

Реализация коммуникативных
задач в учебниках по английскому
языку

SPOTLIGHT



ФГОС

- В основе Стандарта лежит системно-деятельностный подход, который предполагает:
- воспитание и развитие качеств личности, отвечающих требованиям информационного общества, инновационной экономики, задачам построения демократического гражданского общества на основе толерантности, диалога культур и уважения многонационального состава российского общества.

ФГОС

- ориентацию на результаты образования как системообразующий компонент Стандарта, где развитие личности обучающегося на основе усвоения универсальных учебных действий, познания и освоения мира составляет цель и основной результат образования.

• Spotlight

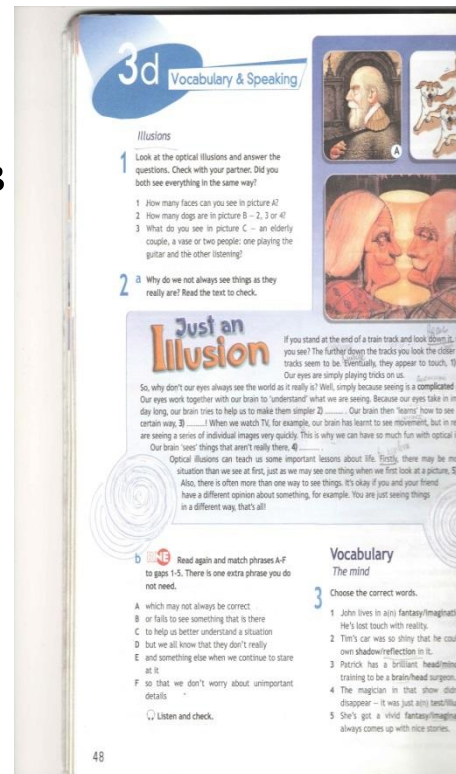
- Комплект создан в соответствии с Европейскими стандартами в области изучения иностранных языков. Учащиеся, обучающиеся по данному учебнику, понимают и могут употреблять в речи знакомые фразы и выражения, необходимые для выполнения конкретных задач. Они могут представиться, представить других, задавать/отвечать на вопросы в рамках известных им или интересующих их тем. Они могут участвовать в разговоре. Они могут писать открытки (например, поздравление с праздником), заполнять формуляры, вносить в них свою фамилию, национальность, возраст и т. д.

• ***Общеучебные умения и универсальные учебные действия***

- В процессе изучения курса «Английский в фокусе» школьники:
 - совершенствуют приемы работы с текстом, опираясь на умения, приобретенные на уроках родного языка (прогнозировать содержание текста по заголовку, данным к тексту рисункам, списывать текст, выписывать отдельные слова и предложения из текста и т.п.);
 - овладевают более разнообразными приемами раскрытия значения слова, используя словообразовательные элементы; синонимы, антонимы; контекст;
 - совершенствуют общеречевые коммуникативные умения, например, начинать и завершать разговор, используя речевые клише; поддерживать беседу, задавая вопросы и переспрашивая;
 - учатся осуществлять самонаблюдение, самоконтроль, самооценку;
 - учатся самостоятельно выполнять задания с использованием компьютера (при наличии мультимедийного приложения).

Систематизация и организация языкового материала.

- Учебник написан таким образом, чтобы он не только отвечал интересам учащихся, но и вовлекал их в активное изучение английского языка. Новые слова и структуры вводятся понятными и эффективными способами с помощью картинок, песен, рифмовок и т. д.



2 Sing and do.



This is my house,
This is the door!
The windows are clean,
and so is the floor!

Outside there's a chimney,
As tall as can be,
With smoke that goes up,
Come and see!

2 Sing and do.




Happy birthday to you,
Happy birthday to you,
Happy birthday, dear Lulu,
Happy birthday to you!


Отработка реплик повседневного обихода.

- Новый языковой материал представлен в контексте интересных живых диалогов

3 Listen and read.

1 

Lulu: Grandma, Grandpa, look at our tree house!
Grandpa: Oh, a red chair!
Grandma: That's nice!

2 

Larry: Look, Grandma! A yellow table!
Grandma: Oh yes! It's lovely!

3 

- 4 Read again and choose.**

English in Use 3

Reading & Listening

♦ Talking about hobbies/jobs

- 1** a) Look at the pictures. What do you think these people do for a living?
 b) Write down as many jobs as you can think of. Compare the list with your partner. Give short definitions for each job using *who*.

▶ A *vet* is someone who helps sick animals.

- 2** a) Listen and repeat the sentences.

- A What are your dad's hobbies?
 B Not a lot really.
 C No, he's not actually.
 D Yes, he certainly is.
 E What does your dad do?
 F Yes, it certainly is.

b) The sentences are from a dialogue between two friends. What are they talking about? Read through and check.

- 3** Read the dialogue and put the phrases A-F in the correct place. There is one extra phrase. Then listen, read and check.

Speaking

- 4** Portfolio: What do your parents do? What do they do in their free time? Act out a similar dialogue with your partner. Use the plan below and the dialogue in Ex. 3 as a model. Add your own ideas. Record yourselves.

A	B
ask about job	state job
ask about hobbies	reply in detail
show interest	reply



Harry: Hi Peter! Where were you?
Peter: In my dad's office. I wanted to get him some papers.
Harry: 1)
Peter: He's a lawyer.
Harry: Mine is a vet.
Peter: Wow! It must be very rewarding.
Harry: 2)
 sometimes brings them home for night!
Peter: Goodness me! Does he have any for hobbies?
Harry: 3) He golf every weekend though if he the chance. 4)
Peter: He likes playing board games.
Harry: Board games! They're a bit aren't they?
Peter: He doesn't seem to think so. He sitting by the fire playing chess.
Harry: 5) But not sure if I agree!

Pronunciation /e/ - /æ/

- 5** Listen and tick (✓). Listen and repeat.

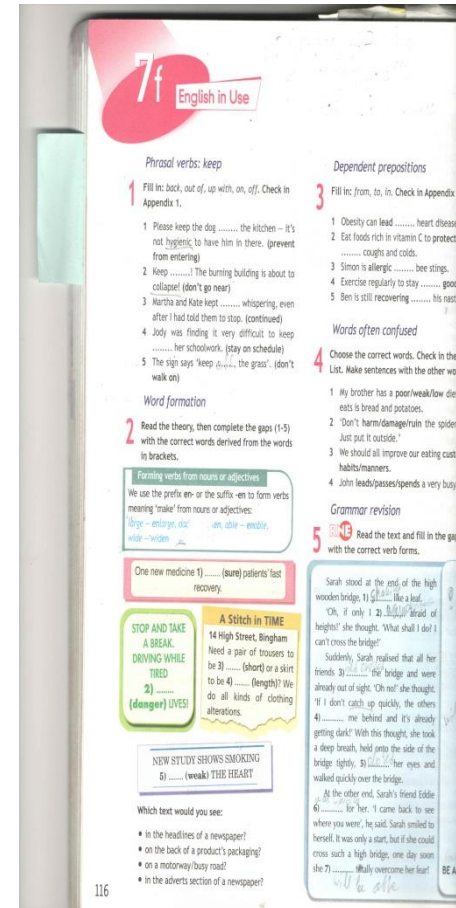
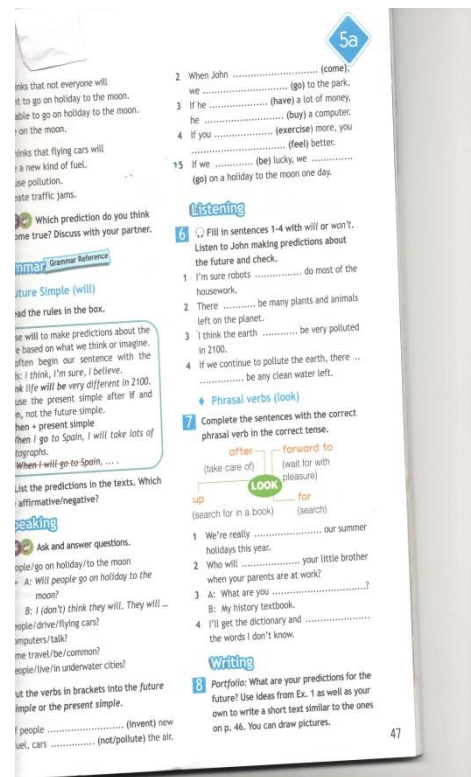
Reading Rule	
e /e/	get
a /æ/	glad

Think of more words with these sounds

	/e/	/æ/	/e/
set			kettle
sat			cattle
bed			pet
bad			pat

Фразовые глаголы

- Разнообразиие упражнений на употребление фразовых глаголов в соответствии с коммуникативной задачей. Это то, что используют носители языка. Эта часть их языка (достаточно частотная).




ИДИОМЫ


- Данный учебник содержит ряд упражнений на узнавание и воспроизведение в речи некоторых идиом в соответствии с коммуникативной задачей. Идиомы делают нашу речь более красивой, насыщенной, отражают национальный характер, менталитет.


1d *streamers* Vocabulary & Speaking

Special Occasions

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

A  Birthday

B  Christmas

C  Carnival

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

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

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

A wedding reception B graduation party C birthday party

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


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

What are these expressions in your language?

Idioms with 'cake'

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

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



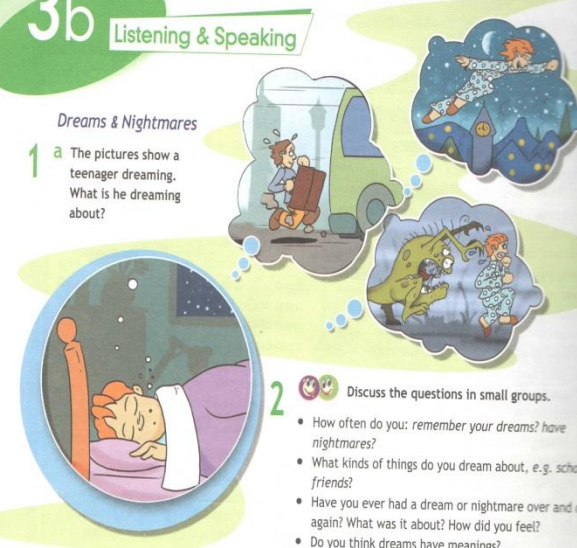
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- Рубрики "Say it right", "Everyday English" предлагает учащимся задания, направленные на расширение лексико-грамматических средств речевого взаимодействия; развитие умений диалогической и монологической речи; развитие социокультурной компетенции.
- Таким образом, учащиеся получают возможность увидеть, как с помощью английского языка они могут получать интересную информацию из разных областей знаний.

3b Listening & Speaking

Dreams & Nightmares

1 a The pictures show a teenager dreaming. What is he dreaming about?



2 Discuss the questions in small groups.

- How often do you: remember your dreams? have nightmares?
- What kinds of things do you dream about, e.g. school, friends?
- Have you ever had a dream or nightmare over and over again? What was it about? How did you feel?
- Do you think dreams have meanings?
- Do you know of a book or a film related to dreams?

b What do you think his dreams mean? Read the 'dream dictionary' below to find out.

Dream dictionary

common dreams

teeth falling out = you are anxious about your appearance
being chased = you feel confused, you have a lot on your mind
falling = you are under stress
flying = you are feeling confident
being lost = you have lost your way in life
missing a bus, train, plane etc. = you are sad because you have missed an opportunity
exams = you are stressed out because you are unprepared for something
being unable to move = you feel lost; you don't know what to do about a situation

Everyday English
Speculating

3 Use the ideas in the dream dictionary in Ex. 11 and any of your own ideas to act out exchanges, as in the example.

Inviting speculation	Speculating
<ul style="list-style-type: none"> • What do you think ... (this means, etc.)? • Do you have any idea what ...? 	<ul style="list-style-type: none"> • I think (it means) ... • I can't say for sure, but it might ... • Well, it could (mean) ...
Agreeing	Disagreeing
<ul style="list-style-type: none"> • You could/might be right. • Do you really think so? • That's a thought. 	<ul style="list-style-type: none"> • That can't be right! • I doubt that (very much). • Surely not! • You must be joking!

► A: I had a dream that my teeth were falling out. What do you think this means?
 B: Well, it could mean that you are anxious about your appearance.
 A: Surely not.

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- Spotlight on the English-speaking countries** дает учащимся представление о культуре и жизни англоговорящих стран. В этом разделе даются небольшие тексты, направленные на чтение с извлечением информации и содержащие лексику для рецептивного усвоения. У учащихся развивается интерес и воспитывается дружелюбное отношение к представителям других стран.

CULTURE CORNER
Teenage Magazines

4d

Magazine features

Look at the covers of some typical teenage magazines. Who are they for? What do they have inside?

Look at the feature titles (1-7). Match the titles to the categories (a-g). Think of one title for each category.

1 This month's horoscopes!

2 Get Perfect Skin!

3 OUR TOP 10 SUMMER OUTFITS!

4 We tickets to a Champion's League match!

5 Britain's hottest new boy band!

6 Do your friends really know you?

7 The Generation Gap

a stars & celebrities
b health & beauty
c fashion
d regular features
e competitions & offers
f quizzes
g articles

Reading

3 Read and listen to the text and say what the underlined words refer to. Then explain the words in bold.

British Teenage Magazines

About half of British young people aged 12 to 16 read teenage magazines! Two of the most popular magazines for girls are 'Sugar' and 'Bliss'. They have glossy, colourful covers and include beauty and fashion, celebrity gossip, real life stories, horoscopes, quizzes and problem pages. Of course, boys don't usually find these magazines very interesting! **Instead**, they buy music magazines like 'NME' or magazines about sport, like 'Shoot' or 'Match'.

Usually, teenage magazines contain a lot of language that only teenagers use! They might use 'celeb' instead of celebrity, for example, or 'fave' instead of favourite. They also say 'lads' instead of 'boys', 'dosh' instead of 'money' and 'natter' instead of 'talk to your friends'. **This** makes the magazines more attractive to teenagers.

On a more serious note though, a lot of these magazines can help teens find solutions to problems they don't feel comfortable discussing with their parents. That's why the problem pages in these magazines are very popular. In fact, many teens buy them just for the problem page. How about you? What do you like most in magazines?

Speaking

4 In groups, discuss your favourite teenage magazine. Compare it to those in the text.

Project

5 **Portfolio:** In small groups, do a survey on favourite teenage magazines for boys & girls in your class. Report the results.

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- Spotlight on Russia.** В данный раздел включены небольшие тексты о жизни в России по той же тематике, что и в разделе **Spotlight on English-speaking countries.** Тексты подобраны таким образом, чтобы каждый учащийся смог высказаться по данной теме, потому что она ему близка. Кроме того, многие тексты включают в себя познавательный элемент, расширяя таким образом представление учащихся о своей стране. Сравнивая и сопоставляя две культуры, дети имеют возможность оценить свою собственную культуру.

Beautiful Buildings

There are many famous places to visit all around Russia but one place in particular is known by name all over the world.

Spotlight on Russia takes you into the world-famous Moscow Kremlin.

The Moscow Kremlin

The word *kremlin* means fortress in Russian. The famous and well-known is the Moscow Kremlin. It is a walled area in the heart of Moscow. The Kremlin is built on the Moskva River on one side and Red Square on the other. Inside, there are beautiful palaces, churches and cathedrals as well as various other attractive state buildings, trees, squares and peaceful gardens. The wall around the Moscow Kremlin is 2,235 metres long and five to nineteen metres high. There are twenty towers that look out over the city in different directions. Spasskaya Tower is 71 m tall and is the main tower that looks out over Red Square.

The Moscow Kremlin and Red Square were designated a UNESCO World Heritage site in 1990. This is not surprising when you discover how many incredibly beautiful churches and palaces there are. For example, in Cathedral Square there are three magnificent cathedrals from the late 15th and 16th centuries. The Cathedral of the Assumption is the oldest. It is made of white stone and has five golden domes. Orthodox patriarchs are buried there. Across the square is the Cathedral of the Annunciation, which also has golden domes. Inside there are some early 15th-century icons of St Theophanes and Andrei Rublyov. Then, there is the Cathedral of St Michael the Archangel where the princes of Moscow and the tsars of Russia are buried. Next to the square is the bell tower of Ivan III and at the bottom is the huge Tsar Cannon which was made in 1733–35 but has never been rung. Close by is the Tsar Cannon which dates from 1586 and is next to the mid-17th-century Cathedral of the Twelve Apostles and the Patriarchal Palace.





ACTIVITY

Learn more about the history of the Moscow Kremlin. When was it built and for what purpose? Who made the decision to build it?

DISCUSS

- Have you ever been to the Moscow Kremlin? Describe your experience.
- Why is the Kremlin so important to Russia?

ФГОС

- Стандарт ориентирован на становление личностных характеристик ученика:
- любящий свой народ, свой край и свою Родину;
- уважающий и принимающий ценности семьи и общества;
- любознательный, активно и заинтересованно познающий мир;
- владеющий основами умения учиться, способный к организации собственной деятельности.

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