

УЧИМСЯ МЫСЛИТЬ И ДЕЙСТВОВАТЬ

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АНГЛИЙСКИЙ ЯЗЫК

10–11 классы

**Дидактические
и диагностические материалы**

Пособие для учащихся учреждений образования,
реализующих образовательные программы общего среднего образования
с белорусским и русским языками обучения и воспитания

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Дидактические материалы содержат материалы для овладения навыками и умениями речевой деятельности на английском языке; диагностические материалы – коммуникативные задания для их контроля. В книге представлено большинство тем, изучаемых в 10–11 классах.

Для учащихся 10–11 классов.

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ВВЕДЕНИЕ

Настоящее пособие включает комплекс дидактических и диагностических материалов, разработанных для формирования и совершенствования личностных и метапредметных компетенций учащихся III ступени общего среднего образования во внеучебной деятельности и в процессе обучения учебному предмету “Иностранный язык (английский)”.

Пособие носит практический характер и ориентировано на формирование у учащихся коммуникативной компетенции, эффективное управление учебно-познавательной деятельностью обучающихся, развитие их эмоционально-волевой и ценностно-ориентационной сфер личности.

Представленные в пособии материалы соответствуют современным требованиям личностно-ориентированного, коммуникативного, компетентностного, когнитивного и социокультурного подходов к обучению иностранным языкам, а также программным требованиям и коммуникативным задачам.

Содержание пособия раскрыто в двух разделах: “Дидактические материалы” и “Диагностические материалы”.

Раздел “Дидактические материалы” включает методические разработки, структурированные по темам, предусмотренным учебной программой для учащихся, которые изучают учебный предмет “Иностранный язык (английский)” как на базовом, так и на повышенном уровне. Раздел “Диагностические материалы” предназначен для осуществления контрольно-оценочной деятельности обучающихся.

Авторы выражают надежду, что дидактические и диагностические материалы данного пособия помогут учителю не только повысить качество образовательного процесса по английскому языку, но и разнообразить содержание, удовлетворить учебно-познавательные интересы и потребности обучающихся, дифференцировать и индивидуализировать процесс овладения иноязычной компетенцией, а также объективно оценить результаты обучения.

1. ДИДАКТИЧЕСКИЕ МАТЕРИАЛЫ

FORM 10

Basic level

LESSON "Renting a flat"

Learning outcomes

- to improve reading skills;
- to practise speech skills;
- to develop students' understanding of diversity, different points of view and attitudes to the problem.

Warming-up

1. Have you ever left home for a long time?
2. Have you ever been abroad? Where? How long? Did you miss home?
3. Do you agree on the proverb "East or West home is best"?
4. What other proverbs about home do you know? How can you comment on it?

Before reading activities

It is very important to have home, a place of your own, a place where you feel safe, warm, loved. But there are many homeless people and there are people who have to rent a flat, for example students. Have you ever rented a flat?

Is it easy or difficult to find a good flat? Is it a challenge or a trifle?

Should we take into consideration any factors or criteria while looking for a flat? Can these criteria help you?

Do tenants and landlords have the same criteria? What is more difficult to find a tenant or to find a flat?

While reading activities

1. Look through the list of advertisements, scan them and find information about the number of people who live there and the price.

Advertisements

A. Wanted: sixth person to share mixed house. Own bedroom, share kitchen, bathroom and garden. Parking space available. Only £275 per month + bills.

B. Single parent offers free accommodation in exchange for four hours a day childcare (James, 6, Helen, 8). Hours: 8.30 a.m. – 9.30 a.m., 3.00 p.m. – 6.00 p.m. Non-smoker. Weekends free.

C. Share city-centre 3rd-floor flat with three foreign students. £100 per week, plus electricity. Ideally located for shops, restaurants, railway and bus station.

D. House-sit for three months while the owner is away in Turkey. Cheap rent in return for answering phone and gardening. Would suit couple. £350.00, all inclusive.

E. Bedsit available from end June. Bedroom-living room, plus kitchen facilities, toilet and shower. Basement, easy access to street. £600 per month+bills.

F. Cat lover wanted to share house with young married couple and two cats. Six miles from city centre. Transport needed. £350 inclusive per calendar month.

2. Fill in the table.

	How many people already live there?	How much does it cost monthly?
A		
B		
C		
D		
E		
F		

What have you learnt about accommodation A / B / C / D / E / F? Who is each flat suitable for?

3. Imagine you are a real estate agent, read the profiles of six people who are going to Cambridge to study English for three months. Match each person with the most suitable accommodation and prove your choice.

1. Christophe Pires is 21 years old and from France. He has driven to Cambridge from his home in Lyon, and plans to drive back there twice a month to see his family and friends. Christophe doesn't like children or animals. He loves meeting new people and making new friends.

2. Ekatarina Mostovoi is 18 years old. She is from Russia. She has just left school and this is her first time abroad. Ekatarina doesn't have much money, so she is looking for a very cheap room. She wants to train as a nurse when she goes back to Moscow.

3. Roberto Costa is a 28-year-old engineer from São Paulo, Brazil. He travels a lot for his job, so English is important to him. This year he has been to Egypt, Turkey and Germany. Roberto doesn't like cooking, so he probably won't spend much time in the kitchen. He wants to visit lots of places while he's in England.

4. Tomasz Karwan is 23, he is from Poland. His English is already very good, and he hopes to become an English teacher. Tomasz loves plants and animals, and being outdoors. His girlfriend, who also wants to teach English, may come and stay with him in Cambridge.

5. Dorothea Khan is 25, she is a law student from Stuttgart, Germany. Dorothea is in England to improve her English. She also wants to prepare for her law exams while she is here. She doesn't plan to go out much while she's in Cambridge. She will probably spend most evenings at her desk.

6. Carmen Morientes is an elementary student of English. She is keen to improve her English and would like to live with an English family. Carmen is 22, she loves animals. She is also keen on sport. She goes running three times a week, and cycling at the weekend. She comes from Andalusia in southern Spain.

After reading activities

4. Discuss your choice with your face partner.

1. Which accommodation is the best for Christophe, Ekatarina, Roberto, Tomasz, Dorothea, Carmen? Share your choice with your group mates.

2. Was it easy for you to find the most suitable accommodation for these people?

3. Is it a challenge or a trifle to find a flat to rent?

LINGUISTIC GAME "Architects' battle"

Learning outcomes

- to foster respect for the national culture, realities and traditions of the peoples of the English-speaking countries.

Warming-up

We can hardly say that today there is a problem of choosing a type of housing. There are a lot of different types of houses. Everyone can find something he or she likes. People build houses to keep them safe and warm. It is the place where we feel comfortable and cosy. Tastes differ and the houses we live in reflect our preferences. Most houses are rather typical but some of them are too unusual. Why do people build them? Why are they so expensive?

There are two teams of architects in the classroom. You pretend to be great and your task is to prove it. Each team will get two texts. The first text is about unusual types of houses. Please, read it and find pictures to illustrate. Explain the reasons for building unusual houses. Use magazines on design or online resources.

The second text is about different types of houses in England. Your task is to compare them, analyse advantages and disadvantages.

Text 1. Unusual houses

1. People build houses to keep them safe and warm. Houses are built from whatever is available. Sometimes people use wood, stone, clay bricks, mud, straw, animal hide or even ice!

2. The American Indians of North America live in tepees. A tepee is made from buffalo hide fastened around wooden poles. The outside of the tepee is painted with symbols.

3. The Eskimos from Alaska, Canada and Greenland live in igloos. An igloo is a house made from ice. It is very hard work to build an igloo!

4. The Xhosa people live in a mud hut with a thatched roof. Cow dung is put on the floor. It gets very hard and is easy to sweep. A fire is made in the middle of the floor for heating.

5. Bushmen live in huts made from wooden poles and grass. In winter more grass is used to make the hut warmer and water-tight. The inside floor is scooped out and filled with grass to sleep on.

6. In Asia there is a lot of water and the countries are very small, so people live in house boats or in houses on stilts. House boats are made from wood and the people travel around to sell their goods. Houses are built on stilts from wood and coconut leaves. The stilts protect the houses against flooding and rats.

7. Some people don't have a lot of money and are forced to live in Informal houses. An informal house is a shack built from scrap metal, wood and cardboard.

8. Some people have lots of money and they live in mansions. The world's most expensive mansion is in Mumbai, India and is worth \$1.8 billion. There are 27 floors in this building and it belongs to Mukesh Ambani. Mukesh, his wife and their three children live there, along with 600 staff members. It has nine elevators, a four-storey hanging garden, three helipads and a six-storey parking garage.

9. People from the royal family sometimes live in castles. Castles were built a long time ago to protect the king. Most castles were built from stone with a moat around it filled with water.

Text 2. Types of houses in England

England has many types of homes. In the large cities, people often live in apartments, which are called flats. In most towns, there are streets of houses joined together in long rows. They are called terraced houses.

The main types of houses in England are:

Detached: it is a house which is not joined to another house.

Semi-detached: it is a house which is joined to another house on one side; or two houses joined together.

Terraced: it is a house which is part of a line of houses. It is a house which is joined to other houses on two sides; several houses joined together.

Flats: they are part of a bigger building where all the flats share a front door; they are called "apartments" in American English.

Bungalow: it is a house which is only on one floor, no stairs. It may be joined to another bungalow or might stand alone.

The most popular type of home in England is semi-detached (more than 27% of all homes), closely followed by detached then terraced.

We'll listen to each team and evaluate each other with the help of these criteria:

Criteria	Level				
	<i>Bad</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Excellent</i>	Score
Research and sharing of information	Finds and shares little or no pertinent information with other team members	Finds and shares some pertinent information with other team members	Finds and shares important information needed to accomplish the task	Finds and shares a great deal of important information to accomplish the task, adding complementary details	5
Roles and responsibilities	Plays no role and assumes no or few of the responsibilities assigned to him or her	Plays a limited role and assumes some of the responsibilities assigned to him or her	Plays his or her role well and assumes most of the responsibilities assigned to him or her	Plays his or her role to perfection and assumes all responsibilities assigned to him or her	5
Cooperation	Rarely takes part in group discussions, shares very few ideas and does not respect others' opinions	Occasionally takes part in group discussions, shares some ideas and respects others' opinions to a limited degree	Takes an active part in group discussions, shares ideas most of the time, and respects others' opinions	Takes the initiative in group discussions, shares ideas and encourages others to do the same, respects others' opinion	5
Time management and focus on task	Wastes his or her time and focuses very little on the task	Does not make good use of time and is often distracted from the task	Manages time well and generally focuses on the task	Manages time very efficiently and focuses on the task	5
Total score: 20					

Let's count the points and see who has won the battle. Congratulations!

LESSON "School rules"

Learning outcomes

- to improve listening skills;
- to practise speech skills;
- to foster a respectful attitude towards the school and its rules and norms of behaviour.

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