

# УНИВЕРСАЛЬНЫЕ УЧЕБНЫЕ ДЕЙСТВИЯ

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724

# ИСПОЛЬЗОВАННАЯ ЛИТЕРАТУРА



# ЧТО ТАКОЕ УУД?

- ◎ Способность к саморазвитию, самосовершенствованию путём сознательного и активного присвоения знаний, умений, навыков и компетенций.

# ВИДЫ УУД

- Личностные (обеспечивают определение ценностно-смысловой ориентации обучающегося)
- Регулятивные (обеспечение организации учебной деятельности)
- Коммуникативные (обеспечение социального взаимодействия партнёров по общению / деятельности)
- Познавательные

# ЛИЧНОСТНЫЕ УУД

- Действие личностного самоопределения.
- Результат - формирование Я-концепции.

**5 SPEAKING** Work in pairs. Ask and answer the questions in exercise 4.

Are you 15 years old? Yes, I am. / No, I'm not. I'm 16 years old.

**6** Find three possessive adjectives in the text in exercise 1 and

8 Our teacher is very tall.

**4** Write questions. Use the interrogative of *be*.

- 1 you / 15 years old?
- 2 Ronaldinho / your favourite footballer?
- 3 our teacher / in the classroom?
- 4 we / from Hungary?
- 5 Julia Roberts / your favourite actress?
- 6 you / thirsty?
- 7 your friends / at home?

# ЛИЧНОСТНЫЕ УУД

- Действие смыслообразования
- Результат - установление связи между результатом учебной деятельности по овладению ИЯ и тем, ради чего она осуществляется.

**11** Work in pairs. Prepare a dialogue following the chart below.

A	B
Say your name. Ask what B's name is.	Say your name. Say it's nice to meet A.
Say it's nice to meet B.	Ask how to spell A's name.
Spell your name. Ask how old B is.	Say how old you are. Ask how old A is.
Say your age.	



**12 SPEAKING** Act out your dialogue to the class.

# ЛИЧНОСТНЫЕ УУД

- Действие нравственно-эстетической ориентации
- Результат - оценка осваиваемого содержания.

**D GRAMMAR**  
**Present simple: negative**

Read the text about two brothers. Label the photos with the correct names.

1  2 

1 Ben  
2 Josh

Josh and Ben are brothers. Both boys are athletic, but they don't like the same things. Ben loves football. He plays for two teams – his school team and his city team – and he trains every weekend. Josh trains a lot too, but he doesn't play football. He loves dancing. He does ballet and modern dance at a dance academy in the city.

"I want to be a professional dancer," says Josh. "But Ben wants to play for Manchester United. I don't like football, but I think Ben is fantastic."

"I don't like dancing at all, but I know Josh is great," says Ben. "We don't like the same things, but we like each other."



# ЛИЧНОСТНЫЕ УУД

- Действие самооценки на основе критерия успешности учебной деятельности.
- Результат - адекватное понимание причин успешности и неуспешности в учебной деятельности.

**I CAN ...**  
Read the statements. Think about your progress and tick one of the boxes.

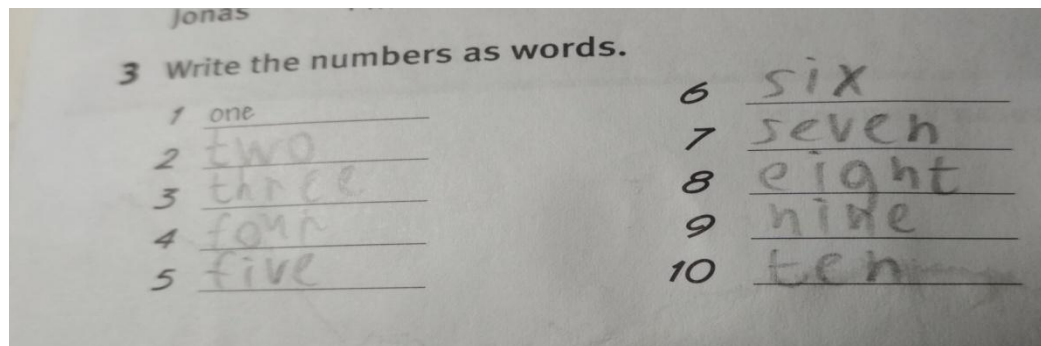
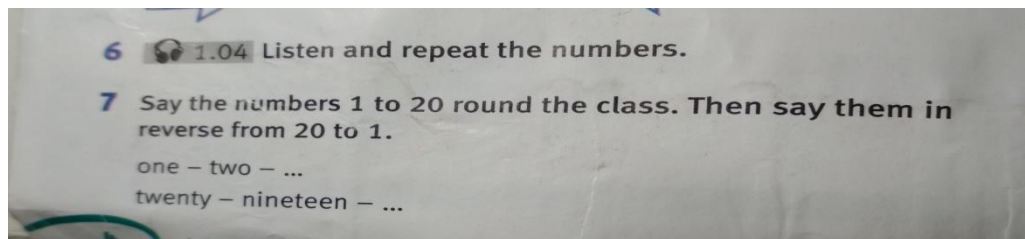
= I need more practice.     = I sometimes find this difficult.     = No problem!

	*	**	***	****
I can introduce myself. (SB p. 4)				✓
I can ask and answer questions. (SB p. 5)				✓
I can describe people. (SB p. 6)		✓		
I can ask the time and talk about the months of the year. (SB p. 7)				✓
I can talk about people I meet regularly. (SB p. 8)				✓
I can talk about my family and friends. (SB p. 9)				✓
I can understand information and opinions on the Royal Family. (SB p. 10)	✓			
I can say what someone does and doesn't do. (SB p. 11)				✓
I can understand an article and talk about everyday activities. (SB p. 12)		✓		
I can introduce people and find out more about them. (SB p. 14)				✓
I can write an informal letter to a penfriend. (SB p. 15)				✓



# РЕГУЛЯТИВНЫЕ УУД

- ⦿ Действие целеполагания
- ⦿ Результат - понимание учеником того, что он будет делать в классе и дома, и зачем.



# РЕГУЛЯТИВНЫЕ УУД

- Действие планирования.
- Результат:
  - - определение последовательности промежуточных целей овладения речевой деятельностью с учётом конечного результата;
  - - умение действовать по правилу, по плану;
  - - умение самостоятельно планировать свою учебную и иноязычно-речевую деятельность.

# УУД ПЛАНИРОВАНИЯ

## ○ Примеры

I can introduce myself.

Определение  
цели

2 Complete the table with the affirmative and negative forms of the verb *be*.

<i>be</i>	
<b>affirmative</b>	<b>interrogative</b>
I <u>am</u>	Am I ... ?
he / she / it ? <u>is / s</u>	Is he / she / it ... ?
you / we / they ? <u>are</u>	Are you / we / they ... ?
<b>negative</b>	<b>short answers</b>
I <u>am not</u>	Yes, I am. / No, I'm not.
he / she / it ? <u>isn't / is not</u>	Yes, he / she / it is.
you / we / they ? <u>aren't</u>	No, he / she / it isn't.
	Yes, you / we / they are.
	No, you / we / they aren't.

3 Complete the sentences with the affirmative or negative form of *be*. Make them true for you.

- I am not 14 years old.  
I'm 14 years old. / I'm not 14 years old.
- My parents are not from Prague.
- We are in school now.
- My bag isn't yellow.
- My friends and I are not from England.
- It is not very cold today.
- I am not hungry.
- Our teacher is not very tall.

Действия, согласные  
правилу

# РЕГУЛЯТИВНЫЕ УУД

- Действие прогнозирования
- Результат:
  - - вероятностное прогнозирование при восприятии текстов во время аудирования и чтения;
  - - предвосхищение результатов своей деятельности по овладению языком.



# РЕГУЛЯТИВНЫЕ УУД

- ⦿ Действия контроля.
- ⦿ Результат:
  - ⦿ - адекватное восприятие оценки учителя и сверстников;
  - ⦿ - сравнение результатов своих пошаговых действий и деятельности в целом с заданным эталоном;
  - ⦿ - умение контролировать ситуацию, процесс и результат своей деятельности.

# ДЕЙСТВИЯ КОНТРОЛЯ

1 21st January 2007      4 29th March 1900  
2 8th October 1995      5 22nd September 2008  
3 5th May 2010          6 4th December 2020

**8 SPEAKING** Ask and answer the questions.

1 What's your date of birth? It's the ... of ... nineteen ...	5 When's Christmas Day? 6 What year is it now?
2 When's New Year's Eve?	7 In what year is the next a World Cup? b Olympic Games?
3 What's the date today?	
4 When's Valentine's Day?	

**9** Imagine you have a penfriend in Britain. Write a short letter (70–100 words) to him or her. Use the writing guide to help you.

Dear \_\_\_\_\_

**Paragraph 1**

- Introduce yourself. Say how old you are and where you are from.

**Paragraph 2**

- Say something about your family. (How many brothers and sisters? Ages? Pets?)

**Paragraph 3**

- What do you do after school? What do you do after dinner?
- *Best wishes*

\_\_\_\_\_

*Check your work*

Have you

- followed the writing guide?
- written 70–100 words?
- checked your spelling and grammar?

Unit 1 • My network 15

Dear Tina,  
We're having a Christmas party in Saturday. It starts at seven o'clock. The party is at my house.  
I hope you can come.  
Love  
Des

**7** Write an invitation (40–60 words). Include this information:

- the type of party
- when it starts (time / day)
- the place
- some extra information or a request

*Writing tip*

When you have finished a piece of writing, ask your partner to look for mistakes. It's often easier to find mistakes in somebody else's work.

**8** Read the writing tip above. Then work in pairs and swap your invitations. Check each other's work for mistakes and help each other to correct them.

*Check your work*

Have you

- included all the information in exercise 7?
- used *can* for requests correctly?
- written 40–60 words?

Unit 4 • Time to party!

# РЕГУЛЯТИВНЫЕ УУД

- ◎ Действия коррекции
- ◎ Результат - умение увидеть ошибку и справиться как с помощью, так и без помощи взрослого.



# РЕГУЛЯТИВНЫЕ УУД

- ⦿ Действия оценки и самооценки.
- ⦿ Результат:
  - ⦿ - осознание учеником того, как хорошо он понимает иноязычную речь
  - ⦿ - осознание того, каким уровнем знания языка он владеет;
  - ⦿ - чему ещё надо научиться, чтобы свободно использовать ИЯ.

# РЕГУЛЯТИВНЫЕ УУД

- ⦿ Действия саморегуляции.
- ⦿ Результат:
  - ⦿ - умение сосредоточиться на выполнении речевых действий;
  - ⦿ - умение проявить настойчивость и усилие для достижения поставленной цели для преодоления неудач.

# ПОЗНАВАТЕЛЬНЫЕ УУД

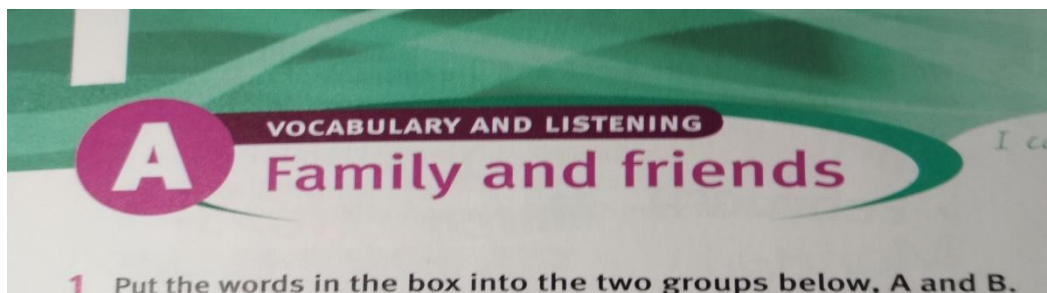
общеучебные

логические

действия по постановке и  
решению проблемы

# ОБЩЕУЧЕБНЫЕ УУД

- Самостоятельное выделение и формулирование познавательной задачи.




# ОБЩЕУЧЕБНЫЕ УУД

- Поиск и выделение необходимой информации при чтении и аудировании.


5 king or queen  
6 talk about them?

5 **1.19** Listen to some people talking about the Royal Family. Match two opinions with each speaker.



Opinion	Speaker (1, 2 or 3?)
They're a bit boring.	
They're very expensive.	
I like reading about them.	
They work hard.	
They aren't modern.	
They have interesting lives.	

**SPEAKING** What can you...



## No pain, no gain

David Simmons comes from London, but he's been training in China for three months. He's at the Dengfeng Kung Fu School. In this *Martial Arts Monthly* David talks about his school.

**MAM** Tell me about a typical day. What time do you get up?  
David We get up at five o'clock and start training immediately. We haven't got time to have breakfast. We're late, the teachers hit us with sticks.

**MAM** How do you train?  
David First we train our legs, arms and shoulders. We do up and down 1,000 steps and do press-ups. Training is very, very hard.

**MAM** How do you understand the teachers? Do you speak Chinese?  
David A little, yes. But the teachers speak English and we have a problem.

**MAM** When do you have breakfast?  
David At half past seven. We have rice and soup. After a short rest and training starts again. At one o'clock we practise hitting with our hands and kicking our feet. Then we have lunch and a long rest.

**MAM** Do you train in the afternoon too?  
David Yes. I like the afternoon because we train with swords.

**MAM** Is it dangerous?  
David No, not really, because we don't fight.

**MAM** When does training finish?  
David At six o'clock. We have a shower, and have dinner. We eat half past six - rice and soup again - then we go to bed.

**MAM** What do you want to do when you go back to London?  
David I want to start a kung fu school in London and teach people kung fu. I also want to appear on British TV as a kung fu fighter.

**1.20** Read the text and answer the questions. Use the word bank.

Read the text and answer the questions. Use the word bank.

- What time does David get up?
- What time does training start?
- What time does training finish?
- What do they eat for breakfast?
- What do they eat for lunch?
- What do they eat for dinner?
- What do they do after dinner?
- What do they do in the afternoon?
- What do they do when they go back to London?
- What do they do when they go back to London?

Word bank: 1. get up, 2. start, 3. finish, 4. eat, 5. have, 6. do, 7. go, 8. want, 9. appear, 10. teach.

# ОБЩЕУЧЕБНЫЕ УУД

- Самостоятельное осознанное построение устного и письменного речевого высказывания.

**7 SPEAKING** Work in pairs. Listen to your partner's sentences.  
Then tell the class about your partner.

Martin lives in a flat.

# ОБЩЕУЧЕБНЫЕ УУД

- Выбор разных языковых средств в зависимости от конкретных ситуаций речевого иноязычного общения.
- Рефлексия деятельности по овладению ИЯ.
- Смысловое чтение и слушание.
- Овладение моделированием.



# ЛОГИЧЕСКИЕ УУД

## ◎ Синтез.

**6** Write true sentences about yourself with the present simple affirmative or negative. Use the phrases below and your own ideas.

1 live in a flat

I live in a flat./I don't live in a flat.

2 study history

3 watch TV every day

4 speak Russian

5 walk to school

6 get up at seven o'clock on Saturdays

7 read in bed

8 like classical music

**7 SPEAKING** Work in pairs. Listen to your partner's sentences. Then tell the class about your partner.

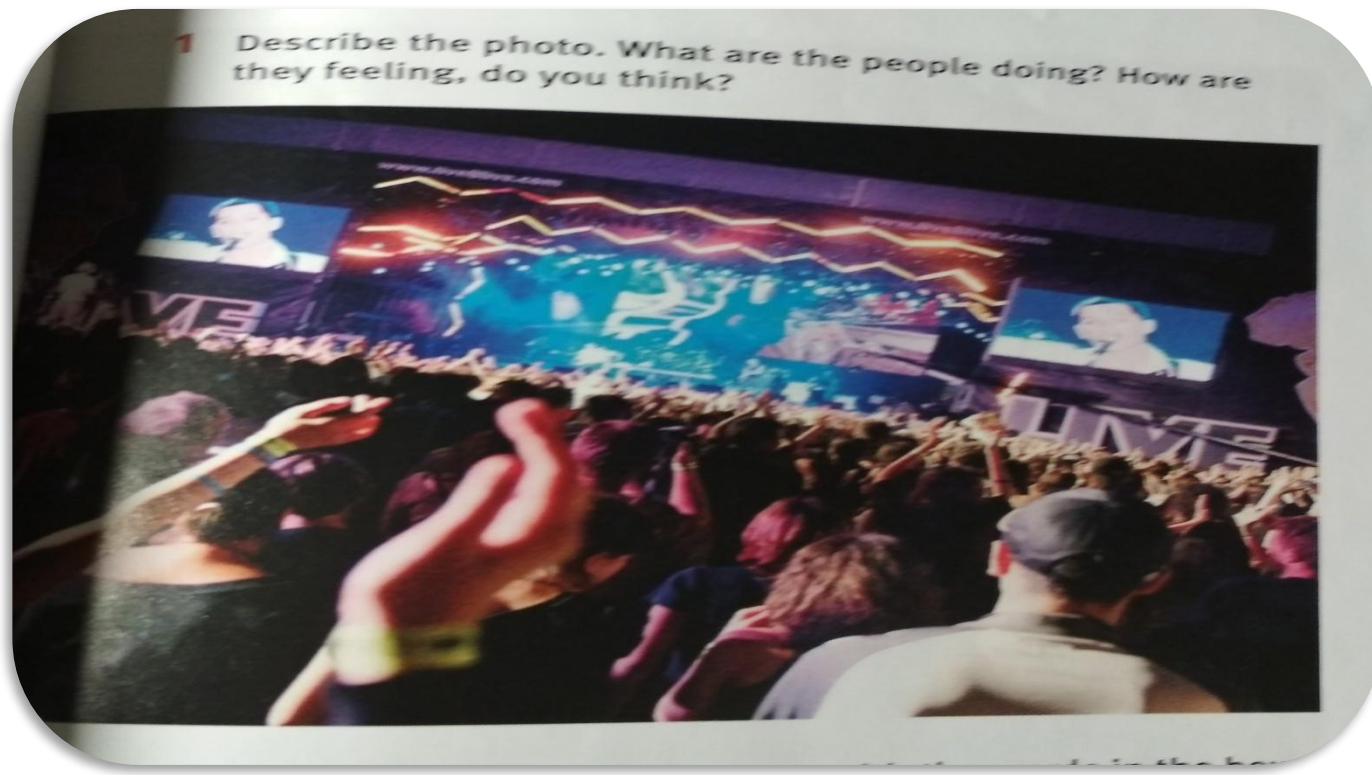
Martin lives in a flat.

# ЛОГИЧЕСКИЕ УУД

- ⦿ Выбор оснований и критериев для сравнения и классификации объектов.
- ⦿ Установление причинно-следственных связей во время аудирования и чтения.


# ЛОГИЧЕСКИЕ УУД

- ⦿ Выдвижение гипотезы и её обоснование.
- ⦿ Доказательства своей точки зрения.



# ЛОГИЧЕСКИЕ УУД

- Самостоятельное выведение правил построения иноязычной речи.



Look around your own classroom. **Are there** any desks? **Is there** a noticeboard? The answer is probably yes. Schools in large cities in India are the same. But outside the cities, they're often very different. The children in the photo go to a small school in India. Their classroom is outside. **There isn't** a noticeboard. **There's** a desk for the teacher, but there aren't any desks for the children. In fact, **there aren't** any chairs – the children sit on the floor. But **there are** some books – and a lot of motivation!

2 Read the text. Check your answer to exercise 1.

3 Complete the table with the highlighted words from the text.

<i>there is</i>	<i>there are</i>
singular	plural
affirmative There's a teacher.	affirmative 1 _____ some students.
negative 2 _____ a TV.	negative 3 _____ any CDs.
interrogative 4 _____ a noticeboard? No, there isn't.	interrogative 5 _____ any children? Yes, there are.

Look at the photo in exercise 1 again. Complete the

# ДЕЙСТВИЯ ПО ПОСТАНОВКЕ И РЕШЕНИЮ ПРОБЛЕМ

- ◎ Формулирование проблемы творческого и поискового характера.
- ◎ Самостоятельное решение проблемы.

# КОММУНИКАТИВНЫЕ УУД

- Планирование учебного сотрудничества с учителем и сверстниками.
- Результат:
  - - учёт позиции собеседника;
  - - умение слушать и вступать в диалог;
  - - участие в коллективном обсуждении проблем;
  - - интеграция в группу и сотрудничество.

**8 SPEAKING** Work in groups of three. Imagine that one of you is new to the school. Complete this information about the new student with your own ideas.

You're from \_\_\_\_\_ .

You've got a brother and a sister.

Your brother is at the school. He's \_\_\_\_\_ years old. He's in class \_\_\_\_\_ .

Your sister isn't at the school. She works in \_\_\_\_\_ .

**9** Write a conversation like the one in exercise 1. Use your own names and your notes from exercise 8.

*Speaking tip*

Always look at the person you are speaking to. Speak in a loud, clear voice.

**10 SPEAKING** Read the speaking tip above. Then act out your conversation to the class.

# КОММУНИКАТИВНЫЕ УУД

- Постановка вопросов.
- Результат - умение задать вопросы, необходимые для организации собственной речевой деятельности и в условиях инициативного сотрудничества с партнёром.
- Разрешение конфликтов.
- Результат - умение разрешать конфликты с учётом интересов и позиций и приходить к общему мнению.



# КОММУНИКАТИВНЫЕ УУД

- Управление поведением партнёра по иноязычному общению.
- Результат - взаимоконтроль, коррекция и оценка речевых действий партнёра по общению на ИЯ.

**5 SPEAKING** Work in pairs. Ask and answer the questions in exercise 4.

Are you 15 years old? Yes, I am. / No, I'm not. I'm 16 years old.

**6** Find three possessive adjectives in the text in exercise 1 and

**7 SPEAKING** Work in pairs. Listen to your partner's sentences. Then tell the class about your partner.

Martin lives in a flat.

**4 SPEAKING** Work in pairs. Ask and answer about the things in exercise 3.

Have you got a bike? Yes, I have. / No, I haven't.

**5** Check the meaning of the words below. Then describe the

# КОММУНИКАТИВНЫЕ УУД

- ⦿ Полнота и точность выражения своих мыслей в соответствии с задачами и условиями коммуникации.
- ⦿ Результат:
- ⦿ - умение точно выразить свои мысли на ИЯ в соответствии с задачами и условиями общения;
- ⦿ - владение монологической и диалогической формами речи в соответствии с грамматическими и синтаксическими нормами ИЯ.

