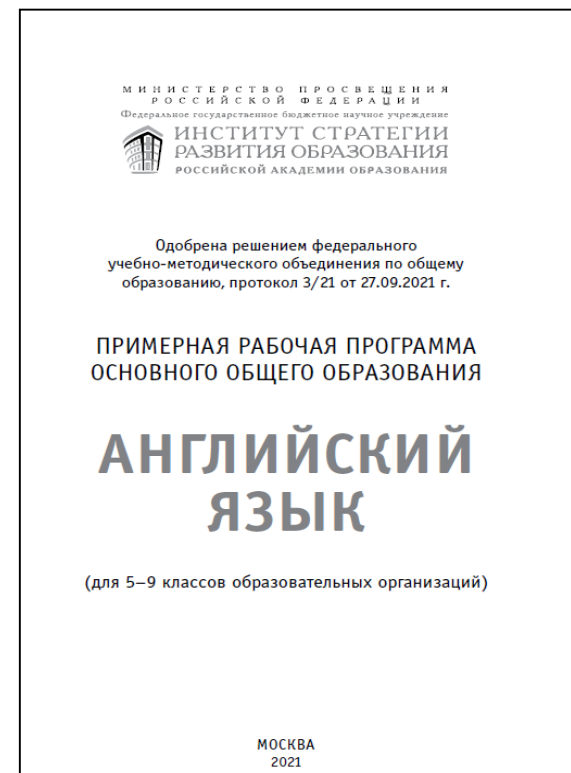




Анализ содержания и методического аппарата УМК «Английский в фокусе» для 5 класса с точки зрения требований примерных рабочих программ

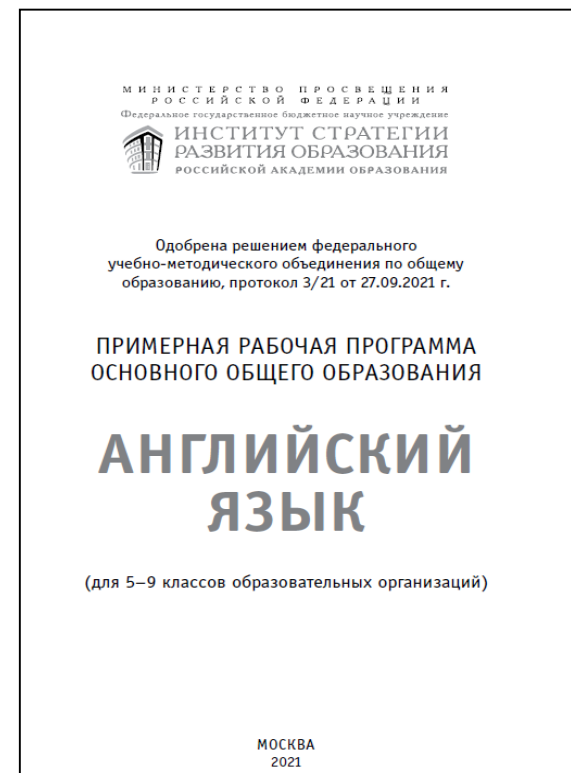
**Подoliaкo Oльга Евгенъевна,
почетный работник общего образования,
автор линии УМК «Английский в фокусе» для 5-9 классов**

- **Требования к предметным результатам** формулируются в деятельностной форме с усилением акцента на **применение знаний и конкретных умений**
- **Распределение планируемых результатов по годам обучения**
- Минимально допустимое количество учебных часов, выделяемых на изучение первого иностранного языка, — **3 часа в неделю**, что составляет по **102 учебных часа** на каждом году обучения с 5 по 9 класс
- В соответствии с личностно ориентированной парадигмой образования основными подходами к обучению иностранным языкам признаются **компетентностный, системно-деятельностный, межкультурный и коммуникативно-когнитивный**.



https://edsoo.ru/Primernie_rabochie_progra.htm

- Усилена **знаниевая составляющая** (раздел «Языковые знания и умения»)
- **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



https://edsoo.ru/Primernie_rabochie_progra.htm

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

Грамматическая сторона речи (введены темы при распределении материала по классам)

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		

Приказы Министерства
просвещения РФ от
31.05.2021 № 286, № 287
Об утверждении
федеральных
государственных
образовательных
стандартов начального и
основного общего
образования



Протокол ФУМО по
общему образованию №
3/21 от 27.09.2021
Одобрены примерные
рабочие программы
начального и основного
общего образования



Приказ Министерства
просвещения РФ от
12.11.2021 № 819
Об утверждении Порядка
формирования
федерального перечня
учебников



обновление учебников и
экспертиза обновлённых
учебников



Приказ Министерства
просвещения РФ
Об утверждении
федерального перечня
учебников

май 2021

сентябрь 2021

ноябрь, 2021

1 - 3 кварталы 2022

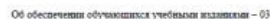
4 квартал 2022

Действующий федеральный перечень учебников (утверждён Приказом Минпросвещения РФ № 254 от 20.05.2020) не содержит учебников, прошедших экспертизу на соответствие требованиям обновлённых ФГОС



КОММЕНТАРИЙ ЭКСПЕРТА

Без новых учебников педагог не сможет дать ожидаемых результатов



Ваулина Ю.Е., Дули Д., Подоляко О.Е. и др.

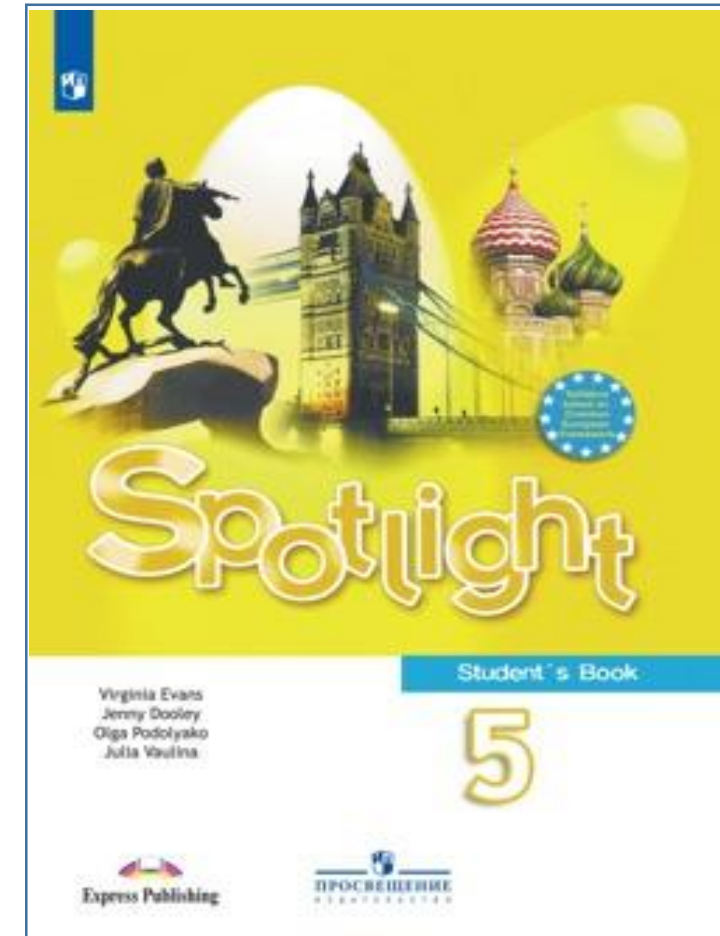
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Линия УМК Английский язык «Английский в фокусе» (5-9)

Состав УМК:

- Учебник
- ЭФУ
- Рабочая тетрадь
- Языковой портфель
- Книга для чтения
- Контрольные задания
- Тренировочные упражнения в формате ГИА
- Грамматический тренажер
- Книга для учителя

<https://prosv.ru/umk/english-spotlight.html>



Содержание учебника	Примерная рабочая программа по предмету	Комментарий
Тематическое содержание речи		соответствует
Говорение (диалогическая речь)	Уточнены ситуации общения	соответствует
Говорение (монологическая речь)	Добавлено краткое изложение результатов выполненного проекта	соответствует
Чтение	Смысловое чтение	соответствует
Письменная речь	Написание письма личного характера заменено на электронное сообщение	соответствует
Лексическая сторона речи	Единый отбор средств словообразования	Доработано в новой редакции учебников
Грамматическая сторона речи	При распределении материала по классам есть изменения	Доработано в новой редакции учебников

Содержание учебника

Примерная рабочая программа по предмету

Комментарий

Социокультурные знания и умения

Добавлено умение писать имя и фамилию, адрес (свои, своих друзей и родственников)

соответствует

Добавлено/уточнено умение кратко представлять некоторые культурные явления родной страны и страны/стран изучаемого языка (основные национальные праздники, традиции в проведении досуга и питания)

соответствует

Компенсаторные умения

Использование при чтении и аудировании языковой, в том числе контекстуальной, догадки

соответствует

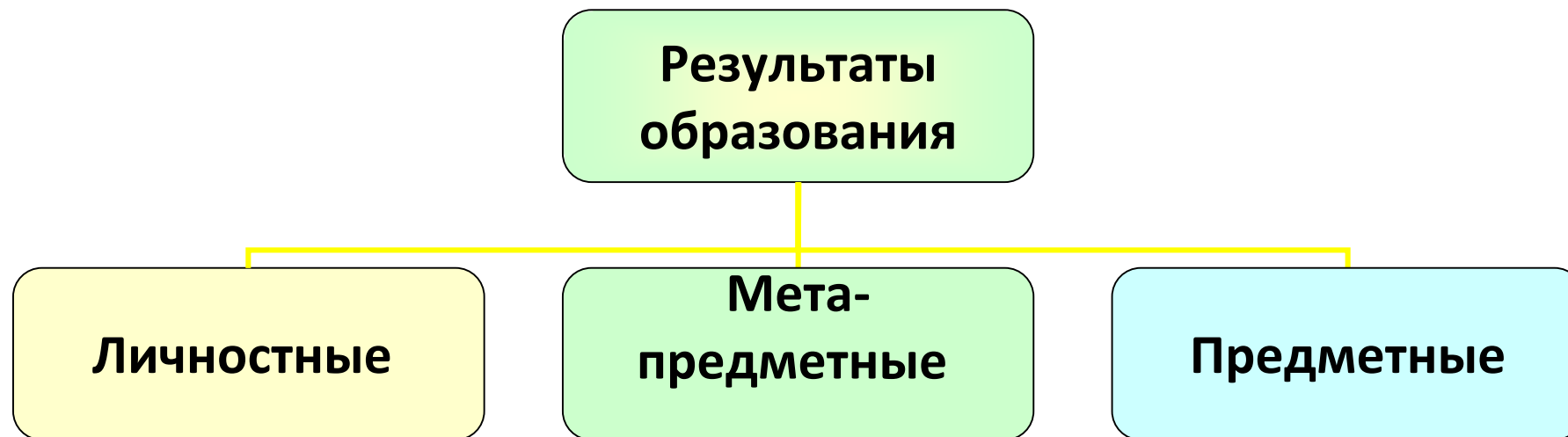
Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана

соответствует

Отсутствующие элементы содержания	Рекомендации по компенсации (при отсутствии элементов содержания)
альтернативный и разделительный вопросы в Present/Past/Future Simple Tense	Включение в речевую зарядку и устную речь
Present Perfect Tense	Включено в модуль 7. Будут предоставлены материалы на сайте УМК
имена существительные с причастиями настоящего и прошедшего времени	Материал встречается в учебнике – без выделения темы. Обратить внимание обучающихся. Включить в устную речь. Будут предоставлены материалы на сайте УМК
степени сравнений наречий	Ситуативно (при встрече в текстах урока) пояснить - по аналогии со степенями сравнения прилагательных.

Формирование предметных результатов на примере использования УМК «Английский в фокусе» (5 класс)

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)



Учебный материал



Способы действия

В соответствии с личностно ориентированной парадигмой образования **основными подходами к обучению иностранным языкам признаются компетентностный, системно-деятельностный, межкультурный и коммуникативно-когнитивный.**
(ФГОС 2021, ПРП)

8 Master chef

Vocabulary

♦ Food & drinks

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

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

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

♦ Containers

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

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

Reading

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

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

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

Grammar Grammar in Review

♦ some/any – (how) much/ (how) many

4 Read the sentences and complete the rules. Use some or any.

There are some bananas.
There isn't any cake.
Is there any pasta?

We use ... in the affirmative.
We use ... in the negative and interrogative.

5 a) Look at the pictures and complete with some or any.

1 There are ... eggs.
2 There aren't ... onions.
3 There isn't ... butter.
4 There is ... cheese.
5 There aren't ... apples.
6 There is ... bread.

b) Look at the pictures again. Use the words to ask and answer questions.

• banana • orange • pineapples • lemons
• cheese • potatoes • cherries • bread
• biscuits • chocolate • milk • carrots
• tomatoes • onions

A: Are there any bananas?
B: No, there aren't any. Is there an orange?
A: Yes, there is.

6 Read the rule. Then complete with: much, many.

We use (how) many with countable nouns.
How many carrots have we got? Not many.
We use (how) much with uncountable nouns.
How much rice have we got? Not much.

1 "How many oranges are there?" "Not ..."
2 "How much rice is there?" "Not ..."
3 "How many potatoes are there?" "Not ..."
4 "How many biscuits are there?" "Not ..."
5 "How much milk is there?" "Not ..."
6 "How many apples are there?" "Not ..."

Speaking

7 Portfolio: You want to cook your favourite meal tonight. Discuss what you need. Use the dialogue in Ex. 3 as a model. Record yourselves.

Listening

8 a) Bob and Ann are talking. Look at the text. What are they talking about? Listen and check.
b) Listen and complete the gaps 1-5 with the missing words.

Birthday Party Plan

Date: 0) Friday 22nd January
Time: 1)
Number of people: 2)
Food/Drinks: 3 large pizzas, 10 burgers, 1 packet of chocolate 3)
2 4) of lemonade
Activities: party 5) , dancing

Writing (a birthday party plan)

9 Portfolio: Imagine it's your birthday. Write your birthday party plan. Write:

- date • time • number of people
- food/drinks • activities

Реализация всех ведущих подходов (ФГОС 2021):

- ✓ Поэтапное развитие всех составляющих коммуникативной компетенции
- ✓ Достижение всех трех групп образовательного результата
- ✓ Реальное общение, в котором решаются реальные и воображаемые задачи (ролевые игры, проблемные ситуации)
- ✓ Ученик в центре обучения как субъект учебной деятельности (учет его возрастных и индивидуальных особенностей, интересов)
- ✓ Усвоение грамматической формы и ее функции в речи (задания речевой направленности)

Развитие коммуникативных умений диалогической речи

- диалог этикетного характера: вежливо соглашаться на предложение/отказываться от предложения собеседника

English in Use 6

◆ Making suggestions

◆ Making suggestions

1 a) Listen and repeat. Which sentences can we use to: *make a suggestion?* (M) *respond to a suggestion?* (R)

- Sure, that's a good idea.
- How about going tomorrow?
- Why don't we go jogging in the park?
- Sounds great!
- Let's go shopping!
- Sorry, I'm busy this afternoon.
- How about going for a coffee?

b) Read the dialogues aloud.

82

3 Portfolio: Invite your friend to the cinema, zoo, park etc. Use the sentences in Ex. 1a. Record yourselves.

Pronunciation /ɔ:/, /ɑ:/
Reading Rules
• or - /ɔ:/ short • ar - /ɑ:/ park

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

/ɔ:/ morning, sport
/ɑ:/ garden, Mark, parliament

8 C

It's my birthday!

Reading

1 Close your eyes and listen to the

Everyday English

◆ Making suggestions

3 Imagine you are planning a birthday party. Decide what food you need.

Making suggestions

- Would you like to (have) ... ?
- What/How about (having) ... ?
- Shall we (have) ... ?
- Let's (have) ...

Accepting & Refusing

- That would be nice!
- Good idea.
- That's a great idea.
- I'd love to.
- That sounds great!
- I don't like ...
- I don't think so.

- A: *Shall we have some chocolate biscuits?*
B: *Yes, that's a great idea. What about sandwiches?*
A: *I don't like sandwiches. Can we have pizza?*

Birthday Treats

Britain

In Britain, we have a party to celebrate our birthdays. Everyone brings a small gift. My mum always makes me a birthday cake. We have a table full of food, crisps, sandwiches, small cakes and chocolate biscuits, ice cream and very small sausages you eat on a stick. I just love them. We decorate the house with balloons and I play party games with my friends. It's fantastic.
John (12)

CHINA

Birthday celebrations are very special in China. We eat very long noodles that mean we will have a long life. I eat them in soup and try not to cut them because it's unlucky! We also eat red eggs. Red is a special colour in China. It always means something happy and brings good luck. We decorate the house with red paper and all the family comes for a party. We also get money in red envelopes. It's fun.
Lee (13)

Writing (a magazine entry)

4 Portfolio: Write a short magazine entry about birthdays in your country. (50-60 words) Write about:

- food • decorations • activities

Развитие коммуникативных умений монологической речи : - краткое изложение результатов выполненной проектной работы

CULTURE CORNER
UK souvenirs

Holidays in the UK *and it's shopping time!*
✓ Here are some popular souvenirs you can buy in the UK.

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

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

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

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

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

PIN
This is a pin. It has got a Union Jack on it.

Project

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

Extensive Reading 3
ACROSS THE CURRICULUM: ART & DESIGN

Taj Mahal

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

Project

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

Смысловое чтение : умение определять основную тему и главные факты/события в прочитанном тексте

Reading

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

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

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

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

study skills

Making notes

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

Speaking

6 Make notes in your notebooks then present the story of Spider-Man to the class.

Have I/you/we/they got ...?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it got ...?	Yes, he/she/it has. No, he/she/it hasn't.



Amazing SPIDEY!

by Ann Smith ★★★★★

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

8 What have Jane and John got in their school bags? Ask and answer.

Jane	John
rubber	ruler
pen	notebook
sharpener	notepad
atlas	
	book
	pencil
	pencil case

A: Has Jane got a ruler in her school bag?
B: No, she hasn't. Has John got a ruler in his school bag?
A: Yes, he has.

What has your partner got in his school bag? What have you got?

Writing (a poster)

9 Portfolio: Make a poster of your favourite cartoon characters. Stick on pictures. Write a few sentences about each character. Write:

- name
- who the character is
- what the character does

Компенсаторные умения:

- использование при чтении языковой, в том числе контекстуальной, догадки
- использование в качестве опоры при порождении собственных высказываний ключевых слов, плана

Смысловое чтение :

- чтение несплошных текстов (таблиц) и понимание представленной в них информации

1 School!

a

GREEN SCHOOL

4 Read and complete the plan below.

Downstairs

front garden

1) l....

2) k....

3) b....

Vocabulary

School subjects

English mathematics (maths) geography science music history information technology art physical education

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

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

► A: Where's the maths lesson?
B: In Room D.

b) What's your favourite subject?

CULTURE CORNER

A Typical English House

3d

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

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

Semi-detached Houses

To see my house click here **INSIDE**

Hi, my name's John and I'm 10. I'm from England. My house is a semi-detached house made of bricks¹. In my house there are three rooms downstairs and four rooms upstairs. Downstairs, there 1) a living room, a kitchen and a bathroom. Some houses 2) got a fireplace in the living room but we haven't got one. We've got central heating² 3) all the rooms. Upstairs, there are three bedrooms and a bathroom. All the rooms have got carpets to keep us warm. Outside 4) house there is a back garden 5) a front garden with a lot of flowers.

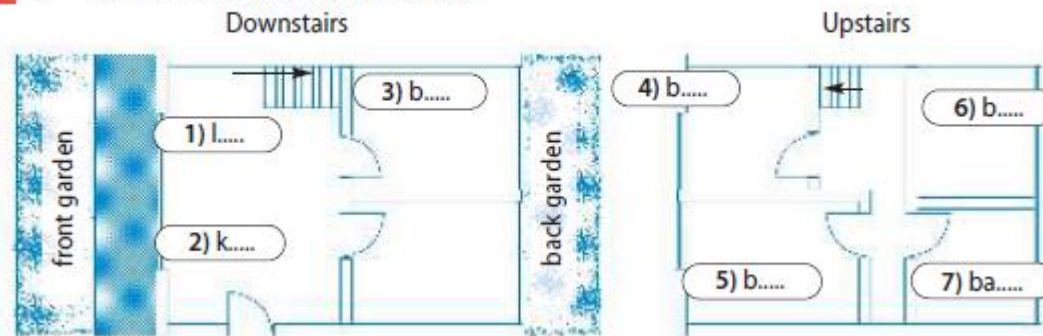
¹ small red bricks used for building walls and houses
² system to keep the house warm

upstairs

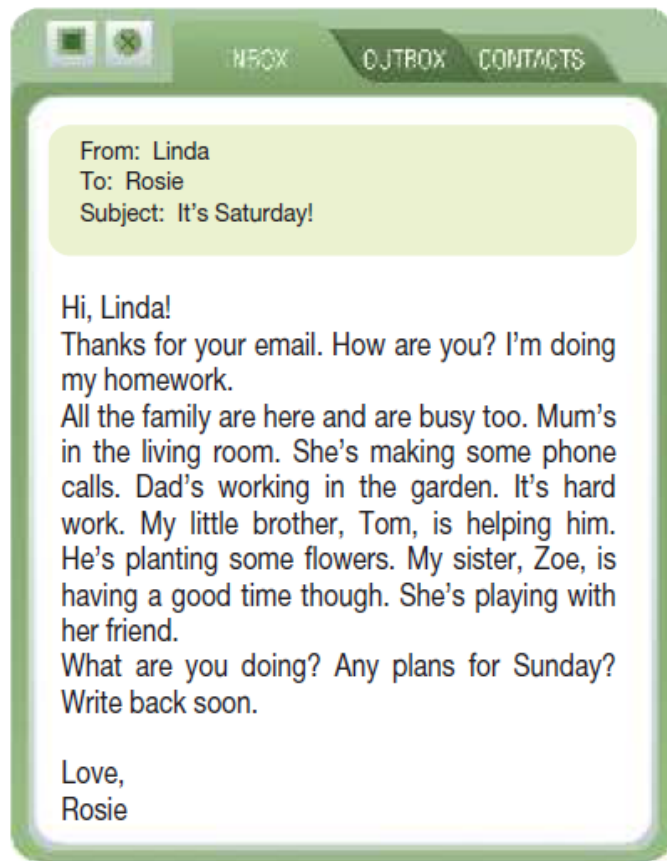
downstairs

garden

4 Read and complete the plan below.



Письменная речь: написание электронного сообщения личного характера; оформление обращения, завершающей фразы и подписи в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём — до 60 слов.



6

C

Weekends



Vocabulary

♦ Activities

1 What are the people in the pictures (1-6) doing? Use the prompts to make sentences.

- write an email • wash the dog
- play with a friend • make a phone call
- work in the garden • drink coffee

► 1 *The family is washing the dog.*







Reading

2 Listen and read Rosie's email. Which picture shows Rosie? Which show the other members of her family?

INFO
OUTBOX
CONTACTS

From: Linda
To: Rosie
Subject: It's Saturday!

Hi, Linda!
Thanks for your email. How are you? I'm doing my homework.
All the family are here and are busy too. Mum's in the living room. She's making some phone calls. Dad's working in the garden. It's hard work. My little brother, Tom, is helping him. He's planting some flowers. My sister, Zoe, is having a good time though. She's playing with her friend.
What are you doing? Any plans for Sunday? Write back soon.

Love,
Rosie

3 a) Which sentences can B (begin) and which can E (end) an email?

- 1 That's all for now.
- 2 Great to hear from you.
- 3 Drop me a line.

b) How does Rosie begin and end her email?

Speaking

4 Which of the activities in the pictures do you/your family do at home at the weekend? Use adverbs of frequency.

► A: *I usually send emails, but I never work in the garden.*
B: *My dad sometimes ...*

Writing

(an email about what your family are doing)

5 Portfolio: It's Sunday evening. Write a short email to your friend about what you and your family are doing now (50-60 words). You can use the email in Ex. 2 as a model.

80

- 3** a)  Which sentences can *B* (begin) and which can *E* (end) an email?
- 1 That's all for now.
 - 2 Great to hear from you.
 - 3 Drop me a line.
- b) How does Rosie begin and end her email?

Writing (an email about what your family are doing)

- 5** *Portfolio:* It's Sunday evening. Write a short email to your friend about what you and your family are doing now (50-60 words). You can use the email in Ex. 2 as a model.

Социокультурные знания и умения. Формирование умений:

-писать свои имя и фамилию, а также имена и фамилии своих родственников и друзей, свой адрес на английском языке

Numbers

1 Listen and repeat. Count from 1 to 10 and from 10 to 1.

1 one 2 two 3 three 4 four

5 five 6 six 7 seven

8 eight 9 nine 10 ten

2 Write the missing number in your notebooks.

1 one, two, three, four

2 one, four, ten

3 eight, six, four

4 two, six, eight

3 Find the number.

1 EON ... 4 INNE ...

2 OUFR ... 5 NTE ...

3 IXS ... 6 EHETR ...

4 Do the sums in your notebooks.

1 1 + 2 = 3 (one plus two equals 3)

2 7 - 4 = 3 (seven minus four equals 3)

3 6 + 2 = 8

4 9 - 5 = 4

5 5 + 1 = 6

6 3 + 2 = 5

7 10 - 1 = 9

8 3 - 2 = 1

9 6 + 4 = 10

10 8 - 1 = 7

Game

Play in pairs: Guess the number.

A: (thinks of number)

B: seven

A: down

B: five

A: up

B: six

A: That's right.

Names

6 a) List the names. Which are Russian names?

• Peter • Laura • Steve • Ann • Pat • John

• Tony • Bill • Anya • Olga • Julia • Slava

• Mary • Sasha • William • Ivan • Daria

Boys	Girls

b) Listen and repeat.

c) Write your name in English in your notebook.



Таблица транслитерации

Буква русского алфавита	Буквенное соответствие английского алфавита	Буква русского алфавита	Буквенное соответствие английского алфавита
а	a	р	r
б	b	с	s
в	v	т	t
г	g	у	u
д	d	ф	f
е	e	х	kh
ё	yo	ц	ts
ж	zh	ч	ch/tch
з	z	ш	sh
и	i	щ	shch
й	y/i	ъ	"
к	k	ы	y
л	l	ь	'
м	m	э	e
н	n	ю	yu
о	o	я	ya
п	p		

Примеры написания русских слов в английской транслитерации:

Светлана Попова — Svetlana Popova

Иван Сыромятин — Ivan Syromy

Якутск — Yakutsk

Челябинск — Chelyabinsk

Черкизово — Cherkizovo

Writing (a postcard)

5 Portfolio: Imagine you and your family are on holiday. Write a postcard to a friend telling him/her where you are, what the weather is like and what you and your family are doing. (50-60 words)

Dear Grandma and Grandpa,
Greetings from Greece. We're having a great time here. The hotel's fantastic and the weather's great. Dad's windsurfing at the local beach at the moment. Tony's playing golf with Steve. They're enjoying it a lot. I'm by the pool now. Mum is swimming and I'm sunbathing. It's fun. See you soon.
Sandra



Mr and Mrs S Murphy
22 Farlan Road
Dublin 2
Ireland

Социокультурные знания и умения. Формирование умений: -кратко представлять некоторые культурные явления родной страны и страны/стран изучаемого языка (основные национальные праздники...)

8d

CULTURE CORNER

Thanksgiving



Mr Pumpkin

Mr Pumpkin,
Pumpkin,
Round and fat.
Round and fat.
Harvest time is coming.
Harvest time is coming.
Yum, yum, yum.
That is that!

- Listen to the song. What is it about? How is it related to the title 'Thanksgiving'?
- How much do you know about Thanksgiving? Do the quiz.
 - Listen to the radio programme and check your answers to the quiz. What is your score?
- Prepare a short radio programme on a celebration in your country. Include:
 - its name
 - when you celebrate it
 - food
 - special customs

Present your programme to the class.

Try our Thanksgiving Quiz...

- At Thanksgiving Americans say 'thank you' for their ...
A food. B country. C family.
- Americans celebrate Thanksgiving on the ...
A 4th Friday in October.
B 4th Thursday in November.
C 2nd Friday in November.
- A typical Thanksgiving meal is ...
A melon, chicken and pumpkin ice cream.
B turkey, potatoes, corn and pumpkin pie.
C pumpkin soup, hamburger, fries and carrot cake.
- Thanksgiving is sometimes called ...
A Pumpkin Day. B Turkey Day. C Harvest Day.
- At Thanksgiving, American families watch ...
A basketball.
B baseball.
C American football.

Score:
0-1 What a turkey!
2-3 Not bad!
4-5 Way to go!

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Spotlight

#Vol. 5

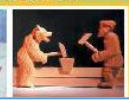
ON RUSSIA

My Favourite Seasons
Paintings from a school art exhibition p. 9

Maslenitsa Spring Festival
A Russian celebration p. 10

See You at Summer Camp
The perfect summer holiday at Orlyonok p. 12





DISCUSS

- Is this how you celebrate Maslenitsa in your area? What's different/the same?
- Do you like Maslenitsa? Why/Why not? What's your favourite celebration?

ACTIVITY

- Write and tell us about another traditional Russian celebration. Send photos too!

Festivals

Spotlight on Russia receives an e-mail...

Dear *Spotlight on Russia*
Hi! We're in Class 4C at Wood End School in South London. We're doing a school project about celebrations around the world. Can you tell us about a special Russian celebration?

Read the answer from Class 5 at a Moscow school. They've got great photographs too!



We're dancing around Lady Maslenitsa.



We're having a tug-of-war in the snow.

Maslenitsa Spring Festival

'Maslenitsa' is the week before Lent. It's when Russians say goodbye to winter and welcome spring. It's a time of singing, dancing and fun. There's a lot to eat, too – especially *blinis*, which are delicious butter pancakes. Children dress up¹ and play in the snow. We go for sleigh rides, go sledging, have snowball fights and lots more. We make a straw doll of 'Lady Maslenitsa', who is dressed in special clothes. On Sunday evening, we burn Lady Maslenitsa on a big bonfire. The spring festival is over and Lent begins.

¹ put on special clothes



Children in fancy dress

Компенсаторные умения:

- использование при чтении языковой, в том числе контекстуальной, догадки

3 Move in!

Vocabulary
♦ Furniture & appliances

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

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

Sandy: Hi, Olga. What's your new flat like?
Olga: It's very nice.
Sandy: Really?
Olga: Yes. There's a small living room, a kitchen, a bedroom and a bathroom.
Sandy: Has it got any furniture?
Olga: Yes, it has. There's a sofa and an armchair in the living room but there isn't a television.

Study skills
Remembering new words
When you learn new words, associate them with a picture or a story.

Vocabulary

♦ Furniture & appliances

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

3 At home

Vocabulary
♦ Rooms

1 Read the words and label the pictures. Listen and check. Which rooms can't you see in the pictures? What are the words for these rooms in your language?

• living room • kitchen • bathroom • bedroom • hall • dining room
• garage • study • playroom • laundry room • attic

♦ Ordinal numbers

2 a) Listen and repeat. How do we form ordinal numbers?

1st - first	6th - sixth	11th - eleventh	16th - sixteenth
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8th Tony
7th John & Bob
6th Mary & Helen
5th Billy

Vocabulary

♦ Rooms

1 Read the words and label the pictures. Listen and check. Which rooms can't you see in the pictures? What are the words for these rooms in your language?

• living room • kitchen • bathroom • bedroom • hall • dining room
• garage • study • playroom • laundry room • attic

Reading

3 Look at the picture and the title of the article. What is the article about? Listen, read and check.

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

Live High Up!

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

* feet (1 ft = 0.3048 metres)

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

b) Read the text aloud. Then explain the words in bold.

Компенсаторные умения:

- использование в качестве опоры при порождении собственных высказываний ключевых слов, плана

Writing

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

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

Speaking

5 *Portfolio:* You are the presenter on a radio show. Choose a celebration from the text and make notes. Present it to the class. Record yourselves.

- ... *is a popular festival in On this day, people ...*

Speaking & Writing

7  What did your partner do last weekend? Ask questions using the phrases: *watch TV, listen to music, cook dinner, tidy your room, play football, visit your grandparents, surf the Net.*

- *A: Did you watch TV last weekend?*
B: Yes, I did.

8 Write a short email to a friend about what you did last weekend. Use Ex. 2a as the model.

Writing (a birthday party plan)

9 *Portfolio:* Imagine it's your birthday. Write your birthday party plan. Write:

- date • time • number of people
- food/drinks • activities

♦ Talking about the past

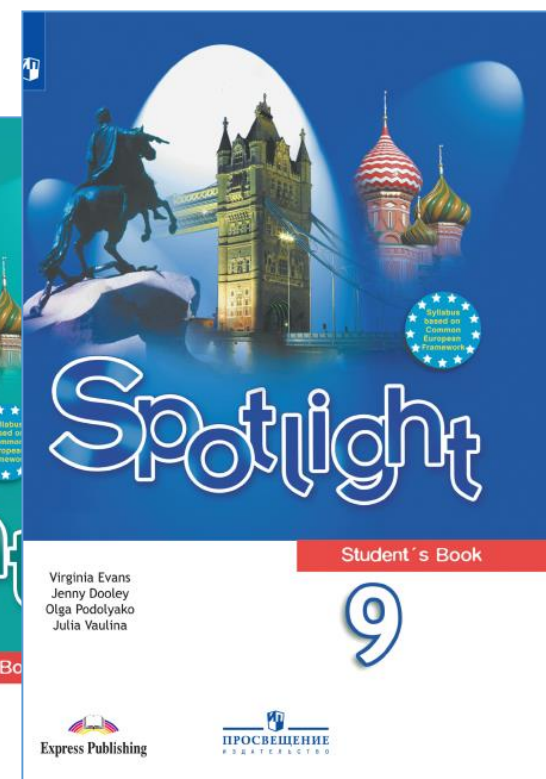
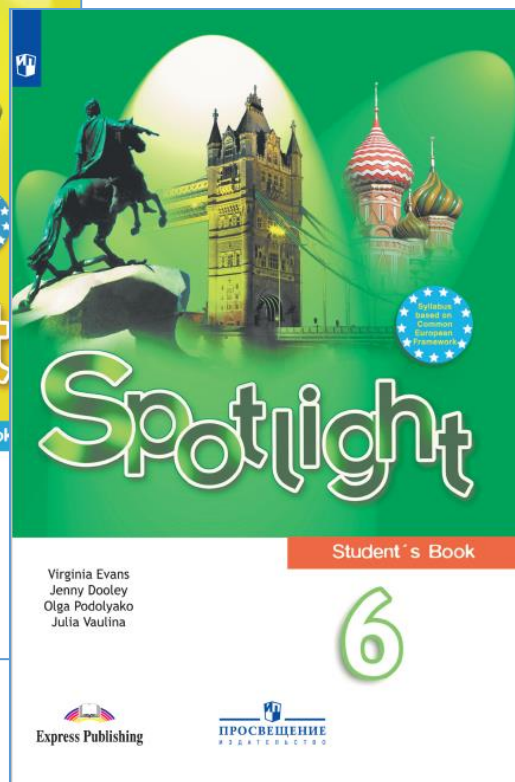
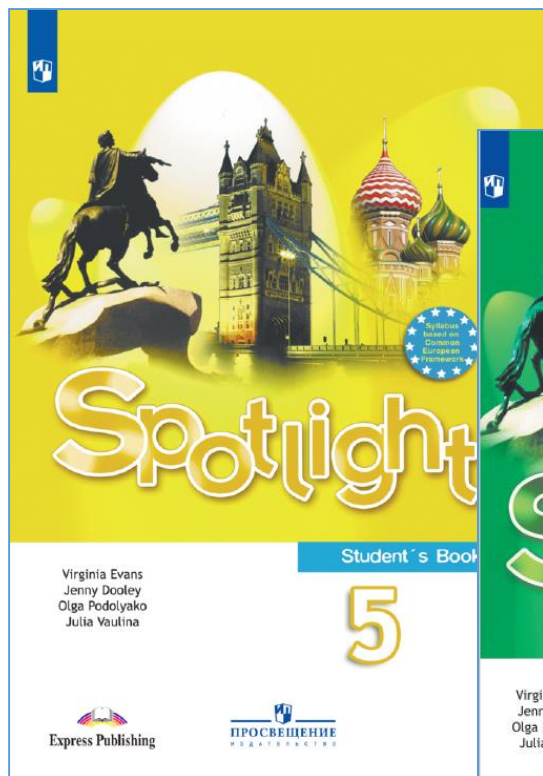
4  In pairs, ask and answer questions using the prompts in the table.

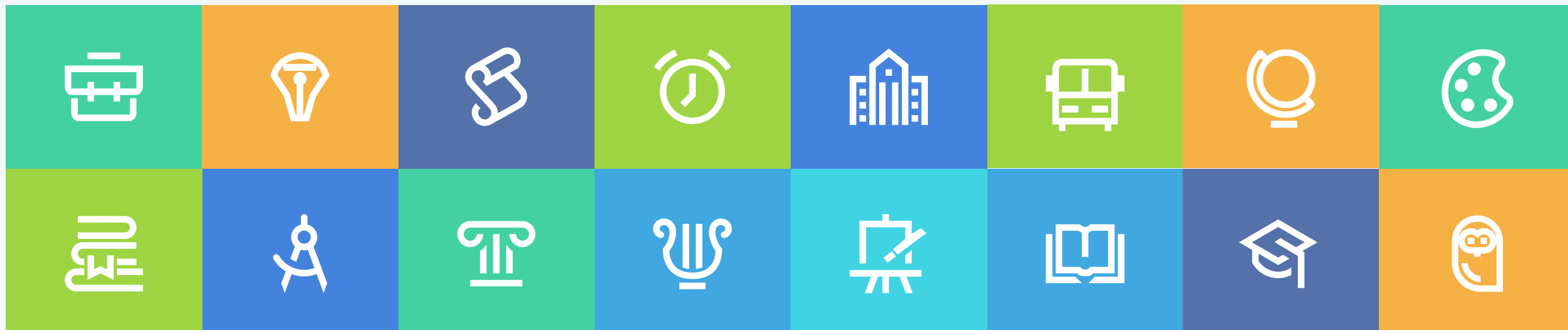
last Monday morning, yesterday afternoon, last Sunday evening, two days / weeks / months / years ago

at: home, school, Katie's BUT at the museum, cinema, theatre, zoo, library

with: friends, family, relatives, classmates

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





Группа компаний «Просвещение»

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