

УЧИМСЯ МЫСЛИТЬ И ДЕЙСТВОВАТЬ

И.В. Зубрилина

АНГЛИЙСКИЙ ЯЗЫК

5–9 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 издании представлено большинство тем, изучаемых в 5–9 классах.

Для учащихся 5–9 классов.

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ВВЕДЕНИЕ

Настоящее пособие включает комплекс дидактических и диагностических материалов, разработанных для формирования личностных и метапредметных компетенций учащихся II 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 сферами 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. Раздел «Диагностические материалы» предназначен для осуществления контрольно-оценочной деятельности обучающихся.

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.

ДИДАКТИЧЕСКИЕ МАТЕРИАЛЫ

FORM 5

LESSON "Summer camp"

Learning outcomes

- to improve reading skills;
- to practise speech skills;
- to foster a culture of recreation, a positive attitude towards various ways of spending vacations, a healthy lifestyle.

Before reading activities

Summer camp is a perfect way for children of every age to learn, stay active, and have fun. Have you ever been to a camp? Did you go to the camp last summer? Are you going to the camp this summer?

While reading activities

1. Fill in the gaps with the prepositions ON, WITH, IN, NEAR, TO, BY, AT.

- a) to live ___ tents ___ a forest and a small river;
- b) to get up early ___ the morning;
- c) to do morning exercises ___ the playground;
- d) to wash hands ___ the river;
- e) to go ___ the river to swim;
- f) to dance ___ the camp-fire;
- g) to be very interesting ___ the camp.

2. Read about a summer camp, find these expressions in the text and check your variants.

Next summer Boris and Lena will go to a summer camp. They will live in tents or in houses near a forest and a small river. The children will get up early in the morning, do their morning exercises in the playground and

wash themselves in the river. The children will have their duties in the camp. Some kids will help to prepare breakfast, dinner and supper. Others will bring water, milk or vegetables from the collective farm. The boys and girls will make their beds and clean their tents.

Not far from the camp, there is a farm. There is a good garden there with fruit-trees and the children will help to pick fruit in the garden.

In the morning and in the afternoon the children will go to the river to swim. Some boys and girls can swim very well. The others will learn to swim. The children will go for many walks in the forest. In the evening sometimes they will make a camp-fire. The children will dance, play games and sing songs by the camp-fire. It will be very interesting at the camp.

After reading activities

Before going to the camp we have to prepare all food and things for 3 days and 2 nights at camp. Let's enjoy planning the camp together.

1. Work in pairs, make a list of things (food, drinks, clothes and so on) you are going to take.

2. Interview your friends about their plans. Ask them what they want to do at the camp and what they plan to cook. Use phrases from exercise 2.

3. Make up a dialogue about your camping according to the plan.

Ask your friend about: the place / the weather / activities / the people you've met / interesting places.

LINGUISTIC TOURNAMENT "How to spend summer holidays"

Learning outcomes

- to improve reading and writing skills;
- to practise speech skills;
- to develop healthy eating habits.

Warming-up

1. Where do you usually spend your holidays?
2. Do you like to pick mushrooms?
3. Do you like to swim in the river or in the sea?
4. Do you like to play with sand?
5. Do you like to lie in the sun?
6. Do you like to go fishing?

Most children usually spend summer holidays either at a camp or at the seaside with their parents. Who would like to go to the sea? Please, raise your hands. You are members of team 1. Who would like to go to the camp? Please, raise your hands. You are members of team 2.

Tour 1. Teams presentation

It is time to present your teams. You have 2 minutes. You can get 5 points. Think about the emblem of your team. Take pencils and felt-pens and draw it.

Tour 2. Packing

What do you take for a camping holiday and beach holiday? Write these words in the correct group (Table 1). Some words can go in both groups! You have 3 minutes to do this task.

A tent, a beach ball, a reading book, binoculars, sun cream, a sleeping bag, a bucket and a spade, sunglasses, a swimming costume, a camera, walking boots, a beach towel.

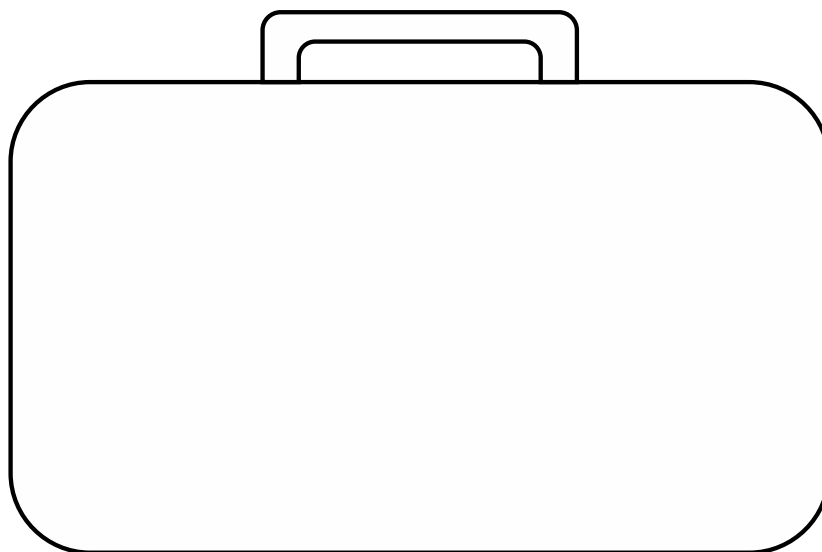
Table 1. Packing

Camping	Seaside

Tour 3. Write and draw!

What do you usually go on holidays / to the camp? Draw items in the suitcase (Picture 1). Take a hike and write why you need them.

I need a swimming costume to go swimming _____



Picture 1. A suitcase

Tour 4. A story about my summer

Read the text, make a plan of it with the list of key words and retell it in a “snowball way”. You have 15 minutes.

Summer at the beach

As usually my last summer holidays started at the end of May. My parents and I went to the seaside. I looked forward to this journey. We got there by train. The compartment was very nice.

We had a good time reading books and magazines, listening to music and looking through the window. The countryside was fantastic. At the seaside, we stayed in a hotel. The room was very comfortable. The hotel was five minutes’ walk from the beach. Every morning we went to the beach when there wasn’t a storm. I swam a lot. I made new friends there. We often played volleyball on the beach and bathed together. My mum lied in the sun. She is fond of it.

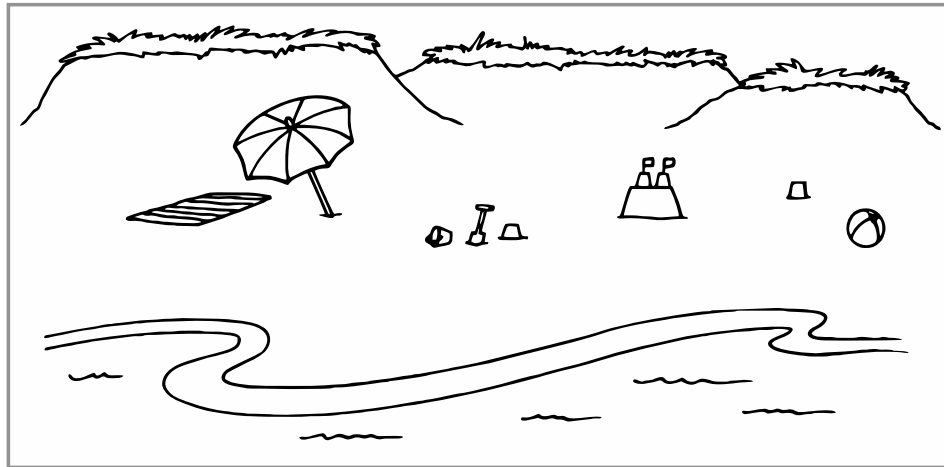
My father often joined us when we played with a ball in the sea. It was fantastic. I dream of going there again. And this year we are going to spend at least a week at the seaside. We shall go to the English seaside and watch the holiday-makers who are enjoying their rest there. We shall see a lot of people in the bathing suits. They lie in the sun or swim. Some of them usually look rather sunburnt. People like swimming because a swim an hour a day will do a lot of good. If you bathe every day you’ll be very healthy and strong.

Children usually enjoy their holidays at the seaside. They play on the beach, make castles and channels in the sand. Young people sail and we can see some yachts far away.

Holidays at the seaside are useful and wonderful. When you are tired of the city life, go down to the sea for a week or a fortnight. Take your car with you if you've got one, choose a good hotel and you are sure to spend an enjoyable time.

Tour 5. Colour and tell

1. Read the sentences and colour the pictures (Picture 2, Picture 3) following the instructions.



Picture 2. At the beach

Colour the grass green.
Colour the sandcastles yellow.
Colour the towel blue and orange.
Colour the flags pink and purple.
Colour the umbrella red and black.

Colour the ball red and white.
Colour the bucket grey.
Colour the sand yellow.
Colour the spade brown.
Colour the sea blue.



Picture 3. At the picnic

Colour the tent red and orange.
 Colour the rucksack green.
 Colour the girl's hair black.
 Colour the girl's top yellow.
 Colour the boy's hair brown.

Colour the boy's top purple.
 Colour the boy's trousers black.
 Colour the boy's socks pink.
 Colour the saucepan grey.
 Colour the cooker blue.

2. Look at the pictures, tell about your holidays, answering these questions.

1. Where did you spend your last summer holidays?
2. Did you go to the seaside or to the country?
3. What interesting places did you visit?
4. How did you get there?
5. Where did you stay?
6. What did you do? How did you spend free time?
7. Did you make any new friends?
8. Are you looking forward to your next summer holidays?

Our competition is over. It is interesting to know who the winner is. Let's count the points you get. Our congratulations to the winner! Thank you very much for your work.

LESSON "Be healthy"

Learning outcomes

- to improve reading and writing skills;
- to practise speech skills;
- to develop healthy eating habits.

Before reading activities

1. Discuss the questions with your classmates:

What food do you like? Why? Is it tasty? Is it healthy?

2. Split the words into two groups.

Candies, meat, fish, chocolates, soup, milk, eggs, pizza, chicken, jam, cakes, bread, carrots, tomatoes, apples, cookies, ice cream.

Healthy food	Unhealthy food

While reading activities

3. Read and answer: Do the kids eat healthy food? Why do you think so?

1. Fred is an 11-year-old boy. His favourite food is hot dogs. He loves them. His sister makes the best hot dogs. She bakes tasty buns and boils chain sausages. She puts the sausage inside and serves in with ketchup. But Fred likes to eat hot dogs with mustard. They are spicy and a little bit hot.

2. Nelly is fond of cooking. She can cook salads, soup, meat and fish. Her favourite dish is meat pies. She rolls out the pastry and cuts it into squares and then puts some minced meat in the middle and rolls it up. She bakes them for 30 minutes and then eats them with tea or coffee. They are very soft, juicy and so tasty.

3. Paul eats any food that his Mum cooks. But his favourite food is pizza. He prefers Italian pizza. He likes cheese pizza with olives and mushrooms on it. Paul usually has pizza for dinner. He thinks that pizza is very tasty!

4. Complete the table.

	Favourite food	Ingredients
Fred		
Nelly		
Paul		

After reading activities

5. Answer the questions.

1. What dishes do the kids prefer?
2. Are these dishes healthy?
3. What healthy ingredients do they need to cook their favourite dishes?
4. Can they cook their favourite dishes?
5. What is your favourite dish?
6. What ingredients do you need to cook it?
7. Can you cook your favourite dish?
8. Is it healthy food?

CONTENTS

ВВЕДЕНИЕ	3
ДИДАКТИЧЕСКИЕ МАТЕРИАЛЫ	4
FORM 5	4
Lesson “Summer camp”	4
Linguistic tournament “How to spend summer holidays”	5
Lesson “Be healthy”	9
Linguistic game “Healthy means wealthy”	11
Lesson “Keeping pets”	14
Musical “Once in a village”	15
Lesson “Traveller’s adventures”	18
Linguistic game “The jungles are calling”	19
Lesson “In the city”	21
Linguistic game “We study traffic rules”	25
FORM 6	28
Lesson “The world of hobbies”	28
Inter class poster making competition “My hobby”	29
Lesson “School rules”	30
Mini-project “School rules signs”	32
Lesson “Myths and legends. Travelling back in time”	33
Historical research “My roots”	34
Lesson “A hand of help”	34
Research project “It is time to act”	36
Lesson “Books and films”	37
Cinema saloon “Walt Disney’s characters”	39
FORM 7	42
Lesson “People are different”	42
Psychological training “What kind of person are you?”	45
Lesson “Travelling around the world. Safety rules”	47
Foresight session “When in Rome do as the Romans do”	49
Lesson “Man and the world of animals”	53

Foresight session “Wild for life!”	55
Lesson “Town and village”	57
Virtual excursion “Life in the British countryside”	58
Lesson “Famous athletes”	60
Sport marathon	61
FORM 8	64
Lesson “Symbols of Belarus”	64
Virtual excursion “My fair land”	65
Lesson “Our local food shop”	66
Webquest “Foreign specialties”	67
Lesson “Children and pocket money”	68
Round table “Pocket money: for and against”	70
Lesson “How to make hard choice”	74
Discussion “Choices and consequences?”	75
Lesson “Soap operas: a hobby or a waste of time?”	76
Literature contest “Welcome to Harry Potter’s world”	78
FORM 9	81
Lesson “Family reunions”	81
Opinion race “Let’s build a bridge”	83
Lesson “What is a friend?”	84
Team matrix “Friendship recipe”	86
Lesson “Leisure and entertainment”	87
School festival “Music box”	89
Lesson “Healthy eating”	91
Brain ring “How to be healthy”	93
Lesson “Are you addicted to the Internet?”	95
Webquest “Technological slavery”	98
FORM 9	100
Final test	100
Friends and friendship	100
ДИАГНОСТИЧЕСКИЕ МАТЕРИАЛЫ	101
FORM 5	101
Summer camp	101
Healthy habits	102
In the village. Keeping pets	104
Travelling	106
In the city	108
How to behave in the streets of a city	109
FORM 6	110
The world of hobbies	110
School life	111

Back to the past	112
Books and films	114
Animals around us	116
FORM 7	118
Appearance	118
Town or village	119
Famous athletes	121
What do all animals need to survive?	122
Travelling	125
FORM 8	127
Cinema	127
Money	128
Symbols of Britain and Belarus	129
National cuisine	130
Making choice. Avoiding conflicts	132
FORM 9	135
Family relationships	135
Real friend	136
Entertainment	137
Healthy eating	139

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Учимся мыслить и действовать

Зубрилина Инесса Владимировна

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