

Отбор и анализ современных УМК для профильного обучения иностранному языку

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Основные задачи профильно-ориентированного обучения:

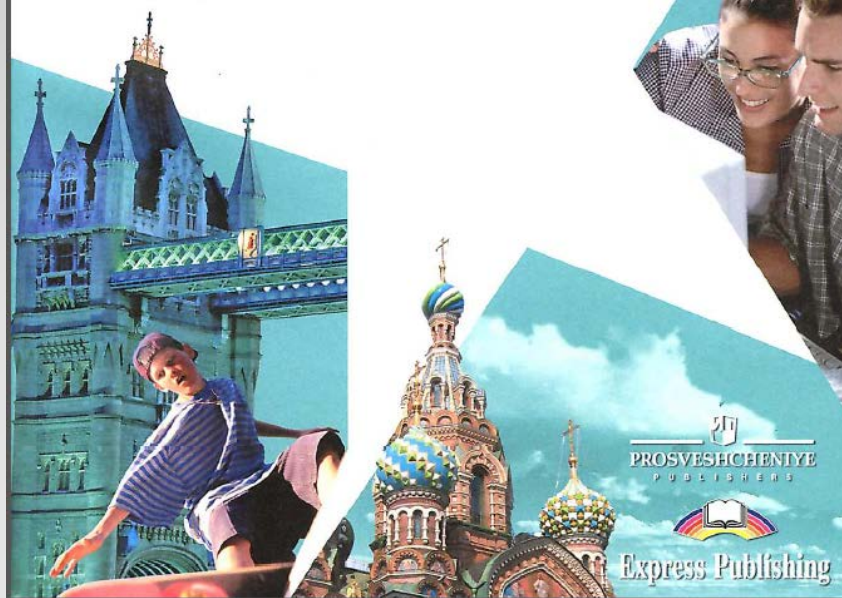
- Дать глубокие знания именно в той области, где ученики предполагают реализовать себя по окончании школы
- Выработать навыки самостоятельной познавательной активности
- Сориентировать в круге проблем, связанных с той или иной сферой деятельности
- Развить мотивацию к научно-исследовательской деятельности
- Развить мышление, позволяющее не пассивно потреблять информацию, а критически и творчески перерабатывать ее; иметь своё мнение и уметь отстаивать его в любой ситуации
- Более эффективно подготовить выпускников школы к освоению программ высшего профессионального образования

Критерии для подбора УМК

- соблюдение единства профильно-ориентированной и речевой деятельности обучающихся;
- функциональный подход к обучению профильно-ориентированному иноязычному общению;
- системность в процессе формирования образовательной компетенции старшеклассников;
- соблюдение единства учебной, профильно-ориентированной и игровой деятельности;
- стилистическая обусловленность отбора языковых средств для наиболее типичных профильно-ориентировано ситуаций общения;
- ситуативно-тематическая организация речевой деятельности в рамках профильно-ориентированного курса обучения иностранному языку.

Starlight 10

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УМК разработан на основе коммуникативного подхода

Module 1 Units 1-13



I can see a train station where people with bags and suitcases are either waiting to board or have just got off the trains. Pic. 2 is from unit 1. The unit is about travelling via the Channel Tunnel.



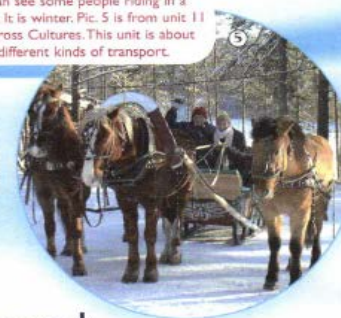
I can see a lot of people running in a race. It could be a marathon. Pic. 1 is from unit 3. The unit is about different kinds of sports.



I can see Superman from the film Superman Returns. Pic. 3 is from unit 6. The unit is about various types of entertainment.



I can see some people on motorbikes getting ready to race. Pic. 4 is from unit 8. It is about free-time activities and sports.



I can see some people riding in a sleigh. It is winter. Pic. 5 is from unit 11 - Across Cultures. This unit is about different kinds of transport.

Sports & Entertainment

► Look at Module 1

- Describe the pictures.
- Which units are the pictures from? What is each unit about?

► Find the page numbers for

- a proverb
- an article about a stadium
- a famous magician
- a clown
- beginnings & endings of letters/emails

10
13
9, 17
19
23

► Listen, read and talk about ...

- sporting activities
- sporting events
- journeys & means of transport
- entertainment

► Learn how to ...

- express interest/likes and dislikes/preferences/opinion/attitude
- describe pictures
- contrast ideas
- speculate

- describe objects and places
- give personal information

► Practise ...

- present and past tenses
- relative clauses
- comparatives/superlatives
- phrasal verbs: *take, make, set, put, see*

► Write/Make ...

- an email about a travel experience
- a paragraph about the means of transport you prefer
- a film review
- a presentation on unusual means of transport
- a short article about how to save energy at home
- a letter/email of complaint

Across Cultures: Transport

Literature: Journey to the Centre of the Earth

Green Issues: Our Energy Resources

При разработке УМК были учтены возрастные особенности обучаемых, их интересы, чему способствует использование аутентичного материала (тексты и диалоги информативного и страноведческого характера, фотографии и рисунки).

THE LONDON MARATHON



*Michael Scott talks about his success story of going from being a **sickly** teenager to a London Marathon competitor.*

Growing up with a **heart defect** was difficult. While other kids my age were going to football practice and on beach holidays with their families, I was in and out of hospital. My only involvement in a sporting competition was watching it on the television.

One of my favourite events to watch was the London Marathon. When I was just 14, a man from London, named Chris Brasher, organised the first London Marathon. It was 29 March 1981 and 7,747 people **were involved** in the race. Over the years, I watched the event **[1 D]**. Now, there are 46,500 participants each year from all corners of the world and of all levels of ability. Many people say the marathon is the **ultimate physical challenge**. Athletes have to train physically and **mentally** for each marathon and be prepared for many challenges.

I always found it surprising to see how many well-trained athletes did not complete the course each year. Out of the over 46,000 starters, on average, only 33,000 actually crossed the finishing line. Some **dropped out** because of injury or illness, but most just 'hit the wall', an infamous experience suffered when their bodies simply **ran out of** fuel. For many runners, by the time they reached the 30 to 35 km point in the race, they just couldn't go any further. Their muscles would **cramp** and their heart and lungs could not **obtain** enough oxygen.

Each year, I tried to imagine what it would be like to **line up** before all the crowds and run the 42.2 km route **[2 F]**. The race started in Greenwich Park, then competitors would race along the River Thames, towards Big Ben, eventually ending in front of Buckingham Palace.

I decided to talk to my heart specialist and find out if there was any chance that I could train my body to **handle** running 42.2 kms. At first, he thought I was joking, **[3 A]**. I began walking for a few minutes at a time, increasing my intensity until I was able to walk for 10 minutes a session. At the same time, I started lifting weights to **build** muscle strength.

Over the course of a year, I **progressed** from just walking to running. Running became a daily thing for me and I was building more strength and confidence with every step. My doctor was **thrilled** with my progress and allowed me to continue forward.

Finally, at the age of 19, the time came to apply for the London Marathon. I knew that only a certain number of people would be allowed to **enter** the race and as much as I wanted to do this, I knew that my chances were slim. The London Marathon is the most challenging marathon in the world. I couldn't believe how far I had come and that finally my dream would come true.

My doctor and I worked together to **set out** a training schedule **[4 B]**. Physically, I was fit and my heart appeared to be in good condition. The biggest problem would be dehydration, as it would be with all of the competitors. On average most of the runners take four to five hours to complete the race and water is **essential** to all of the competitors. The year before, 710,000 bottles of water had been **consumed** during the race!

Soon enough it was race day. My family, as well as various friends, were all gathered to watch and support me. It was the most difficult and the most exciting and rewarding experience of my life. I finished the race in less than six hours, **[5 G]**.

Today, I am still running. I have not competed in the London Marathon again **[6 E]**. I enjoy taking part in the atmosphere and sharing my success story with the other athletes. I learned that as long as I try my best and have faith in myself I can do almost anything.

- A but soon he realised how important this was to me
- B that would allow me to safely complete the entire 42.2 kms
- C but later that year he would regret his decision
- D which has grown into the biggest of its kind in the world
- E but I do **volunteer** each year to assist the athletes in any way I can throughout the race
- F which runs along roads, up hills and around some of the most famous sights in London
- G which was amazing since just a few years before I was **barely** able to run across the garden

4 Explain the words in bold. Then, in pairs, ask and answer questions based on the text.

(See Answer Section)

Listening & Speaking

5 Listen as you read the text again. Which of the following qualities best describe Michael? Discuss it in pairs, giving reasons.

(See Answer Section)

- determined • passionate • persistent • tolerant
- courageous • stubborn

e.g. Michael is very passionate because he cared so much about the marathon.

6 What would you do if you were Michael? Tell your partner.

(See Answer Section)

- 1 What do you know about Jules Verne? What kind of books did he write? Read the biography and check. (Ss' own answers)



Jules Verne

(1828 – 1905) was a French author who is famous for his science-fiction novels. He wrote exciting adventure stories about space, air and underwater travel. His works include *From the Earth to the Moon* (1865), *20,000 Leagues under the Sea* (1870) and *Around the World in Eighty Days* (1872). His most famous novel, *Journey to the Centre of the Earth* (1864), is about a professor and his nephew, Harry, who find directions for getting to the centre of the Earth. Their journey takes them on many exciting adventures with everything from volcanoes and water caverns to sea monsters and cavemen.

- 2 Look at the picture and read the first sentence of each paragraph. What do you think happens in the extract? Read through and check. (Ss' own answers)
- 3 **RNE** Read the text again and choose the correct parts of sentences (A-G) to complete gaps 1-6. There is one extra part of a sentence you do not need to use.

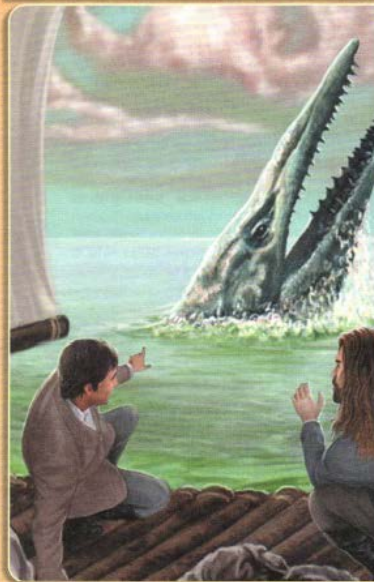
- 4 Match the highlighted words with the meanings below. (See Answer Section)

• tired • immediately • big, huge • float
• fright • friends • again

- 5 a) Use a dictionary to explain the words in bold. (See Answer Section)

b) Explain the underlined phrases in your own words. Are there similar phrases in your language? (See Answer Section)

Journey to the Centre of the Earth



- 6 Fill in the gaps with words from the list.

• gigantic • strange • deadly • light • jaws
• lost • wide-stretched • fiercely

- | | |
|-------------------|------------------------|
| 1 stared fiercely | 5 wide-stretched mouth |
| 2 hideous jaws | 6 strange noise |
| 3 brilliant light | 7 lost consciousness |
| 4 gigantic eyes | 8 deadly danger |

- 1 Look at the picture. Why do you think Herman Melville chose to write about a sea adventure? Read the biography to find out. (See Answer Section)

Herman Melville



(1819–1891) was an American writer who wrote novels, short stories and poetry. In 1839, he went sailing for a year and a half around South America and afterwards joined the Navy. His first two books, *Typee* (1846) and *Moo* (1847), were about his travel adventures. His most famous book, *Moby Dick* (1851), is about a white whale that destroys a ship and bites off a man's leg. The man, Captain Ahab, is now setting sail with his crew to find the whale and get revenge.

- 2 Close your eyes and listen to the sounds. What do you see and feel? What do you think the extract is about? (Ss' own answers)
- 3 **RNE** Read the text and choose the correct parts of the sentences (A-G) to complete gaps 1-6. There is one extra part of a sentence you do not need to use. Then translate the last paragraph into Russian.

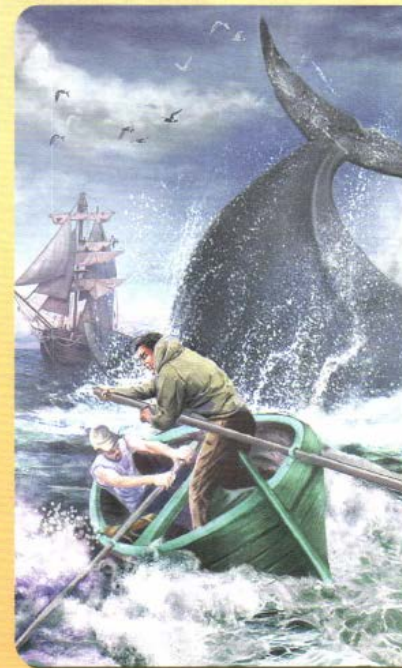
- 4 Listen as you read the extract again. Mark the sentences 1-5, T (true) or F (false). Correct the false sentences. (See Answer Section)

- The sailors didn't want to see the whale. F
- Ahab thought that someone might have seen the whale before him. F
- Mr. Starbuck was told to guard the ship. T
- The men followed the whale in the ship. F
- Someone had already tried to attack the whale. T

- 5 Use a dictionary to explain the words in bold.

(See Answer Section)

Moby Dick

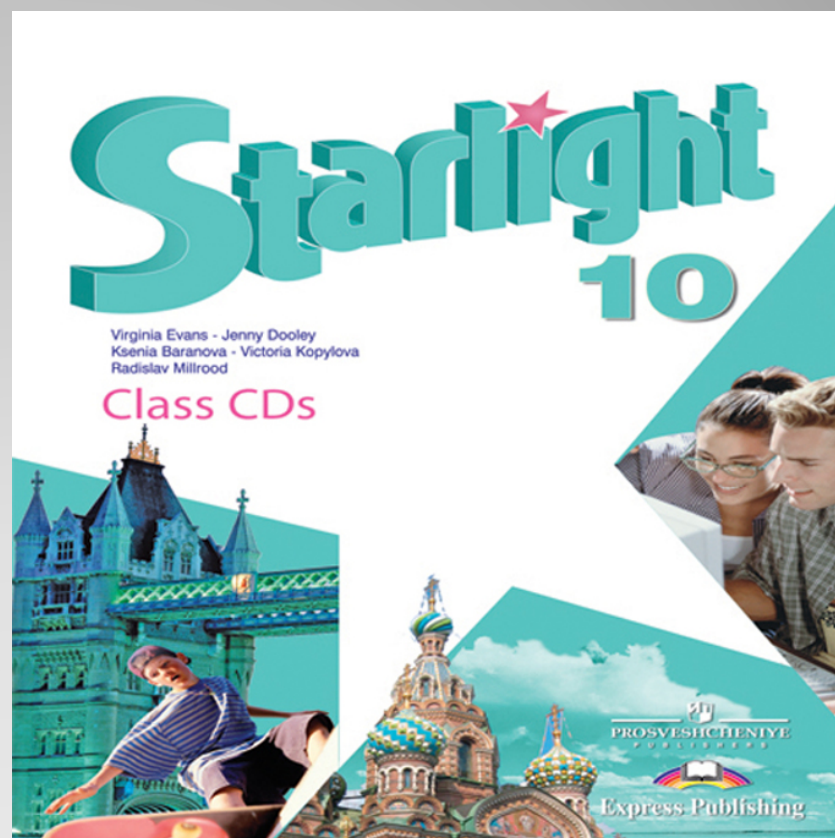


- 6 Match the highlighted words in the text to their definitions below. (See Answer Section)

• large pieces of cloth that catch the wind
• sparkle, shine
• people who watch for events at sea
• tall pole in the middle of a ship
• moment
• large and wide

Диалоги, записанные носителями языка на CD

являются хорошими
моделями для
использования
естественного английского
языка в реальных ситуациях
общения



Для создания условий для формирования социокультурной компетенции учащихся авторы используют **аутентичные наглядные материалы** (фотографии, картинки, рекламные материалов)

Prostar adverts had boasted proudly about the engineering **feat** that was the 'Chunnel', **convenience** it offered to those travelling between England and the Continent. They had proudly of the "lack of rough seas" and to me, a person who gets seasick very easily, this was a selling point. When all is said and done, however, I must admit that there were moments quite nervous about travelling 50 metres below the bottom of the English Channel.

the tunnel itself, there really wasn't much to grab my attention – or other artwork – so I busied myself studying the of our carriage. Some calmly read novels or papers; others quietly looked through business notes. I quickly realised, however, that most passengers were like my family in that they were excited and very happy to be enjoying such a new experience.

Underwater journey ended as quickly as it began. All of a sudden, we left the darkness of the tunnel behind and **nosed out** into the light of a bright French morning. The tracks being travelled quickly **accelerated** to 300 kph, the speed of a Boeing 747 at takeoff. We arrived in the city centre a mere 180 minutes after leaving London. That journey, and indeed the whole experience spent on the exchange programme, have given me a **yearning** for new experiences, and many memories that we will cherish forever.



Everyday English

- Repeating/Confirming

7 Read the newspaper headlines, then use the table to discuss them.

(See Answer Section)

TOURISM DESTROYING HIMALAYAS

MALAYSIA TO CLONE THREATENED TURTLES

GLACIAL LAKE VANISHES IN SOUTHERN CHILE

900 MONKEYS SEIZED FROM POACHERS

DEAD SEABIRDS ALARM SCIENTISTS



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What
requi

Notes:

Грамматический и лексический материал в уроках УМК представлен в соответствии с необходимостью решения коммуникативной задачи

7 You are at a party. In pairs, use the table and the pictures to act out exchanges, as in the example. (See Answer Section)

Offering food/drink	
• Can I offer you some/a ... ?	• Would you like ... ? • How about ... ?
Refusing	
• No thanks. I've just had one./I've had enough./I'm full./I'm OK for the moment. • Not for me, thanks. I don't really like spicy/salty/ etc food.	



e.g. A: Would you like a piece of cheesecake?
B: No, thanks. I'm full.

В УМК продумана система контроля и оценки знаний, умений и навыков учащихся

Progress Check 2

1 Fill in: varied, make, calorie, do, old, wholemeal, concern, disorder, attention, products, ripened, second, consider, confirm, additives.

- 1 He asked me to **consider** his offer.
- 2 "Can you **do** me a favour?" he asked me.
- 3 I called to **confirm** the reservation.
- 4 People on a diet should watch their **calorie** intake.
- 5 Read the labels on food carefully, to check for hidden **additives**.
- 6 **Wholemeal** bread is better for you than white.
- 7 Many people who eat a Mediterranean diet live to an **old** age.
- 8 Anorexia nervosa is an eating **disorder**.
- 9 Cheese, milk and yoghurt are all dairy **products**.
- 10 Being slim is a great **concern** to Jane.
- 11 We eat a **varied** diet with plenty of vegetables.
- 12 People with anorexia nervosa require medical **attention**.
- 13 "Did you **make** your bed this morning?" she asked.
- 14 Lots of fruit are artificially **ripened** in greenhouses.
- 15 The cake was great. I asked for a **second** helping.

(Points: $\frac{\quad}{15 \times 2 \quad 30}$)

2 Put the verbs into the correct tense.

- 1 A: You should **have called** (**call**) me last night. I waited for an hour.
B: I'm so sorry. You're right. I ought **to have called** (**call**).
- 2 A: He can't **have been** (**be**) at work yesterday.
B: You're right. We would **have seen** (**see**) him.
- 3 A: You don't need **to do** (**do**) the washing-up. I have already done it.
B: Thanks. You shouldn't **have done** (**do**) it.
- 4 A: I'm not allowed **to eat** (**eat**) foods rich in fat.
B: You ought **not to have** (**not/have**) that cake then.
- 5 A: I was supposed **to cook** (**cook**) dinner tonight, but I was tired, so we had sandwiches.
B: You should **have ordered** (**order**) a takeaway.

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)

3 Change into reported speech using: deny, suggest, apologise, invite, beg. (See Answer Section)

- 1 "Would you like to come out to dinner?"
- 2 "I didn't eat the last piece of cake!"
- 3 "Please, please help me with my homework!"
- 4 "I'm really sorry I broke the plate."
- 5 "Why don't we go to a restaurant?"

(Points: $\frac{\quad}{5 \times 2 \quad 10}$)

4 Fill in the correct particle.

- 1 Education alone is not enough to bring **about** changes in people's diets.
- 2 It took him quite some time to get **over** the shock of the accident.
- 3 After she fainted, it took the medic some time to bring her **round**.
- 4 I picked **up** a nasty virus while on holiday.
- 5 Long dark winter nights really get me **down**.

(Points: $\frac{\quad}{5 \times 2 \quad 10}$)

5 Complete gaps 1-5 with the correct derivative of each word in capitals.

- 1 You should increase your **daily** intake of fruit. **DAY**
- 2 I have **completely** removed junk food from my diet. **COMPLETE**
- 3 **Developed** countries have good standards of health care. **DEVELOP**
- 4 Some people believe that wearing fur is **immoral**. **MORAL**
- 5 The amount of charity work he does is **admirable**. **ADMIRE**

(Points: $\frac{\quad}{5 \times 2 \quad 10}$)

6 Complete the second sentence using the word in bold. Use two to five words.

- 1 I bought some milk because we may run out of it later.
case I bought some milk **in case** we run out later.
- 2 Although it had good reviews, I was disappointed with the new restaurant.
despite I was disappointed with the new restaurant **despite the good** reviews.
- 3 Greek and Turkish cooking are alike in a number of ways.
similar Greek cooking is very **similar to Turkish** cooking.
- 4 He's in charge of ten employees.
responsible He's **responsible for ten** employees.
- 5 I've been in search of a good Indian restaurant for ages.
looking I've been **looking for a good** Indian restaurant for ages.

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)

(My score: $\frac{\quad}{100}$)

Now I can ...

- summarise a text
- talk about healthy eating, eating disorders, accidents & emergencies
- ask for and give advice; agree/disagree
- make suggestions & reach a decision
- write letters/emails

... in English

Основные принципы разработки программ для профильно-ориентированного обучения ИЯ

- Наличие интересных текстов и коммуникативных упражнений, возможность использования личного опыта в изучении профильных предметов. Соответствие содержания возрастным, интеллектуальным возможностям учащихся и их уровню владения АЯ.
- Хорошее структурирование материалов
- Учебные материалы представляют собой образцы аутентичного, корректного языкового и речевого материала.

Критерии для анализа и оценивания эффективности учебных материалов :

- соответствие целям и задачам профильно-ориентированного курса;
- соответствие уровню обученности, возрастным и индивидуальным особенностям учащихся;
- аутентичность;
- обеспечение интегрированного обучения всем видам речевой деятельности, развитие всех коммуникативных и интеллектуальных умений;
- соблюдение принципов научности, связи с жизнью, логичности и последовательности;
- новизна и интерес для учащихся;
- разработанность системы упражнений, их разнообразие, качество и технологичность.

Возможная модель программы для обучения ИЯ в профильных школах:

- 1) Банк текстов/ аутентичных материалов
- 2) языковой и речевой материал для усвоения
- 3) банк заданий и упражнений для классной самостоятельной работы к предлагаемым текстам
- 4) банк заданий для контроля и самоконтроля, тесты

Банк текстов/ аутентичных материалов

**Языковой и речевой материал
для усвоения**

**Банк заданий и упражнений для
классной самостоятельной
работы к предлагаемым текстам**

Банк заданий для контроля и самоконтроля, тесты

Рабочая программа решает следующие задачи:

- определение круга тем;
- определение необходимого объема лексического и грамматического материала;
- разработка необходимых учебных материалов.

Индивидуализация и дифференциация обучения с учетом способностей, уровня обученности, склонностей и выбранного профиля обеспечивается при использовании

- телевидения
- видеотехники
- компьютера
- Интернет
- обучающих программ
- компьютерных тестирований
- каталогов и заказа книг через Интернет
- материалов Интернет для подготовки к занятиям
- электронные библиотеки
- электронные энциклопедии