

Проектная деятельность в УМК FORWARD

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03 марта 2017 г.

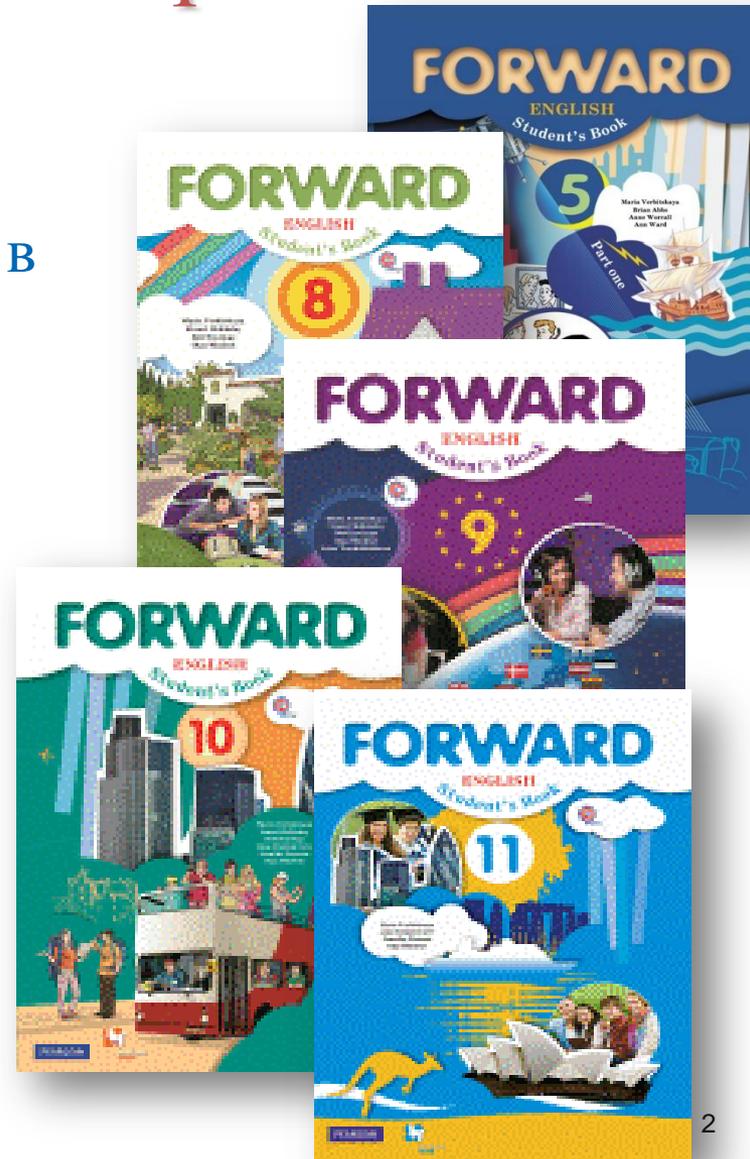


«Английский язык». Серия FORWARD

входит в Федеральный перечень

2–11 классы

- пример развития отечественной методической школы с учетом современного международного опыта в области преподавания английского языка
- занимательный, богато иллюстрированный материал
- диалог культур
- комплексное обучение четырем видам речевой деятельности: аудированию, чтению, говорению и письму
- новые подходы к оцениванию



Метод проектов

- это совокупность учебно-познавательных приемов, которые позволяют творчески решить конкретную проблему в процессе самостоятельных поисковых и исследовательских действий учащихся с обязательной презентацией этих результатов в форме защиты проекта.

Цели проектной деятельности

- Повышение мотивации учащихся
- Активизация научно- и учебно-исследовательской деятельности
- Совершенствование универсальных учебных действий учащихся
- Выявление творческих способностей учащихся в различных областях знаний
- Создание условий для интеллектуальной деятельности

Виды проектов

- **Информационный (познавательный):** «Что мы знаем о Земле?» (короткий текст, иллюстрации, литература)
- **Конструкторский:** «Макет детской площадки» (рисунок, лепка, пояснения)
- **Исследовательский:** «Как мы проводим свободное время?» (вопросы, опрос, диаграмма, отчет)
- **Социальный:** «Помоги будущему первокласснику» (опрос по проблемам, план мероприятий по помощи)
- **Творческий:** связанный с разными видами искусства

Виды проектов

По количеству участников:

- индивидуальные;
- парные;
- групповые.

По продолжительности:

- краткосрочные;
- средней продолжительности (1-2 месяца);
- долгосрочные (до года).

По количеству используемых языков:

- одноязычные;
- двуязычные;
- многоязычные.

Этапы работы над проектом

- Организационный (выбор темы, определение типа проекта)
- Подготовительный (подготовка экспериментальных материалов: анкет, писем, отработка гипотезы, выбор методов исследования и т.д.)
- Сбор и обработка информации
- Организация и презентация материала
- Оценивание проекта

Проектная работа в начальной школе

- Учет возрастных особенностей (посильность для учащихся!)
- Сочетание урочной и внеурочной работы
- Использование результатов проекта в процессе обучения

Проектная работа в начальной школе

2 класс

- Изготовление карточек с транскрипцией звуков
- Словарь в картинках (может выполняться на уроке труда/технологии)
- Куклы для кукольного театра

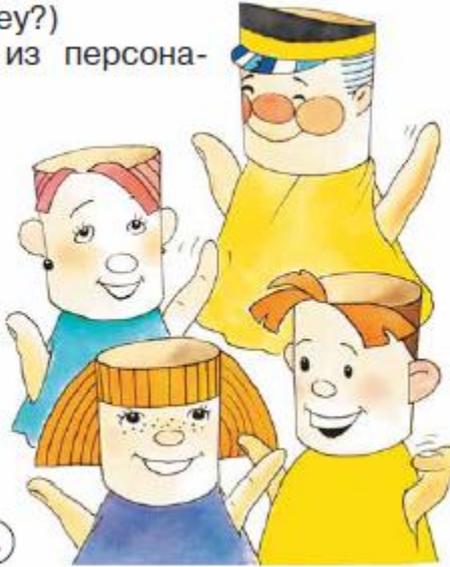
 4. Кто они? (Who are they?)
Читай и показывай, кто из персонажей представляется.

Hello, I'm Ben.

Hello, I'm Jenny.

Good morning, I'm Mr Hill.

Good morning, I'm Miss Fisher.



Проектная работа в начальной школе

4 класс

your turn!

10. Moscow Quiz. (Викторина «Москва».) Прочитай вопрос и выбери ответ.

1 Which of these is the longest?

- A Leninsky Avenue
- B Profsoyuznaya Street
- C Kutuzovsky Avenue

2 Which of these is the widest?

- A Leninsky Avenue
- B Profsoyuznaya Street
- C Kutuzovsky Avenue



Kutuzovsky Avenue

your turn!

11. Составь с друзьями викторину о том месте, где вы живёте.



Leninsky Avenue



Profsoyuznaya Street

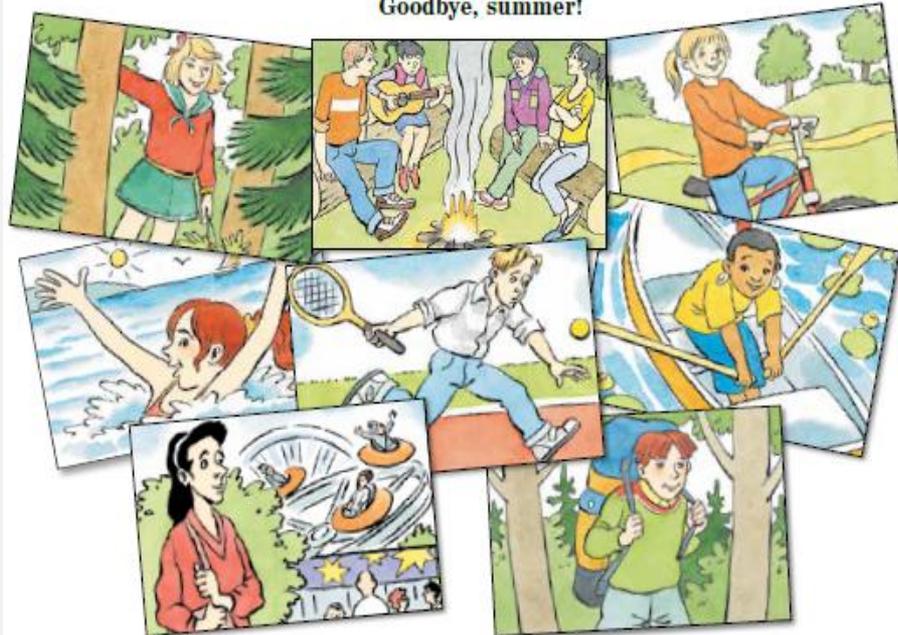
Проектная работа в основной школе

5 класс

- Усиление предметной составляющей
- Личностно-ориентированные задания

10 What did they do last summer? Look at the pictures and talk about them with your friend.

Goodbye, summer!



Example:

A: What did Lera do last summer?

B: She swam and dived in the sea.

Useful words and phrases

to go on a boat trip
to walk in the woods
to ride a bicycle
to play tennis

to go hiking in the woods
to swim and dive in the sea
to sing songs by the fire
to go to the fair

Project idea

11 Collect photos about your summer holidays and write about them. Make a poster or a collage *The best summer holiday*.

Проектная работа в основной школе

5 класс

- Групповые проекты
- Работа в команде

Our memories

FORWARD!
Magazine
Over to you

Reading and speaking

10 Read and match. Lots of interesting things have happened to our class this year. Here are some of them.



The most surprising thing was when we saw our teacher on the television news. She was running in a marathon!

The most exciting thing that happened was when we won a poster prize. We had a trip to London to receive the prize.

The worst thing was our class picnic. It rained the whole afternoon. We all got wet.

The most interesting thing was our trip to the Science Museum. We saw an enormous telescope.

The funniest thing was when a pigeon flew into the classroom. It took us twenty minutes to catch it. We laughed a lot. And when it flew out of the window, we clapped.

11 **© T115** In groups, discuss your memories.
Example:
A: What's the most exciting thing that happened this year?
B: Our camping trip to the mountains!

Useful words and phrases

the worst thing ...
the most exciting thing ...
the funniest thing ...
the most surprising thing ...
the most interesting thing ...

Project idea

12 In groups, make posters with drawings and short texts about your year. Your photographs can be used as well. Each group can draw and write about a different thing.

Проектная работа в основной и старшей школе (7-11 классы)

- Все проектные задания отмечены звёздочкой и используются по усмотрению учителя.
- Рекомендация – каждый ученик выполняет 1 проект за четверть.
- На первом уроке четверти учащиеся знакомятся с тематикой разделов и выбирают наиболее интересную для них тему.
- Задача учителя — равномерно распределить проектные работы модуля среди учащихся.

Проектная работа в основной и старшей школе (7-11 классы)

- Презентация проектов проводится по завершении работы над разделом на уроках, посвящённых следующему разделу, и играет роль повторения пройденного материала.
- Презентация проектов последнего раздела четверти может проходить на последнем уроке повторения или на резервном уроке. Учитель за неделю предупреждает учащихся, когда они должны представить свою проектную работу.

Проектная работа в основной и старшей школе (7-11 классы)

- Проектные работы в виде постеров, рисунков и т. п. могут просто вывешиваться в классе и оцениваться учителем. Возможно также проведение конкурсов на лучший проект по каждой теме с голосованием учеников.

ФГОС ООО: итоговое оценивание

При итоговом оценивании результатов освоения обучающимися основной образовательной программы основного общего образования должны учитываться **сформированность умений выполнения проектной деятельности** и способность к решению учебно-практических и учебно-познавательных задач.

ФГОС ООО: итоговое оценивание

Итоговая оценка результатов освоения ООП ООО

включает две составляющие:

- результаты промежуточной аттестации обучающихся, отражающие динамику их индивидуальных образовательных достижений в соответствии с планируемыми результатами освоения основной образовательной программы основного общего образования;
- результаты ГИА, характеризующие уровень достижения планируемых результатов освоения ООП.

Проектная работа в основной и старшей школе (7-11 классы)

- результаты государственной итоговой аттестации выпускников, характеризующие уровень достижения планируемых результатов освоения основной образовательной программы основного общего образования.

Проектная работа в основной школе

7 класс

- Роле-игровые проекты:
ролевые и деловые игры,
инсценировки, для которых
сценарий и роли написаны
самими учащимися.

The Canterville Ghost



Проектная работа в основной школе

9 класс

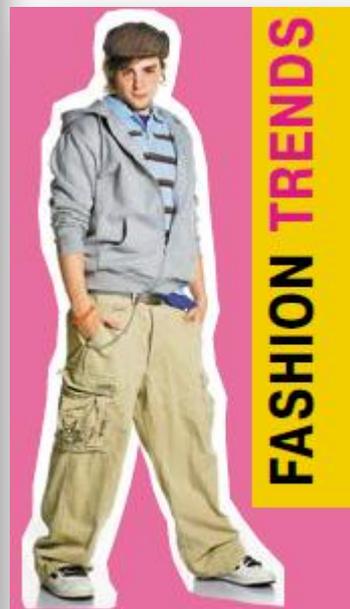
• Социализирующая функция проектной работы



Project idea

Do you know the saying *Crime doesn't pay*? Consult the dictionary of idioms, search the Internet for more information and write a short essay on the subject (150-200 words). Use the following plan:

- explain the meaning of the saying and its origin
- give 1-2 examples (from real life, books or films) to illustrate it
- make a conclusion, agreeing or disagreeing with the saying



Project idea

Working as a team, organize Talent Show in your class/school. Interview your classmates/schoolmates about their talents in singing songs, reciting poems, performing sketches in English, etc. Make a programme, decide who will be responsible for the music, costumes, who will announce the performers, etc. Think of special invitation cards for the teachers and parents. During the Talent Show make photos and after it make a poster.

Project idea

Choose a fashion or style that is popular with a group of people in Russia. Write a description of about 200-250 words.

- Paragraph 1
Mention the clothes, accessories and make-up they usually wear.
- Paragraph 2
Mention the kind of music they listen to.
- Paragraph 3
Mention how they typically spend their free time.
Think of a catchy title for your article and add a photo or two.

Мотивирующая функция

Проектная работа в старшей школе

10 класс

Проектные работы в I четверти

1. “Young people’s success stories” – a presentation (Unit 1)
2. “How to be a social success” – a presentation (Unit 1)
3. “Public transport in my city/town/region” – a presentation/a poster based on the statistics (Unit 2)
4. “Favourite holiday destinations in Russia” – a presentation/a poster based on the statistics (Unit 2)
5. “Successful people who failed at first” – a presentation (Unit 3)
6. “Russia’s most dangerous jobs” – a presentation/a poster based on the statistics (Unit 3)

Проектные работы во II четверти

1. “3 top world’s unsolved mysteries” – a presentation (Unit 4)
2. “My favourite mystery/horror/comic story” – a talk (Unit 4)
3. “Beauty is only skin deep” – a talk (Unit 5)
4. “Do you know them?” – a quiz on popular Russian singers’/famous literary characters’/ Russian classical writers’ appearance (Unit 5)

Проектная работа в старшей школе

10 класс

Проектные работы в III четверти

1. “My favourite film” – a film review (Unit 6)
2. “The best films of this year” – a film review (Unit 6)
3. “Fitness is the first priority in the modern world” – a presentation (Unit 7)
4. “My favourite games and pastimes” – a presentation (Unit 7)
5. “Advertising on TV: for and against” – a presentation (Unit 8)
6. “Convenience food: for and against” – a presentation (Unit 8)

Проектные работы в IV четверти

1. “Do you know the history of Russia?” – a quiz (Unit 9)
2. “Russian names on the world map” – a presentation/a quiz (Unit 9)
3. “The languages of the world” – a presentation (Unit 10)
4. “The Russian world” – a presentation (Unit 10)

Проектная работа в старшей школе

11 класс

TRAIN YOUR BRAIN | Writing skills

A book review

Organisation

Introduction: include the title, type of book, author, your overall impression and a brief summary of the setting and plot.

Summary of the plot: outline the main characters and events in the story.
NB: Don't say too much and spoil the ending!

Opinions: say what you particularly liked/disliked about the book.

Conclusion: recommend/don't recommend the book.

Style and language

- Use present tenses to describe the main events of the story.
- Write in a neutral style, not too formal or casual.
- Vocabulary: use a variety of adjectives, adverbs and linking words to make your review more interesting and engaging.

- *10 **Project idea.** Write a review of a book you have enjoyed reading (200–250 words). Use **Train Your Brain** to plan and check your review.



Media Habits

Introduction

The purpose of this report is to present the findings of a survey habits. The information was collected from a group of twenty aged 18–20 at Portsmouth College of Further Education.

Television

As expected, television is by far the most popular medium. Most of the people we interviewed said they prefer to get the news from the television.

- *13 **Project idea.** Work in small groups. Make a poster with English and Russian proverbs about money. Which of them show a similar attitude? Which are very different?

С First snow, then silence.
This thousand-dollar screen dies
So beautifully.

- *5 **Project idea.** In pairs, prepare six questions to ask other students about films and cinema-going habits. Use some of the prompts to help you.

- How often ... ?
- prefer/cinema/DVD?
- read/reviews?
- What/make/good/film?
- What kind of ... ?
- favourite director?
- best cinema/your city?
- best/ever/see?

- *6 **Project idea.** Interview the other students, then write a report on your survey.

- Make sure that your report has an introduction and a conclusion.
- Divide the body of the report into sections for different topics.
- Use the 'report' language from Exercise 4.
- Give the report a title and give each section a heading.

- * **Project idea.** Look at the painting and write a haiku about it. Read the haiku to each other in groups. Discuss which you like best and why.



- *7 **Project idea.** Look at the essay question. Make a list of arguments for and against the statement and decide whether you agree with it or not. Use **Train Your Brain** and prepare to write an essay.

Essay question

'Internet chat rooms do not serve a useful purpose.'

What is your opinion? Do you agree with this statement?

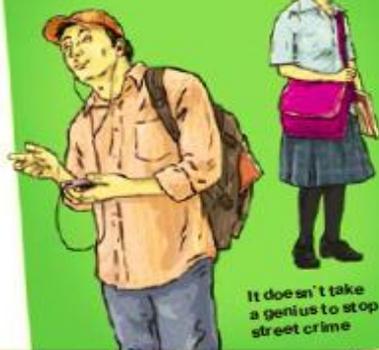
Write an opinion essay (200–250 words).

Use the following plan

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

Развернутое письменное высказывание

Which person is a street robber more likely to steal from?



It doesn't take a genius to stop street crime

WRITING

- In pairs, look at the visual material and the essay question and think of some ideas for the essay. Decide what to put in the following paragraphs.
 - The introduction (state the problem)
 - Your personal opinion and 2-3 reasons for your opinion
 - An opposing opinion and 1-2 reasons for this opposing opinion
 - Explanation why you don't agree with the opposing opinion
 - A conclusion restating your position
- Read the essay. How many of your ideas did the student include? Do you agree with the conclusion?

Essay question

'Mobile phones should be banned from schools.' What is your opinion? Do you agree with this statement? Write an opinion essay (200-250 words).

Mobile phones should be banned from school

Mobile phones are here to stay. An **overwhelming** number of teenagers in Russia own one. **Even so**, there is a **considerable** disagreement over whether they should be allowed on school premises.

In my opinion, mobile phones should be banned in schools. The advantages of banning are **undeniable**. **To begin with**, mobile phones disrupt lessons. Students text each other during lessons and even use SMS messages to cheat in exams. **What is more**, mobile phone theft is a serious issue in many schools. A final **key** argument is the **disturbing** rise in the number of cases of bullying by text message or making unpleasant videos of classmates.

On the other hand, many people are against the ban. Teenagers and their parents alike are concerned about the question of safety: both in schools and on public transport nowadays, and see mobile phones as a **vital** way of keeping in touch. They also say that mobile phones may soon actually be used in class, **for instance**, as a means of finding out information if the computer is not available.

To my mind, teenagers can use mobile phones to let their parents know they have safely come to school and switch off the phones while at school. If school authorities think that mobile phones can be used as the Internet access, they should introduce clear rules to make sure that phones are not misused.

All in all, school is for learning, and if mobile phones interfere with learning, they should be banned.

(248 words)

- Look at the essay again and follow the instructions.
 - For each of the **underlined** linkers, think of an alternative with the same meaning.
 - Look at the adjectives in red. What effect do they have on the student's arguments?
 - Decide why the student uses a short statement at the very beginning of the essay.
 - How many examples of the passive can you find? What effect does it have on the style of the essay?
- In **Train Your Brain** match sentence beginnings 1-4 with their endings a-d and check your answers to Exercise 3.

TRAIN YOUR BRAIN | Writing skills

Opinion essay: arguing persuasively

- Start the essay with a short, 'punchy' statement or question
- Use a variety of linking words and phrases
- Use the passive
- Include a variety of 'strong' adjectives
 - to make the style of the essay more impersonal.
 - to catch the reader's attention.
 - to organise your arguments.
 - to make your arguments more persuasive.

- Study the use of **even though**, **even if** and **even so** in a-c. Then complete sentences 1-3 with the correct phrase.
 - Even though** he didn't like science, Matt got a grade A in his science exam.
 - I don't think Lola will pass her history exam, **even if** she studies hard.
 - Tim had an important exam in the morning. **Even so**, he went out with his friends the night before.
 - I know you can find useful information on the Internet. **—**, you're spending too much time on the computer.
 - Sue started checking her emails, **—** it was very late when she got home.
 - you're right about who stole my mobile phone, we can't prove it, can we?

Good progress?

- Discuss these questions in small groups. Make a note of any interesting points other students make, which could be useful for an essay on this subject.
 - Have you visited an Internet chat room, or do you know anyone who has?
 - How common is it for young people in your country to spend time in chat rooms?
 - Why do people visit them?
 - What do people talk about?
 - Why are they sometimes considered anti-social or even dangerous?



- Project idea.** Look at the essay question. Make a list of arguments for and against the statement and decide whether you agree with it or not. Use **Train Your Brain** and prepare to write an essay.

Essay question

'Internet chat rooms do not serve a useful purpose.' What is your opinion? Do you agree with this statement? Write an opinion essay (200-250 words).

Use the following plan

- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

УМК серии FORWARD

предлагает различные виды проектов:

информационные, конструктивные,

исследовательские, социальные,

творческие –

повышающие мотивацию и способствующие

развитию личности ребенка, его

метапредметных и предметных умений

ОБЪЕДИНЕННАЯ
ИЗДАТЕЛЬСКАЯ ГРУППА



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