

Муниципальное бюджетное общеобразовательное учреждение городского
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« Средняя общеобразовательная школа № 16»

Методическая разработка по теме :
Реализация требований ФГОС по средствам УМК
«Английский в фокусе» в средней школе

Подготовила учитель английского языка
Поперечная Марина Кайратовна

Реализация требований ФГОС по средствам УМК «Английский в фокусе» в средней школе

УМК «Английский в фокусе» для 5-9 классов отвечает всем основным требованиям ФГОС. Данная предметная линия нацелена на достижение личностных, метапредметных и предметных результатов обучения.

Личностные УУД:

- система базовых национальных ценностей

Russians take great pride in their art and there are many treasure houses of Russian fine art all over the country.

Great Works of Art

Spotlight on Russia takes a closer look at the Tretyakov Gallery.



The Tretyakov Gallery is in Moscow not far from the Kremlin and it is the national treasury of Russian fine art. The Moscow merchant and industrialist Pavel Mikhailovich Tretyakov (1832-1898) founded the museum in 1856 by starting a collection of works of art by artists of his day. He presented his collection to the city in 1892.

Today, all the art inside the gallery, which includes more than 130,000 works, is by Russian artists who have made a contribution to the history of Russian art. Artworks from the 11th to the early 20th century are displayed in one building on Lavrushinsky Pereulok and the more modern works including many by post-war avant-garde artists are in a new building on Krymskiy Val.



The Lavrushinsky Pereulok site has 62 rooms filled with art. It has an amazing collection of Russian art including many famous paintings by Isaac Levitan and Ilya Repin such as the masterpieces "March" and "Barkley on the Volga". There is also the Engraving Room which has an impressive collection of engravings including the Ravinsky Collection, the Moskov Collection and many others which used to belong to Russian nobles and the royal family. The museum also houses a large collection of ancient, medieval, Russian and Soviet coins, medals, plaques and banknotes.



The gallery on Krymskiy Val is also called the House of Artists. Here you can see a fine collection of early modern art - including Malevich's "Black Square" and Kandinsky's "Composition VII".

The Tretyakov Gallery is open every day except Mondays from 10 am to 7 pm and the House of Artists is open every day except Mondays from 10 am to 8 pm. Admission costs from 50 - 130 rubles for children and students and from 100 - 225 rubles for adults. Prices are cheaper for the elderly.

Russians have been exploring space since the 1950s and achieved a number of historic breakthroughs, but it all started much earlier. Three men in particular stand out as space exploration heroes.

Great Minds

Spotlight on Russia learns about the pioneers who led the way to space.



Konstantin Tsiolkovsky (1857-1935)

Tsiolkovsky was known as the father of human spaceflight. He was a rocket scientist, an inventor and a pioneer in space research. His work contained the designs for rockets with thrusters, airlocks, multi-stage boosters, satellites, space suits and even a system for providing food and air to a space colony. He was a man light years ahead of his time and it is thanks to him that Russia was the first nation to cross the final frontier.



Sergei Korolyov (1906-1966)

He was a scientist and the rocket engineer that put the first satellite, Sputnik 1, into space in 1957. He was also the person responsible for Sputnik 2, putting the dog Laika into space and landing the first probe, Luna 2, on the moon. Most of all, he was the person in charge of the Vostok and Voskhod space programmes which successfully put the first man in space in 1961, allowed the first space walk and led the way for all manned space flights after that. Korolyov was a legend in his own time and in ours.



Yuri Gagarin (1934-1968)

He was the first human to go into space and the first man to orbit the Earth on 12th April 1961 in Vostok 1. The cosmonaut's first and only spaceflight lasted 108 minutes but will be remembered forever. He became an ambassador for Russia travelling the world and telling people of Russian achievements in space.

- осознание своей этнической принадлежности, знание истории, языка, культуры своего народа, своего края, основ культурного наследия народов России и человечества.

Все учебники линии содержат раздел *Spotlight on Russia*, посвящённый разным аспектам российской культуры в соответствии с тематикой модулей. Выполненный в формате журнала для подростков, он стимулирует интерактивность в образовательном

процессе, способствует социализации учащихся. Текстовые материалы о России разных жанров и форматов (текст-описание, туристический буклет, интервью, письмо, биография и т. п.) служат базой для активной речевой деятельности школьников (в устной и письменной формах) с переносом на личный опыт. Среди тем этого раздела, например, встречаются следующие: «Россия многонациональная», «Исторические музеи под открытым небом», «На выставке детского рисунка о родной природе», «Праздник Масленицы в школе» (5 кл.); «Московское метро», «Город белых ночей», «А.С. Пушкин», «В московском зоопарке» (6 кл.); «А.П.Чехов», «Клубы по интересам в школе», «В музее космоса», «О чем пишут школьные журналы», «В международном детском компьютерном лагере», «Школьные экологические экспедиции» (7 кл.); «Знакомимся с профессиями: интервью с шеф-поваром русского ресторана», «В школьной студии национального костюма», «Система школьного образования в России» (8 кл.); «Русская деревня: традиции и современность», «Робототехника в России», «Экскурсия в Третьяковскую галерею», «Герои российского спорта: Ирина Слуцкая», «Телефон доверия для подростков» (9 кл.). Предложенные вопросы для обсуждения создают возможность учащимся высказаться о личном опыте, выразить собственное аргументированное мнение, обеспечивают формирование ценностных ориентаций. Ряд заданий направлен на самостоятельное создание учащимися материалов по обсуждаемой теме и с последующим отправлением их на сайт УМК, что является одной из форм стимулирования творчества, обеспечения интерактивности курса, способствует развитию самостоятельности и социализации учащихся, повышению мотивации к практическому пользованию английским языком, в том числе в рамках диалога культур.



Our Country

One Country, Many Cultures ...

Russia has got 145 million people. They're all Russian citizens - but there are over 130 different nationalities. Many nationalities have got their own republics.

Spotlight on Russia looks at two of these.

Chuvash Republic

Traditional Chuvash costume

Chuvashia's capital is Cheboksary. It is on the River Volga. Chuvashia's population is about 1.4 million people. Two out of three people are Chuvash. There are also many Russians, and 50 other nationalities. Many people speak Chuvash as well as Russian. Chuvash people have still got their own culture and traditions.

Cheboksary is a very clean, pretty city on the River Volga

- системы знаний и представлений о мире как о многоязычном и поликультурном сообществе
- осознание языка, в том числе иностранного, как основного средства общения между людьми
- знакомство с миром зарубежных сверстников с использованием средств изучаемого языка (через детский фольклор, некоторые образцы детской художественной литературы, традиции)
- системы знаний об основах здорового и безопасного образа жизни

CULTURE CORNER 1

Teenage Fashion in the UK

The weather in the UK is well known for being cold and wet, but there is one thing that's always hot and that's the fashion! We spoke to three teenagers about their views on clothes and what they like wearing.

John (15)
"I think I'm reasonably well-dressed. I usually wear comfortable clothes that show a little bit of individuality. I love skateboarding, so most days you'll find me in very baggy jeans, trainers and a hoodie; that's a sweatshirt with a hood for those of you who don't know! I'm not really bothered about brand names or logos. I tend to stick to cheaper clothes that won't rip when I fall off my skateboard!"

Amy (16)
"I love keeping up with all the latest trends. It's so easy to be fashionable these days as lots of top designers make clothes for the cheaper, high street shops. I spend too much time and money in all of them, but they are full of trendy, affordable clothes! So, what's a girl supposed to do? Hit the shops of course!"

Lucy (15)
"When it comes to fashion, I like to take my inspiration from many different places. Britain is a very multi-cultural place, so you see lots of different styles and trends all the time. I like picking up bargains at the street markets and second-hand shops. Then, I put these clothes together with things I have found on the high street. That way, I always stand out in a crowd! Young people today are so creative when it comes to fashion that pop stars are influenced by their style and not the other way round!"

The shops in the main shopping area

1. What kinds of clothes do British teenagers like wearing: comfortable cheap clothes, expensive designer outfits, second-hand clothes, modern colourful designs, brand names? Guess from the pictures. Listen, read and check.
2. Read again. Who (Amy, John or Lucy)?
 1. chooses clothes based on practical reasons?
 2. likes to look different?
 3. has money to spend on trendy clothes?
 4. doesn't like dressing just to impress?
 5. loves shopping?
3. Use your dictionaries to explain the phrases in bold. Then, list all the words related to places teenagers buy their clothes. Are there similar places in your country?
4. In one minute, write as many phrases as you can with 'shopping'. Check in your dictionaries. Make sentences using them.
 - shopping spree, Sunday shopping, late-night shopping, last-minute shopping
5. Take roles and interview one of the teenagers in the text.

A: So Amy, tell me, do you like to keep up with the latest fashions?
B: Oh yes! / ...
6. Portfolio: What do the teenagers in your country like wearing? Where do they go shopping for clothes? How much money do they spend on clothes? Write a short paragraph.

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CULTURE CORNER 2

Great British Sporting Events!

1. Look at the pictures of some well-known sporting events and the titles A-D. Think of one question about each event. Read and listen. Can you answer your questions?

A The Oxford and Cambridge Boat Race
The Boat Race is a rowing race along the River Thames. It takes place each spring on the River Thames. The 16 competitors (8 in each boat) must be students at Oxford or Cambridge University. They train extremely hard, six days a week for six months before the race.

B The London Marathon
If you get out of breath running for the bus, then can you imagine running 26 miles (about 42 km)? Every year, usually in April, this is exactly what around 40,000 people do when they take part in the London Marathon. It's a serious athletic event which offers big prize money for the winners, but the majority of runners do it for fun or to raise money for charity.

C Royal Ascot
Royal Ascot is a 5-day horse racing event at the Ascot race course in Berkshire. Each year, about 300,000 people buy tickets to watch the races. Ascot is very popular with members of the royal family and the rich and famous, but anyone is welcome to go. Royal Ascot is a fashion show too! TV presenters love to comment on what everyone's wearing, especially the ladies' what they're wearing.

D Wimbledon
Anyone for tennis? Every June, the world's oldest and most famous tennis championship takes place in Wimbledon in London. The tournament lasts for two weeks. Hundreds of spectators queue for hours for tickets to see the world's top players compete. It's not just the tennis they go for either! Strawberries and cream are the traditional snack at Wimbledon. 20,000 kilos of strawberries and 7,000 litres of cream are sold every year!

2. Read the texts. Which event A, B, C or D?

1. offers a cash prize?
2. lasts the longest?
3. is attended by British royalty?
4. is a competition between two teams?

3. Explain the words/phrases in bold.

4. Choose the correct word. Check in your dictionaries. Make sentences using the other words.

1. The director/presenters of all the major TV channels comment on the fashions at Royal Ascot.

2. The spectators/audience cheer the tennis players on at Wimbledon.

3. About 40,000 competitors/runners run in the London Marathon each year.

4. Imagine you are a radio presenter. Choose one of the events A-D and present it to the class.

5. Portfolio: Write a short text about a famous sporting event in your country (50-60 words). Write:

- name • type • place • time
- competition • spectators • prizes
- any other interesting information

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- семейные ценности

4 **a** **My family!**

Vocabulary

Family members

1 Look at Kate's secret diary. Who is her:

- mother (mum)?
- brother?
- grandfather (grandpa)?
- father (dad)?
- sister?
- grandmother (grandma)?

Reading

2 a) What is the text about? Listen, read and check to find out details.

b) Read and mark the sentences R (Right), W (Wrong) or DS (Doesn't Say).

1 Kate plays the violin. **DS**

2 Jane can dance.

MY SECRET DIARY

Name: Kate Green
Age: 12

A My Mum's name is Jane. She's 35 and is a music teacher. She can play the guitar. She's very clever.

B This is my Dad, David. He's 42 and he's a pilot. He can speak French. He's very cool.

C Tim is my brother. He's 8 and he's very naughty, but deep down he's very caring! Computer games are his hobby!

D Helen is my Grandmother. She's 70 years old. She's lovely, cooks, children!

4 a) Read the rules. Give more examples.

noun singular + 's	noun plural -s + '
Bill's brother	the boys' ball BUT
Ann's room	the men's car
Whose brother is Tony?	
Mary and Helen's.	

b) Ask and answer questions.

A: Who's Sarah? A: Whose brother is Joe?

B: She's Kate's mother. B: Kate and Sally's.

- Формирование нравственных чувств и нравственного поведения, осознанного и ответственного отношения к собственным поступкам

Значительная часть текстовых материалов учебников содержит потенциал для воспитания нравственности, позволяет учащимся при работе над содержанием оперировать категориями нравственности, задуматься о тех, кто рядом, сделать свой нравственный выбор, например, *The person I admire* (7 кл.), *Never Give Up*, *Lending a helping Hand* (9 кл.). В учебниках для 5–9 классов нашли отражение особенности подросткового возраста, полного драматизма и переживаний на пути от детства к юности. Такие темы модулей, как *That's me!* (5 кл.), *Who are you?* (6 кл.), *Lifestyles*, *Profiles* (7 кл.), *Socialising*, *Be yourself* (8 кл.), *Challenges* (9 кл.), помогают ребенку решать трудные задачи подросткового возраста: найти себя, обнаружить и укрепить собственное «я», понять, кто ты и чего хочешь в жизни. Так, например, урок на основе текста *Breaking the Ice* (8 кл.) помогает решить проблемы общения. Материалу соответствуют и предложенные в заданиях способы деятельности: например, в описаниях характера найти положительные и отрицательные качества личности; отметить прилагательные, подходящие для описания собственного характера, назвать черту характера, которую хотели бы сформировать в себе. Так, урок чтения и обучения лексике становится личностно значимым для ученика, направленным на развитие компетенции личного самосовершенствования. Межличностное общение как ведущий вид деятельности подростков, особенность возраста как полного внешних и внутренних конфликтов находят отражение в уроке межпредметных связей с психологией (8 кл.). На основе центрального текста урока *Dealing with Conflict* обсуждаются вопросы нравственного поведения, учащиеся вооружаются умениями общения.

LENDING A HELPING HAND

Most teens hang out with their friends or watch TV after school, but fifteen-year-old Richard Evans is different. He helps out at a local animal shelter.

1 "I started working at the animal shelter after school a year ago. Some people came to my school to give a talk about ways teens can help out in the community. I liked the idea of getting involved with something worthwhile, and as I've always loved animals the shelter seemed the natural choice for me.

2 Basically, I help out for a couple of hours about twice a week, more in the holidays. Sometimes I help the staff members feed and clean and exercise the animals. Other times, I answer phone calls or help members of the public to choose a pet. Last year during the summer holidays, I also spoke to some groups of children about looking after pets properly and the importance of showing kindness to animals. I especially enjoyed that!

3 When most people think of animal shelters, they think of cats and dogs. Well, there are plenty of both at our shelter, but there are sometimes farm animals there, too, such as horses, sheep, goats, chickens, ducks and once, even a llama who we named Jack! Most of the animals are either brought to the shelter by their owners because they can no longer take care of them, or they are removed from their homes because they are not being looked after properly. Once I went with a member of staff to rescue a pony from a farm where it had been extremely neglected. I found it hard not to burst into tears when I first saw the pony, but I was pleased to report that he made a full recovery at the shelter.

4 Some of the animals need more care than usual, so a foster home is found for them. I have taken home two little kittens before, as well as an injured guinea pig and a puppy that had been found abandoned in a rubbish bin. Sometimes my mum jokes that our house is more like a zoo than a home!

5 Summer is the busiest time for shelters, with many people simply abandoning their pets when they go on holiday. So why not ask to volunteer at your local shelter this summer? Or you could do something else, such as going to a charity event, or volunteering to visit a senior citizen for a few hours a week. I've learnt a lot about myself and others through volunteering and I've met a lot of interesting people, too!"

- труд и творчество

4 **Project:** Become a garden detective - go on an insect hunt.

- Make a list of insects that you expect to find.
- Write down any insects you find on the ground.
- List any flying insects you find.
- Take pictures of each insect. Describe the insects.
- Talk about your insects to the class.

6 **Project:** Do some research about a famous house/building in your country, then write a short article about it. Write: *who lives there, what it's like (inside and outside), its history & any other interesting facts about it.*

- наука

1 Read the definitions, then match the animals in the pictures to them.

Mammals	are animals that give birth to their babies and feed them milk (e.g. dogs, horses).
Amphibians	are creatures that can live both on land and in the water (e.g. frogs).
Insects	are small animals with six legs. Most, but not all, have wings, too (e.g. bees).
Fish	are creatures that live in the water and have fins and a tail (e.g. salmon, sharks).
Birds	have feathers and wings and they lay eggs. Most can fly (e.g. eagles, swans).
Reptiles	are cold-blooded creatures with scales and they lay eggs (e.g. crocodiles, snakes).

► Otters are mammals.

It's an insect's life!



There are about 10 million types of insects in the world. These little creatures live in our homes and gardens. Some live near water, others live in fields, parks, and forests. Some insects come out during the day while others come out at night.

Insects are really important. They keep our gardens clean because they eat dead leaves and other waste¹. They are also an important food for birds and other animals. Some insects, like bees, even make food – honey.

¹ unwanted things, rubbish

- искусство и литература

This Can't Be art... or Can It?

If you think art always means Picasso, Monet or Van Gogh, well, not everyone agrees with you! Just take a look at this...

A Micro-Sculptures

Willard Wigan (born in 1957 in England) is the creator of the smallest works of art on Earth! His miniature sculptures include *The Titanic* on a pinhead, a cat on an eyelash and the six wives of Henry VIII in the eye of a needle. Some are a lot smaller than the full stop at the end of this sentence. Wigan started making tiny things when he was a child. People made him feel small because he had learning difficulties, so he decided to show them how significant small could be! How does he create his unbelievable micro-sculptures? He slows his breathing, then patiently sculpts or paints between heartbeats, so that his hand stays perfectly still. He spends months carving his tiny creations from materials such as toothpicks, sugar crystals and grains of rice and then paints them with a tiny hair such as an eyelash. So how do visitors to Willard Wigan's exhibitions view his work? Through a microscope, of course!



Extensive Reading 2

ACROSS THE CURRICULUM: LITERATURE



Oscar Wilde (1854-1900) was a popular Irish poet, novelist and dramatist. His most famous works include *The Picture of Dorian Gray*, *The Importance of Being Earnest*, as well as some excellent short stories like *The Canterville Ghost*. This story is about an American ambassador and his family who buy a house although the locals warn them that ghosts live in it. After several incidents, the Otis family begin to realize the Canterville Ghost.

- Who was Oscar Wilde? Read text A to find out.
- Reading & Listening**

a) Read the title of the story and listen to the sounds. What do you think happens in this extract?

b) Listen, read and check.
- Complete the sentences. Explain the words in bold.**

1 Mr Otis was the
2 Mr Otis bought
3 People said that Canterville Ghost
4 Mr Otis woke up because
5 Outside his bedroom, he saw
6 Mr Otis gave the ghost
- Speaking**

5 Portfolio: Act out a short dialogue between Mr Otis and the Canterville ghost.
- Project**

6 Portfolio: What do you think happened afterwards? In groups, continue the story. Then, listen and check.

Oscar Wilde

The Canterville Ghost

When Mr Henry B Otis, the American ambassador, bought Canterville Chase, every one told him it was a very foolish thing to do, as the place was haunted. At eleven o'clock the family went to bed, and by half past all the lights were out. Some time after, Mr Otis woke up because of a noise outside his room. It sounded like the clank of metal. He got up at once, struck a match, and looked at the time. It was exactly one o'clock. Mr Otis was quite calm. The strange noise continued, and with it he heard the sound of footsteps. He put on his slippers, took a small bottle out of his dressing case, and opened the door. Right in front of him he saw an old man. He looked terrible. His eyes were red; his hair was long and grey; his clothes were old-fashioned and dirty, and there were handkerchiefs and rusty chains on his wrists and ankles.

"My dear sir," said Mr Otis, "these chains need oiling. Here take this small bottle of lubricant. I will leave it here for you and I will give you more if you need it." With these words the ambassador put the bottle down on a marble table, and went back to bed, closing the door behind him.



- формирование основ экологической культуры

Модули и отдельные уроки по экологической тематике представлены во всех учебниках линии для 5–9 классов с учётом возрастных интересов и возможностей учащихся (например, "World Animals" (5 кл.), "Is your neighbourhood neat and tidy?" (6 кл.), "Green Issues" (7 кл.). Для рассмотрения темы характерен выход на опыт практической деятельности, чему способствуют многочисленные практико-ориентированные задания, например: 1) *Do you agree with the statement below? Why? Why not? Discuss. – We should close all zoos and return the animals to their natural habitats.* 2) *Project. Collect information about some natural reserves in your country. Write a short article about them. Illustrate it with pictures* (7 кл.). В 8–9 классах урок экологической направленности приобретает регулярный характер – уроки *Going Green* включены в каждый второй модуль учебника, причём темы уроков тесно связаны с темами модулей и также ориентированы на развитие способов деятельности, практику. В системе заданий для старших подростков

коллективное обсуждение проблем с выработкой практических предложений, ролевые игры, проекты.



Метапредметные УУД:

- Умение самостоятельно определять цели своего обучения, ставить и формулировать для себя новые задачи в учёбе и познавательной деятельности, развивать мотивы и интересы своей познавательной деятельности.

Характерной чертой курса является его модульное построение. При этом вводная, или модульная, страница играет важную роль как в работе с мотивацией учащихся к познавательной деятельности, так и в развитии умений постановки учебных задач. Все разделы страницы напрямую отражают предстоящую деятельность детей, включая развитие конкретных речевых умений. Характерны сами названия рубрик, охватывающих всё содержание модуля: *Look at Module ...; Find the page numbers for ...; Listen, read and talk about...; Learn how to...; Practise...; Write/Make...* Учителю предоставляется возможность организации антиципации (ожидания), активного поиска знаний самими учащимися. В соответствии со структурой психологической деятельности

ученика в процессе познания, модульная страница соответствует этапу мотивации и целеполагания.

Module 7

Staying safe

- ◆ Before you start ...
 - What tourist facilities are there in your town/city?
 - Do you help your community? How?
- ◆ Look at Module 7
Find the page numbers for pictures 1-4.
 - ◆ Find the page numbers for
 - a poster
 - a dictionary entry
 - a proverb
- ◆ Listen, read and talk about ...
 - fears and phobias
 - emergencies
 - healthy habits
 - dangerous wild animals
 - personal safety and risk
- ◆ Learn how to ...
 - make requests & respond on the telephone
 - discuss an imaginary situation
- ◆ Practise ...
 - conditionals types 0, 1, 2 & 3
 - wishes
 - modals (present forms)
 - idioms related to emotions
 - phrasal verbs: *keep*
 - word formation: forming verbs from nouns/adjectives
 - words often confused: poor/weak/low; harm/damage/ruin; customs/habits/manners; lead/pass/spend
- ◆ Write / Give ...
 - a summary of a text
 - a note apologising to a friend
 - a for-and-against essay
 - a paragraph about a wild animal
 - a talk on self-defence



◆ Look at Module 7

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a poster
- a dictionary entry
- a proverb

◆ Learn how to ...

- make requests & respond on the telephone
- discuss an imaginary situation

◆ Practise ...

- conditionals types 0, 1, 2 & 3
- wishes
- modals (present forms)
- idioms related to emotions
- phrasal verbs: *keep*

- Владение основами самоконтроля, самопроверки, принятия решений и осуществления осознанного выбора в учебной и познавательной деятельности.

Развитие этих умений частично реализуется также в структуре тематических модулей. Последняя страница каждого модуля *Progress Check* представляет собой задания для самоконтроля и самокоррекции по изученному материалу модуля. На этой же странице размещён раздел *Now I Can... in English*, работа с ним организуется как рефлексия (осмысление) учебных достижений учащихся по окончании работы над модулем. В рамках коллективного обсуждения выделенных освоенных единиц знаний и деятельностного содержания, учащиеся приводят свои примеры, неподготовленные высказывания, отражающие приращения в знаниях, умениях, навыках, способах деятельности в соответствии с целями модуля. Для учителя этот этап работы – диагностика успешности освоения материала, дающая возможность организовать

доработку и повторение на этапе промежуточного контроля перед контрольной работой по модулю.

6 Progress Check

1 Fill in: seaside, drive, sunstroke, boat, touristy, monuments, catch, track, book, boarded.

1 Sam doesn't like to go anywhere too far off the beaten
2 I can't stand Kim and Ann. They me crazy.
3 Tina likes to visit quiet resorts that aren't too
4 All the flights are delayed, so we are all in the same
5 We always went on holidays when we were young.
6 Pollution is affecting many beautiful around the world.
7 The luggage was loaded onto the plane as the passengers
8 Let's our flights now, so we can start organizing the rest of the holiday.
9 You should wear a hat in hot weather and drink lots of water to avoid
10 If we hurry, we can the 10 o'clock train.

4 Complete the phrasal verbs with the correct preposition.

1 I have been setting a bit of money all year for my summer holidays.
2 Winter has started to set already, so we can go on skiing.
3 We had to set early in the morning to catch the 6 am boat.
4 A two-hour delay on the way to the ferry set us, but we made up the time later.
5 When they realised they had missed the last train, anxiety set
(Points: 5x2 = 10)

5 Fill in the gaps with the correct preposition.

1 I'm picking up my tickets the airport.
2 We got stuck in traffic the motorway.
3 There aren't any cars left hire on the island.
4 I booked my holiday before this year.

Now I Can ... (My score: 100)

- talk and write about travel experiences
- talk about holidays and holiday problems
- talk about means of transport
- describe an unpleasant experience and express sympathy
- use idioms related to travel
- write a thank-you letter
- write about a river in my country

... in English

- Владение основами самооценки и рефлексии

Развитие этих умений частично реализуется также в структуре тематических модулей. Последняя страница каждого модуля *Progress Check* представляет собой задания для самоконтроля и самокоррекции по изученному материалу модуля. На этой же странице размещён раздел *Now I Can... in English*, работа с ним организуется как рефлексия (осмысление) учебных достижений учащихся по окончании работы над модулем. В рамках коллективного обсуждения выделенных освоенных единиц знаний и деятельностного содержания, учащиеся приводят свои примеры, неподготовленные высказывания, отражающие приращения в знаниях, умениях, навыках, способах деятельности в соответствии с целями модуля. Для учителя этот этап работы – диагностика успешности освоения материала, дающая возможность организовать доработку и повторение на этапе промежуточного контроля перед контрольной работой по модулю.



Мой выбор

В свой Языковой Портфель ты можешь включать все, что ты выберешь и что показывает твои успехи в изучении английского языка. Следи, чтобы он был аккуратным. Каждый раз, когда ты включаешь что-либо новое, записывай это в таблицу. Попроси учителя или родителей помочь тебе.

Дата	Вид материала	Содержание	Самостоятельная работа	Работа в группе	с поправками (учителя)
9/5/2005					
.....	poster	My Family!	✓	X	X
.....					
.....					
.....					
.....					

- Умение определять понятия, создавать обобщения, устанавливать аналогии, классифицировать.

Одной из значимых характеристик аппарата учебника является регулярная рубрика *Study Skills*, включающая описание универсальных учебных действий, способов учебной деятельности, советы и рекомендации школьникам по развитию разнообразных учебно-познавательных умений, обеспечивающих в том числе процесс освоения английского языка, например, в 5–6 классах – составление заметок (тезисов) по тексту как опоры для высказывания по содержанию прочитанного, способы работы со словарём, приёмы запоминания новых лексических единиц и грамматических структур, использование графических схем для осмысления содержания текста, способы подбора информации по проблеме; в 7–8 классах – использование тезисов в качестве опоры при выступлении, способы построения логического высказывания, способы понимания идиом/фразеологизмов, стратегии смыслового чтения, редактирование и проверка созданного текста. Будучи подкреплёнными заданиями на их практическое применение, памятки *Study Skills* составляют основу для формирования УУД, обобщённых способов учебной, познавательной, коммуникативной, практической деятельности учащихся.

study skills

Topic sentences

We start each main body paragraph with a **topic sentence** which introduces or summarises the main idea of the paragraph. This helps the reader follow your arguments. The topic sentence is followed by one or more **supporting sentences** which justify the argument in the topic sentence by giving reasons or examples.

study skills

Reading effectively

The author's purpose is the reason for writing the passage. This could be to entertain, persuade, inform, advise, narrate or describe. Recognising the author's purpose will help you understand the content of the text better.

- Развитие умения взаимодействовать с окружающими



b) Read and listen to the dialogues and check. Where does each person want to go?

- A**
- TS: Next, please.
 P: Two tickets, please.
 TS: Where to?
 P: St James's Park.
 TS: Single or return?
 P: Single, please.
 TS: That's £6.00.
- B**
- TS: Yes, please?
 P: Two tickets, return to Barbican, please.
 TS: That's £12.00.
 P: Here you are. Which line do I take, please?
 TS: Take the Circle line.
 P: Thanks a lot.
 TS: You're welcome.

- Развитие умений смыслового чтения

Система обучения чтению в учебниках для основной школы включает в себя развитие умений ознакомительного, поискового и изучающего чтения. При этом особое внимание уделяется развитию умений смыслового чтения как универсального способа действия, обуславливающего успешность учащихся как в учебной в целом, так и в других видах практической деятельности. Работа над абсолютным большинством текстов учебника начинается с прогнозирования содержания текста (по его заголовку/началу/ иллюстрациям/ ключевым словам) – задания типа *Read the first paragraph/title/first exchanges and predict what the text is about*. Учащиеся учатся выделять основную мысль текстов – эта работа включена во все учебники линии для 5–9 классов (задания типа *Read the text and label/match the paragraphs with/to the headings*), выбирать главные факты из текста, опуская второстепенные (см. задания формата *True/False/Doesn't say*), устанавливать логическую последовательность основных фактов/событий в тексте (задания типа *Read the text. Put the sentences... in the correct order.*) Среди отличительных характеристик курса остается богатый (с учётом этапа обучения) набор разножанровых и разнофункциональных текстов, включающих в качестве тематических текстов и диалогов научно-популярные статьи, статьи и заметки из подростковых и молодежных изданий, письма и интернет-сообщения, рекламные объявления, меню и кулинарные рецепты, таблицы и диаграммы, отражающие результаты социологических опросов подростков, шутки, комикс, эссе и др. Это позволяет, в соответствии с концепцией курса, активно «выводить» учащихся за рамки учебника и урока, эффективно готовить к реальным ситуациям общения.

В заданиях по чтению регулярно используются приёмы работы с текстом, которые направлены на развитие критического мышления. Так, предтекстовые задания получают развитие от простого прогнозирования содержания до заданий, мотивирующих к познавательной деятельности.



- Расширение общего лингвистического кругозора

Who's who?

- 3 Read the table. Use words/phrases from the table to present a famous person to the class. The class guesses who he/she is.

Age:	young, in his/her (early/late) twenties, thirties, etc., younger/older than he/she looks, middle-aged etc.
Looks:	good looking, pretty, beautiful, handsome, rather ugly, etc.
Height:	(rather) short, (quite) tall, of average height etc.
Weight:	(a bit) thin, (rather) plump, overweight, skinny, thin, slim, strong, muscular, of medium build etc.
Hair:	fair, blond(e), dark, ginger, going grey, almost bald, white, curly, wavy, straight, shoulder-length, long etc.
Eyes:	almond-shaped, dark, small, green, blue etc.
Personality:	funny, hard-working, talkative, friendly, (a bit) dull/boring, energetic, sporty, moody, creative, shy, bossy, sensible, impatient, humorous, stubborn, selfish, generous etc.
Interests:	photography, drawing, sports, making model cars, painting, reading, travelling, cinema, theatre, music etc.



► She was born in 1975. She's an actress. She's very beautiful. She's tall and thin with long, dark, straight hair and green eyes. She's generous and energetic. She likes travelling and seeing different parts of the world. She played Lara Croft.
Who is she?