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28.02.2023 15:00, в соответствии с планом работы РМО учителей иностранного языка на базе МБОУ "Кировская гимназия"
совещание по теме "Методические аспекты формирования функциональной грамотности".

В рамках обмена опытом, темы:

1. Формирование ФК через уроки ИЯ и внеурочную деятельность.
2. Стратегии подготовки обучающихся к ОГЭ, ЕГЭ и ВПР 2023 года.

Материалы:

- авторские лексико-грамматические упражнения
- миксы с любимыми заданиями из УМК Forward, ред. проф. Вербицкой М.В., Pearson Education Limited

"Not just raising children but bringing them up. Doing magic requires love."

IE

Soft skills :

1. Умение решать комплексные задачи.
2. Критическое мышление.
3. Творческое мышление.
4. Умение управлять людьми.
5. Умение работать в команде.
6. Способность распознавать свои и чужие эмоции, управлять ими.
7. Умение формировать суждения и принимать решения.
8. Клиентоориентированность.
9. Ведение переговоров.
10. Переключение с одной задачи на другую.

УДУ : Формирование совокупности «универсальных учебных действий», обеспечивающих «умение учиться», способность личности к саморазвитию и самосовершенствованию путем сознательного и активного присвоения нового социального опыта, а не только освоение учащимися конкретных предметных знаний и навыков в рамках отдельных дисциплин; ЗУН как производные от соответствующих видов целенаправленных действий, формируются, применяются и сохраняются в тесной связи с активными действиями самих учащихся

Структура урока комплексного применения знаний и умений

- 1) Организационный этап. Проверка домашнего задания.
- 2) Воспроизведение и коррекция опорных знаний учащихся (прилагательные). Актуализация знаний.
- 3) Постановка цели и задач урока. Мотивация учебной деятельности учащихся.
- 4) Первичное закрепление
 - в знакомой ситуации (типовые)
 - в изменённой ситуации (конструктивные)
- 5) Творческое применение и добывание знаний в новой ситуации (проблемные задания)
- 6) Информация о домашнем задании, инструктаж по его выполнению (добавление проблемы в задание).
- 7) Рефлексия (подведение итогов занятия).

План урока

- 1) Hello, What date is it today, day, who is absent? what was your hometask for today?, the plan&hometask are on the board+the worksheets

Plan: StB 16-12, 16-13, 16-14 (!old-elder/older),

SOS: (+AB 11 adjectives, 26 Identity card _animal /27G _countries, 36 need (water,light,forest,warmth,food), 44-B Which is bigger?)
the worksheet made by me

Hometask: AB 44-B,46-E (give a short answer about yourself+compare you and me (some false info about me to use))

- 2) StB4 16-12 (a funny worm - adjectives)+the worksheet tasks 1-3 (matching E-R - adjectives(colour/size/personal traits)+body parts)+speaking(describing a hero to get ready to compare heroes according to the plan given)+ the worksheet task 4 (grammar rule as an example how to compare heroes(adj-comparative(with presenting)-superlative(with no presenting)))

- 3) Fairytale heroes (presentation and discussion-the odd one out, complete the word with the missing letter, circle the right one/cross the wrong one):

Winnie-the-Pooh&Piglet(big,fat),

Rabbit&Wolf (big,long,good+ears,tail,teeth),

Karlson&Malysh (big,fat,tall,young,good)....

Cinderella&her Stepmother and stepsisters&Rapunzel (tall,good,big+!OLD_ELDER+OLDER+feet,long+hair+*the longest hair*) +Baba Yaga

- 4) +the worksheet task 5 (fill in the gaps using the grammar rule given+extra part with superlatives for the best students to explore not to feel boring)

- 5) Look around. Who has got the longest hair? Who is the fattest? Who is your favourite fairytale hero?

Who is the best hero for you? Why? Summarising: Who is your hero? (Heroes - family, stars, ...guardians)

- 6) Hometask: AB 44-B,46-E (give a short answer about yourself+compare you and me(some false info about me to use))

- 7) Giving marks and feedback.

Технологическая карта урока

Класс: 4, УМК Forward 4, Student's book Part 2, Activity Book

Тип урока: урок повторения и систематизации знаний.

Тема: Прилагательные. Сравнение. Сравнительная степень прилагательных.

Дополнительная тема: Превосходная степень прилагательных.

Тема урока: Герои сказок. Лучшие. Герои.

Место урока в системе уроков: Unit 11

Цели урока:

- формирование лексико-грамматических навыков по теме; навыка поиска смежных тем.
- учить строить новые высказывания с употреблением известной лексики, анализ и поиск характеристик для описания и сравнения.
- развивать навыки монологической речи, ситуация описания со сравнением героев сказок.

Задачи урока:

Развивающий аспект: развивать мышление, память, речь и внимание; soft skills

Воспитательный: воспитание культуры общения на иностранном языке в устной речи, проведение межязыковой межкультурной аналогии;

Учебный аспект:

- совершенствование лексических навыков говорения в виде монологической и диалогической речи;
- развивать навыки ознакомительного и поискового чтения и аудирования.

Формы работы: фронтальная, групповая, парная, индивидуальная.

Наглядность: раздаточный материал (авторские лексико-грамматические упражнения с презентацией картинок для описания внешности).

Необходимое оборудование: компьютер, медиапроектор (при отсутствии - доска, мел + раздаточный материал)

№	Этап урока	вре мя	содержание	Методы и приемы	Деятельность учителя	Деятельность ученика	УУД / ФГ- soft skills
1	Организационный Мотивация.	1	Приветствие. Беседа с классом.	Фронтальный опрос	Приветствует учеников, создает атмосферу иноязычного общения.	Приветствуют учителя, отвечают на вопросы, включаются в речевую деятельность	Регулятивные (определять цели и задачи урока; - участвовать в коллективном обсуждении) коммуникативные (построение устных высказываний, в соответствии с поставленной коммуникативной задачей; участвуют в совместном обсуждении, высказывая точку зрения, своё мнение, учитывая мнение других, учатся проявлять инициативу) общеучебные, мультиуниверсальные/подключ ение к миру

2	Мозговой штурм Работа с авторским раздаточным материалом	4	Проверка знаний предыдущего материала, выявление пробелов - работа по устранению, создание среды для достижения успеха Актуализация лексики. Отработка произношения вызвавших затруднение языковых единиц	Смешанная работа Фронтальный опрос с параллельной индивидуальной работой	Контролирует правильность ответов. Задает наводящие вопросы для реализации деятельностного подхода. Создает условия для достижения успеха каждым обучающимся на своем уровне/ работа группы на уровне в соответствии с программой обучения по предмету. Работа на всех уровнях - актуализация использования лексики в рамках грамматики + презентация возможного использования знакомых слов и конструкций - работа по развитию речи	Вспоминают лексику по описанию внешности (цвет,размер), названия частей тела, характеристики (особенности личности) для дальнейшей работы с ней на уроке. Анализ и оценка содержания, языковых особенностей и структуры текста	Общеучебные, коммуникативные, познавательные (анализируют информацию, сопоставляя новую информацию с ранее изученной, отбирают необходимую информацию) Регулятивные (обучающиеся учатся планировать свою деятельность в соответствии с целевой установкой) логические
3	Актуализация знаний, полученных на предыдущих занятиях. Целеполагание.	3	Введение в тему урока → формулировка темы учащимися.	Групповая работа	Создает эмоциональный настрой. Презентует героев сказки с параллельной актуализацией грамматического правила - сравнение степеней прилагательных+употребление их в предложениях по сравнению героев. Направляет учащихся на формулировку темы урока.	Анализируют(Нахождение информации, заданной в явном и неявном виде), высказывают предположения, формулируют тему.	регулятивные
4	Работа с авторским раздаточным материалом	5	Проверка знаний предыдущего материала, выявление пробелов - работа по устранению, создание среды для достижения успеха Дополнительно - выявление лучших, расширение проблемной задачи при необходимости	Фронтальный опрос с параллельной индивидуальной работой	Контролирует правильность ответов. Задает наводящие вопросы для реализации деятельностного подхода. Создает условия для достижения успеха каждым обучающимся на своем уровне/ работа группы на уровне в соответствии с программой обучения по предмету	вспомнить образование степеней сравнения прилагательных, образовать степени сравнения Прилагательных Применить верную степень сравнения в речи - отбирают Дополнительно - решение проблемной задачи - поиск и построение грамматической конструкции на основе правила самостоятельно по наглядности	Общеучебные регулятивные логические коммуникативные (обучающиеся взаимодействуют с учителем во время фронтальной беседы) Функциональная грамотность
5	Ознакомление новым материалом к работе	6	Работа по авторским раздаточным материалам - герои сказок (параллели с мировыми сказками) - мозговой штурм+дискуссия	Смешанная работа	Презентует новый материал (названия героев сказок на английском, план-опора при описании внешности животные-люди -сравнение внешности+сравнение частей тела+сравнение личностных качеств героев Накрутка по сложности	Письменная работа по авторским раздаточным материалам - герои сказок (параллели)	Общеучебные регулятивные логические коммуникативные познавательные (расширить свой кругозор, применив данную информацию и применить дополнительную информацию) мультиинтерактивные/подключение к миру Функциональная грамотность
5.1	Первичная проверка понимания нового материала	7	Развитие лексических, грамматических навыков в новой ситуации (выбор деталей к сравнению и выражение мыслей на известной лексике иностранного языка) Лексико-грамматические упражнения по теме.	Смешанная большая индивидуальная	Помощь в выполнении задания и корректировка ошибок при необходимости Организация работы в парах при необходимости (сильный помогает слабому)	Выполняют задание – сравнить героев сказок с использованием актуализированных лексики и грамматики - выбор верной характеристики	общеучебные регулятивные логические
5.2	Применение изученного материала на практике	7	Развитие лексических, грамматических навыков в новой ситуации (выбор деталей к сравнению и выражение мыслей на известной лексике иностранного языка) Лексико-грамматические упражнения по теме.	Смешанная большая индивидуальная	Помощь в выполнении задания и корректировка ошибок при необходимости Организация работы в парах при необходимости (сильный помогает слабому)	Выполняют задание – сравнить героев сказок с использованием актуализированных лексики и грамматики - употребление грамматически верно построенной характеристики + употребление грамматически верно построенной характеристики не презентованной учителем непосредственно, но присутствующей в авторском раздаточном материале (доп задание)	общеучебные регулятивные логические

5. 3	Обобщение и систематизация знаний.	5	Применение лексических, грамматических навыков в реальной ситуации - (выбор деталей к сравнению окружающих людей (в том числе на разных общественных уровнях) и выражение мыслей на известной лексике иностранного языка) - Новизна формулировки задачи+Наличие контекста, связанного с ситуациями реальной жизни + Неопределенность в способах решения Лесико-грамматические упражнения по теме.	Индивидуальная, фронтальная	Помощь в выполнении задания и корректировка ошибок при необходимости В том числе учащимися друг друга	Выполняют задание – сравнить одноклассников/героев сказок/героев(на разных общественных уровнях) в широком понимании этого слова с использованием актуализированных лексики и грамматики - употребление грамматически верно построенной характеристики	Общеучебные познавательные личностные логические регулятивные познавательные Функциональная грамотность Soft skills
6	Домашнее задание	2	Закрепление навыков : База - лексика+грамматика по теме Повышенная сложность - монологического высказывания+анализа - сравнение.	Фронтальная работа, индивидуальная	Контролирует запись и понимание учащимися д/з, объясняет домашнюю работу (т.к. Одно из заданий изменено - поставлена проблема уровня повышенной сложности).	Слушают, записывают, подтверждают понимание	Личностные анализировать личные достижения по теме, осуществлять самоконтроль и самооценку, осознание важности учения, важности данного знания, самооценка деятельности на уроке по освоению материала, готовность к выполнению домашнего задания
7	Подведение итогов. Рефлексия.	1	Реализация цели урока.	фронтальная	Акцентирует внимание на конечных результатах учебной деятельности (достижение цели урока).	Анализ достижений цели урока. Рефлексия. Саморефлексия	Личностные коммуникативные Soft skills

Name _____

Warm-up. Funny worm (StB 16-12 +AB11,26,27G,36,44B) : redbigblacklongwhitesmallbrownshortyellowtallgreythin


Match: English-Russian, Opposites, Opposites+body parts

Task 1.		Task 2.			Task 3.	
Yellow	синий	big	thin	hair	good	unfriendly
Pink	зелёный	fat	short	nose	happy	bad
Black	жёлтый	long	small	ears	friendly	ugly
Green	чёрный	tall	old	body	kind	sad
Blue	розовый	young	short	feet	Beautiful handsome	angry

(StB 16-13 +14-5, 15-8) : tall short thin long small big


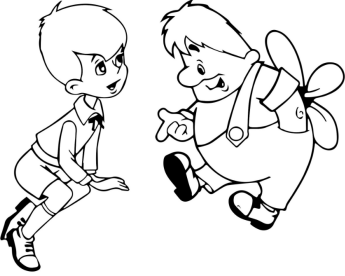



1. long _____ **longER** THAN
2. big _____ **biggER**
3. _____
4. _____
5. _____
6. _____

Stand up & sit down ! game

<p>Task 4. Winnie-the-Pooh & Piglet & Ia</p> 	<p>Winnie-the-Pooh is <i>big and fat</i> _____. Winnie-the-Pooh is fattER THAN Piglet. Winnie-the-Pooh is _____ER THAN Piglet. Winnie-the-Pooh's nose is _____ER THAN Piglet's nose.</p> <p>Piglet is _____. Piglet is smallER THAN Winnie-the-Pooh. Piglet is _____ER THAN Ia. Piglet's feet are _____ER THAN Ia's feet.</p> <p>Ia is _____. Ia is happiER THAN Piglet. Ia is _____ER THAN Piglet.</p>	<p>Winnie-the-Pooh is THE fattEST. Piglet is THE _____. Ia is _____.</p> <p>W-the-P has got THE _____EST body. Piglet has got _____EST feet. Ia has got _____ ears.</p>
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Task 5. (StB16-14) **Fairytales heroes. Make the info correct.**

Odd one out, complete the word with the missing letter, circle the right one/cross the wrong one

<p>Rabbit & Wolf</p> 	<p>Wolf : big, fat long tail, big teeth good, kind, ugly</p> <p>Rabbit : small, thin long ears, long tail bad, friendly, happy</p>	<p>Karlson & Malysh</p> 	<p>Malysh Th__n, t__ll, y__ung Sm__ll n__se, l__ng h__ir Go__d, k__nd, h__ndsome</p> <p>Karlson F__t, sh__rt, __ld B__g b__dy, sh__rt l__gs Hands__me, fri__ndly, h__ppy</p>
 <p>Rapunzel</p>	<p>Cinderella & her Stepmother and stepsisters</p> 	<p>Baba Yaga</p> 	
<p>Rapunzel is short, fat and ugly.</p> <p>She has got long fair hair and small feet.</p> <p>Her hair is the longest. She is happy, friendly and kind.</p>	<p>Cinderella is <i>the shortest / shorter</i> than her stepsisters. Her stepmother is <i>taller / the tallest</i> . Cinderella's stepsisters are <i>fatter / the fattest</i> than Cinderella. Her stepsister's feet are <i>bigger / the biggest</i> than Cinderella's feet. Cinderella has got <i>smaller / the smallest</i> feet. Cinderella's stepsister's are <i>elder / older</i> than Cinderella. Cinderella is <i>the youngest / the eldest</i>. Cinderella is <i>better / angrier</i> than her stepmother and her stepsisters.</p>	<p>Baba Yaga is a tall and beautiful lady with a big nose and long dark thick hair. She is kind, but unfriendly. She lives in Priladozhskiy in her house which can walk and run because it has got three strong chicken legs. She has got a black cat as a pet. What a charm!</p>	

Look around

Who is taller? Who is the tallest? Whose hair is longer? Who has got the longest hair? Who is fatter? Who is the fattest?	I am <i>bigger</i> than you ! <i>better</i> <i>taller</i> <i>smarter</i> <i>thiner</i> <i>happier</i> <i>faster</i>
Who is your favourite fairytale hero? Who is the best hero for you? Why? Who is your hero?	My hair is long. My hair is longer than your hair ! My nose is small. My nose is smaller than your nose ! My arms are long. My arms are longer than your arms ! I have got the biggest eyes ! They are bluish-grey-green ! I am beautiful ! I am the smartest !

IE vs you

name	<i>IE</i>	me	<i>IE's name is more beautiful than my name.</i>
height	<i>165 cm</i>		
weight	<i>53 kg</i>		
family	<i>big</i>		
pet	<i>A dragon</i>		<i>IE's pet is bigger and uglier than my pet.</i>
country	<i>Russia</i>		
hobby	<i>Do magic</i>		
Favourite book	<i>Spellbook</i>		<i>IE's spellbook is the best book ever.</i>
Favourite weather	<i>Stormy but sunny</i>		
Personal traits	<i>Kind, friendly and happy</i>		

Пример 2 - примеры проверочных работ с первого года обучения в неограниченной перспективе

2 класс

1 Fill in the gaps.

A c__t and a rat.

A fox and _____ box.

A _____ and a clock.

A book _____ a lamp.

2 Match.

robot	
ball	
brother	Saint-Petersburg
mouse	Great Britain
Canada	
hat	
burger	computer
nut	present
Barbie	
T-shirt	
Russia	girl
dog	friend
boy	mother
bananas	
King	
bat	yoghurt
popcorn	sandwich
car	
Moscow	
Priladozhskiy	
rose	
cake	bee
bear	cat
jumper	
socks	
ice cream	jeans
tea	milk
gymnast	
clock	

What is your name?

How old are you?

Where are you from?

Where are you? _____ you at school? _____

Are you wearing jeans and a T-shirt? _____

Can you ride a bike? _____ Can you fly? _____ Can you draw? _____ Can you jump? _____

What do you like? _____ Do you like chips? _____

What do not you like? _____

What is your favourite colour? _____ Is it yellow? _____ Green? _____

Reply.

-Hello.

-

-Nice to meet you.

-

-I am Irene. What's your name?

-

- How old are you?

-

- When were you born?

-

- Where are you from?

- And you?

- I am from Saint-Petersburg. What's interesting here? Is there a park, a playground or a cinema? What do you do on weekends?

-

- Oh, nice. Have you got any friends?

-

- And what about your family?

-

- What's your favourite music? I like listening to jazz. I am crazy for Louis Armstrong. He is an outstanding musician. And you? Do you know any famous musicians?

-

- I like reading books. Have you read the adventures of Robinson Crusoe?

-

- Do you remember an episode....?...

Fill in the gaps with the right word. Put the events in the right order.

___ Robinson Crusoe, a young Englishman, _____ (run) away from home.

___ After a shipwreck, Robinson _____ (find) himself alone on a desert island.

___ He _____ not _____ (see) any people for 15 years.

___ Crusoe _____ (save) the captain of the ship and _____ (return) to England.

___ Crusoe _____ (name) him Friday, because he _____ (find) him on that day of the week.

___ A boat with pirates _____ (come) to the island.

___ He _____ (build) himself a house, _____ (learn) how to _____ (fish) and to _____ (grow) plants.

___ For several years the two _____ (live) happily.

___ His adventures _____ (begin).

___ One day, he _____ (meet) a young man.

Put the given words into the right place of the poem.

Jake name's Jack Brazil cat snake flat black 've got

My name is Mr. _____ My Mum's _____ Jill.
And I'm a big _____ And we're all from _____.
I'm pink and I'm _____ I _____ a hamster and a cat
And my Dad's name's _____. And we live in a _____.

Write an informal e-mail. The topic is "My home is the place I like most."

7 KNACC

Match the opposites.

fat	thin
big	short
good	difficult
nice	interesting
boring	small
long	bad
easy	nasty

Fill in the gaps.

good	- _____	- the best
bad	- worse	-
interesting	- _____	-
long	- longer	-
_____	- _____	- the smallest
nasty	- _____	-
fat	- _____	-

Answer the questions.

Who are you?

What are you?

How old are you?

Where do you live?

Do you go to school?

How do you get to school?

What is your concept car? Is it fast? Is it safe? Is it comfortable? Does it look wonderful? Is it a solar car?

Can you ride a bicycle? Have you got a bicycle? Where do you ride it?

Do you think that riding bicycles and using solar or electric transport can reduce air pollution and solve the problem of the hole in the ozone layer? Why?

Have you ever worked? What did you do? How much money did you earn? What did you spend it on? What job is good for you? Why?

At what age can you start working in Russia? Will you start working at this age? Why?

At what age are you going to start working?

What do you know about volunteering? What is the main idea of volunteering? Would you like to join a movement? Why? Why not?

Fill in the gaps with the right words.

_____ you _____ (know) that Moscow Zoo _____ (be) the oldest in Russia? It _____ (be opened) in 1864. It _____ (be) also the biggest in Russia: its territory _____ (be) 22 hectares.

Today the Zoo _____ (be) home to over 1,100 species and more than 7,700 animals. The collection _____ (include) animals from all over the world. Many of these species _____ (be endangered).

Giraffe Samson _____ (be born) in 1993 in Saint-Petersburg Zoo. It _____ (move) to Moscow Zoo when it _____ (be) still very young. Samson _____ (be) one of the kids' favourite. It _____ (live) in a historical building, one of the first _____ (build) on the territory of the Zoo in 1892. The building _____ (be) now called "Giraffe's House"

For many animals cages _____ (recreate) natural environment. This _____ (give) a better lifestyle to the animals and a more realistic experience to the visitors. The Zoo also _____ (have) a beautiful garden, as well as innovative zoo buildings which house many animals in winter.



Mind the trap!

You should always give a reason when you refuse somebody permission in order not to sound rude.

'Can I sit here?'

'Sorry, but the seat's already taken.'

6 **1045** Listen to the three conversations. Which one is the most formal/informal? Which phrases from **Speak Out** suggest this?

7 Work in pairs. Act out the conversation. Replace the underlined phrases with another phrase from **Speak Out** which has a similar meaning.

Anna Sandra has got us tickets for the Jason Trembelin concert tonight. Do you mind if I go?

Dad Well, as long as it doesn't finish too late.

Anna No, I'm sure it won't. Err ... actually, I was wondering if I could spend the night at Sandra's afterwards. I mean it is Friday night after all.

Dad Actually, that's not a very good idea, is it? I mean you've got the dentist's early in the morning.

Anna But Dad. You let Damon stay out with his friends, why can't I?

Dad Damon's a year older than you, Anna.

Anna What you really meant was Damon's a boy.

Dad Nonsense ... you know that we treat you both the same.

Anna Go on, please, let me stay over.

Dad Oh, I suppose so - as long as you phone us after the concert.

Anna Thanks! Err ... just one more thing. Could I possibly borrow £15? There are these gorgeous T-shirts ...

8 Work in pairs and act out the situations. Student A, look at the situations below. Student B, look at page 121. Use **Speak Out** to help you.

Student A

- You want to visit your friend this evening.
- You are a young male student travelling on a train. A pretty woman gets on the train with a heavy suitcase. You offer to help her.
- A stranger at a party asks you about your weight. You refuse to answer - you think it isn't his/her business!

9 Work in pairs. Use **Speak Out** to roleplay a conversation. Student A, look at page 120. Student B, look at page 121.

VOCABULARY

1 **Think Back!** Add prefixes *-in/-im/-un* to make the opposites of the adjectives below. Use a dictionary to help you.

predictable sensitive tolerant
decisive practical sympathetic

2 Decide if the adjectives below have a positive or a negative meaning. Use a dictionary to help you.

big-headed cruel greedy sociable
cheeky forgetful laid-back stubborn
considerate gloomy quick-tempered vain

3 **1046** Listen and write down an adjective from Exercise 2 that describes each of the four people best.

1 ___ 3 ___
2 ___ 4 ___

TRAIN YOUR BRAIN | Dictionary skills

Synonyms

Dictionaries are a good way to find synonyms (words which have a similar meaning). These often come after a definition of a word.

absent-minded /æbsənt 'maɪndɪd/ *adj* 1 likely to forget things (= forgetful)

Sometimes a dictionary may also have a study box for very common words - a list of words with similar meanings.

WORD FOCUS: UNKIND

similar words: nasty, cruel, mean, thoughtless, insensitive, unsympathetic

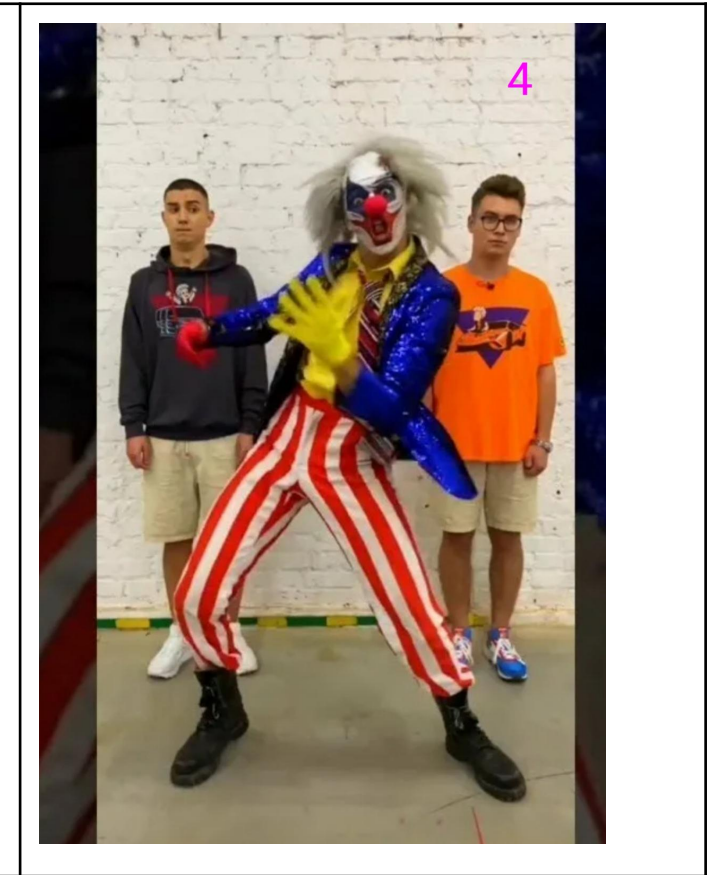
4 Use a dictionary to try to find synonyms of the words below.

1 funny ___ 4 kind ___
2 timid ___ 5 nice ___
3 intelligent ___ 6 rude ___

5 Write a short description of your partner. Use the words in Exercises 1-4 to help you. Then read out your answer. Does he/she agree?

9 класс - составление монолога по известной структуре - описание картинке + самостоятельное определение ситуации из жизни по картинке с просмотром прошлое/настоящее/будущее

Choose and describe the picture you have chosen, the situation - What's happened? What's going on?, and make some predictions on What's going to happen next? Give arguments.





7



8



6



9



SABC 5

Am I a joke to you?

When you're a sad clown



10



3 Think Back! Read the text again and decide which tense(s) a–c or structures d–f we use in these situations. Two variants are possible.

- a Past Simple
- b Past Continuous
- c Past Perfect
- d *used to*
- e *would*
- f a modal perfect

- to tell the main part of the story
- to talk about something that happened even earlier in the past
- to talk about past habits
- to show that a long activity was interrupted by a short one
- to speculate about what might have happened

4 In pairs, answer the questions.

- Did George have a comfortable life or not? What adjectives in paragraph 4 help to create this impression? Look at the Vocabulary on page 37 to help you.
- Find verbs in paragraph 5 which make the story more dramatic. Look at Exercise 6 on page 35 to help you.

As dawn broke the sky with flashes of pink, and the melancholy sound of a distant tram cut through the cold morning air, Sophie Hoffman strolled across the estate back to her flat. Her block of flats had been built in 1953 for the workers in the local car factory. The flats hadn't been renovated for years and the balconies were dangerous. She took off her ballet slippers and slowly climbed the stairs to the fourth floor. There were three other flats on this floor. Once inside her flat, she quietly put her filthy ballet slippers next to the lonely row of shoes by the front door. As she was passing the mirror in the hall she glanced at herself and gasped.

6 Work in pairs. Read the beginning of the story above and answer the questions.

- 1 Which information, in your opinion, does not add very much to the development or the atmosphere of the story? Try to cut the text by three sentences.
- 2 Compare your choices with another pair's. Were your choices similar?

7 Study **Train Your Brain**. Look at Exercises 2–6 and decide which exercise practises each point.

Use the beginning of the text and write your own story. Mind the style. The set of grammar listed in ex.3 is required.

Life & Art _ To inspire you

Jean-Michel Basquiat

<https://www.basquiat.com/>



Underlying (*real but not immediately obvious*) Jean-Michel Basquiat's sense of himself as an artist was his **innate** (*an innate quality~ability is one that you were born with, not one you have learnt*) **capacity** (*ability to do a particular thing*) to function as something like an oracle, **distilling** (*to get /show only the most important part of smth*) his perceptions (*a belief/opinion*) of the outside world down to their **essence** (*the basic or most important idea or quality of smth*) and, in turn, projecting them outward through his creative acts. This recognition of his role first manifested itself in street actions wherein, under the tag name of SAMO, he transformed his own observations into **pithy** (*short~brief and full of meaning*) text messages inscribed on the edifices of the urban environment. This effort quickly became the basis for his early artistic output, including a series of

text-image drawings executed in early 1981. Containing a single word, a short phrase, or a simple image referring to a person, event, or recent observation, each drawing refined an external perception down to its core.

As an exhibiting painter, Basquiat was informed by the same process of distillation in both his work's content and its stylistic strategy. His paintings proclaimed the existence of a more basic truth locked within a given event or thought. As his career unfolded, the young artist applied the same intense scrutiny previously reserved for the world around him to the emotional and spiritual aspects of his own being.

Beginning in the early part of 1981, when he was barely twenty years of age, Basquiat went through what would be a defining period in his career. Homing in on the possibilities implicit in drawing from his own life experiences as a means of addressing larger human concerns, he produced five key works over an eighteen-month period: Untitled (Head) (1981), Acque Pericolose (1981), Per Capita (1981), Notary (1983), and La Colomba (1983). These works not only offer insight into this period in Basquiat's career but reveal the depth of his concern for portraying spiritual experience. Though much has been written about the artist's almost mythic persona and his role in revitalizing the New York art world in the early 1980s, little discussion has focused on the works' irrefutable power to transcend the individual and address broader issues and universal themes.



Banksy_-_Basquiat_-_London_Barbican_-_September_2017_-_02

Jean Michel Basquiat 1985 interview





I wonder if graffiti is art or crime?

EXTRA:

Jean-Michel Basquiat

The Radiant Child (2010, documentary)

In 1986 filmmaker Tamra Davis shot one of the only interviews of her friend Jean-Michel Basquiat, who went on to become one of the most significant artists of the 20th century.

The footage has remained unseen for over 20 years...

Arthouse films, curiously bright entertainment, & LM Media GmbH

"Papa, I'm going to be famous." (J-M B)

Official selection 2010 SUNDANCE film festival

"He was one of the people I was envious of... but he was too fragile for this world." (Madonna)

Official selection 2010 SXSW film festival

"Lively and touching... A thoroughly engaging film about an inimitable New York painter." (John DeFore, The Hollywood reporter)

"J-M B first became famous for his art

And then he became famous for being famous

And then he became famous for being infamous." (Richard Marshall)

"A profoundly moving testament to an artist and to the gritty New York of the early '80s" (Linda Yablonsky, New York Times)

Directed & produced by Tamra Davis

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#Birth of Earth



Пример 5 - при подготовке к экзаменам (задание 38.1 и 38.2 - сочинение - ЕГЭ)

art_alexandre manuel_photography

<https://www.alexandrephotography.com/gallery>

the photo, the mad rush tune + this inspiring doc:

to warm you up:

The Epic Battle of Light and Shadow.... that was conveyed in true to life (realistic) way
light and darkness, fire and ice, male and female, noise and quiet, right and wrong - battling

Knowledge is light, ignorance is darkness.
Learning is the eye of the mind.= Learning makes people wise.

to inspire you:

"On a trip to Venice, I was attracted byThe sunlight shining on the white buildings formed a strong tonal contrast and thus produced many interesting light and shadow effects. The endless stream of tourists not only decorated the scene, but also livened up the atmosphere."

"Baroque paintings make up some of the most notable works of art history as many of the artists from the movement are known as some of the most masterful painters of all time. Baroque paintings actually consist of a wide range of distinct (noticable) styles which comprised (have things as parts) what we now see as the Baroque movement as a whole. These paintings were often characterized by their extreme level of dramatization of certain events while also incorporating (include smth as a part of smth larger) a very high level of realistic detail along with stark (empty, simple, obvious/ without decoration or ath that is not necessary) contrasts between light and darkness.

Many of the greatest masterpieces of Baroque art are still considered some of the greatest paintings ever created. "

to begin with:

- 1) Long ago, when light and darkness were still battling on earth – a magic green stone fell from the Crown of Darkness into a well...
- 2) They were the same games of.....
- 3) If this is about balancing, it's going to require two shots to open the door – one from each symbol.....
- 4) A duality governed by the balance of.....

....who distinguishes between the sacred and ordinary, between!&d

- 5) The combination of ...(materials).... provides interest and a contrast between.....
- 6) This painting con'veys (express a thought, feeling, idea so that it is understood by other people) a great sense of.... devotion.



Задание 38.1 и 38.2 - ЕГЭ:

Write **200–250 words**.

Use the following plan:

- make an opening statement on the subject of the project;
- select and report 2–3 facts;
- make 1–2 comparisons where relevant and give your comments;
- outline a problem that can arise with *having a rest* and suggest a way of solving it;
- conclude by giving and explaining your opinion on the *importance of relaxing well in our lives*.

“The Epic Battle of Light and Shadow

Long ago, when light and darkness were still battling on earth it was one early morning and a lonely fisherman started his way into the light.

Let's observe the photo taken by Alexandre Manuel which depicts wonders of nature of Vietnam. The huge heavy rock covered with few pine trees is hanging above the waterline that is hidden. We can't clearly guess where the horizon cuts the sky from the earth.

It looks like one more knight of light is back to his kin with captivated space of right as a winner. He is a fisherman standing in his boat with an unfurled sail heading out in the ocean.

The atmosphere is so quiet and relaxing.....

In a while, he'll be ready to keep on searching for another battle against the darkness as it has been an eternal state life runs its way...”

(144 words)