

Ключ к развитию предметных и метапредметных умений и повышению мотивации (на материале линии УМК Английский язык “Forward” (5-9))

Вербицкая Мария Валерьевна,
д.ф.н., профессор, Заслуженный работник высшей школы,
руководитель комиссии по разработке КИМ ГИА,
автор линии УМК М. В. Вербицкой. Английский язык
“Forward” (2-4) (5-9) (10-11) и “Forward+”(10-11)

22 сентября 2021 г.

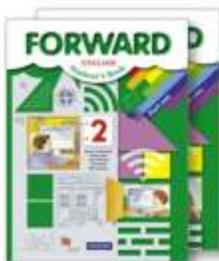


ЗАВЕРШЕННАЯ ЛИНИЯ УМК FORWARD, FORWARD PLUS ФЕДЕРАЛЬНЫЙ ПЕРЕЧЕНЬ (приказ №766 от 23.12.2020)

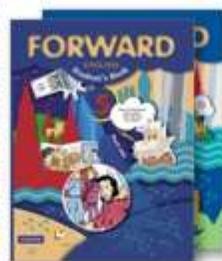
Начальное общее образование

Основное общее образование

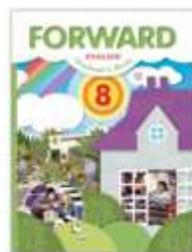
Среднее общее образование



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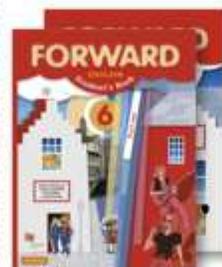
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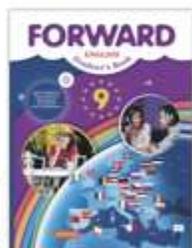
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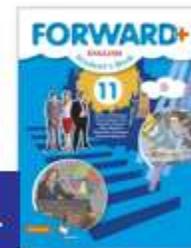
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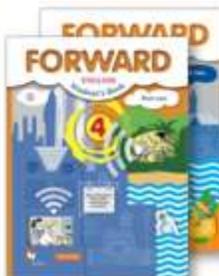
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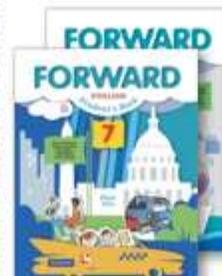
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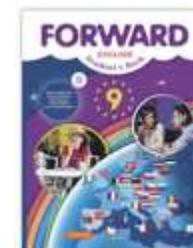
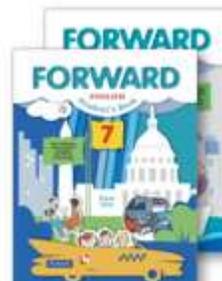
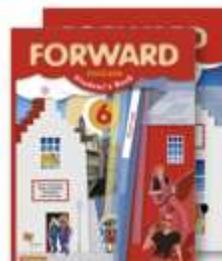
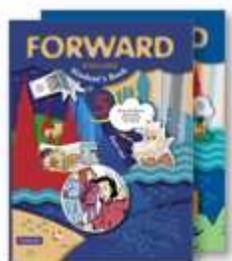
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ФГОС СОО утвержден приказом от 31 мая 2021 г. №287

«Предметные результаты по учебному предмету «Иностранный язык» ... ориентированы на применение знаний, умений и навыков в типичных учебных ситуациях и реальных жизненных условиях, должны отражать сформированность иноязычной коммуникативной компетенции на допороговом уровне в совокупности ее составляющих – речевой, языковой, социокультурной, компенсаторной, метапредметной (учебно-познавательной) ...»



НАШИ ДОСТИЖЕНИЯ В ОБЛАСТИ ОО

- Введены стандарты нового поколения (ФГОС СОО утвержден приказом от 31 мая 2021 г. №287), в которых:
 - дана детализация предметного содержания для ФГОС СОО;
 - изложены требования к результатам обучения;
- Подготовлены проекты Примерных рабочих программ основного общего образования по 5 языкам (английский, немецкий, французский, испанский, китайский) , в которых:
 - дана детализация предметного содержания по классам;
 - изложены требования к результатам обучения по классам.

ПРОБЛЕМЫ ОБУЧЕНИЯ ИЯ В ОСНОВНОЙ ШКОЛЕ

- Переполненность групп учащихся
- Возрастающее количество детей, для которых русский язык не является родным
- Неоднородность контингента детей по уровню их развития и способностей к изучению ИЯ
- Недостаточное использование ИКТ технологий
- непонимание родителями современных подходов к обучению иностранному языку на начальном этапе
- Неверный выбор УМК
- Отсутствие необходимого начального уровня подготовки для освоения программы основной школы

КРАЕГОЛЬНЫЙ КАМЕНЬ УСПЕХА

- Профессионализм УЧИТЕЛЯ
- Мотивация ДЕТЕЙ
- Понимание и поддержка со стороны РОДИТЕЛЕЙ



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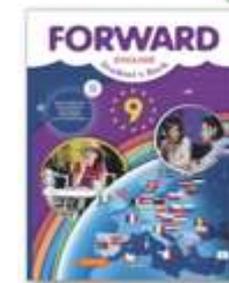
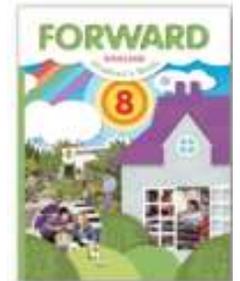
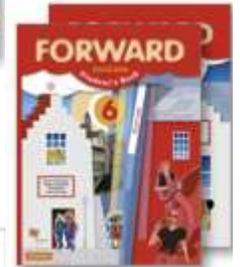
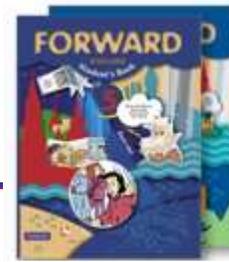
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СОЗДАНИЕ МОТИВАЦИИ

- актуальная тематика, соответствующая возрастным интересам учащихся;
- создание в процессе обучения коммуникативных ситуаций, требующих обмена информацией;
- поощрение любознательности и формирование желания поделиться полученной информацией;
- проектная работа
- формирование достаточной языковой базы;
- посильность заданий;
- поощрение учащихся;
- снятие психологических проблем, создание дружелюбной атмосферы.



ПРИ ЭТОМ НАДО УЧИТЫВАТЬ

Особенности современных подростков:

- клиповое сознание
- обязательная визуализация
- short attention span (короткая продолжительность концентрации внимания)
- multiple intelligences (множественность типов интеллекта)

LET'S MAKE A MAGAZINE

5 кл.

Writing

16 Do you remember what the friends wanted to write about (see Exercise 1)? Complete the sentences and find the name for each section.

Example:

- Vera is going to write about literature in the "Reading is fun" section.
- Nikita will write about _____ in the "_____" section.
- Dasha and Lera are going to write about _____ in different countries in the "_____" section.
- Dasha and Lera will also write about _____ in the "_____" section.

Sections:

"Journey club"
"Did you know?"

"Holidays and festivals"
"Reading is fun"

Reading

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



Vocabulary

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

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

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

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

Let's make a magazine

Reading

20 Match articles a-d and headlines 1-4 (from Exercise 17).

() a ...

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

() c ...

Russian people first celebrated National Unity Day in 2005, but on 4 November 1612 liberated from Polish occupation.

The names of Minin and Pozharsky are connected with those heroic days in the history of Russia.

() b ...

My favourite writer is Joanna Rowling. I've read all her books about Harry Potter. It was great fun! I feel sad because the writer doesn't want to go on with the series. I want more books about Harry Potter and his friends.

() d ...

Scotland is a very beautiful country with a lot of mountains, lakes and valleys. The most famous lake in Scotland is Loch Ness. Many people believe that Nessie, the Loch Ness monster lives in the lake.

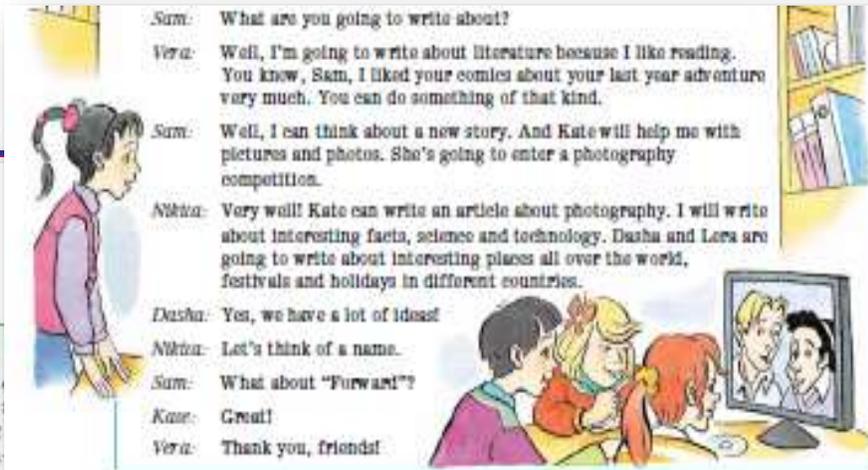
21 Прочитай название раздела из журнала ребят. Укажи заголовок (из задания 17) и статью (из задания 20) для каждого раздела.

- Journey club
- Reading is fun
- Did you know?
- Holidays and festivals

A	B	C	D
3d			

22 Read the sentences. Are they true or false?

- Clement Wet Wragge was an American weatherman who named hurricanes after his neighbours.
- Loch Ness is the most famous valley in Scotland.
- Joanna Rowling is the author of the books about Harry Potter.
- Russian people first celebrated National Unity Day on 4 November 1612.



Sam: What are you going to write about?

Vera: Well, I'm going to write about literature because I like reading. You know, Sam, I liked your comics about your last year adventure very much. You can do something of that kind.

Sam: Well, I can think about a new story. And Kate will help me with pictures and photos. She's going to enter a photography competition.

Nikita: Very well! Kate can write an article about photography. I will write about interesting facts, science and technology. Dasha and Lera are going to write about interesting places all over the world, festivals and holidays in different countries.

Dasha: Yes, we have a lot of ideas!

Nikita: Let's think of a name.

Sam: What about "Forward"?

Kate: Great!

Vera: Thank you, friends!

Прочитай,
переведи,
перескажи?!
21st century skills?

35 Look at this page. What kind of a text is it? Where can you see this kind of page? What is this page about? What interesting facts do we learn from it?

The screenshot shows the website for Newtown Park Zoo. At the top, there is a navigation bar with the URL 'www.parkzoo.com', opening hours 'Open: from 10 a.m. to 5 p.m. Day off: Monday', and links for 'Search', 'Home', and 'Blog'. A sidebar on the left lists various site sections: 'Visiting and tickets', 'Zoo dining', 'Gift shop', 'Animals', 'Attractions', 'Guided tours', 'Photo gallery', 'Zoo pictures', 'About the Zoo', 'Contact us', and 'Donate'. The main content area is divided into several sections:

- Adopt an animal:** A section with a title and text: 'You probably have a "favourite" at the Newtown Park Zoo. Now you can adopt them through our adoption programme. Your symbolic adoption helps to support expert animal care at the Zoo and global conservation efforts. Make your visits to the Zoo even more special! [Click HERE for more info!](#)' accompanied by a photo of a monkey.
- Volunteer opportunities:** A section with a title and text: 'Be a Volunteer at our Zoo! An afterschool programme for teens aged 13+ [WHO IS THE TYPICAL ZOO VOLUNTEER?](#)' accompanied by a photo of a lionfish.
- Birthday parties at the Zoo:** A section with a title and text: 'A birthday party at the Zoo is an event your friends will never forget! [Click HERE!](#)' accompanied by a photo of a giraffe and a turtle.
- Wildlife education:** A section with a title and text: 'What is the "Red Book"? Red Book is an annotated list of rare and endangered animals, plants and fungi. It is probably one of the most famous books in the world. How many times have we heard about the animals listed in the Red Book? Red Books include different levels — international, national and regional. [Learn more!](#)' accompanied by a photo of a red book.
- Life in the Zoo:** A section with a title and text: 'Unfortunately life in a captive environment is very monotonous for the animals. They are not searching for food or hunting. There is no need for them to hide or run away from their enemies, no need to be aware of the situation in order to survive. **How can we make an environment comfortable for the animals?** [Learn more!](#)' accompanied by a photo of a giraffe.

Современная живая лексика

Современное содержание

Современные типы текстов

Формирование умений рассуждения: 7 класс

Reading and speaking

15 Read Masha's letter to her American pen friend Vicky. What is the topic of the letter?

To: Vicky

Subject: Re: What do you think about it?

Hi Vicky,
 Today was the first day of school, and the first day I had to wear our new school uniform. I hate it!
 Our uniform is awful. The fabric is scratchy, and the color is dirty brown. Yuk! What I really hate is that I can't wear any of the new clothes I bought this autumn. I'm crazy about some of the new fashions, what about you? I especially like anything with stripes. But I can't wear them to school.
 I can't remember, do you have to wear a uniform to school?

Write soon,
 Masha



16 Read Vicky's answer to Masha. What is her opinion on the topic under discussion?

To: Masha

Subject: Re[2]: What do you think about it?

Hi Masha,
 Sorry you don't like your new uniform, but I have to confess — I love our uniform. I've always worn one, ever since the first grade, so I guess I'm just used to it. Here in the United States our local school districts make the decision about things like uniforms, and I guess ours decided it's a good thing. The idea is that this way all students look the same — rich kids, poor kids, cool kids, not-so-cool kids.
 Fortunately, we have some choices with our uniform, either dark grey trousers or a skirt, and then we have three different blouses we can mix them with. It's really not bad. It makes dressing every morning pretty simple!
 I figure I've got the weekend to let my style go wild. I agree — the new stripes are amazing!

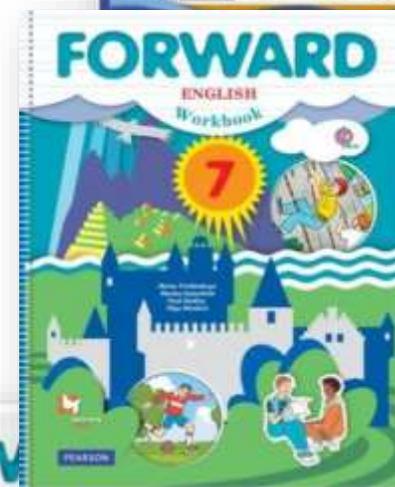
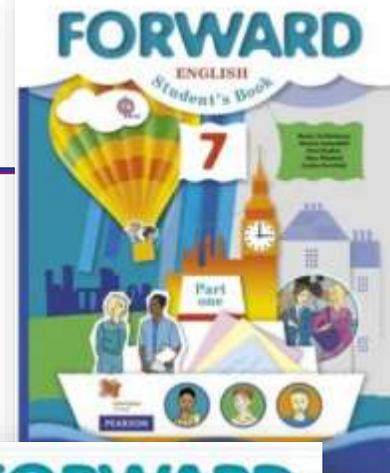
Write and tell me more about what you're doing this year.
 Vicky



17 In pairs, discuss arguments for and against school uniforms. Fill in the table in your Workbook.

For	Against
All students look the same — rich kids and poor kids.	All students look the same, because they have no choice.

Когнитивное развитие личности
 Формирование УУД
 Формирование общей коммуникативной компетенции
 Связь разных видов РД
 Системность
 Выход в продукцию
 ПОДГОТОВКА К ОГЭ И ЕГЭ!



Создание на уроке коммуникативных ситуаций, требующих обмена информацией; игровые формы

02 Globetrotter!

Read, listen and talk about future plans and travel. Practice the Present Continuous and going to do with future plans and intentions, travel vocabulary. Focus on asking for information. Write formal and informal emails.

GRAMMAR AND SPEAKING

- Read and answer the questions.
 - Do you enjoy travelling?
 - Which countries interest you most? Why? Tell the class.
- Look at the pictures and read the postcard below. Which countries do the couple finally decide to visit?
- Listen to the conversation. Is the holiday a success? Why/Why not?

15th August

Hi George,
Well, here we are in Moscow. We're visiting Buckingham Palace and Big Ben this afternoon. Then after lunch we're taking a coach to Windsor Castle. Tomorrow morning we're flying to Paris and then on Thursday we're staying the night in Amsterdam. We're planning to be in Italy on Saturday morning.
Then write ...

George
2707 St. Mary
Toronto
Ontario
Canada

Globetrotter!

Work it out

- Look at the **predictions** sentences in the pictures and answer the questions.
 - Which sentence talks about a definite plan for the near future?
 - Is an unfinished plan, future intention or ambition?

Check it out

Future arrangements and intentions

We **are going to** do sth or do sth about future intentions, ambitions, or unfinished plans.

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

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

We **are flying to** London in four hours. We **are visiting** Buckingham Palace this afternoon.

- Choose the best response to statements 1-5.
 - You meet a friend at the station. He's running to the platform and holding his ticket. He says:
a I'm going to catch the train to London.
b I'm catching the train to London.
 - Your ferry is delayed for six hours! You're very angry. You say:
a I'm going to write a letter of complaint.
b I'm writing a letter of complaint.
 - Your friend asks you to babysit this evening. You can't help. You say:
a I'm meeting my friends at the swimming pool at eight.
b I'm going to meet my friends at the swimming pool at eight.
 - A friend is coming out of the travel agent's with a lot of holiday brochures. You ask where he wants to go on holiday. He says:
a I think I'm going to visit Scandinavia this year.
b I think I'm visiting Scandinavia this year.
 - Your friends are packing a tent into the back of their car. They say:
a We're going camping.
b We're going to go camping.

Mind the trap!

With verbs that describe leisure activities (take, read, and, copy, approach) you usually add the verb go + verb + -ing.

I'm **going taking** tomorrow. NOT ~~am taking~~ tomorrow.

Work it out

- Read the conversation. Use the Present Continuous or going to and the verbs in brackets. Then listen and check.

Tom: Hi, Louise!

Louise: Hi, Tom! How are things?

Tom: We're just packing our suitcase. We're **going to** (leave) for the airport in a few minutes.

Louise: When **are** (you) (leave)?

Tom: We're **going to** (go) to Poland for a week. We're **going to** (fly) to Warsaw at midnight.

Louise: So are you staying in Warsaw all week?

Tom: No, we're **going to** (stay) in Warsaw for three nights. We've got a reservation in a really nice guest house in the city centre. Then we're **going to** (take) to the Tatra mountains for a few days. Well, we're not sure yet - it depends on the weather!

Louise: Lucky you! Adam and I think we're **going to** (spend) a week or two in Turkey, maybe in August.
- In pairs, read the adverts below. Choose a holiday and discuss your plans.
 - where you plan to go,
 - how you're going to get there,
 - what you're leaving and where from,
 - when you're going to stay,
 - what you plan to do when you arrive.

Crispion Holidays

Fly to China, discover and experience a superb scenery, hidden spot for relaxing, a relaxing and wonderful!

Days 2: Arrive from Moscow to Shanghai, China. July 17-18

On Your Mind

We welcome exciting holidays in the Netherlands. Amsterdam is a great city to visit. We're offering you a special package!

Days 3: Arrive from London to Amsterdam. July 19-20

Создание коммуникативных ситуаций, требующих обмена информацией

8 кл.

SPEAKING

1 Read the adverts for working holidays and answer the questions.

- Which holiday sounds most interesting? Why?
- Are these kinds of holiday popular in your country?

1

GO-GETTERS
WORKING HOLIDAY IN SCOTLAND

- Use your skills and have a great holiday at the same time!
- Work with disabled children in the beautiful Scottish highlands.
- Free accommodation, food and travel.
- Earn up to £150 a week.
- A great chance to speak English and meet local people.

Call *Go-Getters* now on (44) 418 672 801

Student A activities

Unit 2, Speaking, Exercise 8, page 19.

Student A

Look at the text 1 in Exercise 1, page 19. Use **Speak Out** to roleplay a situation.

You are interested in the working holiday in Scotland. You can start work on 1 August. You want to know:

- the dates of the holiday;
- where you're going to stay;
- how to get to Scotland from London.

Student B activities

Unit 2, Speaking, Exercise 8, page 19.

Student B

Look at text 1 in Exercise 1, page 19. Use **Speak Out** to roleplay a situation.

You are the team leader for the *Go-Getters* working holiday in Scotland.

- The dates of the holiday are 19 July–26 August.
- The accommodation is in a beautiful old castle by a lake.
- There are trains from London to Edinburgh.

You want to know:

- where the caller comes from;
- the age of the caller;
- when the caller can start work.

Прочитай,
переведи,
перескажи?!

Деятельностный подход!
Реальный обмен
информацией!

Создание на уроке коммуникативных ситуаций, требующих обмена информацией; игровые формы

15 Mr Big's cave

THINK ABOUT GRAMMAR: Способы выражения необходимости

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

Утвердительные формы

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

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

Grammar and speaking

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



I ___ walk my dog.



I ___ feed my hamster.



I ___ water the plants.



I ___ weed the garden.



I ___ walk my dog.



I ___ feed my hamster.



I ___ water the plants.



I ___ weed the garden.

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

Отрицательные формы

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

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

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

Grammar and writing

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

Useful words and phrases

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

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

Speaking

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



65

Функциональный подход к обучению грамматике

7 класс

THINK ABOUT GRAMMAR: Future predictions

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

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

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

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

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

Affirmative

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

Negative

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

Wh- questions

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

Yes/No questions

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

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

Affirmative

I **am ('m) going to** make a project.

You/We/They **are ('re) going to** visit London.

He/She **is ('s) going to** be a scientist.

8 класс

Future arrangements and intentions

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

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

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

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

5 Choose the best response to situations 1-5.

1 You meet a friend at the station. He's running to the platform and holding his ticket. He says:

- a I'm going to catch the train to London.
- b I'm catching the train to London.

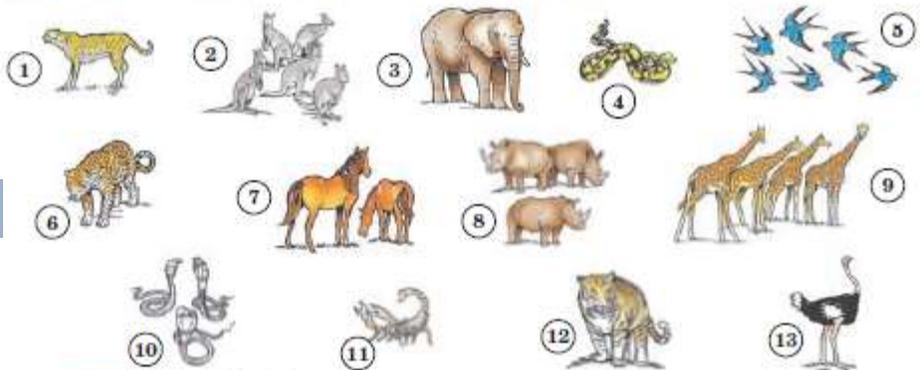
2 Your ferry is delayed for six hours! You're very angry. You say:

- a I'm going to write a letter of complaint.
- b I'm writing a letter of complaint.

МЕТАПРЕДМЕТНЫЕ УМЕНИЯ. МЕЖПРЕДМЕТНЫЕ СВЯЗИ

5 класс

1 Look at the pictures of these animals. Do you know what they are called in English?



© T020 Listen and check your answers.

In pairs, ask and answer what they are called in Russian and in English.

Example:

A: What's the English for "репарт"?

B: The English for "репарт" is "cheetah".

Reading and listening

2 Read and answer the questions in Rachel's quiz.

How much do you know about wild animals?

By Rachel Wallace

- | | | | |
|---|----------------|----------------|------------------|
| 1 How much do African elephants weigh?
They weigh: | a) 1,000 kg | b) 6,000 kg | c) 20,000 kg |
| 2 How fast can a cheetah run?
It can run: | a) 20 kph | b) 130 kph | c) 100 kph |
| 3 How tall are giraffes?
They are: | a) 600 cm tall | b) 200 cm tall | c) 1,000 cm tall |
| 4 How long are pythons?
They are: | a) 100 cm long | b) 300 cm long | c) 600 cm long |
| 5 How big is a scorpion?
It is: | a) 12 cm long | b) 53 cm long | c) 20 cm long |
| 6 How far can swallows fly?
They can fly: | a) 50 km | b) 7,000 km | c) 22,000 km |
| 7 How much do ostriches' eggs weigh?
They weigh: | a) 1-2 kg | b) 3-4 kg | c) 5-6 kg |
| 8 How long is a black rhino's horn?
It is: | a) 40 cm long | b) 150 cm long | c) 300 cm long |

© T021 Listen and check your answers. How many questions have you answered correctly?

The RAP Animal quiz

6 класс

4 Favourite things

Reading and speaking

23 Work in groups. Read and answer the questions in the questionnaire.

- A What's your favourite hobby?
B Do you like collecting things? What sort of things?
C Do you play a musical instrument? What musical instrument do you play?
D What sports do you do?
E Do you like reading? How many hours do you spend reading every week?
F Do you like watching TV? How many hours do you watch TV every week?
- Подсчитайте результаты опроса в вашем классе и представьте статистику в процентном отношении.

The RAP Questionnaire

24 British teenagers have answered the same questions. Look at the statistics and speak about the way they spend their leisure time.

Example:

72% (seventy-two percent) of British teenagers like collecting things.

A What's your favourite hobby?

- 72% collecting
66% cycling
60% drawing and painting



B What do you collect?

- 25% stamps
19% stickers
15% coins



C What musical instrument do you play?

- 26% piano
25% recorder
12% violin



D What sports do you do?

- 24% swimming
20% football
9% hockey



E How many hours do you spend reading?

- 42% 3-7 hours per week
31% 8 hours per week
27% 1-2 hours per week



F How many hours do you watch TV every week?

- 33% 2-9 hours per week
30% 10-17 hours per week
19% 0 hours per week



25 In pairs, compare the results of your questionnaire with these results. What do Russian and British teenagers have in common? What is the difference?

РОЛЬ РАБОЧЕЙ ТЕТРАДИ И ПРАКТИКУМА

5 Complete the letter with the correct alternatives.

(6 points)

Dear Sara,

How's life at college? I think you're lucky that you're not at home any more. Mark has bought a pet rat! Why a rat? If I ⁰ _____ a pet, it would be something nice like a dog or a cat, but my brother bought a rat. Now he says that it has to run around. Apparently, if rats ¹ _____ kept in cages all day, they ² _____ unhappy. I told him that ³ _____ the rat isn't kept in a cage all day, I will be unhappy!

Anyway, other news. I ⁴ _____ work this summer - I don't know yet. Jenny knows the owners of a café by the sea and they ⁵ _____ need someone to help in July and August. It's about 80 percent sure so keep your fingers crossed. ⁶ _____ I do get the job, I'll live in a flat above the café so that will be great.

Hope all is well at university!

Love

Beth



- 0 a buy b will buy c would buy d bought
 1 a were b are c will be d would be
 2 a get b got c would get d will get
 3 a if b provided that b unless, b when
 4 a will b won't c would d might
 5 a will definitely
 b will probably
 c probably won't
 d definitely won't
 6 a When b Unless c If d As long

COMMUNICATION

6 Complete the words in the text with one letter in each space. (7 points)

'I'd like to ⁰ s t e r t by explaining why I want to talk about dogs. ¹ _____, and most importantly, I've got a dog which I have had for eight years now. He's intelligent and loving and, in many ways, my best friend. ² _____ I'd like to explain some of the problems as well as the advantages of owning a dog, as anyone who is thinking of getting one should be aware of these.

You ³ _____ dogs need exercise, not just on warm days but every day, morning and evening. Even on a day like today I was up at 6 a.m. Br. Sorry. ⁴ _____ was I? Oh yes. Exercise is vital for dogs ...

... ⁵ _____ on to my dog, Rex. He's an Alsatian, a big dog. When you buy a dog, you need to train it, as a puppy. The ⁶ _____ is, any dog can be dangerous if it isn't trained correctly at a young age ...

... Last but not ⁷ _____, your dog can protect you from danger, barking or attacking people who try to hurt you ...'



Total /35

VOCABULARY AND GRAMMAR

1 Complete the words with one letter in each gap. (5 points)

- 0 What could be done to stop a m e t e o r hitting the Earth?
 1 With no rain for six months, this is the worst r _ _ g _ _ in living memory.
 2 The a _ _ h _ _ a _ _ measured 7.1 on the Richter Scale.
 3 The heavy rain caused _ _ o _ _ s in many towns.
 4 A u _ _ i _ _ _ is approaching the coast with winds of up to 200 kilometres per hour.
 5 A volcanic u _ _ _ o _ _ yesterday forced villagers to leave their homes.

2 Complete the second sentence so that it has a similar meaning to the first. Use the words in capital letters. (6 points)

- 0 My cat is no less friendly than my dog. AS
 My cat is as friendly as my dog.
 1 It is certain that we won't be on time. DEFINITELY
 We _____ on time.
 2 It is unlikely that he will help us. WON'T
 He _____ help us.
 3 I'll only join your organisation if you are serious. UNLESS
 I _____ you are serious.
 4 I'll buy you a dog, but you must take it for walks every day. LONG
 I'll buy you a dog _____ take it for walks every day.
 5 He can sleep in the house, but you must wash him first. THAT
 He can sleep in the house _____ him first.
 6 Immediately after I get up, the dog wants his breakfast. AS
 The dog wants his breakfast _____ up.

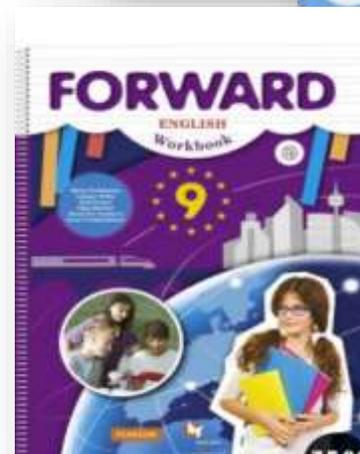
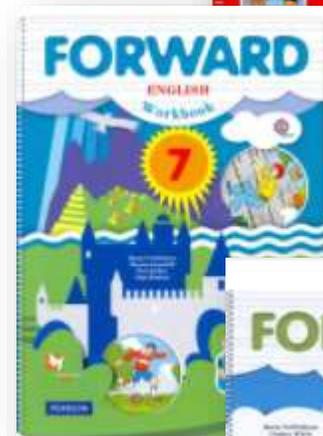
3 Complete the sentences with the correct form of the verbs in brackets. Use the infinitive or the gerund. (5 points)

Look at this cute dog! I can't help ⁰ smiling (smile) when I see it jump like that!

- A Mum Peter, why don't you switch TV off and start ¹ _____ (do) you homework?
 Peter Mum, let me finish ² _____ (watch) the movie, please, it'll end in 10 minutes.
 B Mum John, I've got an email from your school headmaster. It says, 'We regret ³ _____ (inform) you that Monday classes are cancelled'.
 John What a pleasant surprise! Three days off instead of two!
 C Alice I enjoy ⁴ _____ (cook) when parents are not at home.
 Brad I can smell something burning. Did you turn off the cooker?
 Alice Oh, I forgot ⁵ _____ (do) it!

4 Complete the sentences with the correct form of the verbs in brackets. (6 points)

- 0 What would happen if a meteor fell (fall) in the sea?
 1 When he _____ (get) here, we'll start the party.
 2 If we buy you a pet, you _____ (get) to look after it.
 3 If humans _____ (be) more careful, this planet would be much cleaner.
 4 We probably _____ (not develop) clean energy because companies can get more profit from oil.
 5 He _____ (not escape). Look, you can see two guards watching him.
 6 Do you think that humans _____ (live) in peace one day?



УЧИТЕЛЬ НА УРОКЕ

- Говорит по-английски!
- Выдерживает баланс между teacher talking time & student talking time.
- Широко использует коллективные формы работы (в парах, в малых группах).
- Четко понимает, в каких заданиях он добивается беглости, а в каких - четкости (вечная дилемма “fluency VS accuracy”).
- Не позволяет ученикам резко критиковать друг друга.
- Не боится признавать свои ошибки или незнание.

УСПЕХОВ ВАМ И ВАШИМ УЧЕНИКАМ!

СПАСИБО ЗА ВНИМАНИЕ!

Мария Валерьевна Вербицкая, д.ф.н., профессор,
Заслуженный работник высшей школы,
руководитель комиссии по разработке КИМ ГИА,
автор УМК Forward по английскому языку

