰ _____ clothes but we don't buy any from shops. Why? Because we can't ¹ _____ to buy expensive designer clothes and there aren't any good shops with outfits for teenagers. The shops sell ² _____ boring clothes! But we have found a way to have something unusual to wear.

Now, instead of shopping, we spend our free time ³ _____ sketches of clothes. We buy the material online and make our clothes on my mum's sewing machine. I love being ⁴ _____ creative and coming up with new ideas. Mel's really good ⁵ _____ making dresses and skirts. She has just made a new dress. It will be a perfect dress for my birthday party. I'm really excited!

- 0 ☒ A about B with C in
1 A refuse B adapt C afford
A so B such a C such
A draw B drawing C to draw
A such a B so C such
A at B by C about

/5

6 Choose the correct option.

0 X: Do you like him?

Y: I do. I _____ to his weekly visits.

A look after ☒ B look forward C look for

1 X: I'm not worried about James.

Y: _____. I'm sure he'll be fine.

A I am **B** I don't **C** Me neither

2 X: Why do you think John will win?

Y: He's been really _____ in the election campaign this year.

A unpopular **B** involved **C** useless

3 X: This artist is really successful.

Y: What makes you say that?

X: She is very _____ with young people.

A obsessed **B** popular **C** disappointed

4 X: My sister loves animals.

Y: Me too. I'm _____ cats and dogs.

A mad about **B** good at **C** afraid of

5 X: How long does it take you to get ready in the morning?

Y: I never spend much time _____ the clothes I want to wear to school.

A to choosing **B** to choose **C** choosing

 /5

Your cousin who lives in the UK is coming to visit you and wants to meet your best friend. Write an email to your cousin, giving him/her information about your best friend. In your email, you should:

- 1** describe your best friend's personality
- 2** say what he/she enjoys doing in his/her free time and what you usually do together
- 3** ask your cousin about his/her best friend.

Listening

2 [Track 3] Listen to Martin and Jenny. For sentences 1–5 choose True or False. Put a [X] in the right place in the table.

	T	F
1 Martin is surprised that he will study with people that he knows.		
2 Martin is worried that he will lose contact with people if he moves away.		
3 Jenny agrees that Martin should stay and study in his home town.		
4 Jenny thinks it would be hard for Martin to make new friends.		
5 Jenny went out with Kevin Sampson for a long time.		

Reading

3 Read the text. Complete the sentences 1–5 with one or two words from the text.

SELF IMAGES

As you prepare to go out, you check yourself in the mirror. Everything looks good. The hairstyle is right, your complexion is tanned and your smile could make Liam Payne jealous. Later in the evening, when friends take photos, you are happy to pose for the camera. The next day, however, when the photos are uploaded to the Internet, you are shocked. You don't recognise that person. It can't be you! The facial features are all wrong, the skin too pale and the hair is horrific. So just why do we look different in photos to how we imagine ourselves to be?

There isn't just one reason. Firstly, people often look better early in the evening than later on. You have probably just come out of the shower, brushed your hair and put on your elegant clothes. If there was something wrong, you would do something about it and then admire yourself again. When the photos are taken, you may be tired or perhaps full after a good meal. Your hair may not look quite so good as it did. Often, when people get home and look in the mirror, they think: 'I look terrible'. It's just that, being home and alone, it doesn't matter.

Another reason is to do with angles. In the mirror, we see our nose, mouth and chin from above. This is more flattering than looking up from below. We also turn slightly and smile trying to get the best look possible. Unfortunately, our friends probably aren't as careful. Photos are taken when we aren't ready, often from the wrong position. You could watch carefully to see when someone is going to take a photo and pose for it but, although the photos might look better, your evening won't be very relaxing.

Finally, there is the comparison with the people around you. Why do they all look so good in photos compared to you? Even those who aren't as attractive or slim as you? The reason is that you know exactly how they looked all evening because you could see them. There are no surprises. However, you are comparing yourself not to how you really looked but to an image of yourself that was in your head. An image in which your complexion is clearer, your eyes bigger and even your clothes are more stylish.

So what can we do about it? On the one hand, for all the reasons above, photos of ourselves will rarely please us. There's a reason why many celebrities do everything they can to not be photographed in public. On the other hand, you should remember that your friends feel exactly the same. So, when they look at photos of you, they will be as jealous of you as you are of them. Take comfort from that but maybe avoid looking at photos taken of you which appear on other people's social networking pages.

- 1 The article says that people _____ when they realise what they looked like the night before.
- 2 When we are home alone, it _____ if we look good or bad.
- 3 Our facial features look more flattering when we look at them _____.
- 4 The way you look in photos is different to the way you look in _____.
- 5 According to the article we should _____ at photos of us which are uploaded online.

9. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ

1. Приемы и методы организации учебного процесса

Для организации учебного процесса по данной программе используются такие виды деятельности, как информационно-рецептивная, репродуктивная и творческая.

Информационно-рецептивная деятельность учащихся предусматривает освоение учебной информации через объяснение педагога, беседу, самостоятельную работу с литературой и Интернет ресурсами.

Репродуктивная деятельность направлена на овладение ими речевыми умениями и навыками через выполнение грамматических, письменных и устных заданий по образцу (грамматические упражнения, составление письменного сообщения на заданную тему, составления диалога и т.д.).

Творческая деятельность предполагает самостоятельную работу учащихся, которая выражается в проектной деятельности, создании презентаций, участии в языковых конкурсах, викторинах, инсценировках.

При обучении используются основные методы организации и осуществления учебно-познавательной работы, такие как словесные, наглядные, практические, индуктивные и проблемно-поисковые. Выбор методов обучения зависит от психофизиологических, возрастных особенностей детей, темы и формы занятий. При этом в процессе обучения все методы реализуются в тесной взаимосвязи.

Методика проведения занятий предполагает постоянное создание ситуаций успешности, создание положительной мотивации, актуализации интереса.

2. Алгоритм учебного занятия

Занятия по программе строятся по алгоритму «4Р» – Presentation – Practice – Production – personalization:

- Презентация – введение новых лексических, грамматических структур, ознакомление с новой или повторение уже изученной стратегии выполнения того или иного задания.
- Практика – выполнение лексико-грамматических упражнений, заданий на рецептивные виды речевой деятельности – чтение аудирование. Упражнения могут выполняться с использованием компьютеров, или с использованием других дидактических материалов, учебного пособия.
- Продуктивная работа – выполнение тренировочных заданий на продуктивные виды речевой деятельности – говорение и письмо.
- Персонализация – выполнение персонифицированных заданий, позволяющих использовать тематическую ситуацию для сообщения о собственных реалиях.

10. СПИСОК ЛИТЕРАТУРЫ

Основная:

1. УМК «Focus 1 Second Edition» / Marta Uminska, Patricia Reilly, Tomasz Siuta– Pearson 2020.
2. УМК «Focus 2 Second Edition» / Marta Uminska, Patricia Reilly, Tomasz Siuta– Pearson 2020.
3. УМК «Focus 3 Second Edition» / Marta Uminska, Patricia Reilly, Tomasz Siuta– Pearson 2020.
4. УМК «Focus 4 Second Edition» / Marta Uminska, Patricia Reilly, Tomasz Siuta– Pearson 2020.