

“Утверждаю”


Генеральный директор
ЧОУ ДО «ЛингФорт Скул»
Ульмаскулова Е.П.
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Таблица 2. Календарно-тематическое планирование занятий. Уровень *Intermediate*

Тема занятия (по видам речевой деятельности)	Кол-во часов	Основная литература	Самостоятельная работа	Форма контроля
<p>Unit 1. Identity. Grammar and function: question forms including subject versus object questions and questions with prepositions; review of verb tenses: present and past simple versus present and past continuous Vocabulary: talking about yourself, family, relationships; collocations with <i>take, get, do, got</i>; interview advice; phrases to introduce questions Reading: read and understand a text about a BBC programme that reveal family histories; read a BBC blog about the differences between men and women; read and answer a questionnaire about what women really think; read tips on successful interviews</p>	14	<i>Speakout. Intermediate. Student's book/ by Antonia Claire, JJ Wilson. Pearson-Longman</i>	Watching and listening DVD: watch and understand a documentary about life online Video podcast: What does 'family' mean to you?	Устный опрос, проверочная работа

<p>Listening: listen to someone describing their family history; listen to a set of instructions and do a test; listen to a set of interviews; learn to understand and use two-word responses</p> <p>Speaking: talk about family events; talk about people in your life; discuss the differences between men and women; talk about type of interviews and interview experiences; role-play an interview</p> <p>Writing: write an email of introduction; learn to use formal and informal style; write answers to a questionnaire</p>				
<p>Unit 2. Tales.</p> <p>Grammar and function: present perfect versus past simple; narrative tenses</p> <p>Vocabulary: telling a story; types of story: focus on prepositions (with expressions of time, nouns and fixed expressions); the news; collocations with <i>say</i> and <i>talk</i>; sequences; crime collocations; narrative phrases</p> <p>Reading: read a text about whether Hollywood films use fact or fiction; read an article about conspiracy theories; read short news stories; read a text about how to tell if someone is lying</p> <p>Listening: listen to a radio programme about important roles on films; listen to news reports; listen to people telling anecdotes; learn to keep a story going</p> <p>Speaking: talk about life experiences; talk about your life story; talk about an important news story/event; tell a true story or a lie; discuss fictional crime dramas; tell a narrative</p> <p>Writing: write a news report; learn to use time linkers (<i>as soon as</i>; <i>while</i>; <i>during</i>; <i>until</i> and <i>by the time</i>); write a short newspaper article</p>	14	<p><i>Speakout. Intermediate. Student's book/ by Antonia Claire, JJ Wilson. Pearson-Longman</i></p>	<p>Watching and listening DVD: watch and listen to a drama about a burglar and a famous painting</p> <p>Video podcast: When is it OK to tell a lie?</p>	<p>Устный опрос, ролевая игра</p>
<p>Unit 3. Contact.</p> <p>Grammar and function: the future (plans): the present continuous, <i>going to</i>, <i>will</i>, <i>might</i>; the future (predictions): <i>will</i>, <i>might</i>, <i>may</i>, <i>could</i>, <i>going to</i>, <i>likely to</i></p> <p>Vocabulary: dealing with misunderstandings; communication; future</p>	14	<p><i>Speakout. Intermediate. Student's book/ by Antonia Claire,</i></p>	<p>Watching and listening DVD: watch and understand a documentary about the impact of the</p>	<p>Устный опрос, работа в группах, проверочная работа</p>

<p>time markers; idioms; types of misunderstandings; phrases to clarify/ask someone to reformulate</p> <p>Reading: read an article about teenage communication; read a short story about a misunderstanding</p> <p>Listening: listen to predictions about the future of communication; listen to telephone conversations involving misunderstandings</p> <p>Speaking: discuss attitudes now in comparison to ones you had earlier in life; talk about how things will change in the future; learn to reformulate and retell a story about a misunderstanding; role-play resolving a misunderstanding; talk about communication preferences</p> <p>Writing: message; learn to use note form; write a memo</p>		<p><i>JJ Wilson. Pearson-Longman</i></p>	<p>internet</p> <p>Video podcast: Can new technology help communication?</p>	
<p>Unit 4. Jobs.</p> <p>Grammar and function: modals of obligation: <i>must have to, should; used to and would</i></p> <p>Vocabulary: reaching agreement; personal qualities; confusing words; strong adjectives; business collocations; phrases to give opinions, comments on other opinions and suggestions; office conversation; phrases to describe routines</p> <p>Reading: an article about millionaires; read and do a survey about whether you have got what it takes to be a millionaire; read about childhood dreams; read job advertisements; read about a programme called <i>The Apprentice</i> broadcast on the BBC</p> <p>Listening: listen to two people describing dream jobs gone wrong; listen to people making decisions in a meeting</p> <p>Speaking: discuss the qualities needed for different jobs; complete a survey and discuss the results; talk about past habits; learn to manage a discussion; participate in a meeting and create a business plan; describe a day in your life</p> <p>Writing: write a covering letter; learn to organize your ideas; write about daily routines</p>	14	<p><i>Speakout. Intermediate. Student's book/ by Antonia Claire, JJ Wilson. Pearson-Longman</i></p>	<p>Watching and listening DVD: watch and understand a comedy programme about a man's first day in a new job</p> <p>Video podcast: Is your job a 'dream job'?</p>	<p>Устный опрос, проверочная работа</p>
<p>Unit 5. Solutions.</p>	16	<p><i>Speakout.</i></p>	<p>Watching and</p>	<p>Устный</p>

<p>Grammar and function: comparative and superlatives; question tags Vocabulary: polite requests; technology; words related to questions; world building; adjectives; problems and solutions; presentation phrases to describe a machine Reading: read an article about how technology changed the world; read an essay about the advantages and disadvantages of technology; read a book review; read a short text about PC anger in the workplace Listening: listen to people answering difficult general knowledge questions; listen to conversations about technical problems; learn to respond to requests Speaking: discuss how technology has changed the world; talk about different types of transport and their uses; do a short general knowledge questionnaire; answer questions on your area of expertise; role-play asking and responding to requests; present and describe a new machine Writing: write an advantages versus disadvantages essay; learn to use discourse markers; write an advertisement for a new machine</p>		<p><i>Intermediate. Student's book/ by Antonia Claire, JJ Wilson. Pearson- Longman</i></p>	<p>listening DVD: watch and understand a programme about a race between a car and two people Video podcast: Are you good at solving problems?</p>	<p>опрос, групповая работа, промежуточная проверочная работа</p>
<p>Unit 6. Emotion. Grammar and function: zero and first conditionals; second conditional Vocabulary: giving good and bad news; <i>-ing</i> versus <i>-ed</i> adjectives; multi-word verbs with <i>on</i>, <i>off</i>, <i>up</i> and <i>down</i>; verb-noun collocations; life events; phrases to describe a good/bad experience Reading: read about basic emotions; read about a BBC programme <i>The People Watchers</i>; read about the best ways to give bad news Listening: listen to a radio programme about therapies; listen to conversations where people receive news Speaking: talk about your emotions; discuss what advice to give people in a variety of situations; discuss what you would do in different hypothetical situations; learn to introduce and respond to news; role-play giving someone news; talk about memorable moments Writing: write a letter of advice; learn to qualify what you say; write about one of your happiest memories</p>	<p>14</p>	<p><i>Speakout. Intermediate. Student's book/ by Antonia Claire, JJ Wilson. Pearson- Longman</i></p>	<p>Watching and listening DVD: watch and understand a comedy programme about a man's terrible day Video podcast: How are you feeling today?</p>	<p>Устный опрос, групповая работа, проверочная работа</p>

<p>Unit 7: Success Grammar and function: present perfect simple versus continuous; present and past modals of ability Vocabulary: clarifying opinions; success: verb phrases with about, with, to for, on, at and in; ability; qualifications; phrases to describe an achievement Reading: read a short story introduction to <i>The Secret of Success</i>; read a biography text about the memory men; read a story about qualifications Listening: listen to and understand a radio programme about success; listen to a three-way conversation about memory; listen to a discussion about intelligence; learn to refer to what you said earlier Speaking: discuss how people can be successful; talk about something you've been doing; talk about your abilities; choose the right candidate for the job; give opinions and examples; describe an achievement Writing: write a summary; learn to make notes for a summary; write about an achievement for an internet post</p>	14	<p><i>Speakout. Intermediate. Student's book/ by Antonia Claire, JJ Wilson. Pearson-Longman</i></p>	<p>Watching and listening DVD: watch and understand a documentary programme about an incredible experience Video podcast: What has been your greatest achievement?</p>	<p>Устный опрос, письменная проверочная работа</p>
<p>Unit 8: Communities. Grammar and function: articles; quantifiers; relative clauses Vocabulary: being a good guest; getting on (with people); compound nouns; the internet; welcoming; communities; phrases to discuss ideas Reading: read a BBC blog about neighbours; read a website review Listening: to descriptions of online communities; listen to people describing guest/host experiences; learn to accept apologies Speaking: describe your neighbourhood and discuss how it could be improved; compare real-world and online activities; discuss problematic social situations; create an ideal community Writing: write a website review; learn to use complex sentences; write a web advert for members of your ideal community</p>	14	<p><i>Speakout. Intermediate. Student's book/ by Antonia Claire, JJ Wilson. Pearson-Longman</i></p>	<p>Watching and listening DVD: watch and understand a documentary programme about a man's visit to a remote community Video podcast: What makes a good neighbour?</p>	<p>Устный опрос, групповая работа</p>

<p>Unit 9: History. Grammar and function: third conditional; active versus passive Vocabulary: expressing uncertainty; history; periods of time; collocations with come, give, have, make; describing people; phrases to describe outstanding work; phrases to describe a role model Reading: magazine extracts about important moments in history; read about the invention of the teenager; read a short article about time travel; read a quiz about history Listening: to people describing past decades; listen to people doing a quiz about history; learn to react to information Speaking: describe a big moment in history; talk about your personal history; compile and do a quiz; Talk about people who influenced you Writing: write a short essay; learn to structure paragraphs; write a wiki entry about an influential person</p>	14	<i>Speakout. Intermediate. Student's book/ by Antonia Claire, JJ Wilson. Pearson-Longman</i>	Watching and listening DVD: watch and understand a documentary programme about a great artist Video podcast: Do you think life is better now than in the past?	Устный опрос, работа в микрогруппах
<p>Unit 10: World. Grammar and function: reported speech; verb patterns Vocabulary: giving advice/ warnings; the environment; word-building prefixes; reporting verbs, airports; phrases to describe places Reading: read about a man who tried to live ethically for a year; read about the world's greatest food city; read some restaurant reviews; read advice about what not to do in an airport Listening: to descriptions of the world's best food cities; listen to people giving advice/warnings; learn to make generalisations Speaking: discuss environmental issues and solutions; recommend a city for food; talk about your attitude to food; ask for and give travel advice; talk about a special or an endangered place Writing: write a restaurant review; learn to link ideas; write an email campaigning for action</p>	16	<i>Speakout. Intermediate. Student's book/ by Antonia Claire, JJ Wilson. Pearson-Longman</i>	Watching and listening DVD: watch and understand a programme about the Arctic's melting ice caps Video podcast: What are the biggest problems facing the world today?	Групповая работа, устный опрос; итоговое проверочное тестирование
	144			

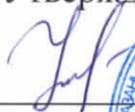
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Таблица 1. Распределение по видам занятий учебного времени дисциплины «Английский язык» (в часах). Уровень Upper-Intermediate

№ п/п	Раздел дисциплины	Виды учебной работы, включая самостоятельную работу (в часах)	Форма промежуточного контроля
1	Beginnings	Практическая работа – 17 (аудиторная – 16 и самостоятельная – 1)	Устный опрос, проверочная работа
2	Issues	Практическая работа – 17 (аудиторная – 16 и самостоятельная – 1)	Устный опрос, работа в микрогруппах, проверочная работа
3	Downtime	Практическая работа – 17 (аудиторная – 16 и самостоятельная – 1)	Устный опрос, работа в группах, проверочная работа
4	Stories	Практическая работа – 17 (аудиторная – 16 и самостоятельная – 1)	Устный опрос, групповая работа,
5	Ideas	Практическая работа – 19 (аудиторная – 18 и самостоятельная – 1)	Устный опрос, групповая работа,

			промежуточная проверочная работа
6	Age	Практическая работа – 17 (аудиторная – 16 и самостоятельная – 1)	Устный опрос, групповая работа, проверочная работа
7	Media	Практическая работа – 17 (аудиторная – 16 и самостоятельная – 1)	Устный опрос, письменная работа;
8	Behaviour	Практическая работа – 17 (аудиторная – 16 и самостоятельная – 1)	Устный опрос, групповая работа
9	Trouble	Практическая работа – 17 (аудиторная – 16 и самостоятельная – 1)	Устный опрос, работа в микрогруппах
10	Culture	Практическая работа – 19 (аудиторная – 18 и самостоятельная – 1)	Групповая работа, устный опрос; Итоговое тестирование
		Итого: Аудиторная работа – 168 Самостоятельная работа – 10	