Современные средства обучения иностранному языку в основной школе: УМК «Английский в фокусе

Подоляко О.Е., член авторского коллектива УМК «Английский в фокусе» (5-9)

30 сентября 2020







УМК "Английский в фокусе" (2-4, 5-9, 10-11) включен

в федеральный перечень учебников, допущенных к использованию Министерством просвещения РФ (пр. № 254 от 20.05.2020, опубликован 14.09.2020)



Поколение Z (Generation Z, Generation M, Net Generation, Internet Generation, цифровое поколение, зумеры, центениалы) 1995/2001-2010/2012













Поколение Z (Generation Z, Generation M, Net Generation, Internet Generation, цифровое поколение зумеры, центениалы) 1995/2001-2010/2012

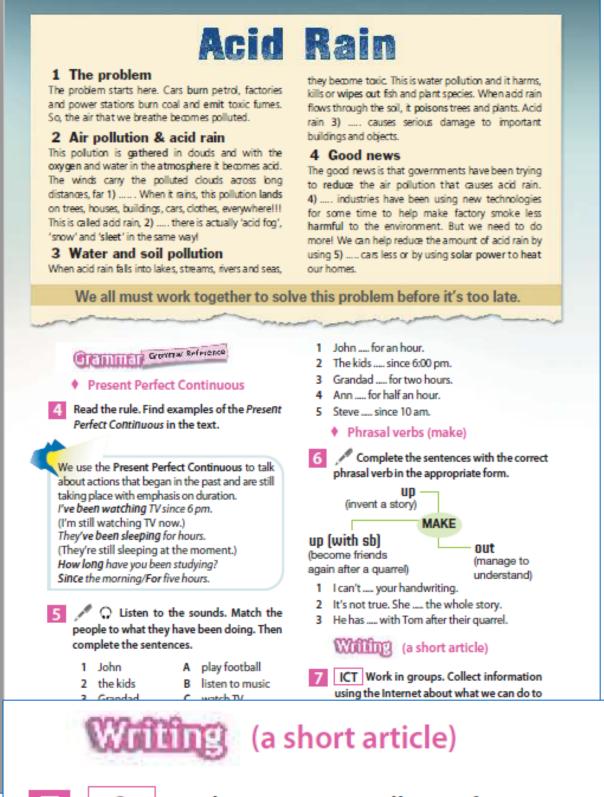
Тема конференции: «Цифровые технологии в иноязычном образовании»

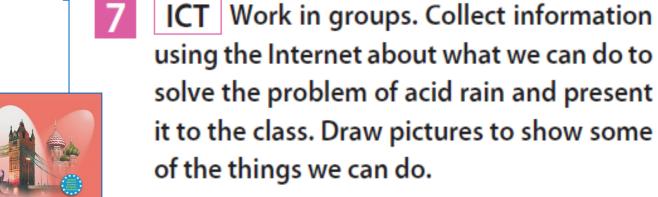
Поколение Z (зумеры, центениалы: родились с кнопкой на пальце (digital natives)





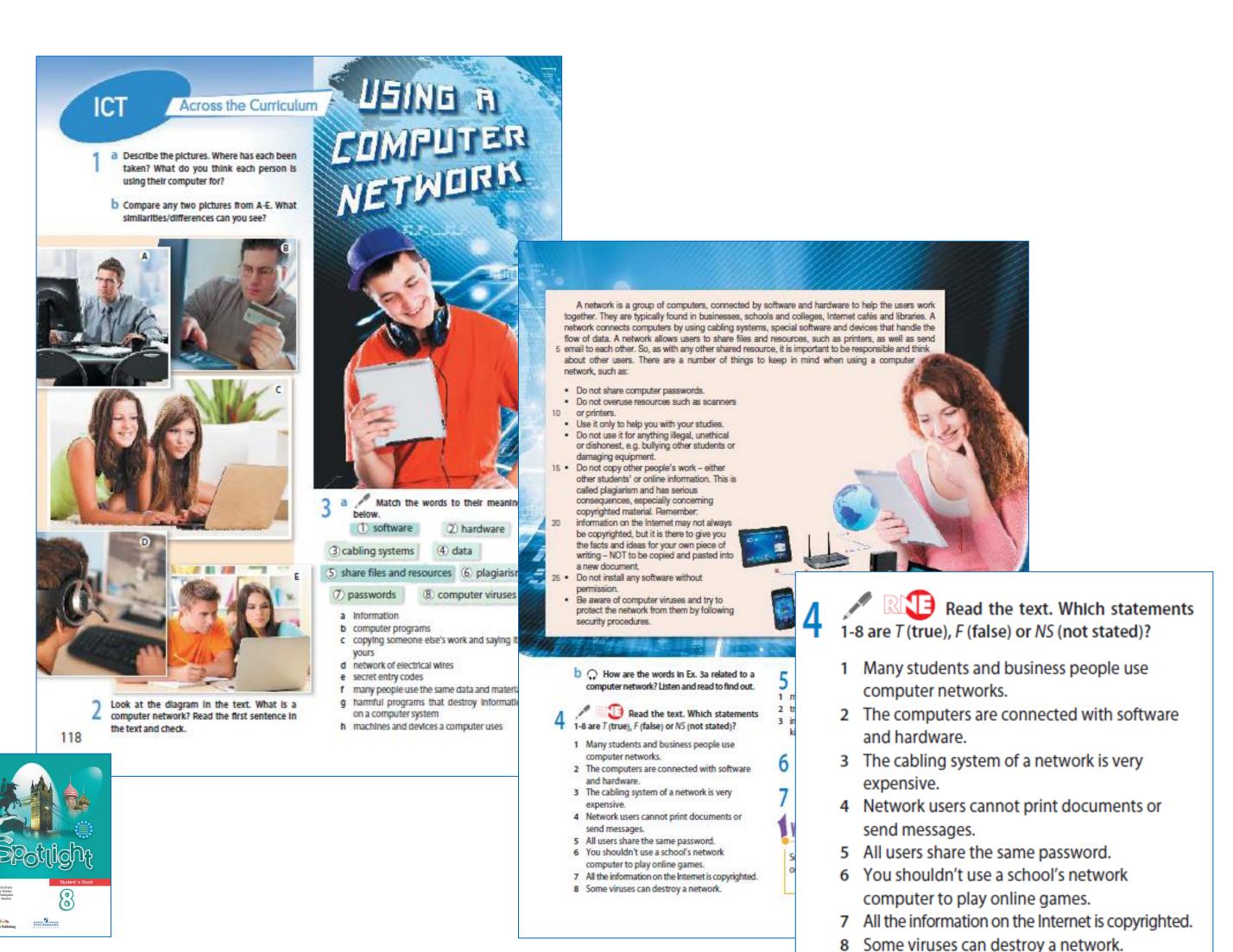






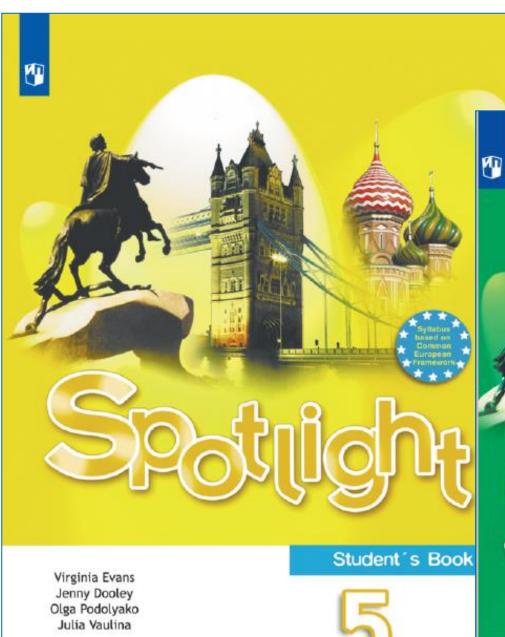
Поколение Z: родились с кнопкой на пальце (digital natives)



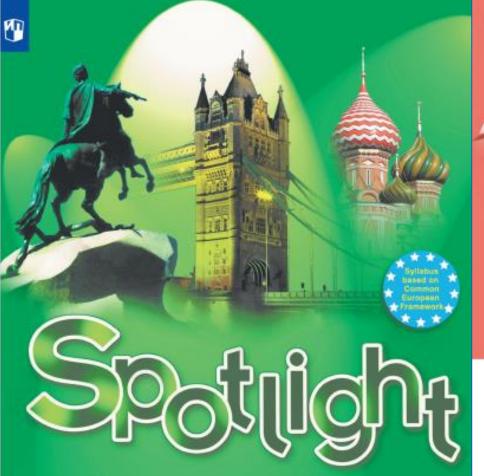








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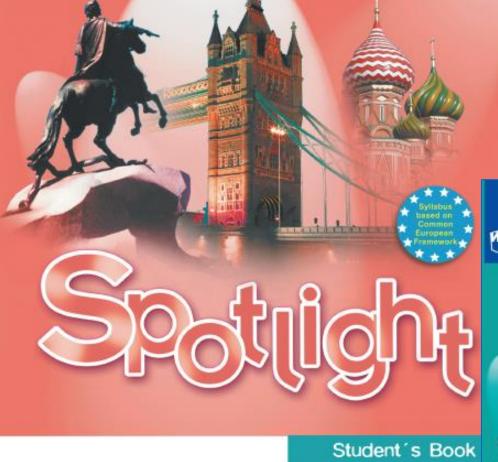


Student's Book



Virginia Evans Jenny Dooley Olga Podolyako Julia Vaulina

просвещение

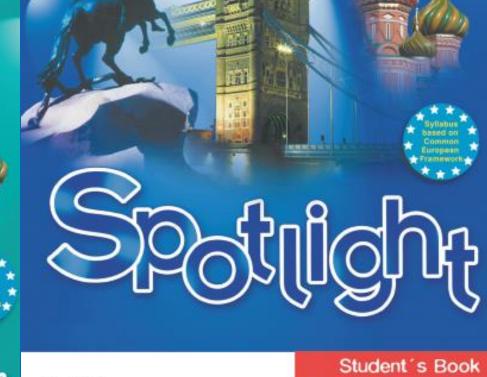


Virginia Evans Jenny Dooley Olga Podolyako Julia Vaulina



просвещение





Virginia Evans Jenny Dooley Olga Podolyako Julia Vaulina

Student's Book







Virginia Evans Jenny Dooley Olga Podolyako Julia Vaulina

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Онлайн ресурсы для дистанционного образования



Английский язык 7 класс

Выберите учебник



Ваулина Ю. Е. и др. Английский язык. 7 класс («Английский в фонусе») Афанасыева О. В., 1 Английский язык 7



Биболетова М. З., Трубанева Н. Н. Английовий каык. 7 класс («Enjoy English»)

Выберите тему

Shopping time: Can I help you?

Shopping Time: You Are What You Eat!

Shopping Time: Gifts for everyone

Shopping Time: Expressing thanks and admiration.

Stress Free

Accident-prone

Doctor, doctor!

English in Use. At the school nurse

Spotlight on Russia. Health Matters

Stress Free

7 класс

Стрессы и как с ними бороться. Лексика, текст. Грамматика: should/ shouldn't; союз unless. Письменная речь: буклет «Как бороться со стрессо

АНГЛИЙСКИЙ ЯЗЫК

Ю. Е. Ваулина и др. «Английский в фокусе». 7 класс. Модуль 10, урок а, с. 96-97.



Ты узнаешь: новые слова и выражения по теме «Признаки стрес» signs); способы выражения совета/рекомендации (should/shouldn't); rnaron (fall).

Ты научишься: узнавать и употреблять новые слова и выраженя "Take it easy!" и при обсуждении проблемы преодоления стрессов; тельно устанавливать значение незнакомых слов по контексту; расп употреблять в речи модальный глагол should/shouldn't для выраж та/рекомендации и союза unless; писать/создавать буклет «Как со стрессом»; анализировать свои реакции и состояния в реальных х ситуациях, преодолевать стрессы.



Запомни. Важно

Выполняя задания, направленные на личностный самоанализ (со чувств, состояний, отношений), постарайся избежать формального (к ним. Реально размышляй над жизненными ситуациями и свои нием к ним. Это поможет тебе не только в изучении английского, н в целом! В этом уроке учимся контролировать себя, преодолевать о состояния.



Обрати внимание

- Проверь, как ты работаешь с новыми текстами в соответствии с з
- 1) Прогнозируещь содержание текста (по заголовку, иллюст ключевым (или данным) словам/выражениям/предложениям).

Ю. Е. Ваупина и др. Английский клик. 7 класс (Преднетная линия учебников «Английский в фокусе 5—9») © Express Publishing Просвещение

7 класс

Учусь дома. Учусь сам

АНГЛИЙСКИЙ ЯЗЫК

Учусь дома. Учусь сам

- 2) Связно проговариваещь, о чём пойдёт речь в тексте.
- Включаешь аудиозапись текста. Слушаешь диктора, следишь по тексту. Проверяешь, прав ли ты был в прогнозировании содержания (задание "Listen, read and check").
- Выполняешь последующие задания к тексту.
- 5) Заметь: перевод как отдельный этап работы над текстом отсутствует, твоя цель — добиваться чтения с пониманием. Можно перевести отдельные слова, предложения, фрагменты, важные для понимания текста
- Работа со словами, выделенными в тексте жирным шрифтом. верный способ научиться понимать их значение из контекста. Внимательно вчитывайся в предложение! Подключай языковую догадку и интуицию. Если ты освоишь этот этап работы над текстом, ты научишься не бояться незнакомых слов в любом тексте.



Разбираем вместе

Ех. 2. В задании тебе предлагается пронумеровать данные ниже ситуации 1-10 по силе их стрессового воздействия на тебя. Для начала убедись, что все они понятны тебе — эти выражения стоит освоить в речи среди активной лексики урока. В помощь тебе (если не догадался сам) перевод:

to fall out/arque with a friend/sibling — (рас)сориться с другом/братом или

to have a doctor's appointment — быть записанным на приём к врачу

to lose sth valuable — потерять что-то ценное

to change schools — перейти в другую школу

to move house — переехать (в другой дом)

to sit exams — сдавать экзамены

to disagree with parents — не соглашаться с родителями

to have too much homework — иметь слишком много домашних заданий

to throw a party — устраивать вечеринку

to practise an instrument/sport — играть на музыкальном инструменте, заниматься спортом/тренироваться

10. E. Baymera e pp. Aerzeńczeń stark. 7 szacc ® Express Publishing Просвещение

7 класс

АНГЛИЙСКИЙ ЯЗЫК

Учусь дома. Учусь сам

Теперь реально оцени, насколько эти ситуации могут быть стрессовыми для тебя — расставь номера 1-10.

Опирайся на данный образец высказываний по итогам своего самоанализа. Обрати внимание на употребление -ing form (Gerund) в предложениях! Если ты работаешь один, постарайся проговорить предложения о каждой из ситуаций.

Можно использовать следующие выражения:

I find, I think, the most/the least stressful, more/less stressful than, for me.

Если нужно, дополни своими ситуациями.

Hanpимер, to miss my family/friends — скучать по семье/друзьям.

Ex. 5. В задании требуется изменить предложения, используя союз unless. Важно: unless означает «если не» и не требует отрицания при глаголе в следующем за ним придаточном предложении!

Анализируем образец: 1) ... if you don't tidy ... — ... unless you tidy ...

Ты уже понял, что тебе предстоит работать со сложноподчинёнными предложениями с придаточными условия 1-го типа (Conditional 1), т. е. помни: в придаточном условия (после if/unless) мы употребляем Present Simple (не Future

Выходим на такие предложения - постарайся сделать сам, а потом провериты

- Unless the children behave themselves, they won't go to the zoo.
- Unless Jim pays his electricity bill, it will get cut off.
- Unless the students study, they won't pass their exams.



Ю. Е. Ваулина и др. Английский язык. Т класс (Преднетная линия учебников «Английский в фокусе 5—9») © Express Publishing Recognition



https://cifra.school/

Онлайн ресурсы для дистанционного образования



5 класс

АНГЛИЙСКИЙ ЯЗЫК

Учусь дома. Учусь сам

Modern Living: Going Shopping

Магазины. Покупки. Глагол to be в Past Simple

Ваулина Ю. Е. и др. Английский в фокусе. 5 класс. Модуль 9, урок а, с. 106—107.



Ты узнаешь: новые слова, словосочетания по теме «Магазины, покупки», формы глагола to be в прошедшем времени Past Simple.

Ты научишься: узнавать и употреблять новые лексические единицы (слова и словосочетания), определённый и неопределённый артикли в сочетании с новой лексикой, а также глагол to be в прошедшем времени в тексте или высказывании, читать и обсуждать текст-диалог по данной теме, говорить о покупках, описывать магазины и их местонахождение.



Запомни. Важно

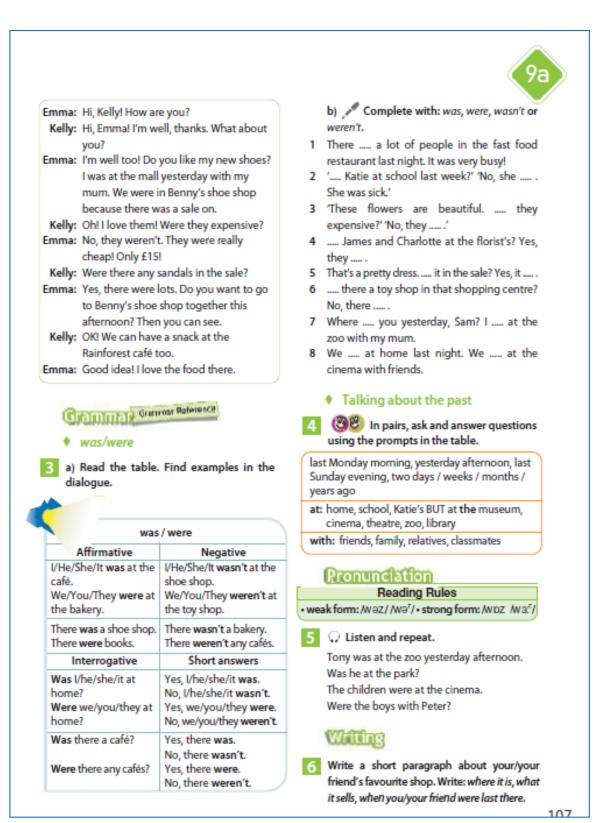
- Приступая к самостоятельной работе над уроком, начни с поурочного англо-русского словаря в конце учебника на с. WL 9 (Word List).
- Читай внимательно задания упражнений выполняй их последовательно и в полном объеме (насколько тебе по силам).
- Выполняя устные задания, проговаривай ответы вслух.



Обрати внимание

При работе над тематической лексикой (словами и словосочетаниями) обращай внимание на употребление артиклей: the florist's — a florist shop; the greengrocer's — a greengrocery, the jeweller's — a jewellery.

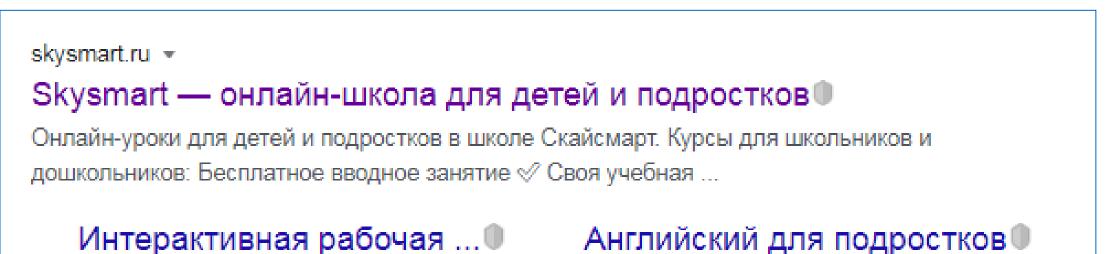




https://cifra.school/

Интерактивная рабочая тетрадь





Онлайн-занятия со школьниками по электронной тетради ...

Математика для школьн

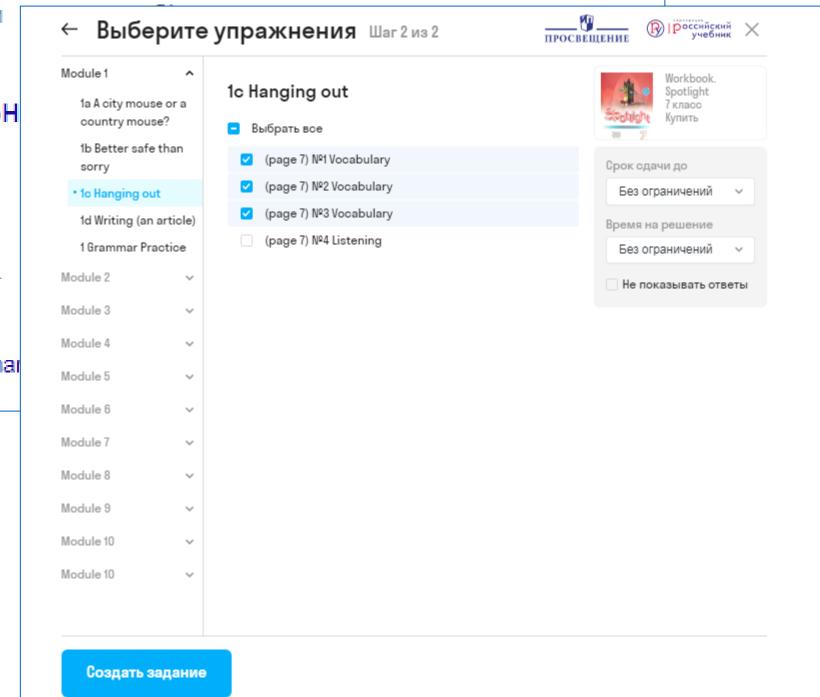
Теперь математика — любимый предмет, серьезно! Очень ...

О школе 🌑

Skysmart — это онлайн-школа от создателей Skyeng для ...

Другие результаты с сайта skysmar

*



skysmart.ru

- Верифицированный контент рабочих тетрадей издательства «Просвещение» в интерактивном формате
- Удобная форма для назначения и отправки заданий
- Автоматическая проверка
- Отсутствие возможности ГДЗ
- Разнообразный дополнительный материал от Skysmart

Поколение Z: время - главная ценность

skysmart.ru

(page 7) №1 Vocabulary

Workbook. Spotlight > Module 1 > 1c Hanging out

Match to form collocations

lunch outdoors have

beach volleyball play

a DVD read

sunbathing

the Net go

surf

a book rent

(page 7) Nº2 Vocabulary Workbook. Spotlight > Module 1 > 1c Hanging out Read the descriptions of some places you can visit in your free time. What each one? Type one letter in each gap 1 A building with a stage in it, on which plays take place. t h e a t e r 2 A large circular machine with seats, often in the shape of animals or cars. carl u _ | _ | 3 A place that people can go to for interest or enjoyment. 4 A public event at which pictures or other objects of interest are shown.

Закрыть

(page 7) Nº3 Vocabulary Workbook. Spotlight > Module 1 > 1c Hanging out Choose the correct preposition at the shopping centre? Sundays. from skating. the carousel. 5 There are so many activities to choose. (page 7) Nº4 Listening Workbook. Spotlight > Module 1 > 1c Hanging out Listen and choose the correct picture (1) 01:41 / 02:40 · What is Nathan doing this afternoon?

1 Do you like hanging

2 I do the gardening

4 Paula went for a ride

3 John is crazy

6 We are going

Закрыть

7 Where can I shop

Закрыть

What time does the party start?

Закрыть

Сообщить об ошибке в задании

Характеристики УМК как современного средства обучения



- полнота УМК (наличие основных компонентов)
- соответствие ФГОС ООО
- возрастная релевантность содержания (учебных и текстовых материалов и методического аппарата)
- развитие речевых и социокультурных умений во всех видах речевой деятельности
- обеспечение моделей для использования языка в реальных ситуациях общения (во всех видах речевой деятельности)

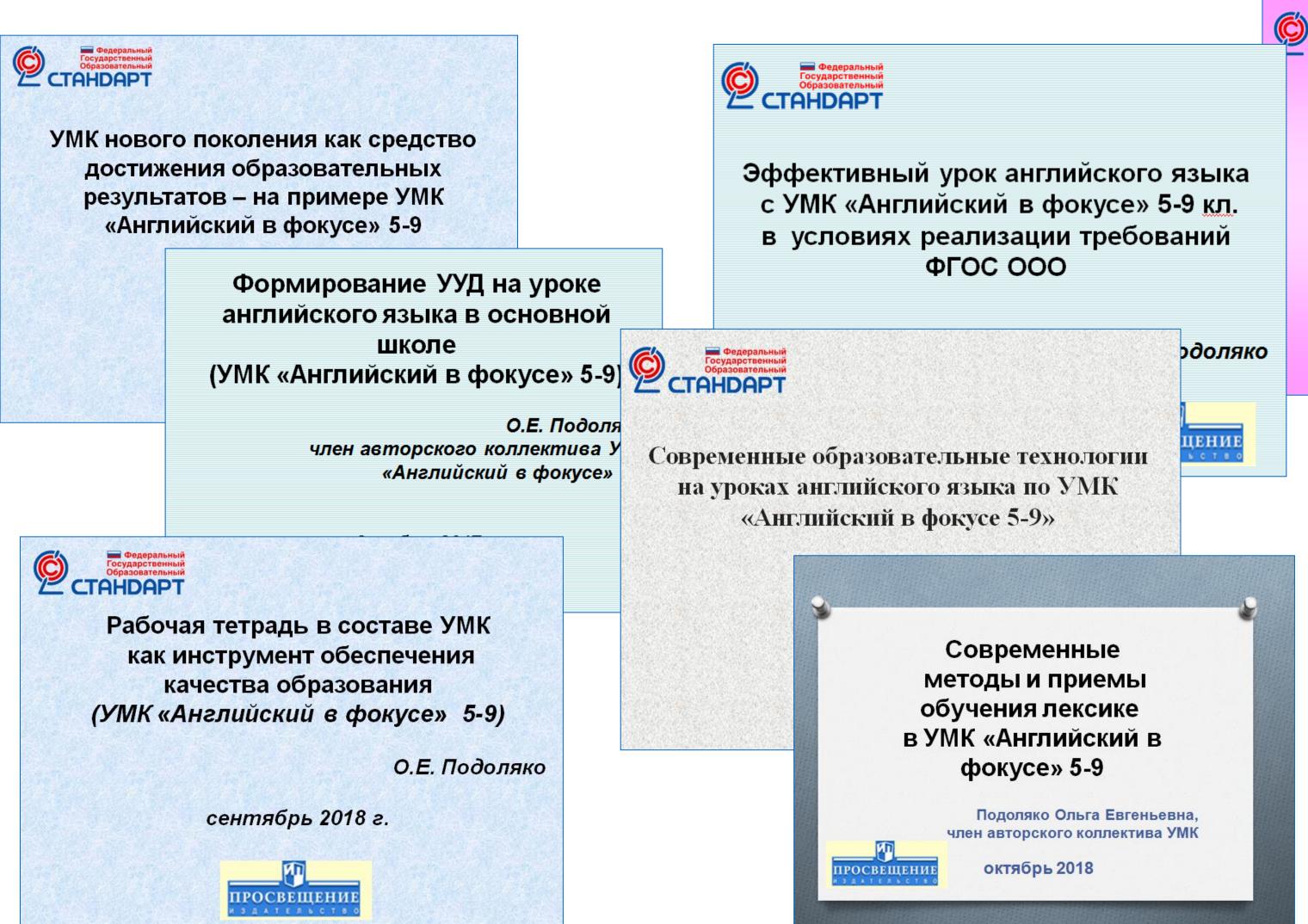
Основные характеристики УМК «Английский в фокусе»



- аутентичность языковых материалов
- адекватность методического аппарата традициям российской школы и целям на современном этапе её развития
- современные технологии
- включенность родного языка и культуры
- система работы по формированию УУД, ценностных ориентаций
- воспитательная и развивающая ценность материалов, широкие возможности для социализации школьников
- интерактивность, выход за рамки учебника

Ресурсы ПРОСВЕЩЕНИЯ в помощь учителю: авторские семинары и вебинары





Профессиональное развитие учителя в условиях новых образовательных стандартов: работа с учебником по английскому языку нового поколения (на примере УМК «Английский в фокусе» 5-9)

УМК нового поколения как средство достижения образовательных результатов обучающихся с ТНР - на примере УМК «Английский в фокусе 5-9

О.Е. Подоляко,

"Английский в фокусе" с книгой для учителя: как это работает (8-9 классы)

Ольга Подоляко, член авторского коллектива УМК «Английский в фокусе» 5-9





УМК «Английский в фокусе» 5-9 — современное средство обучения: ориентир на поколение Z

Работаем по ФГОС ООО: образовательные результаты



Результаты образования

Личностные

Метапредметные

Предметные

Поколение Z:

воспринимают краткую и наглядную информацию



Vocabulary

Food & drinks

- a) (,) Listen and repeat. What names of these foods/drinks are/sound similar in your language? Which do you eat/drink for breakfast/lunch/dinner?
- b) Which of the foods in the pyramid do you like/not like?
- A: I like cherries, but I don't like grapes.
- B: Really?!like....

Containers

Look at the picture and complete the gaps. Listen and check.

- Spotlight

 Vegen day
 Op named
 Op named
 Op named
 Op named
 Op named
 - 1 a carton of 2 a box of
 - on of 4 a glass of of 5 a packet of

6 a bottle of

Reading

- a) Q Read the first exchange. What is the dialogue about? Listen, read and check.
- Ann: How about pasta with chicken in tomato sauce for dinner tonight?
- Bob: That sounds great! Have we got everything we need?
- Ann: Let's look in the cupboards.
- Bob: We've got some pasta and some tomato sauce.
- Ann: Are there any onions?
- Bob: We've got a lot of onions, but there isn't any garlic.
- Ann: Is there any cheese?
- Bob: There is some, but there isn't any chicken. And there isn't much olive oil.
- Ann: OK, let's make a shopping list, then.

b) Mrite their shopping list.
 Then read the dialogue aloud.



Vocabulary

· Helping out

- Look at the picture. What is each person in the picture doing?
- plant flowers recycle cans
- teach the cycle of life clean out a pond
- read a book about ecology
- Dave is planting flowers.

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- Who is using the tools/equipment below?
 What are they using them for?
 - a ladder a hammer and nails a spade
 - a watering can a rake a net
 - gardening gloves a plastic bag
- Sally is using a ladder to collect rubbish from the tree house.

Reading Atlatening

a) \(\int \) Look at the title and the picture. What does "eco-helpers" mean? Listen, read and check.

Dave: Hi Tim. What's up?

Tim: Oh, hi Dave! What are you doing here?

Dave: Oh, I've joined the Eco-helpers club.

Tim: Oh yeah, I've heard about that. Sally collects rubbish for recycling in the park every Saturday morning, doesn't she?

Dave: That's right. She's been doing that for a month. I've been building nesting boxes.

Tim: Nesting boxes?

Dave: Well, there aren't many trees left in the city for birds to build their nests. If we don't help them, they will have to leave the city.

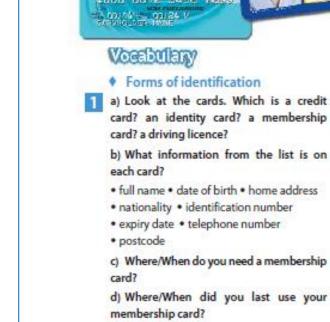
Tim: That's interesting. What else have you been doing?

Dave: We've been planting trees and deaning out ponds for a week now that the weather's good.

Tim: Your club sounds wonderful. I could join as well, couldn't !?

Volunteers, but you have to see Miss Jackson first. She'll tell you what to do.

Tim: Sounds great! I'll join first thing Monda morning.



Reading

listen and check.

a) 🕠 Read the first exchange. Who are

complete the membership card.

Surname: 1)

Postcode: 3)

Phone Number: 4) ..

Address: 10, Peartree Road,

Membership Number: 2200

the people talking? Where are they? Read,

b) / @@ Read the dialogue and

Penny: Hello, how can I help you?

Jane: I would like to join the video club,

please.

Penny: Of course. What's your name?

Jane: Jane Harris.

Penny: Right, how do you spell that?

Jane: J-A-N-E H-A-double R-I-S Penny: Thank you, and what's your home

address?

Jane: 1 live with my grandmother. Penny: That's fine. Give me hers.

Jane: OK. It's 10 Peartree Road, London.

Penny: And your postcode?

Jane: SW1 4TA

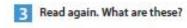
Penny: What's your telephone number?

Jane: It's 020 7125 9990.

Penny: That's it for now. Here's your card.

Jane: Thank you very much. Goodbye.

 c) Explain the words/phrases in bold then in pairs act out the dialogue.



1 10 2 020 7125 9990 3 SW1 4TA



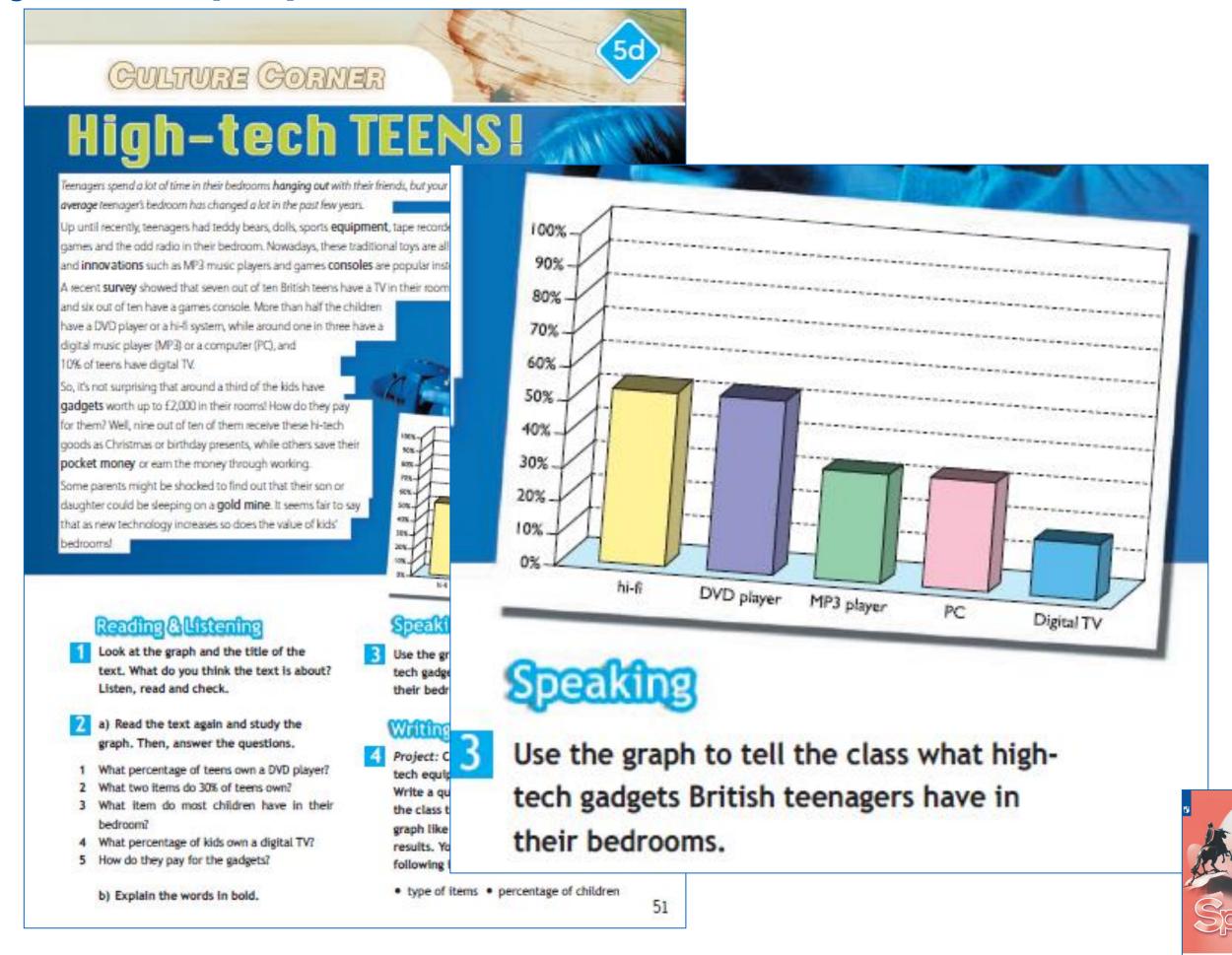


Поколение Z:



воспринимают краткую и наглядную информацию

Reading & Listening Look at the graph about e-waste. E-waste Which of these devices do you own? Which have you replaced why so much junk? recently? What did you do with the old ones? There's no doubt about it, electronic and electric goods 1) our lives much easier, but unfortunately there's a(n) 2) to pay What is e-waste? for this! As technology advances at a faster pace each year, appliances and gadgets quickly become outdated and people throw more of them 3) Also, electronic equipment has 100% become more available and cheaper, so people often replace their old computers and TVs instead of getting them repaired. This 4) tons of electronic waste, or 'e-waste'. In the USA alone people get rid of about 250 million computers a year and only 10% **Televisions** So what's the big deal? Well, unfortunately e-waste 5) ... over a thousand chemicals, many of which are very toxic. Most e-waste currently 6) in landfills where chemicals and heavy metals such as lead, cadmium, chromium and mercury gradually leak into the soil which can eventually cause great harm to people. faxes, printers, etc. Some e-waste is burnt, but this 7) toxic gases into the air. When e-waste is simply dumped in landfills it can emit poisonous DVD/VCB players, fumes. It can also 8) dangerous chemicals into the soil which CD players, radios can affect the food chain. Fortunately, all is not 9)! Manufacturers are starting to Hi-Fi sets, etc. 10) more recycling and reduce the number of toxic chemicals 50% they use. Also, many countries have signed treaties to stop the exporting of e-waste to other countries. But there are things you can do to help solve this problem, too. Just remember the 3Rs -Refrigerators REDUCE, REUSE, RECYCLE! Washing machines. NO MORE E-WASTE! HOW YOU CAN HELP ... REDUCE: Look after your equipment and you won't need to replace it so often. REUSE: Sell or donate your old appliances and electronic lers. irons etc items to someone who can still use them e.g. a computer technician could reuse the components in your old computer. RECYCLE: Take old mobile phones, batteries etc. to recycling banks', refill your print cartridges and find out where you can recycle bigger items such as computers.



Поколение Z:

быстрое переключение внимания, многозадачность



- a) Look at the heading of the email. Who's sending it to whom? What is the email about?
 - b) Read the email and put the paragraphs in the right order. Listen and check.
- a) Read again. Who are the people in the pictures (1-6)? Explain the words in bold.
 - b) Find a New Year's greeting in the email. What do you say in your language?



Subject: Season's greetings

A What about you? How are you spending New Year's Eve? Whatever you are doing, have a wonderful time. I wish you and your family a Happy New Year.

We are very busy at the moment. Dad is doing the last minute shopping. Mum is making a special dish, fried baby eels. They're delidious, honest! Aunt Betsie is making tea for everyone and Grandma is doing the gardening. Clara and Steve are doing the washing-up. Steve's also washing the grapes for tonight. In Spain, it's good luck to eat twelve grapes at midnight on New Year's Eve! As for the twins, they are making the decorations. They are excited. Spanish people call New Year's Eve Nochevieja, which means the old night. This is because the 31st of December is the last night of the old year.

How's everything back in NY? I hope the weather isn't too cold. Here in Madrid, everyone is getting ready to celebrate New Year's Eve. The shops are full of people. They are buying presents and food. Council workers are decorating the streets and making preparations for tonight's celebrations in the Raza del Sol.

All the best!

Comment Gravitor Reference

 Present Continuous (affirmative)

Look at the sentences. How do we form the Present Continuous affirmative?

I am making a phone call. He is doing his homework. We are making a cake now.

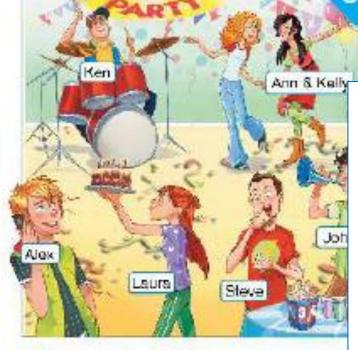
 b) Read the email again and find the verb forms for actions happening now, at the moment of speaking.

c) Complete the -ing form of the verbs. Find them in the email and check. What are the spelling rules?

- spend ▶ spending
- 2 get
- 3 bake 4 wash
- Use the prompts to say what the people in the picture are doing. What are they celebrating?
 - blow a party horn
 - · talk on the mobile
- dance
- play the drums
- eat a sandwich
- bring a cake
- John is blowing a party hom.

Speaking

6 Listen to the music and the sounds. Imagine the scene. Describe to your partner what is happening.



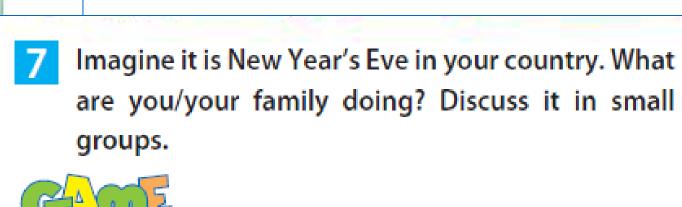
Imagine it is New Year's Eve in your country. Who are you/your family doing? Discuss it in smagroups.



Work in two teams. In turn, each team mimes party scene. The other team writes down who they think each student is doing. The team with the most correct answers wins.

Listening

8 Look at the text. What is it? Can you gue what type of words are missing? Listen and check



Work in two teams. In turn, each team mimes a party scene. The other team writes down what they think each student is doing. The team with the most correct answers wins.

Ustening

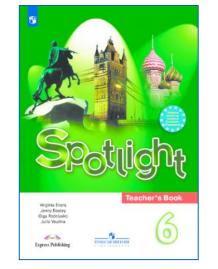
Look at the text. What is it? Can you guess what type of words are missing? Listen and check.



(an Invitation card)

Portfolio: Write an invitation card for a party. Use the invitation in Ex. 8 as a model.

47



Поколение Z: центениалов гиперопекают, они не приобретают навыков принятия решений





a) Q Look at the pictures. What do you think the news article is about? Listen and check.

b) Read and match the topics to the paragraph:

- · summary of the event · comments
- . the facts in detail

A group of students came up with the idea of making a school club to help save the environment, Tanya Brunton, Alicia Morton, Gina Montgomery, Clive Forsyth, Jim O'Sullivan and Carl Johnson created the Nature Madness Club and won the award for the best student work.

At first their club only had 30 members, but word soon got around that Nature Madness was fun and less than a month later they had over 300 students. Now, they are thinking of asking for the help of students from other schools.

Nature Madness members took part in lots of after-school activities. They took classes to find

out about pollution, recycling and conservation. The whole team helped to make the classes more Interesting by using pictures and videos and so on. After that, the members organised different events and activities such as recycling or clean-up days, planting trees, and helping stray animals.

The mayor gave each student a gold medal. for their good work. Their teacher, Barbara Mac Alpine, said at the ceremony, "I'm very proud of my students. They show that you don't have to walt until you're grown up to do important

a) Choose the best headline for the article.

Fun at the club

TEENS CREATE SUCCESSFUL BUSINESS

Mayor honours teens for green work

b) Which things about these students Impressed you? Explain the words in bold.

40

a) / Q Listen to the reports. Which is

a pop concert? a fashion show? a demonstration? football finals?

Number them In the order you hear

Write: • summary of the event

b) P Q Listen again and make notes

people • place • highlights • atmosphere

Choose a report and give the class a short

Work in groups. Choose one of the events from Ex. 3. Take the roles of the presenter, reporter and participant of the event, and act out your dialogue.

Walting (a news article)

Portfolio: Skim through this week's local newspapers and find an Interesting piece of news. Write a news article (80-100 words) the facts in detail • comments

Extensive Reading ACROSS THE CURRICULUM: MEDIA STUDIES

a) Look at the picture. What are these students doing?

b) Do you listen to the radio? What type of shows do you like? Music? News? Chat? Sport?

Reading & Usterling

 a) Q Look at the title of the article. What do you think it is about? Listen or read and check.

> b) Read again and match the titles (A-E) to the paragraphs (1-4). One title does not match. Explain the words in bold.

A Good V

B Up-to-c

C Music 8

D Differe E Hard W

What d

☑
☐ Lis

• DJ •

· Produ

How

music. There is a journalist who writes and then reads the (a radio programme)

industry usually run the stations.

and new CDs among other things.

Work in groups of five. Make your own short radio programme on your latest school/local news. You must have:

own radio station. Students who are studying

media courses or hope to work in the radio

1 The radio stations entertain the students by playing all

the latest music and chart hits. They also review bands, films

2 On a more serious note, the radio station informs the

students about all the news on campus and in the local area.

3 A radio station needs several people to run smoothly.

Firstly, there's a DJ who presents the show and plays the

- a producer to organise the show & help the
- a DJ/presenter to introduce the show
- two journalists to collect & write the news
- an engineer to record the show

Record the programme and play it for the class.



Reading & Ustering

1 Read the speech bubbles. Which opinion do you agree with? Why?

Computers will replace teachers in the future.

Teachers will never stop teaching children.

- Read the title of the article. What do you think it is going to be about? Read, listen and check.
- a) Read the article and list viewpoints for and against computers.

b) Look at the words in italics. Which ones are used to: add points? show contrast? conclude? What are they in your language?

- a) Match the paragraphs to the
 - Conclusion (summary of the topic)
- Introduction (presentation of the topic)
- Viewpoints & examples
- Opposing viewpoints & examples

b) Explain the words in bold.

study skills

Using topic/supporting sentences Main body paragraphs should begin with a

topic sentence which introduces or summarises the main topic of the paragraph. This helps the reader understand what the paragraph will be about. The topic sentences should be followed by supporting sentences which provide reasons or examples to support the topic sentences.

5 a) 🕲 Find the topic sentences. Replace them with other appropriate ones.

> b) What supporting sentences does the writer give for each topic sentence?

ONLINE or IN class?

- 1 Many people believe that there won't be any schools in the future. Instead, students will learn at home with the help of a personal computer and the Internet.
- 2 It is true that technology plays a big part in learning today. In many parts of the world, students use personal computers to write their school assignments or keep notes of lectures. What's more, students go online to look up useful information or do an online course.
- 3 Houever, computers will never be able to replace teachers. Teachers motivate their students, help them out with difficult tasks, answer their questions and give dear explanations. Moreover, teachers show young children how to behave and act as role models for them.
- 4 To sum up, technology can help students learn things. Unfortunately, it cannot offer them the inspiration and support that teachers can.

William (an opinion essay)

- 6 a) Read the rubric. Use the topic sentences below to think of appropriate supporting sentences. Compare with your partner.
 - Your school magazine asked its readers to send in articles expressing their opinion on the following question. Computers: A blessing of a curse? (120-150 words)
 - It is true that compute space and time.
 - On the other hand, th can lead to problems.

b) Portfolio: Use your own essay.



Поколение Z: *ценят качества, которые позволяют легко общаться*





The new girl in your class seems very interesting and you would like to get to know her better. The guy at the skate park does some amazing tricks and you would like him to show you how. But, whenever the **opportunity** to talk to them comes up, you can't think of anything to say. Your palms sweat, you **blush**, and you look away.

Whether you are starting a new school, going to a party where you don't know anyone or want to approach a person you fancy, you often need to break the ice in order to start a friendly conversation. Breaking the ice means saying or doing something to stop feeling shy or uncomfortable around someone you don't know very well. The reason you feel this way is that you don't know how the other person will react but don't let it get you down!

You shouldn't worry. Almost everyone feels uncomfortable when they first meet other people. The following tips can help you out.

Smile: When you smile, people think you are friendly and easy to talk to. They are also very likely to smile back and help you feel more comfortable about starting a conversation.

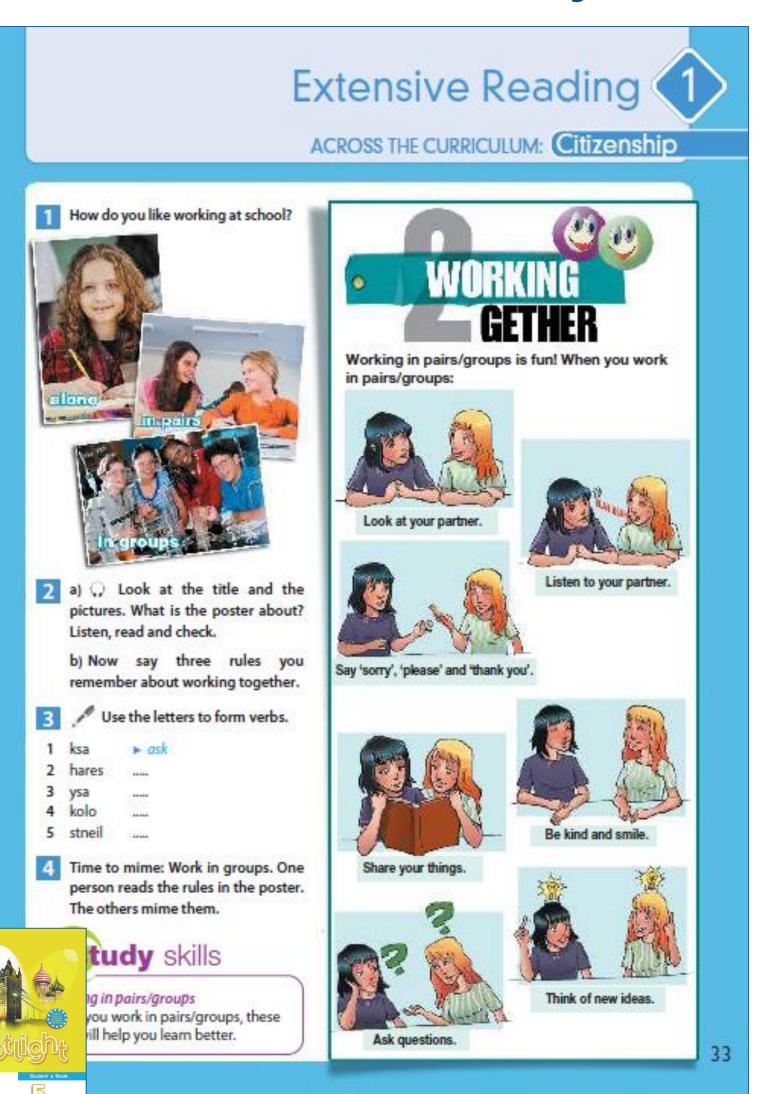
- Develop interests: The best way to have interesting conversations is to be an interesting person! Get involved in activities and talk about them. Make sure you have something to add to a conversation.
- Be positive: Everybody likes to be around happy people. Try to always look on the **bright** side of life and to see something positive even in negative situations. People will enjoy your positive energy and **benefit** from it. Also, be confident. If you like yourself, others will probably like you, too.
- Be a good listener: Develop listening skills. Don't take over the conversation and don't only speak about yourself. Ask other people questions about themselves, too. This way they'll know you're interested in them.
- Get out there: Don't avoid being around new people just because you feel uncomfortable. If you stay in a situation, you'll get used to it. It's not easy, but it's worth it. After all, the other person may want to talk to you as well but be too shy to break the ice!

- Which of the adjectives in Exs 5 & 6 best describe you? Is there a quality you don't have but would like to have? Discuss in pairs.
- A: I'm sociable and honest. I'd like to be more patient. And you?
 - B: I'm quite patient, but I'd like to be more confident.



Поколение Z: не могут без социального взаимодействия





Virginia Evans Jenny Dcoley Ciga Podolyako Julia Vaulina

просвещение



Socialising in the UK

What is social etiquette?

- a) customs & rules of polite behaviour b) customs or beliefs which have existed for
- Read the title of the text and the headings under the pictures. What do you think people in the UK do in these situations? Listen and
- 1 How do the British greet someone for the first

Answer the questions.

- 2 How do they greet friends and relatives?
- 3 What can you talk about with a British person?
- 4 What should you do when you visit a British

Social Titiquette

The British are famous for their language, sense of humour and, of course, politeness. So, when you are in the UK, make sure you respect the social etiquette in the following situations.

British people are quite reserved when greeting one another. A form of greeting when you meet someone for the first time. It is only when you greet close friends or on the cheek or give them a hug. "mate", "guv", "son" or "love". Do not be offended; this is quite

The British like their privacy, so not all topics are safe for small talk. Avoid asking people about their

age, religion, politics, marital status, weight or how much they earn. Instead, acceptable small talk topics are family, films, television, sport, studies, food, hobbies and of course, the

When you visit people at home, make sure you are on time. It's hosts, such as a bunch of flowers or a box of chocolates. A British me soon' or 'drop in anytime'. However, you must always phone before you visit someone.



Explain the words/phrases in bold. Use some in the correct form to complete the sentences.

- 1 You mustn't be rude to your teachers. You should them.
- 2 Lucy gave her parents a and then went to
- 3 Being impolite to others is not behaviour. 4 Apart from the , he didn't know anyone at
- 5 She kissed her daughter on the before she left for work.
- Now answer the questions in Ex. 3 about your ountry.
- Project: Write a short International school magaz what someone should do t make small talk or visit people Use your answers from Ex. 5.







Поколение Z: не могут без социального взаимодействия



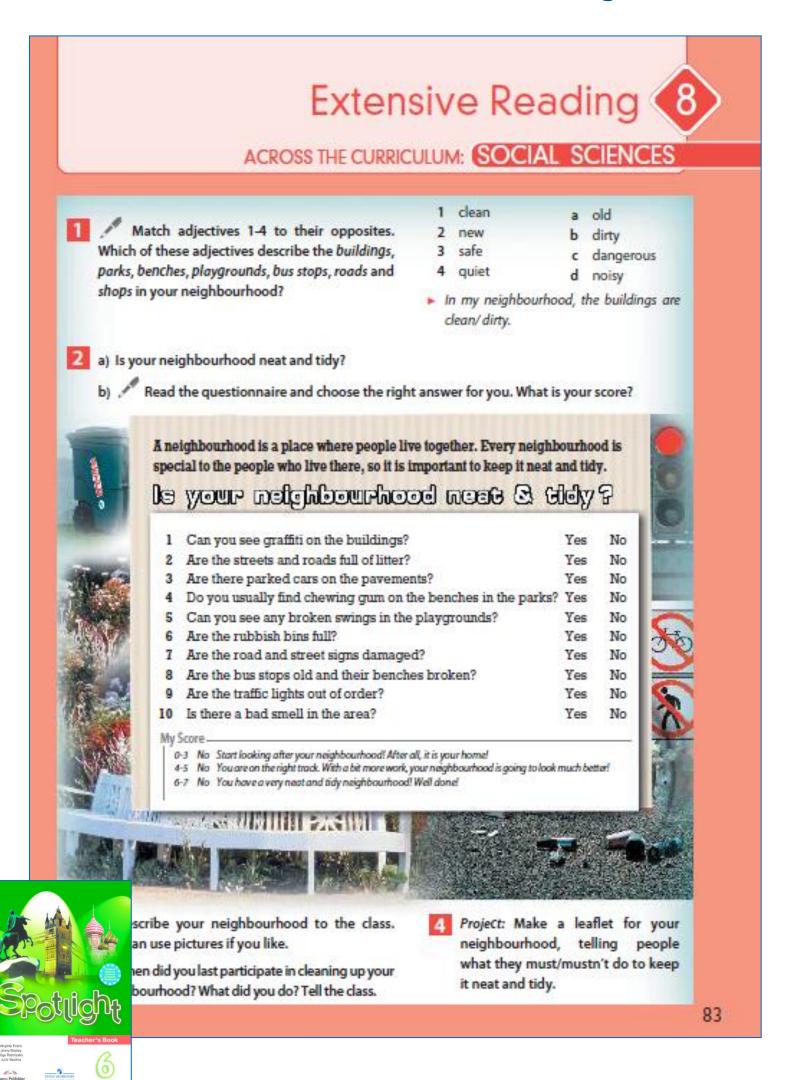
What can

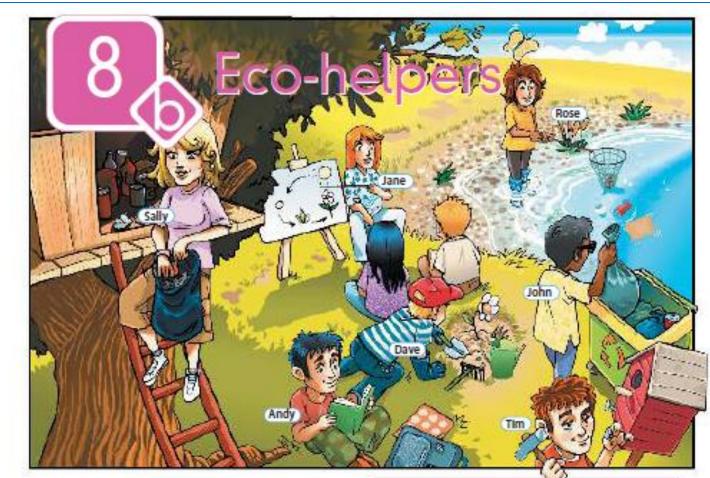
ve public

se it to

would be

er traffic





Vecabulary

- Helping out
- Look at the picture. What is each person in the picture doing?
- plant flowers recycle cans
- collect rubbish
 build nesting boxes
- teach the cycle of life
 clean out a pond
- read a book about ecology
- Dave is planting flowers.
- Who is using the tools/equipment below? What are they using them for?

 - · a watering can · a rake · a net
 - gardening gloves a plastic bag
- - · a ladder · a hammer and nails · a spade
- Sally is using a ladder to collect rubbish from the

Dave: Hi Tim. What's up?

Tim: Oh, hi Dave! What are you doing here?

Dave: Oh, I've joined the Eco-helpers club. Tim: Oh yeah, I've heard about that. Sally collects

rubbish for recycling in the park every Saturday morning, doesn't she?

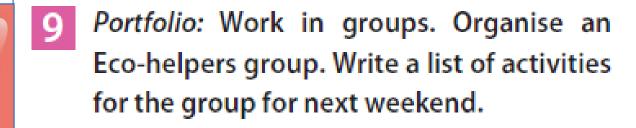
Dave: That's right. She's been doing that for a month. I've been building nesting boxes.

Tim: Nesting boxes?

Dave: Well, there aren't many trees left in the city for birds to build their nests. If we don't help them, they will have to leave the city.

Tim: That's interesting. What else have you been doing?

Dave: We've been planting trees and cleaning out ponds for a week now that the weather's





What can we do to reduce traffic in our city?

Essays providing solutions to problems

 Ban cars from city centres. 2 Make drivers pay a tax for driving into the city.

3 Improve public transport.

4 Build car parks outside city limits.

5 Promote car-pooling (drivers take turns driving others into the city).

Results

82

- a People will think twice about using their cars if it costs them money
- b People will choose to use buses, trams or trains; there will be less traffic, and less pollution.
- c Drivers will leave their cars outside the city; there will be fewer cars being driven in the city.
- d Traffic will be reduced. For example, instead of four people driving four cars, there will be one car with four people in it.
- e There will be no cars at all; it will be safer and healthier for people who work and live in the city
- Read the theory box, then read the essay again. What is the writer's opinion? In which paragraph does he mention it?

Essays providing solutions to problems are normally written in a formal style, and so you should avoid using colloquial expressions, short forms or personal language. In the first paragraph, we state the problem. In the main body paragraphs, we write our suggestions supported by possible results. We write our suggestions in separate paragraphs. In the conclusion, we summarise our suggestions.

Another solution would be to encourage people to participate in car sharing programmes. This means several employees would share one car to work instead of each coming in their own car. Consequently, this would reduce the number of cars on the streets.

Finally, it would be a good idea to create more cycling lanes. If this was done, people would be encouraged to cycle instead of taking their car.

To sum up, there are many ways to reduce traffic in the city. Applying just some of these ideas would result in a lot less traffic in our cities.



Read the table. Find examples in the essay in Ex. 2. Say these phrases in your language.

To Introduce suggestions: To begin/start with, One way to, Another solution would be, Another way to ... would be ...

To express effect: thus, therefore, as a result, consequently, so, as a consequence

To conclude: All in all, To sum up, All things

b Replace some of the examp text with suitable alternatives from









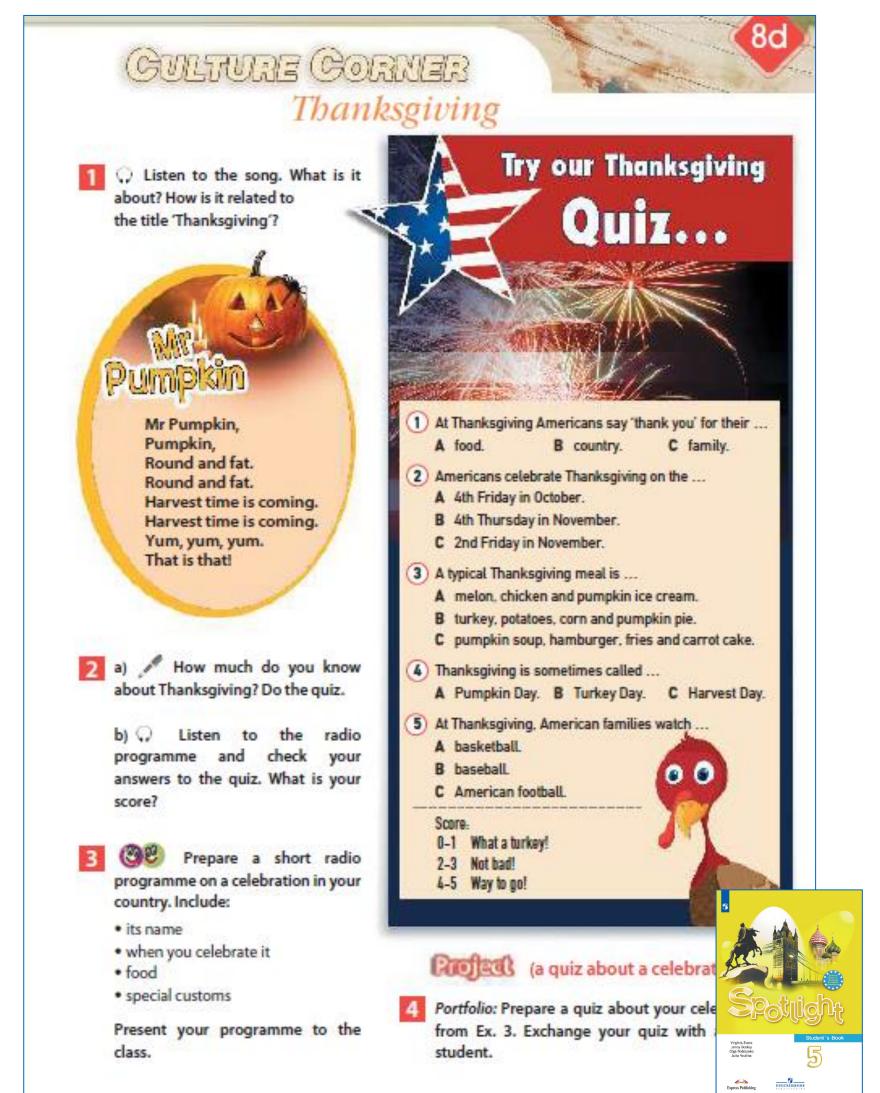
Поколение Z: не видят себя единым поколением

(«Мы все разные!»)



ICT Portfolio: What is life like for teenagers in your country? Collect information using the Internet and write a short article for an English teenage

magazine. Use pictures to illustrate your article.



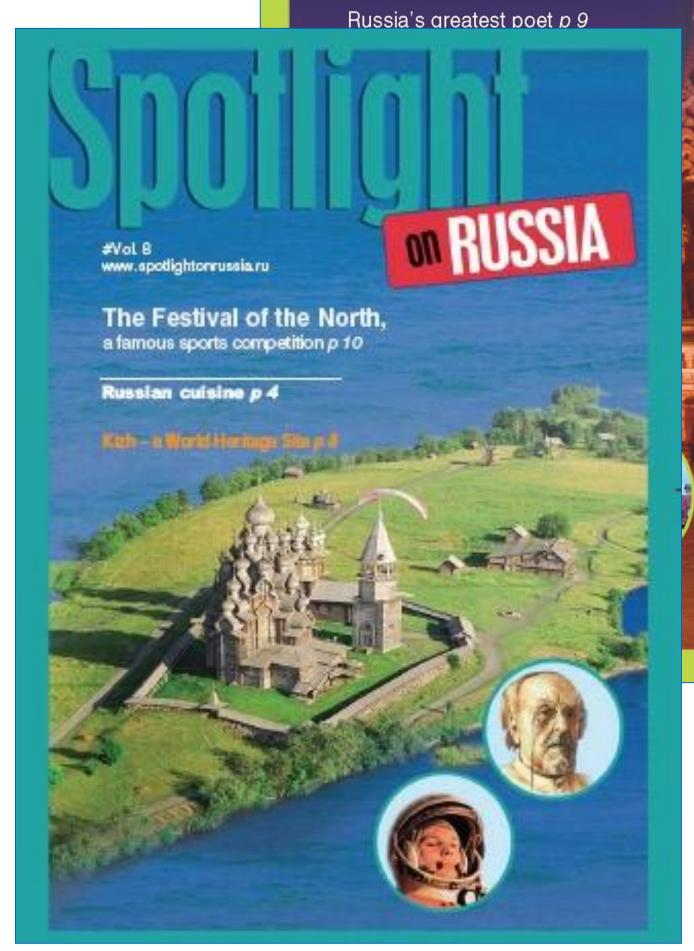


Личностные УУД

- осознание себя как гражданина, как представителя определенного народа, определенной культуры
- интерес и уважение к другим народам









Личностные УУД

- знание своей этнической принадлежности
- освоение национальных ценностей, традиций, культуры
- гражданский патриотизм

Поколение Z: главное - найти свой путь





- a Look at the pictures. In which of the following can you see
- · people helping out at an animal shelter?
- a man visiting senior citizens?
- a woman helping a disabled senior citizen?
- people planting trees?
- people helping to clean up a pond? a person working with children?
- · people giving supplies to victims of an
- b THINK! Have you ever done any of these things? If not, which one would you like to do? Why? Tell the class.





Picture A shows a woman helping a disabled senior

Reading

90

Read the title and the introduction to the texts. How do some young people help animals? Listen, read and check.



Most teens hang out with their friends or watch TV after school, but many choose to do something different. These teens all help out at local animal shelters. Here are some of their experiences.

A "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. There were lots of interesting ideas like visiting senior citizens or cleaning up parks. 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.

B "I spend a couple of hours about twice a week helping out at the animal centre, more in the holidays. Sometimes I help the staff members feed, 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."

"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 Jackt 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."



Matching Headings to Texts

Read the headings. Then, read the texts quickly to get an idea of what each is about. Look for key words or synonyms to help you match the headings to the ideas in the texts. Go through the choices of headings and choose the one that fits

friendly brave organised healthy strong caring patient intelligent hardworking

> A nurse works in a hospital. A good nurse needs to be caring as she looks after sick people.

calm honest responsible practical

following people work? What qualities

nurse
 attendant
 surgeon
 doctor

librarian • mayor • secretary • police

officer • forensic scientist • detective

cashier • postal worker • fire officer

careful

efficient

postman

do they need? Why? Make sentences.



Match the sentences to make exchanges. sten and check, then say where each is taking place. hich words helped you decide?

wo stamps, please. wo second-class tickets to lanchester, please. d like to send this parcel France, please. m just returning these d like to withdraw some noney from my account.

d like to open an account,

which platform does the 30 from London arrive at? xcuse me, have you got larry Potter and the hilosopher's Stone?"

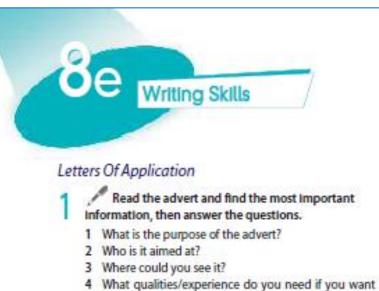
- a Single or return? b Platform twelve.
- c Certainty. How much? d ifm afraid it's out right now, Would you like to reserve it? e First or second-
- f OK. Could you fill in this form?
- They're a week overdue. That's one pound, please. h Can you put It on

the scales?

Imagine you are in London. You need to do ne following. In pairs, act out dialogues. Record

send a birthday present to your friend at the post office reserve a particular book for your history project at

change some money into pounds at the bank



to apply?

5 How do you apply?

Volunteers aged 13+ wanted

for the Sea Turtle Rescue Centre on the Greek island of Zakynthos to patrol and clean beaches, provide tourist information & help injured turtles.

No experience necessary, but applicants must

- have an interest in conservation.
- be fit and good at dealing with people. - speak English (other languages is an advantage).

Download our application form and email it, with your letter of application, explaining why you would be a suitable volunteer, to:

markhudson@seaturtlecentre.org

Imagine you want to apply to be a volunteer at a rescue centre this summer. Complete the application

rm b		
	Volunteer Centre Application Form	

Surname: Forena	me(s):
Age: Sex (M/F):	Nationality:
Address:	50
Email address: Te	d. no.:
am interested in pa	articipating (please circle one):
	lul. – 8th Aug. 9th – 22nd Aug.
Languages (please ✓	& indicate level of knowledge –
basic, intermediate o	or advanced/fluent):
English	German
French	Russian
Spanish	Italian
Other ()	Hobbies/Interests:

a Read the theory box.

Letters of Application

When we write a letter applying for a position (for a job, to be a volunteer, etc.), we should include:

- opening remarks/reason for writing what job/position we are applying for, where/when we saw it advertised;
- a main body (2 paragraphs) all the necessary personal information, including age, what you do (student, etc.), relevant qualifications/experience (school exams, helped with an environmental project, etc.), skills/personal qualities/relevant interests (languages, personality, etc.);
- closing remarks other important information (where/when to contact you, what you have enclosed, etc.).

You should use formal style when writing a letter of application.

- Find the information that you would expect to appear in a letter of application for the position in the advert in Ex. 1. Read the letter on p. 131 and check.
- 1 what your personality is like
- 2 what you did yesterday
- 3 why you are interested in wildlife conservation
- 4 how fit you are
- 5 what you look like
- 6 why you like the Greek Islands
- 7 evidence that you are good at dealing with people
- 8 information about your family
- 9 languages you can speak
- 10 when/how you can be contacted





Поколение Z: саморазвитие – это модно





Losing friends is about as easy as making friends if you don't know 1)
to deal with anger and conflict. Conflict is part of everyone's life. It will
show up at school, at work and 2) home. It's OK to feel angry,
frustrated, annoyed, disappointed or sad. These feelings are natural, but
it's how you deal with 3) that makes the difference. Some people
scream, shout, swear¹, call people names, try to get back at or even hit the
person who has hurt them. Others do their best to keep away from
disagreements, 4) very few deal with conflicts successfully.

Resolving conflict is a step-by-step process. Before you start discussing the problem, cool off, count to 10, take a deep breath and imagine a relaxing place. Then, say what's really bothering you. While doing that, watch how you express yourself. Don't blame or accuse. Share how you feel by using "I" statements. For example, don't say "You are always bossing me around," but "I feel frustrated because you don't pay attention to what I think."

You want people to hear your opinion so make sure you practise what you preach? Listen carefully to the 5) person and accept that he or she might see the problem in a different way. Be flexible and open-minded, willing to apologise, forgive and move on.

use bad language, 2 do as you say



Listen and repeat. Whice these hobbies are not popular teenagers today? sewing, we stories, skateboarding, ice-skateboarding, ice-skateboarding, ice-skateboarding, ice-skateboarding, ice-skateboarding, foothess, boxing, fencing, foothess, boxing, fencing, foothess, songwriting. Discuss.

 Sewing is not popular with teen nowadays but my granny used to when she was my age.

♦ Character

What qualities do you need to to do the activities above? are creative, daring, fit, patient, ath sociable, determined, imagine curious.

You need to be fit to box.



Multiple meaning words

Multiple meaning words are words t have several meanings depending the context. Don't break his toy. L break for lunch.

Reading & Listening

 a) Read the sentences. What do drive mean?

I admire her drive and enthusiasm. Let's go for a drive in the country.

b) Read the title of the text. \
does drive mean: ambition or \
What is the text about?

TEENS with drivel

Lead the way!



Some teenagers spend their days playing computer games, watching TV or just complaining that they are bored. Some others, though, get out there and do things! Meet the world's new generation of dynamic teens!

Shawn Mendes is a young Canadian musician who is taking the music world by storm! He first became famous for some short videos that he uploaded to YouTube in 2013. In these six-second videos he sang lines from popular songs and they got millions of views. Shawn's talent also caught the attention of a music producer who quickly gave him a contract. Then, in April 2015, Shawn released his first album Handwritten which topped the charts in the USA and Canada. Since then, Shawn has appeared on stage with Taylor Swift and has won two Teen Choice Awards. Shawn is determined to succeed and it looks like he's going the right way about it!



Many teenagers dream of playing for a huge football dub but for Martin Odegaard that dream has become a reality. Martin, whose father is a football coach, became a professional footballer in Norway at the age of 15. But it was a year later when his career really took off! In 2015, he joined Real Madrid for around €4 million! At the moment, Martin doesn't play for the dub's main team, but he is a patient person who is happy to train and improve his skills. He did play one game in 2015, though. In a match in May, he came on a substitute and became the youngest ever player for Real Madrid! He was just 16 years and 157 days old! The player who Martin replaced was Cristiano Ronaldo. In the future, Martin could become a superstar like his teammate!





When Olivia Hallisey heard about the Ebola disaster in Africa in 2014, she decided to do something to help. So, in her science dass at school, she started researching new ways to test for the disease. At the moment, health workers need to refrigerate the blood samples they get from people, but this is difficult in rural Africa where many areas don't have electricity. Olivia's invention, though, is a simple piece of paper whose colour changes when it detects the virus! Olivia won the main award at Google's Science Fair in September 2015 and now she hopes that a company can start producing her test. This young woman from the USA is very hardworking and that's why she has a great future a head of her!

Vigilia Fotos
Jerry Cocley

Virginia Evans Jenny Dooley Olga Podolyako Julia Vaulina

просвещение

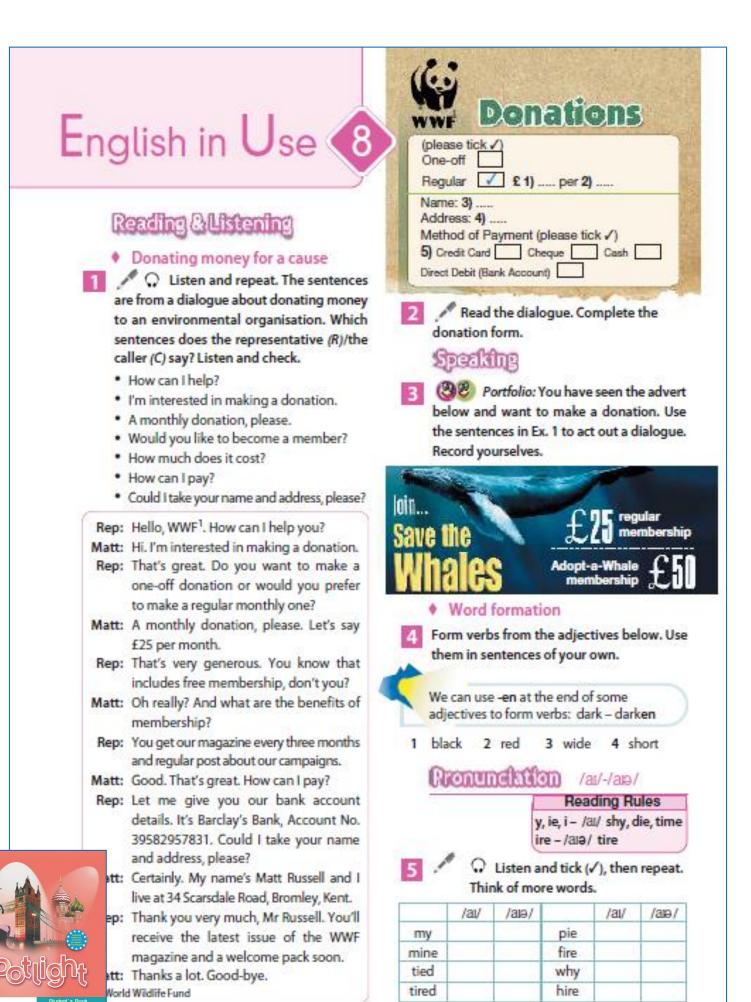


Listen to and read the text again. Your friend gets angry very easily. Use the ideas in the text to advise him/her how to control his/her anger and resolve a conflict.

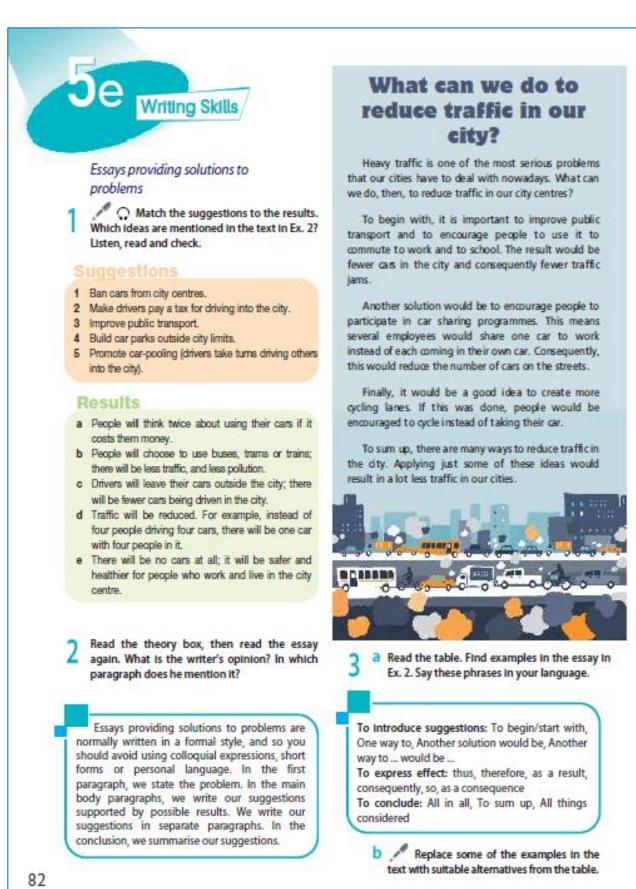
Поколение Z: не думают о том, чтобы менять мир









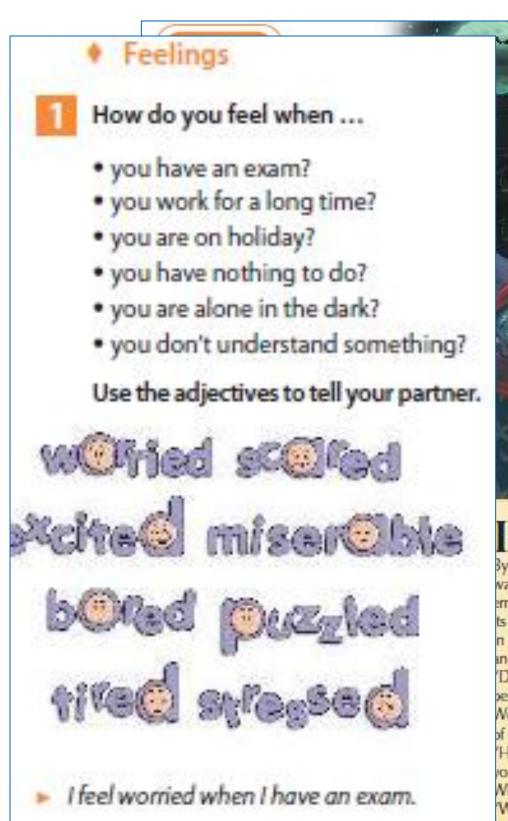


Личностные УУД

• понимание собственной личной ответственности за будущее планеты и человечества

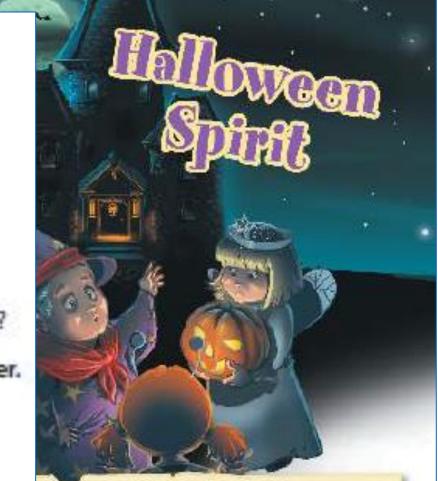
Поколение Z: менее общительны, более погружены в себя и виртуальный мир – ограниченность в развитии эмоциональной сферы





feel in each picture? Read and listen to the story and check.

Read again and decide if the information in the sentences is T (true), F (false) or NM (not mentioned). Then explain the words in bold.



It was Halloween night so my sisters and I decided to go trick-or-treating. We were very excited.

By the time we got to the last house in the street, it was very late and we were tired. The house looked empty, but we **knocked** anyway. The door opened on ts own. Although we were scared, we decided to go n and have a look. Suddenly, we heard a loud noise and a **huge creature** jumped out in front of us.

'Don't be afraid, it's just an owl," said a voice from sehind us.

We turned around and saw an old lady at the bottom of the stairs. She **rushed** over and **introduced** herself. 'Hello, I'm Mrs Shade. Let me give you some treats, you **naughty** little **ghosts**!"

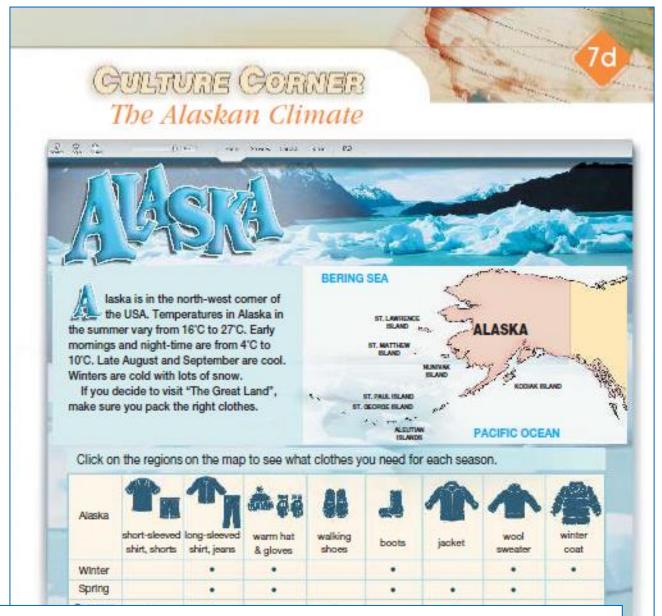
When we finally got home, our Mum was very worried.

Where were you?" she shouted, the moment we walked in.

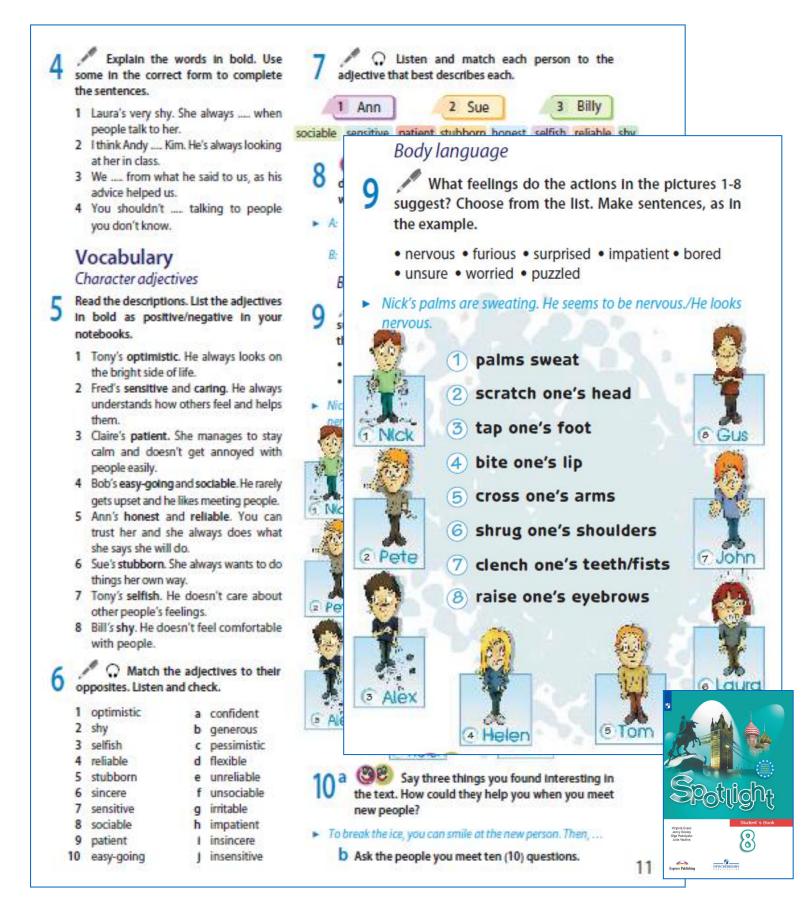
"Don't worry, mum. We were at Mrs Shade's house, you know the big one at the end of the street. She gave us treats and ..."

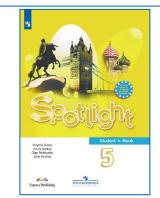
Mum looked puzzled. "What on earth are you talking about?" she said. "Mrs Shade died ten years ago!"

- 1 The children's costumes were scary.
- 2 There was an owl in the house.
- 3 The old lady offered the children some treats.
- 4 Mum believed the children's story.



Listen to the music. What images come to mind? How does the music make you feel: happy, sad, calm, stressed?





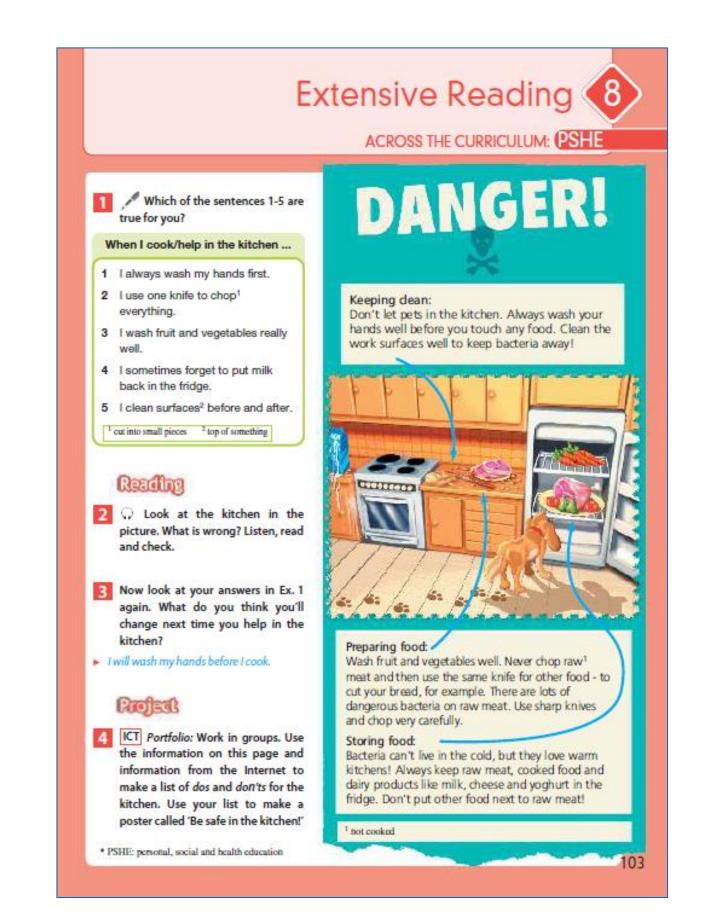
Личностные УУД:

• развитие чувств и эмоций

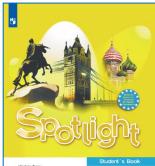


Личностные УУД: мотивация





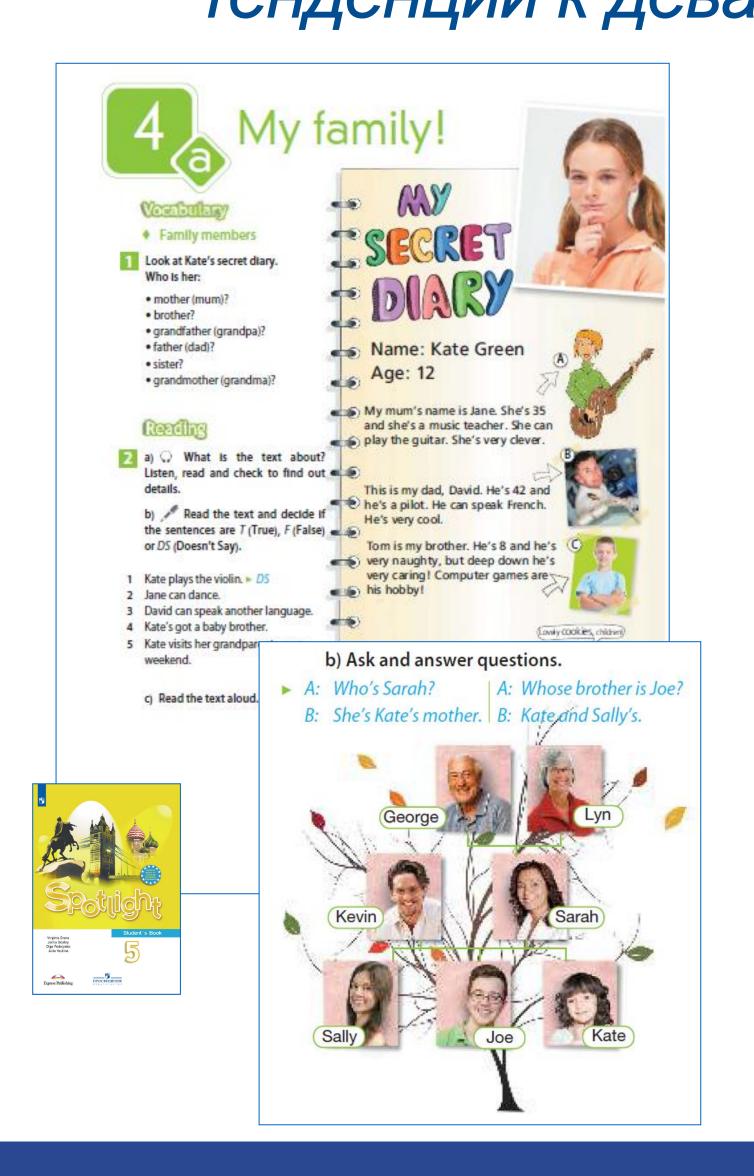


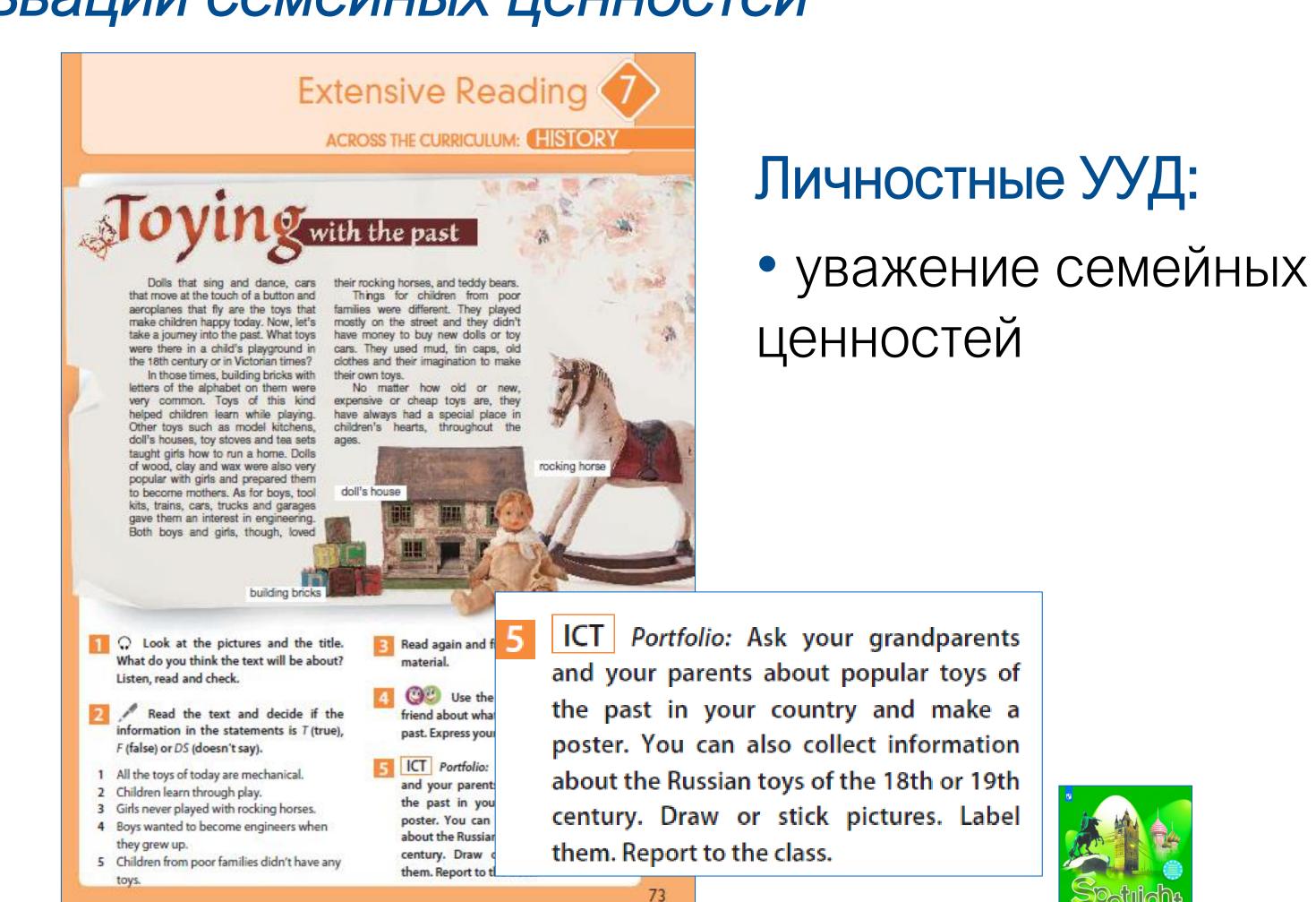


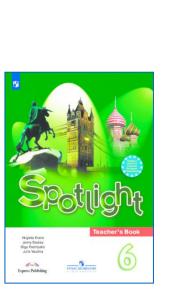
utta Vautina

Поколение Z: тенденции к девальвации семейных ценностей









Общение как механизм образовательного процесса



•Познание

Развитие

без общения невозможны

•Воспитание

(проф. Пассов Е.И.)

Успешность в достижении образовательных результатов в современных условиях







Cocтав УМК Spotlight 5-9

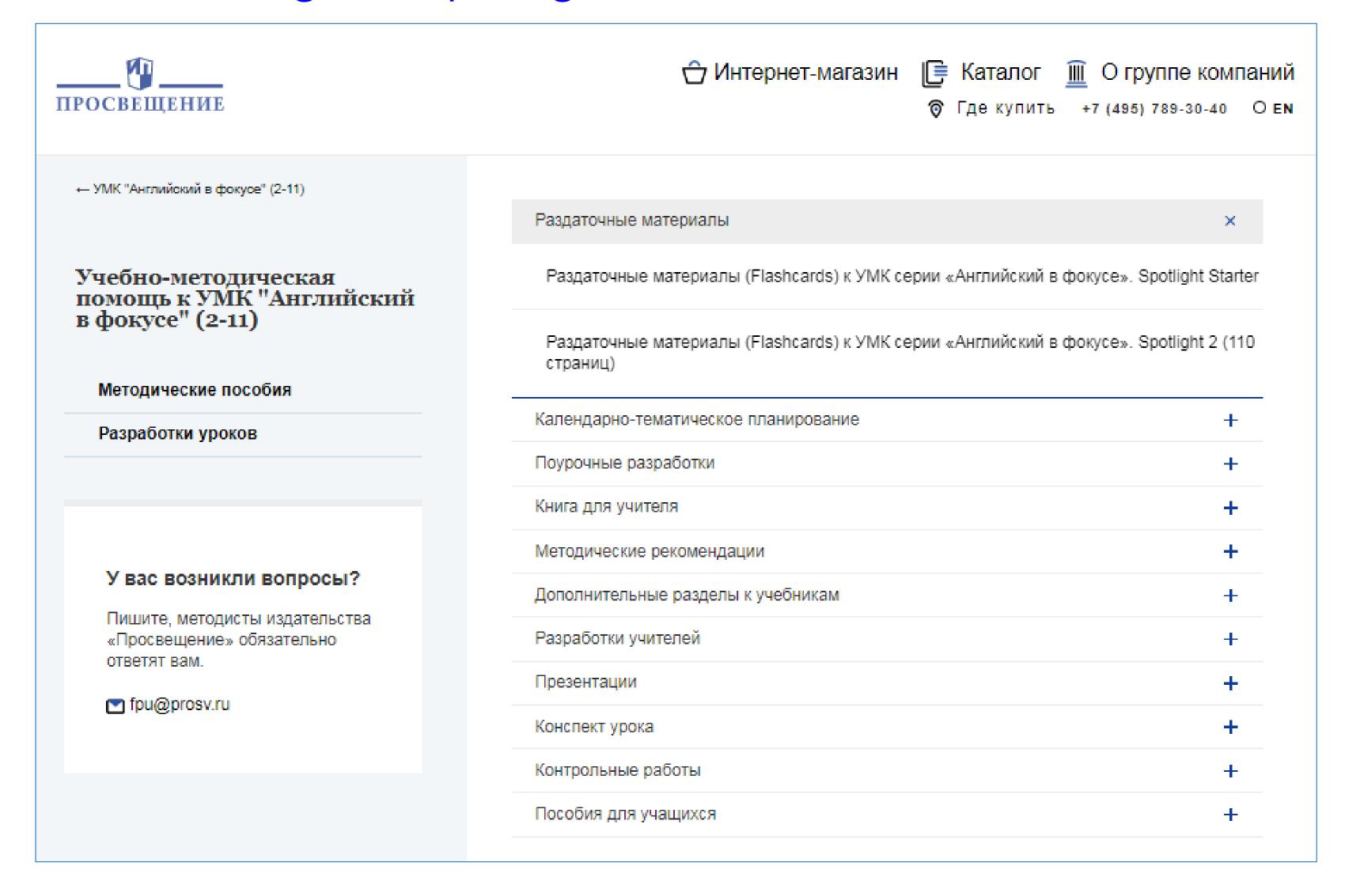
- Учебник
- Рабочая тетрадь
- Книга для учителя
- Книга для чтения
- Языковой портфель
- Грамматический тренажер
- Сборник контрольных заданий
- Тренировочные упражнения в формате ГИА
- CD для работы в классе
- ЭФУ
- Вебсайт УМК:

www.prosv.ru/umk/english-spotlight



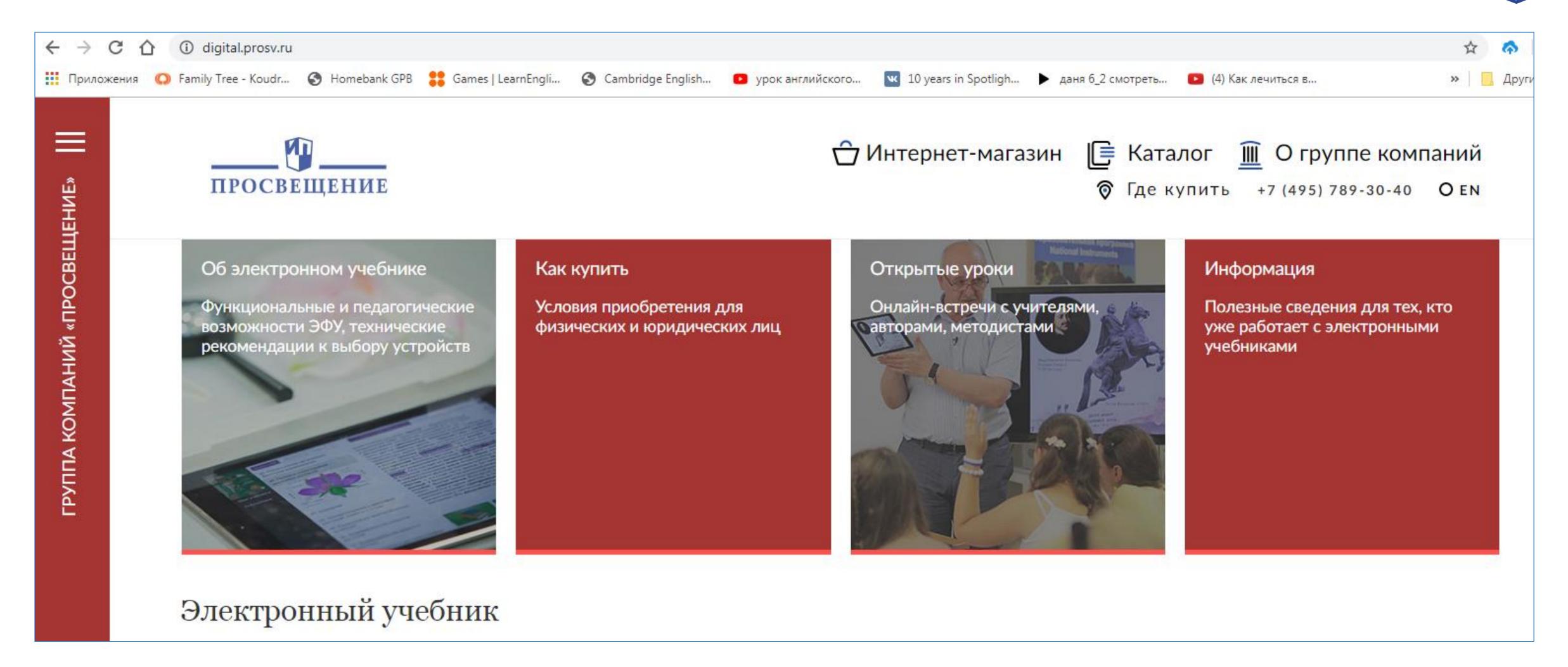
www.prosv.ru/umk/english-spotlight







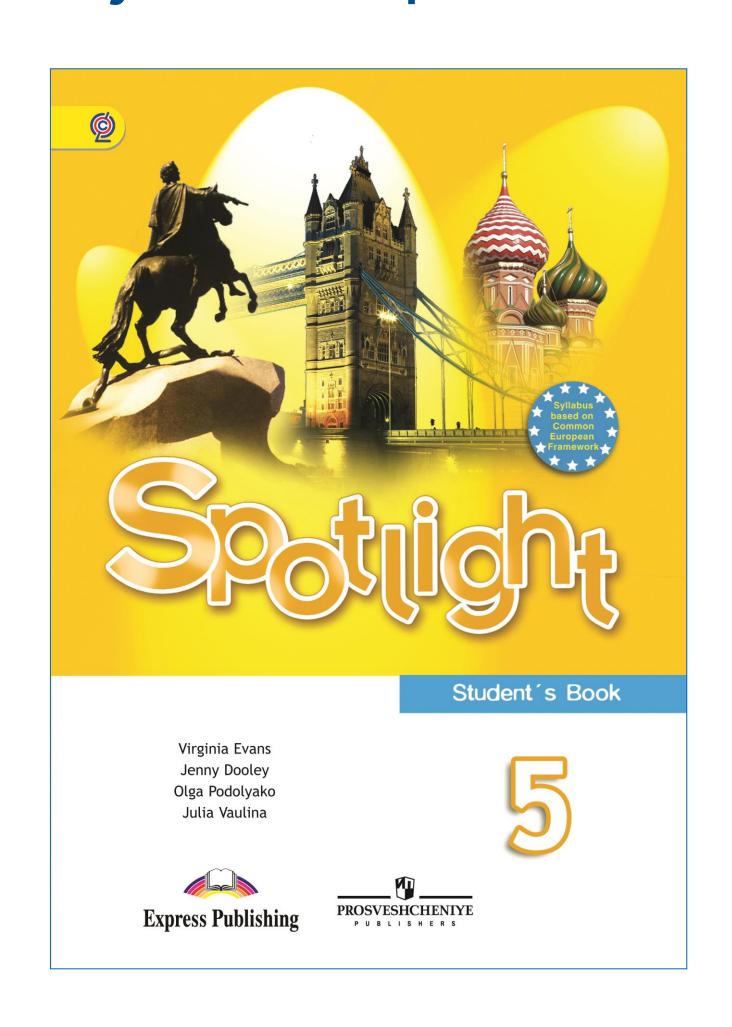


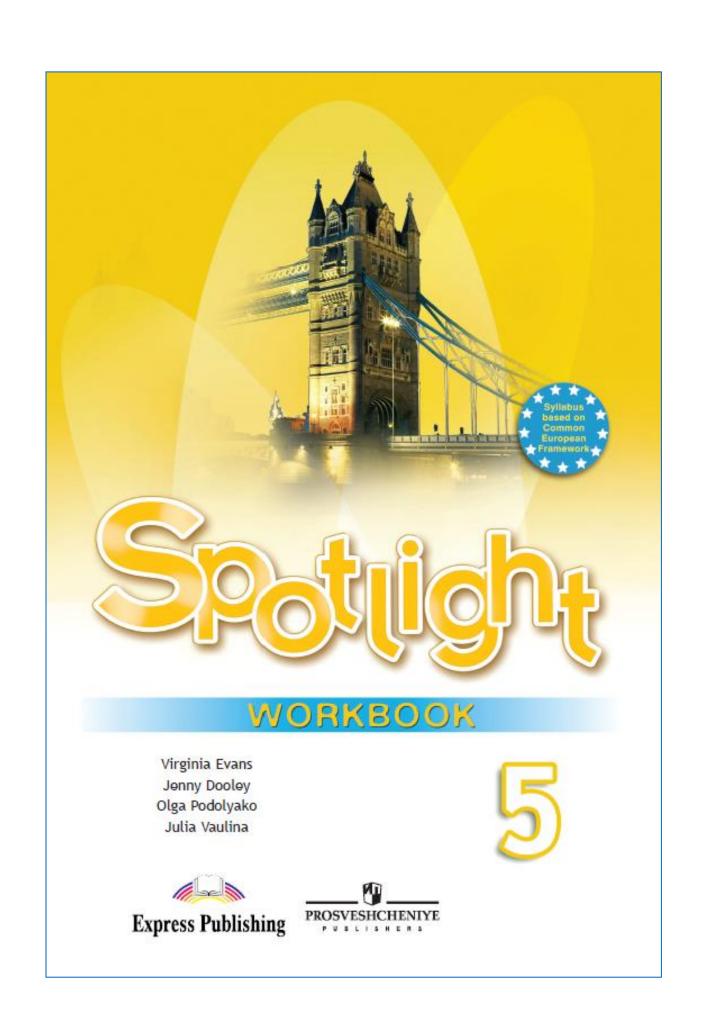


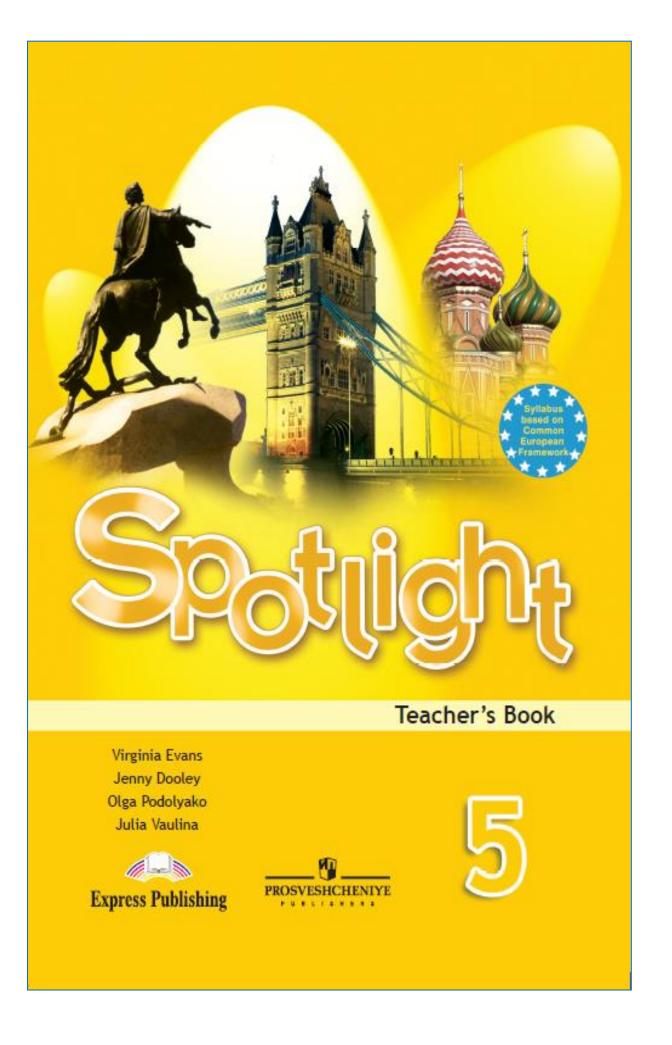
Ядро УМК:











Книги для чтения





Чтение как средство формирования, развития и контроля *смежных* речевых умений и языковых навыков

Книги для чтения

Jack is very sorry.

"But, they are magic beans!" His mother just laughs.

"Magic beans! What a silly idea!"

Mrs Trott throws the beans out of the window and they land in the garden,



Jack's mother is very sad all day because they haven't got any food and now they haven't got "You silly boy! Is this a joke? Do you think this is funny? Why haven't you got any money for the "The next day, Jack wakes up and looks out of the window. He sees a tall beanstalk in the garden.

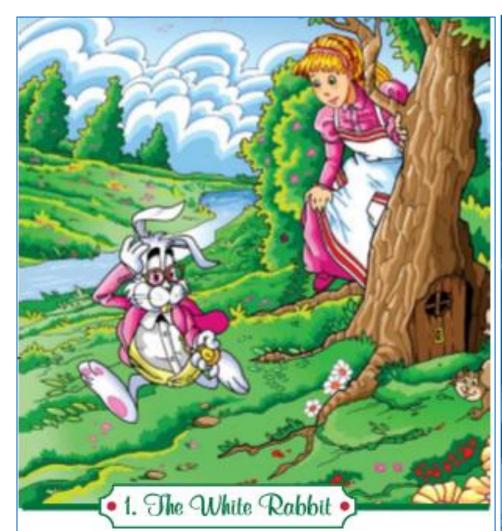
He goes outside and sees that it is taller than the house. He is very excited and calls his mother. "Wow! Look at this beanstalk! It's very tall! Can I climb it?"

"Be careful, Jack. You don't know what you'll find at the top."

At cieves o'clock, the family west to bed. By half part cieves everyone was asleep and the is bedroom and sounded like the clark of metal. Wr Chis set us. It a candle and looked at the lock. It was exactly one o'clock. He felt very calm and was not at all worried. He could still bear he strange polic, and now be could also hear footstress. Air Otis took a small bettle from the table ext to his bed. He opened his bedroom door and saw a terrible sight. There was an old man in the all with red eyes and long grey hair. His clothes were old, diety and torm, and there were chains

round his wrists and ankles. "My dear sic," said Mr Olix, "your chains are enaking a terrible mole. The really must sil them." He showed the man the small bottle.
"This is a bottle of Tammany Rining Sun Lubricator," he said. "It's just what you need."

Ar Olio put the bettle of oil on a table near the ghost, then went back into bis bedroom and fell.



Alice was hot, barred and sleepy. She didn't have anything to do. She sat' by the river, waiting for teatime. Her older sister was also there, reading a book. Alice looked at the book. It was very boring. because there weren't any pictures in it.

Just then, a white rubbit with pink eyes ran' past Alice, and she heard' it say, "Oh dear! I'm very late!" The rabbit took a watch out of its waistcoat pocket, looked at it and started to run even faster.

She stood' up and followed the rabbit. It ran across a field and went through a little door in a tree.



"Sorry!" said Freddy and ran off to look for a taxi.

"Well, there's rude for yell" said the girl as she sat at the foot of a column in the church entrance. Mis Eyesford Hill looked at the girl.

"Documeron," the said. "But how do you know my son's name!"
"Ow, he's your son, is he!" said the girl. "Well, you didn't taught him no manners, did ye! He done poil my flowers and clubs't poid me for them. Will you pay me?" Clare Eynsford Hill took hold of her mother's arm.

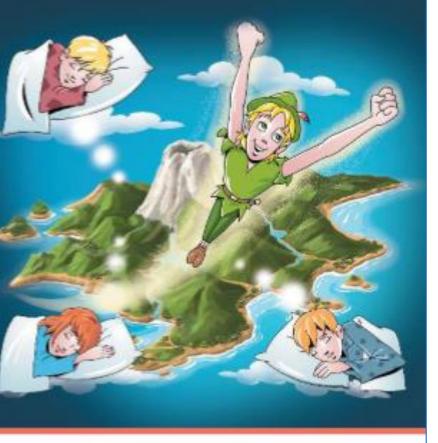
"Don't give her any money, Mother," she said. "You shouldn't give her anything.
"Please be quiet, Claris," said Mrs Eyesford Hill. "Hove you got any permiss?"

"No," sold Clara. "Two only got stopenon." Mrs Eynaford Hill took the coin from her daughter and give it to the flower girl. The girl took the

"Make feet give you the charge, Rother," said Class. "Those flowers are only a purey a banch." $\label{eq:charge_eq}$ Mrs Eynsford-Hill ignored her daughter. "No can keep the charge," she said to the girl, "but please tell are how you know my son's name."
"I don't?" replied the flower girl. "I only called him Freddy or Charlie, same as I'd call any stranger

"Really, Mather!" said Clara in disgust, "What a waste of a sixpence!"





The Darling children often dreamed of the magical land called the Neverland. They saw the range land with its laguous, caves and forests. The Neverland was different for each of the sildren. John lived in a boat turned upside down on the sand. Hickard lived in a wigwam, while lendy lived in a house made of leaves sewn together. They all dreamed of Peter, however, specially Wendy. She knew that Peter often came to the children's room at night while they were Geep. When she told her mother about this, Ars Darling did not believe her.

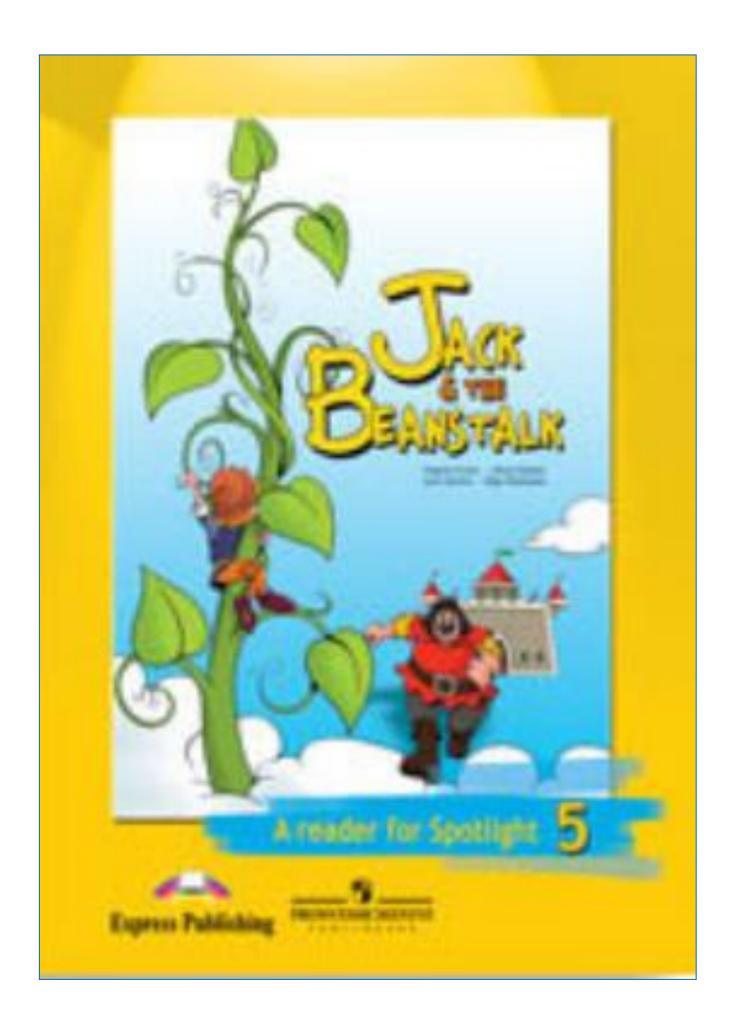
"No one can get into the house without knocking, dear," said Mrs Darling. "I think Peter comes in through the window," said Wendy.

"But my love, the window is three floors up," smiled Mrs Darling.

"Yes," said Wendy, "but Peter can fly."

Mrs Durling was sure that Peter was just a dream, but the next night proved that Wendy had not oen dreaming and that Peter was real.

Книги для чтения



	Episode 1			Episode 2
	Before Reading			Before Reading
1	Which of these things can you see the pictures? Tick (✔). cupboard	in	1	Look at the pictures and the title. Where is Jack in each picture? What is he holding in each picture? What do you think happens to these things?
	honey bed bread chair cow Look at the title and the pictures. Who do you think the boy is? Who is the woman? What do you think she is saying to him? Listen and read to find out.		2	Look at the pictures and read the words below from the episode. What do you think will happen in this
2				episode? Listen or read and check. old man
2	While Reading Read or listen to the episode and n		3	While Reading Answer the questions.
J	the sentences as T (true) or F (false		1 2	Where is Jack going? Why? What does the old man want?
1	Jack is working in his bedroom		3	Why does Jack take the beans?
2	Jack and his mother have got		4	Why is Mrs Trott angry?
		г		
3	.,			
4 5	had to be seen to sell the seen			After Read

Discuss in pairs:

hen? Why (not)?

next episode?

Do you think Jack is right to take the

Do you think it is right to take things

What do you think will happen in the

that aren't yours? Why (not)?

After Reading

Why is Jack sleeping?

sleep all day?

next episode?

. Why do you think his mother lets him

. What do you think will happen in the

. Why is Jack sad at the end of the

4 Discuss in pairs:

Episode 3

Before Reading

- Look at the first picture. Where are Jack and Mrs Trott? Look at the second picture. Where are they now?
- Look at the title and the pictures and answer the questions. Listen or read to
- 1 What is Mrs Trott doing in the first picture?
- 2 Where is Jack going in the second picture?
- 3 How do you think Mrs Trott feels in each picture? Why?

While Reading

- Read, and fill in the correct words.
- 1 Mrs Trott is very 2 Mrs Trott throws the out
- 3 Jack says the beans are
- 4 The beans land in the
- 5 When Jack wakes up he sees a
- 6 The beanstalk is very
- 7 Jack wants to it. 8 Mrs Trott tells Jack to be ..

After Reading

mother? ind at

describes how Jack is feeling at the end of the episode. Why does he feel

• tired • alone • happy • scared

Episode 4

Look at the title and the pictures and answer the questions.

Before Reading

- 1 Where is Jack in the first picture? What is
- 2 Who do you think lives in the castle in the first picture?
- 3 How do you think Jack feels in the first 4 Who do you think the woman in the
- second picture is? 5 How do you think Jack feels in the
- 6 Where is Jack in the second picture? What is he doing?

While Reading

second picture?

- Read or listen to the episode and put the events in the correct order.
- Jack follows the giantess.
- He knocks on the door.
- The castle is shaking.
- Jack climbs up the beanstalk.
- The giantess runs into the kitchen.
- She tells him he can't come in.
- She tells him to hide in the oven.
- A giantess opens the door.
- He sees a castle.
- Jack is very scared.
- He reaches the top.
- She closes the oven door and waits for her husband.

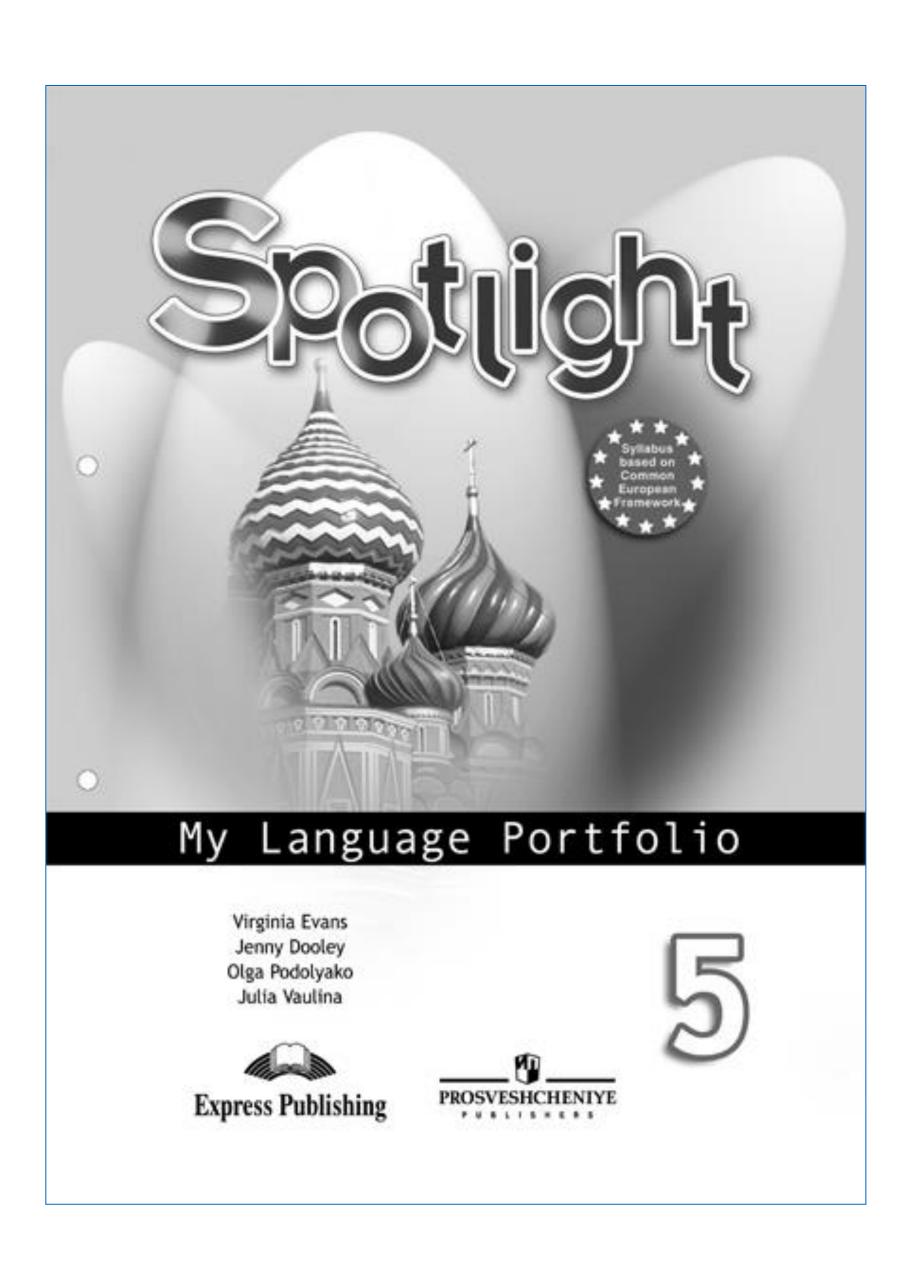
After Reading

- In pairs, discuss which word below best this way?
- sad angry sorry small

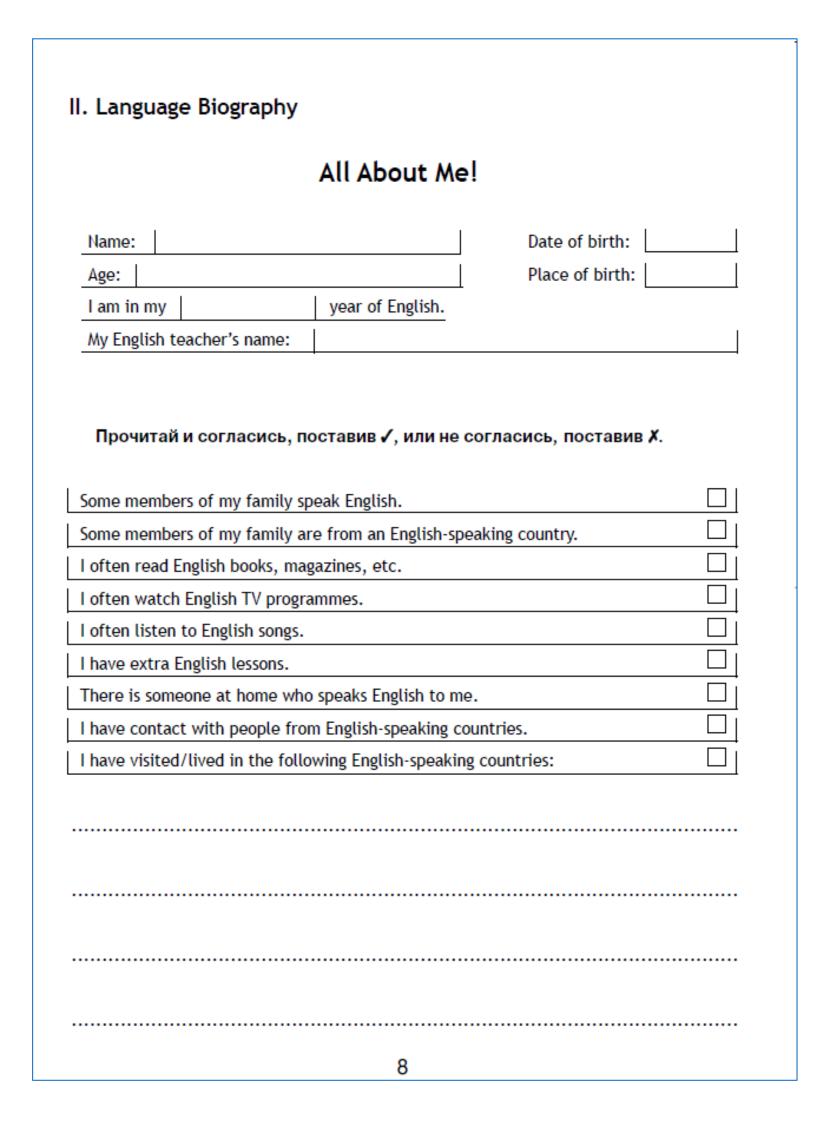


Языковой портфель





Языковой портфель





II. Languag	ge Biography
How I Learn! Подумай о самых простых для тебя способах изучить что-то не предложения, приведенные ниже, и выбери нужные. Ты можешь чем одно предложение. 1 Я понимаю слова/предложения лучше, если А слушаю их на аудиокассете/CD.	
В слушаю, как учитель произносит их. С вижу их написанными. D смотрю на них, слушаю, выполняю задания с ними. E другое.	5 Обучение дается мне лучше, если
Я запоминаю слова/фразы лучше, если А слушаю их на аудиокассете/CD. В слушаю, как мои одноклассники произносят их. С читаю их. О пишу их. Е повторяю их. Г использую их в постановках, пою и т.п. С смотрю их на видео/DVD. Н другое. Я могу выражать свои мысли лучше, если А уже знаю слова, которые нужно будет использовать.	А я знаю, для чего я выполняю задание. В я знаю, что задание пригодится мне С я знаю, что получу какое-либо поощрение. D задание поможет мне выяснить нечто большее по интересующим меня темам. E другое. 6 Я усваиваю грамматические правила лучше, если А их объясняют на моем родном языке. В я сравниваю их с правилами родного языка. С я узнаю их, исследуя тексты.
В знаю лишь некоторые из этих слов. С использую мимику, предметы и картинки. D уже имею жизненный опыт по той или иной теме. Е другое. 4 Я обучаюсь лучше, если работаю А один. В в парах. D другое.	D другое
9	

ФГОС ООО: метапредметные результаты

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.....

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.....

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II. Language Biography

Now I Can ...!

Ниже перечислены умения, которые ты приобретешь на данном этапе изучения английского языка. Время от времени, как минимум раз в месяц, тебе потребуется проверять свои успехи в изучении английского языка. Постепенно ты будешь изменять или добавлять различные пункты, поэтому лучше отмечай их карандашом. Ты можешь использовать следующие обозначения:

Very Well: ✓✓✓ OK: ✓✓ Not Very Well: ✓



Listening

Я могу/умею ...

- понимать указания и инструкции и следовать им.
- соотносить то, что я слышу, с картинками, предметами.
- понимать простые диалоги на знакомые темы.
- понимать песни, подпевая и используя мимику и жесты.
- понимать простые описания людей, мест и действий.
- понимать простые вопросы обо мне и моих умениях.
- понимать простые иллюстрированные истории, сказки и т.п.
- понимать других, когда они говорят медленно и внятно.
- понимать простые видеофильмы на знакомые темы.



Readir

Я могу/умею ...

- сопоставлять слова с картинками.
- выбирать слова из списка и составлять диалоги, тексты и т.п.
- понимать простые иллюстрированные истории, сказки и т.п.

II. Language Biography

.....

.....

- понимать простые инструкции и следовать им.
 понимать простые тексты о зарубежной культуре.
- Trontinia is ripoet to energy to properly a tronger coper.
- понимать простые слова и предложения и использовать их в игре.
 получать информацию из простых текстов на знакомые темы.
- понимать простые предложения, простые тексты и т.п.
- понимать простые сообщения, замечания, содержание плакатов и т.п.



Speaking

Я могу/умею ...

- сообщать простую информацию (например, время, местоположение объекта и т.п.).
- сообщать простую информацию о себе (например, имя, возраст, национальность, будущая профессия и т.п.).
- давать простые описания
 - (например, направления, ежедневные дела, и т.п.).
- рассказывать о том, что вижу на картинке.
- петь песни.
- задавать простые вопросы на английском языке и отвечать на них.
- участвовать в разговоре на знакомые темы.
- делать покупки.
- выражать свои предпочтения и вкусы.



Writing

Я могу/умею ...

- списывать/копировать слова, предложения без ошибок.
- писать простые слова и предложения,
 произносимые учителем или одноклассниками
- излагать информацию в форме предложений и коротких текстов.
- писать короткие, простые предложения, короткие тексты на знакомые темы.

13

Формирование основ самоконтроля, самооценки, принятия решений и осуществления осознанного выбора в учебной и

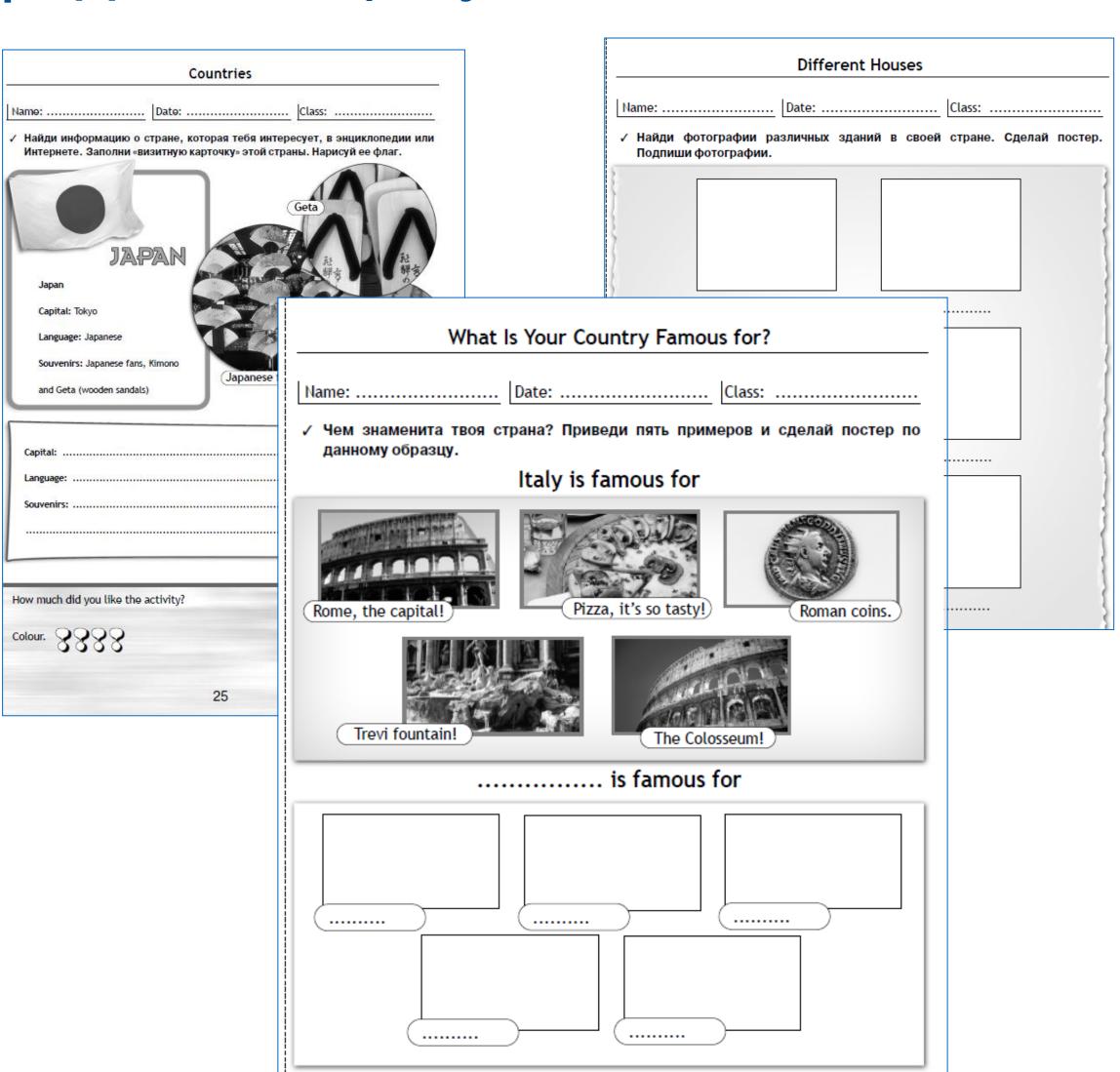
познавательной

деятельности

ФГОС ООО: метапредметные результаты



звой Языковой портфель ты можешь включать на свой выбор все, что подтверждает ои успехи в изучении английского языка. Ниже приводится список заданий, которые гут быть включены в твой Языковой портфель, конечно, если ты этого захочешь кдый раз, когда ты выполнишь какое-либо задание, поставь ✓ в нужном квадрате.					
Page	Title of the activity	It can be done at the end of Module			
19	MY WEEKLY TIMETABLE	1 🗆			
21	PEN FRIENDS	1 🗆			
23	WHAT IS YOUR COUNTRY FAMOUS FOR?	2 🗆			
25	COUNTRIES	2 🗆			
27	DESIGN THE PERFECT ROOM!	3 🗆			
29	DIFFERENT HOUSES	3 □			
31	MY FAMILY	4 🗆			
33	MY FAVOURITE ACTOR	4 🗆			
35	MY FAVOURITE ANIMAL	5 □			
37	LET'S GO TO THE ZOO!	5 🗆			
39	WHAT IS HAPPENING?	6 🗆			
41	WEEKEND FUN!	6 □			
43	WEATHER & CLOTHES	7 🗆			
45	MY FAVOURITE CLOTHES	7 🗆			
47	FESTIVE FOOD	8 🗆			
49	MEAL PLAN	8 🗆			
51	MY NEIGHBORHOOD	9 🗆			
53	BOOK REVIEW	9 🗆			
55	SUMMER HOLIDAYS	10 🗆			
57	TOURIST ATTRACTIONS	10 🗆			



• «развитие исследовательских учебных действий, включая навыки работы с информацией: поиск и выделение нужной информации, обобщение и фиксация информации»

Языковой портфель как современная технология обучения ИЯ



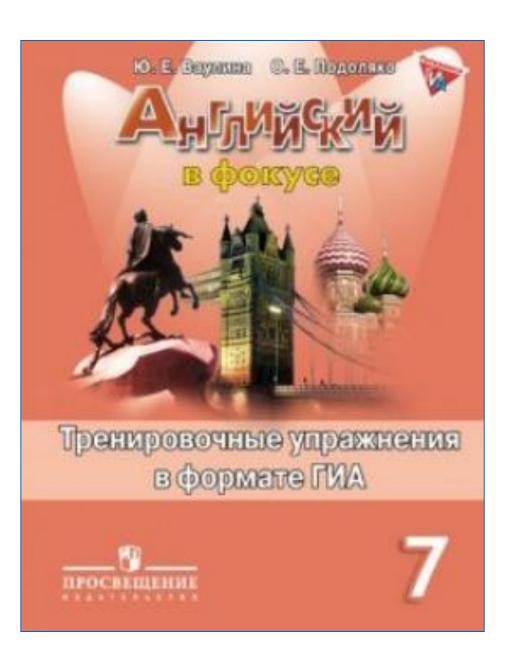
- обеспечивает развитие продуктивной учебно-познавательной деятельности учащегося
- обеспечивает личностный рост ученика как субъекта образовательного процесса
- за счёт рефлексивной самооценки ученика отражает его достижения в овладении изучаемым ИЯ



ФГОС: предметные результаты – обеспечение системы подготовки к ГИА











Грамматический тренажер









Ресурсы ПРОСВЕЩЕНИЯ в помощь учителю:

методический журнал



Современное обучение не может быть осуществлено в полной мере без активного использования ИКТ. В свою работу я стараюсь внедрять различные сервисы Сети, так как это, несомненно, делает более интересными не только уроки, но и выполнение домашних заданий Данная статья представляет собой алгоритм работы детей на личном сайте педагога и результат, показываемый учениками.



настроение: позитивное

ключевые слова: интернет - форум, сайт педагога,

город: Колог Современный широким испо глобальной с

значение пр ресурсам, опубликованным в всех участников образовательн

УМК «Английский в фокусе» ("Spotlight"). Всероссийский электронный журнал "Spotlight on Russia"

автор: вздим веляся | Руорика: информационно-образовательная РЕСУРСЫ УЧЕНИКА И УЧИТЕЛЯ Среда 22 Hostos 2017



Spotlight on Russia

Один из важнейших разделов учебника «Английский в фокус (Spotlight) – журнал "Spotlight on Russia", представляющий учащимся знания о родной стране не только в рамках учебник и в форме всероссийского электронного журнала "Spotlight on Russia". Темы проектов журнала соответствуют темам рубрики в

Russia". Темы проектов журнала соответствуют темам рубрики в учебнике. Вы с легкостью сможете найти наиболее интересную для Bac!



строение: рабочее

ключевые слова: электронный журнал "Spotlight on Russia", национальная культура

Вот уже без малого 10 лет УМК «Английский в фокусе» (Spotlight) в ваших руках ведет школьников по важному и интересному пути освоения английского языка и культуры, личностного и ученического развития.

Один из важнейших разделов учебника – журнал "Spotlight on Russia". Об этом говорят и пишут учителя и сами ученики.

УМК «Английский в фокусе» ("Spotlight") представляет учащимся знания о родной стране не только в рамках учебника, но и в форме всероссийского электронного журнала "Spotlight on Russia".



Tom-Jerry ANOTHER MOUSE
IN THE HOUSE

HUNDY DE LENGTH STATE OF LAND THE STATE OF LAND

Статья посвящена использованию комикса в образова в Spotlight. Споры об эффективности комиксов в обра процессе ведутся с середины прошлого века. На конку примерах автор рассматривает педагогическую значи комиксов и предлагает новые идеи для их дальнейше применения в Spotlight.



настроение: позитивное

ключевые слова: инновации, Spo
мотивация к изучению английского

город: Республика Карелия, г. Петро

Уместность использования комикса в пр представляет большой интерес. Можн развлечение с обучением? Оказывает Примером использования такого м ых историй в VMK "Spotlight"

наличие рисованных историй в УМК "Spotlight". 408



Использование дидактических игр в



Игра на уроке – это не только работа, позвол предотвратить умственную перегрузн

Обзор учительских работ (апрель-май 2017) в рамках фестиваля "10 Years in Spotlight"

Автор: Коллектив АВТОРОВ | Рубрика: КОНКУРС, НОВОСТИ

Среда 17 Май 2017



Неумолимо растет количество работ участников фестиваля "10 Years in Spotlight". Вместе с этим расширяется и география мероприятия; в издательство поступили работы из Новосибирской, Нижегородской, Московской, Волгоградской, Самарской, Архангельской, Курской, Свердловской и Вологодской областей, а так же из республик Башкортостан, Татарстан и Крым, из Краснодарского края и из города Санкт-Петербурга — и это далеко не полный список участников.



астроение; вдохновенное

ключевые слова: Конкурс, «Английский в фокусе», Spotlight

род: г. Москва

Авторы: Ольга ПОДОЛЯКО, Вадим БЕЛЯЕВ

В какое время учебного года у учителя побольше свободного времени? Для неспешных раздумий, обобщений, творчества – например, для участия в нашем Фестивале, посвященном 10-летию УМК Spotlight? Нет такого времени! Но – парадокс – работы на фестиваль ярким потоком шли все месяцы, включая дополнительные сроки. И 9 мая был заключительный аккорд — яркая презентация – с убедительными фотографиями в подтверждение радости процесса и успешных результатов с «Английским в фокусе» (Кривцова Г., Ярославль).

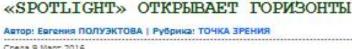
Оставить комментарий »





РОЛЬ УЧИТЕЛЯ И УМК В РАМКАХ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ

Автор: Светлана ПЕТРУХИНА | Рубрика: ИЗ ПРАКТИКИ УЧИТЕЛЯ





Я работаю в школе не так давно – 10 лет. И за это время уже успела тоработать с различными УМК. Но свою ОДУ я хочу посвятить самому, на мой взгляд, удачному учебнику для общеобразовательных школ – "SPOTLIGHT".



...

ключевые слова: учебник английского языка, соответствие ФГОС, учебный процесс, отношение учителей к учебнику, УМК «Английский в фокусе», Spotlight, результат

город: Москв

e-mail: glorylucky@yandex.ru

За десять лет, что я работаю в школе, я успела поработать с различными учебно-методическими комплектами. Я хотела бы поделиться своим опытом работы с самым, на мой взгляд, удачным учебником по английскому языку — учебнику "Spotlight" (авторы быкова Н.И. и др.).

Данная линия была создана как раз вовремя, тогда, когда назрела необходимость в ярком, интересном, красочном, учебнике с современной лексикой. Мне очень давно хотелось взять в руки именно такой. И самое главное — это то, что линия УМК создана в соответствии с ФГОС.



ительно недавно в современных образовательных кдениях возникла тенденция инклюзивного образования, ое предполагает обучение детей с ограниченными эжностями здоровья не в специализированном, а в обычном ном заведении. В связи с этим, некоторые школы пополнили учащихся с ограниченными возможностями и различными шениями. Перед преподавателями встал вопрос о том, как ть благоприятную среду для детей и в равной степени донести ня до каждого, будь то обычный ребенок или ребенок-инвалид, оже, как сформировать чувство успешности при изучении йского языка.

o long ago there appeared a tendency of inclusive education in rn educational institutions, which assumes pupils with limited tunities of health studying not in specialized, but in ordinary dary schools. In this regard, some schools accepted pupils with disportunities and various health damages. That's why teachers to know how to create a favorable environment for children and to mowledge equally to everyone, whether it is an ordinary child or a led child. And also, how to create a feeling of success during the lessons.

настроение: целеустремлённое

ключевые слова: инклюзивное образование, обучение детей-инвалидов, дифференцированный подход, функции полушарий головного мозга, Spotlight, «Английский в фокусе»

город: посёлок Дубна, Тульская область
e-mail: svetulik0662@mail.ru

Образование детей с особыми потребностями является одной из основных задач для страны. Это необходимое условие создания действительно фидества, где каждый сможет чувствовать причастность и востребованность своих действий. Мы обязаны дать возможность каждому ребенку, независимо от его потребностей и других обстоятельств,

полностью реализовать свой потенциал

приносить пользу обществу

и стать полноценным его членом.
Дзвид Бланкет

Сравнительно недавно в современных образовательных учреждениях возникла тенденция инклюзивного образования, которое предполагает обучение детей с ограниченными возможностями здоровья не в

возникла тенденция инклюзивного образования, которое предполагает обучение детей с ограниченными возможностями здоровья не в специализированном, а в обычном учебном заведении. Ежегодное увеличение количества таких детей заставляет современное образование находить способы для расширения его доступности детям с ограниченными



английского языка. А ещё они очень нравятся

статье представлены варианты рифмовок для

второклассниками, обучающимися по УМК «Ан

PT breaks are to achieve several goals at EFL II

students adore them! This article contains rhyme

students who learn English with "Spotlight".

Автор: Алёна ЗАЙЦЕВА | Рубрика: СОВРЕМЕННЫЙ ЭФФЕК

настроение: подвижное

ключевые слова: «Английский в фокусе», Spotlight, здоровьесбережение, физкультминутки, рифмовки, 2 класс

город: Архангельская область, посёлок Октябрьский

e-mail: alyonawof@mail.ru

Два года назад наша школа перешла на УМК "Spotlight" в начальных классах. Учебник понравился ине всем: красочным дизайном; выбором тем и их адекватностью возрасту; отсутствием опоры на родной язык — как следствие, происходит быстрый выход на говорение и накапливание обширного пассивного словаря. К учебнику прилагается такая же яркая рабочая тетрадь с разноуровневыми упражнениями, так что о домашних заданиях можно не беспокоиться. Традиционная английская сказка в качестве материала для интенсивного чтения и страноведческие странички обеспечивают знакомство со страной изучаемого языка. Немаловажная деталь — большое количество разнообразных песенок и рифмовок, основанных на активном словаре урока, которые можно использовать для проведения физкультминуток.

Ресурсы ПРОСВЕЩЕНИЯ в помощь учителю:

всероссийский электронный журнал/региональные сборни

Spotlight on Russia



So many countries, so many customs...

occupations and even a national costume.

two of these

More than 145 million people constantly live in Russia,

among them more than 160 nationalities which speak their own language. Most of them belong to small nations. Every nation has its own customs, dialects,

Spotlight on Russia looks at

cultural centre of Bashkortostan

The capital of Tatanzon is Kazan. Today, its population is 3.6

(20,7%), Chinashes and Udmorts, Mordonars and Warts,

Ukrainians and Bushkirs - abayether representatives of more than 173 ethnic origins - have lived in faturation in peace and

Imagine you visited Kazan. What did you

do and see there?

The Tatar word "ech" majors the rumber 1. "pochrook" means angle, So, it could be translated as - 1 angles, or a manale.

This is the meaning of the dish's name.

harmony. The main languages are Russian and Tatas.

Ишбулатова Альбина Гаязовна МБОУ Школа № 22 г.Уфы

The Republic of

a capital of Earlibertestants

Ea. It is on the fliver Amidel.

ashhortorium's population is bout 4 million people. About

on. They include Backley.

Davisther, Utraining, and

Germans. The original people of the territory, however, and

The Republic of

Sabarituy is the most popular

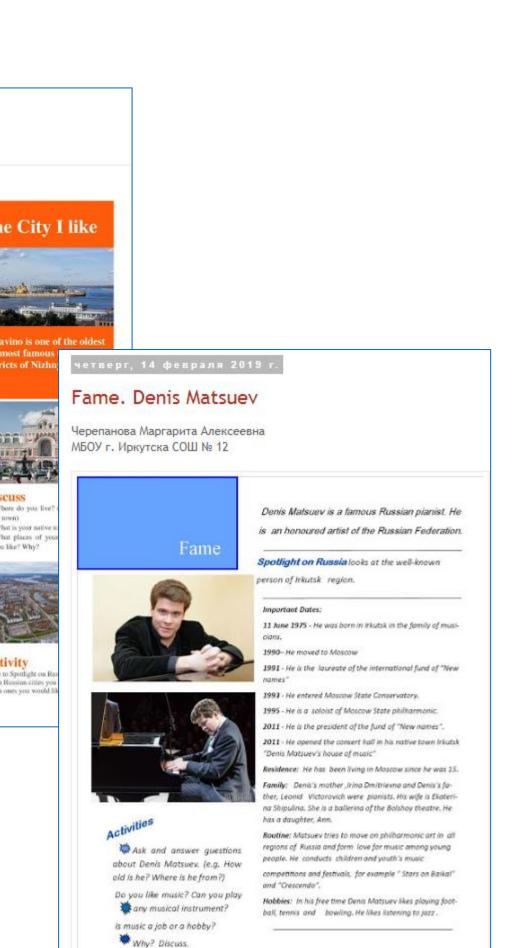
Did you go to the republics?

pictures and a short description

What sights did you see? Send us

Write to Spotlight on Russia a few words about one of the Russian's republic.

Suppliers, Tahan, Mato,



What famous people in your region do you

know? Tell about them



- О проекте Всероссийского электронного журнала Spotlight
- Как стать автором Тематика журналов
- Полезные осылки.

Публикации (по классам)

- б класс • 7 класс
- 8 класс 9 класс

Издательство Просвещение





Наша страна - наше наследие



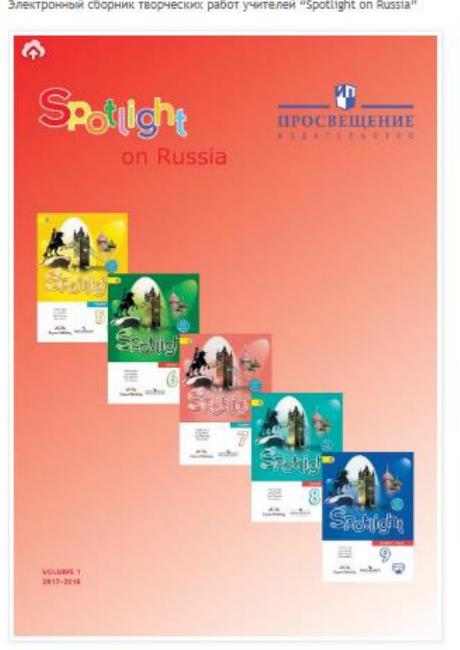
Архив блога

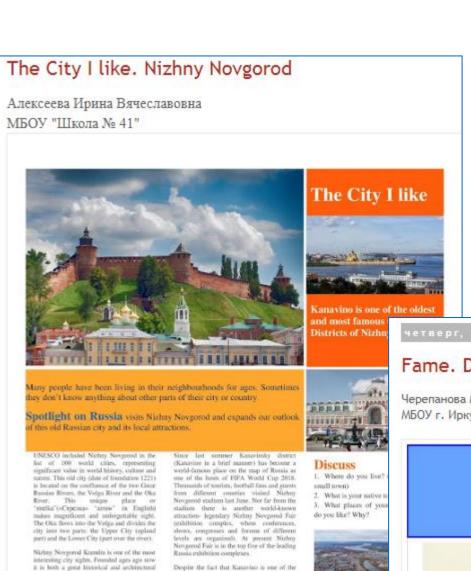
▼ 2019 (16)

▼ февраля (15) Электронный сборник творческих работ учителей "Spo....

Электронный сборник творческих работ учителей "Spotlight on Russia"

Электронный сборник творческих работ учителей "Spotlight on Russia"





Особенности обучения поколения Z: подведем итоги



- Учащийся в центре внимания
- Кооперация вместо конкуренции
- Применимость знаний
- Время главная ценность
- Главное результат
- «Настройка»
- Диалог
- Высокие технологии
- Визуализация
- Ожидания



WHAT DO YOU WANT STUDENTS TO DO WITH TECHNOLOGY? 1.3

WRONG

- ADD TO FLIPGRIDS
- · START BLOGS
- · POST TO SEESAW
- · LEARN TO CODE
- · PRODUCE GREEN
 SCREEN VIDEOS
- · CREATE GOOGLE DOCS, SLIDES AND DRAWINGS
- · BUILD DIGITAL PORTFOLIOS
- · MASTER PHOTOSHOP

RIGHT

- · RAISE AWARENESS
- · JOIN GN VERSATIONS
- · FIND ANSWERS TO THEIR QUESTIONS.
- · DISCOVER NEW QUESTIONS WORTH ANSWERING
- POSSIBILITIES
- · DRIVE CHANGE
- · TAKE ACTION
- · MAKE A DIFFERENCE

TECHNOLOGY IS A TOOL, NOT



A STUDENT
WHO FEELS LOVED,
SAFE AND RESPECTED
WILL ALWAYS
DO MORE
THAN EXPECTED

(Tales of Patty Pepper)

КОНТАКТЫ



www.prosv.ru/umk/english-spotlight

www.iyazyki.ru (журнал для учителя «Просвещение. Иностранные языки»)

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