

# **Оценка достижения планируемых результатов по английскому языку в начальной школе**

**Надежда Быкова, Марина Поспелова**

# **ИТОГОВАЯ ОЦЕНКА ВЫПУСКНИКА НАЧАЛЬНОЙ ШКОЛЫ**

```
graph TD; A[ИТОГОВАЯ ОЦЕНКА  
ВЫПУСКНИКА НАЧАЛЬНОЙ ШКОЛЫ] --> B[НАКОПЛЕННАЯ  
ОЦЕНКА ПО  
ПРЕДМЕТУ]; A --> C[ОЦЕНКА  
ЗА ВЫПОЛНЕНИЕ  
ИТОГОВОЙ РАБОТЫ];
```

**НАКОПЛЕННАЯ  
ОЦЕНКА ПО  
ПРЕДМЕТУ**

**ОЦЕНКА  
ЗА ВЫПОЛНЕНИЕ  
ИТОГОВОЙ РАБОТЫ**



# **НАКОПЛЕННАЯ ОЦЕНКА ПО ПРЕДМЕТУ (ПОРТФЕЛЬ ДОСТИЖЕНИЙ)**

```
graph TD; A[НАКОПЛЕННАЯ ОЦЕНКА ПО ПРЕДМЕТУ  
(ПОРТФЕЛЬ ДОСТИЖЕНИЙ)] --> B[ТЕКУЩИЕ  
(ТЕМАТИЧЕСКИЕ)  
И  
ПРОМЕЖУТОЧНЫЕ  
ПРОВЕРОЧНЫЕ  
РАБОТЫ (УСТНЫЕ  
И ПИСЬМЕННЫЕ)]; A --> C[АУДИОЗАПИСИ  
УСТНЫХ  
(МОНОЛОГИЧЕСКИХ  
И ДИАЛОГИЧЕСКИХ)  
ВЫСКАЗЫВАНИЙ]; A --> D[ОЦЕНОЧНЫЕ  
ЛИСТЫ,  
ФИКСИРУЮЩИЕ  
ИНДИВИДУАЛЬНЫЙ  
ПРОГРЕСС];
```

**ТЕКУЩИЕ  
(ТЕМАТИЧЕСКИЕ)  
И  
ПРОМЕЖУТОЧНЫЕ  
ПРОВЕРОЧНЫЕ  
РАБОТЫ (УСТНЫЕ  
И ПИСЬМЕННЫЕ)**

**АУДИОЗАПИСИ  
УСТНЫХ  
(МОНОЛОГИЧЕСКИХ  
И ДИАЛОГИЧЕСКИХ)  
ВЫСКАЗЫВАНИЙ**

**ОЦЕНОЧНЫЕ  
ЛИСТЫ,  
ФИКСИРУЮЩИЕ  
ИНДИВИДУАЛЬНЫЙ  
ПРОГРЕСС**

## • Communication

## 6. Read and choose. (15 marks)

e.g. A: What's Mum making?

B: a) She's making a cake.

b) She makes a cake.

1 A: Look at the seal!

B: a) This is a seal.

b) It's clapping!

2 A: Do you usually listen to

music in the evening?

B: a) I'm listening to a CD.

b) Not always.

3 A: When's your birthday?

B: a) I'm eight years old.

b) In July.

 15

## • Reading and Writing

## 7. Read and complete. (20 marks)

Giraffes are very tall animals. They can be from 4 to 5,5 metres tall. They live in Africa. Giraffes have their babies during the dry months of July and August. They eat tree leaves and live for about 10-15 years.

name: e.g. giraffe

lives in: 1) .....

has babies in: 2) .....

and 3) .....

eats: 4) .....

lives for: 5) .....

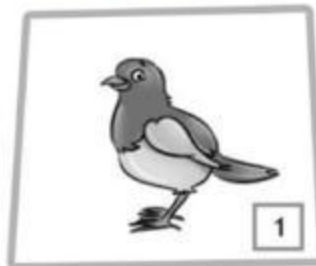
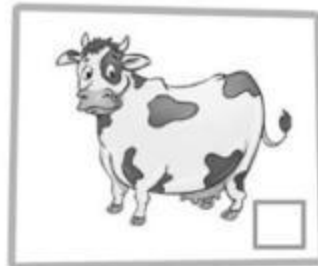
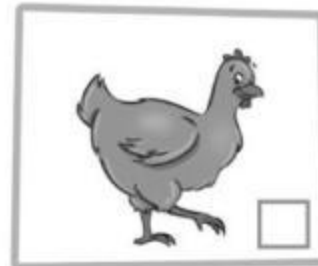
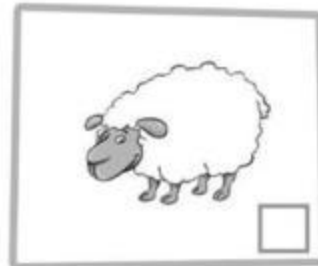
 20Total  100

## Listening Test 4 (Module 4)

NAME: .....

DATE: ..... CLASS: .....

## • Listen and number.

 1

- 8 Jack is going to ..... to Italy this summer.  
A travelling B travel
- 9 Where are the ..... ?  
A children B child
- 10 Does she usually ..... in the pool?  
A swims B swim
- 11 The café is ..... Bridge Street.  
A in B at
- 12 Hippos are ..... than seals.  
A fatter B fattest
- 13 She ..... my favourite food.  
A cooking B is cooking
- 14 Larry came home half an hour .....  
A ago B last
- 15 There aren't ..... biscuits left.  
A many B much
- 16 Which is the ..... animal in the world?  
A faster B fastest
- 17 You ..... clean your teeth three times a day.  
A must B mustn't
- 18 We ..... at home last night.  
A weren't B wasn't
- 19 ..... buy that dress at Tesco's?  
A You did B Did you
- 20 ..... is Sam going to go on holiday?  
A Where B What

40

## • Communication

## 3. Read and choose. (20 marks)

e.g. A: What does he look like?  
B: ① He's tall and fat.  
b He's nice.

- 1 A: Where do you work?  
B: a I'm a postman.  
b At the post office.
- 2 A: Can I have a can of peas?  
B: a Here you are.  
b That's fine.

- 3 A: When did you learn to walk?  
B: a When I was one.  
b Last week.
- 4 A: How do you go to school?  
B: a Every morning.  
b By bus.
- 5 A: Where is Alice going?  
B: a To the supermarket.  
b She's my sister.

20

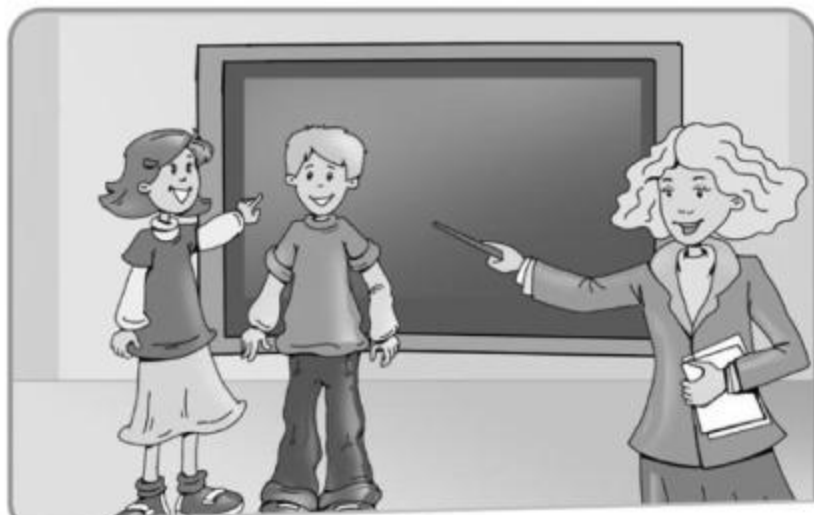
Total 100



NAME: .....

DATE: ..... CLASS: .....

## • Listen and write a name or a number.



e.g. What's the boy's name?

Henry

- 1 How old is he?  
2 What's his friend's name?  
3 Which class are they in at school?  
4 What's his teacher's name?  
5 Where is his school?

Miss .....  
..... Apple Street



# КАРТОЧКА ОЦЕНКИ УЧИТЕЛЕМ ЗНАНИЙ УЧАЩИХСЯ ПО КАЖДОМУ МОДУЛЮ (PROGRESS REPORT CARD)

## Progress Report Card

..... (name) can:			Module 1
I can ...	very well	OK	not very well
introduce him/herself and others			
identify school items			
spell names			
count 1-20			
talk about school subjects			
give simple commands			
write about school subjects			

# КАРТОЧКА ОЦЕНКИ СТЕПЕНИ АКТИВНОСТИ УЧАЩИХСЯ В ВЫПОЛНЕНИИ ОТДЕЛЬНЫХ ВИДОВ УПРАЖНЕНИЙ И ЗАДАНИЙ (FORMATIVE EVALUATION CHART)

## Evaluation chart for games and activities (formative evaluation)

Name of game/activity: \_\_\_\_\_

Aim of game/activity: \_\_\_\_\_

Module: \_\_\_\_\_ Unit: \_\_\_\_\_ Course: \_\_\_\_\_

Children's names:	Mark and comments
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	

Evaluation criteria: c (green) w (yellow) n (red)

## КАРТОЧКА ИТОГОВОЙ ОЦЕНКИ ЗНАНИЙ УЧАЩИХСЯ ПО КАЖДМУ МОДУЛЮ (CUMULATIVE EVALUATION CHART)




Evaluation chart for each module (cumulative evaluation)

Module:																									
Date:																									
Course:																									
Aims: The child is able to ...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1																									
2																									
3																									
4																									
5																									
6																									
7																									
8																									
9																									
<div>Marking criteria: c (green)    n (yellow)    w (red)</div>																									
Attitudes:																									
1																									
2																									
3																									
<div>Marking criteria: ✓ Yes    ✗ No    I Improving</div>																									



# КАРТОЧКА САМООЦЕНКИ ЗНАНИЯ МАТЕРИАЛА МОДУЛЯ (STUDENT'S SELF-ASSESSMENT FORM)

Student's Self-Assessment Form

Name: .....								Module 1	
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• Hello, I'm ... What's your name? My name's ... This is ...									
• What's this? It's a school bag!									
• What's your name? M-A-Y-A Ah! Maya!									
• one, two, ... twenty									
• What's your favourite subject? Art. What about you? I like Music.									
• Stand up! Sit down!									
Draw how you feel!   									



Student's Self-Assessment Form



*Каждый – гениален. Но если вы будете судить рыбу по ее способности лазать по деревьям, она всю жизнь проживет с верой в свою глупость.*

**Альберт Эйнштейн**



# ИНСТРУМЕНТАРИЙ ДЛЯ ИТОГОВОЙ ОЦЕНКИ ДОСТИЖЕНИЯ ПЛАНИРУЕМЫХ РЕЗУЛЬТАТОВ ОСВОЕНИЯ ПРОГРАММЫ ПО АНГЛИЙСКОМУ ЯЗЫКУ В НАЧАЛЬНОЙ ШКОЛЕ





**Примерные задания для  
итоговой оценки достижения  
планируемого результата**

# Общая схема оценивания умений диалогической речи

1. Поставленная коммуникативная задача решена/не решена.
2. Умения речевого взаимодействия продемонстрированы/ не продемонстрированы: способность начать, поддержать и закончить разговор.
3. Лексическая и грамматическая стороны речи:
  - соответствие/несоответствие использованного языкового материала поставленной коммуникативной задаче;
  - отсутствие/наличие лексико-грамматических ошибок, затрудняющих понимание.
4. Фонетическая сторона речи:
  - отсутствие/наличие фонематических ошибок;
  - правильное/неправильное произнесение звуков в потоке речи;
  - соблюдение/несоблюдение правильного ритмико-интонационного рисунка предложений.
5. Объем высказывания (учитывается только на повышенном уровне – не менее 3 реплик с каждой стороны).



# **Коммуникативные умения. Говорение. Диалогическая речь.**

## **Планируемый результат:**

участвовать в элементарных диалогах,  
соблюдая нормы речевого этикета,  
принятые в англоязычных странах.



# Умение: участвовать в простом этикетном разговоре

In an Ice cream Café.

**2** Read and act out.

A: Hello. Can I help you?

B: Yes, please. I'd like an ice cream.

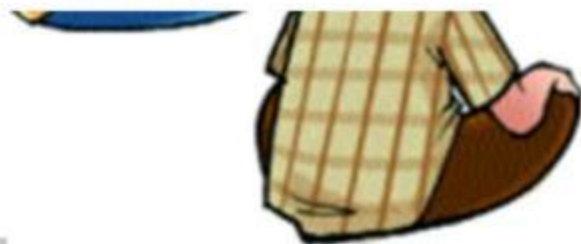
A: What flavour?

B: Chocolate, please.

A: Here you are. It's 5 rubles.

B: Thank you. Bye.

A: Bye.



# Умение: участвовать в диалоге-расспросе

## 2 Chit-Chat

### 4 Chit-Chat

A: My name's Joyce. That's J-O-Y-C-E.

B: Hi, Joyce. What's your phone number?

A: My phone number is 567 789 091.



six

nine

seven

ten

eight



- Giving information

1 Take roles and read out.

Denis: Who's this?  
 Valentina: This is my uncle Danil.  
 Denis: Where does he live?  
 Valentina: He lives in England. He's a doctor.  
 Denis: How old is he?  
 Valentina: He's forty-five.  
 Denis: What's he like?  
 Valentina: He's very kind and friendly!



2 Work in pairs. Use the pictures below or your own ideas and act out similar dialogues.

- Describe

1 Take roles

Vladimir

Inga:

Vladimir

Inga:





# Умение: участвовать в диалоге- побуждении

## 2 Chit-Chat

Can you pass me the lemon, please?

## 2 Chit-Chat

A: Can I have some meat and potatoes, please?

B: Here you are.

A: Thank you.



Sure. Here you are!

# Общая схема оценивания умений монологической речи

1. Поставленная коммуникативная задача решена/не решена.
2. Логика высказывания соблюдена/не соблюдена.
3. Лексическая и грамматическая стороны речи:
  - адекватность/неадекватность используемой лексики;
  - разнообразие/однотипность грамматических структур;
  - отсутствие/наличие лексико-грамматических ошибок, затрудняющих понимание.
4. Фонетическая сторона речи:
  - отсутствие/наличие фонематических ошибок;
  - правильное/неправильное произнесение звуков в потоке речи;
  - соблюдение/несоблюдение правильного ритмико-интонационного рисунка предложений.
5. Объем высказывания:
  - базовый уровень – не менее 5 предложений;
  - повышенный уровень – не менее 7 предложений.



# **Коммуникативные умения. Говорение. Монологическая речь.**

## **Планируемый результат:**

составлять небольшое описание  
предмета, картинки, персонажа.



Read. Then, write.

4 Who

## 8. Cartoon time



Th  
to  
Do  
is  
me

1 Who is it? Read and match.

- 1 'I don't know who I am. I don't know my name. I don't have any friends.'
- 2 'I've got a dog and a cat, but they are not my pets, they are my friends. They live in the country.'
- 3 'I live in a flower city and I like wearing bright things. The big blue hat is my favourite. I don't like girls.'
- 4 'I'm not happy. I can't catch the small hare. I've got big teeth and I want to eat the hare up.'

re their  
. This is  
's chair  
yellow



5



Portfolio: Now draw your room and write about it.

# Планируемый результат: рассказывать о себе, своей семье, друге.

4 Read and answer the questions.

## **My Best Friend** by James

This is my best friend Craig. He's nine years old. Craig has got short dark hair and blue eyes. He's tall for his age and quite plump. Craig is very kind and friendly. In the picture Craig is playing soccer. He likes playing soccer in his free time. Craig is a good friend and we do a lot of things together!



- 1 Who is James' best friend?
- 2 How old is he?
- 3 What does he look like?
- 4 What's he like?

5 Now use the questions to talk about your best friend.



## 8. Travelling is fun



**1** Describe Natasha's photos. Which place do you like best? Why?

Most people like travelling and visiting new places. Natasha often goes hiking with her classmates and teachers. Here are some pages from her diary.

**August 12, 2005**

Here we are, camping in the mountains in Siberia! It's cool and windy, but my new tent is nice and warm. Tomorrow we're going to visit a lake.

**August 13, 2005**

We walked to the lake today. It was wonderful! The water was cold and very clear, but we didn't see any fish.

**May 2, 2006**

The Caucasus mountains are like a fairy tale. There's so much to see here! It's May, but there's snow and lots of wild flowers.

**May 8, 2006**

We're at the seaside at last. The Black Sea is beautiful!



**2** Do you like travelling? Say:

- where you travelled last;
- who you travelled with;
- what you saw there;
- what you did there;
- what you liked best.

# **Коммуникативные умения. Аудирование.**

## **Планируемый результат:**

воспринимать на слух в аудиозаписи  
и понимать основное содержание  
небольших сообщений, рассказов,  
сказок.





Where was Kim last week? Listen and write the day in your notebook.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

1 Saturday



2 ...



3 ...



4 ...



5 ...



6 ...



## The TOWN MOUSE & COUNTRY MOUSE

**Country Mouse:** Hello, Town /  
Welcome to r  
It's very smal  
A lovely hous  
For two smal

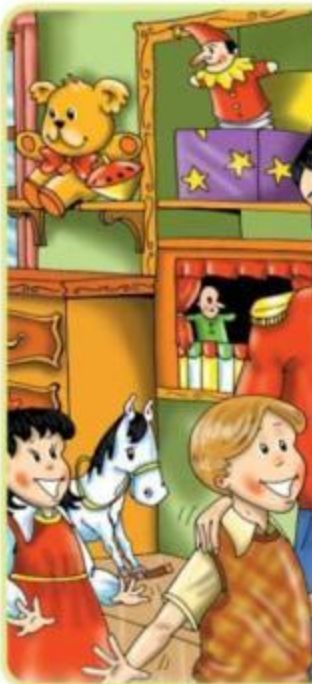


40 - Module 1

## The TOY SOLDIER

**Daddy:** Here's a toy  
For my little boy.  
A toy soldier for you  
And his jacket is blue!

William



18 - Module 1

## Goldilocks and the Three Bears

**Narrator:** Goldilocks, a little girl,  
Has big blue eyes  
And golden curls.  
Her mother tells her ...

**Mother:** Now, be good!  
Don't go walking  
In the wood!



18 - Module 1



# **Коммуникативные умения. Чтение.**

**Планируемый результат:**

соотносить графический образ  
английского слова  
с его звуковым образом.

## Further Reading Practice

### 7 Rea

7 Read the words/sentences first to yourself, then aloud.

/v/ tin, bin, big, sing, trick, swim;  
The Tin Man is sad. He can't swim. "What's the matter?" asks Jill. "I can't swim," says the Tin Man. "I've got an idea!" says Jill. "Come with



12 Match to make a nonsense rhyme. Then choose a rhyme and mime it to your friend. Can he/she guess the rhyme?

- 1 Stroke the
- 2 Hop to the
- 3 Snore
- 4 It's a hot

- A shop.
- B dot.
- C joke.
- D no more.

Mike sees a bike. Hello, says Mike. Hi, says the bike. "Can you ride a bike?" "No," says Mike. "Can you fly?" "No," says the bike. "But I can climb!" So the bike climbs up the hill. Now Mike isn't alone. He's got a friend.



/əʊ/ no, go, nose, note, home, those, old, know;  
"Take this note to Mr Jones, Tony," says Mrs Bones. "Who's Mr Jones?" asks Tony. "I don't know him." "His home is up the hill," says Mrs Bones. "Oh yes, I know," says Tony. "He's the old man with the big nose!"





# **Коммуникативные умения.**

## **Чтение.**

### **Планируемый результат:**

читать вслух небольшой текст,  
построенный на изученном языковом  
материале, соблюдая правила  
произношения и соответствующую  
интонацию.

## **Все тексты, предлагаемые учащимся, должны отвечать следующим требованиям:**

- соответствовать предметному содержанию речи, которое определено в примерной программе по английскому языку для начальной школы;
- соответствовать языковому минимуму содержания по иностранному языку для начальной школы;
- иметь воспитательную/образовательную ценность;
- учитывать интересы младших школьников;
- соответствовать определённому объёму: объём текстов для чтения вслух должен быть не более 80 слов, включая предлоги и артикли;
- объём текстов для чтения про себя с пониманием основного содержания – не более 250 слов.



**1** Listen and read.



- 1** Lulu: Chuckles, come here!  
Larry: Oh, no! He's in the house!  
Lulu: Where's Mummy?  
Larry: Look! Mummy's in the kitchen.

- 2** Larry: Where's Daddy?  
Lulu: He's in the bedroom.  
**3** Larry: But where's Chuckles?  
Lulu: Quick! Let's go!

**5** Sing and do.

Footprints in the kitchen,  
Footprints in the hall,  
Footprints on the floor,  
Footprints on the wall!

Footprints in the living room,  
Footprints on the stairs,  
Footprints in the bedroom,  
Footprints on the chairs!

Footprints in the bathroom,  
But where is naughty Chuckles?  
Footprints in the bath,  
He's there with all the bubbles!



**3** Listen and read.



**4** Read again and say **yes** or **no**.

The presents are for Chuckles.



**Планируемый результат:** читать про себя и понимать содержание небольшого текста, построенного в основном на изученном языковом материале.

**1** Look, read and choose.

## HOLIDAYS PHOTOS



This is Nanny Shine on holiday in the country. It's a  
1) sunny/ windy day and she's with her dog, Danny.



# Умение: читать про себя и понимать основное содержание текста

8b

1 Listen and read.

1 Larry: Chuckles!  
Lulu: Chuckles,  
where are  
you?

2 Larry: Look! There's  
Chuckles in the  
tree!

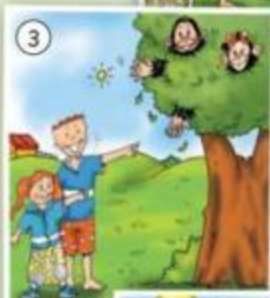
Lulu: Can you climb  
the tree,  
Larry?

Larry: No, I can't.

3 Lulu: Look! What's that?

Larry: Ha, ha! It's a girl  
chimp.

4 Lulu: Look, Nanny! Two  
chimps. A boy and  
a girl



2 Read again and choose.

Larry *can/can't* climb the tree.

Larry *can/can't* climb the tree.

3 Listen and read.



4 Read again and say **yes** or **no**.

Maya likes burgers.

Maya likes burgers.



4 Read and complete the story.

## THE FOX AND THE BEAR

One day, Freddy the Fox 1) /gəʊz/ goes to see Betty the Bear. Betty is in her 2) /gɑːdn/ .....

"Can I use your garden, dear Betty? I want to 3) /plɑːnt/ ..... some carrots." "But how can we divide them when they are 4) /rədi/ .....

?" Betty asks. "You can take the 5) /tɒps/ ..... and I can take the roots." Freddy answers. Betty agrees and Freddy plants some carrots.

6) /wɜːn/ ..... the carrots are ready, Betty calls Freddy. "Come, now, Betty," says Freddy. "Let's divide the carrots. The tops are for you and the 7) /rʊts/ ..... are for me." "This is not fair!" says Betty the Bear. "I cannot 8) /tʌ/ ..... the tops!" Betty the Bear is very angry. "No 9) /fɑːvə/ ..... favours for Freddy!" she says.

But Freddy 10) /kɑːms/ ..... again and asks for another favour. "Please, dear Betty," he says. "Let me 11) /juːz/ ..... your garden. I want to plant some 12) /melənz/ ..... ." "OK," says Betty; "but this time I 13) /waɪnt/ ..... the roots!" "OK," says Freddy and he plants 14) /sɑːm/ ..... melons. When the melons are ready Freddy calls Betty: "Let's share the melons," he says. He cuts off the melons and 15) /pʊts/ ..... them in his bag. "You can have the roots." Betty is so angry with herself that she goes into her house and doesn't 16) /spɪk/ ..... to anyone.



5 What's the moral of the story?

## Further Reading Practice

7 Read the story first to yourself and then to your friend.

### Androcles and the Lion



A very big and very strong lion lives on a mountain. Every night he goes down to the river to drink some water. One evening the lion falls into a thorny bush. "Ouch!" he says. "I've got a thorn in my foot." At this moment, a poor slave called Androcles appears. "Kind man, can you help me?" says the lion and holds up his paw to Androcles. "Yes, of course," says Androcles. "But quickly. My master is looking for me!" Androcles kneels down and pulls the thorn out.



Soon after, Androcles's master catches him and sends him to fight with a lion in front of the Emperor. Androcles is very scared. The lion comes out of the cage and runs to Androcles. The lion stops in front of Androcles and rolls over on his back with all four feet in the air. How can that be? Oh yes. It's the lion from the mountain! It cannot hurt Androcles. The Emperor is so surprised. He sets them both free. Androcles and the lion go back to the mountain and live happily ever after.

9 Read the story again and answer the questions.

1 Where does the lion live?

3 Why can't the lion hurt him?

2 What is the name of the slave?

10 What's the moral of the story?



# Умение: читать про себя и находить в тексте необходимую информацию

5 Read and



## A day in my life!

My name is Danielle Pearson. I live in Wisconsin, USA. My school is called Danver Elementary School and I really like it there. School starts at 8.30. Every day we have Morning Meeting and usually start the day with a game or a song. We have a break at 10.30, and most of the students go outside. Every Thursday I have a meeting with my teacher Miss Blake to talk about my school work and projects.

We have lunch every day at 12.15. I usually eat



1 Read and complete the sentences about Danielle's day.

- 1 She starts school at ... .
- 2 She has lunch at ... .
- 3 She goes outside at break time at ... .
- 4 She goes home from school at ... .
- 5 She goes to bed at ... .

# Коммуникативные умения.

## Письмо.

**Планируемый результат:**  
выписывать из текста слова,  
словосочетания и предложения.



### • Adjectives

#### Writing Tips!

- We can use adjectives before a noun, e.g. *Maria has got a **funny** cat.*
- We can use adjectives after the verb to be, e.g. *Her cat is **clever**.*



**1 Look at the text and underline the adjectives.**

I've got a funny cat. Her name is Fluffy. She has got small ears and a fat body. She's very cute! Fluffy is clever too! She can jump and climb!



**Планируемый результат:** писать поздравительную открытку с Новым годом, с Рождеством, с днем рождения (с опорой на образец).

 **Mother's Day**

**1** What's the special word? Read, guess and complete.

Mum,  
Thanks for everything you do.  
I ... you.

Happy Mother's Day!

... Larry **A**



Mum,  
I ... you, because you're the best!

Happy Mother's Day!

... Lulu **B**



**C** Mum,  
You're very special to me.  
I ... you very much!

Happy Mother's Day!

... Maya



**D** Mum,  
Thank you for loving me!  
I ... you, too!

Happy Mother's Day!

... Paco



**MERRY CHRISTMAS**

We wish you a  
We wish you a  
We wish you a  
And a Hap



# Планируемый результат: писать по образцу краткое письмо зарубежному другу.

4 What are Mum and Dad going to do? Read and say **yes** or **no**.

1 W

Fath  
Velik  
Volo  
Russ

Dear  
I'd  
Th  
You  
...

Dear Larry and Lulu,

Hope you're having a good time in Australia! We're in Italy now and having a great holiday! Rome is wonderful – tomorrow we're going to visit the Coliseum, then on Tuesday we're going to travel to Venice. We can't wait!

It will be very hot today. Dad and I are going to swim in the pool in a while. After that we're going to have lunch in a really nice restaurant close to the hotel.

This evening we're going to have a walk around the city and Dad is going to take some photos. There's so much to see and do here!

Anyway, that's all for now,

Take care and be good ... we miss you!

Love,  
Mum and Dad XXX



- 1 go to the Coliseum **yes**
- 2 visit a museum
- 3 travel to Venice
- 4 buy a camera
- 5 go for a swim
- 6 have lunch in a nice restaurant



5

Portfolio: You are on holiday. Write a letter to a friend.



# **Языковые средства и навыки оперирования ими**

**Графика, каллиграфия, орфография**

**Планируемый результат:**

воспроизводить графически,  
каллиграфически корректно все буквы  
английского алфавита (полупечатное  
написание букв, буквосочетаний, слов).

## МОДУЛЬ 2

### Уроки 4а, 4б

#### ① Обведи слова.

candles candles candles

party party party party

happy happy happy happy

sad sad sad sad sad



**Планируемый результат:**  
пользоваться английским алфавитом,  
знать последовательность букв в нем.

**Английский**  
в фокусе

- 
- ④ Перепиши слова, расставляя их по алфавиту.**

window, chair, bathroom, kitchen, house, door

\_\_\_\_\_

- ④ Перепиши слова, расставляя их по алфавиту.**

house, chair, bed, window, lamp, table, radio


\_\_\_\_\_

- 3. Перепиши слова, расставляя их по алфавиту.**

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

\_\_\_\_\_  
\_\_\_\_\_

# Планируемый результат: СПИСЫВАТЬ ТЕКСТ.

6  Help Lulu with her poem! Write in your notebooks.



Bill and Ben  
Are funny 1) ...!  
They've got big teeth  
And long thin 2) ...!  
They've got three 3) ... –  
They're very nice  
And two small 4) ...  
In a big blue dish!

men

fish

mice

feet

he has breakfast, then, he goes to the park. In the afternoon, Mark watches television. He also plays computer games. Then, at ten o'clock, Mark goes to bed. Saturdays are a lot of fun for Mark!



# Планируемый результат: восстанавливать слово в соответствии с решаемой задачей.

1

Look and write

Английский  
в фокусе

3. Рас

1. 

4.   
n

- 14) Найди 7 слов по теме «Семья». Слова могут читаться слева направо, сверху вниз и по диагонали.

c	v	e	l	m	d	h	o	e	r
b	f	g	d	x	s	a	g	w	e
g	f	d	g	n	i	u	r	o	t
o	i	u	a	h	g	b	a	b	v
g	r	a	n	d	p	a	n	r	t
z	a	v	k	h	d	r	d	o	e
b	y	n	a	n	n	y	m	t	t
u	e	r	t	b	x	s	a	h	q
n	m	u	m	m	y	t	k	e	m
c	b	f	s	i	s	t	e	r	t

ВОДОМ.



# Планируемый результат: отличать буквы от знаков транскрипции.



Listen and repeat.

Ee

PE is a lot of fun for me.



Ten red pens are on the desk.



Copy the table and complete it.

three, yellow, pen, see, we, teddy, tree, pencil, desk, she

/i:/	/e/

/a/ last

/a/ really



Once upon a time, there was a 1) /'hʌŋɡri/ **hungry** little dog. He had no 2) /həʊm/ ....., no name and very often no 3) /fu:d/ ..... . Sometimes he was so hungry that he ate things like 4) /peɪpə/ ..... bags! He walked around the houses with a hungry look and kind people usually 5) /geɪv/ ..... him something to eat.

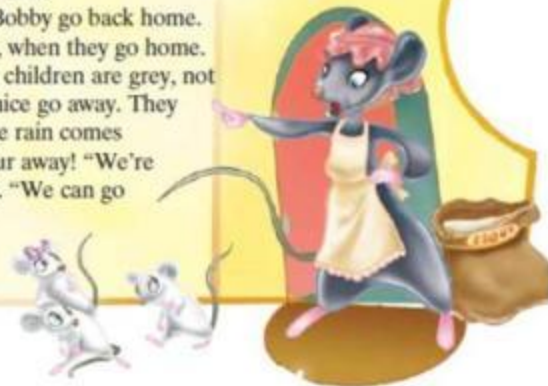
Becky. And the three little mice go into a big bag of flour. Old Black Cat goes away. The three little mice come out of the bag. There is flour in their ears and in their mouths!

At last Billy, Becky and Bobby go back home.

"Shoo!" says Mrs Mouse, when they go home.

"You don't live here. My children are grey, not white!" The three little mice go away. They are very sad. Just then the rain comes down and washes the flour away! "We're all grey again!" says Billy. "We can go home now," says Becky.

"Hurrah!" says Bobby.



Sometimes the little dog was so excited that he reached things other people thought the dog was mad, but he was not mad. He was just a very 6) /speɪl/ ..... dog.

One day, a man watched the funny little dog. The man was very surprised. "I've got an idea," said the man. "This dog is a great 7) /æktə/ ..... ." The man took him home and gave him a name, Lucky. Now, Lucky had plenty of food and a good home.

Lucky was a great actor and soon became famous. Of course, he made a lot of 8) /'mʌni/ ..... for his master, and he was never hungry again. He ate what he liked for 9) /'daɪ/ ..... , went out when he liked, and stayed in bed late in the 10) /'mɔ:niŋz/ ..... . The little dog was very pleased with himself. "Woof! Woof!"

I am not a hungry little dog now - I AM A FILM 11) /stɑ:/ ..... !



12 Read the story again and answer the questions.

- 1 How
- got?
- 2 Why

13 Read the story again and find the words.

- 13 Re:
- 1 /'tʃɪl/
- 2 /pleɪ/
- 3 /ðeə/
- 4 /fɪld/
- 5 /hɪə/

- 1 /'tʃɪldrən/ .....
- 2 /pleɪ/ .....
- 3 /ðeə/ .....
- 4 /fɪld/ .....
- 5 /hɪə/ .....

- 6 /'flaʊə/ .....
- 7 /lə/ .....
- 8 /maʊs/ .....
- 9 /'wɒʃɪz/ .....

an



# Фонетическая сторона речи

## Планируемый результат:

- различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произношения звуков;
- соблюдать правильное ударение в изолированном слове, фразе;
- различать коммуникативные типы предложений по интонации;
- корректно произносить предложения с точки зрения их ритмико-интонационных особенностей.



# Лексическая сторона речи

## Планируемый результат:

- узнавать в письменном и устном тексте изученные лексические единицы, в том числе словосочетания, в пределах тематики начальной школы;
- оперировать в процессе общения активной лексикой в соответствии с коммуникативной задачей.

# Планируемый результат: восстанавливать текст в соответствии с решаемой задачей.

2 Read and fill in. (40 marks)

1 Fill in the missing information.

birthday

address

six

seventh

party

Dear Anton,

It's my ..... on the ..... of  
December and I'm having a ..... !

Can you come? My ..... is 23 Pavlovic.

The party begins at ..... o'clock. Be there!

Love,  
Nadjia





# Грамматическая сторона речи

## Планируемый результат:

- распознавать и употреблять в речи основные коммуникативные типы предложений;
- распознавать и употреблять в речи изученные части речи.

# Умение: распознавать и употреблять в речи изученные существительные в единственном и множественном числе.

## 2 Listen and repeat.



man



men



woman

women



child

children



tooth



teeth



foot



feet



mouse



mice



sheep

sheep



fish



fish



## 3 Complete the sentences.

- 1 Chuckles has got two big ... (foot).
- 2 Baby Alex has got one small ... (tooth).
- 3 All the ... (child) in the class have got new books.
- 4 Mickey Mouse and Minnie Mouse are funny ... (mouse).
- 5 These ... (man) are from the UK.
- 6 Look! This ... (fish) is pink and green!
- 7 Is that ... (woman) your mother?
- 8 Have you got any ... (sheep) on your farm?

## 3 Complete the sentences.

- 1 Chuckles has got two big ... (foot).
- 2 Baby Alex has got one small ... (tooth).
- 3 All the ... (child) in the class have got new books.
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- 5 These ... (man) are from the UK.
- 6 Look! This ... (fish) is pink and green!
- 7 Is that ... (woman) your mother?
- 8 Have you got any ... (sheep) on your farm?



**Умение:** распознавать и употреблять в речи  
изученные существительные с  
определенным/неопределенным/нулевым артиклем.

**5. Вставь артикль там, где нужно.**

1. These are \_\_\_\_\_ mice.
2. He's got \_\_\_\_\_ big teeth.
3. Have you got \_\_\_\_\_ cat?
4. This is \_\_\_\_\_ my parrot.
5. It's got \_\_\_\_\_ long tail.
6. I've got \_\_\_\_\_ pet chimp.
7. He is \_\_\_\_\_ very cute.
8. How old is \_\_\_\_\_ your pet?



**3** Read and complete: **a** or **an**. (10 marks)

1 ... elephant   2 ... bed   3 ... armchair   4 ... orange   5 ... lake



**3. Вставь артикли *a* или *the* там, где нужно.**

1. Grandma is in \_\_\_\_\_ living room.
2. This is \_\_\_\_\_ my house.
3. My house is \_\_\_\_\_ number 5.
4. Where is \_\_\_\_\_ your little brother?
5. Where is \_\_\_\_\_ fridge?
6. This is \_\_\_\_\_ Mary's computer.
7. There is \_\_\_\_\_ mirror in the bathroom.
8. There are \_\_\_\_\_ chairs in the room.
9. There are \_\_\_\_\_ five dishes on the table.
10. This is \_\_\_\_\_ cooker.

# Умение: распознавать и употреблять в речи глагол-связку to be.

4 Read and say.



2 Read and fill in: **am**, **is** or **are**.

- |  |                                     |
|--|-------------------------------------|
| 1 This <b>is</b> my duck, Dodo.                      | 5 Frank and Adam ..... my brothers. |
| 2 We ..... a happy family.                           | 6 Hello! I ..... Pete.              |
| 3 Look at my pencil case. It ..... brown and yellow. | 7 Sally and Judy ..... friends.     |
| 4 She ..... our big sister.                          | 8 What ..... your name?             |
| 2 What is her favourite subject?<br>.....            | 5 What is your name?<br>.....       |
| 3 I am eleven and they are twelve.<br>.....          | 6 We are twelve years old.<br>..... |



# Умение: распознавать и употреблять в речи глаголы в Present, Past, Future Simple.

3 What will the weather be like tomorrow? Look and say.



sunny



windy



cloudy



rainy



cold



hot

London



Rome



Madrid



Paris



Athens



Moscow



A: What will the weather be like in London tomorrow?

B: It'll be cloudy.

6 ... Larry and Paco in the garden an hour ago?

# Умение: распознавать и употреблять в речи модальные глаголы can, may, must.

2 Look

8b



You must feed dogs every day.  
You mustn't give dogs any sweets.

1 Look and say. Use **must** or **mustn't**.

## ZOO RULES



1 You mustn't feed the animals.

2 School rules. Read and choose.

- 1 You can't/don't have to run during the break.
- 2 I can/have to wear a uniform at school. All children wear one.
- 3 You're in the library. You may/must be quiet.
- 4 Mr Green, may/must I ask you a question?
- 5 You mustn't/don't have to go to school on Sunday.
- 6 May/Have I come in, please?



't. ....



.....

1 The

4 He



**Умение:** распознавать и употреблять в речи личные местоимения в (именительном падеже).

5 Read and write.

3. **Замени существительные соответствующими местоимениями** *he, she, it, they*.

**Образец:** grandma – *she*

brother – \_\_\_\_\_

children – \_\_\_\_\_

house – \_\_\_\_\_

mummy – \_\_\_\_\_

sandwiches – \_\_\_\_\_

bed – \_\_\_\_\_

radio – \_\_\_\_\_

jeans – \_\_\_\_\_

**John**

.....  
.....  
.....

**Pat**

.....  
.....  
.....

**ruler**

.....  
.....  
.....

**Умение:** распознавать и употреблять в речи притяжательные местоимения.

**6. Напиши соответствующее притяжательное**

**9. Посмотри и напиши, чьи это вещи, как показано в образце.**

Mum	Dad	brothers	pet
umbrella	car	room	ball
cup	computer	books	food

**Образец:** *her umbrella*

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

5 \_\_\_\_\_  
6 \_\_\_\_\_  
7 \_\_\_\_\_  
8 \_\_\_\_\_

2. **They/Their** are friends.

3. Betty is **she/her** sister.

4. **I/My** grandpa is funny.



## Умение: распознавать и употреблять в речи указательные местоимения.

**2** Look, read and complete: **This, That, These** or **Those**. (20 marks)

**4** Read and choose. (20 marks)

1 A: What's this?

B: a) It's a pencil.

b) These are pencils.

2 A: Whose is this doll?

B: a) It's Marina.

b) It's Marina's.

3 A: What are these?

B: a) A pen.

b) Pens.

4 A: Whose is this?

B: a) Albert's.

b) Albert.

	20
--	----

	20
--	----

# Умение: распознавать и употреблять в речи изученные прилагательные в положительной, сравнительной и превосходной степени.

4 Re  
(1!

e.g. A

tl

1 A

a

2 A

li

3 A

4 A

5 A

a

4

1

2

3

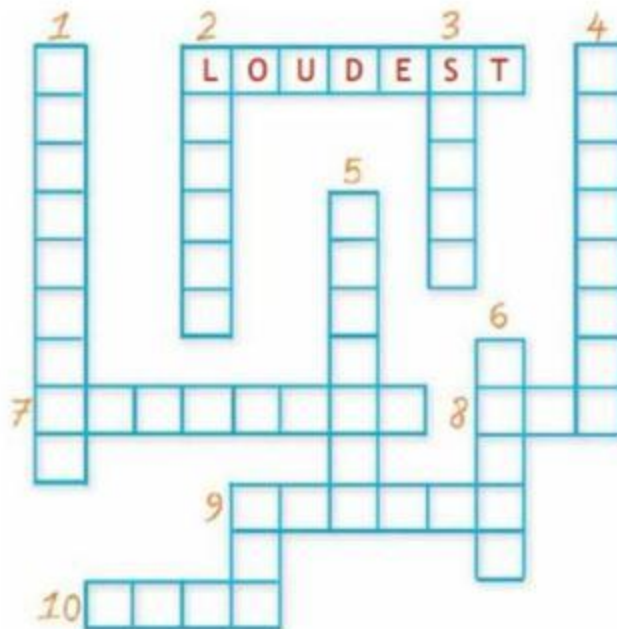
3 Read and do the crossword puzzle.

Across

- 2 Jim was the (loud) person in the class.
- 7 Ray is (strong) than Bob.
- 8 It's (hot) today.
- 9 Sharon's (good) at Maths than me.
- 10 My hair is (long) but my sister's hair is short.

Down

- 1 I'm sure Diana is the (pretty) girl I know.
- 2 Lizards are (lazy) than mice.
- 3 Joanna is (shy) than her brother.
- 4 Who's the (slim) in your family?
- 5 Miss Hart is the (kind) teacher in the school.
- 6 Hares have got (short) tails.
- 9 John is my (big) brother.



in)?

er)?

....



# Умение: распознавать и употреблять в речи количественные (до 100) и порядковые (до 30) числительные.

1 Listen and repeat.

1<sup>st</sup>

first

2<sup>nd</sup>

second

3<sup>rd</sup>

third

4<sup>th</sup>

fourth

5<sup>th</sup>

fifth

11<sup>th</sup>

eleventh

12<sup>th</sup>

twelfth

20<sup>th</sup>

twentieth

2 Chit-Chat

A: That looks delicious!

B: It's for Robbie's sixteenth birthday.



Jim



Mike



Janet



Kelly



Laura

10b



7<sup>th</sup> March – the seventh of March

- 1 Look at the calendar, then rewrite the sentences in your notebook. Use: two weeks ago, last Sunday, yesterday, a week ago, last Tuesday, three days ago.



- I was in France on the seventh of March.  
**I was in France two weeks ago.**
- Mary was at school on the twentieth of March.
- Mum and Dad were at the cinema on the eighteenth of March.
- David was at the shops on the fourteenth of March.
- I was at the zoo on the seventeenth of March.
- Brian and May were in London on the fifteenth of March.

**Умение:** распознавать и употреблять в речи наиболее употребительные предлоги для выражения временных и пространственных отношений.

1 Look

in the morning  
at night  
at seven o'clock



visit my friend have supper



watch a video go to bed



go to school

watch TV

go to bed



4



5

- 1 Chuckles
- 2 Lulu is in
- 3 Larry is
- 4 Grandma
- 5 The foot
- 6 The ball

2 Now, talk with your friend.

A: What do you do in the morning?  
B: I have a shower, then I have breakfast.

4 Now, ask and answer.

A: What time do you get up?  
B: At seven o'clock.



**СПЕЦИФИКАЦИЯ  
ИТОГОВОЙ РАБОТЫ  
ПО АНГЛИЙСКОМУ ЯЗЫКУ  
ДЛЯ 4 КЛАССА**

# **1. Цель итоговой работы:**

оценить уровень подготовки  
выпускников начальной школы  
по английскому языку



## 2. Структура итоговой работы:

### Письменная часть:

Аудирование  
Чтение  
Лексика и грамматика  
Письмо

### ОБЪЕКТЫ ОЦЕНИВАНИЯ

Умения в  
аудировании

Умения в  
чтении (про  
себя)

Лексико-  
грамматичес  
кие навыки

Умения в  
письменной  
речи

### Устная часть:

Говорение  
(монолог и диалог)

### ОБЪЕКТЫ ОЦЕНИВАНИЯ

Умения в  
говорении

## Типы заданий:

- ☐ с выбором ответа (предлагается 3 варианта ответа, из которых верен только 1 ответ);
- ☐ с кратким ответом в виде одного слова на восстановление связного текста;
- ☐ установление соответствия;
- ☐ открытого типа, требующие развернутого ответа.



### 3. Содержание итоговой работы

определяется целями изучения  
английского языка  
в начальной школе  
и планируемыми результатами  
начального образования  
по английскому языку

## 4. Распределение заданий по уровням сложности:

- ❑ **задания базового уровня**  
(достижение учащимися этого уровня подтверждает, что они готовы к дальнейшему обучению в основной школе);
- ❑ **задания повышенного уровня**  
(выполнение заданий этого уровня свидетельствует о более высокой подготовке учащихся).



## 5. Примерная тематика для проверки умений учащихся в говорении

- **Знакомство:** имя, возраст.
- **Я и моя семья:** члены семьи, их имена, возраст, внешность, черты характера, увлечения/хобби. Мой день: распорядок дня, домашние обязанности. Покупки в магазине: одежда, обувь, основные продукты питания. Любимая еда. Семейные праздники: день рождения, Новый год/Рождество. Подарки.



- ***Мир моих увлечений:*** мои любимые занятия. Виды спорта и спортивные игры. Выходной день. Каникулы.
- ***Мои друзья:*** имя, возраст, внешность, характер, увлечения/хобби. Совместные занятия. Любимое домашнее животное.
- ***Мир вокруг меня:*** мой дом/квартира/комната: названия комнат, их размер; предметы мебели и интерьера. Природа. Любимое время года. Погода.
- ***Моя школа:*** классная комната, учебные предметы, школьные принадлежности. Учебные занятия на уроках.



# ТЕМАТИКА УМК «АНГЛИЙСКИЙ В ФОКУСЕ»

## 2 класс:

My family!  
My home!  
My birthday!  
My animals!  
My toys!  
My holidays!

## 3 класс:

Family moments!  
Home, sweet home!  
All things I like!  
Furry friends!  
Come in and play!  
A day off!  
School days!  
Day by day!

## 4 класс:

Family & friends!  
Places to go!  
Tasty treats!  
At the zoo!  
Tell the tale!  
Where were you yesterday?  
Days to remember!  
A working day!



## **6. Время и условия проведения итоговой работы**

- **45 минут** (один урок).

**Задания выполняются в следующем порядке:**

- 1. Аудирование.** Тексты (диалоги) предъявляются дважды в исполнении двух преподавателей английского языка. После первого прослушивания учащиеся выполняют задания. Во время второго прослушивания они проверяют правильность выполнения задания, внося необходимые исправления.
- 2. Чтение, письмо, лексика и грамматика.** Работа выполняется в индивидуальном темпе.
- 3. Говорение** проверяется на следующем уроке.



## 7. Оценка выполнения заданий и работы в целом

Каждое задание оценивается по определенным критериям.

**Максимальное количество баллов - 40,**  
(задания базового уровня - 26 баллов, задания повышенного уровня – 14 баллов).

**20 и менее баллов** – недостаточная подготовка;

**21-27 баллов** – подготовка соответствует требованиям программы;

**больше 27 баллов** – демонстрирует более высокую подготовку

**Демонстрационный вариант  
– образец для разработки  
аналогичных работ**



ДЕМОНСТРАЦИОННЫЙ ВАРИАНТ  
ИТОГОВОЙ РАБОТЫ ПО АНГЛИЙСКОМУ ЯЗЫКУ  
ДЛЯ ВЫПУСКНИКОВ НАЧАЛЬНОЙ ШКОЛЫ

**1 часть**

**Задание 1.**

Прослушай разговор Кейт с мамой. Соедини линиями имена друзей и их изображения на рисунке. В качестве примера указан Питер. Текст прозвучит дважды.



PETER TOM ANN WILLIAM BECKY

**Текст для аудирования к заданию 1**

*Kate:* Mum, this is the photo of my friends. They are all in the classroom.

*Mum:* Who are those two boys next to the computer?

*Kate:* Peter and **Tom**. They like to play computer games. **Tom** is in a dark T-shirt.

*Mum:* Well! And who is that girl with books?

*Kate:* That's **Ann**. She is smart. Ann is the best pupil in our class. She loves children's stories.

*Mum:* Really? A nice girl!

*Kate:* Look at the boy feeding the fish! His name is **William**. He likes animals. William feeds our goldfish every morning.

*Mum:* And who is this girl in a nice dress?

*Kate:* This is **Becky**. Becky paints good pictures. Look at her new picture!

Прослушай разговор двух друзей и выполни задания 2—4. Прочитай вопросы и выбери правильный ответ из трёх предложенных вариантов. Обведи номер ответа. Текст прозвучит дважды.

**Текст для аудирования к заданиям 2—4**

*John:* I phoned you on Saturday but you weren't at home.

*Steve:* You know my parents like to spend weekends in the park. But last Saturday we decided to have a picnic in the country.

*John:* What did you do there?

*Steve:* We played football, badminton and flew the kite. My little brother Jimmy played with us. Most of all he likes hide-and-seek. It's very interesting to play hide-and-seek in the country.

*John:* Did you enjoy the picnic?

*Steve:* Yes, a lot. The weather was fine. We had a lot of food. There were nice birds in the trees. They sang songs. We gave the birds some bread. On our way we met a big rabbit with long ears. And later, we saw a red fox under the tree.

*John:* Really?

**Задание 2.** Where did Steve and his family go at weekend?

- 1) They stayed at home.
- 2) They went to the country.
- 3) They went to the park.

**Задание 3.** What is Jimmy's favourite game?

- 1) Jimmy likes to play hide-and-seek.
- 2) Jimmy likes to play badminton.
- 3) Jimmy likes to play football.

**Задание 4.** Who did they feed?

- 1) They fed the rabbit.
- 2) They fed the fox.
- 3) They fed the birds.

Прочитай текст и выполни задания 5—10. Закончи предложения, выбрав из предложенных вариантов тот, который соответствует содержанию текста. Обведи номер ответа.

**Текст к заданиям 5—10**

Conrad was a cat. One day his family took Conrad in the car and went to visit their friends.

When Conrad got to the friends' house he said, "This is not my house. I don't like it. I want to go home." And he ran away.

In an hour Conrad saw a house and a lady in front of it. But it wasn't his house. He said to the lady in the cat language, "Could you tell me the way to my house?"

The lady didn't know the cat language and she did not know the way to Conrad's house. She said, "Some milk? Here is some milk."

Conrad drank some milk because he was hungry. "Well, thank you. Good bye," Conrad said and ran away.

He walked on the field. He caught a mouse and ate it. He drank some water from a river. Conrad became very tired, but he ran on the road.

And one day Conrad saw his house. Conrad's family went to the yard and cried, "Conrad's here! He couldn't ask the way, but he is here! Conrad you are a clever cat! We love you!"

**Задание 5.** When Conrad got to the friends' house, ...

- 1) he wanted to return home.
- 2) he liked the friends' house.
- 3) he wanted to have some milk.

**Задание 6.** The lady was glad to see Conrad and ...

- 1) she answered Conrad's question.
- 2) she showed him the way to his house.
- 3) she gave Conrad some milk.

**Задание 7.** Conrad thanked the lady and ran away because ...

- 1) he wanted to visit his friends.
- 2) he wanted to find his house.
- 3) he wanted to catch a mouse.

**Задание 8.** Soon Conrad was very tired but ...

- 1) he went along the road.
- 2) he swam in the river.
- 3) he played with a mouse.

**Задание 9.** When the family saw Conrad in the yard, ...

- 1) they were sad.
- 2) they were happy.
- 3) they were angry.

**Задание 10.** Conrad was a clever cat because ...

- 1) he ran away from the friends' house.
- 2) he knew the cat language.
- 3) he found his house and his family.

**Задание 11.**

Прочитай текст. Постарайся понять, какие слова в нём пропущены. Впиши в каждый пропуск пропущенное слово, выбрав его из рамочки. Одно слово уже вставлено.

had, **people**, stories, much, president, often

Children and grown-ups like toy bears. Many **people** have toy bears at home. There are a lot of funny \_\_\_\_\_ about little bears.

We \_\_\_\_\_ call toy bears "Teddy". This is because of American \_\_\_\_\_ Theodore Roosevelt. People liked the president very \_\_\_\_\_ and called him Teddy. Theodore Roosevelt \_\_\_\_\_ a toy bear. People called their own bears Teddy, too.

**Выполни задания 12—17.** Выбери правильное слово и обведи номер ответа.

**Задание 12.** Where ... they from? — From Britain.

- 1) am
- 2) is
- 3) are

**Задание 13.** Where does she usually ... ? — In the park.

- 1) skates
- 2) skate
- 3) skated

**Задание 14.** Tom ... a nice snowman in the yard yesterday.

- 1) makes
- 2) made
- 3) will make



**Задание 15.** Tomorrow the children ... to school.

- 1) go    2) went    3) will go

**Задание 16.** The ocean is ... than the sea.

- 1) large    2) larger    3) the largest

**Задание 17.** My grandfather usually watches TV ... the evening.

- 1) in    2) at    3) on

**Задание 18.**

Прочитай письмо от друга по переписке и напиши ответ, дополнив письмо.

London  
Great Britain  
April, 21

Dear friend,

My name is Andrew. I am from Great Britain. I live in London.

I am ten. My birthday is on the 6<sup>th</sup> of October. When is your birthday?

I like to swim and play computer games. What do you like to do?

My favourite subject is Maths. What is your favourite subject?

I hope to get a letter from you soon!

Yours,  
Andrew

Dear \_\_\_\_\_

Thank you for your letter.

My name is \_\_\_\_\_

I am from \_\_\_\_\_

My birthday is \_\_\_\_\_

I like to \_\_\_\_\_

My favourite subject is \_\_\_\_\_

Best wishes,  
\_\_\_\_\_

## II часть

**Задание 19.**

Расскажи о своём друге (опиши его внешность, характер, что умеет делать, чем вы любите заниматься вместе). В твоём рассказе должно быть не менее 5 предложений.

**Задание 20.**

Разыграй с одноклассником диалог: знакомство с новым учеником. Поздоровайтесь и познакомьтесь: узнайте имена друг друга, что каждый из вас любит делать, какой учебный предмет нравится больше всего.

## **БИБЛИОГРАФИЯ**

- **Федеральный государственный образовательный стандарт начального общего образования.**
- **Примерная основная образовательная программа образовательного учреждения. Начальная школа.**
- **Примерная программа по иностранному языку.**
- **Стандарты второго поколения. Оценка достижения планируемых результатов в начальной школе. Система заданий.**
- **Н. И. Быкова, М.Д. Пospelова, Рабочие программы 2-4 классы для учителей общеобразовательных учреждений.**