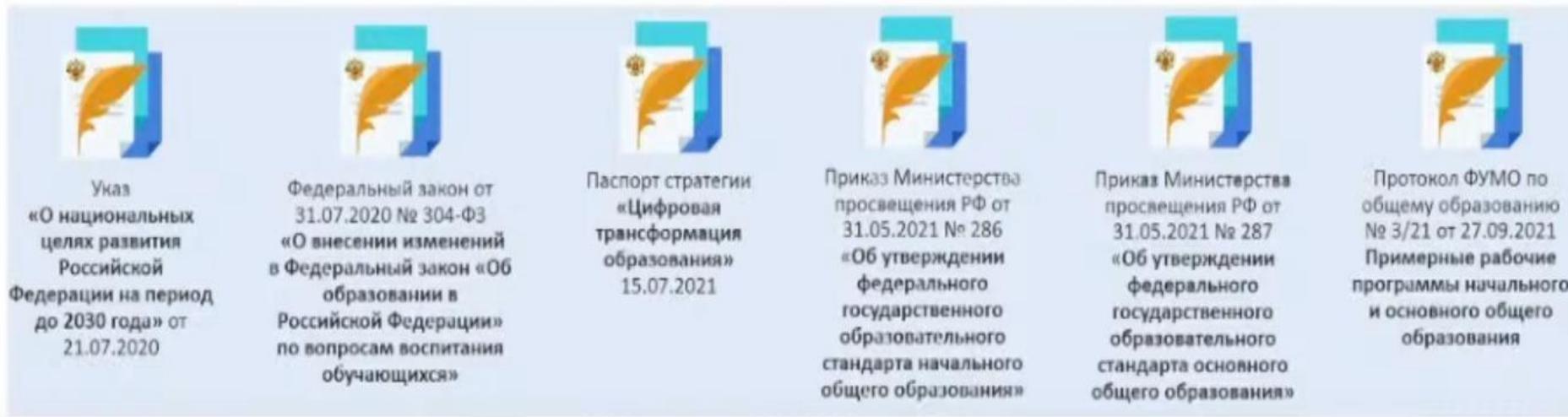


**Развитие функциональной грамотности
на уроках английского языка.
Инструменты учителя для
формирования навыков измерения
достигнутых результатов.**

Шуляченко Ольга Анатольевна – учитель английского языка
МБОУ «Сакская СШ №2 им. Героя Советского Союза З.А. Космодемьянской»



ФГОС ООО

III. Требования к условиям реализации программы основного общего образования

35.2. В целях обеспечения реализации программы основного общего образования в Организации для участников образовательных отношений должны создаваться условия, обеспечивающие возможность:

формирования 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;

Метапредметные результаты отражают овладение

- универсальными учебными познавательными действиями (базовые логические действия, базовые исследовательские действия, работа с информацией)

Овладение системой универсальных учебных познавательных действий обеспечивает сформированность когнитивных навыков у обучающихся.

- Универсальными учебными коммуникативными действиями (общение, совместная деятельность)

Овладение системой универсальных учебных коммуникативных действий обеспечивает сформированность социальных навыков и эмоционального интеллекта обучающихся.

- универсальными учебными регулятивными действиями (самоорганизация, самоконтроль, эмоциональный интеллект, принятие себя и других)

Овладение системой универсальных учебных регулятивных действий обеспечивает формирование смысловых установок личности (внутренняя позиция личности) и жизненных навыков личности (управления собой, самодисциплины, устойчивого поведения).

Функциональная грамотность

Сущность функциональной грамотности состоит в способности личности самостоятельно осуществлять учебную деятельность и применять приобретенные знания, умения и навыки для решения жизненных задач в различных сферах человеческой деятельности, общения и социальных отношений.

Включает в себя:

- Читательская грамотность
- Финансовая грамотность
- Математическая грамотность
- Естественнонаучная грамотность
- Креативное мышление
- Глобальные компетенции
- Разрешение проблем



ФОРМИРОВАНИЕ И РАЗВИТИЕ КРЕАТИВНОГО МЫШЛЕНИЯ,
КРИТИЧЕСКОГО МЫШЛЕНИЯ, ГЛОБАЛЬНЫХ КОМПЕТЕНЦИЙ,

ТОЧНО ТАК ЖЕ КАК ФОРМИРОВАНИЕ И РАЗВИТИЕ

-МЕТАПРЕДМЕТНЫХ ДЕЙСТВИЙ,

-ИНФОРМАЦИОННОЙ КУЛЬТУРЫ И ИКТ НАВЫКОВ,

-ЧИТАТЕЛЬСКОЙ ГРАМОТНОСТИ, –

ЗАБОТА И ОТВЕТСТВЕННОСТЬ КАЖДОГО ПЕДАГОГА

Читательская грамотность

- способность человека понимать и использовать письменные тексты,
- размышлять о них и заниматься чтением для того, чтобы достигать своих целей,
- расширять свои знания и возможности,
- участвовать в социальной жизни.

Глобальная компетентность

Глобальная компетентность – это компонент функциональной грамотности, направленный на формирование у ученика универсальных навыков и непосредственно ориентированный на формирование Soft skills или навыков 21 века:

Communication

Collaboration

Creativity

Critical thinking

Communication – умение общаться, налаживать контакты, договариваться с собеседником.

Collaboration – умение сотрудничать, включает общение и взаимодействие с партнерами по совместной деятельности или обмену информацией; способность действовать с учётом позиции другого и уметь согласовывать свои действия; организацию и планирование учебного сотрудничества с учителем и сверстниками; работу в группе.

Умения общаться и сотрудничать реализуются через работу в парах, группах, выполнение совместных, заданий, проектов

Критическое мышление

Критическое мышление подразумевает:

- Определение границ своего знания и незнания;
- Понимание, что за этими границами есть вопросы, ответы на которые еще предстоит получить;
- Умение формулировать эти вопросы.

Стадии развития критического мышления:

1. **Вызов**, позволяющий актуализировать и обобщить уже имеющиеся знания по исходному вопросу и побудить к активной деятельности.
2. **Осмысление**, которое позволяет получить новую информацию и соотнести ее с имеющимися данными.
3. **Рефлексия**, предполагающая обобщение полученной информации и формирование собственного отношения к ней.

Креативное мышление

Способность продуктивно участвовать в процессе **выработки, оценки и совершенствовании** идей, направленных на получение

- **инновационных** (новых, новаторских, оригинальных, нестандартных, непривычных) и **эффективных** (действенных, результативных, экономичных, оптимальных) **решений**, и/или
- **нового знания**, и/или
- **эффектного** (впечатляющего, вдохновляющего, необыкновенного, удивительного и т.п.) **выражения воображения**

Цифровая грамотность – набор знаний и умений, которые необходимы для безопасного и эффективного использования цифровых технологий и ресурсов интернета. Это обсуждение таких тем, как современные коммуникационные технологии и средства массовой информации, безопасность в интернете, использование цифровых инструментов для создания собственных проектов, будь то презентации, отчёты или обзоры, или даже собственные мини-видео.

Автономия в обучении и умение проявлять личную инициативу – это способность обучающегося самостоятельно ставить цель деятельности, планировать свои действия, выбирать способы учебной деятельности и формы работы, осуществляя при этом рефлексию, самоконтроль и самокоррекцию, а также нести полную ответственность за результаты своей учебной деятельности.

Профессиональные навыки – работа с заданиями, направленными на осознанный выбор будущей профессии. Учащиеся на уроках осваивают важные и необходимые навыки для будущих профессий: умение работать в команде, вести дискуссии и дебаты, вести переговоры и делать презентации, вести деловую корреспонденцию, анализировать и системно отбирать тот или иной материал (его обрабатывать, анализировать и синтезировать, публично предъявлять, чётко высказывая своё мнение, свою точку зрения).

Функциональная грамотность – это готовность и способность к решению проблем.

Функциональная грамотность – это не новые знания.

В первую очередь, это – **КОМПЕТЕНЦИИ**, готовность и способность **ДЕЙСТВОВАТЬ** с опорой на уже полученные знания по **РАЗНЫМ** предметам и жизненный опыт.

Это способность к **обобщениям, синтезу, интеграции и переносу** знаний, умений, навыков.

Поэтому очень важно, **КАКИЕ УЧЕБНЫЕ ЗАДАНИЯ И КАК** предлагает педагог учащимся

Прогнозирование, мотивация

3 C 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

give sb sth to do for free

give sb sth to do for free

give sb sth to do for free

1 They ... their old toys to the poor children last week.

2 He ... smoking last year.

3 ... me ... my book, please.

30

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.

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 laws of the universe. He was also famous for the way he coped with being wheelchair-bound (BMS).

Stephen studied Physics at University College, Oxford. He was diagnosed with BMS while still at university. Stephen slowly lost control of his muscles and eventually he couldn't walk. Stephen felt he finished his studies, got married and started a career as 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 thinking. A computer system on his wheelchair enabled him to speak. It's his many books, *A Brief History of Time* is Stephen's best-known. Hawking died on 14th of March, 2018.

The person I admire best 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. Use notes, date of death, the reasons Jenny admires him, name, discipline of both, profession, early years.



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)

Прогнозирование темы урока и текста, мотивация T/F/NS; выход на устную речь

1 a A city mouse or a country mouse?

Reading & Listening

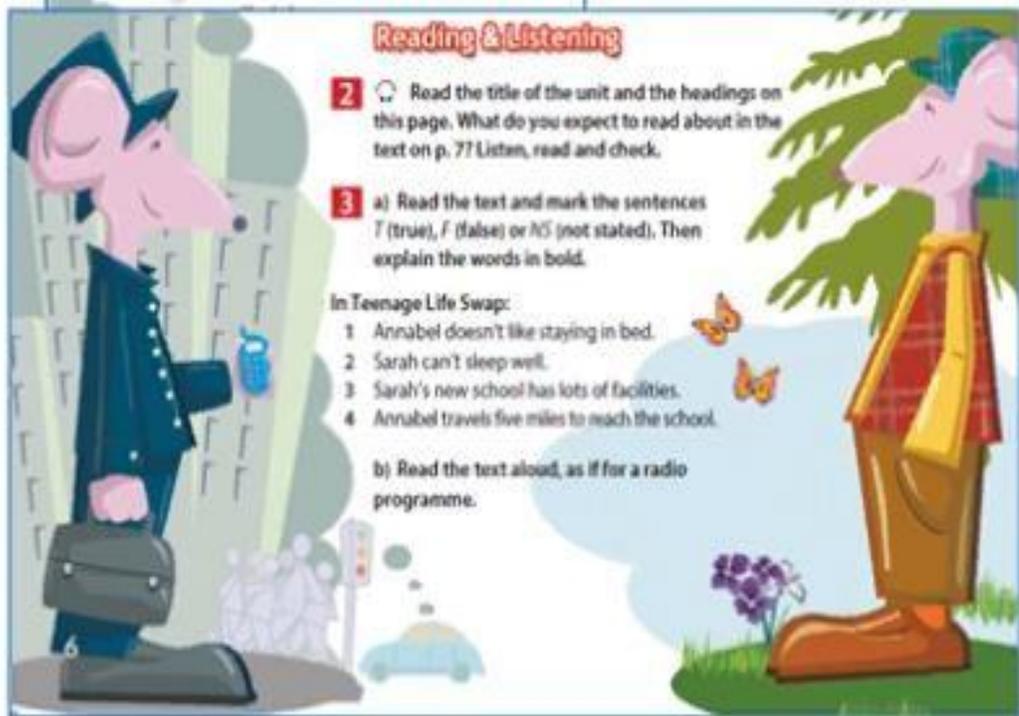
2 Read the title of the unit and the headings on this page. What do you expect to read about in the text on p. 77? Listen, read and check.

3 a) Read the text and mark the sentences T (true), F (false) or NS (not stated). Then explain the words in bold.

In Teenage Life Swap:

- 1 Annabel doesn't like staying in bed.
- 2 Sarah can't sleep well.
- 3 Sarah's new school has lots of facilities.
- 4 Annabel travels five miles to reach the school.

b) Read the text aloud, as if for a radio programme.





Annabel (14)



Teenage Life Swap



Sarah (14)

Annabel and Sarah are guests on a reality TV show. Annabel lives in London. Sarah lives on a farm in the north of Scotland. They are swapping families and schools for a week.

Day 2

Everyone gets up at 6 am because there's a lot to do on the farm. Sarah's mum is very nice. She brings me a cup of tea in bed, but I just go back to sleep. Later, I go outside to the farmyard to help Sarah's family. Today we are milking the cows in the barn and feeding the chickens. The animals are lovely, but I can't stand the smell.

Day 4

Sarah's mum takes me to school every morning. We drive five miles to reach the school bus, which leaves at 7 am. Sarah's school is very small, but everyone's so friendly.

Day 6

Learning about farming is interesting, but I'm happy I'm going home tomorrow. The fresh air is nice but it's too quiet here. I also feel **isolated**. In the city, the streets are crowded but you have everything **close at hand**. I miss the **hustle and bustle** of London but I can't wait to leave all my new friends.

Day 3

Everyone stays in bed late here. It's 8 am, and Annabel's mum is making breakfast in the afternoon, we're going shopping on Calton Street and then we're going to the cinema. I'm so excited!

Day 4

I travel to Annabel's school by bike. Her school is **huge** with 1,000 students and her friends are very interesting and helpful. I'm enjoying the lessons, but most of all I love the **facilities**. The computer room and the swimming pool are my favourites.

Day 6

Today, I'm feeling a bit tired. It's always busy here and you can hear the traffic all night. I think I'm getting a bit **homesick**. Yes, I miss the beautiful landscapes and the people from my **hometown**. I'm happy I'm going home tomorrow but I'm sure I'll visit London and see Annabel's **lovely** family again!

Speaking

- 4   One of you works for a magazine. Interview Annabel or Sarah about their new lifestyle.

Формулирование главной мысли частей текста

Extensive Reading 1
ACROSS THE CURRICULUM: GEOGRAPHY



Geo-Kids Special Report: Mexico City

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.

Reading & Listening
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.

13



Глобальные компетенции: управление поведением



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 will probably like you, too.

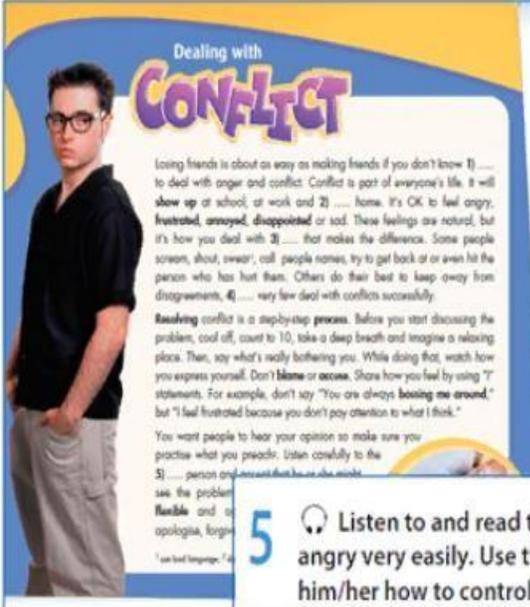
Be a good listener: Develop listening skills. Don't take over the conversation and don't only speak about yourself. Ask other people questions about themselves, too. This way they'll know you're interested in them.

Get out there: Don't avoid being around new people just because you feel uncomfortable. If you stay in a situation, you'll get used to it. It's not easy, but it's worth it. After all, the other person may want to talk to you as well – but be too shy to break the ice!

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.*

Глобальные компетенции: управление поведением



Dealing with **CONFLICT**

Loosing friends is about as easy as making friends if you don't know 1) ... to deal with anger and conflict. Conflict is part of everyone's life. It will show up at school, at work and 2) ... home. It's OK to feel angry, frustrated, annoyed, disappointed or sad. These feelings are natural, but it's how you deal with 3) ... that makes the difference. Some people scream, shout, swear, call people names, try to get back at or even hit the person who has hurt them. Others do their best to keep away from disagreements, 4) ... very few deal with conflicts successfully.

Resolving conflict is a step-by-step process. Before you start discussing the problem, cool off, count to 10, take a deep breath and imagine a relaxing place. Then, say what's really bothering you. While doing that, watch how you express yourself. Don't blame or accuse. Show how you feel by using "I" statements. For example, don't say "You are always leaving me around," but "I feel frustrated because you don't pay attention to what I think."

You want people to hear your opinion so make sure you practice what you preach: listen carefully to the 5) ... person and avoid that he or she might see the problem flexible and to apologise, forgive

I see how language...

4 **THINK!**  Change the following "you" statements into "I feel" statements. Use the adjectives *bad, upset, annoyed, disappointed*.

- 1 You never want to hang out with me any more!
- 2 You're late again! You're so unreliable!
- 3 You're always telling lies!
- 4 You never listen to me!

▶ *I feel bad because we don't hang out any more.*

5  Listen to and read the text again. Your friend gets angry very easily. Use the ideas in the text to advise him/her how to control his/her anger and resolve a conflict.

Структура учебной деятельности на уроке/блоке уроков:

- мотивация
- целеполагание
- планирование
- действия по достижению целей
 - (само)оценка
 - (само)коррекция
 - рефлексия

Саморегуляция, рефлексия. Модульное построение, структура модуля



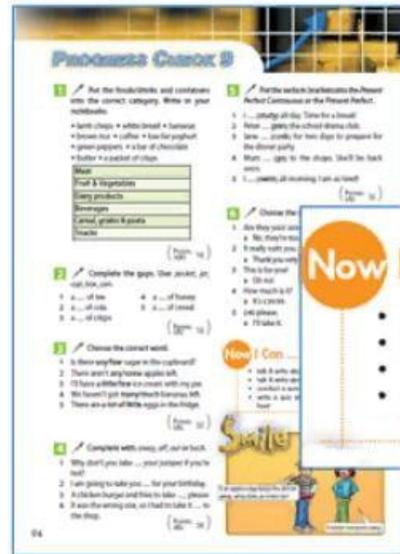
- МОТИВАЦИЯ
- целеполагание
- планирование

Саморегуляция, рефлексия Модульное построение, структура модуля



- действия по достижению целей

Саморегуляция, рефлексия Модульное построение, структура модуля



- самооценка
- самокоррекция
- рефлексия

Рефлексия: осмысление функциональных умений

Now I Can ...

- talk and write about natural disasters and environmental problems
- talk and write about the weather and extreme weather phenomena
- interact and keep a conversation going
- compare two pictures
- talk and write about animals
- write an opinion essay

Now I Can ...

- talk/write about a traditional dish in my country
- talk/write about shops and shopping
- describe a picture
- give directions to different shops
- write informal letters
- order food and drink
- talk/write about ways of cooking
- describe a family meal out

... in English

Now I Can ...

- talk and write about jobs and work
- talk about fields of science, inventors and inventions
- write a story
- write a biography of a famous person
- give good/bad news and react to it
- talk about English and Russian banknotes

... in English



Урок English in Use: функциональные диалоги

Урок Across the Curriculum: межпредметная интеграция

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 is now an international event in 55 countries. It has always fallen on the day after Thanksgiving in the US and on November 28th in the rest of the world. On this day, people try their best not to buy anything at all for the whole day. The idea is to make people stop and think about what they buy and how their spending habits affect the Earth's natural environment. Just 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 hard on it all week. All the students have brought in a few items from home that are still in good condition. We receive coupons in return for each item. Now we are using the coupons to swap for other things.
Date: 25

BIRMINGHAM, England
We have decided to do simple things on Buy Nothing Day.

Work in pairs. Discuss your shopping experiences as in the example.

- spend all your pocket money on one item
- save money for a reason
- visit a charity shop
- buy something you regretted afterwards

CHARITY Begins at Home
It is easy for charity shops to raise and sell goods in the UK. There are many charity shops in the UK. Some of the most famous are Oxfam, Age Concern, the RSPCA, the British Heart Foundation and the Cancer Research Campaign. People donate items to charity organisations in order to help the... (Other items, many of these organisations are...)

Charity shops sell goods of every kind. The items for sale are... (clothes, books, records, CDs, videos, cameras, household items, furniture and computers for spare parts) with an intention. There are charges for material. Some charity shops also sell new goods that are donated to them by the community. (clothes, records, for example, you can buy from charity shops).

Portfolio: Are there charity shops or charity organisations in your country? Collect information, then write a short article about them for an international students' magazine. Write:

- what the shop's name is
- what causes they support
- how they collect money

What are we going to do with all this litter?
Match the suggestions to the results. Then, label and say which ideas Sally mentions in the conversation.

Suggestions

- 1 Five people who litter
- 2 Get young people involved in clean-up programmes.
- 3 Set up recycling schemes in your area.
- 4 Only buy products with biodegradable packaging.

Results

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

Современные педагогические технологии в УМК «Английский в фокусе»

- Технология коммуникативного обучения иноязычной культуре
- Обучение в сотрудничестве
- Технологии деятельностного подхода и личностно-ориентированного образования
- Технология проекта
- Технология языкового портфеля
- Информационно-коммуникационные технологии
- Технология критического мышления
- Игровые технологии: имитационные; операционные; исполнение ролей; драматизация

Обучение в сотрудничестве: коммуникация, саморегуляция, управление поведением

Extensive Reading 1
ACROSS THE CURRICULUM

WORKING TOGETHER
Working in pairs/groups to help when you work in a class together.

1 Look at the pictures and the pictures. What is the person about? Listen, read and check.

2 Now say these rules to your partner about working together.

3 Use the letters to form words.

4 Time to listen. Work in groups. One person reads the rules to the group. The others listen them.

study skills
Working in pairs/groups
When you work in pairs/groups, these rules will help you learn better.

study skills

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

Обучение в сотрудничестве: коммуникация, саморегуляция, управление поведением

EXTENSIVE READING
The Alaskan Climate

Alaska

Alaska is in the north-west corner of the USA. Temperatures in Alaska in the winter vary from 10°C to 20°C. In the summer, they vary from 4°C to 10°C. July, August and September are the best. Winter can be cold with lots of snow. It's a good idea to pack the right clothes. There are many things to see and do in Alaska.

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

Season	Wool						
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 You are going to Alaska. Decide what clothes you need for each season.

3 You are going to Alaska. Decide what clothes you need for each season.

4 You are going to Alaska. Decide what clothes you need for each season.

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.

Обучение в сотрудничестве коммуникация, инициативность, открытость новому

8 Eco-helpers

Reading

1 Look at the picture. What is each person in the picture doing?

- plant flowers
- recycle cans
- collect rubbish
- build recycling bins
- pick up litter
- clean out a pond
- read a book about recycling
- draw a recycling sign

2 Who is using the tools? What are they using them for?

- hammer and nails
- spade
- shovel
- gloves
- plastic bag
- plastic bag
- plastic bag

Reading Comprehension

3 Look at the title and the picture. What does 'eco-helpers' mean? Listen, read and check.

Dave: Hi Tim. What's up?
Tim: Oh, hi Dave. What are you doing here?
Dave: Oh, I've joined the Eco-helpers club.
Tim: Oh cool. I've heard about that. They collect rubbish for recycling in the park every Saturday morning, don't they?
Dave: That's right. She's been doing that for a month. I've been building recycling bins.
Tim: Recycling bins?
Dave: Well, there aren't many bins in the city for bins to build their bins. If we don't help them, they will have to leave the city.
Tim: That's interesting. What else have you been doing?
Dave: We've been planting trees and cleaning out ponds for a week now that the weather's good.
Tim: Your club sounds wonderful. I could join as well, couldn't I?
Dave: Of course you could! We really need volunteers, but you have to see Mrs Jackson first. She'll tell you what to do.
Tim: Sounds great! I'll just find that Monday morning.

9 Portfolio: Work in groups. Organise an Eco-helpers group. Write a list of activities for the group for next weekend.

Технология проектов: работа с информацией, исследование, креативность

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.

Скажи мне – и я забуду.
Покажи мне – и я запомню.
Вовлеки меня – и я научусь.
(Китайская пословица)

Project

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

Технология проектов: работа с информацией, исследование, креативность

ICT Project

6 Think of one of your country's best universities. Collect information, then write a short article about it for an international school magazine. Write: its name, location, when founded, history, interesting facts.

ACTIVITY

Do some research on the national costume for a man or a woman from your region and find or sketch a picture. Send it to us and explain as many of the different elements as you can.

ICT Portfolio

6 In small groups, do some research on a town/city in your country and make a similar leaflet to advertise it.

Игровые технологии: ролевые игры

Role play

The road safety officer comes to your class to check your knowledge of road safety rules. In teams say how to behave/not behave in certain situations.

Team A S1: When you cross a street look both ways for traffic. Etc.

Role play in pairs

One of you is Walt Disney's great grandson/daughter, the other is a journalist. Use the information from the text to talk about him.

Project (a radio programme)

Work in groups of five. Make your own short radio programme on your latest school/local news. You must have:

- a producer – to organise the show & help the others
- a DJ/presenter – to introduce the show
- two journalists – to collect & write the news
- an engineer – to record the show

Record the programme and play it for the class.

Эмоциональный интеллект

- развитие эмоциональной сферы
- умение распознавать эмоции – свои и других
- умение управлять своими эмоциями
- положительные эмоции как мотив речевой деятельности
- самоосознание
- умение ясно и внятно общаться с другими, развитие эмпатии
- умение артикулировать свои чувства, Я-сообщения
- умение активно слушать, влиять и вдохновлять

Эмоциональный интеллект: развитие эмоциональной сферы

1c Favourite subjects

1 Read and answer the questions.

2 Listen and choose the right answer.

MERTON **REBECCA**

APPEARANCE: LARGER SUBJECT CHOICE FORM

Name: Tony Mitchell

Age: 12

Subject Preference (1)

math	at	music	at
English	at	other	at
geography	at	other	at
history	at	other	at

Room A Room B
Room C Room D
Room E

1. What is his name?
2. What does he do?
3. What school is he at?

1. What is the boy's name?
2. What is the subject?
3. What is the class?

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? Watch this brilliant film to find out!

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

Writing (a subject choice form)

5 Portfolio: Make a form about yourself similar to Tony's. Exchange forms with a partner. Then, write a short paragraph, like the one in Ex. 2, about your partner.

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



Эмоциональный интеллект: самоосознание

1c Favourite subjects

1 Read and answer the questions.

2 Listen and choose the right answer.

MERTON **REBECCA**

APPEARANCE: LARGER SUBJECT CHOICE FORM

Name: Tony Mitchell

Age: 12

Subject Preference (1)

math	at	music	at
English	at	other	at
geography	at	other	at
history	at	other	at

Room A Room B
Room C Room D
Room E

1. What is his name?
2. What does he do?
3. What school is he at?

1. What is the boy's name?
2. What is the subject?
3. What is the class?

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? Watch this brilliant film to find out!

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

Writing (a subject choice form)

5 Portfolio: Make a form about yourself similar to Tony's. Exchange forms with a partner. Then, write a short paragraph, like the one in Ex. 2, about your partner.

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



Эмоциональный интеллект: умение распознавать свои эмоции и эмоции других

4c My favourite day

1 Think in pairs. What is a perfect day for you and brainstorm to complete the spidergram.

2 Look at the table. Which is Alan's favourite day? Why? Listen to and read to find out.

3 Find the words in the text which show the order things happen. In Link the sentences, use and, then, after that, when, before.

4 On Saturdays I meet my friends for coffee. We go to the cinema.

5 On Sundays I meet my friends for coffee. We go to the cinema. We have a picnic. We have a picnic. We have a picnic.

6 On Saturdays I meet my friends for coffee. We go to the cinema. We have a picnic. We have a picnic.

7 On Saturdays I meet my friends for coffee. We go to the cinema. We have a picnic. We have a picnic.

8 On Saturdays I meet my friends for coffee. We go to the cinema. We have a picnic. We have a picnic.

9 On Saturdays I meet my friends for coffee. We go to the cinema. We have a picnic. We have a picnic.

Writing (an article)

5 Portfolio: Write a short article for the school magazine about your perfect day of the week. Write why you like it and what you do in the morning, afternoon, evening (50-80 words).

6a Free time

1 Look at the pictures. What do these people do? Write a few sentences about each picture.

2 Read the table. Then ask and answer questions as in the example. Use the pictures on p. 56. You can use your own ideas too.

3 Express the activities!

4 Express the activities!

5 Express the activities!

6 Express the activities!

7 Express the activities!

8 Express the activities!

9 Express the activities!

Expressing likes/dislikes

2 Read the table, then ask and answer questions as in the example. Use the pictures on p. 56. You can use your own ideas too.

Do you like/enjoy...?

Yes, I do. Yes, I'm very keen on/fond of/interested in/mad about... No, I don't. Not really/at all.

A: Do you like windsurfing?
B: Yes, I'm very keen on windsurfing. What about you?

Writing (a paragraph about likes and dislikes)

8 Portfolio: Write a paragraph about your classmates' likes/dislikes. Use your graph in Ex. 7.

Most of my classmates enjoy... because... Some like...



