

СПЕЦИФИКА ИННОВАЦИОННОЙ ШКОЛЫ В УСЛОВИЯХ МОДЕРНИЗАЦИИ ОБРАЗОВАНИЯ

Rising Star
Luke Prodromou
An Intermediate Course

МОДЕРНИЗАЦИЯ ОБРАЗОВАНИЯ

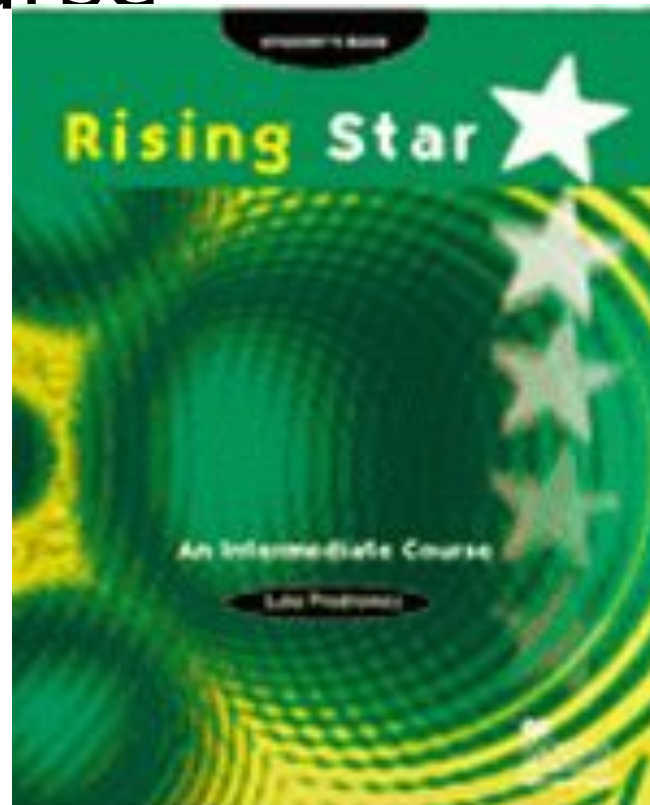


«Образование»

Rising Star Luke Prodromou

~~An Intermediate Course~~

Rising Star – это современный инновационный двухуровневый курс английского языка, материал которого обеспечивает подготовку и успешную сдачу учащимися ЕГЭ по английскому языку и международного экзамена First Certificate in English (FCE).



Основные характеристики УМК Rising Star:

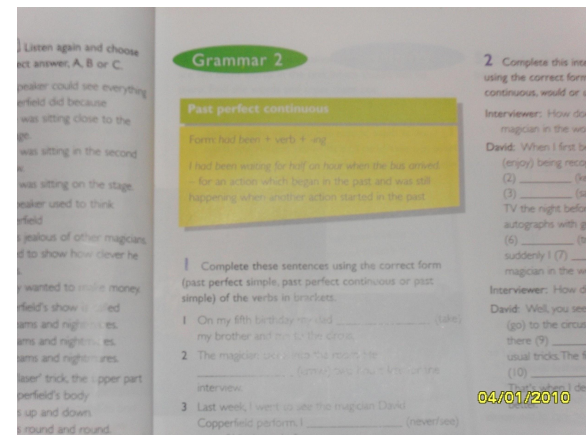
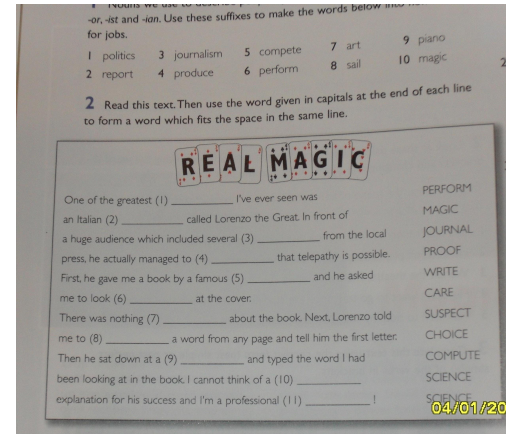
- темы для обсуждения, соответствующие возрастным интересам учащихся и стимулирующие их вовлеченность в процесс изучения языка;
- тренировочные упражнения и задания творческого характера, направленные на совершенствование грамматических и лексических навыков учащихся;

Title		Grammar	Vocabulary	Reading	Listening	Speaking	Writing
1	Seasons	page 1	<ul style="list-style-type: none"> Present simple Present continuous Have verb 	<ul style="list-style-type: none"> Personality Negative adjective phrases Have verb 	<ul style="list-style-type: none"> Personal interview (Could you be famous?) Letter of application (for a job) 		
2	Talking about the environment	page 10	<ul style="list-style-type: none"> The environment The continuous 	<ul style="list-style-type: none"> Climate Adjective opposites 	<ul style="list-style-type: none"> Personal interview (Could you be famous?) Letter of application (for a job) 		
3	Around the world	page 15	<ul style="list-style-type: none"> Present perfect simple Present perfect continuous 	<ul style="list-style-type: none"> Common nouns Travel 	<ul style="list-style-type: none"> Personal interview (Could you be famous?) Letter of application (for a job) 		
Revision (Units 1-3) pages 21 & 22							
4	A touch of magic	page 23	<ul style="list-style-type: none"> Can verb construction Can verb continuous Can't & can't 	<ul style="list-style-type: none"> Noun suffixes Adjective suffixes 	<ul style="list-style-type: none"> Personal interview (Could you be famous?) Letter of application (for a job) 		
5	Things and us	page 31	<ul style="list-style-type: none"> Comparatives & superlatives adjectives Comparatives & superlatives adverbs 	<ul style="list-style-type: none"> Feelings Relationships 	<ul style="list-style-type: none"> Personal interview (Could you be famous?) Letter of application (for a job) 		
6	Seasons and	page 34	<ul style="list-style-type: none"> Future simple & going to Present continuous & present simple (for future) 	<ul style="list-style-type: none"> Noun suffixes Comparatives & superlatives adjectives 	<ul style="list-style-type: none"> Personal interview (Could you be famous?) Letter of application (for a job) 		
Revision (Units 4-6) pages 42 & 43							
7	Turners of the world and sky	page 44	<ul style="list-style-type: none"> Modal verbs possibility, probability, certainty Modal verbs obligation, necessity, advice, permission, prohibition 	<ul style="list-style-type: none"> Homonyms Superlatives 	<ul style="list-style-type: none"> Personal interview (Could you be famous?) Letter of application (for a job) 		
8	The biggest paper	page 50	<ul style="list-style-type: none"> First & second conditionals Zero conditional 	<ul style="list-style-type: none"> Common verbs Collocations with common verbs Phrasal verbs with go & get 	<ul style="list-style-type: none"> Personal interview (Could you be famous?) Letter of application (for a job) 		
9	What a night	page 56	<ul style="list-style-type: none"> Third conditional Wish & if only 	<ul style="list-style-type: none"> Word formation Colours 	<ul style="list-style-type: none"> Personal interview (Could you be famous?) Letter of application (for a job) 		
Revision (Units 7-9) pages 62 & 63							
10	A question of references	page 64	<ul style="list-style-type: none"> The passive The passive 	<ul style="list-style-type: none"> Collocations (noun + verb) Adverb phrases 	<ul style="list-style-type: none"> Personal interview (Could you be famous?) Letter of application (for a job) 		
11	The Right for Revision	page 70	<ul style="list-style-type: none"> Negative phrases with which where & that Negative clauses when & unless 	<ul style="list-style-type: none"> Nouns with & without their derived forms Noun suffixes 	<ul style="list-style-type: none"> Personal interview (Could you be famous?) Letter of application (for a job) 		
12	Life in the 21st century	page 76	<ul style="list-style-type: none"> Future perfect simple Future continuous 	<ul style="list-style-type: none"> Phrasal verbs with up Phrasal verbs 	<ul style="list-style-type: none"> Personal interview (Could you be famous?) Letter of application (for a job) 		
Revision (Units 10-12) pages 82 & 83							
13	I spy ...	page 84	<ul style="list-style-type: none"> Reported speech (verb changes) Reported speech (other changes) 	<ul style="list-style-type: none"> Phrasal verbs with out Narrative styles 	<ul style="list-style-type: none"> Personal interview (Could you be famous?) Letter of application (for a job) 		
14	All wild animals	page 90	<ul style="list-style-type: none"> Reported questions Relative clauses 	<ul style="list-style-type: none"> Verb + preposition Adjective + preposition 	<ul style="list-style-type: none"> Personal interview (Could you be famous?) Letter of application (for a job) 		
15	Our wonderful world	page 96	<ul style="list-style-type: none"> Time clauses Conjunctions & relative 	<ul style="list-style-type: none"> Verb + preposition Adjective + preposition 	<ul style="list-style-type: none"> Personal interview (Could you be famous?) Letter of application (for a job) 		
Revision (Units 13-15) pages 102 & 103							
Comprehension activities A page 104				Writing reference pages 105-112			
Comprehension activities B page 112				Grammar reference pages 114-125			
				Phrasal verb dictionary pages 126-137			

04/01/2010

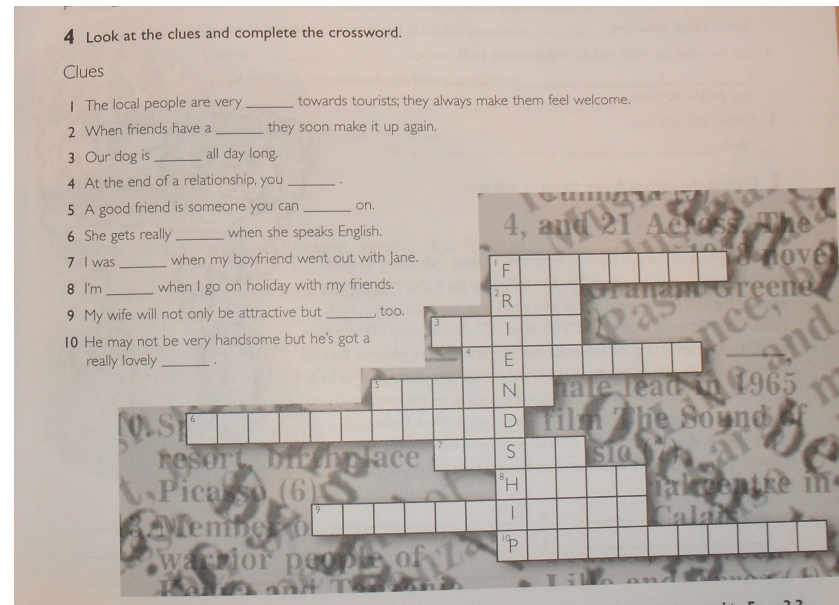
Основные характеристики УМК Rising Star:

- высокая степень повторяемости изучаемых явлений;
- совершенствование речевых умений — аудирования, говорения, чтения, письма — в формате ЕГЭ;



Основные характеристики УМК Rising Star:

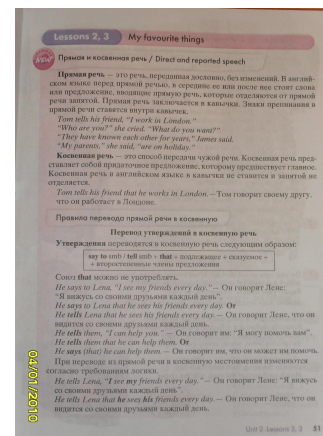
- раздел по обучению учащихся письменной речи с образцами выполнения письменных работ;
- справочные разделы по грамматике, фразовым глаголам, правилам оформления письменного высказывания.



Состав курса Rising Star:

- Student`s Book - учебник английского языка
 - Teacher`s Book - книга для учителя к учебнику английского языка
 - Audio Cassettes (2 шт.) - аудио-кассеты к учебнику английского языка
 - Practice Book (With Key) - рабочая тетрадь к учебнику английского языка с ответами
 - Practice Book (Without Key) - рабочая тетрадь к учебнику английского языка без ответов
 - Test Book - тесты к учебнику английского языка
-

HAPPY ENGLISH.RU – 9 КЛАСС



- Грамматические и лексические ошибки
- Недостаток страноведческой информации
- Скучные упражнения на отработку лексических норм и грамматических правил
- Некорректные тексты для аудирования

СТРУКТУРА РАБОТЫ

Книга для учителя

2 Talking about my generation

Topics
Youth culture, youth movements, appearance, hair, clothes, parties

Grammar
Past simple, past continuous

Vocabulary
Clothes, adjective opposites

Reading
"Youth culture": note taking

Listening
Four speakers talking about clothes: multiple matching

Speaking
Pairwork interview (life last year)

Writing
Informal letter (describing a party)

Reading (pages 10–12)

★ **Text notes**

- The title of this unit comes from a famous song by the 1960s British rock group, The Who, 'My generation'. The song is about how young people feel misunderstood and put down by older generations.
- The hippy movement started in the 1960s. Men and women grew their hair long, wore Indian style clothes and usually wore or carried flowers. They believed in love and peace which became known as flower power. Hippies often lived in communes, were vegetarian and did not conform. Bob Dylan (1941–) is an American folk singer and songwriter. He became famous for writing protest songs in the 1960s the most famous of which was 'Blowin' in the Wind'. The Beatles were the most famous British pop group of all time.
- Punks appeared in the 1970s and were against money and consumerism. They listened to punk rock, which was loud, often violent, music. They wore black clothes, Doctor Marten Boots, put safety pins through their ears and noses and often had strange, spiky, multicoloured hairstyles. The Sex Pistols were one of the most famous punk rock groups of the 1970s. The two most well-known members of the group were Johnny Rotten and Sid Vicious.
- Ravers were young people in the 1980s and 1990s who enjoyed going to illegal and spontaneous parties in large empty buildings. A style of music developed called Techno Music and ravers danced all night to it. Acid music was popular in the 1990s. It was very loud electronic music and was accompanied by strange lighting effects.

Warm up: Establish the topic of the text by writing the names of these youth movements on the board: *Hippies, Punks and Ravers*.

• Ask students what they know about them. Elicit ideas about beliefs, clothes and music. Feedback making sure the clothes and music of each movement are discussed.

I

• Students read the texts quickly (skim) and match each one to the correct photo. Feedback.

Answers

A 2
B 3
C 1

2

• Students read the texts again (scan) for the information needed to complete the chart. They should not worry about difficult words at this stage. Set a time limit of ten minutes for this.

Answers

Hippies: 1960s and 1970s/Indian-style silk dresses/Bob Dylan, The Beatles
Punks: 1970s/ripped T-shirts, Doc Marten boots, leather jackets/Sex Pistols
Ravers: 1980s/loose T-shirts, jeans/acid and techno

Optional activity

• Students work in groups and decide which of the youth movements they would have liked to belong to. Feedback, encouraging them to give reasons for their answers.

04/01/21 unit 2

ХАРАКТЕРИСТИКА ЛИЧНОСТИ

творческие действия

в нестандартных ситуациях

ДИДАКТИЧЕСКИЕ ЦЕЛИ

- Формирование способности к самостоятельному приобретению знаний;
 - формирование критичность мнения и независимости суждений .
-

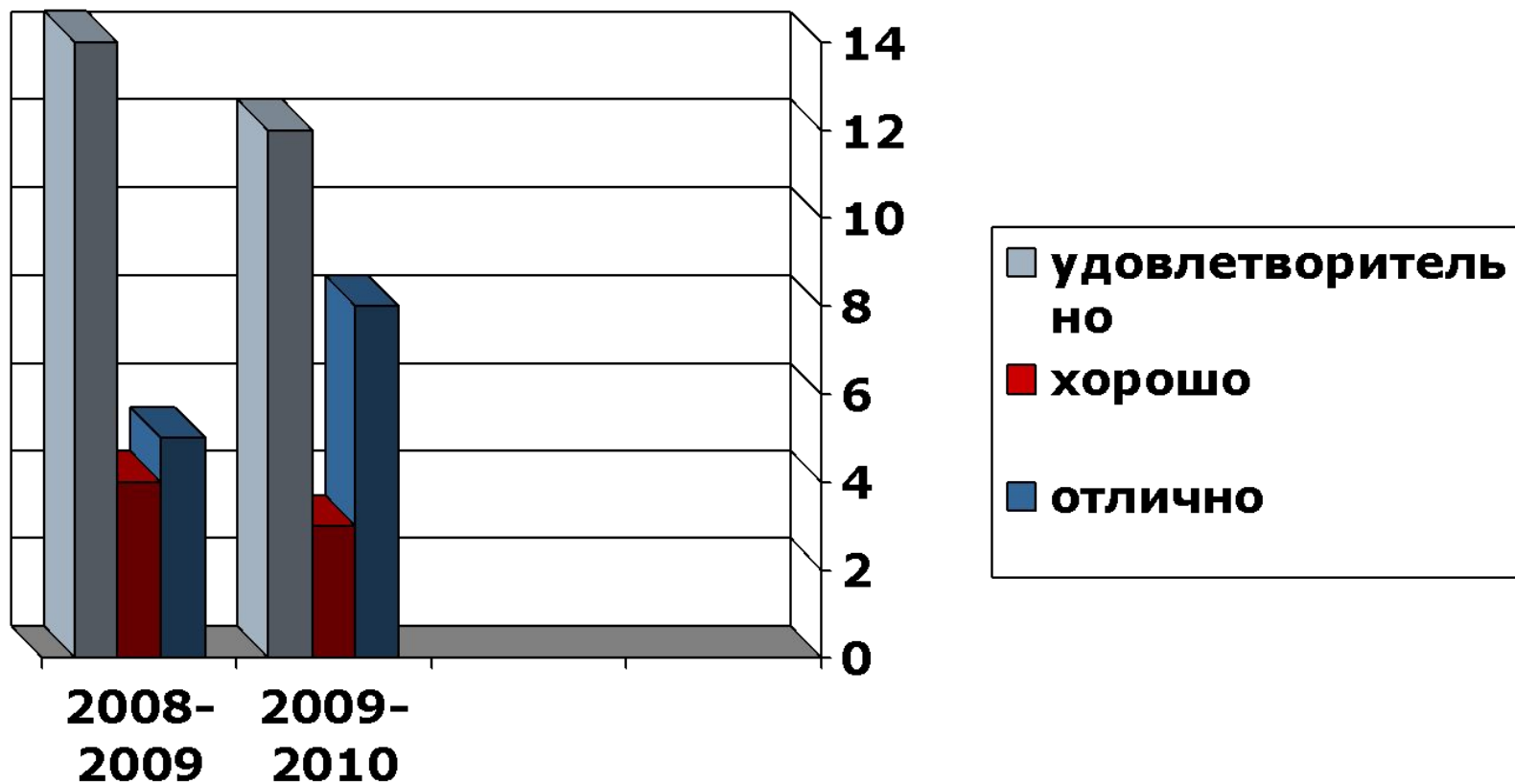
ВОСПИТАТЕЛЬНЫЕ ЦЕЛИ

- Учить не только предмету, но и жизни;
 - «Обучая, я воспитываю; воспитывая, я обучаю!»
 - воспитание в ребенке стремление к реализации его индивидуальных возможностей.
-

РАЗВИВАЮЩИЕ ЦЕЛИ

- Индивидуальный подход к ученику;
 - Специальные упражнения и задания;
 - Личностно-ориентированный подход к процессу обучения.
-

КАЧЕСТВО И УСПЕВАЕМОСТЬ



РЕЧЕВАЯ ДЕЯТЕЛЬНОСТЬ

Виды
речевой
деятельност
и

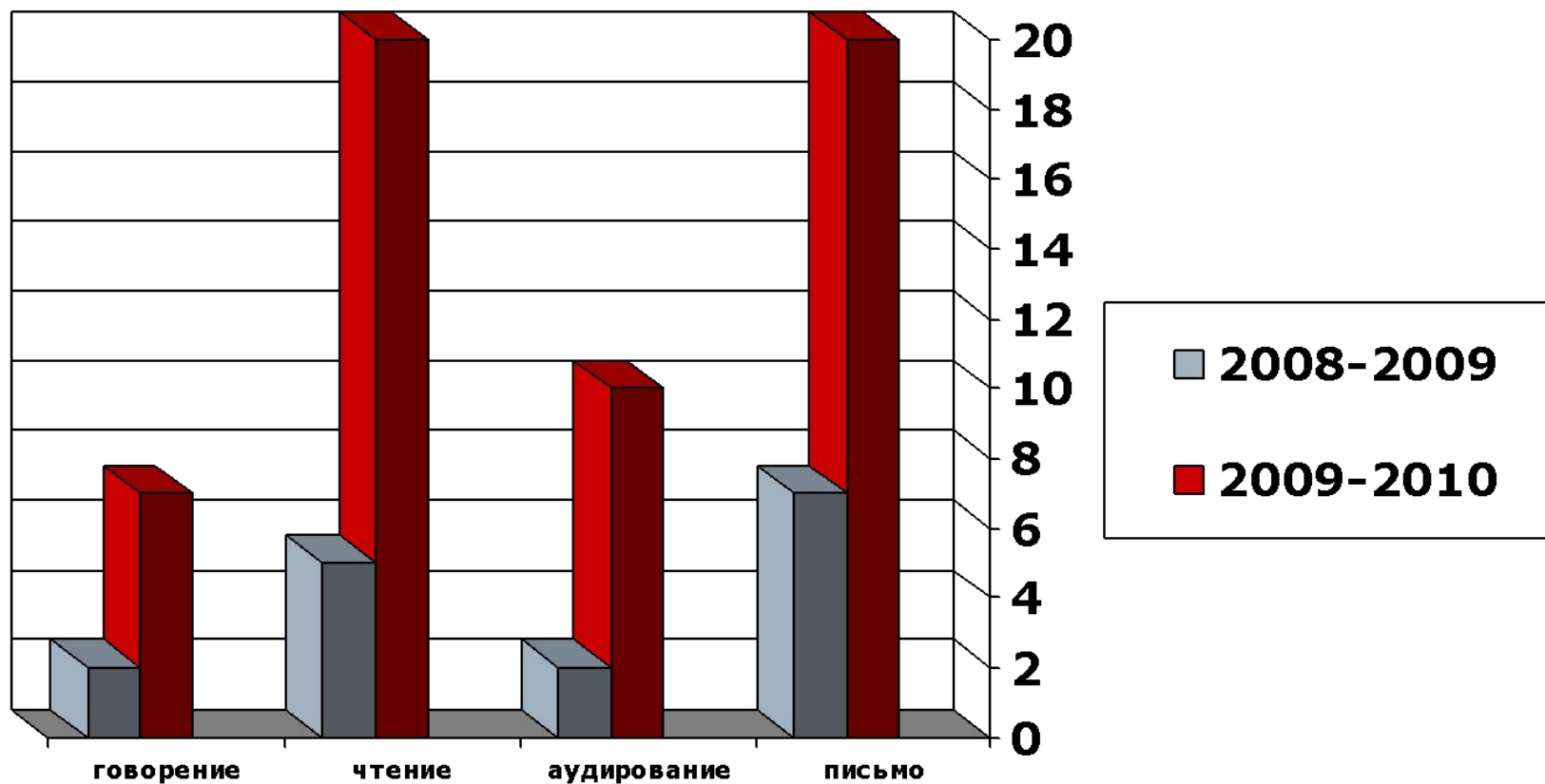
Говорение

Чтение

Аудировани
е

Письмо

ДИНАМИКА РОСТА РЕЧЕВЫХ УМЕНИЙ И НАВЫКОВ



Заключение

- Учитель и ученики – равноправные участники процесса обучения.
- Главная задача школы: **НАУЧИТЬ РЕБЁНКА УЧИТЬСЯ.**

