

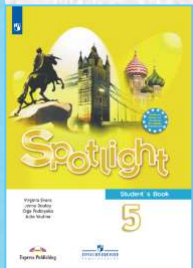
Особенности обучения в 5м классе (на материале УМК «Английский в фокусе»)

Ю.Е. Ваулина



Учет возрастных особенностей

Этот возрастной интервал - воистину “ничья земля” в периодизациях психического развития, на которую одинаково безосновательно претендуют специалисты и по младшему школьному, и по подростковому возрасту. Кстати, ни те, ни другие не в состоянии содержательно освоить эту возрастную территорию, ибо она качественно отлична и от 8-9-летнего возраста - сердцевины школьного детства, и от 13-15-летнего возраста - сердцевины отрочества. В этот период происходит синхронизация **двух кризисов**: образовательного кризиса, связанного с резкими внешними изменениями в укладе жизни школьников, и **возрастного кризиса** с существенными внутренними изменениями, которые приводят к распаду устоявшейся системы связей и отношений человека с другими людьми и построением формы жизнедеятельности



(Г. А. Цукерман)



Преимственность в образовании -

«...наличие последовательной цепи учебных задач на всём протяжении образования, переходящих друг в друга и обеспечивающих постоянное, объективное и субъективное продвижение учащихся вперёд на каждом из последовательных временных отрезков. Под преимущественностью понимается непрерывность на границах различных этапов или форм обучения (детский сад - школа, школа - вуз, вуз - последипломное обучение), то есть, в конечном счёте, - единая организация этих этапов или форм в рамках целостной системы образования»

Акад. А.А. Леонтьев



ФГОС ООО о преемственности

...обеспечение единства образовательного пространства Российской Федерации;...доступности получения качественного основного общего образования; преемственности основных образовательных программ начального общего, основного общего, среднего общего, профессионального образования;... формирование условий создания социальной ситуации развития обучающихся, обеспечивающей их социальную самоидентификацию посредством личностно значимой деятельности

Преимственность на методическом уровне

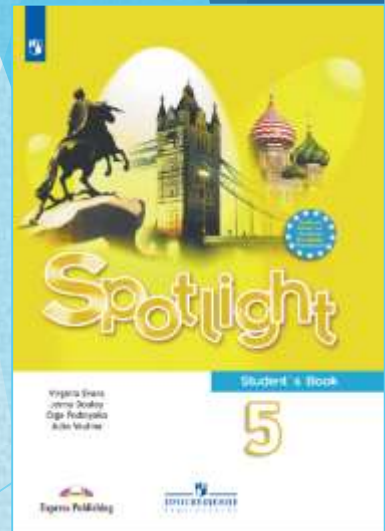
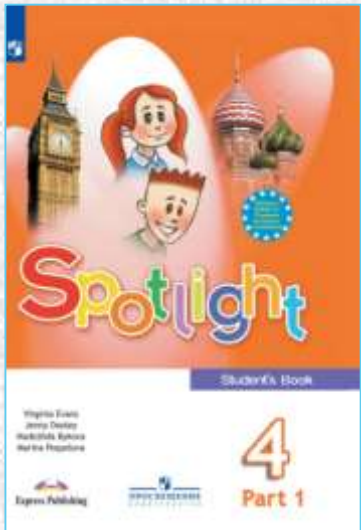


Учет тесной взаимосвязи разных ее аспектов:

- **дидактического**, включающего преимущество содержания, средств, форм и методов обучения
- **психологического**, связанного с учетом закономерностей формирования навыков учебной деятельности и развития психических функций ребенка
- **методического**, связанного с разработкой подходов к достижению всех трех групп образовательных результатов (личностных, метапредметных, предметных - ФГОС ООО)

Основные характеристики курса

- формирование коммуникативных умений в аудировании, чтении, говорении и письме в реальных ситуациях общения
- аутентичность языковых материалов
- адекватность методического аппарата традициям российской школы и целям на современном этапе её развития
- современные технологии
- включенность родного языка и культуры
- система работы по формированию УУД, ценностных ориентаций
- интерактивность, выход за рамки учебника

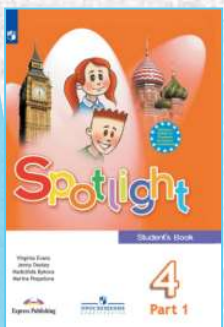


Структура и содержание учебника: модульное построение курса

Spotlight 4

Part 1

Starter Unit	Back together!	p. 4
Module 1	Family & friends!	p. 9
Module 2	A working day!	p. 25
Module 3	Tasty treats!	p. 41
Module 4	At the zoo	p. 57
Happy New Year!		p. 74
Spotlight on Russia		p. 76
Further Reading Practice		p. 80
Further Speaking Practice		p. 81
Grammar Reference		p. 83
Word List		p. 87
Phonetics		p. 92



Contents

Starter Unit (pp. 10-24)

Module 1 – School days (pp. 25-34)

1a	School!	pp. 26-27
1b	First day!	pp. 28-29
1c	Favourite subjects	p. 30

Module 2 – That's me! (pp. 35-44)

2a	I'm from ...	pp. 36-37
2b	My things	pp. 38-39
2c	My collection	p. 40

Module 3 – My home, my castle (pp. 45-54)

3a	At home	pp. 46-47
3b	Move in!	pp. 48-49
3c	My bedroom	p. 50

Module 4 – Family ties (pp. 55-64)

4a	My family!	pp. 56-57
4b	Who's who?	pp. 58-59
4c	Famous people	p. 60

Module 5 – World animals (pp. 65-74)

5a	Amazing creatures	pp. 66-67
5b	At the zoo	pp. 68-69
5c	My pet	p. 70

Module 6 – Round the clock (pp. 75-84)

6a	Wake up!	pp. 76-77
6b	At work	pp. 78-79
6c	Weekends	p. 80

 задание рекомендуется выполнять в личной тетради учащегося

Module 7 – In all weathers (pp. 85-94)

7a	Year after year	pp. 86-87
7b	Dress right	pp. 88-89
7c	It's fun	p. 90

Module 8 – Special days (pp. 95-104)

8a	Celebrations	pp. 96-97
8b	Master chef	pp. 98-99
8c	It's my birthday!	p. 100

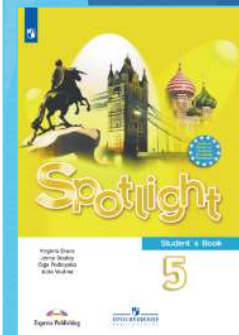
Module 9 – Modern living (pp. 105-114)

9a	Going shopping	pp. 106-107
9b	It was great!	pp. 108-109
9c	Don't miss it!	p. 110

Module 10 – Holidays (pp. 115-124)

10a	Travel & leisure	pp. 116-117
10b	Summer fun	pp. 118-119
10c	Just a note ...	p. 120

Spotlight on Russia	pp. 1-12
Grammar Reference Section	pp. GR1-GR7
Word List	pp. WL1-WL13
Geographical & Personal Names	pp. WL14-WL16
The Language of Grammar & Study	
Skills Vocabulary	pp. WL16
Transliteration table	pp. WL17
Irregular Verbs	
Pronunciation	
Song Sheets	pp. SS1-SS3




Структура и содержание учебника: модульная страница

Module 2 Units 3–4
A WORKING DAY!

In this module you will ...

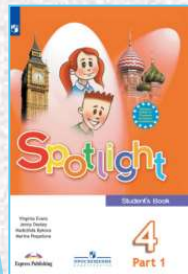
- learn, read and talk about ...
 - Uncle Harry's job at the Animal Hospital
 - buildings
 - jobs
 - activities
- practise ...
 - talking about location
 - talking about jobs
 - talking about activities
 - telling the time



A day in my life!

Spotlight on the USA

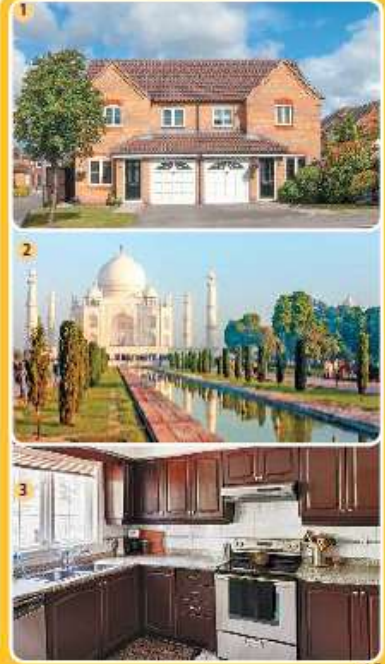
25



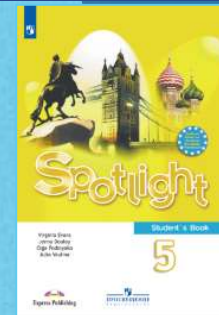
Module 3

My home, my castle

- ◆ **Before you start ...**
 - What nationality are you?
 - What nationality are your friends?
 - What country are you from?
 - Have you got a collection?
- ◆ **Write / Make ...**
 - a paragraph describing your house
 - a description of your bedroom
 - a plan of a typical house in your country
 - a picture of a famous building in your country
- ◆ **Look at Module 3**
 - Find the page numbers for pictures 1-3.
- ◆ **Find the page numbers for**
 - an advert for a villa
 - a picture game
 - a website page
 - a floor plan
- ◆ **Listen, read and talk about ...**
 - houses & rooms
 - ordinal numbers (1st-20th)
 - furniture
 - your bedroom
 - a typical English house
 - the Taj Mahal
- ◆ **Learn how to ...**
 - talk about a new flat
 - describe a house
 - ask about location
 - talk about a house for rent
- ◆ **Practise ...**
 - there is/there are
 - possessive adjectives
 - prepositions of place
 - reading rules: th, oo
 - pronunciation: /θ/, /ð/, /d/, /t/, /tʃ/

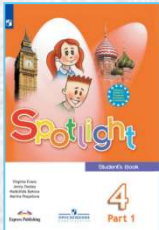


45



Структура и содержание учебника:

урок - разворот



3a The Animal Hospital

1 Listen and repeat.



station garage café
theatre baker's hospital
greengrocer's post office

2 Chat-Chat

A: Excuse me, where's the Animal Hospital?
B: It's in Bridge Street.



3 Listen and read.

1 STATION
Nanny, where does Uncle Harry work?
Well, let's go and see!

2 Excuse me, where's the Animal Hospital?
It's in Bridge Street.
This is Fifi! She needs an injection.

3 Uncle Harry!
Come on in!

4 Oh, she's so cute!
Where's Chuckles?
There he is! Behind the curtain!

5 I don't know!

6 It's OK, Chuckles! You don't need an injection!

4 Where's Chuckles? Read again and choose.

- A Under the chair. B Behind the curtain.

3a At home

Block of Flats

House

Vocabulary

♦ Rooms
1 Read the words and label the pictures. Listen and check. Which rooms can't you see in the pictures? What are the words for these rooms in your language?
• living room • kitchen • bathroom • bedroom • hall • dining room
• garage • study • playroom • laundry room • attic

♦ Ordinal numbers
2 Listen and repeat. How do we form ordinal numbers?

1st - first	6th - sixth	11th - eleventh	16th - sixteenth
2nd - second	7th - seventh	12th - twelfth	17th - seventeenth
3rd - third	8th - eighth	13th - thirteenth	18th - eighteenth
4th - fourth	9th - ninth	14th - fourteenth	19th - nineteenth
5th - fifth	10th - tenth	15th - fifteenth	20th - twentieth

by 3 Which floor are the people on?
♦ A: Which floor is Ann on? | B: She's on the third floor.

8♦ Tony
7♦ John & Bob
6♦ Mary & Helen
5♦ Billy
4♦ Linda
3♦ Ann
2♦ Steve
1♦ Lucy & Peter
0♦ Ground floor

Урок 2

study skills

Predicting content
The title and the pictures from a text help you predict what the text is about.

Reading

- 3 Look at the picture and the title of the article. What is the article about? Listen, read and check.
- 4 Read the text again and decide if statements 1-4 are T (true) or F (false).

Live High Up!

In the south of England, near Surrey, Stephen Board, the famous architect, has got a very unusual house. It's a water tower, 130 ft tall. The building is more than 100 years old. The tower has six floors. There is a reception room on the ground floor. The bedrooms are on the first, second and third floors. They have all got their own bathrooms. The kitchen is on the fourth floor and the living room is on the fifth floor. There are 140 steps to the roof, 88 to the kitchen and 116 to the living room. It's a great way to keep fit as there isn't a lift. That's the price you pay for living high up!

• feet (1 ft = 0.3048 metres)

- The building is new.
- There are nine rooms in it.
- The living room is on the ground floor.
- There are 113 steps to the kitchen.

by 2 Read the text aloud. Then explain the words in bold.

Speaking

- 5 Make notes under the headings, then talk about the house in the text to the class.
• where • number of rooms/floors
Use the headings to talk about your house.

Listening

- 5 Look at the text. Is it an advert or a letter? Listen and complete the gaps (1-5).

Villa in Mallorca

FOR SALE
€1,950,000

Contact: 51...@realestate.com

Prepositions /a/, /ə/
Heading Rules
th - /θ fifth, /z/ the

- 7 Listen and repeat. Then read out the sentence.

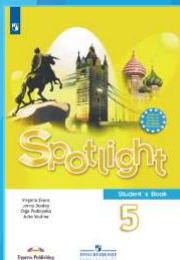
/θ/ sixth, seventh, eighth, ninth, tenth, three
/z/ this, the, those, there

- ♦ The kitchen is on the fifth floor.
- Game**
Play in teams. Mime an activity you are doing in a room. The other team guesses where you are.

♦ Team A S1: (mime sleeping)
Team B S1: Are you in the bedroom?

Writing (a paragraph about your house)

- 8 Portfolio: Write a short paragraph describing your house/flat. Write about: rooms, special features (e.g. garden, garage, etc). You can stick on a picture.



Структура модуля

3 Move in!

Vocabulary
 Furniture & appliances

1 Listen and repeat. Which of these words sound similar in your language?

Study skills
 Remembering new words
 When you learn new words, associate them with the place they are in. This way, you can remember them more easily.

2 Name a room. Your partner says two things it has got.
 A: It's a bedroom.
 B: It has got a wardrobe and a bed.

Reading

3 Read the first two exchanges. What is the dialogue about? Listen and read to find out.

Sandy: Hi, Olga. What's your new flat like?
 Olga: It's very nice.
 Sandy: Really?
 Olga: Yes. There's a small living room, a kitchen, a bedroom and a bathroom.
 Sandy: Has it got any furniture?
 Olga: Yes, it has. There's a sofa and an armchair in the living room but there isn't a television.
 Sandy: And in the bedroom there's a bed and a desk.
 Sandy: How about the kitchen? Is there a cooker?
 Olga: Yes, there is. There's a fridge and a table, too.
 Sandy: Sounds great!

b) Answer the questions.
 1 How many rooms are there in the flat?
 2 What furniture is there in the flat?

Grammar Grammar Reference

There is / There are

4 a) Read the examples and complete the rules. Find examples in the dialogue in Ex. 3.

SINGULAR
 There is a sofa in the living room.
 There isn't a TV in the kitchen.
 Is there a table in the bathroom?

PLURAL
 There are armchairs in the living room.
 There aren't any chairs in the bathroom.
 Are there any chairs in the bathroom?

We use ... in the singular.
 We use ... in the plural.
 We use ... in questions.

b) Choose a room from Ex. 1 and describe it to your partner.

3b

5 Read the table. Explain the adjectives in your language. Then choose the correct word.

Singular	Plural
my	our
your	your
his/hers	their

1 That is they/their house.
 2 This is her/she book.
 3 Is this our/we wardrobe?
 4 This isn't your/your bed.
 5 That is he/his desk.

Speaking

6 Talk about your new flat. Use Ex. 3 as a model.

Game

Play in pairs. For every picture you land on, say and spell the word. If you make a mistake, move back one circle.

Урок 3

3 My bedroom

Grammar Grammar Reference

Prepositions of place

1 a) Look, listen and repeat.

b) Look at Peter's bedroom. Ask and answer.

A: Where's the football?
 B: It's under the bed. Where are the books?
 A: They're ...

Reading

2 Read the title. Think of six words you expect to find in the text. Listen, read and check.

Урок 4

My bedroom

by Julie White

What's your bedroom like? My bedroom is great! It's very big and there is a lot of furniture in it. Everything is blue in my bedroom and I call it the blue room. I've got a small bed, a desk, a chair, a wardrobe and a bookcase. The bed is in front of the wardrobe. My desk is under the window. There's a big poster behind my bed. There's a computer and a lamp on my desk and I've got books in the bookcase next to my desk. I haven't got a TV but I've got a CD player. I like my bedroom very much.

- 3 Read the description again and draw the plan of the bedroom in your notebooks.
- Everyday English**
- Asking about location
- 4 Ask questions about your partner's bedroom.
- A: Is there a desk in your bedroom?
 B: Yes, there is.
 A: Where exactly is it?
 B: It's under the window next to my bed.

Study skills

Starting your writing
 You can start your piece of writing with a question. This makes the reader want to continue reading.

Writing (a paragraph about your bedroom)

5 Portfolio: Write a paragraph describing your bedroom (30-50 words). Use Ex. 2 as a model.

Spotlight
 Student's Book
 Unit 5
 Authors: Victoria Jones, Emma Dackley, Olga Fedorukina, Anna Vashina
 Publishers: Express Publishing, Oxford University Press



Структура модуля



A day in my life!

My name is Danielle Pearson. I live in Wisconsin, USA. My school is called Danver Elementary School and I really like it there. School starts at 8:30. Every day we have Morning Meeting and usually start the day with a game or a song. We have a break at 10:30, and most of the students go outside. Every Thursday I have a meeting with my teacher, Miss Blake, to talk about my school work and projects.

We have lunch every day at 12:15. I usually eat in the school canteen. In the afternoon we usually have Art, PE or Music.

After school, at 3 o'clock, I go home and play with my little sister. Then I help my mother to cook dinner. After dinner I always do my homework and then I read or watch TV for a while. I go to bed every night at 10 o'clock.



1 Read and complete the sentences about Danielle's day.

- 1 She starts school at
- 2 She has lunch at
- 3 She goes outside at break time at
- 4 She goes home at
- 5 She goes to bed at

2 Now talk about a day in your life.

CULTURE CORNER A Typical English House

3d

1 Look at the picture and the title of the text. What is it about? Think of five words you expect to find in the text. Read through and check.

2 Read the text and complete the gaps with the correct word. Listen and check.

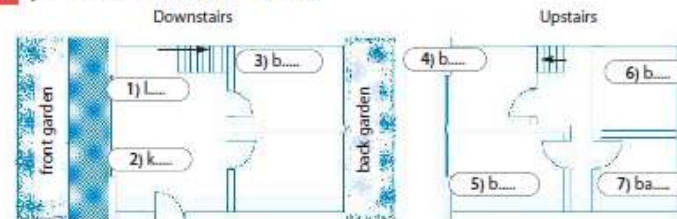
Semi-detached Houses To see my house click here **INSIDE**

Hi, my name's John and I'm 0) from England. My house is a semi-detached house made of bricks¹. In my house there are three rooms downstairs and four rooms upstairs. Downstairs, there 1) a living room, a kitchen and a bathroom. Some houses 2) got a fireplace in the living room but we haven't got one. We've got central heating² 3) all the rooms. Upstairs, there are three bedrooms and a bathroom. All the rooms have got carpets to keep us warm. Outside 4) house there is a back garden 5) a front garden with a lot of flowers.

¹ small red blocks used for building walls and houses
² system to keep the house warm

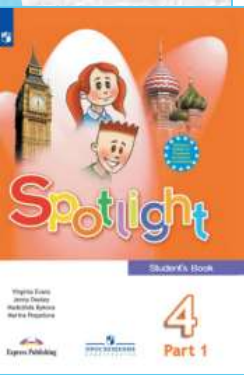
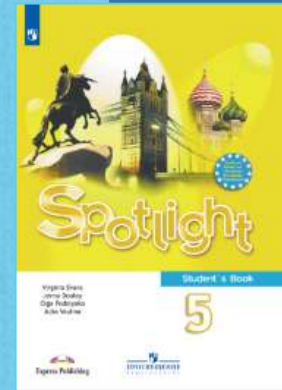
3 Make notes under the headings: *type, inside, outside, special features*. Then tell the class about John's house.

4 Read and complete the plan below.



Project

5 Portfolio: Draw a plan of a typical house in your country. Present it to the class.



Урок 5

Структура модуля



3. What would you like for your tea?

Sushki, baranki, bubliki (bagels) are traditional Russian products. You need flour, butter, oil, water, salt and sugar to make them. They can be round or oval, very big or very small and they can have different colours and flavours.

They are very popular because they taste good and they are cheap. Sushki last a long time too. People like to take sushki with them when they go hiking.

Everybody loves sushki, baranki and bubliki: from babies to old people. They are a good treat at teatime.



1 Talk with your friend.

- 1 Why are bubliki, baranki and sushki so popular in Russia?
- 2 Where can you buy them?
- 3 What is your favourite treat at teatime?

2 How many of them are there in one kilo?

- | | | | |
|------------------|----------|----------|----------|
| 1 Sushki: about | a) 70 | b) 100 | c) 80 |
| 2 Baranki: | a) 20-30 | b) 25-50 | c) 40-60 |
| 3 Bubliki: up to | a) 10 | b) 15 | c) 20 |



Russia's open-air museums show us wooden buildings from long ago. One very famous museum is Kizhi, on a beautiful island in Lake Onega (Onezhskoye) in Karelia. But there are many others.

Homes

Spotlight on Russia visits the museums at Malye Korely and Vitoslavlitsy near Novgorod.

Here we are at Malye Korely, near Arkhangelsk.

This is a typical *izba*. It's a small wooden country house with just one or two rooms. The family room is a bedroom, kitchen and living room all in one. There isn't a bathroom, but there is a wooden sauna (*banya*) outside.



This is the "beautiful corner" (*krasny*), with the family icon and a special table for guests.

Now we're at Vitoslavlitsy. Let's look inside the 1882 izba from Ryshevo.

There is a large clay oven (*pech'*) in the corner near the door. There are sleeping benches (*polaty*) above the oven.

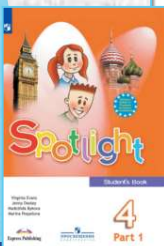


There are low benches along the other walls, one or two tables, and a cupboard for dishes.

ACTIVITIES

- Use the text to tell your English-speaking pen friend about a typical Russian izba or a historical house in your region.
- Draw or photograph some old buildings and send your pictures to us, with a short description.

Урок 6



One Country, Many Cultures ...

Russia has got 145 million people. They're all Russian citizens - but there are over 130 different nationalities. Many nationalities have got their own republics.

Spotlight on Russia looks at two of these.



Chuvash Republic

Traditional Chuvash costume

Chuvashia's capital is Cheboksary. It is on the River Volga. Chuvashia's population is about 1.4 million people. Two out of three people are Chuvash. There are also many Russians, and so other nationalities. Many people speak Chuvash as well as Russian. Chuvash people have still got their own culture and traditions.



Cheboksary town view down river on the River Volga

Buryat Republic



Beautiful Lake Baikal, Buryatia

Buryatia is next to Lake Baikal. The capital is Ulan-Uda. There are about 1 million people in Buryatia, with 100 different nationalities - Russians, Buryats, Ukrainians, Tatars, Belorussians and more. The main languages are Russian and Buryat.



Made a yurt (a traditional Buryat tent house) 100 years ago

Write **Write to Spotlight on Russia** and tell us about the republic or area you live in.

ACTIVITY

- Fill out a factfile like this about each of the two republics above.
- Find out about another nationality with its own republic - fill out a factfile, then write a short paragraph about it.

Location:
Capital:
Population:
Nationalities:
Language:

Личностные УУД:

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

Spotlight 5

Структура модуля

2 Chit-Chat

Where are you going to go on holiday?



What are you going to do there?



I'm going to go to Australia!

I'm going to go to the seaside!

54

Module 8

3 What will the weather be like tomorrow? Look and say.



sunny



windy



cloudy



rainy



cold



hot

London



Rome



Madrid



Paris



Athens



Moscow



A: What will the weather be like in London tomorrow?

B: It'll be cloudy.

Урок 7

English in Use 3

Viewing a house

1 a) Listen and repeat.

- Which house is it, Dad?
- This one. Here we are.
- Let's go in.
- The living room is very big.
- Let's go upstairs.
- Which is my bedroom?
- It's great, Dad!

b) The sentences are from a dialogue between a father and his son. Who says each sentence? Listen and check.

Ryan: Which house is it, Dad?
 Dad: This one. Here we are.
 Ryan: Wow! It's great and the garden is quite nice.
 Dad: I've got the key. Let's go in.
 Ryan: This is nice. The living room is very big.
 Dad: Yes, but the kitchen is quite small. Let's go upstairs.
 Ryan: Which is my bedroom?
 Dad: This one here. It's your favourite colour – blue.
 Ryan: It's great, Dad!

2 a) Read the dialogue again. Replace the highlighted words in sentences 1-3 with words from the dialogue.

- 1 It is small. ▶ *the kitchen*
- 2 It is upstairs.
- 3 This is his favourite colour.

b) Look at the pictures. Which is their house?



3 Portfolio: Imagine you're to see the old house/flat of ... You're excited to see it. Use Ex. 1a to act out the dialogue with your dad/mum. Record yourself.

Pronunciation /ɒ/, /u:/
 Reading R1
 • oo - /u:/ spoon, moon • ox

4 Listen and repeat. Think of the same sounds.

/u:/ room, boot, food, noon
 /ɒ/: cook, hook, book

52



Everyday English

Inviting/Suggesting - Accepting/Refusing

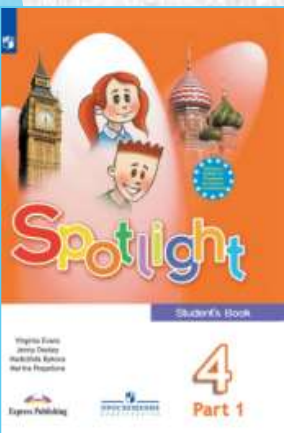
3 a) Read the language box.

Inviting/Suggesting

- Would you like to come canoeing/fishing etc. with me?
- Why don't you come ... ?
- Do you want to come canoeing ... ?

Accepting/Refusing

- Yes, sure!
- That sounds great/good!
- I'm sorry, but I can't.
- Actually, I'd rather not.



Структура модуля

Fun at school

History A year to remember!

1984 nineteen-eighty-four

1234 twelve-thirty-four

3 Match the events to the year.

1 1492	A World War I begins
2 1666	B The Great Fire of London
3 1896	C The first modern Olympic games take place in Greece
4 1914	D The first man lands on the moon
5 1969	E Columbus discovers America

4 Choose one of the events. Design the front page of a newspaper.



5 ICT – What are the important dates in Russian history? Write five of them and say why.

Module 6 29

Extensive Reading 3

ACROSS THE CURRICULUM: ART & DESIGN

Taj Mahal

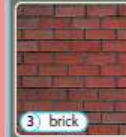
The Taj Mahal is in Agra, India. It is one of the Eight Wonders of the Modern World. The palace is made of white marble and precious stones. In the sunshine, the marble shines with different colours, like pink, yellow and grey. There is a main dome in the centre that looks like a large pearl and there are four minarets at each corner. Inside, there are two floors each with eight rooms. Outside, there is a very beautiful garden with four pools. The Taj Mahal is a fantastic building.



1 glass



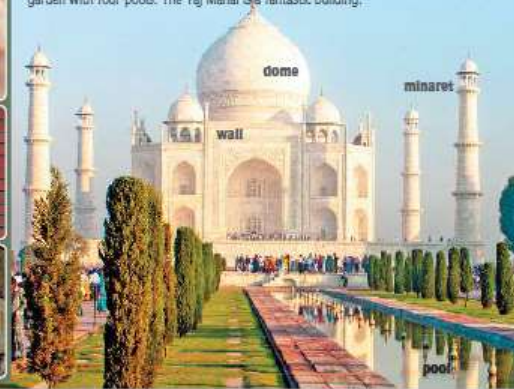
2 marble



3 brick



4 stones



1 a) Listen and repeat.

b) What is the Taj Mahal made of? Listen, read and check.

2 Read and complete the sentences.

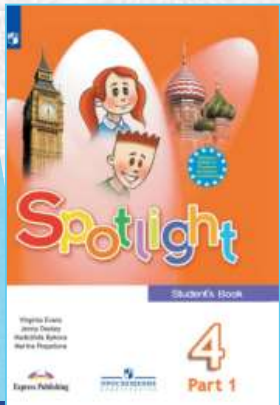
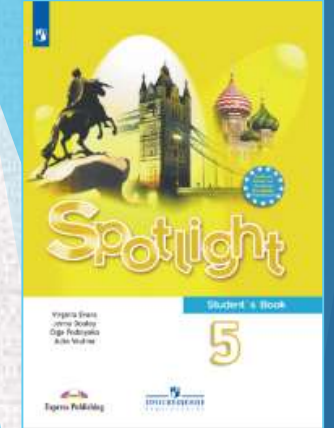
- The Taj Mahal is in
- There are rooms inside.
- In the garden there are

3 Make notes under these headings, then describe the Taj Mahal to your partner. Include right and wrong statements. Your partner corrects you.
* name * place * colour/material(s) * inside * outside

Project

4 **ICT Portfolio:** In groups, draw or paint a picture of a famous building in your country. Think about floors, colour, material, rooms, inside/outside, special features. Use the Internet to find the information. Present it to the class.

53




Урок 8


Структура модуля


Now I Know


Vocabulary


1 Look, read and choose. (18 points)


eg.  **A** bread **B** beans


1  **A** flour **B** sugar

2  **A** olive oil **B** lemonade

3  **A** salt **B** pepper

4  **A** biscuit **B** butter

5  **A** coconut **B** mango

6  **A** pineapple **B** orange

Grammar

2 Choose the correct word. (20 points)

1 We don't need **much**/**many** sugar.

2 Do we need **many**/**much** mangoes for the fruit salad?

3 There isn't **many**/**much** butter left in the fridge.

4 There are a lot of/**much** oranges in the basket.

5 How **much**/**many** bread have we got?

3 Read and match. (30 points)

1 May I have a piece of that cake, please?

2 May I leave the room, please?

3 May I use your phone?

4 May I bring my sister to your party?

5 May I eat my dinner in the room, please?

6 May I have a pen, please?

A No, you may not. You're in the kitchen.

B Here you are.

C Not yet. It's still very hot.

D Yes, but don't be too noisy.

E Yes, of course.

F Of course you may. What name?

54 **Module 3**


Now I can ...

- 1 talk about food
- 2 buy food and say prices
- 3 ask for, give/refuse permission
- 4 write about food

Module 3

PROGRESS CHECK 3

1 Look at the picture. Complete with: *is, isn't, are, aren't.*



- 1 There **are** five chairs.
- 2 There **isn't** a table.
- 3 There **isn't** a carpet.
- 4 There **isn't** a lamp.
- 5 There **isn't** a painting.
- 6 There **are** two windows.
- 7 There **are** ten books.

(Points: 21)

2 Find the odd word.

- 1 wardrobe - bed - sink - chair
- 2 fridge - book - table - cooker
- 3 sofa - washbasin - toilet - bath
- 4 armchair - carpet - coffee table - garden
- 5 kitchen - bathroom - bedroom - garage

(Points: 20)

3 Match the exchanges.

- 1 Which floor is your flat on? a It's on the desk.
- 2 What's your new flat like? b It's nice.
- 3 Where's the lamp? c Yes, there is.
- 4 Which is my bedroom? d The 5th.
- 5 Is there a TV in your room? e This one here.


(Points: 25)

4 Write the ordinal numbers.

- 1 4th ...
- 2 3rd ...
- 3 1st ...
- 4 2nd ...
- 5 11th ...
- 6 20th ...
- 7 16th ...
- 8 12th ...

(Points: 16)

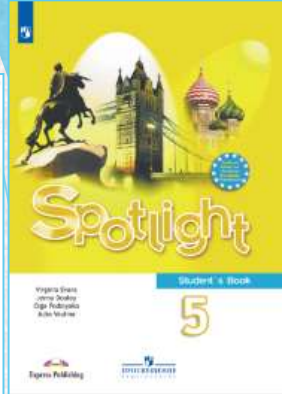
5 Complete with: *on, under, in, behind, in front of.*



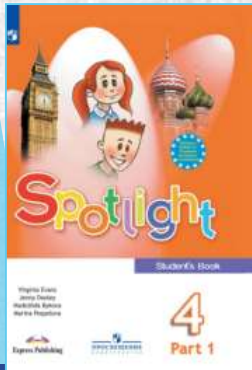
- 1 There are two armchairs **in** the room.
- 2 The carpet is **on** the table.
- 3 The books are **on** the table.
- 4 The table is **in front of** the sofa.
- 5 The wardrobe is **in** the armchair.
- 6 The painting is **on** the wall.

(Points: 18)

(My score: 100)



Spotlight
Student's Book
5
Express Publishing



Spotlight
Student's Book
4
Part 1
Express Publishing

Урок 9



Учет возрастных особенностей: формы деятельности на уроке ИЯ

Начальная школа:

познание окружающего мира;

инсценировки, разучивание стихотворного и песенного материала, игры (активная деятельность)

Основная школа:

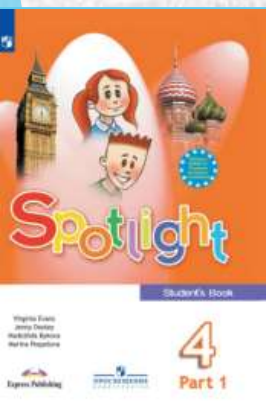
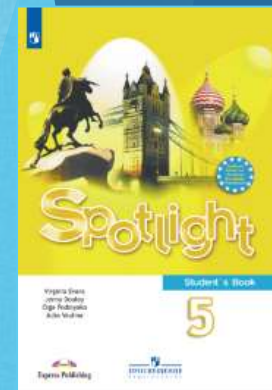
порождение общения между учащимися, затрагиваются личные темы, волнующие вопросы;

групповая работа, обмен мнениями, суждениями в парах и группах.

Средняя школа:

Профессионально ориентированная направленность учебных материалов;

ориентация учащихся на выбор жизненного пути.

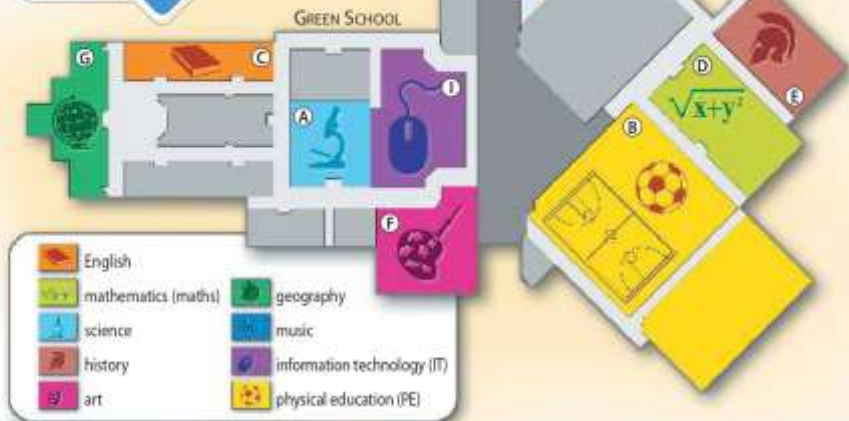




Вторичная языковая личность понимается как совокупность способностей человека к иноязычному общению на межкультурном уровне, под которым понимается адекватное взаимодействие с представителями других культур

Количество единиц активной лексики

1 School!



Vocabulary

♦ School subjects

1 a) Listen and repeat. What are these school subjects in your language?

b) Put the school subjects in alphabetical order.

2 a) Look at the map of Green School and the timetable. Find the classroom for each subject.

A: Where's the maths lesson?

B: In Room D.

b) What's your favourite subject?

♦ Days of the week

3 a) Listen and repeat.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

b) What lessons have you got on Monday, Tuesday, etc?

Timetable Monday		
8:30 - 9:25	maths	▶ D
9:30 - 10:25	IT	.....
10:25 - 10:40	Break	
10:40 - 11:35	English	.....
11:35 - 12:30	PE	.....
12:30 - 1:30	Lunch Break	
1:30 - 2:30	science	.....
2:30 - 3:30	history	.....

Reading

4 a) Look at the notices 1-5 on p. 27. Which are from teachers? Which are from students?

2 a) Look at the map of Green School and the timetable. Find the classroom for each subject.

A: Where's the maths lesson?

B: In Room D.

b) What's your favourite subject?

Timetable Monday

8:30 - 9:25	maths	▶ D
9:30 - 10:25	IT	.....
10:25 - 10:40	Break	
10:40 - 11:35	English	.....
11:35 - 12:30	PE	.....
12:30 - 1:30	Lunch Break	
1:30 - 2:30	science	.....
2:30 - 3:30	history	.....

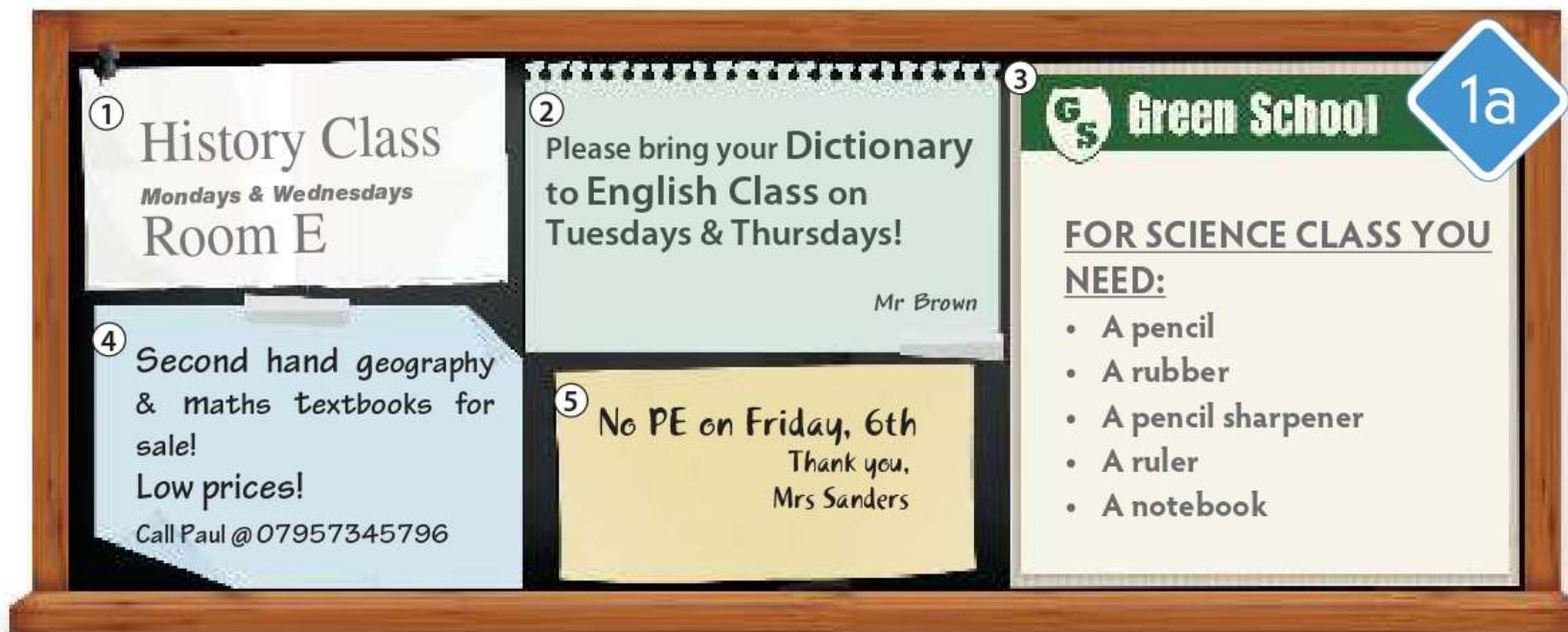
школьные дисциплины

предметы школьного обихода

дни недели

Spotlight 5

Аутентичные тексты для чтения разных форматов



b) Read the notes again and find:

- 6 school subjects
- 6 school objects
- 5 days of the week

c) Answer the questions.

- 1 Which room is the history class in?
- 2 Who's the English teacher?
- 3 What do you need for science class?

b) Read the notices again and find:

- 6 school subjects
- 6 school objects
- 5 days of the week

c) Answer the questions.

- 1 Is the history class in Room B?
- 2 Who's the English teacher?
- 3 What do you need for the science class?



Семантизация лексики с помощью наглядности

Сопоставление русских и английских соответствий

8
b

Master chef



Vocabulary

Food & drinks

1 a) Listen and repeat. What names of these foods/drinks are/sound similar in your language? Which do you eat/drink for breakfast/lunch/dinner?

b) Which of the foods in the pyramid do you like/not like?

A: *I like cherries, but I don't like grapes.*
B: *Really? I like ...*

Containers

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

- | | |
|--------------------|--------------------|
| 1 a carton of | 4 a glass of |
| 2 a box of | 5 a packet of |
| 3 a bowl of | 6 a bottle of |

Reading

3 a) Read the first exchange. What is the dialogue about? Listen, read and check.

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

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

Vocabulary

Food & drinks

1 a) Listen and repeat. What names of these foods/drinks are/sound similar in your language? Which do you eat/drink for breakfast/lunch/dinner?

b) Which of the foods in the pyramid do you like/not like?

A: *I like cherries, but I don't like grapes.*
B: *Really? I like ...*

Containers

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

- | | |
|--------------------|--------------------|
| 1 a carton of | 4 a glass of |
| 2 a box of | 5 a packet of |
| 3 a bowl of | 6 a bottle of |

Reading

3 a) Read the first exchange. What is the dialogue about? Listen, read and check.

Ann: How about pasta with chicken in tomato sauce for dinner tonight?

Bob: That sounds great! Have we got everything we need?

Ann: Let's look in the cupboards.

Bob: We've got some pasta and some tomato sauce.

Ann: Are there any onions?

Bob: We've got a lot of onions, but there isn't any garlic.

Ann: Is there any cheese?

Bob: There is some, but there isn't any chicken. And there isn't much olive oil.

Ann: OK, let's make a shopping list, then.

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

Вариативность
языковых средств

Развитие языковой
догадки

Задание в формате ЕГЭ

Spotlight 5

4 a

My family!

Vocabulary

Family members

1 Look at Kate's secret diary.

Who is her:

- mother (mum)?
- brother?
- grandfather (grandpa)?
- father (dad)?
- sister?
- grandmother (grandma)?

Reading

2 a) What is the text about? Listen, read and check to find out details.

b) Read the text and decide if the sentences are T (True), F (False) or DS (Doesn't Say).

- 1 Kate plays the violin. **DS**
- 2 Jane can dance.
- 3 David can speak another language.
- 4 Kate's got a baby brother.
- 5 Kate visits her grandparents every weekend.

c) Read the text aloud.

MY SECRET DIARY

Name: Kate Green
Age: 12

My mum's name is Jane. She's 35 and she's a music teacher. She can play the guitar. She's very clever.

This is my dad, David. He's 42 and he's a pilot. He can speak French. He's very cool.

Tom is my brother. He's 8 and he's very naughty, but deep down he's very caring! Computer games are his hobby!

Helen is my grandma. She's 70 years old. She's kind and friendly. She can make cookies, but she often burns them.

This is my grandpa. His name's Ben and he's 72. He's really funny.

Emma is my baby sister. She's sweet, but very noisy! She can't walk yet.

1 Look at Kate's secret diary. Who is her:

- mother (mum)?
- brother?
- grandfather (grandpa)?
- father (dad)?
- sister?
- grandmother (grandma)?

Reading

2 a) What is the text about? Listen, read and check to find out details.

b) Read the text and decide if the sentences are T (True), F (False) or DS (Doesn't Say).

4

Who's who?

Famous Pairs

Vocabulary

Appearance

1 a) Match the descriptions to the characters. List the words from the descriptions under the headings:

Facial features Height **Hair** Build

- 1 He's short and plump with a big mouth and a big nose.
- 2 He's tall and fat with red hair and a red moustache.
- 3 He's short with fair hair, big eyes, a big nose and a moustache.
- 4 She's short and thin with red hair, a small nose and a small mouth.
- 5 He's tall and thin with long ears and a big nose.
- 6 She's tall and thin with long brown hair.

b) Choose one of the characters in the pictures. Your partner asks you five Yes/No questions to find out who the character is.

A: Is it a she?
B: No, he isn't.

A: Is he tall?
B: Yes, he is./No, he isn't.

Everyday English

Asking for and giving personal information about someone

2 Use the t



Quasimodo & Esmeralda



Mickey Mouse & Goofy



1 a) Match the descriptions to the characters. List the words from the descriptions under the headings:

Facial features Height **Hair** Build

- 1 He's short and plump with a big mouth and a big nose.
- 2 He's tall and fat with red hair and a red moustache.

Использование антонимов
и синонимов


Развитие логического
мышления

Развитие умений
диалогической речи

словообразование

Vocabulary

◆ Jobs

1   Match the people in the picture to the jobs (1-8). How do we form these words?

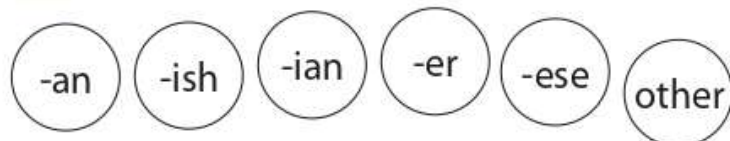
- | | |
|-----------|---------------|
| 1 painter | 5 waiter |
| 2 doctor | 6 mechanic |
| 3 baker | 7 taxi driver |
| 4 teacher | 8 postman |

► *Mr Brown is a painter.*

◆ Word formation

We use **-ish**, **-ian**, **-er**, **-ese** to form adjectives for nationalities.

3 Group the nationalities in Ex. 1a under



Use the list of geographical names at the back of the book to add one more to each group.



b) Which of the activities do you think are:

- tiring • relaxing
- boring • exciting
- fun • dangerous
- enjoyable

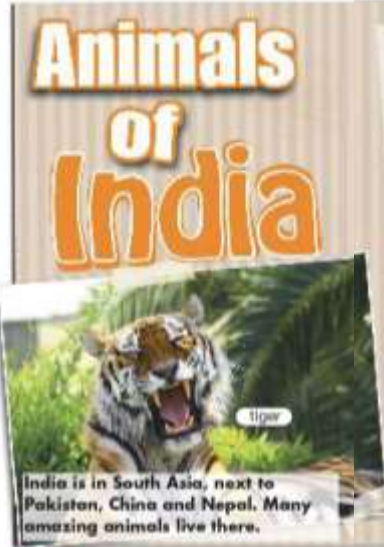
► *A: I find white water rafting exciting.*

B: Really? I think it is dangerous.

c) Look at the highlighted adjective suffixes. Give one more example of each.

5a

Amazing creatures



The Bengal tiger is the national animal of India. It is orange with black, grey or brown **stripes**. It **hides** in tall grass and **hunts** big animals like deer. It is a really beautiful animal.

The Indian cobra is a black, brown, white or yellow snake. It is very **dangerous**. Indian elephants are very big and tall (2-3 metres), but they have small ears. Usually a big female is the **head** of a family of elephants. Indian people use elephants to carry **heavy** things with their **trunks**.

The Indian rhino is a funny animal! It only has one **horn** (African rhinos have two). It usually lives **alone** and likes to sit in water or **mud**. There are only about 2,000 Indian rhinos today.

India is in South Asia, next to Pakistan, China and Nepal. Many amazing animals live there.

Vocabulary

Animals

- Look at the map. Which country can you see? Which continent is it in: Asia or Africa? What countries are next to it?
- Look at the pictures. Listen and repeat the words. Which of them sound similar in your language? Do you have these animals in your country?

study skills

Learning new words
Revising new words helps you remember them. Start a vocabulary notebook. Label each section e.g. animals, countries, family etc. Write new words under the sections. Revise regularly.

Reading

- Look at the title of the text. What animals do you think it is about?
- a) Think of two questions you want to ask about Indian animals. Listen and read. Can you answer them?
b) Read and find the name(s) of:
• three countries • five animals
• five colours • five other adjectives
- Explain the words in bold.

Speaking

- What is new for you in the text? Tell your partner three facts you remember.

Grammar

Grammatical Reference

Present Simple (affirmative)

- Read the table and the rules. Find examples of each use in the text.

We use Present Simple with:

- a situation that is more or less permanent: *He lives in Russia;*
- repeated actions: *He plays tennis on Mondays;*
- habits: *I have tea in the morning.*

I run	we run
you run	you run
he/she/it runs	they run

3rd Person Singular

Spelling rules

verb + s
I eat – he eats, I like – she likes
verb -ss/-sh/-ch/-x/-o + es
I go – he goes, I wash – she washes
verb ending in a consonant -y + ies
I cry – he cries but I say – he says

- Find the third person singular.

1 I hide – he ...	5 I walk – it ...
2 we hunt – it ...	6 you use – she ...
3 they live – he ...	7 they carry – he ...
4 you eat – she ...	8 we wash – he ...

- Put the verbs in brackets into the correct form.
 - Rhinos ... (eat) plants.
 - The Bengal tiger ... (live) in India.
 - A lion ... (sleep) during the day.
 - Crocodiles ... (swim) in rivers.
 - Elephants ... (like) bananas.
 - A cobra sometimes ... (bite) humans.

Pronunciation

/s/, /z/, /ɪz/

Reading Rules

(e)s after:

- /t/, /d/, /p/, /f/ - /s/ laughs • /t/, /f/, /p/, /dʒ/, /tʃ/ - /z/ misses
- other sounds - /ɪz/ plays

- Listen and choose. Listen again and repeat.

	/s/	/z/	/ɪz/		/s/	/z/	/ɪz/
lives				writes			
walks				teaches			
goes				relaxes			

Writing (a poster)

- Portfolio: Make a poster. Draw a map of your country. Find pictures of animals from your country. Label the pictures.

КОММУНИКАТИВНАЯ
грамматика

активный поиск
знаний уч-ся

Spotlight 5

Разнообразные контексты

Spotlight 5



Vocabulary

◆ Parts of the body of an animal

1 a) 🎧 Listen to the sounds. Which of the animals in the pictures can you hear?

b) Look at the pictures. What do you call these animals in your language? Which sound similar?

2 🗣️ Use these adjectives to ask about the animals in the pictures.

long - short big - small thin - thick

▶ A: Which animal has got a long neck?

B: The giraffe.

3 🗣️ Describe any of the animals. Make two false statements. Your partner corrects you.

▶ A: The elephant has got big ears, long legs and a short trunk.

B: The elephant hasn't got long legs and a short trunk. It's got short legs and a long trunk.

Reading

4 a) Read the first two lines of the dialogue. Where are Ben and Ann?

b) 🎧 Think of three animals you can see at a zoo. Listen and say which are in the dialogue.

Ben: Do you like the zoo, Ann?
Ann: Yes, I do. It's great. What's that animal over there?
Ben: Which one? What does it look like?
Ann: It has a long neck and long legs.
Ben: That's a giraffe. They are so beautiful.
Ann: Yes, they are. Look, what's that up in the tree?
Ben: It's a monkey.
Ann: Ah! I don't like monkeys.
Ben: Why not?
Ann: They are noisy.
Ben: I find them cute. Anyway, let's go and see the bears.
Ann: OK.

DANGER!



Keeping clean:
Don't let pets in the kitchen. Always wash your hands well before you touch any food. Clean the way!

1 ✂️ Which of the sentences 1-5 are true for you?

When I cook/help in the kitchen ...

- 1 I always wash my hands first.
- 2 I use one knife to chop¹ everything.
- 3 I wash fruit and vegetables really

1 ✂️ Which of the sentences 1-5 are true for you?

When I cook/help in the kitchen ...

- 1 I always wash my hands first.
- 2 I use one knife to chop¹ everything.
- 3 I wash fruit and vegetables really well.
- 4 I sometimes forget to put milk back in the fridge.
- 5 I clean surfaces² before and after.

¹ cut into small pieces ² top of something



op raw¹
her food - to
ts of
arp knives

ove warm
d food and
hurt in the
y meat!

Reading

- 4 🎧 Read the first exchange in the telephone conversation below. Where's Patsy? Where is she going? Listen and read to find out.

Patsy: Hi, Ann. I'm **getting on** the plane **now**.
 Ann: Can't wait to see you. I'm **on my way** to the airport.
 Patsy: **All right!** See you in a couple of hours.
 Ann: Are you wearing warm clothes? It's very cold here.
 Patsy: What?
 Ann: Yeah! And it's really windy. I'm wearing my coat and scarf.
 Patsy: Really? I'm wearing a short skirt and a blouse. It's hot here.
 Ann: I'm **only joking**. It's a lovely, hot day today in Glasgow.
 Patsy: You're awful!
 Ann: No, I'm not.
 Patsy: Okay, I'm **hanging up** now. See you later.

- 5 a) ✍️ Read again and complete the sentences. Use the *Present Continuous*.

- Patsy to Glasgow.
- Ann to the airport.
- Patsy a skirt and a blouse.

- b) Explain the phrases in bold. What is the weather like in Glasgow?

Grammar Grammar Reference

- ◆ Present Simple or Present Continuous

- 6 a) Read the sentences. Which verb form do we use to talk about *habits/routines, actions happening now*?

She always **wears** boots in winter.
 She **is wearing** a raincoat now.

- b) ✍️ Put the verbs in brackets into the *Present Simple* or the *Present Continuous*.

- (it/rain) often in the winter?
- Where (you/live)?
- What (you/do) now?
- She (go) to school on her bike today.
- He (not/swim) well.

Speaking

- 7 🗣️ Discuss your clothes in different seasons. What do you usually wear? What are you wearing now?

Listening

- 8 🎧 You will hear three conversations. For each question choose the correct answer.

- 1 What is the weather like?



- 2 What is Jennifer wearing?



- 3 Which tie hasn't Andrew got?



Writing

- 9 Portfolio Find pictures of your family and friends. Write a short description of each picture. Write:

- who the people are
- where they are
- what the weather is like
- what they are wearing/doing
- how often they do it

Сравнение и противопоставление

Grammar Grammar Reference

◆ Present Simple or Present Continuous

- 6 a) Read the sentences. Which verb form do we use to talk about *habits/routines, actions happening now*?

She always **wears** boots in winter.
 She **is wearing** a raincoat now.

♦ Buying a souvenir

1 a) 🗣️ Listen and repeat.

- 1 How can I help you?
- 2 I want to buy a souvenir.
- 3 How about this key ring?
- 4 How much is it?
- 5 It's £4.
- 6 Here you are.

b) 🗣️ Who says each sentence 1-6 above?
A *shop assistant* or a *customer*? Listen and read to check.

Shop assistant: Good afternoon. How can I help you?
Marta: Good afternoon. I want to buy a souvenir.
Shop assistant: How about this key ring?
Marta: That's a good idea. How much is it?
Shop assistant: It's £4.00.
Marta: Can I have two, please?
Shop assistant: Sure. That's £8.00.
Marta: Here you are.

2 a) Read again. What is Marta buying?

b) 🗣️ 🗣️ Read the dialogue aloud.

3 🗣️ 🗣️ **Portfolio:** You are at a souvenir shop in the UK. Use the sentences in Ex. 1a to act out dialogues like the one in Ex. 2. Use the souvenirs in the pictures. Record yourselves.

Pronunciation /u:/, /ʌ/
Reading Rules
 u - /u:/ ruler, June, /ʌ/ up, uncle
 o + n, m, v - /ʌ/ son

4 🗣️ Listen and repeat. Think of more words with the same sounds.

/u/: glue, blue
 /ʌ/: cut, much, such
but Monday, love, London, mother

Фонетические навыки и правила чтения

Pronunciation /θ/, /ð/

Reading Rules

th - /θ/ fifth, /ð/ the

7 🗣️ Listen and repeat. Then read out the sentence.

/θ/: sixth, seventh, eighth, ninth, tenth, three

/ð/: the, this, those, there

▶ *The kitchen is on the fifth floor.*

Pronunciation /u:/, /ʌ/

Reading Rules

u - /u:/ ruler, June, /ʌ/ up, uncle

o + n, m, v - /ʌ/ son

4 🗣️ Listen and repeat. Think of more words with the same sounds.

/u/: glue, blue

/ʌ/: cut, much, such

but Monday, love, London, mother

Смысловое чтение

- умение определять тему
- умение прогнозировать содержание текста по заголовку/ ключевым словам

5 My pet

Vocabulary

♦ Pets & Farm animals

1 a) Listen. Look at the pictures. Listen to the sounds and say which animal it is.
b) List the animals under the headings:

Pets | Farm Animals

Reading

2 a) Read the title of the text. What is the text about? Listen, read and check.
b) Read again. What pet has each person got? What are their pets' names?

3 Find all the Present Simple verb forms. Explain their meanings.

Speaking

4 Talk to your partner about your pet(s).

• *R: What pets have you got?*
• *B: I've got a cat and a rabbit. My cat's name is Johnny and he is 8 years old.*

Writing (a description of your pet)

5 Portfolio: Post your message to the forum. Write about:

- type of pet
- name
- age
- description
- activities



Reading

- 2** a) Listen. Read the title of the text. What is the text about? Listen, read and check.
- b) Read again. What pet has each person got? What are their pets' names?

Reading

2a



Amazing SPIDEY!

by Ann Smith

★★★★★

Peter Parker is a **quiet** teenager. He lives in a small house in New York City with his Aunt Mary. Peter hasn't got many friends. His best friend, Mary Jane, lives **next door**. One day, a spider **bites** Peter in a science lab. Now he's got special **powers**! He is **strong** and **fast** and he can **climb walls**, just like a spider! People love him, but his **enemy**, the evil Green Goblin, is after him. Can Spider-Man stop him?

4 Look at the picture and the title of the text. Read the four names below. Who are these people? Listen and read to find out.

- Aunt Mary • Mary Jane
- Peter Parker
- The Green Goblin

5 Read and answer the questions. Explain the words in bold.

- 1 Where's Spider-Man from?
- 2 Who's his best friend?
- 3 What can Spider-Man do?
- 4 Who is against him?

- умение выделять основную мысль, главные факты
- устанавливать логическую последовательность основных фактов
- составлять тезисы

study skills

Making notes

Read the text and find keywords. List the points under headings. Use your notes to present the topic.

CULTURE CORNER

A Typical English House

3d

1 Look at the picture and the title of the text. What is it about? Think of five words you expect to find in the text. Read through and check.


2   Read the text and complete the gaps with the correct word. Listen and check.

Semi-detached Houses To see my house click here **INSIDE**

Hi, my name's John and I'm 0) *from* England. My house is a semi-detached house made of bricks¹. In my house there are three rooms downstairs and four rooms upstairs. Downstairs, there 1) a living room, a kitchen and a bathroom. Some houses 2) got a fireplace in the living room but we haven't got one. We've got central heating² 3) all the rooms. Upstairs, there are three bedrooms and a bathroom. All the rooms have got carpets to keep us warm. Outside 4) house there is a back garden 5) a front garden with a lot of flowers.

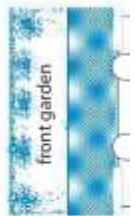


¹ small red blocks use houses
² system to keep the h

4  Read and complete the plan below.

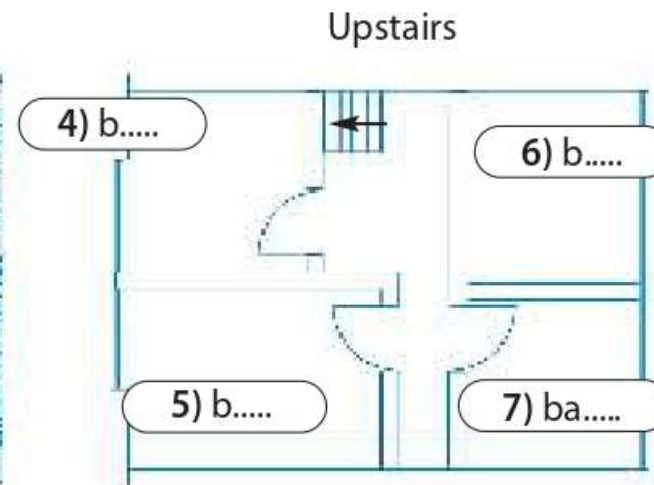
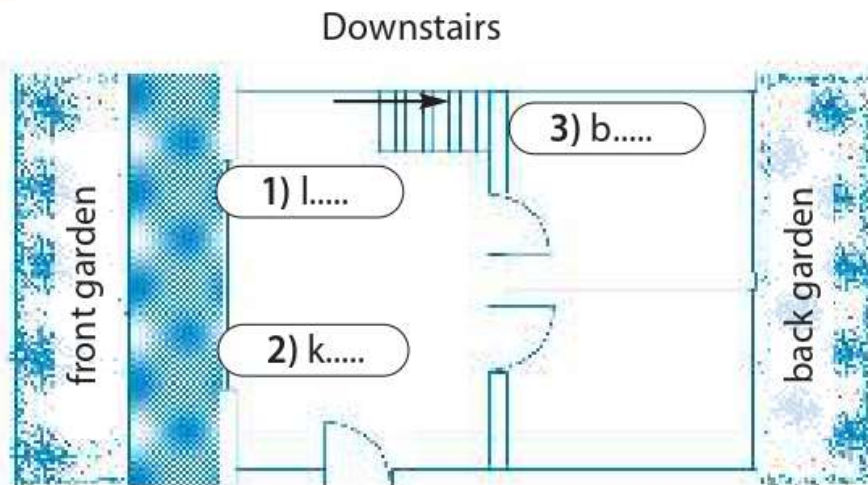
3 Make notes i class about J

4  Read an



Project

5 Portfolio: Dra



Умение создавать, применять и преобразовывать модели и схемы для решения учебных и познавательных задач

Spotlight 5



Развитие личности обучающегося на основе усвоения универсальных учебных действий, познания и освоения мира составляет цель и основной результат образования

Универсальные учебные действия - это познавательные стратегии, необходимые для поиска, получения и фиксирования, осмысления и понимания, запоминания и хранения, трансформации и применения, создания и распространения знаний



**Современные технологии,
используемые в 5 классе
УМК «Английский фокус»»**

Метод проектов

CULTURE CORNER
UK souvenirs

2d

Holidays in the UK *and it's shopping time!*

✓ Here are some popular souvenirs you can buy in the UK.

HAT
This is a hat. It has got shamrocks on it. The shamrock is the national symbol of Ireland.

SCARF
This is a tartan scarf from Scotland. Tartan cloth is very popular in Scotland.

STUFFED TOY
This is a stuffed toy. It looks like a cow. There are many cows in Scotland.

TOY BUSES
These are toy buses. They are double-decker buses. You can see these in London.

MUG
This is a mug. It has got a Welsh dragon on it. The Welsh dragon is on the flag of Wales.

PIN
This is a pin. It has got a Union Jack on it. The Union Jack is the flag of the UK.

- 1 Look at the title and the pictures. What do you expect to read about? Listen and read to check.
- 2 Match the countries to the nationalities. Which countries are the souvenirs from?

1 the UK	a Welsh
2 England	b Scottish
3 Scotland	c Northern Irish
4 Wales	d English
5 Northern Ireland	e British

• The scarf is Scottish.
The scarf is from Scotland
- 3 Use the map to tell your partner what souvenirs one can buy in the UK.

Project

- 4 **Portfolio:** Find or draw a map of your country and label it with some souvenirs and where you can find them. Present it to the class.

41

- достижение поставленной цели и планирование результата
- соблюдение нормы публичной речи, регламента
- использование наглядных материалов
- умение работать самостоятельно и в команде

Project

- 4 **Portfolio:** Find or draw a map of your country and label it with some souvenirs and where you can find them. Present it to the class.

Spotlight 5

Метод ситуационных задач (кейс-метод)

Кейс-анализ (*case study*) (от английского case - случай, ситуация) - обучение с помощью анализа конкретных ситуаций; это многоэтапный процесс знакомства с реальной (или смоделированной) проблемой, ее коллективное обсуждение и последующее представление своего взгляда на ее решение перед аудиторией.

Метод ситуационных задач

CULTURE CORNER
The Alaskan Climate

7d

ALASKA

BERING SEA

PACIFIC OCEAN

ALASKA

ST. LAWRENCE ISLAND
ST. MATTHEW ISLAND
NUNIVAK ISLAND
ST. PAUL ISLAND
ST. GEORGE ISLAND
ALEUTIAN ISLANDS
KODIAK ISLAND

Alaska is in the north-west corner of the USA. Temperatures in Alaska in the summer vary from 16°C to 27°C. Early mornings and night-time are from 4°C to 10°C. Late August and September are cool. Winters are cold with lots of snow. If you decide to visit "The Great Land", make sure you pack the right clothes.

Click on the regions on the map to see what clothes you need for each season.

Alaska	short-sleeved shirt, shorts	long-sleeved shirt, jeans	warm hat & gloves	walking shoes	boots	jacket	wool sweater	winter coat
Winter		•	•				•	•
Spring		•	•			•	•	
Summer	•	•		•		•		
Autumn		•	•	•	•	•	•	

Project

4

ICT Portfolio: Work in groups. Collect information from the Internet to prepare a similar web page for people who want to visit your country/region. Write a few words about the weather, then recommend clothes for each season.

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

2 Look at the text. Where's Alaska? What do you know about the weather there? Discuss. Listen and check.

3 You are going to Alaska. Decide what clothes to pack for different seasons.

In winter, pack a long-sleeved shirt, jeans, a warm hat and gloves, boots, a wool sweater and a winter coat.

Project

4 **ICT Portfolio:** Work in groups. Collect information from the Internet to prepare a similar web page for people who want to visit your country/region. Write a few words about the weather, then recommend clothes for each season.

ТЕХНОЛОГИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ

**способность анализировать информацию с
позиций логики**

умение выносить обоснованные суждения

**применять результаты к стандартным
и нестандартным ситуациям**

4 a

My family!

Vocabulary

Family members

1 Look at Kate's secret diary. Who is her:

- mother (mum)?
- brother?
- grandfather (grandpa)?
- father (dad)?
- sister?
- grandmother (grandma)?

Reading

2 a) What is the text about? Listen, read and check to find out details.

b) Read the text and decide if the sentences are *T* (True), *F* (False) or *DS* (Doesn't Say).

- Kate plays the violin. ▶ *DS*
- Jane can dance.
- David can speak another language.
- Kate's got a baby brother.
- Kate visits her grandparents every weekend.

c) Read the text aloud.



My mum's name is Jane. She's a music teacher. She can play the guitar. She's very clever.

This is my dad, David. He's 42 and he's a pilot. He can speak French. He's very cool.

Tom is my brother. He's 8 and he's very naughty, but deep down he's very caring! Computer games are his hobby!

Helen is my grandma. She's 70 years old. She's kind and friendly. She can make cookies, but she often burns them.

This is my grandpa. His name's Ben and he's 72. He's really funny.

Emma is my baby sister. She's sweet, but very noisy! She can't walk yet.

- Kate plays the violin. ▶ *DS*
- Jane can dance.
- David can speak another language.
- Kate's got a baby brother.
- Kate visits her grandparents every weekend.



4 a) Read the text again and decide if statements 1-4 are *T* (true) or *F* (false).

Live High Up!

In the south of England, near Surrey, Elspeth Beard, the famous **architect**, has got a very **unusual** house. It's a **water tower**, 130 ft* tall. The building is more than 100 years old. The **tower** has got six floors. There is a **reception room** on the ground floor. The bedrooms are on the first, second and third floors. They have all got their own bathrooms. The kitchen is on the fourth floor and the living room is on the fifth floor. There are 142 **steps** to the **roof**, 88 to the kitchen and 116 to the living room. It's a great way to **keep fit** as there isn't a **lift**. That's the **price** you pay for living high up!



7 a Year after year



3 Choose a picture and make true/false statements about it. Your partner corrects the false ones.

- ▶ A: In picture A, there are two children.
- B: False. There is one girl.
- A: She is playing in the snow.
- B: True.

Синквейн

- ▶ **быстрый и мощный инструмент для рефлексии**
- ▶ **дает возможность резюмировать информацию**
- ▶ **излагать сложные идеи, чувства и представления в нескольких словах**

1.	Имя (название, личность, предмет, звание...)	
2.	Два прилагательных, описывающих эту личность	
3.	Описание действий (3 глагола)	
4.	Фраза из 4 слов, которые выражают сущность	
5.	Синоним первого слова, который раскрывает суть этого понятия	

4 C

Famous people

Reading

- Look at the picture. Who is this person? What does she look like?



Teens' Favourite!!!

She's the world's favourite Latin singer. She's young, she's beautiful, she's got a great voice. Her name

- Read the article and complete the profile. Listen and check.

- Try to remember as many facts as you can about Shakira. Don't look at the text.

► *Shakira's full name is ... She is from (place) ... Her birthday is on (date) ... She has got ... Her hobbies are ... She can ...*

Game

Think of a famous character in your country. The class, in teams, ask Yes/No questions to guess who the person is.

- *Team ASI: Is he tall?
Leader: Yes, he is.*

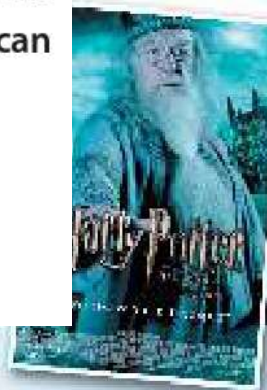
Speaking

- Think of a famous person you like and talk about him/her to the class. Use the phrases from Ex. 3 to help you.

Listening

- How does Samantha recommend the film? Which two sentences below can she use instead?

- It's super.
- It's well worth seeing.
- It's a bore to watch.



Hi Julia,

How are you? I had a great weekend. I went to the cinema on Saturday night with my friends. We saw *Harry Potter and the Half-Blood Prince*, a fantasy film **starring** Daniel Radcliffe, Rupert Grint and Emma Watson.

The sixth film of the Harry Potter **series** is about Harry Potter getting ready to **face** Voldemort. Dumbledore takes Harry with him on a **secret journey** in which Harry is a **witness** to the **battle** between **good** and **evil**.

I found the film exciting, and the **acting** was wonderful. I think it's a **must-see** for everyone.

How about you? Did you go to the seaside last weekend?

Love,
Samantha

SHAKIRA'S FACTS

- Full Name:
- Is from:
- Date of Birth:
- Family:
- Hobbies:
- She can:

CULTURE CORNER Furry Friends

5d

- What is the animal in the picture? Where does it live? What does it eat and drink? Listen, read and check.

Cute Little Animals - Koalas

are cute, they are soft, but they eat and they don't make good fur. You may think they are bears, but aren't. Koalas are Australia's most famous marsupial.



Do you know that ...

It means 'no water'.
They never drink, but they get all the water they need from eucalyptus leaves.
They swim very well!
They sleep during the day!

Read again and complete the fact file.

Animal:	Koala
Face:	1
Body:	2
Colour:	3
Home:	4
Food:	5

- Play the game 'Young Zoologist'. Answer all the questions about koalas.

Project

- Portfolio: Write a fact file about an

Read again and complete the fact file.

FACT FILE

Animal:	Koala
Face:	1
Body:	2
Colour:	3
Home:	4
Food:	5

Игровые технологии

феномен игры в том, что, являясь развлечением, отдыхом, она способна перерасти в обучение, в творчество, в модель человеческих отношений.

GAME

Play in teams. Mime an activity you are doing in a room. The other team guesses where you are.

- ▶ *Team A S1: (mime sleeping)*
Team B S1: Are you in the bedroom?

Модуль 3

GAME

Play in teams. Think of an animal. The teams ask five Yes/No questions each to find which animal it is.

- ▶ *Team A S1: Has it got wings? /Can it(run)?
Is it (big)?*
Team B S1: No, it hasn't./Yes, it can./No, it isn't.

Модуль 4

GAME

Think of a famous character in your country. The class, in teams, ask Yes/No questions to guess who the person is.

- ▶ *Team A S1: Is he tall?*
Leader: Yes, he is.

Модуль 5

Модуль 7

GAME

Play in teams. One team describes the weather, the other suggests clothes to put on.

- ▶ *Team A S1: It's raining today.*
Team B S1: Put on your raincoat.

3й модуль в
работа над лексикой
и орфографией



**Для школьников игра - сфера их социального творчества,
полигон его общественного и творческого самовыражения**

АА Леонтьев

Ролевые игры



3 *Portfolio:* Imagine your parents take you to see the old house/flat of their birthplace. You're excited to see it. Use sentences from Ex. 1a to act out the dialogue between you and your dad/mum. Record yourselves.



3 *Portfolio:* Look at the map. Act out dialogues asking for/giving directions from:

- the bakery to the newsagent's
- the bookshop to the café
- the music shop to the chemist's
- the toy shop to the square

1 a) Look at the cartoon strip. Where are the children? What is wrong? Listen, read and check.



3 Play the game 'Young Zoologist'. Answer all the questions about koalas.

Состав УМК Spotlight 5-9

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

www.prosv.ru/umk/english-spotlight



Ресурсы ПРОСВЕЩЕНИЯ в помощь учителю: авторские семинары и вебинары

УМК нового поколения как средство достижения образовательных результатов – на примере УМК «Английский в фокусе» 5-9

Формирование УУД на уроке английского языка в основной школе
(УМК «Английский в фокусе» 5-9)

О.Е. Подольяко
член авторского коллектива УМК «Английский в фокусе»

Рабочая тетрадь в составе УМК как инструмент обеспечения качества образования
(УМК «Английский в фокусе» 5-9)

О.Е. Подольяко
сентябрь 2018 г.

Эффективный урок английского языка с УМК «Английский в фокусе» 5-9 кл. в условиях реализации требований ФГОС ООО

Современные образовательные технологии на уроках английского языка по УМК «Английский в фокусе 5-9»

Современные методы и приемы обучения лексике в УМК «Английский в фокусе» 5-9

Подольяко Ольга Евгеньевна,
член авторского коллектива УМК

октябрь 2018

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

О.Е. Подольяко
февраль 2015 г.

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

О.Е. Подольяко
член авторского коллектива УМК «Английский в фокусе» 5-9

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

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

Ресурсы ПРОСВЕЩЕНИЯ в помощь учителю: методический журнал

«Интернет форум как инновационная форма выполнения проектов»
 Автор: Анастасия БОЖИДА | Публикация: 12.04.2018
 Тематика: 11 Мар 2018



Современные обучающиеся имеют доступ к огромному количеству информации в любой момент времени. Интернет предоставляет им возможность общаться с носителями языка, получать поддержку, задавать вопросы и получать ответы на них. Интернет предоставляет возможность общаться с носителями языка, получать поддержку, задавать вопросы и получать ответы на них.

Автор: Анастасия БОЖИДА | Публикация: 12.04.2018
Тематика: 11 Мар 2018

«Spotlight on Russia»
 Автор: Анастасия БОЖИДА | Публикация: 12.04.2018
 Тематика: 11 Мар 2018

«Spotlight on Russia»
 Автор: Анастасия БОЖИДА | Публикация: 12.04.2018
 Тематика: 11 Мар 2018

Применение комиксов в образовательных целях в «Spotlight»
 Автор: Елена БЕРГАЦОВА | Публикация: 02.04.2018
 Тематика: 12 Мар 2018



Статья посвящена использованию комиксов в обучении английскому языку. Комиксы являются эффективным средством для развития навыков чтения и понимания текста на иностранном языке.

«Spotlight on Russia»
 Автор: Елена БЕРГАЦОВА | Публикация: 02.04.2018
 Тематика: 12 Мар 2018

«Spotlight on Russia»
 Автор: Елена БЕРГАЦОВА | Публикация: 02.04.2018
 Тематика: 12 Мар 2018

Использование дидактических игр в обучении английскому языку младших школьников по УМК Spotlight
 Автор: Анастасия БОЖИДА | Публикация: 02.04.2018
 Тематика: 11 Мар 2018



Игра является эффективным средством для обучения английскому языку младших школьников. Дидактические игры помогают развивать коммуникативные навыки и интерес к изучению языка.

«Spotlight on Russia»
 Автор: Анастасия БОЖИДА | Публикация: 02.04.2018
 Тематика: 11 Мар 2018

«Spotlight on Russia»
 Автор: Анастасия БОЖИДА | Публикация: 02.04.2018
 Тематика: 11 Мар 2018

«SPOTLIGHT» ОТКРЫВАЕТ ГОРИЗОНТЫ
 Автор: Елена ЗАЙЦЕВА | Публикация: 12.04.2018
 Тематика: 11 Мар 2018



«Spotlight» открывает горизонты для учащихся, предоставляя им возможность участвовать в конкурсах и выставках. Это способствует развитию творческих способностей и навыков презентации.

«Spotlight on Russia»
 Автор: Елена ЗАЙЦЕВА | Публикация: 12.04.2018
 Тематика: 11 Мар 2018

«Spotlight on Russia»
 Автор: Елена ЗАЙЦЕВА | Публикация: 12.04.2018
 Тематика: 11 Мар 2018

РОЛЬ УЧИТЕЛЯ И УМК В РАМКАХ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ
 Автор: Светлана ПЕТРОВИЧЕВА | Публикация: 02.04.2018
 Тематика: 11 Мар 2018



Учитель играет ключевую роль в создании инклюзивной образовательной среды. Использование современных УМК помогает адаптировать обучение для учащихся с различными потребностями.

«Spotlight on Russia»
 Автор: Светлана ПЕТРОВИЧЕВА | Публикация: 02.04.2018
 Тематика: 11 Мар 2018

«Spotlight on Russia»
 Автор: Светлана ПЕТРОВИЧЕВА | Публикация: 02.04.2018
 Тематика: 11 Мар 2018

Обзор учительских работ (апрель-май 2017) в рамках фестиваля «10 Years in Spotlight»
 Автор: Елена ЗАЙЦЕВА | Публикация: 02.04.2018
 Тематика: 11 Мар 2018



В рамках фестиваля «10 Years in Spotlight» были представлены работы учителей, которые продемонстрировали творческий подход к преподаванию английского языка.

«Spotlight on Russia»
 Автор: Елена ЗАЙЦЕВА | Публикация: 02.04.2018
 Тематика: 11 Мар 2018

На зарядку становись, или физкультминутки с учебником «Spotlight»
 Автор: Елена ЗАЙЦЕВА | Публикация: 02.04.2018
 Тематика: 11 Мар 2018



Физкультминутки являются эффективным средством для поддержания внимания учащихся и снятия напряжения во время урока. Их можно проводить с использованием материалов учебника «Spotlight».

«Spotlight on Russia»
 Автор: Елена ЗАЙЦЕВА | Публикация: 02.04.2018
 Тематика: 11 Мар 2018

«Spotlight on Russia»
 Автор: Елена ЗАЙЦЕВА | Публикация: 02.04.2018
 Тематика: 11 Мар 2018

«Spotlight on Russia»
 Автор: Елена ЗАЙЦЕВА | Публикация: 02.04.2018
 Тематика: 11 Мар 2018

«Spotlight on Russia»
 Автор: Елена ЗАЙЦЕВА | Публикация: 02.04.2018
 Тематика: 11 Мар 2018

«Spotlight on Russia»
 Автор: Елена ЗАЙЦЕВА | Публикация: 02.04.2018
 Тематика: 11 Мар 2018

«Spotlight on Russia»
 Автор: Елена ЗАЙЦЕВА | Публикация: 02.04.2018
 Тематика: 11 Мар 2018

«Spotlight on Russia»
 Автор: Елена ЗАЙЦЕВА | Публикация: 02.04.2018
 Тематика: 11 Мар 2018

**Благодарим за
сотрудничество!**

Spotlight 5-9

