



корпорация
**РОССИЙСКИЙ
УЧЕБНИК**



LESTA

Учимся методически читать и оптимизировать материал учебника. Моделирование курса: принципы и технологии сжатия учебного материала

Степанова Марина Владимировна
Главный методист по иностранным языкам
stepanova.mv@rosuchebnik.ru



ПРОБЛЕМАТИКА

1. ФПУ: ресурсы УМК по иностранным языкам корпорации «Российский учебник»
2. Содержательный аспект обучения и его отражение в УМК
 - Лингвистический и психологический аспекты обучения
3. Методический аспект обучения
 - Принципы оптимизации и сжатия материала
 - Алгоритм анализа материала учебника

НАЧАЛЬНОЕ, ОСНОВНОЕ И СРЕДНЕЕ ОБЩЕЕ ОБРАЗОВАНИЕ

Иностранные языки

		НАЧАЛЬНОЕ	ОСНОВНОЕ	СРЕДНЕЕ
ПЕРВЫЙ ИНОСТРАННЫЙ	Английский язык	«Rainbow English» / Афанасьева О.В., Михеева И.В. (2-4)	«Rainbow English» / Афанасьева О.В., Михеева И.В. (5-9)	«Rainbow English» / Афанасьева О.В., Михеева И.В. (10-11)
		«Enjoy English» / Биболетова М.З. и др. (2-4)	«Enjoy English» / Биболетова М.З. и др. (5-9)	«Enjoy English» / Биболетова М.З. и др. (10-11)
		«FORWARD» / Вербицкая М.В. и др. (2-4)	«FORWARD» / Вербицкая М.В. и др. (5-9)	«FORWARD» / Вербицкая М.В. и др. (10-11)
	Немецкий язык	«Spektrum» / Артёмова Н.А. и др. (2-4)	«Spektrum» / Артёмова Н.А. и др. (5-9)	«Spektrum» / Артёмова Н.А. и др. (10-11)
ВТОРОЙ ИНОСТРАННЫЙ	Английский язык		Афанасьева О. В., Михеева И.В. (5-9)	
	Немецкий язык		Радченко О.А. и др. (5-9)	
	Итальянский язык		Дорофеева Н.С., Красова Г.А. (5-9)	Дорофеева Н.С., Красова Г.А. (10-11)
	Французский язык		Шацких В.Н. и др. (5-9)	Шацких В.Н. и др. (10-11)
	Китайский язык		Рукодельникова М.Б. (5-9)	

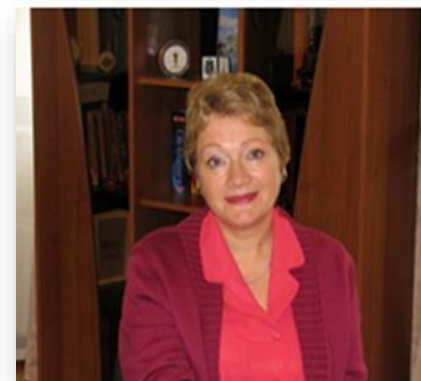
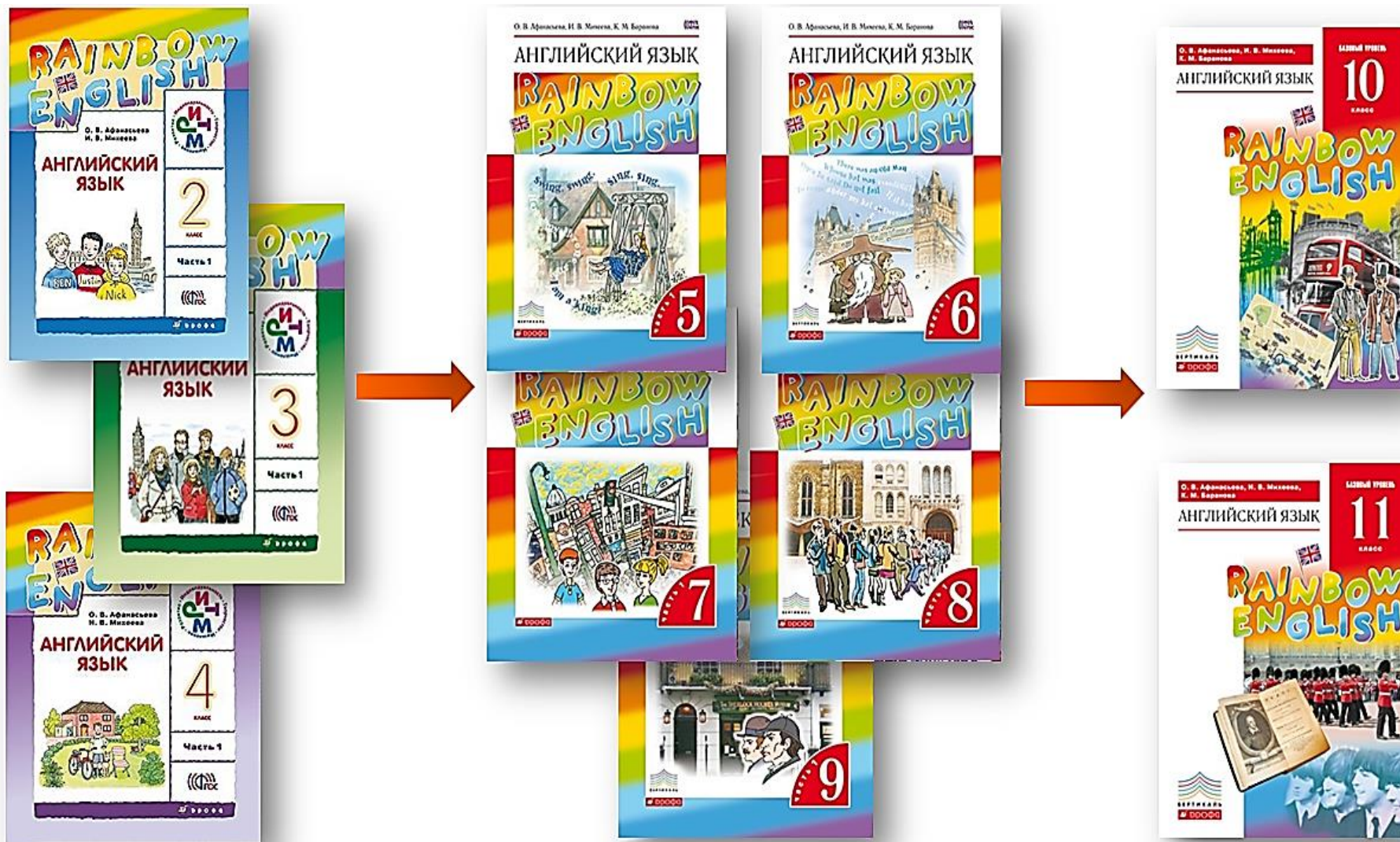
СНОВА В ФПУ

СНОВА В ФПУ

Б
У

ЛИНИИ ПРЕЕМСТВЕННЫХ УМК «RAINBOW ENGLISH»

СНОВА В ФПУ !!!
СУЩЕСТВЕННЫХ
ИЗМЕНЕНИЙ НЕТ!!!



Возможность одновременного использования учебников, включенных в
ФПУ с 2014 по 2019 гг.

ЛИНИИ ПРЕЕМСТВЕННЫХ УМК «FORWARD»



ЛИНИИ ПРЕЕМСТВЕННЫХ УМК «ENJOY ENGLISH»



НЕМЕЦКИЙ ЯЗЫК. ЛИНИИ ПРЕЕМСТВЕННЫХ УМК СЕРИИ «SPEKTRUM»



УЧЕБНИК КАК ЦЕЛЬ И КАК СРЕДСТВО



Учитель **выстраивает** урок в **соответствии с содержанием** учебника (*полностью или частично*), который выполняет обучающую функцию. Усвоение представленного в учебнике содержания.

Учитель – Учебник – Ученик

Учитель **отбирает** то **содержание**, которое в большей степени помогает учащимся овладеть навыками, умениями, компетенциями.

Учитель – Ученик – Учебник

ЛИНГВИСТИЧЕСКИЙ И ПСИХОЛОГИЧЕСКИЙ КОМПОНЕНТЫ СОДЕРЖАНИЯ



Речевые умения

Умение говорить (излагать мысли в устной форме)

Умение читать (понимать речь в графическом исполнении)

Умение слушать (понимать речь в звуковом выражении)

Умение писать (излагать мысли в письменной форме)

ВРЕМЯ, ЗАТРАЧИВАЕМОЕ В ПОВСЕДНЕВНОЙ ЖИЗНИ НА РАЗЛИЧНЫЕ ВИДЫ РЕЧЕВОЙ ДЕЯТЕЛЬНОСТИ



Аудирование – 45%



Чтение – 15%



Говорение – 30%




Письмо – 9%





ПРИНЦИПЫ ОПТИМИЗАЦИИ / СЖАТИЯ МАТЕРИАЛА

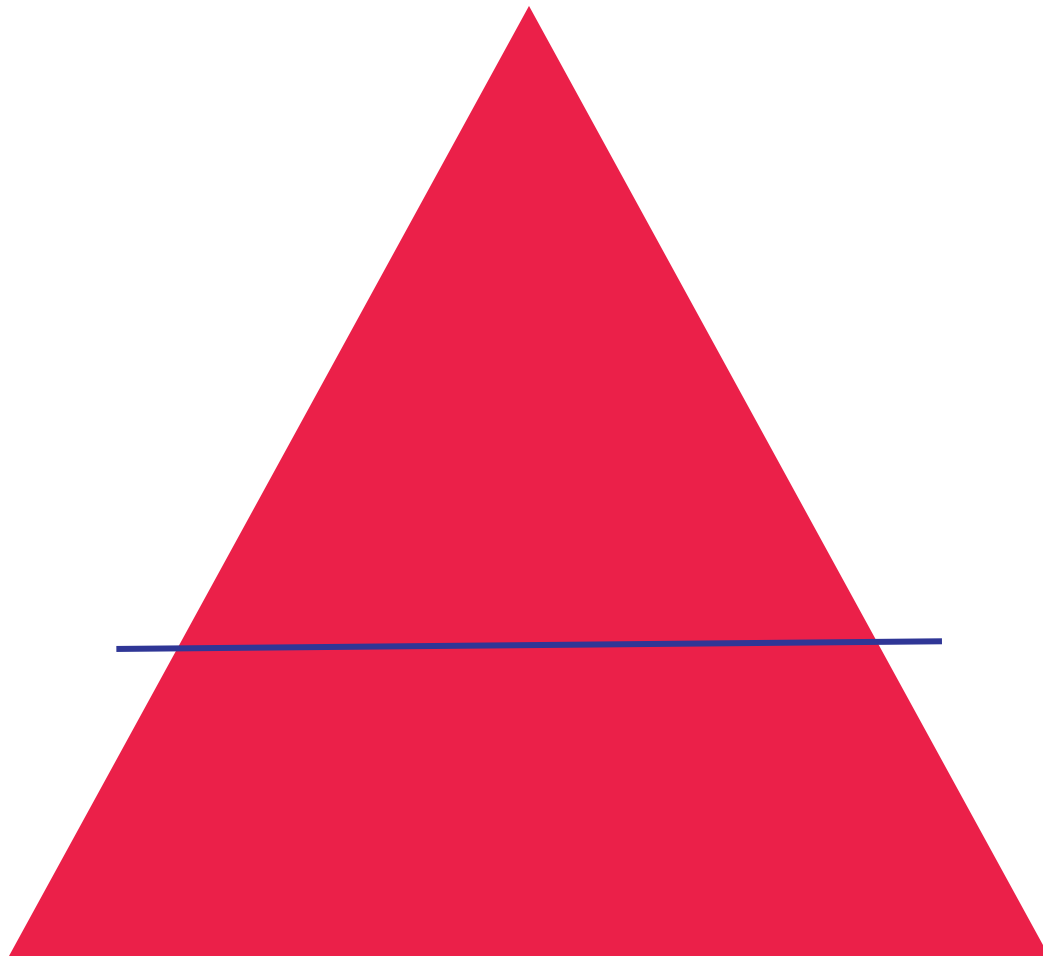
1. Естественность - Сохранение пропорции обрабатываемого материала учебника с учётом авторской концепции;

- Виды речевой деятельности / формируемые речевые умения (А; Ч; Г; П)  лингвистический объём (лексика/грамматика)

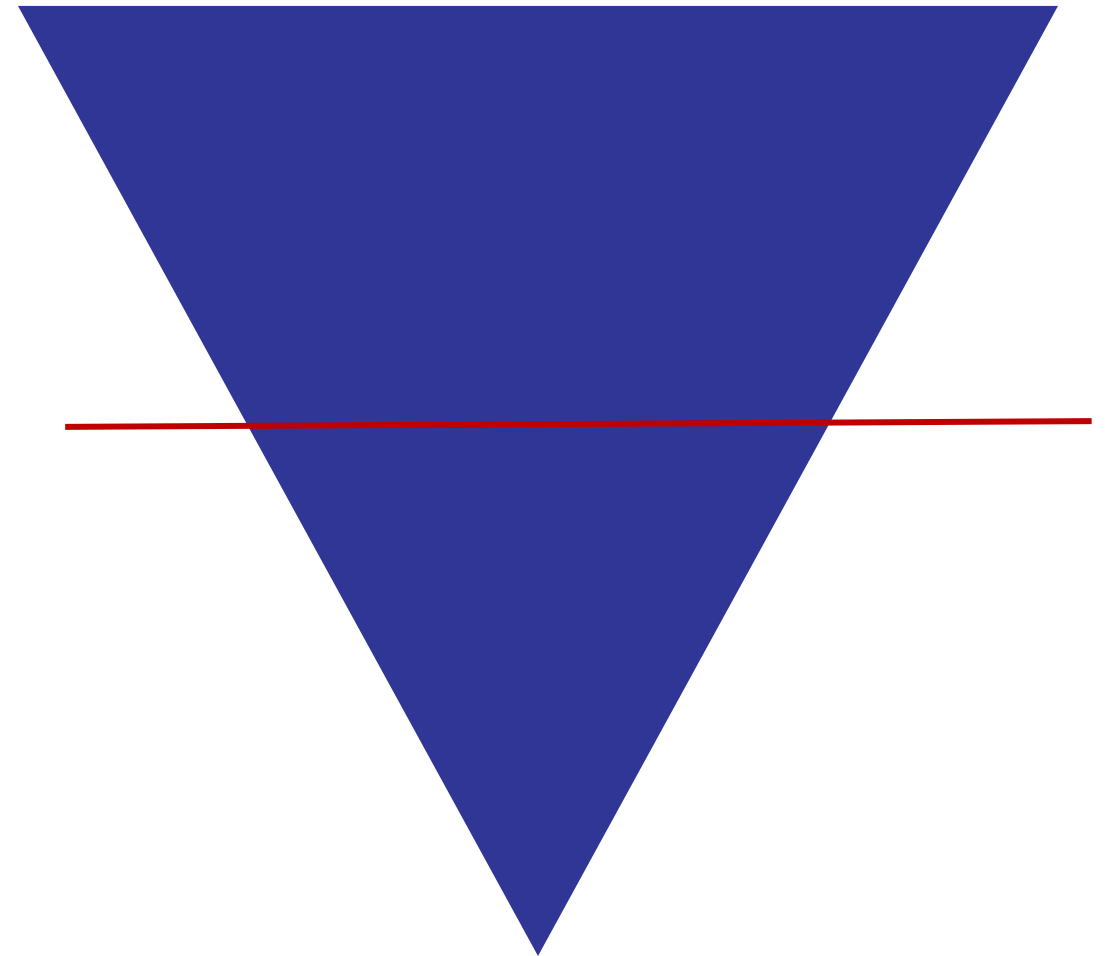
2. Минимизация - Сокращение объёма;

3. Сочетаемость – Внутренняя логическая взаимосвязь оптимизированного материала;

4. Дифференциация - Учёт достигнутых результатов;



Первоначально обучение идёт на широкой основе, затем объём материала сужается, но одновременно углубляется и интенсивно отрабатывается в деталях



Отработка основных навыков и умений на небольшом объёме с постепенным его увеличением

АЛГОРИТМ АНАЛИЗА МАТЕРИАЛА УЧЕБНИКА

- Определение блока материала

материал четверти/модуль/блок модуля

- Определение этапов работы с материалом:

ознакомление – тренинг – контроль

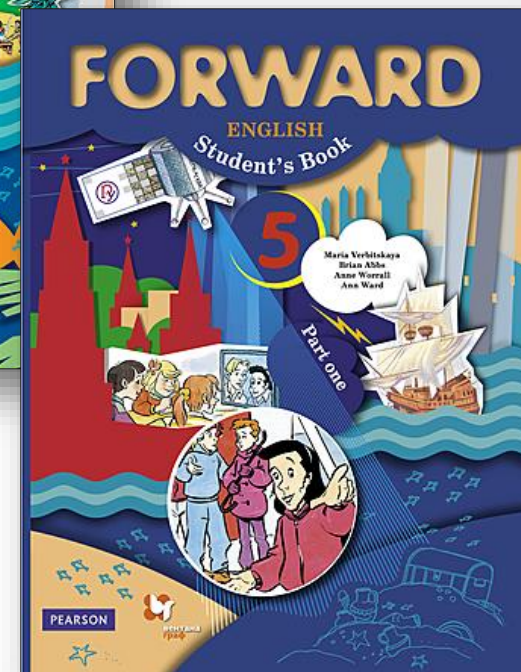
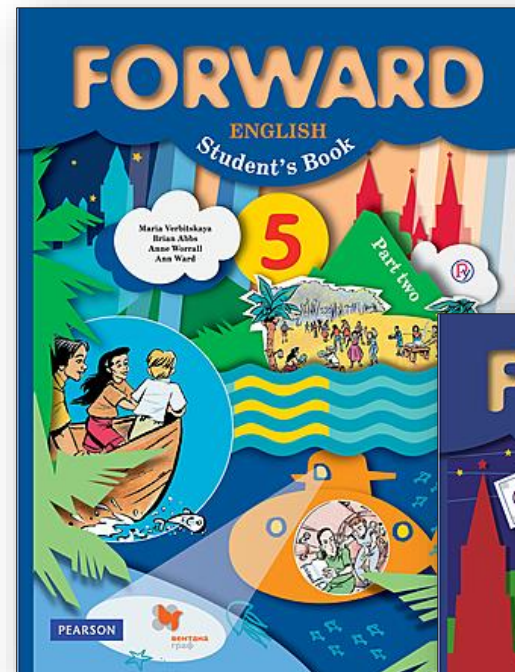
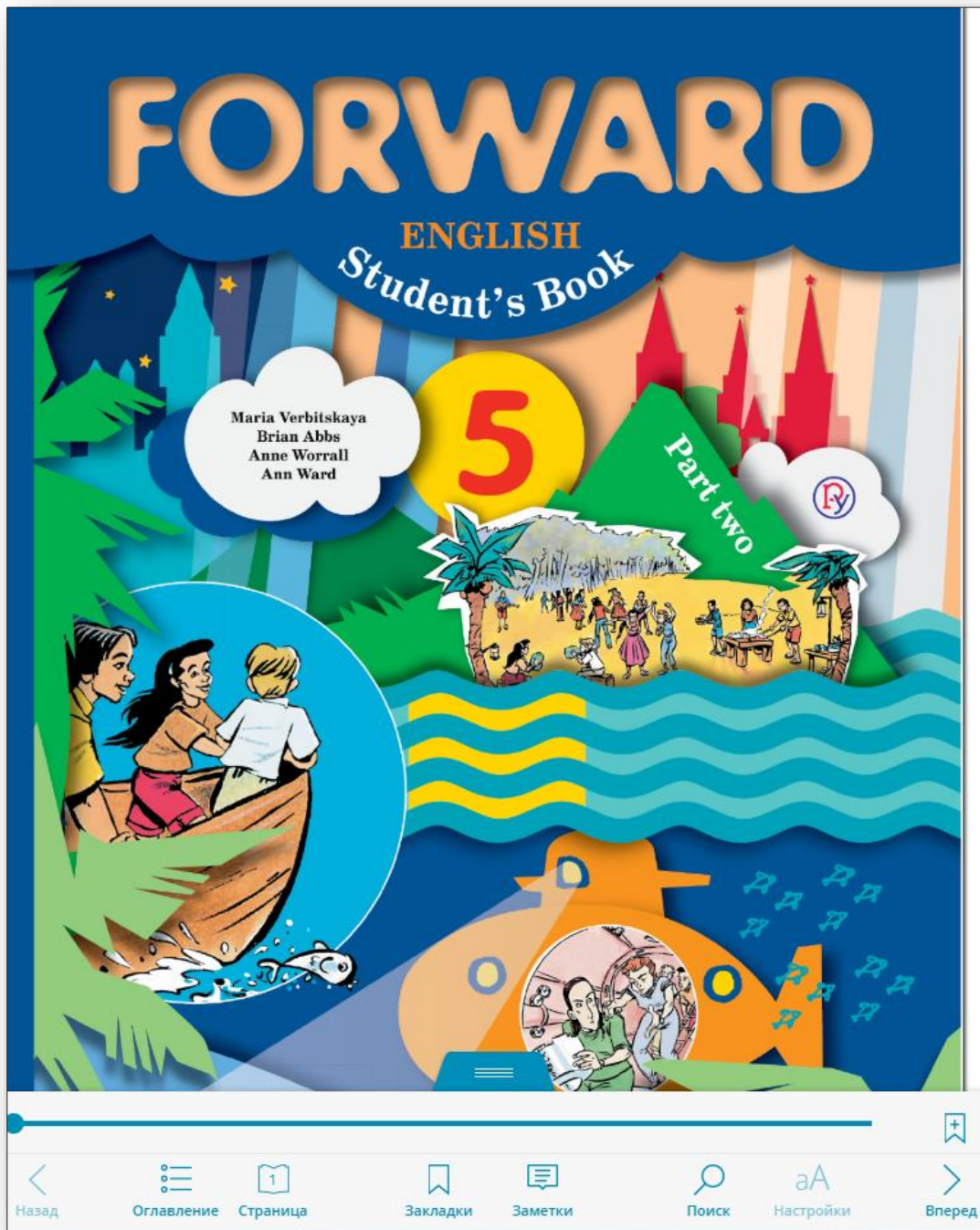
- Определение целевой задачи модуля/блока модуля

- Определение сопутствующей информации

речевое поле/повторение/проект

- Вычленение на каждом этапе заданий/упражнений, ориентированных на решение поставленной задачи

- Выстраивание логической цепочки действий

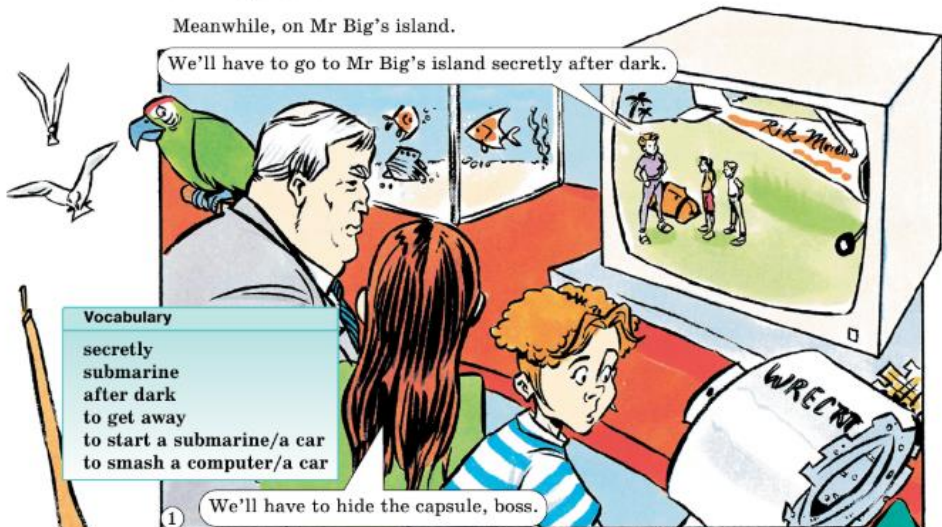


Listening and reading

- 1 © T095 Listen, look at the pictures and follow the text. Then answer the questions: Where are the people in the pictures? What are they doing? What is happening on Mr Big's island?

Meanwhile, on Mr Big's island.

We'll have to go to Mr Big's island secretly after dark.

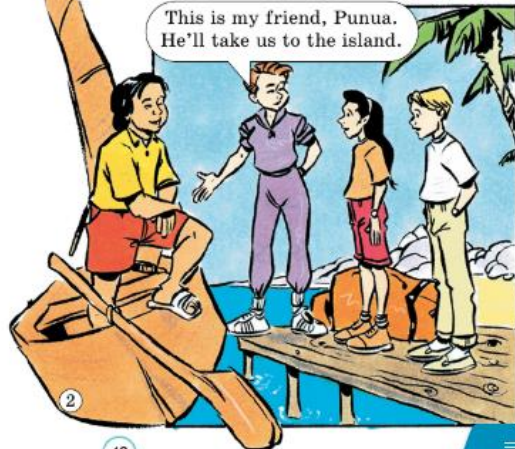


Vocabulary

secretly
submarine
after dark
to get away
to start a submarine/a car
to smash a computer/a car

1 We'll have to hide the capsule, boss.

This is my friend, Punua. He'll take us to the island.

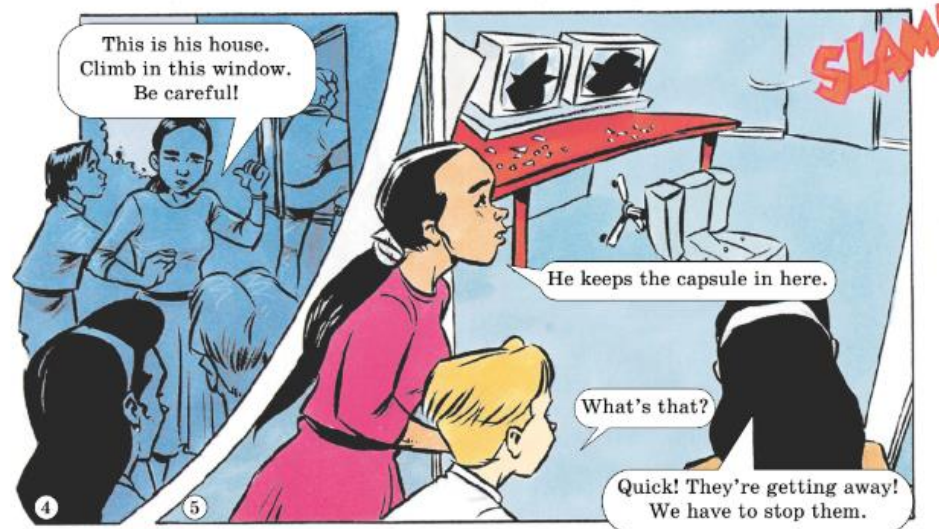


This is exciting.

Shh! You'll have to be very quiet. We're getting near Mr Big's island.



The islanders were Punua's friends. They didn't like Mr Big. They showed Josie, Sam and Kate the way to Mr Big's house.



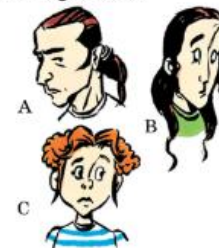
P Listen and repeat.

- 2 In pairs, read the story.

- 3 © T096 Listen to the conversation and point to the people Mr Big talks to.

Mr Big's instructions

1. Start the submarine.
2. Put food in the submarine.
3. Take the capsule to the submarine.
4. Pay the islanders.
5. Feed the fish.
6. Smash the computer.



- 4 Read the list of Mr Big's instructions. Who has to do these things? Match the instructions with the people.

Speaking

- 5 © T097 Talk about what the gang members have to do. Use the list of Mr Big's instructions.

Example:

A: Who has to start the submarine? B: Does Della have to feed the fish?

Writing


- 6 Write a paragraph about Mr Big's instructions.

Example:

Mr Big has given his gang some instructions. Jane has to start the submarine.

Reading and speaking

7 What do they have to do at home? Read and say.



My name's Adam.
I have to help quite a lot at home. At the weekends I have to weed the garden. I have to make my own bed and tidy my room. My brother sometimes has to wash the dishes.

My name's James.
I have to help at home, too. I have to wash the dishes on Sunday evening. I have to feed the cat every day. On Saturdays I have to go to the supermarket with my mother and help her do the shopping.

My name's Tessa.
I don't have to help much at home. I don't have to wash the dishes or help with the cooking. We don't have any pets, so I don't have to take a dog for a walk or feed a cat. My big brother helps with the shopping, and my sister tidies our room. She also has to take the rubbish out. I have a lot of free time. It's quite boring, really.

Vocabulary

to weed
to make a bed
to help with sth
to help much/a lot

8 What do you have to do at home? Talk to your friend.

Writing and speaking

9 What do you have to do in the classroom? Make a chart in groups.

	Mon	Tue	Wed
water the plants	Claire	Anna	
Clean the board	Mark	Peter	
Collect the homework	Anna		
Empty the wastepaper bin			

Vocabulary

to collect
to empty
wastepaper bin

10 In pairs, talk about the chart.

Example:

A: Who has to water the plants on Monday?

B: Claire.

THINK ABOUT GRAMMAR:
Модальная конструкция to have to do

Конструкция **to have to do something** выражает необходимость совершить какое-либо действие, так как этого требуют обстоятельства или другой человек. После **have** используется смысловой глагол в неопределённой форме с частицей **to**. Чтобы этого не забыть и не сделать ошибку, надо запомнить всю конструкцию **to have to do something**.

Настоящее время	В Present Simple в 3-м лице ед. числа используется форма has to . В остальных случаях используется форма have to . I/You/We/They have to do it . He/She/It has to do it .
Прошедшее время	В Past Simple используется форма had to . When he was a child he had to do it . I/You/He/She/We/They had to do it .
Будущее время	В Future Simple используется will have to/ll have to . I/You/He/She/We/They will have to/ll have to do it tomorrow .

Grammar and speaking

- 11 Scan the texts in Exercise 7. Find sentences with *have to*. What tense forms are used in them? What is the meaning of these forms? Are there any negative forms? What is their meaning?
- 12 Fill in the blanks with *have to* or *has to*.
- I ___ get up early today. I ___ walk the dog.
 - Maxim ___ get up early, too. He's going on holiday.
 - Sam is ill. He ___ see the doctor.
 - We ___ do all the exercises.
 - They ___ read all the texts in the unit.
 - You ___ tidy your room before we go for a walk.

Speaking

- 13 **Role-play.** You are the mother/father and you tell your children what they have to do. Your friends play the role of your children and mime what you tell them to do.




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

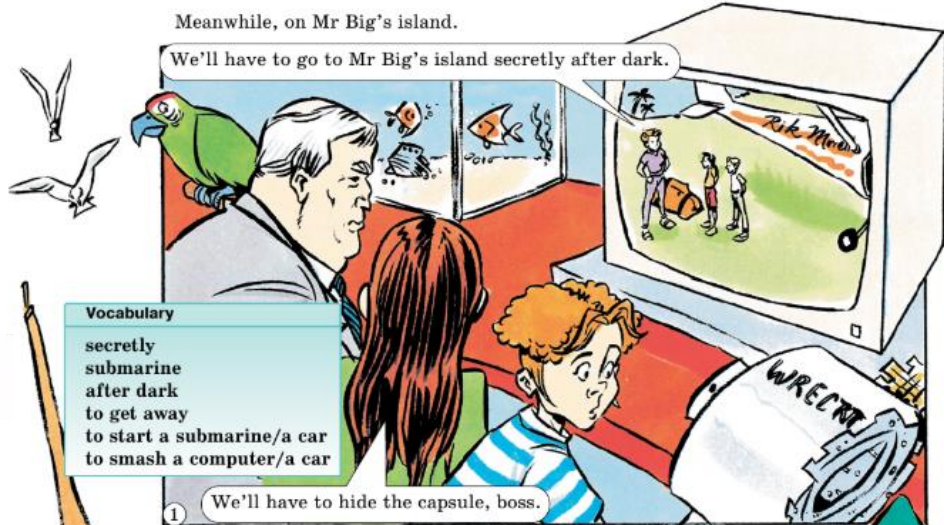
to go to the supermarket
to take the rubbish out
to feed the cat/dog/hamster
to take the pet for a walk
to weed the garden

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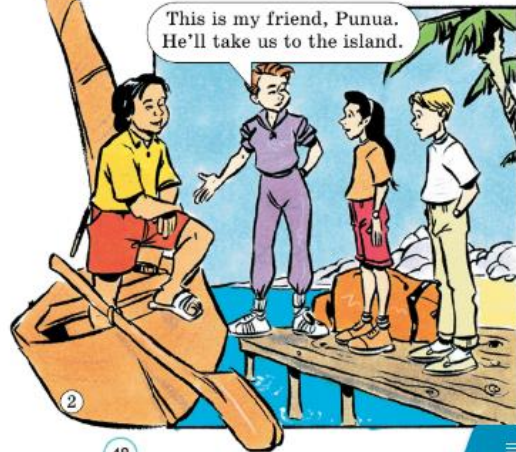


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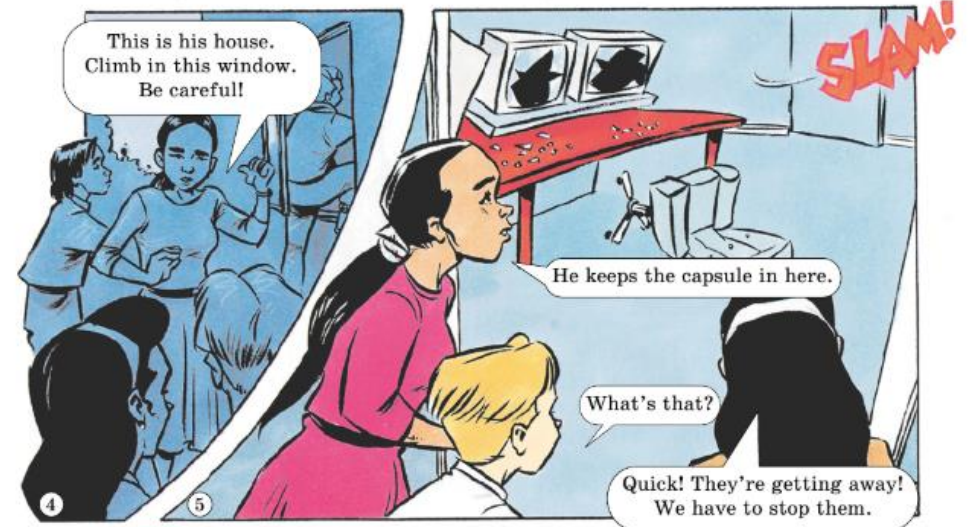
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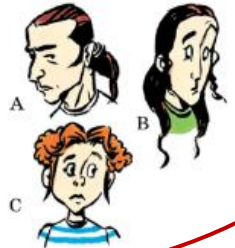
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to help with the cooking/shopping
to make the bed
to tidy the room
to wash the dishes

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

Reading and speaking

- 14 Quickly read the texts and match headings 1, 2 with texts A, B.

- 1 Did you know the original title of "Robinson Crusoe"?
- 2 Did you know that Defoe used a real life story for his book?

... (A) Robinson Crusoe is the main character of a famous novel by Daniel Defoe, an 18th century English writer. The book is known as "Robinson Crusoe". But its original title is "The Life and Strange Surprising Adventures of Robinson Crusoe, of York, Mariner: Who Lived Eight and Twenty Years, All Alone in an Un-inhabited Island on the Coast of America, Near the Mouth of the Great River of Oroonoke; Having Been Cast on Shore by Shipwreck, Wherein all the Men Perished but Himself. With an Account How He Was at Last as Strangely Delivered by Pirates."

The title, as you can see, actually tells the story of Robinson Crusoe in short! The book was published in 1719.

... (B) The story of Robinson Crusoe is based on real facts. Alexander Selkirk, a shoemaker's son from Scotland, went to sea in 1695. He was only 19 years old at that time. In 1704 his ship was damaged and he decided to get off and not sail any further. He landed on a desert island and the ship sailed away. Alexander had only his clothes, a gun, a few tools, tobacco and the Bible. He spent about five years on the island. In 1709 English seamen rescued him.

- 15 Read the text about the original title of "Robinson Crusoe". Don't pay attention to the words you don't know. Find the words you know and answer the following questions.

- 1 How many years did Robinson Crusoe live on an island?
- 2 Where was this island?
- 3 How did he get to the island?
- 4 Who saved Robinson?

- 16 Read the text about the real life story again. Then read these statements. Are they **true** or **false**?

- 1 Robinson Crusoe was a shoemaker's son from Scotland.
- 2 Alexander Selkirk was 28 years old when he decided to land on a desert island.
- 3 Alexander Selkirk spent about ten years on the island.
- 4 English seamen rescued Alexander Selkirk.

- 17 Read about the novel by Daniel Defoe. Match the pictures with the paragraphs.

The Story of Robinson Crusoe

(1) Robinson Crusoe, a young man, lives in England. He is eighteen years old. His father wants him to study at university, but Robinson dreams of the sea. He runs away from home and his adventures begin.

(2) One of his sea voyages ends with a shipwreck. Robinson finds himself alone on a desert island.

FORWARD!

Magazine

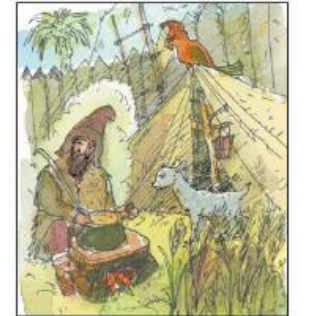
Did you know?

- (3) Robinson lives on the island for twenty-eight years. During these years, he builds himself a house, learns how to fish and to grow plants. He also learns how to cook. At first he feels sad, but then he starts to think that he lives a much better life here than he did in Europe.

- (4) He does not see any people for 15 years. Then, one day, he sees a footprint, and later saves a young man. Crusoe names him Friday, because he finds him on that day of the week. Friday is extremely grateful and becomes Robinson's servant. He learns some English.

- (5) For some years the two live happily. Then, a ship comes to the island. The ship is under pirates' control. Crusoe saves the captain of the ship and his men from the pirates and they take him back to England.

- (6) There Robinson finds that in his absence he has become a wealthy man. Crusoe gets married and has three children. Later, he visits his old island.



Speaking

- 18 In pairs, answer the questions.

- 1 Why does Robinson Crusoe run away from home?
- 2 How does one of his sea voyages end?
- 3 Where does he find himself after a shipwreck?
- 4 How long does Robinson stay on the island?
- 5 What does he do there?
- 6 How long does he live alone?
- 7 Whom does he save?
- 8 What name does he give him and why?
- 9 Does Robinson get back to England?
- 10 How does he get back to England?
- 11 What does the book end with?

- 19 Tell the story of Robinson Crusoe. Use the questions from Exercise 18 and the verbs in the past tense.

- 20 Discuss in groups.

- 1 What does a person have to do to survive on a desert island?
- 2 What did Robinson Crusoe have to do to survive on the desert island?
- 3 What did he have to learn to do?

Project idea

- 21 Make a poster *Jobs*. Find out what people have to do in different jobs; what they have to wear; where they have to work; how many hours they have to work; what kind of training they need.

Listening and reading

1 © T098 Listen and read. Then answer the questions.

- 1 Have you ever been to a tropical island?
- 2 What do you think life is like on a tropical island in the South Pacific?
- 3 What kind of food do people eat?
- 4 What kind of houses do they live in?
- 5 Do you dream about living on a tropical island?

Vocabulary

the South Pacific
coconut
to dry



There are many islands in the South Pacific. These are tropical islands. The weather is warm all year round. The trees on the island in the picture are coconut palms. They are very useful because they grow well in sandy and salty places near the seashore where other kinds of trees can't grow. The coconuts give food. The islanders can dry the nuts and sell them to make oil. They can also use the trunks of the trees for building, and the leaves for making roofs for their houses.



There are lots of fish in the sea. Sometimes the islanders wrap the fish in strips of leaves and bake them.

They also bake taro roots to eat. This is very good food because it has lots of vitamins.



There is no cold weather in the islands, so the islanders do not need houses with thick walls. This house is open on all sides. There is a stone floor and a roof made of palm leaves. There are mats on the floor. The islanders make the mats from dried leaves.



Reading and speaking

2 True or false? Read and discuss.

A message in the bottle

Help! We're shipwrecked on a tiny island in the South Pacific. The weather is warm now, but it'll be cold in the winter. We'll need a house with thick walls. There are coconut palms growing near the sea. We can get oil from coconuts, but we can't eat them. We can catch fish in the sea. We have found some taro roots. Are they healthy to eat? We don't know.

3 Talk to your friend.

Example:

A: Will it be cold in winter?

B: No, it won't.

Vocabulary

taro
root
roof
mat
strip
to wrap sth in sth



Project idea



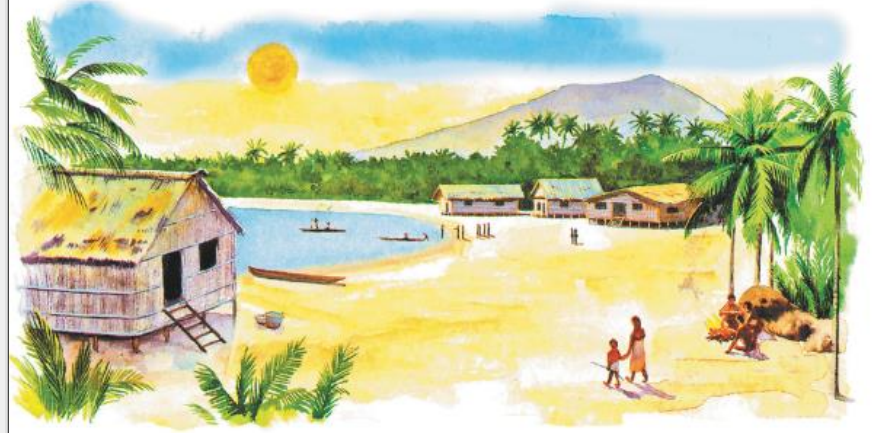
14 Islands of the South Pacific

Listening and speaking

5 T099 This is a picture of life on an island in the South Pacific. What can you see? Listen and point.

There are ... a lot of / some / not many / no
There is ... a lot of / some / not much / no

A different world



6 T100 Talk to your friend about the picture.

Example:

A: There aren't many people on the beach.

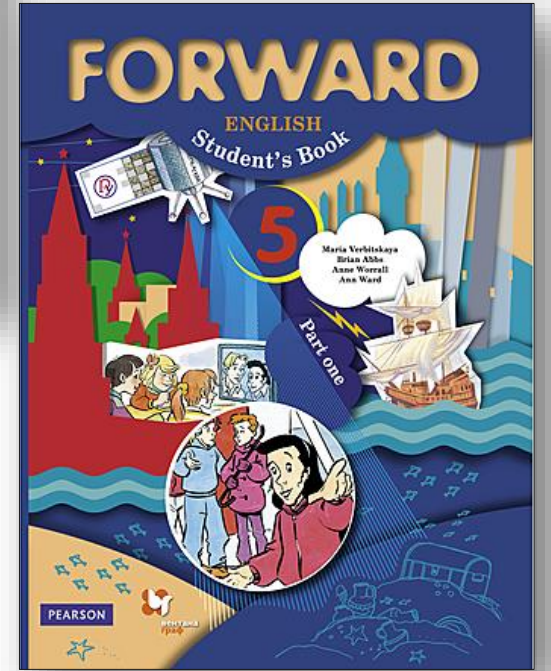
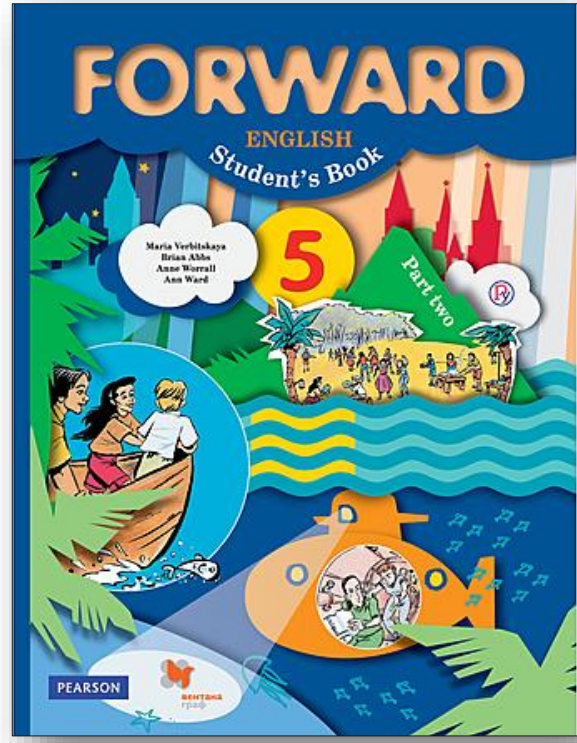
7 Imagine that you are shipwrecked on this island. In groups, discuss the good and the bad things about tropical islands.

8 T101 What is the difference between the place in the picture and the place where you live? Talk to your friends.

Example:

A: There are a lot of cars where we live.

B: And there are no palm trees.



1

Look at the picture and listen to the description of an island in the South Pacific. Then complete the text below.

▶ 0:00 / 0:54 — 🔊 ⋮

some

litter

coconut leaves

no

many

streets

shops

boat

roofs

coconut palms

There are _____ people in this picture. But there aren't _____ people. There are _____ cars. There are no _____. And there are no _____. There are some people with a _____. There's no _____. There are a lot of _____. There are some _____ on the _____ of the houses.



Правильный ответ



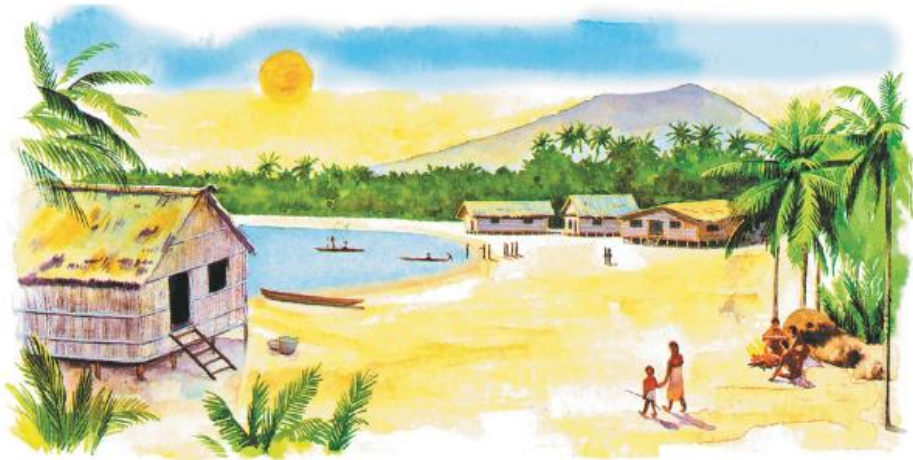
Проверить

Listening and speaking

5 **T099** This is a picture of life on an island in the South Pacific. What can you see? Listen and point.

There are ... a lot of / some / not many / no
 There is ... a lot of / some / not much / no

A different world



6 **T100** Talk to your friend about the picture.

Example:

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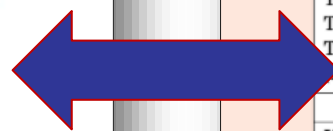
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Example:

A: There are a lot of cars where we live.

B: And there are no palm trees.



THINK ABOUT GRAMMAR: Обозначение количества

В английском языке способы обозначения количества зависят от того, какие существительные мы употребляем: **исчисляемые** или **неисчисляемые**. Задать вопрос и описать количество людей, предметов, вещей, материалов и т. п. в английском языке мы можем с помощью специальных слов: **many/much, a lot of/lots of, a few/few, a little/little**.

Countable nouns Исчисляемые существительные	Uncountable nouns Неисчисляемые существительные
Если мы хотим задать вопрос «Сколько ...?»	
How many friends have you got? (Сколько у тебя друзей?)	How much time have we got? (Сколько у нас времени?)
How many eggs are there in the fridge? (Сколько яиц в холодильнике?)	How much butter is there in the fridge? (Сколько масла в холодильнике?)
Если мы хотим сказать «много ...»	
I've got many friends. I've got a lot of friends. I've got lots of friends. (У меня много друзей.)	We've got a lot of time. We've got lots of time. (У нас много времени.)
There are many eggs in the fridge. There are a lot of eggs in the fridge. There are lots of eggs in the fridge. (В холодильнике много яиц.)	There is a lot of butter in the fridge. There is lots of butter in the fridge. (В холодильнике много масла.)
Если мы хотим сказать «несколько, немного, но недостаточно»	
I've got a few friends. (У меня есть несколько друзей.)	We've got a little time. (У нас есть немного времени.)
There are a few eggs in the fridge. (В холодильнике есть несколько яиц.)	There is a little butter in the fridge. (В холодильнике есть немного масла.)
Если мы хотим сказать «мало, недостаточно»	
I've got few pencils. (У меня мало карандашей.)	We've got little time. (У нас мало времени.)
There are few eggs in the fridge. (В холодильнике мало яиц.)	There is little butter and I can't make a sandwich. (Масла мало, и я не могу сделать бутерброд.)

Grammar and speaking

9 Проанализируй примеры в таблице. Затем прочитай и дополни формулировку правила словами **единственного/множественного**.

- 1) Когда мы говорим об **исчисляемых** существительных, мы используем форму глагола ___ числа.
- 2) Когда мы говорим о **неисчисляемых** существительных, мы используем форму глагола ___ числа.

10 Use words *many, much, a few, a little* to speak about the picture on page 56.

Example:

There aren't many people on the beach. There are a few people on the beach.

1

Put the words into the right column.

time hobbies shops water milk islands money offices rocks fruit

Many, few
(countable nouns)

Much, little
(uncountable nouns)

1

Put the correct indefinite pronouns in the gaps.

many a little much little a few few a lot of

1. We need to go to the shop. There is butter in the fridge.
2. How friends have you got?
3. Australia is far away. It takes time to get there.
4. They study with pupils from Germany in their class.
5. There are mistakes in his test. He is making progress.
6. Add cinnamon to make you cake tastier.
7. We've got hotels in our city.

THINK ABOUT GRAMMAR: Обозначение количества

В английском языке способы обозначения количества зависят от того, какие существительные мы употребляем: **исчисляемые** или **неисчисляемые**. Задать вопрос и описать количество людей, предметов, веществ, материалов и т. п. в английском языке мы можем с помощью специальных слов: **many/much, a lot of/lots of, a few/few, a little/little**.

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Если мы хотим сказать «мало, недостаточно»	
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There are few eggs in the fridge. (В холодильнике мало яиц.)	There is little butter and I can't make a sandwich. (Масла мало, и я не могу сделать бутерброд.)

Grammar and speaking

- 9 Проанализируй примеры в таблице. Затем прочитай и дополни формулировку правила словами **единственного/множественного**.
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- 10 Use words *many, much, a few, a little* to speak about the picture on page 56.
- Example:**
There aren't many people on the beach. There are *a few* people on the beach.

14 Islands of the South Pacific

Vocabulary and grammar

- 11 Read the sentences using *much* or *many* to fill in the blanks.
- 1 How ___ lessons have we got today?
 - 2 There aren't ___ people in the street.
 - 3 How ___ money have we got with us?
 - 4 There isn't ___ milk in the fridge.
 - 5 There are so ___ stars in the sky!
 - 6 I don't like ___ sugar in my tea.
 - 7 Are there ___ children on the beach?

Reading and speaking

- 12 Look at the picture and then read about Maxim's room. Find three mistakes in the text. Describe the room yourself.



This is Maxim's room. It's not big but it's comfortable. There are a lot of plants and flowers. There's a bed, two armchairs and a desk. There are few books. There's a glass with a little milk on the desk.

- 13 Look at the picture and think of five things which you don't see in Maxim's room.
- Example:**
There is no TV in Maxim's room.
There are no coconuts on the table.

Vocabulary

- 14 Use the words *house* or *home* in these sentences.
- 1 My grandma lives in a small ___ not far from Moscow.
 - 2 Is there anybody at ___?
 - 3 My elder brother has bought a ___ for his family.
 - 4 I've left my notebook at ___.
 - 5 Sam will come ___ before 7.
 - 6 My friend lives in a multi-storey ___ in the centre of the city.
 - 7 I don't want to go to the cinema today, let's stay at ___.
 - 8 There are many new ___ in our ___.

A glimpse of Russia

FORWARD!

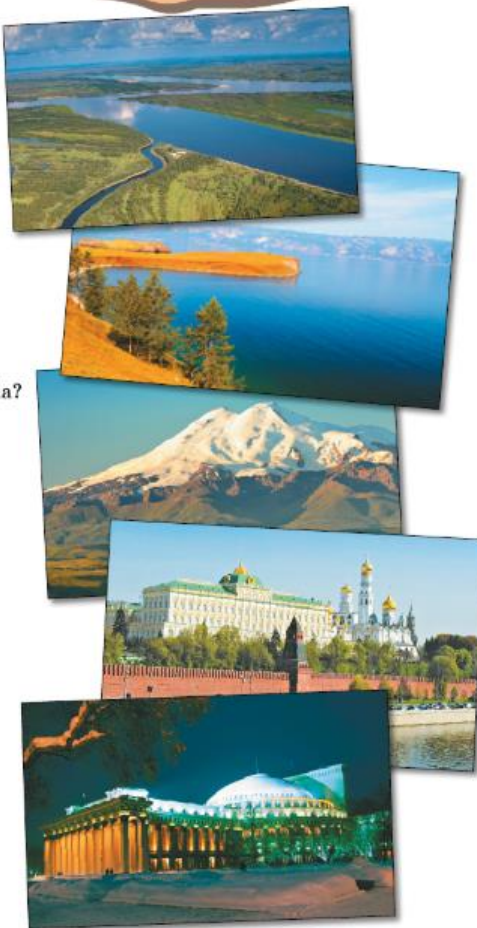
Magazine

Quiz

Reading and speaking

15 Do the quiz in pairs. Then read the text in Exercise 17 on page 60 and check your answers.

- What is the longest river in Russia?
 - The Lena
 - The Volga
 - The Ob
- What is the deepest lake in Russia?
 - Ladoga
 - Baikal
 - Plescheevo Lake
- What is the highest mountain in Russia?
 - Elbrus
 - Kazbek
 - Belukha
- What is the largest city in Russia?
 - St Petersburg
 - Moscow
 - Novosibirsk
- Where is the largest opera and ballet theatre in Russia?
 - In St Petersburg
 - In Moscow
 - In Novosibirsk



THINK ABOUT GRAMMAR: Reading and writing numbers

	In Russian	In English
4 400	четыре тысячи четыреста	4,400 four thousand four hundred
3 531	три тысячи пятьсот тридцать один	3,531 three thousand five hundred and thirty-one
12,5 млн	двенадцать целых и пять десятых миллиона	12.5 twelve point five million

14 Islands of the South Pacific

Listening and speaking

16 T102 Listen to Zoe and Paul, then interview your friend. Then he/she can interview you in the same way.

In Britain there is a radio programme called "Desert Island Discs". In it the presenter interviews famous people and asks them to choose music and books to take with them to a desert island.

- What record would you like to take with you to a desert island?
- What book would you like to take with you to a desert island?
- You can take one special thing. What would you like to take? Why?



Useful words and phrases

- | | |
|-----------------|--------------------|
| reggae | a fairy tale |
| jazz | an adventure story |
| pop | a book on history |
| classical music | a detective story |

Reading and speaking

17 Look and read. Have you done the Quiz *A glimpse of Russia*? Now check your answers here.

FORWARD!

Magazine

Did you know?

What is the longest river in Russia?

It's not an easy question! The longest river in the European part of Russia is the Volga. It's also the longest river in Europe. It's 3,531 kilometres long! But in the Asian part of Russia, in Siberia, there is the Lena River. It's 4,400 kilometres long! Another Siberian river — the Ob together with the Irtysh is even longer. It's 5,410 kilometres long.



What is the deepest lake in Russia?

Of course, you knew it! Baikal is the largest lake in Russia and it is the deepest lake in the world.

What is the highest mountain in Russia?

That isn't more difficult than the lakes! Elbrus is the highest mountain in Russia and in the whole of Europe.

What is the largest city in Russia?

That's easy again! Moscow is the largest city in Russia. 12.3 million people live in Moscow. It is also the largest in Europe. St Petersburg is the second largest city in Russia. Novosibirsk is the largest city in the Asian part of Russia.

Where is the largest opera and ballet theatre in Russia?

Surprise, surprise! It's in Novosibirsk! The most interesting thing about the building is its cupola. The cupola is 60 metres in diameter and only 8 centimetres thick! It is the largest cupola of this design in the world. The theatre was opened on May 12, 1945, right after our victory in the Great Patriotic War.

take with them to a desert island

Поиск

pop

Найдено 9 совпадений

... PROBLEM PAGE Situation 1 My friends have invited me to go to a

... America. 6 I've just finished my homework. 7 We have always invit

... When I'm older, I want to be a *pop* star. ...

... 10 Interests and hobbies Would you like to be a *pop* star? ...

... Choose one of the jobs in *pop* music. ...

... B: And she's very interested in *pop* music. Look at her cassettes! ...

... деления, оно стоит перед определяемым существительным: She's

... Useful words and phrases reggae jazz *pop* classical music a fairy tale a

... загрязнение pony /'p@UnK/ n пони poor /pʊ/ 1. adj бедный 2. n беднота *pop* ...

17 стр.

Поиск

reggae

Найдено 2 совпадения

... Useful words and phrases *reggae* jazz pop classical music a fairy tale an ...

... / n красное дерево, калифорнийское мамонтовое дерево reef /rÖf/ n риф *reggae* ...

60 стр.

94 стр.

Поиск

jazz

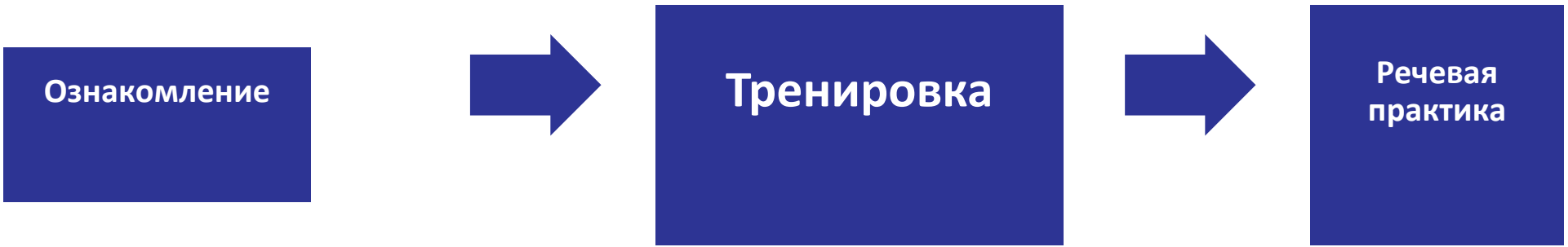
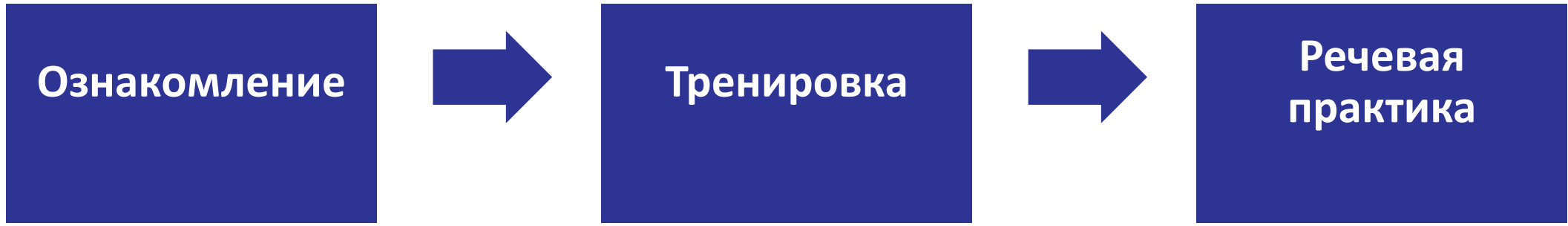
Найдено 2 совпадения

... Useful words and phrases reggae *jazz* pop classical music a fairy tale an ...

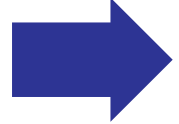
... 2) пиджак 3) жилет life jacket спасательный жилет jaw /'zɜ/ n челюсть *jazz* ...

60 стр.

91 стр.



Ознакомление



Тренировка



Речевая практика

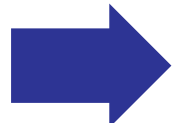
Тренировка

Ознакомление

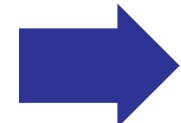
Речевая практика



Ознакомление

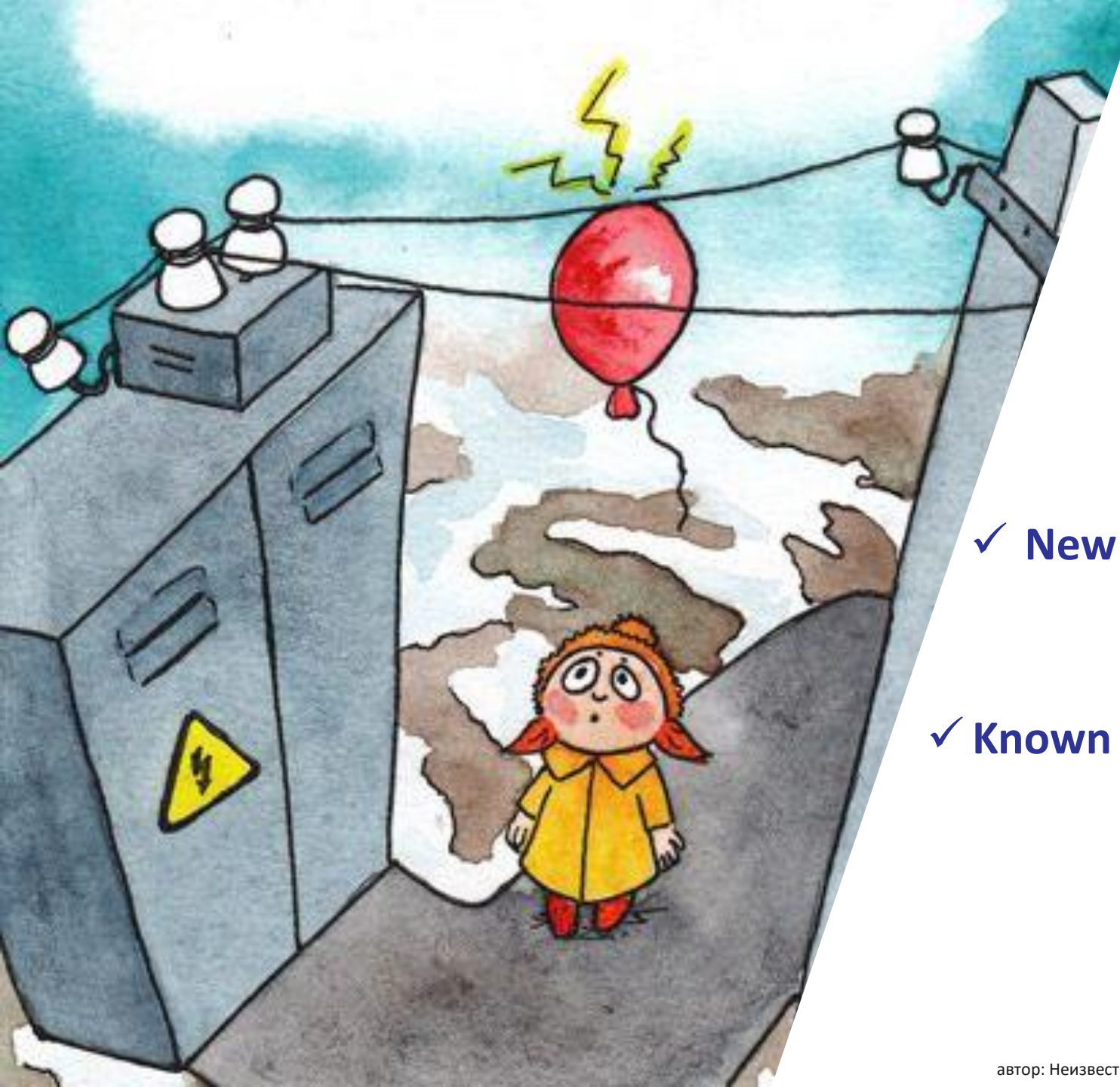


Тренировка



Речевая практика

CONNECTIONS!!!



- ✓ **New information** – connections between neurons
- ✓ **Known information** – reinforces connections

ЦЕНТР ДОПОЛНИТЕЛЬНОГО ОБРАЗОВАНИЯ КОРПОРАЦИИ «РОССИЙСКИЙ УЧЕБНИК»

Курсы повышения квалификации для педагогов

- Материалы и лекции от известных авторов учебно-методических комплектов
- В настоящее время реализуется 56 образовательных программ. Учебные материалы открыты для свободного доступа. С ними ознакомились более 50 000 учителей.
- Полный курс обучения с помощью современных образовательных и информационных технологий прошли свыше 7 000 педагогов.
- Налажено сетевое взаимодействие с ИРО и ИПК



в любое время,
в любом месте



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help@rosuchebnik.ru

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