



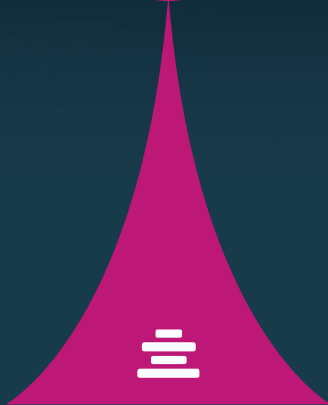
**TEACHERS OPEN  
THE DOOR, BUT  
YOU MUST ENTER  
BY YOURSELF.**

(китайская пословица)

# ОСНОВНАЯ ЗАДАЧА ОБУЧЕНИЯ ИЯ



ЧТЕНИЕ



ПИСЬМО

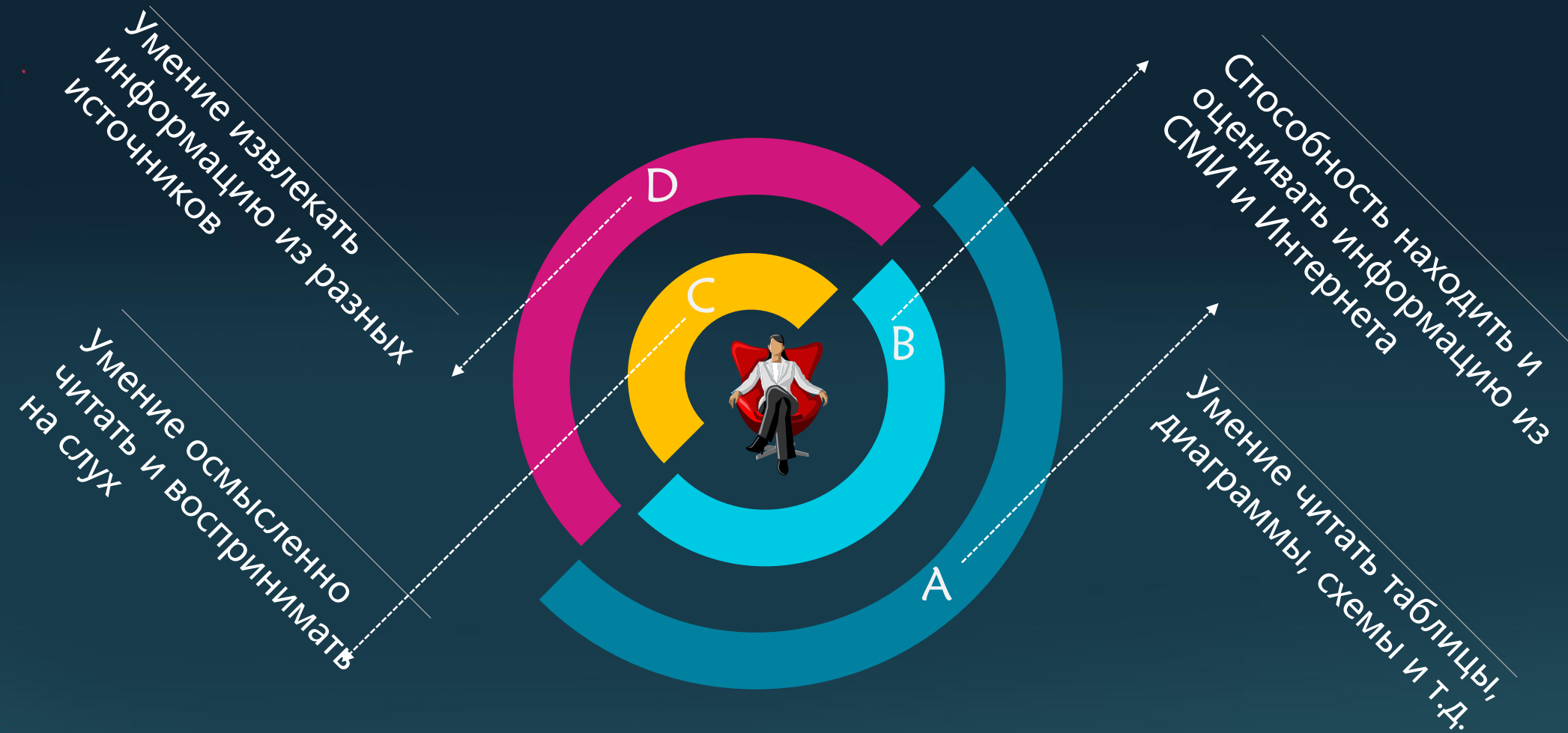


МОНОЛОГИЧЕСКАЯ  
РЕЧЬ



ДИАЛОГИЧЕСКАЯ  
РЕЧЬ

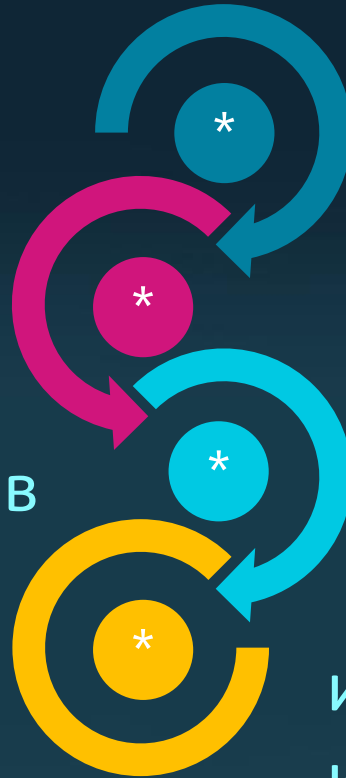
# НАВЫКИ И УМЕНИЯ



# СПОСОБЫ ДОСТИЖЕНИЯ ФГ

технология развития  
критического мышления  
через чтение и письмо

метод проектов



игровые технологии

информационно-  
коммуникационные  
технологии



# Источники полезных ресурсов

- <https://learnenglishkids.britishcouncil.org/en>  
слушаем, читаем, учим грамматику, поем песни и смотрим видео, подходит для разных возрастов и уровней
- <https://quizlet.com/>  
работа с лексикой и вывод этой лексики в активный вокабуляр
- <http://www.english-4kids.com/interactive.html>  
онлайн-игры и викторины с лексикой, чтение
- <http://www.LearningApps.org>



# АУДИРОВАНИЕ

**Умения:** отделять главную информацию от второстепенной; выявлять наиболее значимые факты; извлекать необходимую или интересующую информацию

Вы помогаете своему другу, юному радиожурналисту, проанализировать подготовленное им для передачи интервью. Прослушайте аудиозапись интервью и занесите данные в таблицу. Вы можете вписать **не более одного слова (без артиклей)** из прозвучавшего текста. Числа необходимо записывать буквами. Вы услышите запись дважды.

6	Age of the respondent	_____ years old
7	Date of birth	_____, 30th, 2004
8	Favourite sports activity	_____
9	The school subject he/she is good at	_____
10	The job he/she would like to do in the future	_____
11	The language he/she wants to learn	_____

# ГОВОРЕНИЕ

**Умения:** делать сообщения, кратко передавать содержание полученной информации; рассказывать о себе, о семье, о погоде и т.д.; рассуждать о фактах, событиях, приводя примеры; описывать особенности жизни и культуры своей страны и страны изучаемого языка

## TALK for 1 MINUTE JOBS

1  
Talk about  
the most dangerous  
jobs.



2  
Talk about  
your dream job.



3  
Talk about  
the most well-paid  
jobs.



4  
Talk about  
the best outfit for a  
job interview.



5  
Talk about  
pros and cons of  
a part-time job.



6  
Talk about  
pros and cons of  
a full-time job.



7  
Talk about  
who are better bosses  
- men or women.



8  
Talk about  
the most popular jobs  
in your country.



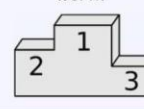
9  
Talk about  
qualities of a perfect  
boss.



10  
Talk about  
the most boring jobs.



11  
Talk about  
how to be successful at  
work.



12  
Talk about  
what is better to be a  
boss or an employee.



13  
Talk about  
the lowest-paid jobs in  
your country.



14  
Talk about  
jobs of the future.

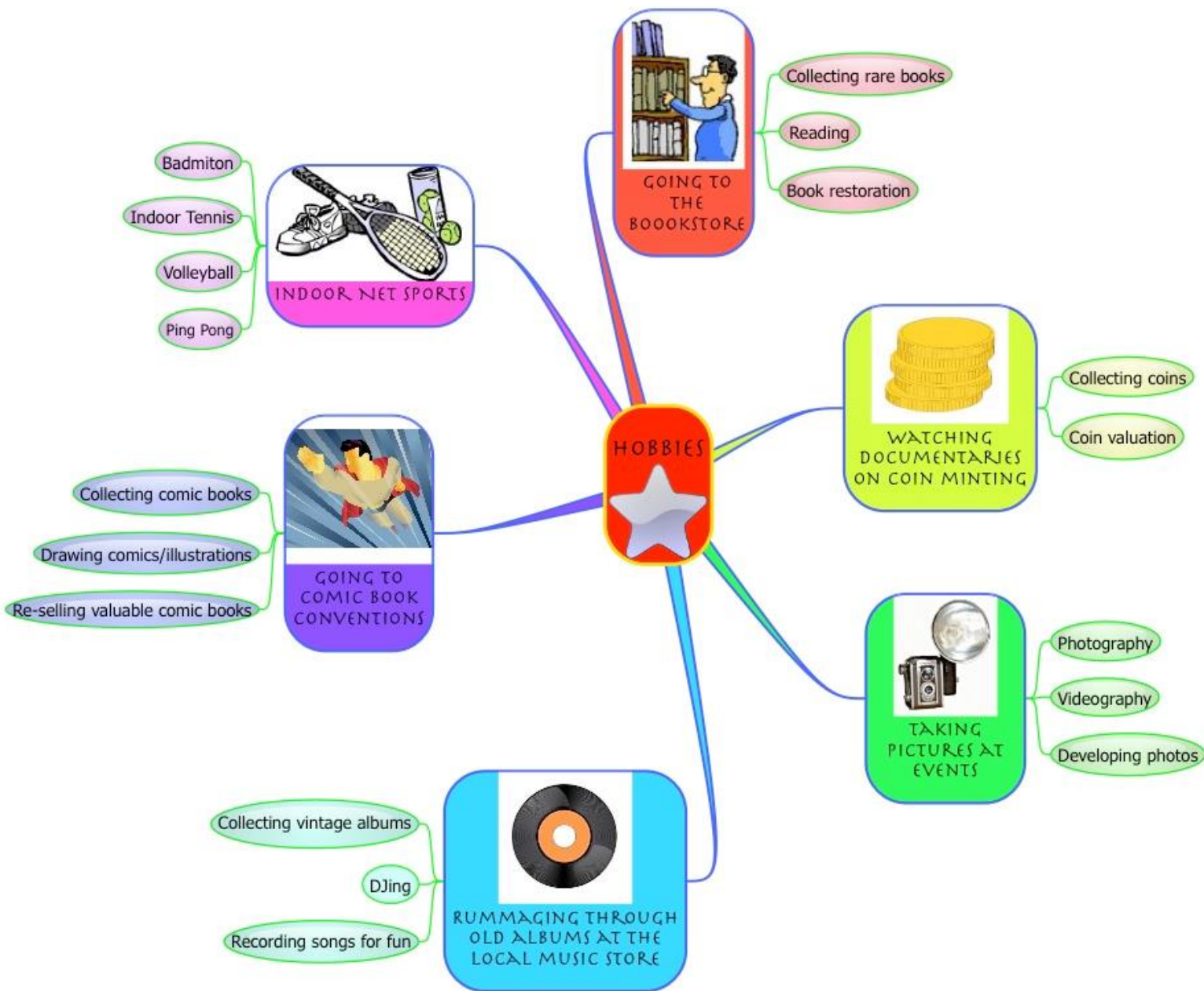


15  
Talk about what  
you wanted to be when  
you were a child.



# ПИСЬМО

Умения: связного,  
логичного и  
стилистически  
уместного  
оформления  
высказывания в  
письменной форме





# ЧТЕНИЕ

**Умения:** выделять основные факты; отделять главную информацию от второстепенной; предвосхищать возможные события, факты; извлекать необходимую, интересующую информацию; определять свое отношение к прочитанному

Демонстрационный вариант ЕГЭ 2019 г. АНГЛИЙСКИЙ ЯЗЫК, 11 класс. (2019 - 7 / 33)

## Раздел 2. Чтение

10 Установите соответствие между текстами A–G и заголовками 1–8. Запишите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1. Perm's industry                | 5. Traditionally liberal          |
| 2. City's cultural life           | 6. Beneficial location            |
| 3. Natural resource as attraction | 7. Where the name comes from      |
| 4. The greatest achievement       | 8. Too important to be left alone |

- A. The word "Perm" first appeared in the 12th century in the Primary Chronicle, the main source describing the early history of the Russian people. The Perm were listed among the people who paid tribute to the Rus. The origin of the word "Perm" remains unclear. Most likely, the word came from the Finno-Ugric languages and meant "far land" or "flat, forested place". But some local residents say it may have come from Per, a hero and the main character of many local legends.
- B. Novgorodian traders were the first to show an interest in Perm. Starting from the 15th century, the Muscovite princes included the area in their plans to create a unified Russian state. During this time the first Russian villages appeared in the northern part of the region. The first industry to appear in the area was a salt factory, which developed on the Usolka river in the city of Solikamsk. Rich salt reserves generated great interest on the part of Russia's wealthiest merchants, some of whom bought land there.
- C. The history of the modern city of Perm starts with the development of the Ural region by Tsar Peter the Great. Perm became the capital of the region in 1781 when the territorial structure of the country was reformed. A special commission determined that the best place would be at the crossroads of the Trans-Siberian Railroad, which runs east-west and the Kazan line, which runs north-south. This choice resulted in Perm becoming a major trade and industrial centre. The city quickly grew to become one of the biggest in the region.
- D. Perm is generally stable and peaceful, so the shocks of 1917 did not reach it right away. Neither did they have the same bloody results as in Petrograd. Perm tried to distance itself from the excesses and did not share the enthusiasm for change of its neighbours. Residents supported more moderate parties. They voted for the establishment of a west European style democracy in Russia. Unfortunately, the city could not stay completely unaffected, as both the White and the Red armies wanted its factories.

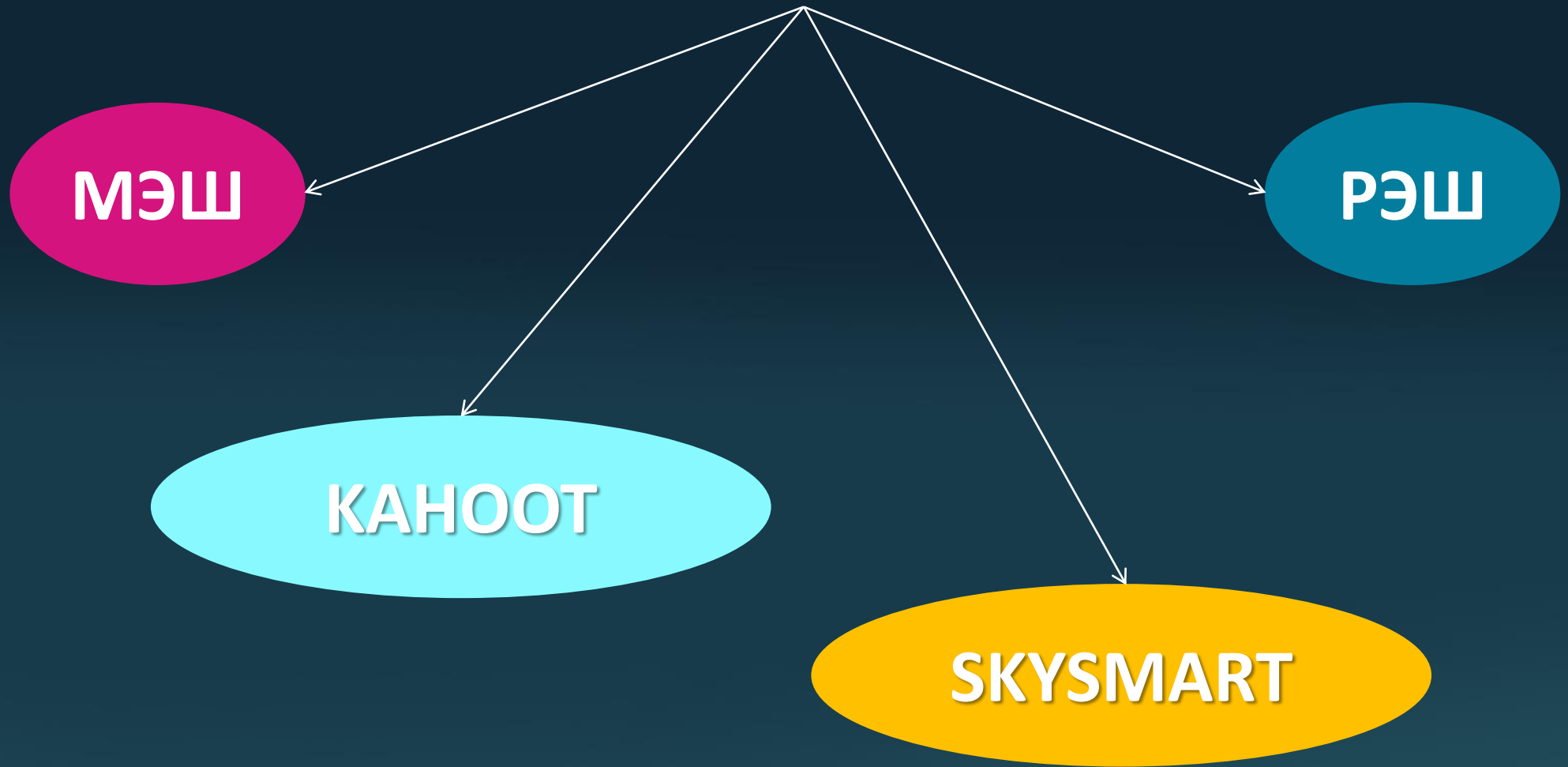
Демонстрационный вариант ЕГЭ 2019 г. АНГЛИЙСКИЙ ЯЗЫК, 11 класс. (2019 - 8 / 33)


- E. Perm's desire for stability and self-control made the region seem like a "swamp" during the democratic reforms of the 1990s. Unlike other regions, there were no intense social conflicts or strikes. Nevertheless, Perm was always among the regions that supported the democratic movement. In the 1999 elections, the party that wanted to continue the reforms won a majority in the region. So the city got an unofficial status of "the capital of civil society" or even "the capital of Russian liberalism".
- F. During the Second World War many factories were moved to Perm Oblast and continued to work there after it ended. Chemicals, non-ferrous metallurgy, and oil refining were the key industries after the war. Other factories produced aircraft engines, equipment for telephones, ships, bicycles, and cable. Perm press produces about 70 percent of Russia's currency and stamped envelopes. Nowadays several major business companies are located in Perm. The biggest players of Russian aircraft industry are among them.
- G. Perm has at least a dozen theatres featuring productions that are attracting audiences from faraway cities, and even from abroad. The broad esplanade running from the city's main square has become the site of almost continuous international art, theatre and music fairs during the summer. Even the former prison camp with grim walls outside town was converted into a theater last July for a production of "Fidelio", Beethoven's opera about political repression. The performance was well-reviewed.

Ответ:

A	B	C	D	E	F	G

# ПОЛЕЗНЫЕ ПЛАТФОРМЫ



6 a  Read the statistics. Which of the activities do you and other members of your family use the Internet for? Do you use it for anything else? Compare answers with your partner.

### TOP ONLINE ACTIVITIES

92%	browse/surf the Web
88%	send/receive emails
87%	get information about hobbies & interests
81%	get product or service information
74%	read the news
65%	get information for school or work
63%	get travel information
60%	download images or photos
58%	look up entertainment events
56%	check the weather

5 Английский язык 9 кл.

**Задание:** сформированность представлений о пространстве и форме, о неопределённости данных

**Умения:** применить проценты, соотношения и пропорции для решения проблем

**Student's book 9 Module 4 (D) ex.6. a)**  
Read the statistics. Which of the activities do you and other members of your family use the Internet for? Do you use it for anything else? Compare answers with your partner.





## In Danger

1 Read the definitions, then match the animals in the pictures to them.

- Mammals** are animals that give birth to their babies and feed them milk (e.g. dogs, horses).
- Amphibians** are creatures that can live both on land and in the water (e.g. frogs).
- Insects** are small animals with six legs. Most, but not all, have wings, too (e.g. bees).
- Fish** are creatures that live in the water and have fins and a tail (e.g. salmon, sharks).
- Birds** have feathers and wings and they lay eggs. Most can fly (e.g. eagles, swans).
- Reptiles** are cold-blooded creatures with scales and they lay eggs (e.g. crocodiles, snakes).

→ Otters are mammals.

2 Read the newspaper headlines. What problems do places where animals live face?

- WATER POLLUTION THREATENS POND LIFE
- DEFORESTATION PUTS MANY SPECIES AT RISK
- NEW HOUSES MAKE FOXES HOMELESS
- FARMERS DESTROY WILDLIFE HABITATS
- TOURISM DESTROYS LOCAL BIRDS' HOMES

3 Read the title of the article and the first sentence in each paragraph. What is the article about? Read through and check.

38

## Going Green 2

dragonfly

fox

such as bluebells and daffodils. Litter in the streets harms wildlife and poisonous chemicals from farms and factories are getting into rivers, ponds and lakes. When this happens, animals such as frogs, newts and species of birds and fish such as herons and trout can no longer survive. In the same way, many reptiles are dying out around ponds. In fact, three wildlife species become extinct every hour because of habitat destruction...and it's humans who are causing all this damage!

**THE SOLUTIONS**

So, what can we do to help protect the habitats around our towns and cities? Well, quite a lot actually! For example, you could find out about the different animal habitats near your home and about any problems that they have. Then you can write letters to the local council or wildlife charities to ask them to do something about the problems. Also, NEVER throw any rubbish in the street and pick up any litter that you see in woodland, hedgerows, gardens and parks. Lastly, why not create your own little wildlife habitats in gardens or even on balconies? It's actually quite easy to do!

**THE BIG PROBLEM**

Unfortunately, as towns and cities get bigger, humans are destroying these habitats. As we build more houses and roads they are cutting down trees in woodlands and forests, which are home to animals such as foxes, otters, red squirrels and hedgehogs and beautiful plants.

owl  
otter  
snake  
newt  
trout  
squirrel  
herons  
hedgehog

5 Match the words/phrases in bold to their meanings.

- extremely small • types • continue living • die out
- rows of bushes between fields or along lanes
- organisations that help people or animals

**study skills**

**Summarising**

To summarise a text, read it and think of a heading for each paragraph. Make notes of the main points under these headings. Use these points to make your summary using your own words.

6 Read the text and make notes under these headings. Use your notes to give the class a summary of the text.

- where wildlife exists • the problem • the solutions

7 **Project:** In groups, collect information about habitats in your country. What animals live there? What problems do they face? Make a poster. Stick pictures on it and write a few sentences about each habitat.

8 **Think!** How can we make sure that the countryside remains unspoiled and that more habitats are not destroyed? Spend three minutes writing a few sentences on the topic. Read your sentences to your partner.

39

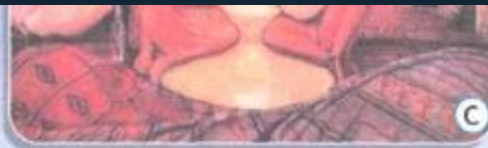
ие: Определить, предложить и  
ть объяснения широкого спектра  
ых и технологических явлений

ия: Привести примеры  
ения человека в природе и  
нить значение природоохранной  
ьности человека

nt's Book 9 Module 2 (Going  
ex 8. How can we make sure that  
countryside remains unspoiled and  
that more habitats are not destroyed?  
Spend three minutes writing a few  
sentences on the topic. Discuss your  
sentences with your partner.



2 a Why do we not always see things as they really are? Read the text to check.



## Just an Illusion

If you stand at the end of a train track and look down it, what do you see? The further down the tracks you look the closer the two tracks seem to be. Eventually, they appear to touch, 1) ..... Our eyes are simply playing tricks on us.

So, why don't our eyes always see the world as it really is? Well, simply because seeing is a **complicated** process! Our eyes work together with our brain to 'understand' what we are seeing. Because our eyes take in images all day long, our brain tries to help us to make them simpler 2) ..... Our brain then 'learns' how to see things a certain way, 3) .....! When we watch TV, for example, our brain has learnt to see movement, but in reality we are seeing a series of individual images very quickly. This is why we can have so much fun with optical illusions! Our brain 'sees' things that aren't really there, 4) .....

Optical illusions can teach us some important lessons about life. Firstly, there may be more to a situation than we see at first, just as we may see one thing when we first look at a picture, 5) .....

Also, there is often more than one way to see things. It's okay if you and your friend have a different opinion about something, for example. You are just seeing things in a different way, that's all!

b **RINE** Read again and match phrases A-F to gaps 1-5. There is one extra phrase you do not need.

- A which may not always be correct
- B or fails to see something that is there
- C to help us better understand a situation
- D but we all know that they don't really
- E and something else when we continue to stare at it
- F so that we don't worry about unimportant details

**Задание:** определить информационное пространство, где содержится необходимая информация

**Умения:** умение вычленять место поиска нужной информации в избыточном контексте

**Student's Book 9 Module 3 (D) ex 2. a)**  
Why do we not always see things as they really are? Read the text to check.