

ПРИНЯТО

на заседании Педагогического совета
ЧОУ ДО «Лингвистический центр»
Протокол № 28 от «1» августа 2022г.



«УТВЕРЖДАЮ»

Генеральный директор

ЧОУ ДО «Лингвистический центр»

/ Ноздрань Ю.М.

«1» августа 2022 г.

Частное образовательное учреждение дополнительного образования
«Лингвистический центр»

ПРОГРАММА ОБУЧЕНИЯ

АНГЛИЙСКИЙ ЯЗЫК ОБЩИЙ КУРС (подростки 12-16 ЛЕТ)
Уровень выше среднего (upper-intermediate)

г. Ростов-на-Дону
2022 г.

Пояснительная записка

Настоящая программа, рассчитанная на 108 академических часов, предназначена для детей в возрасте от 12 до 16 лет.

Педагогическая целесообразность заключается в том, что, соединение преподавания теоретического грамматического аспекта с практическим аспектом, позволяет максимально полно познакомить учеников с грамматической и лексической системами английского языка, развив тем самым интерес к изучаемому предмету.

Цели и задачи:

- **развитие иноязычной коммуникативной компетенции** в совокупности ее составляющих – речевой, языковой, социокультурной, компенсаторной, учебно-познавательной:

речевая компетенция – развитие коммуникативных умений в четырех основных видах речевой деятельности (говорении, аудировании, чтении, письме);

языковая компетенция – овладение новыми языковыми средствами (фонетическими, орфографическими, лексическими, грамматическими) в соответствии с темами, сферами и ситуациями общения; освоение знаний о языковых явлениях изучаемого языка, разных способах выражения мысли в родном и изучаемом языке;

социокультурная компетенция – приобщение учащихся к культуре, традициям и реалиям стран/страны изучаемого иностранного языка в рамках тем, сфер и ситуаций общения, отвечающих опыту, интересам; формирование умения представлять свою страну, ее культуру в условиях иноязычного межкультурного общения;

компенсаторная компетенция – развитие умений выходить из положения в условиях дефицита языковых средств при получении и передаче информации;

учебно-познавательная компетенция – дальнейшее развитие общих и специальных учебных умений; ознакомление с доступными учащимся способами и приемами самостоятельного изучения языков и культур, в том числе с использованием новых информационных технологий;

- **развитие и воспитание** важности изучения иностранного языка в современном мире и потребности пользоваться им как средством общения, познания, самореализации и социальной адаптации; воспитание качеств гражданина, патриота; развитие национального самосознания, стремления к взаимопониманию между людьми разных сообществ, толерантного отношения к проявлениям иной культуры.

Основное содержание:

УРОВЕНЬ ВЫШЕ СРЕДНЕГО (UPPER-INTERMEDIATE)	Общее количество часов	Количество часов	
		Теоретиче ские занятия	Практичес кие занятия
Блок А:	25	-	25
1. Грамматический аспект 1. Present Tense forms Past Tense forms 2. Passives review. Passive continuous tenses 3. Relative clauses defining/non-defining 4. Reported speech Reporting verbs	13	-	13
2. Словарь 1. использование выражений mind, brain 2. Health, medicine, feelings, everyday English 3. Sports equipment/places 4. Выражения с использованием слова time	12	-	12
Промежуточное тестирование	2	-	2
Блок В:	25	-	25
1. Грамматический аспект 1. What clauses Verbs+gerund/infinitive 2. used to+would 3. modal verbs 4. past perfect passive Past perfect continuous	13	-	13
2. Словарь 1. personality adjectives 2. common adverbial phrases Everyday English 3. making an effort 4. conflicts and solutions	12	-	12
Промежуточное тестирование	2	-	2
Блок С:	25	-	25
1. Грамматический аспект 1. conditionals review mixed conditionals 2. future continuous future perfect	13	-	13

future time expressions 3. question tags review 4. phrasal verbs review			
2. Словарь 1.ways of getting involved 2.global issues Conserving energy 3.fame Expressing opinions Phrasal verbs	12	-	12
Промежуточное тестирование	2	-	2
Блок D:	25	-	25
1. Грамматический аспект 1.passive report structures 2.participle clauses didn't need to/needn't have 3.clauses of purpose with to/in order to/so as to Result clauses with so/such (that) 4. indirect questions	13	-	13
2. Словарь 1.understanding language Geographical features Travel verbs Everyday English 1. Reacting to films Making comparisons stronger Listening to music	12	-	12
Финальное тестирование	2	-	2
Общее количество академических часов Уровня	108	-	108

Требования к уровню подготовки:

Полученные знания и умения слушатели должны использовать в практической деятельности и повседневной жизни. В результате обучения в течение 108 академических часов слушатели должны знать/понимать, а также уметь говорить, писать, читать, воспринимать на слух следующий материал:

- Познакомить учеников с грамматической структурой английского языка.
- Изучить особенности использования различных грамматических конструкций.
- Научить применять полученные знания на практике (оперировать временными структурами, усвоить различия между грамматическим строением русского и английского языков).

- Изучить фонетическую систему английского языка (произношение, словесное ударение, особенности расстановки ударений в сложных словах и интонации).
- Расширить словарный запас, применяя современные методики группировки и классификаций слов по тематикам.
- Получить необходимый опыт живого общения на английском языке.

Программа преподавания английского языка для детей в возрасте от 12 до 16 лет включает такие аспекты, как фонетика, грамматика, аудирование, чтение и разговорная практика, которые необходимы для формирования практических навыков владения английским языком. Программа английского языка позволяет ученикам снять языковой барьер, значительно расширить словарный запас, развить разговорные навыки, активизировать и применять на практике знания английского языка, а также приобрести бесценный опыт общения на английском языке.

Контрольные работы:

Для постоянного отслеживания прогресса учеников и соответствия программы поставленным целям и задачам предусматривается проведение промежуточных и итоговых тестирований. Контрольное тестирование проводится через каждые 25 академических часа обучения. Оцениваются все основные навыки: восприятие английской речи на слух, письмо, чтение, разговорная речь. Тесты предназначены для определения того, насколько хорошо ребенок усваивает материал курса, для выявления его основных проблем и ошибок, чтобы уделить им дополнительное внимание в дальнейшем.

Список литературы

1. Херберт Пухта, Джефф Странкс, Питер Льюис-Джоунс «Инглиш ин майнд 4», книга студента (выше среднего уровень) Кембридж Юниверсити Пресс 2005

(Herbert Puchta, Jeff Stranks, Peter Lewis-Jones "English In Mind 4" Student's book (Upper-Intermediate) Cambridge University Press, 2005)

2. Херберт Пухта, Джефф Странкс, Питер Льюис-Джоунс «Инглиш ин майнд 4», тетрадь для домашних заданий (выше среднего уровень) Кембридж Юниверсити Пресс 2005

(Herbert Puchta, Jeff Stranks, Peter Lewis-Jones "English In Mind 4" Workbook (Upper-Intermediate) Cambridge University Press, 2005)

3. Херберт Пухта, Джефф Странкс, Питер Льюис-Джоунс «Инглиш ин майнд 4», книга учителя (выше среднего уровень) Кембридж Юниверсити Пресс 2005

(Herbert Puchta, Jeff Stranks, Peter Lewis-Jones "English In Mind 4" Teacher's book (Upper-Intermediate) Cambridge University Press, 2005)

Пример промежуточного контрольного тестирования (письменный тест)



English in Mind 4 Second Edition test 1-2 A

Grammar

1 Underline the relative pronoun if it is not needed.

- 0 The book that I started reading yesterday is really gripping.
- 1 I didn't enjoy the match which was on TV.
- 2 Can I borrow the DVD which you got for your birthday?
- 3 I love the town where I live.
- 4 The boy who lives next door is a good footballer.
- 5 I recognised the person who you were talking to at the party.

___/5 marks

2 Complete the sentences with the correct form of the verbs.

be meet go help open talk

- 0 I can't stand being late.
- 1 Please stop You're really getting on my nerves!
- 2 I tried my Facebook page, but there was no internet connection.
- 3 I don't remember you. Are you sure we know each other?
- 4 You always promise me but then you never do.
- 5 Do you feel like out this evening?

___/5 marks

Vocabulary

3 Put the letters in order and make words.

- 0 grinfus surfing
- 1 osrokne
- 2 bonkigickx
- 3 drabgitkanose
- 4 llevblolya
- 5 eyockchie

___/5 marks

4 Underline the correct words.

- 0 Jackie's always so bubbly / pushy and full of fun.
 1 Mum's so shallow / scatty. She's always losing things.
 2 I don't like people who are sympathetic / hypocritical because they don't do what they say.
 3 You're looking very witty / smug! Why are you so pleased with yourself?
 4 Pete is really selfish / sympathetic. He only ever thinks of himself.
 5 I wish I were as downbeat / witty as Molly. She's so quick and funny.

___/5 marks

Listening

5 Which adjective best describes the person each speaker is talking about? Listen and choose the correct answer: a, b or c.



2

- | | | |
|-------------------|-----------------|------------------|
| 0 a) cheeky | b) <u>calm</u> | c) careless |
| 1 a) intellectual | b) pretentious | c) pushy |
| 2 a) smug | b) eccentric | c) bright |
| 3 a) excitable | b) hypocritical | c) inconsiderate |
| 4 a) scatty | b) shallow | c) cheerful |
| 5 a) sympathetic | b) approachable | c) bubbly |

Who are the people describing? Listen again and complete the sentences.

- 0 He is speaking about his mum / mother.
 1 Speaker 1 is describing her
 2 Speaker 2 is describing the in the class.
 3 Speaker 3 is describing her
 4 Speaker 4 is describing his
 5 Speaker 5 is describing her

___/10 marks

Reading

6 Read the text. Are the sentences true (T) or false (F)?

Risking it all

There is a certain type of person who thrives on the addictive adrenaline rush of doing something dangerous. In the last few years there has been a noticeable rise in the number of so-called extreme sports like mountain boarding, sky surfing, whitewater kayaking and barefoot waterskiing, to name but a few. What they all have in common is an element of danger and whether they take place on land, water, or in the air, they all involve speed, height and a high level of physical exertion together with spectacular stunts.

The most spectacular (and dangerous) of these sports, however, must surely be base jumping. BASE stands for Buildings, Antennae, Spans (bridges) and Earth. In other words, anything that is high enough to be jumped off with a parachute.

Base jumpers belong to a secretive, 'underground' community that likes to play while the world sleeps. Two of Britain's most successful base jumpers are Dan Witchalls, a veteran with over ten years' experience, and his right-hand man Ian Richardson. To become a member of this elite group, you can apply for an official number once you've carried out all four genres of jumps successfully (namely: building, antenna, span and earth). As of 2011, approximately 1,400 base numbers have been allocated, but interestingly, not many to women.

So what is it that motivates someone to risk their life in this way? Dan and Ian explain that a successful jump gives an unbeatable high, but the lows are often fatal. One wrong turn or gust of wind can result in a very serious accident. Since base jumping was invented there have been 147 deaths, meaning one in six people who take up the sport are killed. Dan is a natural athlete, a roofer by profession, who has escaped serious injury in over 800 jumps. 'I can't drive past a new building or crane without thinking, maybe, maybe ...' he says. But now the risks he's taking are becoming more and more extreme as he goes in search of new challenges and new thrills. Fine perhaps for him, but not so easy for friends and family who must surely wonder each time he goes out whether he'll come back safely.

Ian Richardson, on the other hand, has earned a reputation among his base jumper friends as being rather accident-prone. In 2009 he was almost killed when he smashed into the side of a building after his parachute opened incorrectly. This has not, however, stopped him from risking it all, time and time again. To an outsider, taking such risks seems somehow irresponsible but clearly this sport has a psychological hold over its participants.

- | | | |
|----|--|------|
| 0 | Everyone enjoys taking risks. | E |
| 1 | The number of extreme sports has not increased in recent years. | .... |
| 2 | All extreme sports are dangerous. | .... |
| 3 | Base jumping only involves jumping off buildings. | .... |
| 4 | Base jumpers don't practise their sport openly. | .... |
| 5 | You can become a member as soon as you've performed one jump. | .... |
| 6 | Few women have applied for membership. | .... |
| 7 | Approximately 15% of people taking up the sport have lost their lives. | .... |
| 8 | Dan has been seriously injured. | .... |
| 9 | His stunts are becoming more dangerous. | .... |
| 10 | A mechanical failure almost killed Ian. | .... |

___/10 marks

Everyday English

8 Complete the dialogues with the expressions.

I can do without and so on	Don't look at me Mind out	I'd have thought No chance
--	------------------------------	-------------------------------

- 0 A: It's always the same with you. You ...
B: Please, be quiet. I can do without your nagging today.
- 1 A: , this box is really heavy.
B: Sorry, let me just move my stuff and then I can help you.
- 2 A: Who's been using my laptop?
B: I don't even know where it is.
- 3 A: Do you think Chelsea will win tonight?
B: ! They're playing really badly at the moment.
- 4 A: What's the capital of Botswana?
B: you'd know the answer to that question as you're so clever!
- 5 A: What are you studying in Geography at the moment?
B: Oh, you know ... climate change, global warming Same old stuff!

___/5 marks

9 Match the expressions in A with the meanings in B.

- | A | | B |
|------------------------|----------|--|
| 0 No chance! | .... | I'm not the person responsible for this. |
| 1 Mind out. | .... | It's my opinion that ... |
| 2 Don't look at me. | .... | I don't need ... |
| 3 I can do without ... | .... | ... and other similar things. |
| 4 I'd have thought ... | <u>0</u> | This is not going to happen. |
| 5 ... and so on. | .... | Be careful. |

___/5 marks

Total: _____ / 65 = _____ %

Пример итогового контрольного тестирования (письменный тест)

Grammar

1 Underline the word that is not needed.

- 0 The film was so a boring that I fell asleep.
- 1 We bought tickets in advance so as that not to be disappointed.
- 2 It was so such a scary movie that I couldn't sleep.
- 3 We bought the DVD order to be able to watch the film again.
- 4 Martin goes to the cinema in order not to relax.
- 5 There was such a great music in the film that I downloaded the soundtrack when I got home.

___/5 marks

2 Put the words in the correct order.

- 0 have / are / Animals / to / strong / thought / instincts
Animals are thought to have strong instincts.
- 1 possess / intelligence / believed / Dolphins / great / to / are

- 2 meat / too / is / to / Eating / red / be / thought / unhealthy / much

- 3 hot / was / My / have / a / temper / grandfather / known / to

- 4 is / to / Chinese / Acupuncture / known / thousands / used / have / been / the / by / of / for / years

- 5 good / Lavender / be / to / is / for / known / burns

___/5 marks

Vocabulary

3 Underline the correct words.

- 0 I was under / over the moon when I heard the good news.
- 1 Maggie is so uptight / jealous about everything. I wish she'd relax a bit.
- 2 I was slightly easy / uneasy when I realised what had happened.
- 3 I'm on top of the earth / world because I've finished all my exams.
- 4 Laura's in high / tall spirits today. I wonder what's made her so happy.
- 5 I'm feeling very irritable / envious because I didn't sleep last night, so don't annoy me!

___/5 marks

4 Match the two parts of the sentences.

- | A | | B |
|--|----------|--------------------------------------|
| 0 The film was so exciting I | .... | screamed and jumped out of his seat. |
| 1 We love a good comedy – anything with Steve Martin | .... | she couldn't stop yawning! |
| 2 When the monsters appeared, Harry | <u>0</u> | was on the edge of my seat. |
| 3 It was quite funny really. I | .... | I cried my eyes out at the end. |
| 4 Emma said the new Brad Pitt movie was really boring. | .... | certainly had a good chuckle. |
| 5 <i>Gone with the Wind</i> was so sad; | .... | makes us fall about laughing. |

___/5 marks

Listening

5 Listen to five people talking about films. Which speaker (1–5) enjoys ...



- | | |
|------------------------|------|
| 1 romance? | .... |
| 2 informative films? | .... |
| 3 feeling afraid? | .... |
| 4 having a good laugh? | .... |
| 5 excitement? | .... |

___/10 marks

Everyday English

8 Match the expressions in A with the meanings in B.

- | A | | B |
|---------------------------------|----------|--|
| 0 I'm easy. | .... | various things |
| 1 ... this and that ... | .... | That sounds familiar. |
| 2 Got anything in mind? | <u>0</u> | I don't mind. |
| 3 It's on the tip of my tongue. | .... | from start to finish |
| 4 ... all the way through ... | .... | I know the word but I can't quite remember it. |
| 5 That rings a bell. | .... | Do you already have a plan? |

___/5 marks

9 Complete the dialogues with the expressions.

Got anything in mind	I'm easy	rings a bell	this and that
it's on the tip of my tongue		all the way through	

- 0 A: I really fancy going out this evening?
B: Got anything in mind?
- 1 A: What do you feel like doing later?
B:, you decide.
- 2 A: Who starred in *Eat, Pray, Love*?
B: Oh, wait a minute
- 3 A: Did you watch that German film *Das Boot*?
B: Yes, I did!
- 4 A: What did you do at the weekend?
B: Oh, you know,
- 5 A: Do you know Sally Matthews?
B: Sally Matthews? That name

___/5 marks

Total: _____ / 65 = _____ %