

Методическое письмо
об использовании в образовательном процессе
учебников УМК Английский язык («Team Up!» — «Вместе»)
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действующего ФПУ,
соответствующих ФГОС (2009—2010 гг.)
при введении обновленных ФГОС в 5 классе

С сентября 2022 года пятые классы будут учиться по [обновленным ФГОС \(2021\)](#). Федеральный перечень учебников ([утвержден приказом Минпросвещения РФ №254 от 20.05.20](#)) не содержит учебников, прошедших экспертизу на соответствие требованиям обновленных ФГОС. Согласно письму [Министерства просвещения от 11.11.2021 № 03-1899](#) “Об обеспечении учебными изданиями (учебниками и учебными пособиями) обучающихся в 2022/23 учебном году”, в период перехода на обновленные ФГОС-2021 могут быть использованы любые учебно-методические комплекты, включенные в федеральный перечень учебников.

Ниже представлен подробный анализ сравнения тематического и языкового содержания учебника “**Team Up**” 5 класс с [примерной рабочей программой](#).

Как видно из таблицы, учебник полностью соответствует примерной рабочей программе в отношении тематического содержания речи. В отношении лексико-грамматического материала, однако, есть ряд несоответствий.

В сравнительной таблице представлены требования из [примерной рабочей программы Основного Общего Образования \(5 класс\)](#), содержание УМК “**Team Up**” 5 класса с указанием раздела, в котором представлены соответствующие лексические и грамматические темы, и рекомендации, как восполнить недостающие темы.

В некоторых случаях учителям предлагается воспользоваться учебником следующего уровня той же линейки [УМК "Team up!" 6 класс](#), в таблице указаны раздел и соответствующие страницы. В отдельных случаях рекомендуется воспользоваться авторскими методическими разработками. Каждая методическая разработка содержит заметки для учителя, подробно расписывающие ход урока, возможную дифференциацию и идеи для адаптации материала для учащихся в зависимости от их уровня владения языком. Также методические разработки содержат готовый раздаточный материал.

Языковой (лексико-грамматический) материал

Требования из примерной рабочей программы Основного Общего Образования	Содержание “Team UP” 5 класс	Рекомендации
Образование имен существительных при помощи суффиксов -er/-or, -ist, -sion/-tion .	Unit 6 Just the Job Nouns ending in -er, -ist, -ant	
Образование имен прилагательных при помощи суффиксов -ful, -ian/-an .	Unit 0 Get started! Countries and nationalities Adjectives ending in -ian/an Unit 4 Big world Skill Revision — Word formation Adjectives ending in -ful	
Образование наречий при помощи суффикса -ly .		“Team Up” 6 класс Unit 4 Useful things Adverbs of manner (стр 53) <u>Методическая разработка</u>
Образование имен прилагательных, имен существительных и наречий при помощи отрицательного префикса un- .		<u>Методическая разработка</u>
Предложение с несколькими обстоятельствами, следующими в определенном порядке.		<u>Методическая разработка</u>
Вопросительные предложения: альтернативный и разделительный вопросы в Present/Past/Future Simple Tense .	Unit 1 Classmates Present Simple affirmative, negative, questions and short answers Unit 5 Around town Past Simple affirmative, negative, questions and short answers (to be) Unit 6 Just the Job Past Simple affirmative regular and irregular verbs Unit 7 Going places Past Simple negative, questions and short answers	“Team Up” 6 класс Unit 8 A happy life will for predictions (стр 44-45)

Требования из примерной рабочей программы Основного Общего Образования	Содержание “Team UP” 5 класс	Рекомендации
	Unit 8 Having fun Revision of questions	
Глаголы в видо-временных формах действительного залога в изъявительном наклонении в Present Perfect Tense в повествовательных (утвердительных и отрицательных) и вопросительных предложениях.		“Team Up” 6 класс Unit 6 Cooking and eating Present Perfect affirmative, negative and questions (стр 20-23)
Имена существительные имеющие форму только множественного числа.		<u>Методическая разработка</u>
Имена существительные с причастиями настоящего и прошедшего времени.	Unit 3 Technology for all Adjectives with prepositions (bored, excited...) Unit 4 Big world Adjectives (boring, exciting ...) Unit 4 Big world Skill Revision — Word formation Adjectives ending in -ed, -ing	
Наречия в положительной, сравнительной и превосходной степенях, образованные по правилу и исключения.		<u>Методическая разработка</u>

Тематическое содержание речи

Требования из примерной рабочей программы Основного Общего Образования	Содержание “Team UP” 5 класс
Моя семья. Мои друзья. Семейные праздники (день рождения, Новый год).	Unit 0 Get started! Months of the year Family and friends Unit 8 Having fun Events
Внешность и характер человека/литературного персонажа.	Unit 4 Big world My best friend
Досуг и увлечения/хобби современного подростка (чтение, кино, спорт).	Unit 0 Get started! Action verbs (hobbies) Unit 1 Classmates The new hobby Collocations with do & play Unit 3 Technology for all Technology Using Technology Unit 4 Big world What’s your favourite film? Unit 8 Having fun The fancy dress party Types of music
Здоровый образ жизни: режим труда и отдыха. Здоровое питание.	Unit 2 Fun with food Food and drink Containers Food diary
Покупки: одежда, обувь и продукты питания.	Unit 2 Fun with food Food and drink
Школа, школьная жизнь, школьная форма, изучаемые предметы. Переписка с	Unit 1 Classmates

Требования из примерной рабочей программы Основного Общего Образования	Содержание “Team UP” 5 класс
зарубежными сверстниками.	School subjects and school items Places in school Boarding school — What’s it really like? Unit 7 Going places A holiday postcard Unit 8 Having fun Invitation
Каникулы в различное время года. Виды отдыха.	Unit 5 Around town Get Culture! — A journey around the UK Unit 6 Just the Job A description of a day out Unit 7 Going places Travel equipment Things to do on holiday Elena didn’t sleep well (a weekend away) Roman holiday A holiday postcard (writing a text about a holiday)
Природа: дикие и домашние животные. Погода.	Unit 4 Big world Geographical features
Родной город/село. Транспорт.	Unit 5 Around town Places in town Unit 5 Around town Description of a town Unit 7 Going places Transport nouns Transport verbs Get Culture! — Fast Facts: The London Tube
Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы, достопримечательности, культурные особенности (национальные праздники, традиции, обычаи).	Unit 0 Get started! Countries and nationalities Unit 1 Classmates Boarding school — What’s it really like?

Требования из примерной рабочей программы Основного Общего Образования	Содержание “Team UP” 5 класс
	<p>Get Culture! — Schools in the UK Russian Files — School Uniforms. Then and now. Unit 2 Fun with food English poems Unit 3 Technology for all Space adventure USA Get Culture! — Space and the USA Russian Files — Modern Technology in monuments My culture Legends and tales from all around Russia Unit 5 Around town Hollywood then and now Unit 5 Around town Get Culture! — A journey around the UK Russian Files — Kaliningrad Unit 7 Going places Russian Files — Moscow Underground</p>
Выдающиеся люди родной страны и страны/стран изучаемого языка: писатели, поэты.	<p>Unit 6 Just the Job How the camel got his hump by R. Kipling Unit 4 Big world Mary Poppins by Pamela Travis Unit 8 Having fun Winnie-the Pooh by A.A.Milne</p>

Образование имен прилагательных, имен существительных и наречий при помощи отрицательного префикса UN-

Teacher's notes and keys

1. **Discovery.** Hand out the worksheet with questions. Have students work in pairs, read and answer the questions. When they finish, ask them to tell the group one thing they have in common and one thing they got differently. ([WS 1](#))
2. **Figuring out the system.** Elicit the rule from the students. ([WS 2](#))

We use the prefix UN- to show that something is **NOT** that way.
For example:

- when somebody is **not happy**, he/she is **unhappy**
- when something is **not tidy**, it is **untidy**
- when the situation is **not safe**, it is **unsafe**
- when somebody is **not helpful**, he/she is **unhelpful**
- when the food is **not healthy**, it is **unhealthy**
- when somebody is **not friendly**, he/she is **unfriendly**

3. **Practice.** Print and cut out cards, so that every student has one ([WS 3](#)). Have students read their cards and write the missing word on the back of the cards (not in the gap). Have students stand up and walk around the class, showing each other their cards, reading each other's cards and filling in the gap orally. The student, who has the card, checks if the answer is right (the answer is on the other side of the card. Once you see that the students get more confident, you might want to make it more challenging and have them swap cards once they get the answers right.

You fell down in the park. Now your clothes are untidy .	You eat fish and salad for lunch. It's very healthy .	You help your classmate with homework he/she doesn't understand. That's very helpful .	You smile when you see a person you know in the street. It's friendly .
When my friends and family are with me, I feel safe .	You drink cola for breakfast. It's unhealthy .	You have just cleaned your room. It is so tidy .	You don't answer when somebody says "hi" to you. It's unfriendly .
You are in a place where you don't know anybody, you may feel scared and unsafe .	You got some bad news. You are sad and unhappy .	You got some great news. You are excited and happy .	You don't come when your friend needs you. It's very unhelpful .

WS 1

- **Answer the questions with your partner. Do you have the same answers? Tell the class about one question you have the same answer for and one question you have different answers for.**
1. You don't clean your room for a month. Is it **tidy** or **untidy**?
 2. You eat chicken and rice for lunch. Is it **healthy** or **unhealthy**?
 3. You forget to call a friend when he/she is sick. Is it **friendly** or **unfriendly**?
 4. Your mum brings heavy bags from a supermarket, you help her with them. Is it **helpful** or **unhelpful**?
 5. You don't have to go to school tomorrow. Are you **happy** or **unhappy**?
 6. You come home late in the evening, the streets are dark. Do you feel **safe** or **unsafe**?

WS 2

- **Fill in the blanks to form the rule.**

We use the prefix UN- to show that something is _____ that way.

For example:

when somebody is **not happy**, he/she is _____

when something is **not tidy**, it is _____

when the situation is **not safe**, it is _____

when somebody is **not helpful**, he/she is _____

when the food is **not healthy**, it is _____

when somebody is **not friendly**, he/she is _____

WS 3

- Each person gets one card and writes the word to feel in the gap with on the other side of the card. The teacher monitors and helps if needed. Students stand up, move around the class, show each other cards, read the sentences and orally fill in the gaps with the words. The students with the card check (they have the answer written on the other side of the card, which only they can see).

<p>You fell down in the park. Now your clothes are _____.</p>	<p>You eat fish and salad for lunch. It's very _____.</p>	<p>You help your classmate with homework he/she doesn't understand. That's very _____.</p>	<p>You smile when you see a person you know in the street. It's _____.</p>
<p>When my friends and family are with me, I feel _____.</p>	<p>You drink cola for breakfast. It's _____.</p>	<p>You have just cleaned your room. It is so _____.</p>	<p>You don't answer when somebody says "hi" to you. It's _____.</p>
<p>You are in a place where you don't know anybody, you may feel scared and _____.</p>	<p>You got some bad news. You are sad and _____.</p>	<p>You got some great news. You are excited and _____.</p>	<p>You don't come when your friend needs you. It's very _____.</p>

Предложение с несколькими обстоятельствами, следующими в определенном порядке.

Teacher’s notes and keys

1. **Discovery.** Print out and cut out the cards (or write the words on pieces of paper) ([WS 1](#)). Put them randomly on the board and have students make sentences out of them. Help students if needed. Then elicit the rule (object+place+time).

		Object	Place	Time	
I	eat	my breakfast	in the kitchen	in the morning	.
He	plays	the guitar	in his music school	every day	.
Mary	walks		to school	every morning	.
We	go		to bed	very late	.

2. **Figuring out the system.** Print out and cut out the cards, put them into envelopes with numbers on them ([WS 2](#)). Take time to explain the task if you are doing it with your students for the first time. If necessary write down model sentences on the board (Can I have envelope number ___?). The elicited rule from the first phase should be on the board, so that students can check the order they put the cards into. In advance, tell students that they will only have 10 minutes for the activity, the pair with the most sentences wins. Students work in pairs. Have them write numbers from 1 to 10 in their notebooks. One student from each pair comes to the teacher and asks for an envelope, goes back to his partner, they put the cards into the correct order and write the sentences next to the according number. Then one person from the pair puts the cards back into the envelope and brings it back to the teacher to exchange it for the next one (if available).
3. **Practice.** Two truths and a lie. Write 3 sentences on the board using the same structures. One of the sentences must be a lie. Have students guess which one it is. Give students sufficient time to write down their sentences. For weaker classes you can hand out a worksheet with a chart ([WS 3](#)), stronger students can build their own sentences. Monitor and help if needed. Students work in groups, read out their sentences, the others guess which one is a lie.

WS 1

I	Mary
He	We
eat	plays
walks	go
my breakfast	
the guitar	
in the kitchen	
in his music school	
to school	
to bed	
in the morning	
every day	
every morning	
very late	
Object	
Place	
Time	

WS 2

- Envelopes. Put the cards into the correct order.

Ben	walks	to school	every	morning.
My mum	drinks	two cups	of coffee	every morning.
My family	lived	in this house	for a long	time.
Tom	drives	to work	in the	morning.
I	have breakfast	in the kitchen	in the	morning.
My family	and I	have dinner	in the living room	in the evening.
She	left	her umbrella	in the restaurant	last night.
I	read	a very interesting book	in the library	yesterday.
We	went	to a party	last	night.
Ann	was	in the	cinema	yesterday.

WS 3

Two truths and a lie. Write down 3 sentences — 2 of them should be true for you, one of them should be a lie.
Work in groups and tell each other your sentences. Decide which ones are lies.

I
My family and I
My mum
My dad
My friend

walk/walks
drives
do/does homework
play/plays board games
has/have breakfast
has/have dinner
talks/talk

to school
to work
to the shop
home
in the kitchen
in my/her/his room
in the living room

in the morning.
in the evening.
in the afternoon.

Имена существительные имеющие форму только множественного числа.

Teacher's notes and keys

1. Print out and cut out the cards ([WS 1](#)). Put students into pairs and give them the cards, have them put the cards into three groups. Then discuss if the words are used the same way in Russian. Encourage them to think of words that are used differently (watch — часы).

WS 1

only singular	only plural	plural & singular
cheese	trousers	egg
water	jeans	shirt
chocolate	pyjamas	lemon
butter	glasses	sock
sugar	scissors	shoe
milk	pants	sausage
flour	tights	watch
tea	shorts	jacket

Наречия в положительной, сравнительной и превосходной степенях, образованные по правилу и исключения.

Teacher's notes and keys

- Discovery.** Hand out worksheet #1 ([WS 1](#)). Have students discuss in pairs in what manner they would do the activities listed.
- Drilling.** Cut out the cards and put them into 2 piles — activities and adverbs of manner ([WS 2](#)). Play a miming game with students. A student comes up to the front, picks one card from each pile and mimes the action. The class has to guess the activity and the manner. If needed write down a model sentence on the board (Are you playing football dangerously? — Yes, I am/No, I am not.). The students keep the worksheets in from the previous activity to make it less difficult. Once students get confident they can continue playing in groups.
- Figuring out the system.** Elicit the rules of forming adverbs from adjectives.
(sad + ly = sadly
happy + ly = happily
fast = fast
hard = hard
good = well)
- Discovery.** Ask three students to come up to the front. Tell them they are going to take part in a race. But the winner of the race will be the one who runs the most slowly. Have fun watching the 'slow race' with the class (=) After that elicit from the students and write down on the board:
Masha ran more slowly than Andrey.
Vasya ran the most slowly.
Elicit the rules and have the students note down the general rules and exceptions in their notebooks.
- Drilling.** Hand out worksheet #3 ([WS 3](#)). First have students work individually and fill in the chart. Once they are ready, put them in pairs and have them compare and check their answers.
- Practice.** Have students finish the sentences ([WS 4](#)). They should write sentences about themselves, however, they shouldn't take it too seriously, have fun with it and let their imagination run wild. If you feel it would be too challenging for your students to write about themselves, they can replace 'I' with names/animals etc.

WS 1

In what manner would you do these activities?

eat ice-cream
watch a movie
do homework
play chess
sleep
play basketball
listen to music
talk on the phone
walk the dog
swim
play the guitar
paint
read a book
sing
play football
play computer games

happily
easily
carefully
sadly
fast
loudly
patiently
slowly
quietly
nicely
angrily
hard
well
badly
dangerously

WS 2

eat ice-cream	sleep	walk the dog	read a book	play computer games
watch a movie	play basketball	swim	sing	talk on the phone
do homework	listen to music	play the guitar	play football	paint
happily	sadly	patiently	nicely	well
easily	fast	slowly	angrily	badly
carefully	loudly	quietly	hard	dangerously

WS 3**Student A**

happily		the most happily
	faster	
angrily		the most angrily
	better	
quietly		the most quietly
	harder	
easily		the most easily

Student B

	more happily	
fast		the fastest
	more angrily	
well		the best
	more quietly	
hard		the hardest
	more easily	

WS 4

I can run _____ (fast) than _____.

I can sing _____ (good) than _____.

I can sleep _____ than _____.

I can talk on the phone _____ than _____.

I can dance _____ than _____.

I can _____ the best.

I can _____ the fastest.

I can _____ the most loudly.

I can _____ the most slowly.

Ресурсы «Team Up!» (Вместе)

Авторы УМК совместно с методистами АО «Издательство «Просвещение» оказывают всестороннюю консультационную и методическую поддержку учителям английского языка.

Ключи к учебнику, рабочей тетради доступны на [сайте издательства "Просвещение"](#).

Аудиокурс к учебнику и рабочей тетради можно скачать по ссылке — <https://prosv.ru/audio/section/team-up.html>

Книги для учителя размещены по ссылке — <http://iyazyki.prosv.ru/team-up-teachers-books/>

Аудиокурс, видеокурс, книги для учителя, дополнительные карточки для вырезания (для 2 класса) также размещены на сайте УМК «Team Up!» (Вместе) — <https://teamup.prosv.ru/>

Учебники (бумажная и электронная версии), рабочие тетради, контрольные задания можно купить в [интернет-магазине](#) учебной литературы издательства «Просвещение».

Ознакомиться с демоверсиями учебников «Team Up!» (Вместе) можно в [Медиатеке издательства "Просвещение"](#)

Присоединяйтесь к группе УМК «Team Up!» (Вместе) [ВКонтакте](#). Здесь мы размещаем новости издательства, анонсы предстоящих событий, отчеты о мероприятиях, полезные методические материалы.

В журнале «Просвещение. Иностранные языки» периодически выходят методические статьи, посвященные особенностям и авторскому видению обучения английскому языку по УМК «Team Up!» (Вместе). Прочитать статьи можно здесь — <https://prosv.ru/umk/page/english-vmeste.6926.html>

Издательство «Просвещение» регулярно проводит авторские и методические вебинары для учителей английского языка. Приглашаем посмотреть прошедшие и зарегистрироваться на предстоящие [вебинары](#). Вебинары также доступны к просмотру на YouTube канале [Просвещение Иностранные языки](#)

У вас возникли вопросы? Напишите нам — teamup@prosv.ru