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Формирование метапредметных умений учащихся средствами УМК «Enjoy English» для 7 и 8 классов

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В действующих нормативных документах в области общего среднего образования наряду с **личностными** и **предметными** умениями обозначена важность формирования **метапредметных** умений средствами всех учебных предметов:

- Федеральный государственный образовательный стандарт среднего общего образования (ФГОС СОО) регламентирует цели, содержание и условия общего образования в российской школе
- Программа развития универсальных учебных действий (УУД), направлена на овладение ключевыми компетенциями как основы для саморазвития и непрерывного образования

В УМК “Enjoy English” усилена метапредметная составляющая учебного процесса, учитывающая как положения нормативных документов, в частности,

Проекта концепции модернизации содержания и технологий преподавания предмета «иностраннй язык»,

так и изменения в психологии современных школьников, повышение их восприимчивости к новым технологиям.

Новизна целей обучения иностранному языку на **метапредметном уровне** просматривается по следующим трем направлениям:

- **Умение учиться самостоятельно и в сотрудничестве**
(стратегии самообучения и учебного взаимодействия)
- **Умение работать с информацией**
(например, менять стратегию чтения в зависимости от поставленной цели)
- **Умение критически оценивать информацию, получаемую извне**
(критическое мышление)

По первому направлению в УМК «Enjoy English» широко использованы новые педагогические технологии, направленные на формирование метапредметных умений:

- Обучение в сотрудничестве (в парах, малых группах)
- Метод проектов: среднесрочные и мини-проекты
- Ролевые игры
- Мозговой штурм
- Алгоритмы деятельности (как читать, писать, обсуждать, выполнять проектные задания...)
- Опорные сигналы (в форме моделей и mind-map)

7 класс

Добавлены задания, которые учат взаимодействовать с партнерами по общению

Ex. 53

Work in pairs. Ask each other questions.
Start with these:

Ex. 54

Work in pairs.

- Each of you should read half of the text.
- When you've finished reading, ask your partner questions on his/her part of the text (any information you'd like to know).
- Read your partner's part to check what you've learned from him/her.

52 Read the text, remember and complete the dialogue.

When an Englishman asks you about your health, it's usually only a polite question. He doesn't want you to give a detailed medical report of your health. He'll be greatly surprised if you give him one.

— How are you?

— ...



53 Work in pairs. Ask each other questions.
Start with these:

- What do you do when you fall ill? Do you like being ill?
- What does the doctor do when he / she comes?
- Who looks after you when you are sick?
- What do you like doing when you are sick?
- What do you hate doing when you are sick?
- Do you take care of your parents / sister / brother when they are sick? What do you do?
- Would you like to become a doctor / a dentist / a nurse? Why? / Why not?

54 Read and answer the questions.

Was Nick a good sportsman?

Why do you think so?

What happened to Nick in the ocean?

What did Janelle think about the accident?

Why was Nick so upset about his fall?

I

The day of the surfing competition was hot and sunny.

The waves were very big but Nick was a strong swimmer and his new board was good. He sat on it in the water and waited.

A big wave arrived and Nick started to swim strongly. Nick caught the wave well and stood up on his board. The people on the

beach watched — it was exciting to watch. Suddenly Nick heard a noise.

A surfboard hit his right arm. He fell from his board. A second big wave hit him and he saw Brian's board coming at him.

His head went under the water. The water was in his mouth. His arm was hurt. He started to swim but it was not easy.

II

He sat down on his board and moved slowly towards the beach. He was tired and it was difficult to move his right arm. When he arrived, he put his board under his left arm. He could hardly walk.

People looked at him. Some of them started to talk to him, but he didn't want to talk. He sat on the beach and looked at the waves. Janelle walked across the beach to him. "Why did you fall, Nick? That was a good wave, and you caught it very well..."

"It was Brian. He came at me on his board and hit me. I hurt my arm — but perhaps it was an accident."

"An accident? I don't think so. I saw him — he cut across you (*подперезал тебе*). It was very dangerous."

"Well, I lost the competition. Brian has won — it's goodbye to my plans to go to Australia before college."



7 класс

Добавлены проектные задания на темы, затрагивающие личные интересы школьников и опирающиеся на их опыт

Mini-project: The best transport for my place

Ex. 89

Work individually. Make a research.

- Find the information on the means of transport people use in your place.
- Make a proposal on the best means of transport for your place.
- Prove your proposal. Use the Internet if necessary.

Present the results of your research in the form of a poster.

86 Read two texts about popular means of transport in various countries. Are the same means of transport popular in Russia?

Trains and commuters

Lots of people in Britain live far from their work. They often go by train from the suburbs (пригород) into the centre of the town to work. These people are called commuters. Some of them travel more than 300 kilometres every day. It takes them 2 hours to get to the town centre and 2 hours to get back home. On the way commuters usually sleep, read a newspaper or a book, use their computers and listen to music.

On some trains there are special study clubs. Commuters can study languages there on their way to and from work.

Cars and people

Are cars as popular anywhere in the world as they are in the USA?

Millions of Americans drive to work, to their country houses, to visit their friends. They go shopping by car, travel by car along 4 million miles of American roads.

Lots of teenagers drive to school. University students work long hours after their classes to earn money for their "wheels" (колеса). Universities and schools have large parking places for their students' cars.

Another interesting thing about using a car in the United States is the "drive-in" service.

There are drive-in banks where you can get your money sitting in your car. There are also drive-in cafés where you can buy your sandwich and coffee without getting out of your car.

The most exciting places are drive-in cinemas. People can watch movies (that's what Americans call films) sitting in their cars.

It's hard to imagine a real American life without cars.

87 Complete the sentences.

Choose the right ending:

1. Commuters are people who...
 - enjoy travelling by train.
 - go by train to work.
 - travel by train on weekends.
2. On the way to and from work commuters usually...
 - do sports.
 - sleep or read.
 - talk with their neighbours.
3. Drive-in offers...
 - parking places near schools and universities.
 - lots of things to do without getting out of your car.
 - free cinemas and cafés.

88 Discuss what means of transport in our country is...

- 1) the cheapest, 2) the most expensive, 3) the most comfortable, 4) the most uncomfortable, 5) the fastest, 6) the slowest, 7) the noisiest, 8) the quietest, 9) the safest, 10) the most dangerous.

Mini-project:

The best transport for my place

89 Work individually. Make a research.

- Find the information on the means of transport people use in your place.
- Make a proposal on the best means of transport for your place.
- Prove your proposal. Use the Internet if necessary.

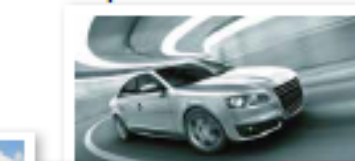
Present the results of your research in the form of a poster.



a helicopter



a ship



a car



underground

Добавлены задания о России с целью воспитания гражданской идентичности школьников

136 Read the texts and say in which one you can find information about:

1. the romantic image of the place;
2. the research done on the place;
3. the features which go against stereotypes;
4. the unique wildlife of the place;
5. the age dispute between the places.

A. Not many people have ever fancied Chukotka as a dream holiday destination. However, those who have been there want to go back to the place again and again. It's the only region of Russia lying in the Western hemisphere and the most remote northwest territory of the country. A friend of mine has been there. He only stayed in Providencia Bay for two weeks but he'll be telling stories about it till the end of his life. It's a beautiful, mysterious and very cold place. The variety of birds and fish is amazing! The local people can see whales, polar bears, and seals in their very close neighbourhood. My friend was very lucky to hear the whales talking to each other — the huge animals' communication sounds like something from another planet!



B. This city is a fantastic blend of history, brisk cultural life, and unique natural features. You can find it in any guidebook and it's usually the first place tourists coming to Russia want to visit.

St Petersburg is especially crowded in June, during the 'white nights' period — the time when the sun practically does not set and happy tourists admire the amazing architecture of the city day and night. The special charm of St Petersburg is its embankments and bridges. Along with the well-known Neva River, which starts at Ladoga Lake, the famous Fontanka, and the Moika, there are lots of minor rivers and man-made canals running through the city. It is sometimes called the Venice of the North.



C. Veliky Novgorod, a city built on the Volkhov River, has a remarkable history and a lot of historians believe the Russian State has its roots there. According to historical evidence, in 865, a fortress was built at that place which soon became a fast developing trade and crafts centre. UNESCO recognizes Veliky Novgorod



as a World Heritage Site¹ and the citizens are proud of the unique architecture and the most ancient kremlin in the country. There is another Russian city, however, which claims it was set up earlier. It is the city of Derbent which is located on the coast of the Caspian Sea. It is the oldest city in the Republic of Dagestan and in Russia. The historians have proof that the city was founded as early as in the 8th century BC. Due to its strategic location and the constant wars in the region, Derbent passed from one state to another and became a permanently Russian city only in the 19th century.



D. Russia is famous all over the world for its severe winters but there are places where the snow is rare and, if it falls, it melts very quickly. One of the warmest cities in Russia is Sochi, which is situated on the coast of the Black Sea. Even in the winter, the average daytime temperatures are about 10°C. And the summer is really hot, with average temperatures of 25–28°C, occasionally rising to 40°C and even higher. The mountains protect Sochi from the north and the cold Arctic air does not affect it much. The Black Sea in the south provides warmth and humidity. The daytime and nighttime temperatures do not differ as much as deep inside the continent.



E. Lake Baikal, the largest freshwater lake in the world, was discovered in the middle of the 17th century. At least, the first descriptions of the wonderful lake in southern Siberia were found in the Russian chronicles referring to that time. It was stated that the Baikal looked like the sea but had crystal clear freshwater. The serious exploration of the Baikal started under the reign of Peter I. Under his orders, the first expeditions with the participation of reputable scientists were sent to far off Siberia. Since then we have learnt a lot about the famous lake, but scientists say there are still lots of amazing surprises hidden in the depths of the water. Nowadays ambitious projects are carried out by teams from the leading Russian research centres. The Russian scientists work in collaboration with international teams of hydrobiologists, biophysicists and microbiologists from all over the world.



¹ a World Heritage Site — объект мирового наследия

Добавлены проектные задания о России. Предусмотрен самостоятельный поиск информации в Интернете

Ex. 140 (учебник 7 класса)

Write a story about a special place in your local environment which you would like to show to foreign visitors. Use the Internet if necessary.

Ex. 71 (учебник 8 класса) Why throw away?

Work in groups. Make a poster to encourage people living in your city/town/village to recycle the rubbish they usually throw away. Try to be convincing and original.

Present your poster to the class.

137 Read the texts (A—C) once more and mark the following statements as T (true), F (false) or NS (not stated).

Text A

1. According to the text the author's friend disliked Chukotka.
2. Providence Bay is the most popular place for tourists in Chukotka.
3. The whales produce special sounds to be in contact with each other.

Text B

1. The author believes that the beginning of summer is the favourite time for tourists to visit St Petersburg.
2. 'White nights' go on the whole summer in St Petersburg.
3. St Petersburg is called the Venice of the North because both cities have numerous canals.

Text C

1. The Kremlin in Veliky Novgorod is older than other Russian kremlins.
2. UNESCO considers Derbent fortress as a World Heritage Site.
3. Derbent has been a Russian city since its foundation.

138 Read the texts (D—E) once more. Find the answers to the following questions in the texts.

Text D

1. What influences the climate in Sochi?
2. How do the daytime temperatures in Sochi differ in the winter and summer?

Text E

1. How was the Baikal described in old Russian chronicles?
2. When were the first expeditions sent to explore the Baikal?
3. Why does the exploration of the lake continue nowadays?

139 Look back at the texts in Ex. 136. What new information have you learned about Russia?

140 Write a story about a special place in your local environment which you would like to show to foreign visitors. Use the Internet if necessary.

Use: have a remarkable history, be founded as early as in the 6 / 7 / 8th century BC, have some amazing sights, be rich in, be an unspoiled land, have unique natural features, a fast developing trade and crafts centre etc.



Предусмотрены **ролевые игры** на темы, затрагивающие сферу интересов школьников данного возраста (учебник 8 класса):

Ex.6, p.123. Work in pairs. Act out an interview between a correspondent and yourself in the future. Imagine that in a few years' time you are a famous person (writer/scientist/inventor...). Before you start, let 'the correspondent' know who you are: use your real name and an imaginary job. Then swap the roles.

97 Work in pairs. a) Interview your classmate about the books he / she likes. Ask your partner the following questions.

1. What do you usually do in your free time?
2. Do you like reading?
3. What is your favourite book?
4. Do you prefer printed books or e-books? Why?

b) Report on the results of your interview using reported speech.

Use: said, told me, explained to me, thought etc.

Example: Sergey told me that he usually browsed the Internet, watched films or did sports in his free time. He said that he liked reading science fiction. He thought that he didn't have a favourite book. He explained to me that he preferred e-books.



Добавлены задания, требующие критического взгляда на обсуждаемые проблемы:

Ex. 45. Read the top tips about bullying which are given to British students. Do you agree with all of them? Why?/ Why not?

Ex. 47. Work in groups. Prepare a Bullying Leaflet on separate sheet of paper. Write your advice on how to resist bullies. Use the information in the section.

В упражнении 47 имеются **опорные сигналы (mind-map)** - одна из педагогических технологий, способствующих формированию метапредметных умений.

WORD FOCUS

44 Read and translate to review the meanings of the word *kind*.

kind

There are different **kinds** of punishment for bullying.

Do you like horror films? — No, I don't like that **kind** of film. I prefer comedies.

Welcome to your supermarket! We can offer you twenty **kinds** of cheese, fifteen **kinds** of ice cream and eight **kinds** of fizzy drinks.

What **kind** of person is he?

Our Labrador is the **kindest** dog I've ever seen.

Thanks a lot! It's really **kind** of you to help me with the project.

45 Read the top tips about bullying which are given to British students. Do you agree with all of them? Why? / Why not?

1. If someone is bullying you, you need to stand up for yourself.
2. If someone is bullying you, tell an adult as soon as possible so it can be resolved.
3. If someone is bullying you, don't do it back because it can make the matters worse.
4. If someone threatens you and demands that you do something, believe in yourself and say NO.

5. If your friends turn against you, there will always be someone there to help you through it. You can always make new friends in the end.

46 Now say what you would do in each of the following situations.

- If I were threatened, I would ...
- If I were bullied, I could ...
- If my friend were bullied in my presence, I would ...
- If someone bullied weaker people in my presence, I would ...

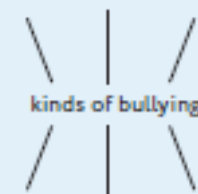
Use: defend myself / someone from the bully, tell my parents or the teacher, ignore the bully, threaten the bully, stand up for myself, tell an adult as soon as possible, try to help, shout loudly, ask for help, fight, try to explain that, laugh at the bully, pay no attention to, try to change, say NO, become more independent, make friends with a bully, help each other, rely on, explain, it's useless, make fun of a bully etc.

47 Work in groups. Prepare a *Bullying Leaflet* on a separate sheet of paper. Write your advice on how to resist bullies. Use the information in the section.



BULLYING LEAFLET

Please stop bullying now



Don't be afraid to stand up and speak out!

Top tips against bullying

Добавлены проектные задания, предусматривающие **мозговой шторм** по актуальным проблемам:

Ex. 104 (учебник 8 класса)

Work in groups. Make a list of advantages and disadvantages of e-books and printed books. Give your reasons. Share your list with the classmates.

102 Read the texts. Say in which texts you can find information about:

1. the role books play in people's lives;
2. the places where the first printed books appeared;
3. the way people got the news in the past;
4. the advantages of e-books.

A. Radio, television and the Internet, the great inventions of the 20th century, have not made printed books less important. The books transfer to us the knowledge of the past, they help us deal with the present, and they teach us how to build a better future.



B. Books, newspapers, tabloids and magazines are so common these days that we cannot imagine the world without them. But five hundred years ago, nothing like them existed: most people in one place knew almost nothing about what was happening a hundred miles away, and nothing about foreign countries. Information was mostly transferred by travellers who used to tell stories about the places they had seen.

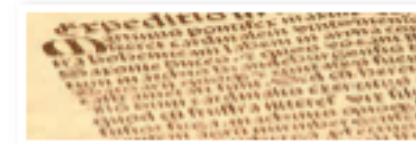


C. These days e-books are getting more and more popular. E-books can have not only text and pictures, but also audio and even video. The reader can choose to read or to listen to the audio version. E-books are cheaper than printed books; sometimes it is even possible to find free e-books online and download them. Also, they are more convenient for travelling as it's possible to take several books or even a

whole library on the trip. However, printed books are still loved by people. They have lots of advantages as well.



D. Ivan Fyodorov in Russia, Gutenberg in Germany and Caxton in England began to print books in the 15th century, the same century in which Columbus discovered America. Columbus discovered a new world; but the printers opened up a new world of thoughts and knowledge that changed the lives of millions everywhere.



103 Work in pairs. Find out which of the facts from the text were new to your partner. Interview each other with the following questions.

1. Did you know that ...?
2. Was the information about ... new to you?
3. Have you learned any new facts from the text? Etc.

Report on the results of your interview.

Example: I asked Marina if she had learned any new facts from the text. She answered that ...

104 Work in groups. Make a list of advantages and disadvantages of e-books and printed books. Give your reasons. Share your list with the classmates.

Use: have a whole library in a small device, be cheap / expensive, it's possible to change the letter size, can be read in the dark, be safe for your eyes, notes can be made in the margins, be eco-friendly / damage the environment, be easy / heavy to carry, not to take up much room, can be read in different places, can be lent and borrowed, work with battery which needs to be charged / doesn't need to be charged etc.

В специальном разделе учебника **LEARNING STRATEGIES** даются **алгоритмы** выполнения определенных **учебных действий**:

Tips for doing mini-projects in groups

1. Choose a topic for your research/discussion you were given by the teacher.
2. Find information on the topic in the texts you've read or on the Internet.
3. Analyse the collected information in your group.
4. Write down the key words, the plan or the proposals on the chosen aspects for your group presentation on the topic.
5. Prepare a presentation/Draw a poster. Use different kinds of visuals: photos, pictures, etc.
6. Present the information to your classmates. Discuss it. Be ready to answer their questions.

На всех этапах обучения
приоритетное внимание уделяется
читательской грамотности
как одному из центральных
метапредметных умений,
формируемых средствами всех предметов, в
том числе предметом «Иностранный язык»

Что такое читательская грамотность?

Большинство определений *читательской грамотности* в научной литературе основывается на том, что она является составной частью *функциональной грамотности* как понятия, которое было впервые предложено ЮНЕСКО в 1957 году для выделения совокупности характеристик, позволяющих человеку существовать в условиях социума в XX веке.

Согласно определению Н.Ф. Виноградовой *читательская грамотность* предусматривает:

- совокупность умений и навыков, отражающих способность обучающегося осуществлять *смысловое чтение* – воспринимать письменный текст, анализировать, оценивать, обобщать представленные в нем сведения;
- способность извлекать необходимую информацию для ее преобразования в соответствии с учебной задачей; ориентироваться с помощью различной текстовой информации в жизненных ситуациях;
- потребность в читательской деятельности с целью успешной социализации, дальнейшего образования, саморазвития.

Из определения Н.Ф. Виноградовой видно, что читательская деятельность в процессе школьного образования соотносится с понятием «смысловое чтение» и тем самым приближается к трактовке, которая дается в ФГОС.

В ФГОС говорится, что в связи с глобальной информатизацией современного общества и возникновением особых требований к ее анализу, систематизации и скорости ее переработки умения *смыслового чтения и умения работать с информацией* определяются в качестве наиболее важных метапредметных результатов освоения основных образовательных программ НОО, ООО и СОО.

Умения смыслового чтения формируются при изучении всех школьных предметов, в том числе и на уроках иностранного языка.

Смысловое чтение – это общее понятие, включающее в себя *все виды чтения*, под которыми принято понимать набор операций, обусловленных целью чтения и характеризующихся «специфическим сочетанием приемов смысловой и перцептивной переработки материала, воспринимаемого зрительно» (С.К. Фоломкина)

Наиболее распространенными **видами чтения** признаются следующие:

- Ознакомительное чтение (*extensive reading*)
- Изучающее чтение (*intensive reading*)
- Просмотровое чтение (*skimming*)
- Поисковое чтение (*scanning*)

Наряду с такими понятиями как
читательская грамотность,
смысловое чтение
виды чтения,

в методике используется понятие *стратегии чтения.*

Под этим термином часто подразумеваются приемы,
действия, операции, применяемые читающим в процессе
чтения, то есть фактически, это те же виды чтения, которые
рассматриваются с позиции читающего.

С нашей точки зрения суть процесса обучения чтению на иностранном языке состоит в том, чтобы научить будущего читателя:

- правильно определить для себя цель, с которой требуется прочитать текст на иностранном языке;
- выбрать вид чтения (ознакомительное, изучающее, поисковое/просмотровое) и адекватные приемы, которые помогут понять читаемый текст;
- распорядиться извлеченной из текста информацией в соответствии с целью, которая была поставлена перед чтением.

Поэтому важнейшим умением, которое надо формировать с самого начала обучения смысловому чтению на ИЯ является осознание того, что *иноязычные тексты можно читать **по-разному**, адаптируя под поставленные цели (или решаемые коммуникативные задачи) вид чтения, применяемые приемы и скорость чтения.*

Приведем некоторые примеры того, как происходит целенаправленное обучения **разным видам чтения и на разных текстах**

Ознакомительное чтение

- Создание мотивации для чтения с помощью вопросов
- Вопросы на понимание общего содержания текста
- Использование текста как материала: для развития метапредметных умений сравнения и противопоставления; для догадки о значении слова по контексту

Ex. 62 Do you think the following sentences are true or false?

Ex.63 Read the text and find out if you are right.

Ex.64 Answer the following questions.

Ex.65 Read the text again. Find words or expressions in the text which have: a similar/an opposite meaning to the following.

Ex.65 Find the sentences with the words in italics in the text. Translate them.

62 Do you think the following sentences are true or false?

1. Pierre de Coubertin thought up the Olympic Games.
2. The Olympic motto can be described in the following words: "The important thing is not taking part but winning."
3. Five linked rings are the emblem of the Olympic Games.
4. Now the Olympic Games are held once every four years.

63 Read the text and find out if you are right.



At the end of the nineteenth century a Frenchman called Baron Pierre de Coubertin decided to try to revive the Olympic Games. At that time, Europe was divided by wars. Coubertin thought that the Olympic Games could help to bring peace. He thought *highly* of sport.

He described the Olympic spirit in the following words: "The important thing is not winning but taking part." These words are still remembered today.

Coubertin believed very *strongly* that sportsmen must not compete for money, but for glory (*causa*) and for the honour of their country.

At first, nobody was interested in his ideas. But Coubertin did not give up and worked *hard*. In 1894, he formed the International Olympic Committee and on 5 April 1896, the Olympic Games began again, after *nearly* fifteen centuries.

In 1913, Coubertin created an emblem of five linked rings. They became a symbol of the Olympic Games. These five rings represent five parts of the world: Europe, America, Australia, Africa, Asia.

Since then the Olympic Games have become the most important sports event in the world. They are held once every four years. The greatest wish for all the sportsmen is to win a medal, or *simply* to take part in the Olympic Games.

64 Answer the following questions.

1. Why did Coubertin decide to revive the Olympic Games at the end of the 19th century?
2. Coubertin thought *highly* of sport, didn't he? Prove this idea using the text.
3. When did the Olympic Games begin again?
4. What has become a symbol of the Olympic Games? What does this symbol mean?
5. Are the Olympic Games popular now?



65 Read the text again (Ex. 63). Find words or expressions in the text which have

a) a similar meaning to the following:

Olympics
made up his mind
then
had a good opinion of
state
participate
various sports
almost

b) an opposite meaning to the following:

peace
have a low opinion of
lose
forget
have a rest
finish
everybody
at the beginning

66 Find the sentences with the words in *italics* in the text. Translate them. Make up your own sentences with these words.

Ознакомительное чтение

- + умение пользоваться словарем
- + умение предвосхищать содержание продолжения текста по его началу

Ex. 60

- a) Enjoy reading this humorous story about dangerous sports. But firstly find out what the following words mean in a dictionary
- b) Say who could put the young crocodile in the pool and why.
- c) Read the end of the story and find out if you were right.

55 Find in the text and read loudly word combinations that describe Nick's feelings after the misfortune.

56 Work in pairs. Act out a possible dialogue between Nick and a doctor after the misfortune (use Ex. 49 on page 111 as a model).

57 Retell the story on the part of Nick / Janelle.

58 Have you ever had a similar experience as Nick? Tell your classmates.

59 Work in groups. Write down what medical problems you might have

a) if you do the following sports:

tennis, gymnastics, cycling, boxing, judo, football, swimming, running, hockey, figure skating;

b) if you don't do any sports.

Compare your opinions and find out

a) the most dangerous sport;

b) which is healthier: to do sports or only watch it. Why? / Why not?

60 a) Enjoy reading this humorous story about dangerous sports. But firstly find out what the following words mean in a dictionary:

water polo, exciting, a referee, to bite a forward, a team, to satisfy

This happened in Australia, during a water polo game. It was one of the main sports events of the season. There was nothing exciting at the beginning of the game; but suddenly one of the players jumped out of the water and ran to the referee. He said: "One of the forwards of the other team bit me in the leg while I was swimming under the water."

At first the referee thought that it was just a joke. But when the player pointed to the blood on his leg, he had to believe that it was serious. He called the forward and asked him why he had done such a strange thing. The forward said, "I didn't bite anybody." But the referee made him leave the game.

They began again, but a few minutes later two players, one from each team, jumped out of the water. They were bitten. There was blood on both players' legs. The game was stopped, and they began to let the water out of the pool. When all the water was let out, everybody saw a young crocodile at the bottom of the pool.

Somebody had put the crocodile into the pool, but why?

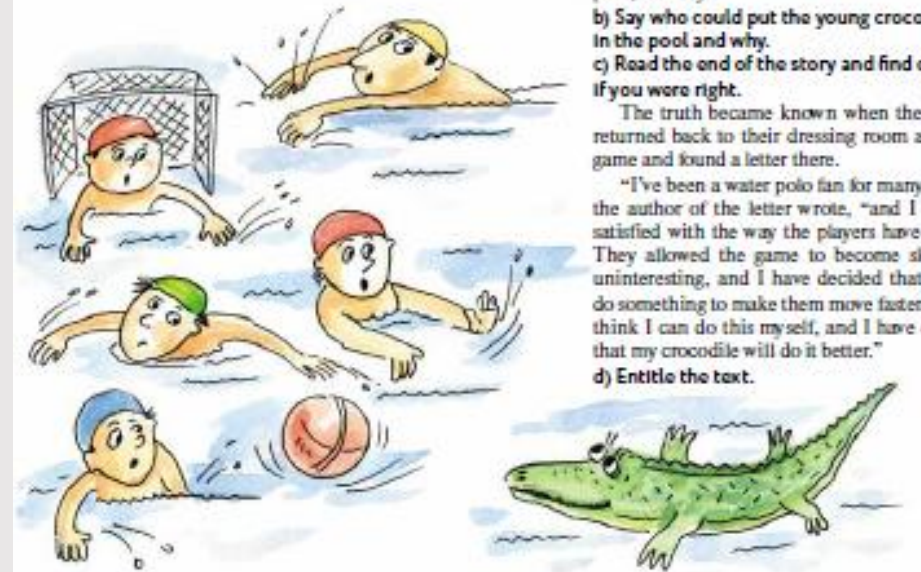
b) Say who could put the young crocodile in the pool and why.

c) Read the end of the story and find out if you were right.

The truth became known when the players returned back to their dressing room after the game and found a letter there.

"I've been a water polo fan for many years," the author of the letter wrote, "and I am not satisfied with the way the players have played. They allowed the game to become slow and uninteresting, and I have decided that I must do something to make them move faster. I don't think I can do this myself, and I have decided that my crocodile will do it better."

d) Entitle the text.



Ознакомительное чтение (страноведческий текст, публицистического характера)

8 класс

Ex. 35, p. 93

Read through the information on newspapers in Britain and say what the difference is between:

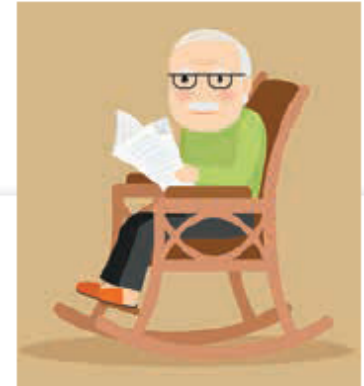
- quality/serious newspapers and tabloids;
- national and local newspapers;
- daily and Sunday newspapers.

35 Read through the information on newspapers in Britain and say what the difference is between:

- quality / serious newspapers and tabloids;
- national and local newspapers;
- daily and Sunday newspapers.

All newspapers in Britain, daily or Sunday ones, can be divided into the quality press and the popular press. The quality newspapers are also known as 'heavies' because they contain a lot of information. These newspapers, such as *The Times* or *The Daily Telegraph*, publish home and international news, write about the current political situation, and give detailed information on sports and cultural events. They also include financial reports, travel news, and book and film reviews.

The popular press, or the 'populars', are also known as tabloids. They are smaller in size, have a lot of big photographs and short texts. Tabloids concentrate on the private lives of well-known people, recent sensations and scandals. The language of a tabloid is much more colloquial than in quality newspapers. Though some people disapprove of tabloids,



they are quite popular. Many people buy tabloids like *The Sun* which is the biggest-selling newspaper in Britain.

There are a lot of different regional daily and weekly papers in Britain as well. They give information about films, concerts and other things that are happening in the local area. Regional papers also contain a lot of advertisements. Some local newspapers are free.

Daily newspapers are published every day except Sunday. Sunday newspapers are larger than daily ones. They often have 2 or 3 sections. All Sunday newspapers are national.

Изучающее чтение

(восполнение текста недостающими фразами требует дословного понимания прочитанного)

Ex.62

Complete the text with the phrases a-e.
Say why the jobs of a journalist
and a photographer may be dangerous.

- a) on political protests
- b) to climb the mountains
- c) to get the pictures
- d) in dangerous situations
- e) of their efforts

8 класс

62 Complete the text with the phrases a—e. Say why the jobs of a journalist and a photographer may be dangerous.

- a) on political protests
- b) to climb high mountains
- c) to get the pictures
- d) in dangerous situations
- e) of their efforts



Whenever and wherever something important happens, journalists and photographers report on the events and take pictures. These people often put themselves ... (1). Some may be seriously hurt or even killed because ... (2). Journalists go to areas where there are conflicts to report on the war. They also report ... (3). Sometimes their responsibilities put them in danger as they try to find out the facts behind a story.

Photographers are courageous people too. Wherever they go, they are ready to put themselves in dangerous situations to take dramatic pictures. For instance, ... (4) of wild animals, photographers try to get as close as they can to the animals: sharks, snakes and crocodiles. They also may have ... (5) or dive deep into the sea. Why do they do it?



8 класс

Изучающее чтение

(на основе 4х небольших текстов об интернете в упр.50)

Ex. 51

Complete the ideas using the information from the texts in Ex.50.

Ex. 52

Read the text C from Ex.50 once more. These phrases were taken out from the text. Find and complete the sentences they were taken from.

Ex. 53

Look back at text D from Ex.50. Write a question about the text for each of the answers below.

51 Complete the ideas using the information from the texts in Ex. 50.

1. With the help of the Internet, people can ...
2. The Internet is popular with people of different ages because ...
3. The virtual world can be dangerous because ...
4. To write a report, you need to ...

52 Read text C from Ex. 50 once more. These phrases were taken out of the text. Find and complete the sentences they were taken from.

- a) good and evil
- b) hear their voice
- c) and you need to be careful there too!

53 Look back at text D from Ex. 50. Write a question about the text for each of the answers below.

1. ...? — Collect, arrange, keep and share information.
2. ...? — Anything that interests us.
3. ...? — Type in the key words.
4. ...? — They can be taken from the Internet.

54 Work in pairs. Discuss and present your answers to the following questions.

1. In what places and circumstances could you find yourself without the Internet?
2. What means of communication can the Internet replace?
3. In our everyday life we depend on the Internet a lot. What are the drawbacks of this situation?



8 класс

Просмотровое чтение (публицистический текст)

Ex. 50. Read the texts.

Match the texts with the titles. You don't need to use one of the titles.

1. A Bank of Information
2. Be careful in the Virtual World
3. The Internet Connects People
4. The Multifunctional Internet
5. The Slaves of the Internet

50 Read the texts. Match the texts with the titles. You don't need to use one of the titles. Complete the table.

1. A Bank of Information
2. Be Careful in the Virtual World
3. The Internet Connects People
4. The Multifunctional Internet
5. The Slaves of the Internet



A. The Internet is a creation of the 20th century. All the existing means of communication were united together to create one — the Internet. Using the Internet you can send information like you would via a telegram, you can speak to people like you would on the phone and see images like you would on TV. You can shop, travel and talk to people living far away from you! It has become so easy to use the Internet that scientists believe that every day more and more people are becoming addicted to the computer.



C. Have you ever thought of the dangers of using the Internet? Who will you meet in this virtual world? You can meet anyone there: smart and foolish, honest and dishonest people. When you meet somebody in the real world, you can look into their eyes, and see their body language — all these things help you to understand if this person is honest or not. Imagine that you decided to meet somebody in the virtual world. How could you be sure of their real age, appearance or interests? There are some criminals who use the Internet to involve young people in criminal activities. The virtual world can be as dangerous as the real one.

B. What is the main purpose of the Internet? Evidently it is to extend the communication network. Using the Internet, lots of people can travel anywhere they like. These days we often have our friends and family living in different parts of the world. It's important to keep in touch with them. Using the Internet, we can write and talk to people who live on other continents, thousands of miles away from us. It's very important for elderly people who have a lot of free time but who cannot easily travel long distances. But it takes no time for them to reach their children living in other places via the Internet.

D. One of the most important purposes of the Internet is to collect, arrange, keep and share information — verbal, audio and visual. This way the Internet creates a virtual world, where we can find anything that interests us. It gives us the opportunity to learn about the past and the future, and gain new knowledge and skills. It is much easier to do research if you have an Internet connection. You need to take a few steps. First you have to type in key words. Then you select the information needed and arrange it according to the format of your research. Add pictures and photos to illustrate your paper — they can be taken from the Internet as well. However, remember that the Internet offers only information, and it's you who selects and develops it to express your ideas.

A	B	C	D

8 класс

Поисковое чтение (рассказ)

Ex.77

Here are Sarah's and Robin's opinions on reading books. Read and say which of them thinks that:

- books can stop you feeling lonely,
- school students have too much reading to do,
- reading is an exciting pastime,
- reading e-books is more pleasant than reading printed ones,
- books can teach you a lot,
- an electronic gadget can motivate you to read books.

77 Here are Sarah's and Robin's opinions on reading books. Read and say which of them thinks that:

- books can stop you feeling lonely;
- school students have too much reading to do;
- reading is an exciting pastime;
- reading e-books is more pleasant than reading printed ones;
- books can teach you a lot;
- an electronic gadget can motivate you to read books.



Sarah

I have to say that lots of my classmates are not keen on reading books. They prefer going to discos, playing computer games or watching TV. I'm a shy person and I am not very sociable. I have few friends but I don't feel lonely because of the books. They take me to a special world full of new friends and adventures.

When I was a little girl and couldn't read at all, I loved turning the pages over and over, looking at the pictures and wondering what the story was about and what would happen to the characters.

I started reading when I was six. While reading I imagined myself travelling to different places, swimming in the oceans and climbing high mountains. I also loved books about space travel.

I think that nearly everything I know came from books. My friends read a lot too and they are interesting to talk to.



Robin

There are a lot of books in my home library. My parents and grandparents collected them for many years. They love reading but I don't. Naturally they tried to teach me to read when I was a small boy. But I was a normal child and I preferred playing with my friends to reading boring books.

At school the situation has become even worse. We are given a lot of homework, so I have to read about history and literature, biology and geography. So much reading every day!

Some time ago my father bought me an electronic reader. It has a function for listening to audiobooks. It's hard to believe but it changed my attitude to literature. At first I listened to it on my way to school. Then I felt so involved with the plot and the characters that I tried to use every opportunity to listen to the story. I even started reading books! Some of them are not bad at all.

I think that the e-reader is a great device. And it's much more popular with teenagers than printed books.

78 Make up sentences. Make sure you use the -ing forms.

Usually

As a rule

Quite often

Sometimes

From time to time

Rarely

Very seldom

Almost never

I / you / they / we
teenagers

school teachers
multi-interest

readers
scientists

journalists

spend time
prefer

start
love

enjoy
hate

like

reading ...
guessing ...

saving ...
looking at ...

watching ...
browsing the Internet ...

searching (for) ...
keeping in touch ...

8 класс

Поисковое чтение (научно-популярный текст)

Ex.102. Read the texts. Say in which texts you can find information about:

- the way people got the news in the past;
- the places where the first printed books appeared;
- the way people got the news in the past;
- the advantages of e-books.

102 Read the texts. Say in which texts you can find information about:

1. the role books play in people's lives;
2. the places where the first printed books appeared;
3. the way people got the news in the past;
4. the advantages of e-books.

A. Radio, television and the Internet, the great inventions of the 20th century, have not made printed books less important. The books transfer to us the knowledge of the past, they help us deal with the present, and they teach us how to build a better future.



B. Books, newspapers, tabloids and magazines are so common these days that we cannot imagine the world without them. But five hundred years ago, nothing like them existed: most people in one place knew almost nothing about what was happening a hundred miles away, and nothing about foreign countries. Information was mostly transferred by travellers who used to tell stories about the places they had seen.



C. These days e-books are getting more and more popular. E-books can have not only text and pictures, but also audio and even video. The reader can choose to read or to listen to the audio version. E-books are cheaper than printed books; sometimes it is even possible to find free e-books online and download them. Also, they are more convenient for travelling as it's possible to take several books or even a

whole library on the trip. However, printed books are still loved by people. They have lots of advantages as well.



D. Ivan Fyodorov in Russia, Gutenberg in Germany and Caxton in England began to print books in the 15th century, the same century in which Columbus discovered America. Columbus discovered a new world; but the printers opened up a new world of thoughts and knowledge that changed the lives of millions everywhere.



103 Work in pairs. Find out which of the facts from the text were new to your partner. Interview each other with the following questions.

1. Did you know that ...?
2. Was the information about ... new to you?
3. Have you learned any new facts from the text? Etc.

Report on the results of your interview.

Example: I asked Marina if she had learned any new facts from the text. She answered that ...

104 Work in groups. Make a list of advantages and disadvantages of e-books and printed books. Give your reasons. Share your list with the classmates.

Use: have a whole library in a small device, be cheap / expensive, it's possible to change the letter size, can be read in the dark, be safe for your eyes, notes can be made in the margins, be eco-friendly / damage the environment, be easy / heavy to carry, not to take up much room, can be read in different places, can be lent and borrowed, work with battery which needs to be charged / doesn't need to be charged etc.

Ex. 65

Read the text and entitle it. Answer the following questions:

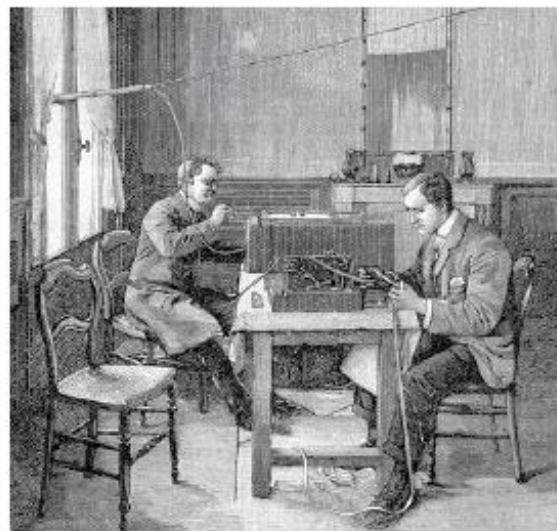
1. What means of communication were used to send messages over long distances long ago?
2. What gave a new beginning to the history of long-distance communication?

После чтения:

Look through the text once again. Split the text into 3 independent parts. Give a gist of each part in one sentence.

65 Read the text and entitle (*озаглавьте*) it. Answer the following questions:

1. What means of communication were used to send messages over long distances long ago?
2. What gave a new beginning to the history of long-distance communication?



Thousands of years ago, men could send messages over a long distance.

They used the light of fires at night and the smoke of fires by day. They used the loud sound of drums to send messages across the great forests of Africa. These means of long-distance communication were used for centuries.

The long-distance communication changed in 1832, when the electric telegraph was invented by the Russian scientist P. L. Shilling.

The telegraph could not carry (*передать*) voices. People used a special code (*код*) to send words over the telegraph.

Степень представленности метапредметной составляющей в УМК “Enjoy English” нарастает от этапа к этапу.

На начальном этапе метапредметность наиболее очевидно прослеживается:

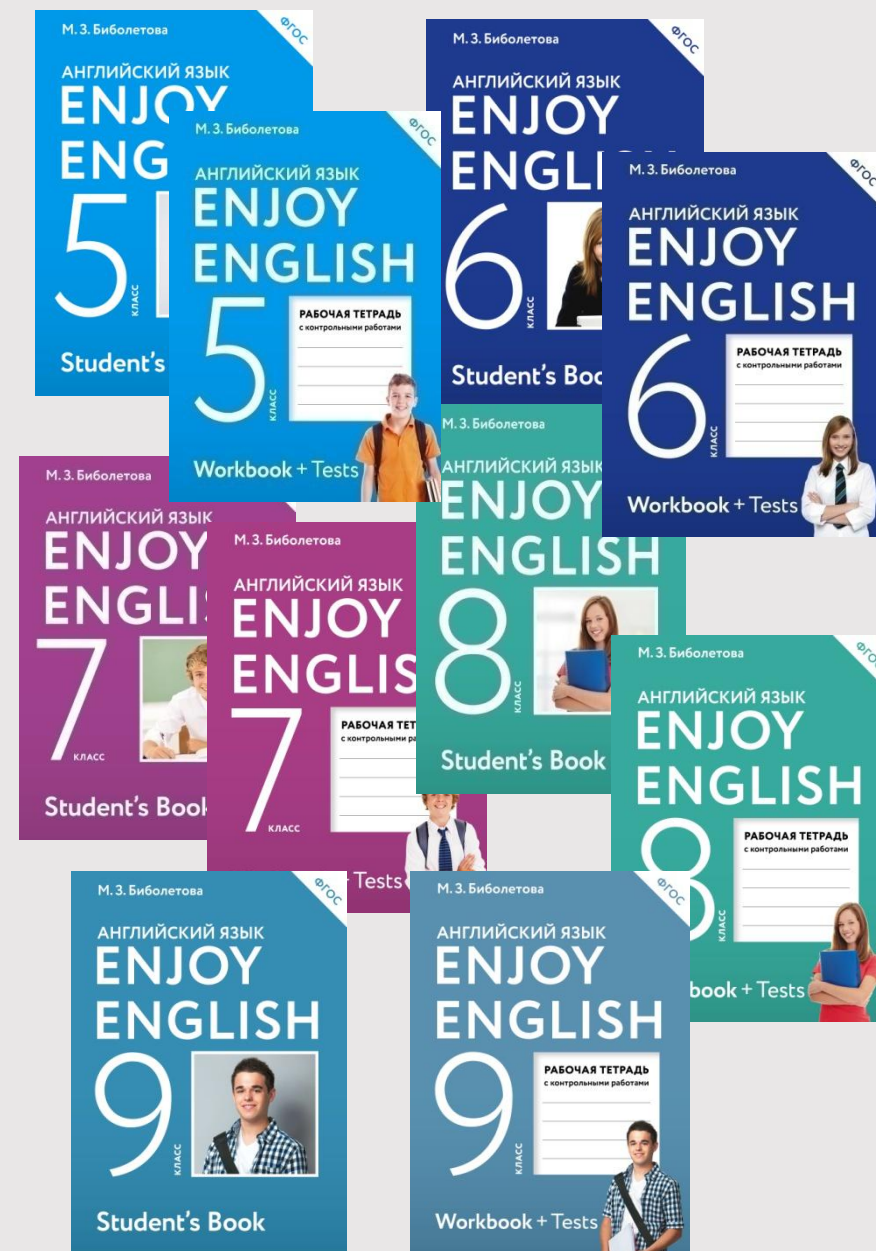
- в овладении умениями сравнивать, сопоставлять, группировать, анализировать изучаемые лингвистические средства и понятия: на уровне звука, слова, предложения, микротекста
- в овладении действиями моделирования, самоконтроля и самокоррекции (например с помощью образца, модели)
- в осознании элементарных правил речевого и учебного взаимодействия



Новое издание УМК «Enjoy English» (5 – 9 классы)

На среднем этапе к упомянутым выше способам формирования метапредметных умений школьников добавляются умения:

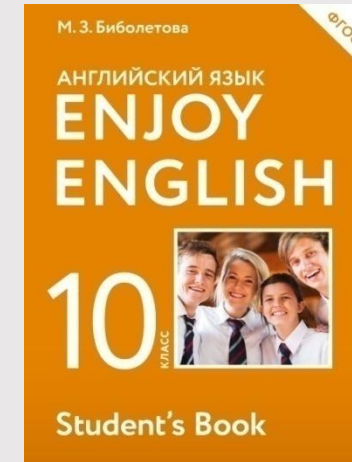
- осознанно использовать предложенный алгоритм действия (Learning Strategies)
- пользоваться справочными материалами
- осуществлять регулятивные действия в процессе речевого взаимодействия (диалога, выполнения проекта...)
- овладевать более развернутыми способами самоконтроля/взаимоконтроля, самонаблюдения, самоанализа, самокоррекции



Новое издание УМК «Enjoy English» (10 – 11 классы)

На старшем этапе метапредметные умения становятся еще более детализированными и всеобъемлющими:

- Более продвинутые и сложные действия, связанные с обобщением и систематизацией изученных лингвистических явлений АЯ
- Осознанное расширение действий, связанных с использованием приобретенных метапредметных и предметных компетенций для расширения своих знаний в других областях
- Групповые и коллективные проектные задания, в том числе межпредметные
- Регулярный самоконтроль и самооценка в формах, соответствующих итоговой аттестации



Сказанное отражается в:

- **целях обучения АЯ по УМК «Enjoy English»:** соответствуют ФГОС
- **содержании учебного материала:** соответствует возрасту и интересам школьников; мотивирующий, аутентичный, социокультурный, развивающий, информативный, разнообразный...
- **структуре изложения и организации учебного материала:**
он четко структурирован с использованием аппарата ориентировки, способствующем развитию у школьника навыков самостоятельной работы (рубрикация, детализированное оглавление, справочные материалы и др.); обеспечивает повторяемость изученного
- **управлении деятельностью школьников:** логике последовательного и осознанного выполнения речевых и учебных действий, инструментах контроля и самоконтроля с учетом ОГЭ, ЕГЭ и других форм аттестации

Таким образом, в курсе «Enjoy English» отчетливо прослеживается его метапредметный потенциал учитывающий изменения в психологии современных школьников, повышение их восприимчивости к новым технологиям.

- Это происходит за счет целенаправленного обучения: информационной деятельности: *задания на выделение главной мысли, отделение главного от второстепенного, нахождение и понимание запрашиваемой информации, ее анализ, обобщение, фиксация и последующее использование в собственной речи, умение сжимать и расширять текст и т.д.*

Метапредметный потенциал

- умению работать в паре/группе/в сотрудничестве
- умению использовать разные по содержанию и форме источники информации на разных носителях
- умению критически оценивать воспринимаемую информацию

Овладение перечисленными метапредметными умениями выводят владение английским языком на новый, **более высокий уровень** и соответствует проекту **Концепции** модернизации содержания и технологий преподавания предмета «Иностранный язык».

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Обновленный курс английского языка Enjoy English / «Английский с удовольствием» для 2-11 классов

М. З. Биболетова
2018 г.

