

Формирование языковых навыков: проблемы и решения (на материале УМК “Forward”)

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ПРОБЛЕМЫ



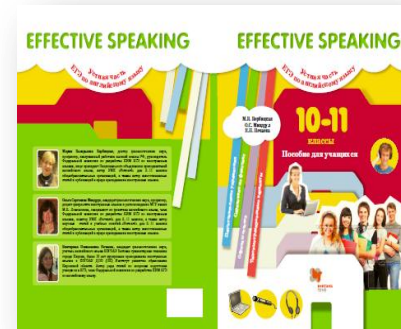
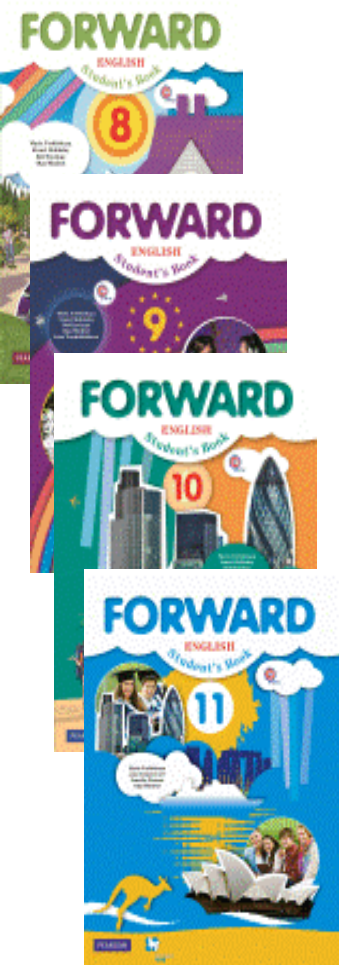
ПРОБЛЕМЫ



- Отсутствие мотивации
- Боязнь сделать ошибку, боязнь критики со стороны учителя и учеников
- Fluency vs accuracy
- Когнитивный диссонанс: желание перенести лексические и грамматические закономерности родного языка на иностранный
- Нежелание расширять активный словарь, использовать новые слова в речи, стремление ограничиваться минимумом лекс. средств
- непонимание грамматического строя ин. языка
- Дисбаланс между поставленными коммуникативными задачами и языковыми средствами

РЕШЕНИЯ

- Осознание проблем
- Системный подход, понимание интегративного характера видов РД
- Когнитивно-коммуникативный метод
- Функциональный подход к обучению грамматике и лексике
- Ориентация на активную учебно-познавательную деятельность
- Отработка языковых навыков в продуктивных заданиях
- Новые подходы к оцениванию



Задачи обучения: разное понимание

- Обучение лексике или формирование лексических навыков?
- Обучение грамматике или формирование грамматических навыков?

Современный подход в рамках коммуниктивно-когнитивного метода – формирование навыков оперирования языковыми единицами в коммуниктивно-значимом контексте

КОГНИТИВНО-КОММУНИКАТИВНЫЙ ИЛИ ГРАММАТИКО-ПЕРЕВОДНОЙ МЕТОД?

- «Знание» лексики и грамматики без сформированных навыков их употребления бессмысленно
- Заучивание списков слов вне словосочетаний, вне контекста, вне выхода в продукцию бессмысленно.
- Заучивание грамматических правил и их тренировка в отдельных предложениях без осознания функций и выхода в продукцию бесполезно.

Лексический навык

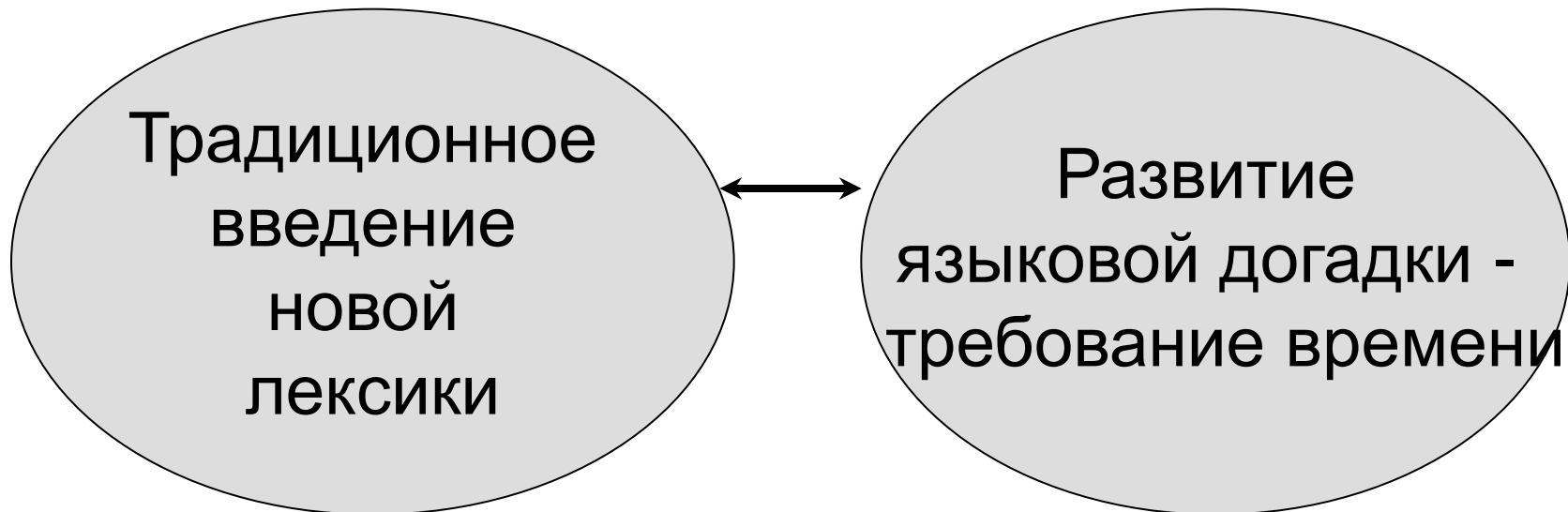
«Что же такое лексический навык?

Лексический навык есть способность автоматизированно вызывать из долговременной памяти слово, словосочетание или фразу, соответствующие **коммуникативному заданию** (потребностям общения).»

Р.К. Миньяр - Белоручев

Работа над лексикой: способы семантизации, роль контекста, сочетаемость, продуктивные задания

Противоречие



Формирование лексических навыков: семантизация лексики. Роль контекста 7 класс

15 Describing personality

Vocabulary and speaking

1 Read the following sentences and fill in the gaps with one of the adjectives from the box.

kind	polite	hard-working
clever	organised	easy-going
honest	lazy	funny
lively		

TO BE HONEST
I AM A LIAR

- John always gets good marks in class. He is very ____.
- My sister cares about other people. She is always ready to help. She is a very ____ girl.
- Tom never tells lies and never cheats. He is an ____ boy.
- Mary has very good manners. She is ____.
- Tom does not like working. He likes doing nothing and just sitting in front of the TV. He is so ____!
- Ted never worries without good reason. He is always calm and not easily upset. He is such an ____ person.
- Samantha works hard at school and she volunteers for two charities. She is a really ____ girl.
- Susan is good at planning and arranging things. She'll make a very good secretary. She is very ____.
- Every time I see Maggie she has a new joke to tell. She's very ____.
- Shirley has a lot of energy and enthusiasm. I never get bored in her company because she always has something interesting to say. She's always very ____.



🔊 T104 Listen and check. What are the Russian equivalents of these adjectives?

🔊 Listen and repeat.

2 Work in groups. How can you illustrate the meaning of these adjectives? Tell the group your ideas. Choose the best ones and draw some funny pictures or make a poster.

3 Read the adjectives and find their antonyms in Exercise 1. Which of these adjectives are positive and which are negative? Which of the adjectives in Exercise 1 are each other's antonyms?

unkind — ____	dishonest — ____	lifeless — ____	silly — ____
impolite — ____	disorganised — ____	dull — ____	nervous — ____

🔊 T105 Listen and check.

🔊 Listen and repeat.

4 Which of these adjectives are positive and which are negative? Which of these adjectives are each other's synonyms? Fill in the table.

tense	clever	lazy	hard-working	negative	positive
worried	honest	unkind	disorganised		
foolish	lively	nervous	easy-going		
boring	polite	dull	dishonest		
kind	silly	organised			

5 Look at the list of adjectives in Exercise 4 again. Which 4 adjectives would you choose to describe the ideal friend? Which 4 adjectives would you choose to describe a person who would never be your friend? List them in the table.

My ideal friend	A person who could never be my friend
1 ____	1 ____
2 ____	2 ____
3 ____	3 ____
4 ____	4 ____

🔊 Compare your lists with another student. Do you agree?

- Связь разных видов РД
- Системность
- Семантические поля
- Антонимы
- Выход в продукцию

Развитие языковой догадки

5 класс

Словообразование


A surprise for Kate

FORWARD!

Magazine

Sam's stories

Listening and reading

- 19  T011 Listen and point to the pictures. Then read the letter.



Dear Kate Lewis,
Congratulations! You are the winner of the photo competition. The judges liked your photo essay "A Day in the life of my friend Domino" very much. Your prize is a visit for two to Redbridge Film Studios to watch the filming of the science-fiction film "Black Gold". Please, come next Monday. A taxi will meet you and a friend at the school gate on Monday at 9 a.m.
Your sincerely,
Domino
P. S. You can also bring Domino if you like!

flicks

Vocabulary

congratulations
winner
prize

Vocabulary

- 20 Познакомься с новыми глаголами. Найди в тексте письма подчёркнутые слова и попробуй объяснить их значения, сравнивая с данными глаголами. К какой части речи относятся подчёркнутые слова? Все ли глаголы помогают понять значения однокоренных слов?

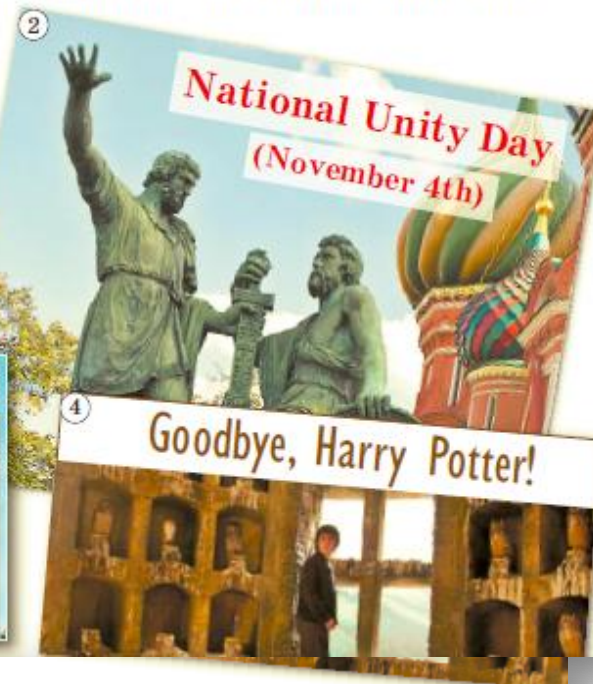
to win — выигрывать
to visit — посещать
to judge — судить

to prize — высоко оценивать, восхвалять
to congratulate — поздравлять
to film — снимать, делать фильм

Развитие языковой догадки

Reading

- 17 Read the headlines (заголовки). Match the headlines 1–4 and the sections (see Exercise 16).



Vocabulary

- 18 Какие русские слова напоминают тебе эти английские слова? Попробуй догадаться об их значении самостоятельно, а потом проверь себя по словарю.

organisation, meteorological, hurricane, national, heroic, series, alphabetical

- К какой части речи относятся подчёркнутые слова? Как можно об этом догадаться? Проверь себя по словарю.

- 19 Выдели части сложного слова 'weatherman'. Можешь ли ты догадаться о значении всего слова, зная значение его частей?

5 класс Интернациональная лексика

() a ...

Because of an Australian weatherman called Clement Wet Wragge. He named hurricanes after his neighbours – those he quarrelled with. Now each year the World Meteorological Organisation prepares a list of girls' and boys' names in alphabetical order, ready for future hurricanes.

Формирование лексических навыков:

СЛОВСОЧЕТАНИЯ

7 класс

16 How good a friend are you?

Reading and speaking

5 Read this letter from Moira to her friend Alan. She is discussing her future. Then answer the following questions.

- 1 Why is Moira very busy at the moment?
- 2 Why is she writing to Alan now?
- 3 What are the two alternatives for Moira's future?
- 4 Does the travel agency pay well?
- 5 What are the disadvantages of going to university?
- 6 What should Moira do, in your opinion?
- 7 What do you think Moira will do?

Compare your answers in pairs.

21 Rancorn Road,
Liverpool
LA9 3TG
10th June 2000

Dear Alan,

How are you? Sorry for not writing before, but I've been very busy at school recently. I'm studying for my exams.

I'm writing to you mainly to ask for some advice. I really don't know what to do next year. What should I do? Should I leave school and get a job or should I stay at school and try to get into university?

I'm quite good at languages and I've sent off an application form to work in a travel agency in the centre of Liverpool. The people there are really nice and the job is very interesting. But the money isn't very good — only £400 per month for the first year! Anyway, they haven't replied yet, so I'll have to wait and see what happens.

If I stay at school, I'll have to study very hard for the next two years. And then at university it won't be easy as I won't have any money and the language courses last four years.

There's a party at my house on 30th August. Would you like to come? My mum says you can stay with us for two days. You can tell me what you think when you come here.

Love,
Moira

← Back to school

Job wanted →



6 Imagine you are Moira's classmate and you are discussing your plans for the future. Role-play the conversation using the phrases from the box. What is your advice to Moira? What should she do?

to be busy at school
to study for one's exams
to ask for some advice
to leave school and get a job
to stay at school

to try to get into university
to be good at ...
to send off an application form
to see what happens
to study hard



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Listening and speaking

11 T112 Moira's friend wants to talk to you. Listen to his questions and fill in the gaps.



Alan: Hi! My name's Alan. ____?

You: ...

Alan: Have you ____ school yet?

You: ...

Alan: What are you going to do when you ____?

You: ...

Alan: Do you think you'll go ____ one day?

You: ...

Alan: I don't know whether to stay at school or leave school and ____.
What should I do?

You: ...

Alan: Mmm ... maybe you're right. Have you ever visited ____?

You: ...

Alan: Really? When did you go there?

You: ...

Alan: Where are you going ____ next summer?

You: ...

Alan: That's a ____! Well, good luck with your plans! Bye.

You: ...

In pairs, role-play the conversation with Alan answering his questions.

- Связь разных видов РД
- Семантические поля
- Лексическая сочетаемость
- Выход в продукцию

Диалог культур и идея «языкового мировидения»

В. фон Гумбольдта (1767-1835)

«...различные языки являются для нации органами их оригинального мышления и восприятия. ... разные языки – это отнюдь **не различные обозначения одной и той же вещи, а различные видения ее...**»

11 Can we speak
to Rik Morell, please?

FORWARD!

Magazine

Holidays
and festivals

Vocabulary

25 Read the definitions from a dictionary and answer the questions.

- 1 What is the difference between *holiday* and *festival*?
- 2 What is the Russian for *holiday*?
- 3 What is the Russian for *festival*?

holiday — 1. day of rest from work
2. (often plural) period of rest from work

festival — 1. (day or season for) public celebrations
2. series of performances (of music, ballet, drama, etc.) given periodically, usually once a year



- 11 Look at the pictures on pages 27, 28. Read the text and think about the underlined words. Match the words with the pictures.

Home, sweet home...

What is home? It is a place where you live, it's a place where you feel good, it's a place you love, because it is 'home, sweet home'!

These words show how you feel about your home, be it a flat in a multi-storey house, or a country cottage, or an igloo, or a wigwam!



- 12 Read the text and think about the words 'house' and 'home'. What is the difference in their meaning?


There are many new houses in our street. Mary lives in that big house. She isn't at home now. She's at school. That little cottage is my home. It's Mary's birthday today. After school, Mary's friends won't go home, they will go to Mary's house.

Фразовые глаголы

11 класс

10 класс РТ

10 reasons ... LIVING HEALTH



NOT to Go on a Diet

- 1 You don't have to **part with** lots of money for expensive diet products.
- 2 It won't matter if you don't go to the gym and **work out** every day.
- 3 You don't need to **pick at** your food and pretend not to be hungry.
- 4 You can **cheat yourself up** with a bar of chocolate whenever you get depressed.
- 5 You can **do away with** all the scales and tape measures in the house.
- 6 You don't need to **turn** dinner invitations **down**.
- 7 You won't get upset if you don't **stick to** the diet.
- 8 You won't feel guilty if you buy lots of your favourite food and **pig out**.
- 9 Your initial enthusiasm for the diet will soon **wear off**.
- 10 Someone will **come up with** a new and better diet than the one you're on.

VOCABULARY

- 1 Read the extract above. Which do you think are the three most convincing reasons NOT to diet? Why?
- 2 Match the phrasal verbs in the extract to the meanings a-j.

a do exercise	f eat a small amount
b eat a lot of food	g think of (an idea)
c make happier	h refuse
d keep doing	i give unwillingly
e remove, get rid of	j lose strength
- 3 Complete the sentences with phrasal verbs.
 - 1 I'm glad I saw that film, it really ___ me ___.
 - 2 Why are you ___ your lunch? Aren't you hungry?
 - 3 Now you've made the decision, you must ___ it.
 - 4 You'll have to ___ a better excuse than that.
 - 5 Have you got any aspirin? The anaesthetic is ___.
 - 6 I've had this bike for years. I don't want to ___ it.
 - 7 ___ ! It's Saturday tomorrow!
- 4 Put the words in the correct order to make questions and choose four of them to ask your partner.
 - 1 out you How work do often
 - 2 would hate possession with you What part to
 - 3 you why last out When did pig and
 - 4 you home up Where to like set would
 - 5 music people do you turn How tell your down often to
 - 6 would your do What to house away like with you in
 - 7 party down to would an turn Why invitation a you

WRITING

- 1 You have received a letter from your English-speaking pen friend Alice who writes:

... My sister decided to become a veggie. I don't think it's a good idea. I've seen a BBC documentary about the Japanese island Okinawa where people live longer than anywhere else in the world. They are not vegetarians! Their traditional food is rich in antioxidants and proteins; they eat a lot of meat and eggs.

What do you think about the vegetarian diet? Have you tried it yourself? What is Russian traditional food like? Do you think it's healthy?

In other news, I've taken part in the Talent Show and got a prize!

...

Write a letter to Alice.
In your letter
— answer her questions
— ask 3 questions about the Talent Show
Write 100–140 words.
Remember the rules of letter writing.

Extend your vocabulary

- *1 Study the phrasal verbs with *up* and complete sentences 1–8.

break up: (1) to end a marriage or relationship, (2) the separation of a group, organisation, country into smaller parts
drink up: to drink something quickly for a reason, e.g. you have to leave
hang up: to finish a phone call
line up: to stand waiting one behind the other in a queue or line
mess up: to spoil or ruin something important
own up: to admit that you have done something wrong
pull up: to stop (e.g. car/bus)
split up: (1) to end a relationship (2) to divide a group into smaller groups
turn up: (1) to arrive somewhere when you aren't expected (2) to look for something and find it

- 1 Their marriage _____ after twenty years.
- 2 The teacher **broke up** the two naughty boys in the class.
- 3 We _____ outside the concert for three hours because we wanted the best seats.
- 4 My uncle always _____ at the front door when it's time for a meal.
- 5 I arrived at the bus stop as the bus _____.
- 6 I _____ my driving test – I drove through a red light!
- 7 We all had to stay in the classroom until the thief _____.
- 8 The detectives _____ some interesting evidence when they searched the house.

Грамматический навык

«Основной целью обучения грамматике в средней школе является формирование у учащихся грамматических навыков как одного из важнейших компонентов говорения, аудирования, чтения и письма. Умение грамотно соединять слова, изменять словосочетания в зависимости от того, что вы хотите сказать в данный момент, является одним из важнейших условий использования языка как средства общения.»

Е.Н. Соловова

Функциональный подход к обучению грамматике

5 класс

15 Mr Big's cave

THINK ABOUT GRAMMAR: Способы выражения необходимости

I. С помощью модального глагола **must** и конструкции **have to** в английском языке выражается необходимость совершить действие, при этом значение предложений с **must** и **have to** различно.

Утвердительные формы	
	1) Решение, принятое человеком самостоятельно, внутренняя осознанная необходимость, обязанности: must 2) Необходимость диктуется обстоятельствами или другим человеком: have to
Настоящее время	I must tidy my room. (Я должен убирать свою комнату.) I have to tidy my room. (Я обязан убирать свою комнату.)
Прошедшее время	I had to tidy my room. (Я должен был убирать свою комнату.) I had to tidy my room. (Я обязан был убирать свою комнату.)
Будущее время	I'll have to tidy my room. (Я должен буду убирать свою комнату.) I must tidy my room on Sunday. (Я должен буду убирать свою комнату в воскресенье.) I'll have to tidy my room on Sunday. (Я обязан буду убирать свою комнату в воскресенье.)

Конструкция **have to** имеет формы настоящего, прошедшего и будущего времени, а вот у модального глагола **must** есть только форма *настоящего времени*. Когда речь идет о плане *прошедшего времени*, значение этого модального глагола выражается формой прошедшего времени, заимствованной у конструкции **had to**. Для обозначения *будущего времени* используется либо форма будущего времени конструкции **'ll have to**, либо сам глагол **must**, если в предложении есть указание на время в будущем: on Sunday, tomorrow.

Grammar and speaking

6 Say who decides and fill in *must* or *have to*.



I ___ walk my dog.



I ___ feed my hamster.



I ___ water the plants.



I ___ weed the garden.



I ___ walk my dog.



I ___ feed my hamster.



I ___ water the plants.



I ___ weed the garden.

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II. Отрицательные формы **mustn't** и **don't/doesn't have to** имеют совершенно разный смысл.

Отрицательные формы	
Запрет: mustn't I mustn't be late for the lesson again. (Мне нельзя опять опоздать на урок.) You mustn't go there with us. (Тебе нельзя идти с нами туда.) We mustn't play with a ball in the house. (Нам нельзя (запрещено) играть с мячом в доме.)	Отсутствие необходимости: don't/doesn't have to I don't have to go to school on Sundays. (Мне не надо ходить в школу по воскресеньям.) You don't have to go there with us. (Тебе не обязательно идти с нами туда.) (<i>Можешь пойти, если захочешь.</i>) We don't have to go to a beach party. (Нам не обязательно идти на пляжную вечеринку.) (<i>Можем пойти, если захотим.</i>)

7 Fill in *mustn't* or *don't/doesn't have to*.

- I ___ go to school on Sundays.
- We ___ make noise. My little sister is asleep.
- I ___ spend much money.
- I ___ do this exercise in writing.
- He ___ forget to mail this letter tomorrow.
- You ___ come to the party.
- You ___ to eat it if you don't like it.
- They ___ to study music this year.

Grammar and writing

8 Write what you have to do and what you don't have to do at home.

Useful words and phrases

to help a lot at home
to help with the cooking/shopping
to make the bed
to tidy the room
to wash the dishes

to go to the supermarket
to take the rubbish out
to feed the cat/dog/hamster
to take the dog/cat for a walk
to weed the garden

Speaking

9 **Role-play.** You are Robinson Crusoe and your friend is Friday. Tell Friday what you had to do when you got to the desert island. Then Friday will tell you what he'll have to do from now on.



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Грамматика как отражение национального менталитета

7 класс

THINK ABOUT GRAMMAR: Future predictions

1. Когда нам нужно предсказать события будущего или сделать прогноз на будущее, в английском языке мы используем **Future Simple Tense**. Эту форму следует использовать, когда мы говорим о том, что можем только предположить, не будучи в этом уверенными.

People **will live** under the sea in the next century.

Люди *будут жить* под водой в следующем столетии. (Возможно, что так будет.)

People **won't live** under the sea in the next century.

Люди *не будут жить* под водой в следующем столетии. (Возможно, этого не будет.)

Affirmative

I/You/He/She/We/They **will live** under the sea in the future.

Negative

I/You/He/She/We/They **won't live** under the sea in the future.

Wh- questions

Where **will** I/you/he/she/we/they live in the future?

Yes/No questions

Will life be different in twenty year's time? — Yes, it **will**./No, it **won't**.

2. Если мы говорим о будущем с достаточной степенью уверенности, поскольку основываемся на продуманных планах на будущее, в английском языке мы используем конструкции с **going to**.

Affirmative

I **am ('m) going to** make a project.
You/We/They **are ('re) going to** visit London.
He/She **is ('s) going to** be a scientist.

8 класс

Future arrangements and intentions

We use *going to do sth* to talk about future intentions, ambitions, or unfinalised plans.

We're going to visit Europe this summer.
I'm going to study Economics at university.

We use the Present Continuous to talk about a definite plan in the near future. We usually mention the time and/or place as well.

We're flying to London in four hours.
We're visiting Buckingham Palace this afternoon.

5 Choose the best response to situations 1–5.

- 1 You meet a friend at the station. He's running to the platform and holding his ticket. He says:
a I'm going to catch the train to London.
b I'm catching the train to London.
- 2 Your ferry is delayed for six hours! You're very angry. You say:
a I'm going to write a letter of complaint.
b I'm writing a letter of complaint.

Функциональный подход к обучению грамматике

8 класс

Check it out

Future

We use *going to* and *will* to talk about the future.

We use *going to* when we can see (or hear) now what is certain to happen next and so we are quite sure about our future.

I'm **not going to pass** this exam. (I don't know any of these answers!)
Oh no! It's **going to rain**. (I can see the clouds.)

We use *will/won't* for what we believe will happen in the future. Often we are only guessing.

The forecast says it **won't rain** at the weekend.
Don't worry. I'm sure you'll **find** a job soon.

- 5 Read the situations and write a sentence with *going to*. Use the verbs below.

miss fall faint be (x2) crash

- 1 The train is very crowded and it's very hot. Megan is looking very pale. She's going to faint.
- 2 Jackie starts school at 9.00. It's 8.50 and she's still washing her hair. She is late.
- 3 The road is very wet and the man is driving too fast. He will.
- 4 Philip's running to the bus stop. His shoelaces are undone. He will.
- 5 Tom's train is leaving at 7.30. It's 7.28 and he's queuing for his ticket. He will his train.
- 6 There's a terrible mess in the kitchen. My parents are coming home in a few minutes. They will very angry.

- 7 © TOSO Listen to the fortune teller and look at her predictions. In groups, try and guess what will happen in Eve's life.



- A I think she'll go to the seaside.
B I think a man will rescue her at the swimming pool.

Формирование языковых навыков

10 класс

- Связь 4-х видов РД
- Системность
- Семантические поля
- Лексическая сочетаемость
- Выход в продукцию



Be a social success!

Shy? Lacking self-confidence?
Let me help you!

I am a fully-qualified personal coach and I have helped dozens of people to believe in themselves and make a success of their lives.

Phone to make an appointment now – the first consultation is free!

Natalie Edwards
014592 444333

SPEAKING AND LISTENING

- 1 Read the advert above. What do you think it means to be a social success?
- 2 Work in pairs. Choose the advice which you think is useful for people who want to be a social success.
 - Mention your successes and achievements very often
 - Be yourself
 - Always introduce yourself first
 - Pay compliments as often as you can
 - Smile a lot
 - Sound confident
 - Speak with an educated accent
 - Tell jokes very often
 - Keep up-to-date with the latest films and music
 - Try and remember people's names and other details
 - Wear fashionable clothes
 - Use long, complicated words
- 3 Listen and find the advice in Exercise 2 that Natalie, a personal coach, gives Marcus. Did you choose the same advice?

VOCABULARY AND WRITING

- 1 What kind of word is needed in each sentence? Complete the sentences using the words in capitals.
 - 1 Nobody expected them to ___ but they did! SUCCESS
 - 2 I haven't passed my driving test for the ninth time. I feel like a complete ___. FAIL
 - 3 Losing your privacy is a price you have to pay for ___. FAMOUS
 - 4 She ___ took her employers to court and won compensation. SUCCESS
 - 5 Your projects were excellent – you can all be very proud of your ___. ACHIEVE
 - 6 You're very talented, you know – you have an amazing ___ to predict problems. ABLE
- 2 Put the verbs or phrases in the correct group.

Succeed	Fail
not be up to the task	
do well (in a test, at school ...)	
mess up (an exam, an interview ...)	
do badly (in a test ...)	flunk (an exam)
pass (an exam)	
- 3 Choose the verb(s) or phrases which collocate with these words.

1 ___	an ambition
2 ___	a dream
	an aim
4 ___	a chance
5 ___	an opportunity
3 ___	a difficulty
	a problem
	an obstacle
	a disability
	a fear/phobia

- 4 Work in pairs. Choose two topics and take turns to talk about them.

Talk about a time when you:

 - fulfilled a dream
 - missed an opportunity to do something
 - messed up something badly
 - made the most of an opportunity
 - felt proud of your achievements.

Success!

01

- 5 Complete the application form with phrases from Exercises 1–3.

OUTREACH

Application for the post of

Team Leader
(Summer Holiday Camp)

- 1 Please give details of any personal qualities which you think you could bring to the job.

I believe my two biggest qualities are patience and the ¹ ___ to get on with people. I also consider myself very hard-working.

- 2 Please give details of any recent achievements (either academic or personal).

Last year I ² ___ my ambition of being the first girl in my college to get a diploma in motor mechanics. During my last holiday I ³ ___ my fear of heights when I went bungee jumping with Friends. I believe these examples show that I am not afraid of challenges and I always try to ⁴ ___ any obstacles I meet in life.

- 6 Complete the application form in Exercise 5 to make it true for you. Use the vocabulary on this page and on page 39.



Новое пособие по говорению включает ЯЗЫКОВЫЕ задания

EFFECTIVE SPEAKING

EFFECTIVE SPEAKING

Устная часть
ЕГЭ по английскому языку

Устная часть
ЕГЭ по английскому языку



Мария Валерьевна Парфенова, доктор филологических наук, профессор, кандидатский работник высшей школы (МФ), руководитель Федеральной комиссии по разработке ЕГЭ по иностранному языку, автор учебника «Английский язык: грамматика и лексика» для 10-11 классов, автор учебника «Английский язык: грамматика и лексика» для 10-11 классов, а также автор методических пособий и учебников в сфере преподавания иностранного языка.



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М.В. Парфенова
О.С. Михурин
Е.В. Печенина

10-11

КЛАССЫ

Пособие для учащихся



Получите больше информации
Скачайте учебник бесплатно
Скачайте учебник бесплатно
Скачайте учебник бесплатно



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2014

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ИЗДАТЕЛЬСКАЯ ГРУППА



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