



Метапредметные результаты и

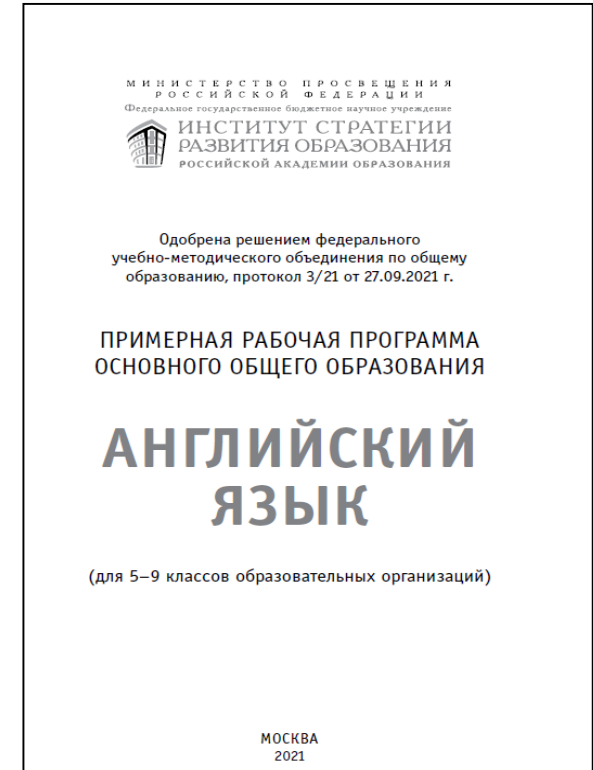
проектирование учебного занятия на основании примерной рабочей программы на примере УМК «Английский в фокусе» для 5 класса

Ваулина Ю.Е. к.ф.н., автор линии УМК «Английский в фокусе» 5-9

- **Метапредметные образовательные результаты** - результаты, освоенные обучающимися при изучении учебных предметов (всех или нескольких), обобщенные (надпредметные) способы деятельности, используемые в образовательном процессе и повседневной жизни.
- **Место** метапредметных результатов в обновлённых стандартах определяется их приоритетным влиянием на развитие личности, ее познавательную, коммуникативную и рефлексивную сферы.
- Намеченные в стандарте **цели образования** коррелируют с метапредметными достижениями обучающегося, то есть, во-первых, выходят за рамки узкопредметного знания и начинают играть самостоятельную роль в образовательном процессе. Во-вторых, УУД определяют особое влияние на развитие личности обучающегося: его компетенций, способностей, общей культуры и эрудиции

основные изменения в содержании программы

- учебный предмет – дидактический ресурс метапредметного развития
- формирование у учащихся предпосылки научного типа мышления
- понятие «функциональная грамотность»
- детально разработаны результаты обучения
- иностранный язык – средство специализации и успешной профессиональной деятельности выпускника
- конкретизируются требования к обучающимся



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

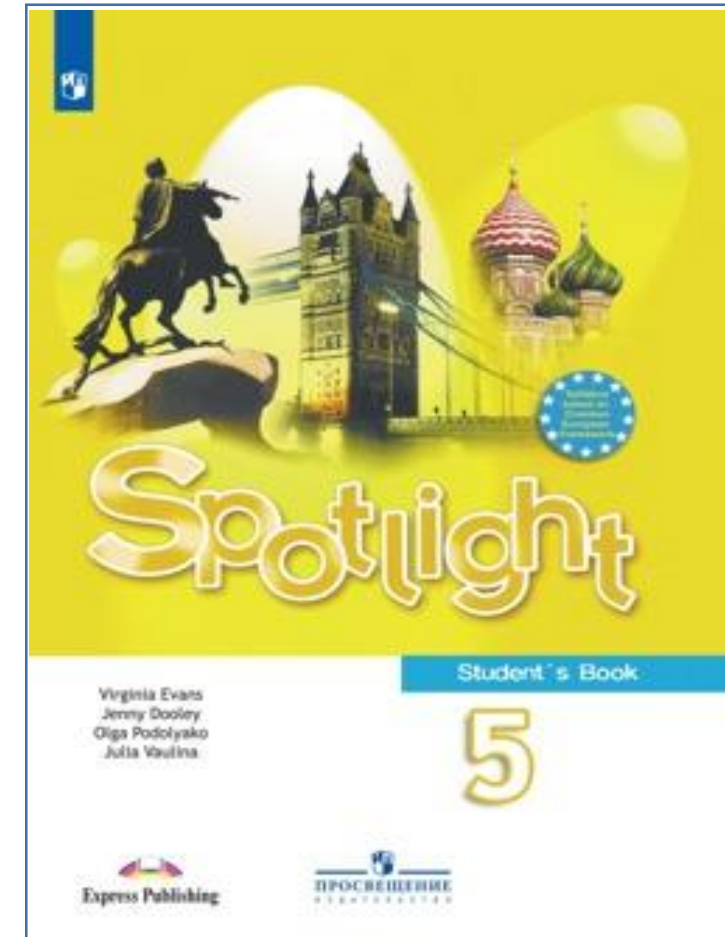
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Линия УМК Английский язык «Английский в фокусе» (5-9)

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>



Метапредметные результаты освоения учебного предмета «Английский язык»

Познавательные

Базовые логические действия

Базовые исследовательские
действия

Работа с информацией

Регулятивные

Самоорганизация

Самоконтроль

Эмоциональный интеллект

Коммуникативные

Общение

Совместная деятельность

Познавательные

Базовые логические действия:

- выявлять и характеризовать существенные признаки объектов (явлений)
- устанавливать существенный признак классификации, основания для обобщения и сравнения, критерии проводимого анализа
- выявлять причинно-следственные связи при изучении явлений и процессов

4

b

Who's who?

Vocabulary

♦ Appearance

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

Facial features Height **Hair** Build

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

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

▶ A: Is it a she?

B: No, he isn't.

A: Is he tall?

B: Yes, he is./No, he isn't.

Everyday English

♦ Asking for and giving personal information about someone

- 2 😊 Use the table below to ask and answer questions about a classmate.

Asking for information

- What's his/her name? • Where's he/she from?
- How old is he/she? • Has he/she got any brothers or sisters?

Giving information

- His/Her name's (Tim/Tanya). • He/She's from (Russia)
- He/She's twelve (years old). • Yes, he/she's got (1 brother and 2 sisters)/No, he/she hasn't./I don't know.

Study skills

Completing a dialogue

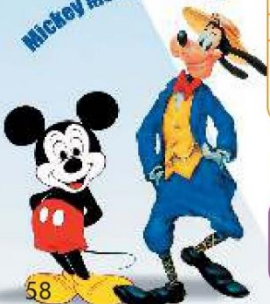
Read the dialogue and the missing sentences carefully. Always look at what comes before and after each gap.



Quasimodo & Esmeralda



Mickey Mouse & Goofy



- умение устанавливать существенный признак классификации
- умение обобщать и сравнивать
- развитие логического мышления
- ИСПОЛЬЗОВАНИЕ СИНОНИМОВ И АНТОНИМОВ

1

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

Facial features Height **Hair** Build

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 ...

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

¹ cut into small pieces ² top of something

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!'

* PSHE: personal, social and health education

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

- умение выявлять и характеризовать существенные признаки объектов/явлений
- умение выявлять причинно-следственные связи

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Познавательные

Базовые исследовательские действия:

- использовать вопросы как исследовательский инструмент познания
- проводить по самостоятельно составленному плану эксперимент, небольшое исследование по установлению особенностей объекта изучения
- формулировать обобщения и выводы по результатам проведённого наблюдения

метод проектов

Extensive Reading 3

ACROSS THE CURRICULUM: ART & DESIGN

Taj Mahal

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



1 glass



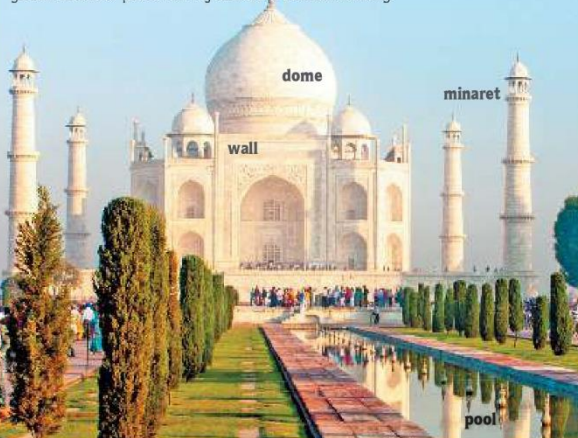
2 marble



3 brick



4 stones



1 a) 🎧 Look at the materials (1-4). Listen and repeat.

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

2 ✍️ Read and complete the sentences.

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

3 🗣️ Make notes under these headings, then describe the Taj Mahal to your partner. Include right and wrong statements. Your partner corrects you.

• name • place • colour/material(s) • inside • outside

Project

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

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

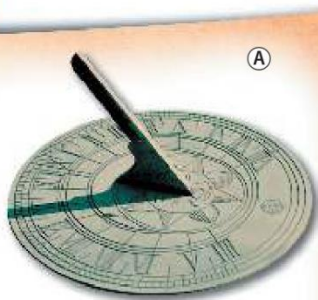
Project

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.

1 How do you know what time it is? (e.g. look at a watch/a mobile phone, etc) What other ways can we use to tell the time? Read text A to find out.

2 Read again and choose the correct word. Listen and check.



SUNDIALS

Go outside on a sunny day and look 1) **at/on** your shadow! Early 2) **in/at** the morning and late in the afternoon, it is long. At lunchtime, it 3) **has/is** very short. This is because the Earth spins every 24 hrs and the sun is in a different place 4) **in/on** the sky at different times of the day. Sundials use shadows to tell the time. They 5) **have/are** the oldest way to tell the time!

¹ dark shape of an object between a light and a surface

am = from midnight to midday
pm = from midday to midnight

Project

3 Make your own sundial. (B)

With the sun shining

IT'S THE PERFECT TIME TO MAKE A SUNDIAL.

How to make it:

- 1 With a pen, make a hole in the side of the cup, about 5 centimetres from the top.
- 2 Put small stones in the cup and put the lid on.
- 3 Make a hole in the lid. Put a straw through the hole in the lid and the hole in the side of the cup. Your sundial is ready!

How to use it:

- 1 On a sunny day, put your sundial on the ground in a place with no trees or buildings nearby.
- 2 Find north with your compass and point the straw to the north.
- 3 At 10am, look where the shadow of the straw is on the lid. Make a mark with the pen.
- 4 Do the same at 11am and then every hour until 3pm.
- 5 The next day, look at the shadow and tell the time. Is your sundial correct?

What you need:



- исследование особенностей объекта изучения
- умение делать выводы по результатам проведённого наблюдения

1 How do you know what time it is? (e.g. look at a watch/a mobile phone, etc) What other ways can we use to tell the time? Read text A to find out.

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How to use it:

5

a

Amazing creatures



Vocabulary

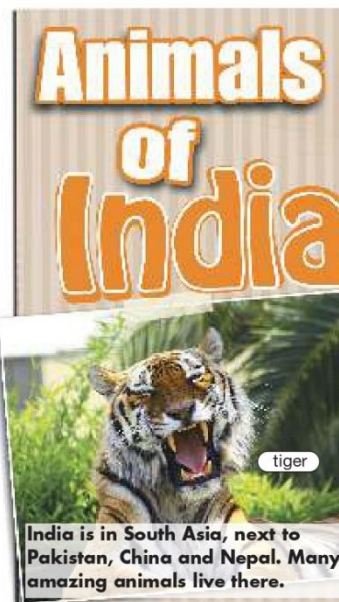
Animals

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

Study skills

Learning new words

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



Reading

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

Speaking

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

вопросы как инструмент познания

Vocabulary

Animals

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

Writing (a poster)

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

Познавательные

Работа с информацией:

- применять различные методы, инструменты и запросы при поиске и отборе информации
- выбирать, анализировать, систематизировать и интерпретировать информацию различных видов и форм представления
- самостоятельно выбирать оптимальную форму представления информации
- иллюстрировать решаемые задачи несложными схемами, диаграммами

Reading

2a



Amazing SPIDEY!

by Ann Smith

★★★★★

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

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

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

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

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

- умение выделять основную мысль, ключевые слова
- устанавливать логическую последовательность основных фактов
- составлять тезисы

study skills

Making notes

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

CULTURE CORNER

The Alaskan Climate

Alaska is in the north-west corner of the USA. Temperatures in Alaska in the summer vary from 16°C to 27°C. Early mornings and night-time are from 4°C to 10°C. Late August and September are cool. Winters are cold with lots of snow.

If you decide to visit "The Great Land", make sure you pack the right clothes.

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

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

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

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

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

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

Project

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

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

Project

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

CULTURE CORNER

A Typical English House

3d

Умение преобразовывать текст в
схему/ таблицу/ диаграмму для
решения учебной задачи

- 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

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

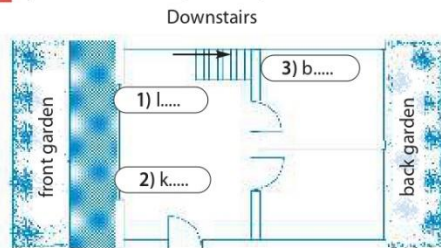
¹ small red blocks used for building walls and houses
² system to keep the house warm



- 4  Read and complete the plan below.

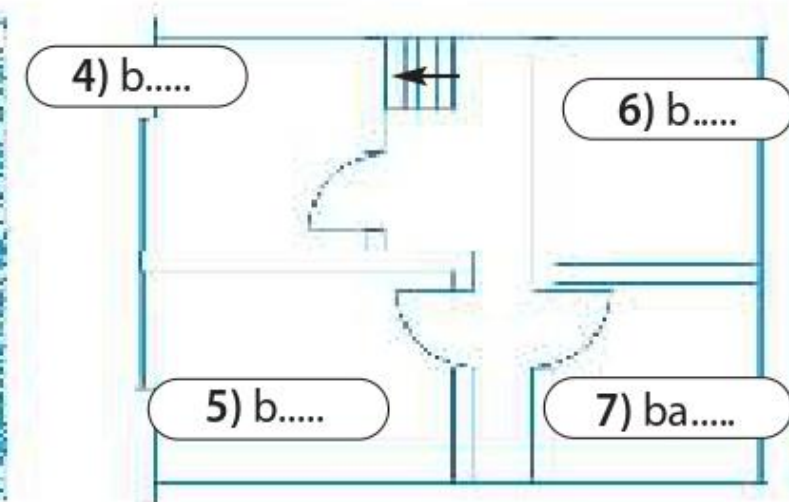
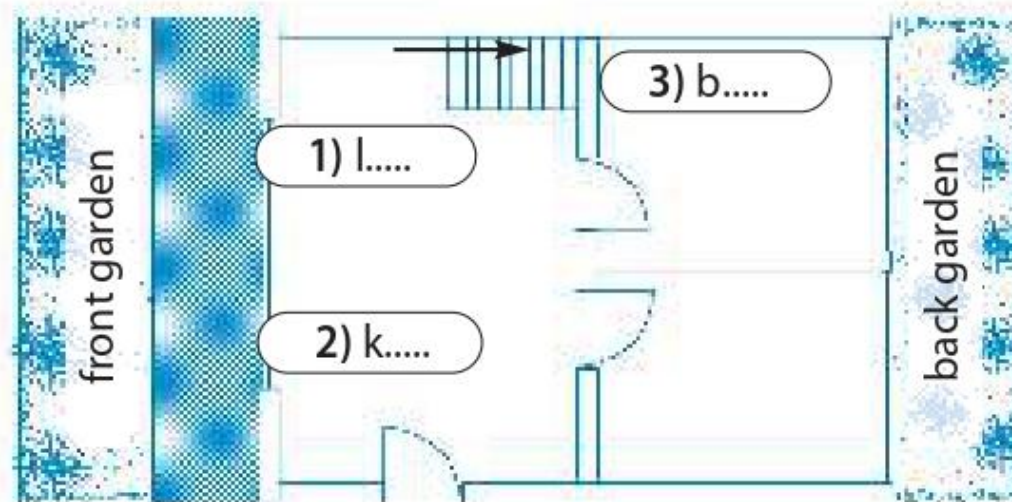
Downstairs

Upstairs



Project

- 5 Portfolio: Draw a plan of a typical house in your count



Регулятивные

самоорганизация:

- выявлять проблемы для решения в жизненных и учебных ситуациях
- выбирать способ решения учебной задачи с учётом имеющихся ресурсов и собственных возможностей
- составлять план действий, делать выбор и брать ответственность за решение

самоконтроль:

- владеть способами самоконтроля, самомотивации и рефлексии
- объяснять причины достижения (недостижения) результатов деятельности, давать оценку приобретённому опыту
- оценивать соответствие результата цели и условиям

◆ Before you start ...

◆ Look at Module 4

- Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- a diary
- a poem
- a family tree

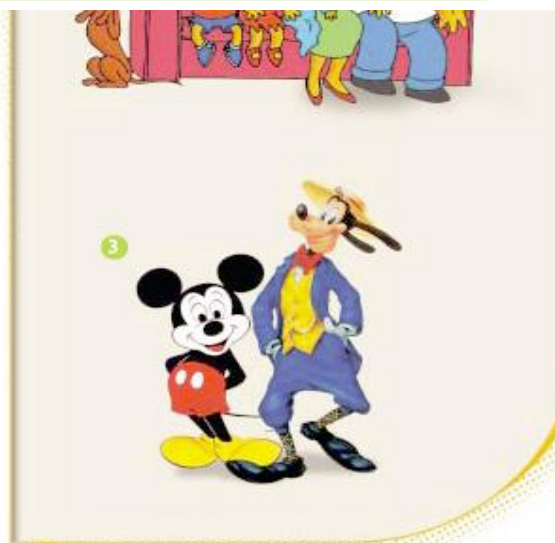
- identify & describe people
- ask for and give personal information about someone
- talk about hobbies

◆ Practise ...

- can/can't
- subject/object pronouns
- possessive adjectives
- possessive's, whose
- imperative
- reading rules: w, wh
- pronunciation of /w/

◆ Write / Make ...

- a diary page about your family
- a paragraph describing a friend
- a profile of a famous person
- a poster about your favourite TV family
- a poem about your family



- составлять план действий
- выбирать способ решения учебной задачи
- самомотивация

◆ Listen, read and talk about ...

- your family
- appearances
- famous people
- *The Simpsons*
- animal similes

◆ Learn how to ...

- talk about your family
- identify & describe people
- ask for and give personal information about someone
- talk about hobbies

PROGRESS CHECK 6

1 Fill in *get*, *watch*, *have*, *go* or *work*.

- | | |
|----------------------|-----------------|
| 1 up | 5 on my |
| 2 a DVD | computer |
| 3 a cup of tea | 6 jogging |
| 4 to bed | |

(Points: $\frac{12}{6 \times 2}$)

2 What time is it?

- | | | |
|---|--|-------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

(Points: $\frac{15}{5 \times 3}$)

3 Write the jobs.

- | | |
|----------------------|--------------------|
| 1 hospital - d | 4 school - t |
| 2 bakery - b | 5 café - w |
| 3 garage - m | |

(Points: $\frac{10}{5 \times 2}$)

4 Put the words in the correct order to make full sentences.

- | |
|---|
| 1 usually / we / shopping / at / weekend / the / go |
| 2 goes / to / he / bed / sometimes / late |
| 3 TV / watches / never / the / in / Samantha / morning |
| 4 usually / I / dinner / eat / seven / at / past / half |
| 5 his / dad / often / Tim / meets / after / school |

(Points: $\frac{25}{5 \times 5}$)

5 Complete the sentences with the present continuous.

- | |
|---|
| 1 My dad (paint) the house today. |
| 2 A: What (you/do), Sam? |
| B: I (write) an email to my friend. |

3 My boys (not watch) TV now. They (do) their homework.

4 A: (John/repair) his car?
B: Yes, he is.

(Points: $\frac{18}{6 \times 3}$)

6 Use the prompts to fill in the gaps.

- It's quarter past five.
- Have you got the time, please?
- Let's go to the cinema!
- Sorry, I've got a lot of homework.

1 A: Excuse me, what's the time, please?

B:

2 A: Why don't we go shopping this afternoon?

B:

3 A:

B: Sounds great!

4 A:

B: It's seven o'clock.

(Points: $\frac{20}{4 \times 5}$)

Now I Can...

(My score: $\frac{100}{100}$)

- talk/write about daily routines
- tell the time
- talk/write about jobs
- write an email about weekend activities
- make a quiz about a famous landmark
- make and respond to suggestions

... in English



Самоконтроль

Самооценка

Now I Can...

(Points: $\frac{20}{4 \times 5}$)

(My score: $\frac{100}{100}$)

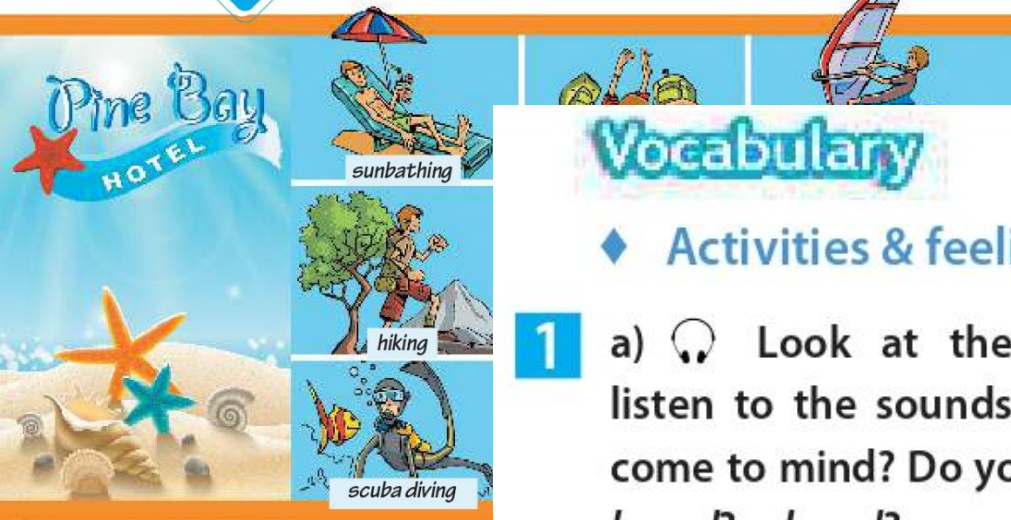
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- tell the time
- talk/write about jobs
- write an email about weekend activities
- make a quiz about a famous landmark
- make and respond to suggestions

... in English

Регулятивные

эмоциональный интеллект:

- различать, называть и управлять собственными эмоциями
- выявлять и анализировать причины эмоций
- понимать мотивы и намерения другого
- осознанно относиться к другому человеку, его мнению
- принимать себя и других, не осуждая; открытость себе и другим



Vocabulary

◆ 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*.

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

Vocabulary

◆ 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**
- enjoy**able**

► A: I find white water rafting *exciting*.
B: Really? I think it is *dangerous*.

CULTURE CORNER The Alaskan Climate

ALASKA

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

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

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

1

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

Extensive Reading 4

ACROSS THE CURRICULUM: LITERATURE



1 as as a bee



9 as as a lamb

MY FAMILY

My mum is like a bee
Because she's as busy as she can be.
My dad is like an ox
Because he's strong and he can box.
My sis is like a mouse
Because she's quiet in the house.
My granny is like a snail
Because she's slow and can't send an email.
But I am like a mule
Because I'm stubborn but really cool!



2 as as an owl



8 as as a peacock



3 as as a kitten



7 as as an ox



4 as as a snail



5 as as a mouse



6 as as a mule

1 a) Look at the pictures of the animals and complete the similes with the adjectives below. You can use your dictionary.

• playful • proud • quiet • wise • gentle
• strong • busy • stubborn • slow

b) Listen and check. Are there similar similes in your language?

2 Listen Look at the title of the poem. What do you expect to read? Listen, read and check.

3 Read again. What animal similes can you find?

4 a) Find the rhyming words in the poem (the words that sound similar).

► bee - be

b) Find the words in the poem that mean: mother, sister, father, grandmother.

5 Which animal simile best matches you? Which ones match the other members of your family?

Project

6 Portfolio: Write your own poem about your family. Use animal similes and the model below. Read out your poem to the class.

My mum is as as a/an
She
My dad is as as a/an
He etc

1 a) Look at the pictures of the animals and complete the similes with the adjectives below. You can use your dictionary.

• playful • proud • quiet • wise • gentle
• strong • busy • stubborn • slow

b) Listen and check. Are there similar similes in your language?

Оценочные прилагательные

Project

6 Portfolio: Write your own poem about your family. Use animal similes and the model below. Read out your poem to the class.

My mum is as as a/an
She
My dad is as as a/an
He etc

Коммуникативные

Общение:

- воспринимать и формулировать суждения, выражать эмоции в соответствии с целями и условиями общения
- выражать свою точку зрения в устных и письменных текстах
- проявлять уважительное отношение к собеседнику и в корректной форме формулировать свои возражения
- в ходе диалога / дискуссии задавать вопросы по обсуждаемой теме, поддерживать благожелательность общения
- публично представлять результаты выполненного проекта

Extensive Reading 1

ACROSS THE CURRICULUM: Citizenship

1 How do you like working at school?



Working in pairs/groups is fun! When you work in pairs/groups:



Look at your partner.



Listen to your partner.



Say 'sorry', 'please' and 'thank you'.

- 2 a) Look at the pictures. What is the problem? Listen, read and check.
b) Now say three things you remember about working in pairs/groups.

3 Use the letters to make words.

- | | | |
|---|--------|-------|
| 1 | ksa | ask |
| 2 | hars | |
| 3 | ysa | |
| 4 | kolo | |
| 5 | stneil | |

- 4 Time to mime: Work in pairs. One person reads the rules. The others mime them.

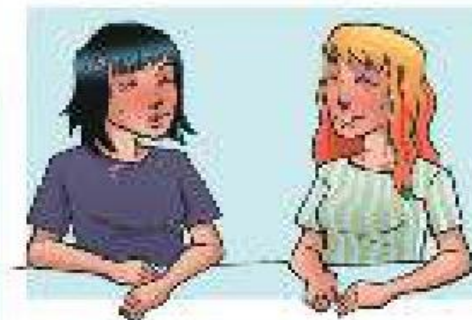
study skills

Working in pairs/groups
When you work in pairs/groups, the rules will help you learn better.

понимать намерения других, проявлять уважительное отношение к собеседнику и в корректной форме формулировать свои возражения



Share your things.



Be kind and smile.



Ask questions.



Think of new ideas.

Speaking

- 7**  **Portfolio:** Imagine you are at a party. You want to find out about someone there. Take roles and act out a dialogue. Use the dialogue in Ex. 3 as a model. Record yourselves.

Writing (a short description)

- 8** **Portfolio:** Write a short paragraph describing your friend, in your notebook.

► *John is 11 years old. He's tall and thin. He's got fair hair, blue eyes and a big mouth. He's very clever.*

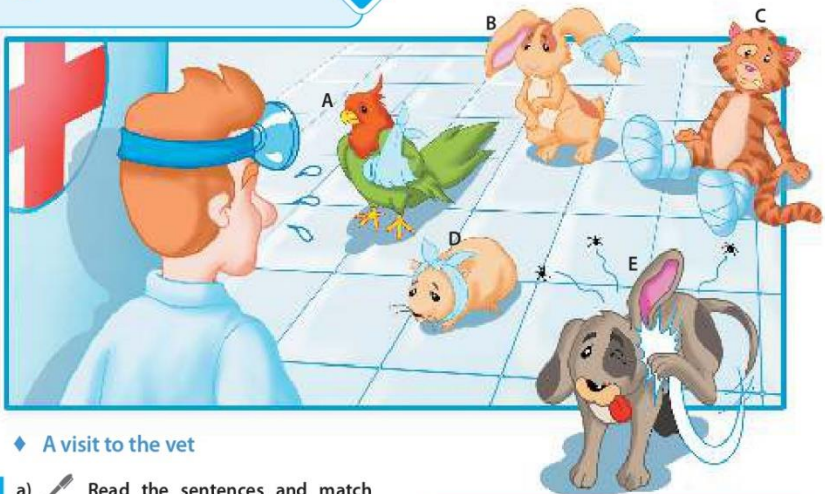
воспринимать и формулировать суждения,
выражать эмоции в соответствии с целями
и условиями общения

Speaking

- 9**  **Portfolio:** Imagine you are at a zoo. Act out a dialogue like the one in Ex. 4. Include: • asking about an animal • describing the animal • giving a reason why you (don't) like it. Record yourselves.

Writing (a paragraph about a wild animal)

- 10** **Portfolio:** Write a paragraph about a wild animal. Write: • its name • what it looks like • colour. Find a picture for your project.



♦ A visit to the vet

1 a) Read the sentences and match them to the animals in the picture.

- 1 Rex's got fleas. ▶ dog
- 2 Tom's got a broken wing.
- 3 Max's got toothache.
- 4 Stripe's got two broken legs.
- 5 Mittens's got an earache.

b) Choose a pet (A-E) and describe it to your partner.

2 Listen and repeat.

- What's the matter?
- What's wrong with him?
- Really? How?
- How old is he?
- Let's have a look at him.

3 The questions are from the dialogue on the right. What is the dialogue about? Listen and read to find out.

4 Answer the questions.

- 1 What pet has John got?
- 2 What problem does his pet have?
- 3 How old is he?

Vet: Hi, John. What's the matter?
 John: It's Tom, my parrot.
 Vet: Oh, what's wrong with him?
 John: I think he's got a broken wing.
 Vet: Really? How?
 John: I don't know.
 Vet: How old is he?
 John: He's about four years old.
 Vet: Let's have a look at him.
 John: OK.

5 Portfolio: Your pet is ill. You take it to the vet's. Act out the dialogue. Use the sentences from Ex. 2. Record yourselves.

Pronunciation /e/, /ɜ:/

Reading Rules

- e - /e/ egg • ea - /e/ head
- e, i, u + r - /ɜ:/ her, bird, fur

6 Listen and repeat. Think of more words with the same sounds.
 /e/ vet, health, end, send, men, breast, breath
 /ɜ:/ curl, girl, burn, hurt

в ходе диалога задавать вопросы по
 обсуждаемой теме, поддерживать
 благожелательность общения

Vet: Hi, John. What's the matter?
 John: It's Tom, my parrot.
 Vet: Oh, what's wrong with him?
 John: I think he's got a broken wing.
 Vet: Really? How?
 John: I don't know.
 Vet: How old is he?
 John: He's about four years old.
 Vet: Let's have a look at him.
 John: OK.

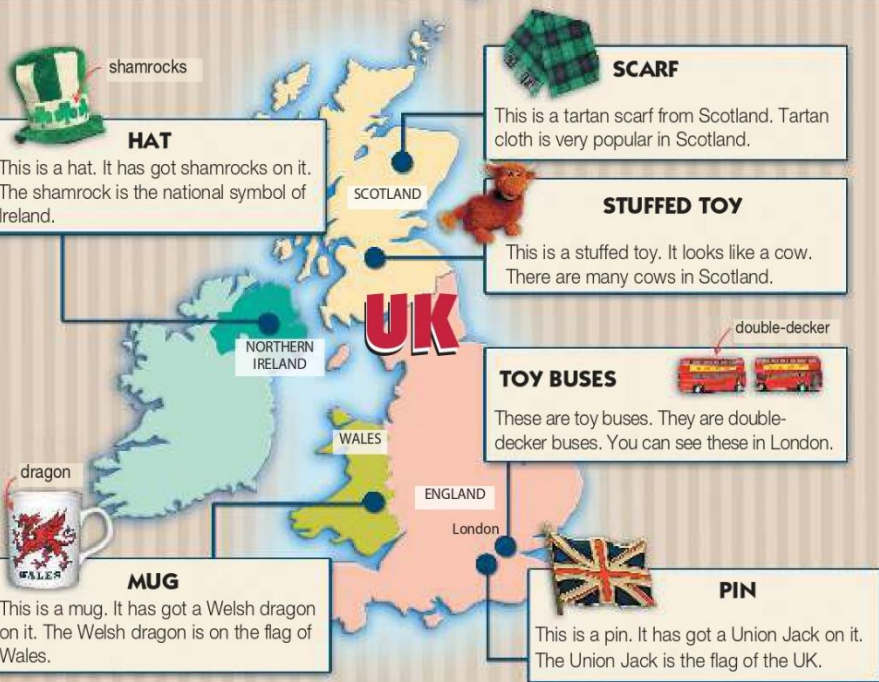
5



Portfolio: Your pet is ill. You take it to the vet's. Act out the dialogue. Use the sentences from Ex. 2. Record yourselves.

Holidays in the UK and it's shopping time!

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



1 Look at the title and the pictures. What do you expect to read about? Listen and read to check.

2 Match the countries to the nationalities. Which countries are the souvenirs from?

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

► The scarf is Scottish.
The scarf is from Scotland

3 Use the map to tell your partner what souvenirs one can buy in the UK.

Project

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

публично представлять результаты
выполненного проекта

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.

Коммуникативные

Совместная деятельность (сотрудничество):

- понимать и использовать преимущества командной и индивидуальной работы при решении конкретной проблемы
- принимать цель совместной деятельности, коллективно строить действия по её достижению: распределять роли, договариваться, обсуждать процесс и результат совместной работы
- выполнять свою часть работы, достигать качественного результата по своему направлению и координировать свои действия с другими членами команды

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



b) Read the cartoon again. What have the children got with them?

2 How is the cartoon related to the leaflet? Listen, read and check.

SafeCAMPING!

When you camp in the mountains, make sure you...

- take a whistle and a compass.
- pack some warm clothes..
- only drink bottled water.
- don't light matches inside the tent.
- pack food in containers.
- take your rubbish home with you.
- know about the wild animals that live there!



3 Match the points in the leaflet to the reasons below. Make sentences.

- not be in danger
- not be in trouble if you get lost
- not start a fire
- not be cold at night
- the countryside/not be full of litter
- animals/not come close
- not have stomach problems with water from rivers and streams

▶ You must take a whistle and a compass. Then you won't be in trouble if you get lost.

Project

4 Portfolio: In small groups, make your own cartoon strip about camping.

- принимать цель совместной деятельности
- коллективно строить действия по её достижению: распределять роли, договариваться, обсуждать процесс и результат совместной работы

Project

4 Portfolio: In small groups, make your own cartoon strip about camping.

Project

5 **ICT** Collect information and pictures about a famous place in a big city of your country that you visited not long ago. You can do some research on the Internet using these key words: *famous wonders, world*. Write a short text for tourists. Write:

- name • location • what it is famous for
- things to do and see there • what you did and saw there

Present it to the class.

Project

4 *Portfolio:* Write a fact file about an animal in your country. Use the fact file as a model. Stick on a picture.

понимать и использовать преимущества командной и индивидуальной работы при решении конкретной проблемы

Project

3 *Portfolio:* Use an atlas to find other countries and their capitals. Prepare a small quiz for your classmates.

Project

3 *Portfolio:* Make a similar diagram about the education system in your country. How similar is it to England's? Use the Internet to find the information.

Пример учебного занятия по теме «Семья» в 5 классе на примере учебника «Английский в фокусе»

Vocabulary

♦ Family members

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

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

SECRET DIARY

te Green
e is Jane. She's 35
ic teacher. She can
She's very clever.

David. He's 42 and
can speak French.

ner. He's 8 and he's
ut deep down he's
mputer games are

ndma. She's 70
kind and friendly.
ookies, but she
m.

lpa. His name's
He's really

y sister. She's
noisy! She

работа с информацией:
прогнозирование содержания
текста;
умение выделять основные
факты

самоконтроль

выражать свою точку зрения

Reading

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

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

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

УУД



познавательные
регулятивные
коммуникативные

Конструируем учебное занятие по теме «Семья».

4a

study skills

Using word lists

Use the word list at the back of the book to find the meaning of a word as well as other information about it, e.g. *part of speech: (n) noun, (v) verb, (adj) adjective, (adv) adverb*. This helps you learn and remember new words.

- 3 a) Use your dictionary to explain words 1-9. What part of speech are they?

- | | | |
|---------|------------|-----------|
| 1 cool | 4 clever | 7 funny |
| 2 kind | 5 friendly | 8 naughty |
| 3 sweet | 6 noisy | 9 caring |

b) Which adjectives describe Kate's family members? Tell the class.

► *Her father is cool.*

Speaking

- 4 Use the adjectives in Ex. 3 to talk about your family.

► A: *What's your sister like?*
B: *She's naughty and noisy.*

Grammar Grammar Reference

◆ can (ability)

- 5 a) Read the table.

- 6 Ask and answer questions about what you/your family can/can't do.

► A: *Can your mother play the piano?*
B: *No, she can't. She can play the guitar. Can you ... ?*

◆ Object Pronouns/Possessive Adjectives

- 7 Read the table and the examples.

We use **subject pronouns** *before* the verb.
She sings well.

We use **object pronouns** *after* the verb.
Listen to her!

We use **possessive adjectives** *before* nouns.
This is my book.

Subject pronouns	Object pronouns	Possessive adjectives
I	me	my
you	you	your
he/she/it	him/her/it	his/her/its
we	us	our
you	you	your
they	them	their

- 8 Complete with the correct *pronoun* or *possessive adjective*.

- 1 This is my brother. Look at
2 My favourite food is pizza. I love !

Writing (a diary page)

- 9 **Portfolio:** Write a diary page about your family in your notebook. Use Kate's secret diary as a model.

работа с информацией:
умение пользоваться
справочной литературой

развитие эмоционального
интеллекта

умение выражать свою точку
зрения в устных и письменных
текстах; умение выражать эмоции

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УУД



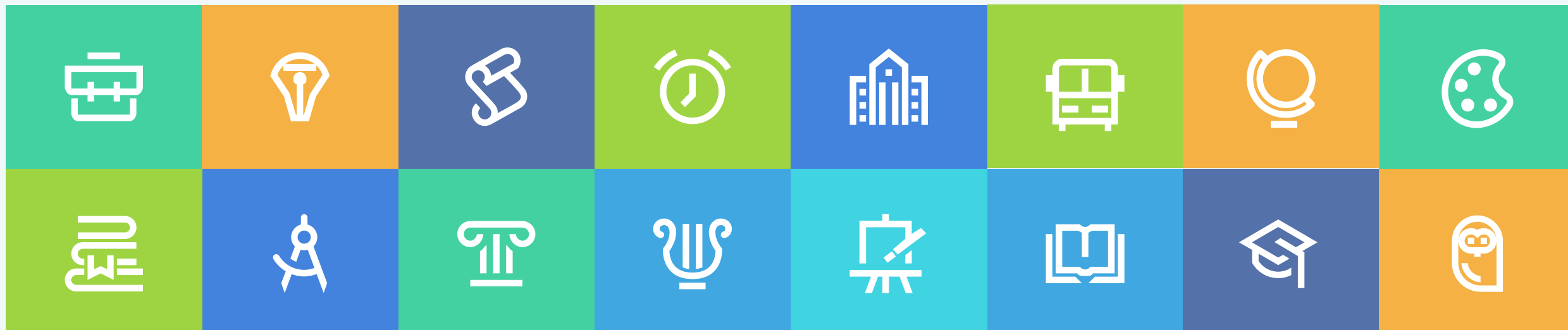
познавательные



регулятивные



коммуникативные



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