



ПРОСВЕЩЕНИЕ

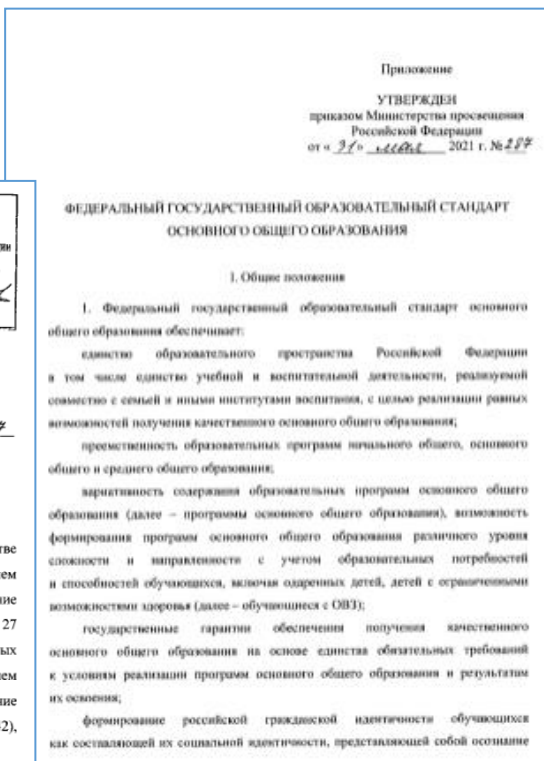
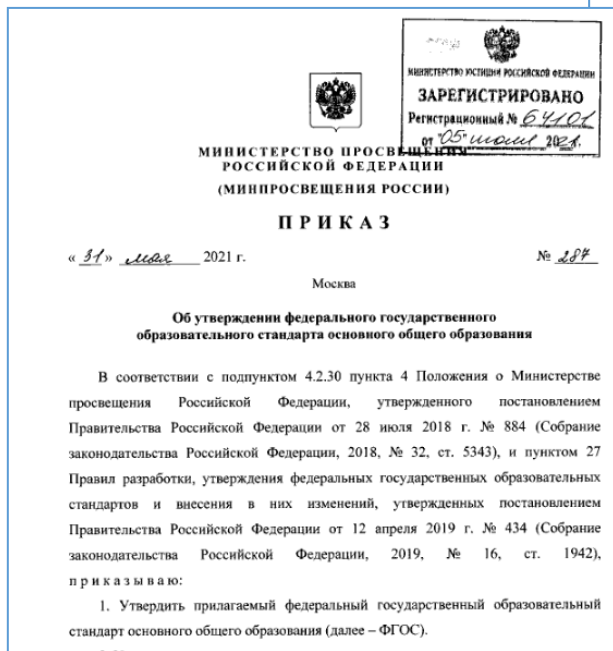
ОСНОВАНО В 1930

Реализация требований ФГОС 2021 в линии УМК Английский язык: «Английский в фокусе» (5–9)

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автор линии УМК «Английский в фокусе» для 5-9 классов

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ФГОС ООО 2021: преюмственность и новизна



ФГОС ООО 2021:

- обновленная версия действующих ФГОС
- уточнение и актуализация версии 2009

ФГОС 2021 обеспечат:

единство образовательного пространства России; вариативность содержания образовательных программ; благоприятные условия воспитания и обучения; формирование у обучающихся культуры пользования информационно-коммуникационными технологиями; а также личностное развитие, в том числе гражданское, патриотическое, духовно-нравственное, эстетическое, физическое, трудовое, экологическое воспитание.

ФГОС ООО 2021: новое в содержании иноязычного образования

- конкретизированы и уточнены требования к предметным результатам, разбиты по годам обучения
- уточнены требования к достижению личностных и метапредметных результатов
- введено понятие **«функциональная грамотность»**, функциональная грамотность заявлена в составе государственных гарантий качества основного общего образования

УМК «Английский в фокусе» (5-9): работа по ФГОС ООО 2021



КОММЕНТАРИЙ ЭКСПЕРТА

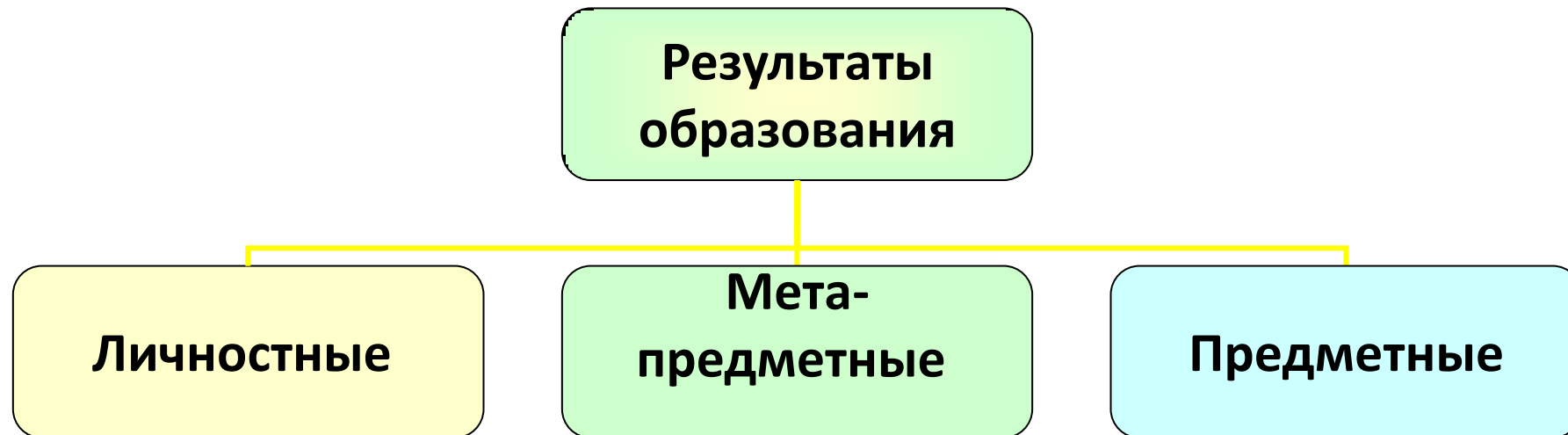
Без новых учебников педагог не сможет дать ожидаемых результатов

Основные характеристики УМК «Английский в фокусе»

- 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
- воспитательная и развивающая ценность материалов, широкие возможности для социализации школьников
- интерактивность, выход за рамки учебника

УМК «Английский в фокусе» (5-9): работа по ФГОС ООО 2021

Требования к результатам освоения основных образовательных программ



Цели иноязычного образования формулируются на **ценностном, когнитивном и прагматическом уровнях** и, соответственно, воплощаются в личностных, метапредметных/общеучебных/универсальных и предметных результатах обучения. (ФГОС ООО 2021)

УМК «Английский в фокусе» (5-9): работа по ФГОС ООО 2021

Формирование функциональной грамотности школьников на уроках английского языка по УМК «Английский в фокусе» 5-9 кл.

Подольяко Ольга Евгеньевна,
член авторского коллектива

25 февраля 2021



Эмоциональный интеллект и его развитие с УМК «Английский в фокусе» (5-9 кл.)

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

ПРО

Система контроля предметных результатов в УМК "Английский в фокусе" 5-9. Рефлексия в системе контроля

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



Достижение личностных и метапредметных результатов при работе с УМК «Английский в фокусе» 5-9

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

октябрь 2019



Использование национально-регионального компонента в УМК «Английский в фокусе» 5-9: мотивируем, развиваем, воспитываем

Подольяко Ольга Евгеньевна,
член авторского коллектива

27 октября 2021



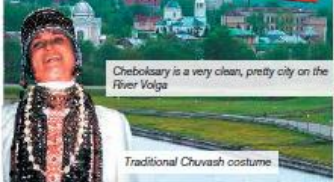
Личностные результаты: патриотическое воспитание

Our Country

One country, many cultures ...
Russia has got about 145 million people. They're all Russian citizens – but there are over 190 different nationalities. Some have got their own republics.

Spotlight on Russia looks at two of Russia's ethnic republics.

Chuvash Republic




Chevashia's capital is Cheboksary. It is on the River Volga. Chuvashia's population is about 1.2 million people. Two out of three people are Chuvash. There are also many Russians, and 50 other nationalities. Many people speak the Chuvash language as well as Russian. Chuvash culture.

Cheboksary is a very clean, pretty city on the River Volga.

Traditional Chuvash costume.

Buryat Republic



Beautiful Lake Baikal, Buryatia.

Inside a yurt (a traditional Buryat tent house) 100 years ago.

Write to **Spotlight on Russia** and tell us about the republic or a

ACTIVITIES

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

Name:	
Location:	
Capital:	
Population:	
Nationalities:	
Languages:	

Spotlight on RUSSIA

#Vol 6
www.spotlightonrussia.ru

Alexander Pushkin
Russia's greatest poet p 9

Moscow Zoo
the largest zoo in the world p 10

Sochi
an ideal choice for holidays on the Black Sea coast p 12

The Festival of the North,
a famous sports competition p 10

Russian cuisine p 4

Kob - a World Heritage Site p 8

Don't miss!

Moscow's "Underground Palace"
Experience the beauty of the Moscow State
White Nights in St Petersburg
Experience a wonder of nature in the "Voice of the North"

- ценностное отношение к достижениям своей Родины – России, к науке, искусству, спорту, технологиям, боевым подвигам и достижениям народа
- уважение к историческому и природному наследию, памятникам и традициям разных народов, проживающих в родной стране

Личностные результаты: гражданское воспитание

Extensive Reading 8
ACROSS THE CURRICULUM: SOCIAL SCIENCES

1 Match adjectives 1-4 to their opposites. Which of these adjectives describe the buildings, parks, benches, playgrounds, bus stops, roads and shops in your neighbourhood?

1 clean	a old
2 new	b dirty
3 safe	c dangerous
4 quiet	d noisy

► In my neighbourhood, the buildings are clean/dirty.

2 a) Is your neighbourhood neat and tidy?
b) Read the questionnaire and choose the right answer for you. What is your score?

2 a) Is your neighbourhood neat and tidy?
b) Read the questionnaire and choose the right answer for you. What is your score?

A neighbourhood is a place where people live together. Every neighbourhood is special to the people who live there, so it is important to keep it neat and tidy.

Is your neighbourhood neat & tidy?

1 Can you see graffiti on the buildings?	Yes	No
2 Are the streets and roads full of litter?	Yes	No
3 Are there parked cars on the pavements?	Yes	No
4 Do you usually find chewing gum on the benches in the parks?	Yes	No
5 Can you see any broken swings in the playgrounds?	Yes	No
6 Are the rubbish bins full?	Yes	No
7 Are the road and street signs damaged?	Yes	No
8 Are the bus stops old and their benches broken?	Yes	No
9 Are the traffic lights out of order?	Yes	No
10 Is there a bad smell in the area?	Yes	No

My Score _____

0-3 No Start looking after your neighbourhood! After all, it is your home!
4-5 No You are on the right track. With a bit more work, your neighbourhood is going to look much better!
6-7 No You have a very neat and tidy neighbourhood! Well done!

3 a) Describe your neighbourhood to the class. You can use pictures if you like.
b) When did you last participate in cleaning up your neighbourhood? What did you do? Tell the class.

- активное участие в жизни семьи, школы, местного сообщества, родного края, страны

- 3** a) Describe your neighbourhood to the class. You can use pictures if you like.
b) When did you last participate in cleaning up your neighbourhood? What did you do? Tell the class.


Личностные результаты: гражданское воспитание


6a Reading & Vocabulary


1 a Look at the pictures. Which of the following can you see?


- people helping out at an animal shelter
- a man visiting senior citizens
- a woman helping a disabled senior citizen
- people planting trees
- people helping to clean up a pond
- a person working with children
- people giving supplies to victims of an earthquake

b THINK! Have you ever done any of these things? If not, which one would you like to do? Why? Tell the class.

A 

B 

C 

D 

► Picture A shows a woman helping a disabled senior citizen.

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Reading

- 2** Read the title of the text, then read the first and the last sentence in each paragraph. What is the text about?
Listen, read and check.

LENDING A HELPING HAND

Most teens hang out with their friends or watch TV after school, but fifteen-year-old Richard Evans is different. He helps out at a local animal shelter.

► "I started working at the animal shelter after school a year ago. Some people came to my school to give a talk about ways teens can help out in the community. I liked the idea of getting involved with something worthwhile, and as I've always loved animals the shelter seemed the natural choice for me.

► Basically, I help out for a couple of hours about twice a week, more in the holidays. Sometimes I help the staff members feed and clean and exercise the animals. Other times, I answer phone calls or help members of the public to choose a pet. Last year during the summer holidays, I also spoke to some groups of children about looking after pets properly and the importance of showing kindness to animals. I especially enjoyed that!

Study skills

Matching headings to the paragraphs

Read the headings. Then, read the text quickly to get an idea of what it is about. Look for key words or synonyms to help you match the headings to the ideas in the paragraphs. Go through the choices of headings and choose the one that fits best.



► When most people think of animal shelters, they think of cats and dogs. Well, there are plenty of both at our shelter, but there are sometimes farm animals there, too, such as horses, sheep, goats, chickens, ducks and once, even a llama who we named Jack! Most of the animals are either brought to the shelter by their owners because they can no longer take care of them, or they are removed from their homes because they are not being looked after properly. Once I went with a member of staff to rescue a pony from a farm where it had been extremely neglected. I found it hard not to burst into tears when I first saw the pony, but I was pleased to report that he made a full recovery at the shelter.

► Some of the animals need more care than usual, so a foster home is found for them. I have taken home two little kittens before, as well as an injured guinea pig and a puppy that had been found abandoned in a rubbish bin. Sometimes my mum jokes that our house is more like a zoo than a home!

► Summer is the busiest time for shelters, with many people simply abandoning their pets when they go on holiday. So why not ask to volunteer at your local shelter this summer? Or you could do something else, such as going to a charity event, or volunteering to visit a senior citizen for a few hours a week. I've learnt a lot about myself and others through this experience.

- готовность к участию в гуманитарной деятельности (волонтерство, помощь людям, в ней нуждающимся)

- 1 a** Look at the pictures. Which of the following can you see?

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- b THINK!** Have you ever done any of these things? If not, which one would you like to do? Why? Tell the class.

Личностные результаты: физическое воспитание, формирование культуры здоровья и эмоционального благополучия

Extensive Reading 9

ACROSS THE CURRICULUM: FOOD TECHNOLOGY

Eat well, feel great, look great!

We all want to be healthy. What foods can help us with that?

10a Stress free

Study

Using what you know Before you read ask about the topic. Think of the meaning of the text.

- Look at the food and think about these keep healthy?
- a) Read the title related to the food read to find out.
b) Read the article contains the following words:
• fibre • iron • calcium • potassium • calcium
- Present the food class. Say what it is.

Vocabulary

Stress signs

- Listen to the music and the sounds. How do they make you feel? What images come to mind?
- Which of the following stresses you the most? Number the situations below from 1 (most stressful) to 10 (least stressful) according to their stress factor. Discuss with your partner.
 - to fall out/argue with a friend/sibling
 - to have a doctor's appointment
 - to lose sth valuable
 - to change schools
 - to move house
 - to sit exams
 - to disagree with parents
 - to have too much homework
 - to throw a party
 - to practise an instrument/sport

Take it easy!

A I don't have enough time to talk with my friends, watch TV or simply sit around and do nothing. I'm always studying, practising the guitar or doing sports. Help!

B My brother and I are always fighting about silly things and I always get the blame while Sam gets away with everything. What should I do?

C A new girl has come to our school. She's pretty and all my mates say she's a snob. They're spreading all kinds of rumours about her and no one will talk to her now. I think that's unfair. How can I help her?

- People like to gossip. Most of the time it is harmless, but it can also be hurtful. Break the chain! Don't spread gossip. Just say to your mates that you are not interested in mean gossip. Don't believe everything you hear. Introduce yourself, talk to her and form your own opinion.
- Time management is the answer. Make a weekly planner, and separate the hours from the weekends. Allow some 'wastos' in your daily timetable.
- If you scratch my back, I'll scratch yours! You can't always have it your way. Learn to co-operate.

Reading & Listening

- a) Look at the title. What do you think the texts are about? Read and check.
b) Read and match texts 1-3 to A-C. Listen and check. Then, explain the words in bold.

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1d Vocabulary & Speaking

Special Occasions

- Match the pictures to the phrases. Then use the phrases to describe the pictures.
 - A Birthday
 - B Christmas
 - C Carnival

3 a Listen to three people describing occasions. Which event (A, B or C) does each describe? Which words helped you decide? How does each person feel?

A wedding reception C birthday party

B graduation party

b Which of the following expressions match the events in Ex. 3a?

1 Many happy returns!	4 Season's greetings!
2 Happy anniversary!	5 All the best!
3 Congratulations!	6 Happy New Year!

What are these expressions in your language?

Idioms with 'cake'

- Try to explain the idioms in bold. Check in Appendix 3. Are there similar idioms in your language?

1 Her new CD sells like hot cakes.
2 His birthday was fantastic. He got lots of cards and presents but the icing on the cake was the surprise party his friends threw for him.
3 You can organise the party. It will be a piece of cake for you.
4 Sarah wants to go away for her birthday but she also wants to have a big party with all her friends. It sounds to me like she wants to have her cake and eat it.

How do you think the people in the pictures feel? Have you celebrated these occasions? How did you feel?


• excited • nervous • thrilled • enthusiastic
• surprised • impatient

2 How do you think the people in the pictures feel? Have you celebrated these occasions? How did you feel?

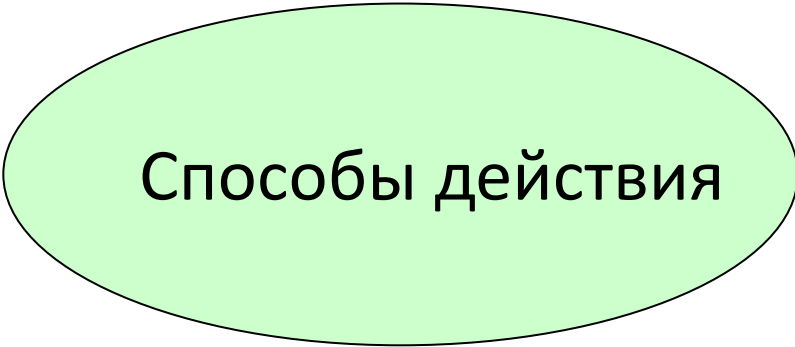
• excited • nervous • thrilled • enthusiastic
• surprised • impatient

- ответственное отношение к своему здоровью, установка на ЗОЖ
- способность адаптироваться к стрессовым ситуациям и меняющимся условиям
- умение осознавать эмоциональное состояние себя и других, умение управлять собственным эмоциональным состоянием

Английский в фокусе: успешность в достижении образовательных результатов (личностных, метапредметных, предметных)



Учебный материал



Способы действия

Английский в фокусе: успешность в достижении личностных образовательных результатов

PSHE* Across the Curriculum
* Personal, Social & Health Education

1 What events are important to remember each year for a person? for a society? Why?

2 Look at the pictures and listen to and read a verse of the poem below about World War I.

*In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.
In Flanders Fields, John McCrae (1872-1918)
1 a kind of bird 2 hardly 3 among*

What do you think the British remember on Remembrance Day? How do they do this? Read through the text to check.

Study skills
Matching
Read the list of headings, then read the text. Underline the key words in the headings, then read the text again paragraph by paragraph and try to find words/phrases that match the headings.

Remembrance Day

1)
Every year during the week before 11th November, people all over Britain wear a little red paper poppy. They do this to commemorate Remembrance Day, or Poppy Day, which takes place each year on 11th November to remember the millions who died for their country. Poppy Day is on this date because World War I ended in the 11th hour of the 11th day of the 11th month in 1918.

2)
The poppy is the symbol of Remembrance Day because they are the only flowers that grew on the battlefields after World War I. They are very delicate flowers, too, and live for a short time. Some people have also painted out that fields of bright red poppies look like fields of blood. There are many poems about Remembrance Day and many of them mention poppies. One of the most famous of these poems is *In Flanders Fields*.

3)
Memorial services take place all over Britain on the second Sunday in November which is known as Remembrance Sunday. The Royal Family and top politicians attend a special service in London at the Cenotaph, which means 'The Empty Tomb'. In Greek Old war veterans lay wreaths on the steps of the monument. At 11am, there is a two-minute silence. A gun soldier plays a piece of music called *The Last Post* on the bugle to introduce the two-minute silence. Soldiers play another piece, *The Rouse*, to mark the end of it. Musicians also play traditional wartime songs such as *The White Cliffs of Dover* and *It's a Long Way to Tipperary*.

Words of Wisdom
"War does not determine who is right – only who is left."
Bertrand Russell, philosopher, 1872-1970

8 **THINK!** Read the quotation. What does it mean to you? Discuss.

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- личность ученика в центре урока (от мотивации до рефлексии) : вопросы (why?), перенос на личный опыт, освоение в деятельности (в том числе речевой)

1 What events are important to remember each year for a person? for a society? Why?

Английский в фокусе: успешность в достижении личностных образовательных результатов



The new girl in your class seems very interesting and you would like to get to know her better. The guy at the skate park does some amazing tricks and you would like him to show you how. But, whenever the **opportunity** to talk to them comes up, you can't think of anything to say. Your palms sweat, you **blush**, and you look away.

Whether you are starting a new school, going to a party where you don't know anyone or want to **approach** a person you **fancy**, you often need to break the ice in order to start a friendly conversation. Breaking the ice means saying or doing something to stop feeling shy or uncomfortable around someone you don't know very well. The reason you feel this way is that you don't know how the other person will react but don't let it get you down!

You shouldn't worry. Almost everyone feels uncomfortable when they first meet other people. The following tips can help you out.

☺ **Smile:** When you smile, people think you are friendly and easy to talk to. They are also very likely to smile back and help you feel more comfortable about starting a conversation.


☺ **Develop interests:** The best way to have interesting conversations is to be an interesting person! Get involved in activities and talk about them. Make sure you have something to add to a conversation.

☺ **Be positive:** Everybody likes to be around happy people. Try to always look on the **bright** side of life and to see something positive even in negative situations. People will enjoy your positive energy and **benefit** from it. Also, be confident. If you like yourself, others

☺ **Be a good listener:** Develop **interest** over the conversation and don't **over** Ask other people questions about **the** they'll know you're interested in the

☺ **Get out there:** Don't **avoid** being because you feel uncomfortable. If you'll get used to it. It's not easy, but other person may want to talk to you to break the ice!

- общение как механизм образовательного процесса

8  Which of the adjectives in Exs 5 & 6 best describe you? Is there a quality you don't have but would like to have? Discuss in pairs.

- ▶ *A: I'm sociable and honest. I'd like to be more patient. And you?*
- ▶ *B: I'm quite patient, but I'd like to be more confident.*

Метапредметные результаты

1 Овладение **познавательными УУД**:

1) базовые логические действия 2) базовые исследовательские действия 3) работа с информацией

2 Овладение **коммуникативными УУД**:

1) общение 2) совместная деятельность

3 Овладение **регулятивными УУД**:

1) самоорганизация 2) самоконтроль 3) **эмоциональный интеллект**



Метапредметные результаты: формирование эмоционального интеллекта

10 Summer fun

Activities & feelings

1 a) Look at the pictures and listen to the sounds. What images come to mind? Do you feel: *excited? bored? relaxed?*

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.

7 Halloween Spirit

Vocabulary
Feelings

1 How do you feel when ...

- you have an exam?
- you work for a long time?
- you are on holiday?
- you have nothing to do?
- you are alone in the dark?
- you don't understand something?

Vocabulary
Feelings

1 How do you feel when ...

- you have an exam?
- you work for a long time?
- you are on holiday?
- you have nothing to do?
- you are alone in the dark?
- you don't understand something?

Use the adjectives to tell your partner.

worried, scared, excited, miserable, bored, puzzled, tired, stressed

I feel worried when I have an exam.

It was Halloween night so my sisters and I decided to go trick-or-treating. We were very excited. By the time we got to the last house in the street, it was very late and we were tired. The house looked empty, but we **knocked** anyway. The door opened on its own. Although we were scared, we decided to go in and have a look. Suddenly, we heard a loud noise and a **huge creature** jumped out in front of us. "Don't be afraid, it's just an owl," said a voice from behind us. We turned around and saw an old lady at the bottom of the stairs. She **rushed** over and **introduced** herself. "Hello, I'm Mrs Shade. Let me give you some treats, you **naughty** little **ghosts**!" When we finally got home, our Mum was very worried. "Where were you?" she shouted, the moment we walked in. "Don't worry, mum. We were at Mrs Shade's house, you know the big one at the end of the street. She gave us treats and ...". Mum looked **puzzled**. "What on earth are you talking about?" she said. "Mrs Shade died ten years ago!"

1 The children's costumes were scary.
2 There was an owl in the house.
3 The old lady offered the children some treats.
4 Mum believed the children's story.

Формирование умений:


- различать, называть и управлять собственными эмоциями и эмоциями других
- выявлять и анализировать причины эмоций

Метапредметные результаты: формирование эмоционального интеллекта

1d Vocabulary & Speaking

Special Occasions

1 Match the pictures to the phrases. Then use the phrases to describe the pictures.



3 a Listen to three people describing occasions. Which event (A, B or C) does each describe? Which words helped you decide? How does each person feel?

A wedding reception C birthday party

B graduation party

b Which of the following expressions match the events in Ex. 3a?

1 Many happy returns!	4 Season's greetings!
2 Happy anniversary!	5 All the best!
3 Congratulations!	6 Happy New Year!

What are these expressions in your language?

Idioms with 'cake'

4 Try to explain the idioms in bold. Check in Appendix 3. Are there similar idioms in your language?

- Her new CD sells like hot cakes.
- His birthday was fantastic. He got lots of cards and presents but the **icing on the cake** was the surprise party his friends threw for him.
- You can organise the party. It will be a **piece of cake** for you.
- Sarah wants to go away for her birthday but she also wants to have a big party with all her friends. It **sounds like she wants to have**...

2 How do you think the people in the pictures feel? Have you celebrated these occasions? How did you feel?

- excited • nervous • thrilled • enthusiastic
- surprised • impatient

10 Stress free

Vocabulary

♦ Stress signs

1 Listen to the music and the sounds. How do they make you feel? What images come to mind?

2 Which of the following stresses you the most? Number the situations below from 1 (*most stressful*) to 10 (*least stressful*) according to their stress factor. Discuss with your partner.

- to fall out/argue with a friend/sibling
- to have a doctor's appointment
- to lose sth valuable
- to change schools
- to move house
- to sit exams
- to disagree with parents
- to have too much homework
- to throw a party
- to practise an instrument/sport

Take it easy!

A I don't have enough time to talk with my friends, watch TV or simply sit around and do nothing. I'm always studying, practising the guitar or doing sports. Help!

B My brother and I are always fighting about silly things and I always get the blame while Sam gets away with everything. What should I do?

C A new girl has come to our school. She's pretty and all my mates say she's a snob. They're spreading all kinds of rumours about her and no one will talk to her now. I think that's unfair. How can I help her?


1 People like to gossip. Most of the time it is harmless, but it can also be hurtful. Break the chain! Don't spread gossip. Just say to your mates that you are not interested in mean gossip. Don't believe everything you hear. Introduce yourself, talk to her and form your own opinion.

2 Time management is the answer. Make a weekly planner, and separate the have-tos from the want-tos. Allow some want-tos in your daily timetable.

3 If you scratch my back, I'll scratch yours! You can't always have it your way. Learn to co-operate.

A: I find sitting exams the most stressful.
B: I don't agree. I think losing something is more stressful.

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Формирование умений:

- ставить себя на место другого человека, понимать мотивы и намерения другого
- регулировать способ выражения эмоций

ФГОС ООО 2021: Функциональная грамотность



В составе государственных гарантий качества ООО - формирование **функциональной грамотности** обучающихся (способности решать учебные задачи и жизненные проблемные ситуации на основе сформированных предметных, метапредметных и универсальных способов деятельности), включающей овладение ключевыми компетенциями, составляющими основу дальнейшего успешного образования и ориентации в мире профессий

Функциональная грамотность с УМК «Английский в фокусе» 5-9

Смысловое чтение: прогнозирование, мотивация; оценочные, рефлексивные действия

3 Against all odds

Reading & Listening

1 🎧 Is the person in the picture a famous scientist? inventor? actor? politician? What is his name? What do you know about him? Listen, read and find out.

2 🗣️ Which of these adjectives best describe Hawking? Give reasons.
 • determined • brave • artistic
 • imaginative • ingenious

3 a) Find the prepositions that follow these words in the text. Use them in sentences of your own.
 • famous • work • cope
 • lose control • give

b) Explain the words in bold.

🔗 **Phrasal verbs (give)**

4 📖 Read the spidergram, then complete the sentences in your notebooks. Give your own examples.

GIVE
 away (give sth to sb for free) back (return sth)
 up (stop doing sth)

1 They ... their old toys to the poor children last week.
 2 He ... smoking last year.
 3 ... me ... my book, please.

The person I admire
 by Jenny Smith

The person that I admire most is the scientist Stephen William Hawking. He was born on 8th January 1942, in Oxford, England. Stephen was famous for his work on the basic laws of the universe. He was also famous for the way he copes with having Motor Neuron Disease (MND). Stephen studied Physics at University College, Oxford. He was diagnosed with MND while still at university. Stephen slowly lost control of his muscles and eventually he couldn't walk. Despite this, he finished his studies, got married and started a career at the university.

Some years later, he lost his voice completely. Unfortunately, he was in the middle of writing a book at the time and suddenly had no way to communicate other than blinking. A computer system on his wheelchair enabled him to speak. Of his many books, *A Brief History of Time* is Stephen's bestseller. Hawking died on 14th of March, 2018.

The reason I admire him is because he was very intelligent and brave, and he never gave up on life. When I think of him, I know that anything is possible as long as you really want it and work hard to achieve it.

5 📝 Use the headings to complete the paragraph plan in your notebooks: *later years, date of death, the reasons Jenny admires him, name, date/place of birth, profession, early years.*

Introduction Main Body Conclusion
 Para 1 Para 2 Para 3 Para 4

study skills

Organising your writing
 The first paragraph introduces the topic by giving a short summary of it. The second and third paragraphs are the main body. Each paragraph introduces a new idea and explains it. The last paragraph is the conclusion which also gives a short summary of the topic in other words.

Writing (an article)

6 **Portfolio:** Write an article about a person you admire for the school magazine. Use the paragraph plan in Ex. 5 to help you and the text in Ex.1 as a model. (80-100 words)

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Reading & Listening

1 🎧 Is the person in the picture a famous scientist? inventor? actor? politician? What is his name? What do you know about him? Listen, read and find out.

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Introduction Main Body Conclusion

Para 1 Para 2 Para 3 Para 4

Функциональная грамотность с УМК «Английский в фокусе» 5-9

Смысловое чтение: формулирование главной мысли (частей) текста

Extensive Reading 1
ACROSS THE CURRICULUM: GEOGRAPHY

home what's new? profiles forums

GEO-KIDS SPECIAL REPORT:

Mexico City

1 Mexico City is one of the world's largest cities. It has got beautiful old buildings, green parks, museums and an exciting nightlife. It's a great place to visit. Nine million people visit it each year.

2 Many people live in beautiful houses with gardens. Others live in **blocks of flats** near the city centre.

3 Mexico City is a difficult city to drive in because of the heavy traffic. The city's fantastic metro network, however, has 12 lines and is very cheap. There are hundreds of buses, trolley buses and peseros (minibuses), too.

4 In their free time, Mexicans shop at colourful street markets. They also enjoy going to the cinema and theatre. They even have street parties. Football and horse racing are the most popular sports.

5 The people of Mexico City are very friendly. The food is excellent, too! The restaurants serve delicious local food like tortillas and frijoles (beans).

Capital city of Mexico
CONTINENT: North America
POPULATION: 21 million
LANGUAGE: Spanish
CURRENCY: Peso

Click on **FORUMS** and tell us about your city. How is it different from Mexico City?

Reading & Listening

1 Listen to the sounds and look at the pictures. What do you think it is like there? (*noisy, quiet, crowded, busy, clean, dirty, etc.*). Tell your partner.
▶ *I think it is busy.*

2 a) What would you like to know about living in Mexico City? Read the text. Can you answer any of your questions?
b) Read again and label sections 1-5 with headings A-E. Listen and check. Then explain the words in bold.

Speaking

3 In groups, make notes about your village/town/city under the headings (A-E). Use your notes to present your talk to the class.

Writing

4 **ICT** Project: Collect information using the Internet, then write a 'special report' on your town/city for the Geo-Kids website. Include positive and negative points.

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Reading & Listening

- 1** Listen to the sounds and look at the pictures. What do you think it is like there? (*noisy, quiet, crowded, busy, clean, dirty, etc.*). Tell your partner.

▶ *I think it is busy.*

- 2** a) What would you like to know about living in Mexico City? Read the text. Can you answer any of your questions?

- b) Read again and label sections 1-5 with headings A-E. Listen and check. Then explain the words in bold.

A Transport C Tourism E Leisure
B Food D Homes

Speaking

- 3** In groups, make notes about your village/town/city under the headings (A-E). Use your notes to present your talk to the class.

Writing

- 4** **ICT** Project: Collect information using the Internet, then write a 'special report' on your town/city for the Geo-Kids website. Include positive and negative points.

Функциональная грамотность с УМК «Английский в фокусе» 5-9

Смысловое чтение: работа с несплошными текстами

CULTURE CORNER 5a

HIGH TECH TEENS

Teenagers spend a lot of time in their bedrooms hanging out with their friends, but your **average** teenager's bedroom has changed a lot in the past few years.

Up until recently, teenagers had teddy bears, dolls, sports equipment, tape recorders, board games and the odd radio in their bedroom. Nowadays, these traditional toys are all but gone and innovations such as MP3 music players and games consoles are popular instead!

A recent survey showed that seven out of ten British teens have a TV in their room and six out of ten have a games console. More than half the children have a DVD player or a hi-fi system, while around one in three have a digital music player (MP3) or a computer (PC) or laptop, and 10% of teens have plasma TV.

So, it's not surprising that around a third of the kids have gadgets worth up to £2,000 in their rooms! How do they pay for them? Well, nine out of ten of them receive these hi-tech goods as Christmas or birthday presents, while others save their pocket money or earn the money through working.

Some parents might be shocked to find out that their son or daughter could be sleeping on a gold mine. It seems fair to say that as new

Reading & Listening

- 1 Look at the graph and the title of the text. What do you think the text is about? Listen, read and check.
- 2 a) Read the text again and study the graph. Then, answer the questions.
 - 1 What percentage of teens own a DVD player?
 - 2 What two items do 30% of teens own?
 - 3 What item do most children have in their bedroom?
 - 4 What percentage of kids own a digital TV?
 - 5 How do they pay for the gadgets?
 b) Explain the words in bold.

Speaking

- 3 Use the graph to tell the class what high-tech gadgets British teenagers have in their bedrooms.

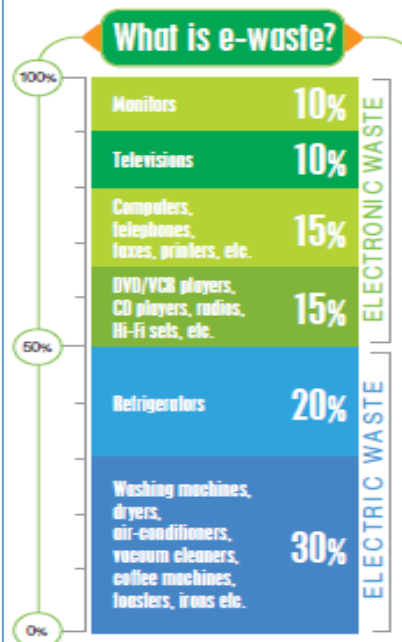
Writing (a survey)

- 4 **Project:** Carry out a survey on what high-tech equipment your classmates own. Write a questionnaire and ask the rest of the class to complete it. Then make a bar graph like the one in Ex. 1 showing the results. Your graph should contain the following information.
 - type of items
 - percentage of children



Reading & Listening

- 1 Look at the graph about e-waste. Which of these devices do you own? Which have you replaced recently? What did you do with the old ones?



E-waste .. why so much junk?

- There's no doubt about it, electronic and electric goods 1) our lives much easier, but unfortunately there's a(n) 2) to pay for this! As technology advances at a faster pace each year, appliances and gadgets quickly become outdated and people throw more of them 3) Also, electronic equipment has become more available and cheaper, so people often replace their old computers and TVs instead of getting them repaired. This 4) tons of electronic waste, or "e-waste". In the USA alone people get rid of about 250 million computers a year and only 10% are recycled!
- So what's the big deal? Well, unfortunately e-waste 5) over a thousand chemicals, many of which are very toxic. Most e-waste currently 6) in landfills where chemicals and heavy metals such as lead, cadmium, chromium and mercury gradually leak into the soil which can eventually cause great harm to people. Some e-waste is burnt, but this 7) toxic gases into the air. When e-waste is simply dumped in landfills it can emit poisonous fumes. It can also 8) dangerous chemicals into the soil which can affect the food chain.
- Fortunately, all is not 9)! Manufacturers are starting to 10) more recycling and reduce the number of toxic chemicals they use. Also, many countries have signed treaties to stop the exporting of e-waste to other countries. But there are things you can do to help solve this problem, too. Just remember the 3Rs – REDUCE, REUSE, RECYCLE!

NO MORE E-WASTE! HOW YOU CAN HELP...

- REDUCE:** Look after your equipment and you won't need to replace it so often.
- REUSE:** Sell or donate your old appliances and electronic items to someone who can still use them e.g. a computer technician could reuse the components in your old computer.
- RECYCLE:** Take old mobile phones, batteries etc. to 'recycling banks', refill your print cartridges and find out where you can recycle bigger items such as computers.

Spotlight 7.9

Функциональная грамотность с УМК «Английский в фокусе» 5-9

Урок English in Use: функциональные диалоги

English in Use 1

♦ Introducing & greeting people

1 Read the sentences. Which do we use to introduce people? to greet people?

- Hi! How are you? • I'm fine, thanks.
- I'd like to introduce you to ...
- Pleased to meet you. • This is my friend ...
- Not bad, thanks.

2 Listen and read. Who meets for the first time?

A

Cathy: Tony! Come in!
Tony: Hi, Cathy. How are you?
Cathy: I'm fine, thanks. How about you?
Tony: Fine.
Cathy: I'd like to introduce you to Jim.
Tony: Hello, Jim. Pleased to meet you.
Jim: Pleased to meet you too.

B

Mary: Good morning, Bill. How are you?
Bill: Fine, thanks. And you?
Mary: Fine, thanks.

C

Ann: Hi there, Steve.
Steve: Oh hi! How are you?
Ann: Not bad, thanks.

3 Portfolio: In pairs or groups use the phrases from Ex. 1 to act out similar dialogues. Record yourselves.

Pronunciation /æ/ - /e/

Reading Rules

a - /æ/ Sam
e - /e/ Ted

4 a) Listen and repeat. Add more words to each category.




/æ/: Dan, Matt, Brad, Stan
/e/: Dennis, Fred, Kent, Betty

b) Read out the sentences.

Dan and Matt are friends.
Where were Brad and Fred last Wednesday?
Stan's from Kent.

Note

Good morning (before 12:00)
Good afternoon (12:00 — 18:00)
Good evening (18:00 to 24:00)

English in Use 2

♦ Requesting services

1 Read the sentences. They come from two telephone conversations. What are the dialogues about?

- Hello, Power Masters.
- What can I do for you?
- I have no electricity in my house.
- I'll come over and have a look.
- What's up?
- There's a problem with the flat.
- I'll send the plumber over.
- Thank you.

2 Listen and read. What problems do Mrs Brown and Jane have?

A

David: Hello, Power Masters.
Mrs Brown: Hello, can I speak to David, please?
David: Speaking.
Mrs Brown: David, hi. This is Helen Brown.
David: Oh, hello, Mrs Brown. What can I do for you?
Mrs Brown: Well, I have no electricity in my house. I'm in the dark.
David: Right. I'll come over and have a look.
Mrs Brown: Thank you.

B

Jane: Good evening. Could I speak to Mr Campbell, please?
Mr Campbell: Mr Campbell speaking.
Jane: Mr Campbell, this is Jane from the Warren Avenue flat.
Mr Campbell: Hi, Jane. What's up?
Jane: Well, there's a problem with the flat. The heating doesn't work.
Mr Campbell: Right. I'll send the plumber over.
Jane: Thank you.

3 Portfolio: Look at the business card. Imagine you need Frank Howard's services for one of the problems. Use phrases from Ex. 1 to act out a telephone conversation in pairs. Record yourselves.

FRANK HOWARD
Plumber - Electrician

32 Conley St, Barrow / Tel. 01984 26888 / Mob. 7744 305980
ON CALL 24 HOURS A DAY, 7 DAYS A WEEK

TV doesn't work

tap is leaking

Pronunciation /ɒ/ - /ʊ/

Reading Rules

oo - /ʊ/ pool
oo + k, u - /ɒ/ book, pull

4 Copy the table in your notebooks. Listen and tick (✓). Listen again and repeat. Read out the sentences. Think of other words.


	/ɒ/	/ʊ/		/ɒ/	/ʊ/
full			look		
fool			Luke		

Look at Luke. He has a book.
The pool was full.

English in Use 3

♦ Asking for/giving directions

1 Look at the map. What kind of map is it? What can you see on it?



2 Read the sentences below. Which give directions? Which are said by someone asking for directions?

1 Excuse me, how can I get to ...?
2 Just cross/go up/go down this road/street and ...
3 Is it far?
4 Take the first/second turning on your left/right ...
5 I'm new to the area.
6 Excuse me, could you tell me the way to ...?
7 Do you know where ... is?
8 Turn right/left and go straight on.

3 Listen and read the dialogues. Where does each person want to go?

A

Tony: Excuse me, is there a post office near here?
Ann: Yes, there's one on the corner.
Tony: Thank you.
Ann: You're welcome.

B

Sue: Excuse me, how can I get to the library?
Jack: Go down the street until you get to the traffic lights. Turn right and go straight on. It's on your left next to Bill's restaurant.
Sue: Is it far?
Jack: Not really.
Sue: Thank you very much.
Jack: Don't mention it.

Pronunciation /ɑ:/ - /ɒ/

Reading Rules

a /ɑ:/ park o /ɒ/ pot

4 Portfolio: Work in pairs. Use the map and the phrases in Ex. 2 to ask for and give directions. Record yourselves.

- from the cinema to the museum
- from the café to the sports centre
- from the library to the chemist's

5 Copy the table in your notebooks. Listen and tick (✓). Listen again and repeat.

	/ɑ:/	/ɒ/		/ɑ:/	/ɒ/
sharp			shop		
shark			shock		
			mock		
			mark		

The shark's teeth are sharp.
Mark the shop on the map.

Функциональная грамотность с УМК «Английский в фокусе» 5-9

Урок Across the Curriculum: межпредметная интеграция

Extensive Reading 5

ACROSS THE CURRICULUM: SCIENCE



1 Listen and repeat. What do you call these insects in your language?

2 a) Read the title of the text. What do you expect to read about? Listen, read and check.
b) Read the text and answer the questions.

1 How many insects are there in the world?
2 Where do they live?
3 Why are insects important?
4 What can bees do?

3 Which facts from the text do you find interesting? Tell the class.

4 Project: Imagine it's summer. Become a garden detective – go on an insect hunt.

5 Sing the song!

It's an insect's life!

There are about 10 million types of insects in the world. These little creatures live in our homes and gardens. Some live near water, others live in fields, parks, and forests. Some insects come out during the day while others come out at night. Insects are really important. They keep our gardens clean because they eat dead leaves and other waste¹. They are also an important food for birds and other animals. Some insects, like bees, even make food – honey.

¹ unwanted things, rubbish

SONG

Bees, bees buzzing in fields
buzzing around wherever they please
There's nothing so sweet
as a honey bee

2 antennae 1 wing
3 head 4 leg

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Extensive Reading 7

ACROSS THE CURRICULUM: LITERATURE

1 Listen to the sounds. What images come to mind? What is the weather like?

2 a) Match the words/phrases in the list to the pictures (A-D).
• branches • leaves • sky • wind

3 Use the words (A-D) from Ex. 2a to complete the gaps (1-4) in the poem. Listen and check.

What Weather!
by Angela Fletcher

The 1) are blowing away
Up, up, and away they go.
Swish, swoosh, they go.
Like a dancing ballerina
Up, up and away they go
Way up, in the 2)
The trees are standing there,
Their 3) all bare¹.
The 4) is getting louder,
What's the weather like today?
¹ have nothing on

Air facts ...
Wind is air moving over land or sea.
Air is always moving.
It is the sun that makes air move.

Project

4 Portfolio: In groups, draw a picture to go with Angela's poem. Give your picture a title.

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Extensive Reading 8

ACROSS THE CURRICULUM: PSHE

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

When I cook/help in the kitchen ...

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

¹ cut into small pieces ² top of something

Reading

2 Look at the kitchen in the picture. What is wrong? Listen, read and check.

3 Now look at your answers in Ex. 1 again. What do you think you'll change next time you help in the kitchen?
• I will wash my hands before I cook.

Project

4 ICT Portfolio: Work in groups. Use the information on this page and information from the Internet to make a list of *dos* and *don'ts* for the kitchen. Use your list to make a poster called 'Be safe in the kitchen!'

DANGER!

Keeping clean:
Don't let pets in the kitchen. Always wash your hands well before you touch any food. Clean the work surfaces well to keep bacteria away!

Preparing food:
Wash fruit and vegetables well. Never chop raw¹ meat and then use the same knife for other food – to cut your bread, for example. There are lots of dangerous bacteria on raw meat. Use sharp knives and chop very carefully.

Storing food:
Bacteria can't live in the cold, but they love warm kitchens! Always keep raw meat, cooked food and dairy products like milk, cheese and yoghurt in the fridge. Don't put other food next to raw meat!

¹ not cooked


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Extensive Reading 9

ACROSS THE CURRICULUM: MATHS

1 Put coins A-G in order of value (from lowest to highest).

British Coins



1p = one penny
2p = two pence
100p = £1 (one pound)

2 How much do coins A-F add up to altogether? Which of the following items can you buy with this sum of money?

a packet of crisps (20p)
a bar of chocolate (55p)
a jar of jam (60p)
a carton of orange juice (£1.10)
a bottle of cola (26p)
a box of chocolates (£3.48)

3 Which coins will you use to pay for each of the items you can buy?

4 Imagine you bought the items below yesterday. In pairs act out dialogues, as in the example.

► A: What did you buy yesterday?
B: I bought 2 bottles of cola.
A: How much did they cost?
B: They cost 52p altogether.

- two bottles of cola
- a bar of chocolate and a bottle of cola
- a packet of crisps and a bottle of cola
- a jar of jam and a bar of chocolate

5 You are in a shop. You have £1. Use the pictures in Ex. 2 to act out dialogues.

► A: How much is this bar of chocolate, please?
B: It's thirty-five pence.
A: Here's a pound.
B: Thank you. Here's your change, sixty-five pence.

Project

6 ICT Make a poster about the coins in your country. Stick or draw pictures and label them. Use information from the Internet to find pictures.

1 euro = 100 cents; 1 rouble = 100 kopecks; 1 dollar = 100 cents

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Функциональная грамотность с УМК «Английский в фокусе» 5-9

Тематика текстов: заинтересованность и осведомлённость о глобальных тенденциях развития

BUY NOTHING DAY

People have been celebrating "Buy Nothing Day" for nearly three decades. It started in 1993 in Canada and has since become an international event in 55 countries. It has always been held the day after Thanksgiving in the US and on November 29th in the rest of the world. On this day, people try to buy nothing at all for the whole day. The idea is to encourage people to stop and think about what they buy and how their spending habits affect the Earth's natural environment. A little effort can make a big difference. Let's take a look at what happens on Buy Nothing Day around the world.

MONTREAL, Canada

Today we're celebrating Buy Nothing Day at our school by holding an Eco-bazaar. We have been working on this all week. All the students have brought in items from home that are still in good condition. We are giving out coupons in return for each item. Now we are using the coupons to swap for other things.

Erica, 15

BIRMINGHAM, England

We have decided to do simple things on Buy Nothing Day. We've walked to school instead of taking the car. We've asked our parents not to go to the supermarket.

James, 16

CHARITY Begins at Home

It is said that charity begins at home, and 1) ... (person) in the UK seem to have put these words into practice.

Their enthusiasm for 2) ... (help) others shows in the 187,000 charity organisations that exist in the country. Some of the most famous ones are Oxfam, Age Concern, the RSPCA¹, the British Heart Foundation and Marie Curie Cancer Care.

People donate money to charity organisations or volunteer to help 3) ... (they) raise money. Many of these organisations run charity shops.

The 4) ... (one) charity shop in the United Kingdom was established by Oxfam in Broad Street, Oxford.

Oxfam has the 5) ... (large) number of charity shops in the UK, with over 800 stores.

Charity shops sell goods at very low prices. The items for sale are 6) ... (usual) second-hand and donated by members of the public. These include books, records, CDs, clothes, accessories, household items, furniture and costumes for special occasions such as Halloween. There are bargains for everyone!

Some charity shops also sell new goods that are somehow 7) ... (relate) to the cause they support. In Oxfam shops, for example, you can find fair trade food and crafts.

The staff who work at charity shops are volunteers, so 8) ... (much) of the profits from the sales go towards the charity.

In the US, where charity shops 9) ... (call) 'thrift stores', this kind of shopping is so popular that it has got its own word, it's called *thriftin'*!

¹ Royal Society for the Prevention of Cruelty to Animals

5b Listening & Speaking

- Look at the pictures. What are these words in your language?
- Read the texts. Match them to four of the pictures. Which words helped you?

A Our planet is getting hotter and hotter. This causes weather to change, sea levels to rise, ice caps to melt, and animals and plants to die. If we try, we can reduce the greenhouse gases that we put into the atmosphere which make the Earth warmer. We can save on electricity by turning off the lights when we don't need them. We can also save energy by taking the bus, riding a bike or walking. Every little bit helps.

B In some countries, there are just too many people to feed. It hardly rains, so crops can't grow and animals die. Countries should help by sending food, tools and other things to help these people have better lives.

C In some families, everybody has to work or there won't be enough food to eat. Governments should support these families. They should also set up schools so that children can get an education that will help them find jobs when they are older.

D Animals' habitats are being destroyed. Also, lots of people hunt even when they are not allowed to. Governments should protect areas where animals live and hunters should be sent to prison.

Listening

- Match each speaker to a statement (1-6) below. You can use each statement once. There is one extra statement.

1 The speaker thinks countries should stop fighting against each other.

2 The speaker thinks that an organised house building program is a priority.

3 The speaker thinks people are killing all the creatures on the planet.

4 The speaker thinks we can easily prevent many people from getting ill.

5 The speaker thinks young children shouldn't have to work.

6 The speaker thinks the planet is getting too hot.

5 Match the suggestions to the results. Then, listen and say which ideas Sally mentions in the conversation.

What are we going to do with all this litter?

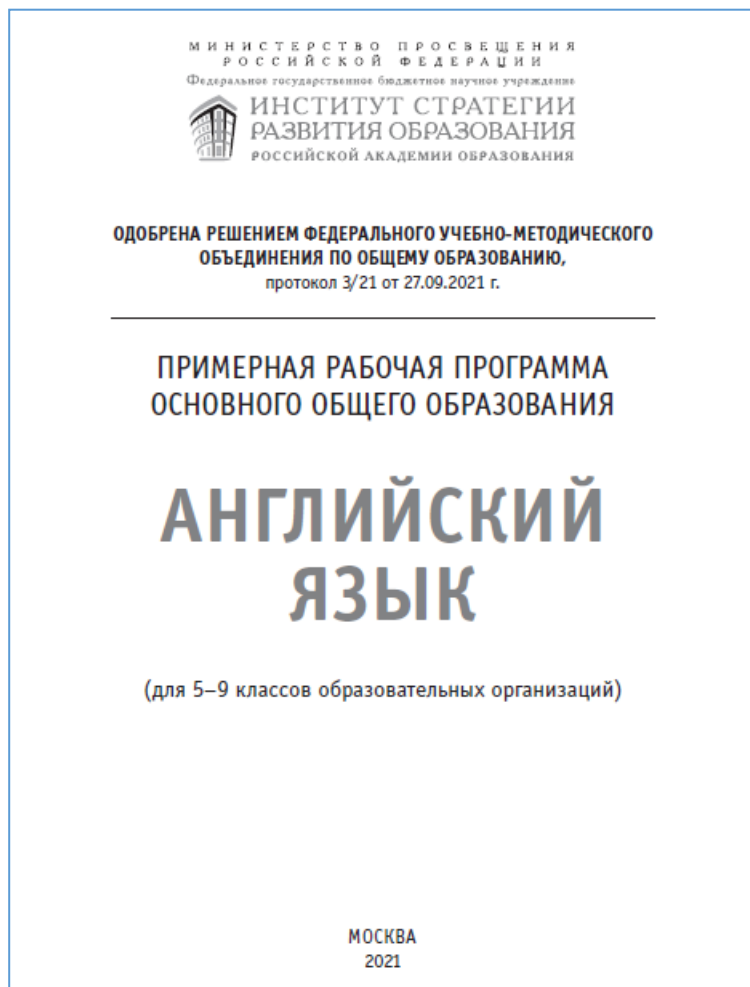
Suggestions

- Fine people who litter.
- Get young people involved in clean-up programmes.
- Set up recycling schemes in your area.
- Only buy products with biodegradable¹ packaging.

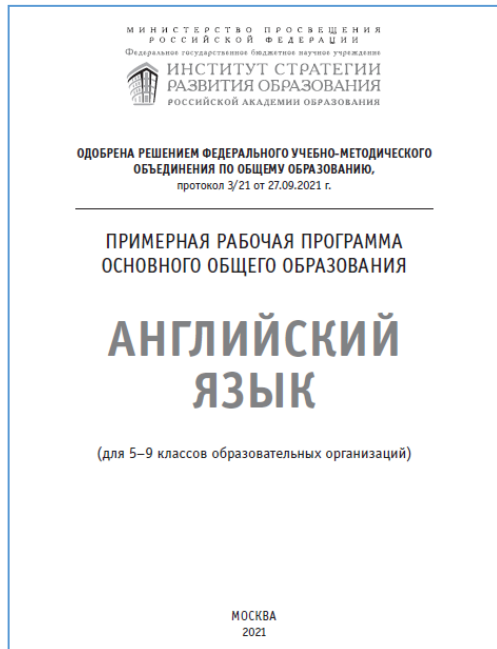
Results

- If people know that they will have to pay if they litter, they will stop doing it.
- This way landfill sites will not become so full.
- They will become interested in keeping parks and their neighbourhoods clean and tidy.
- Household rubbish will be put to good use and the amount of garbage will be greatly reduced.

ФГОС ООО 2021: требования к предметным результатам разбиты по годам обучения



Требования к предметным результатам формулируются в деятельностной форме с усилением акцента на применение знаний и конкретных умений



Новое в содержании обучения

- Чтение: смысловое чтение, чтение несплошных текстов (таблицы, диаграммы)
- Лексическая сторона речи: словообразование
- Устная речь: краткое изложение результатов выполненной проектной работы
- Письменная речь: написание электронного сообщения личного характера, заполнение таблицы с краткой фиксацией содержания прочитанного/прослушанного текста, преобразование таблицы, схемы в текстовый вариант представления информации

Изменения в новой редакции учебников УМК АвФ 5-9 по ФГОС 2021

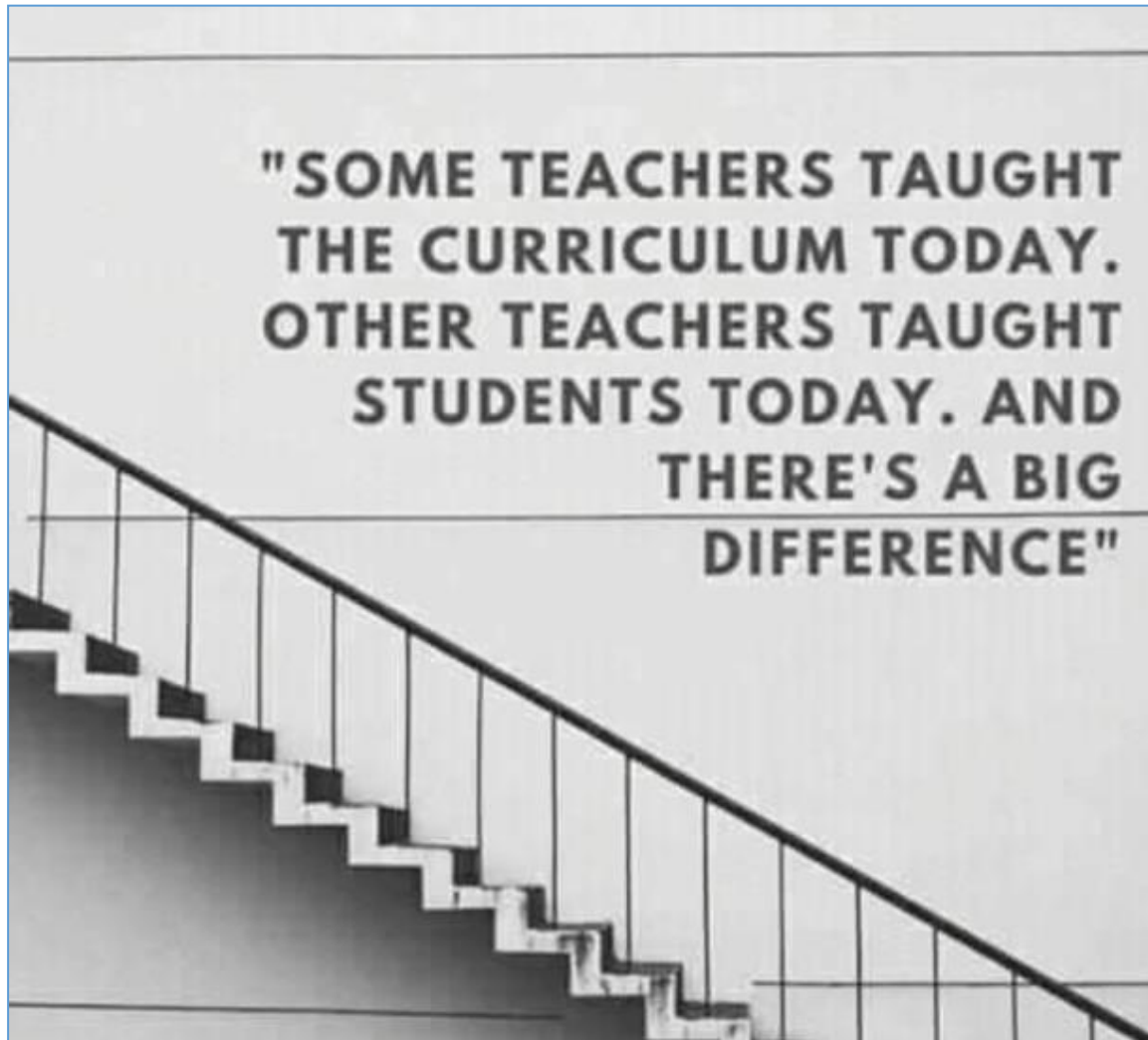
Грамматическая сторона речи (введены темы)

5 класс	6 класс	7 класс	8 класс	9 класс
альтернативный и разделительный вопросы в Present/Past/Future Simple Tense	сложноподчинённые предложения с придаточными определительными с союзными словами who, which, that	предложения со сложным дополнением (Complex Object)	Past Perfect Tense	конструкция для выражения предпочтения I prefer .../I'd prefer .../I'd rather ...
Present Perfect Tense	предложения с конструкциями as ... as, not so ... as	предложения с конструкцией to be going to + инфинитив и формы Future Simple Tense и Present Continuous Tense для выражения будущего действия	конструкция both ... and ...	предложения с конструкцией either ... or, neither ... nor
имена существительные с причастиями настоящего и прошедшего времени	Past Continuous Tense	глаголы в наиболее употребительных формах страдательного залога (Present/Past Simple Passive)		формы страдательного залога Present Perfect Passive
степени сравнений наречий	модальные глаголы и их эквиваленты (can/be able to, must/ have to, may, should, need)	местоимения other/another, both, all, one		

Успехов с УМК «Английский в фокусе» на новом этапе развития образования (ФГОС 2021)



**"SOME TEACHERS TAUGHT
THE CURRICULUM TODAY.
OTHER TEACHERS TAUGHT
STUDENTS TODAY. AND
THERE'S A BIG
DIFFERENCE"**



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Сервисы для педагогов на сайте Группы компаний «Просвещение» prosv.ru

Каталог



catalog.prosv.ru

Горячая линия



vopros@prosv.ru

Основной сайт



prosv.ru

Онлайн-журнал
«Просвещение. Иностранные
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iyazyki.prosv.ru

Материалы для подготовки к
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СПАСИБО ЗА ВНИМАНИЕ!



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