



корпорация  
**российский**  
**учебник**



LESTA

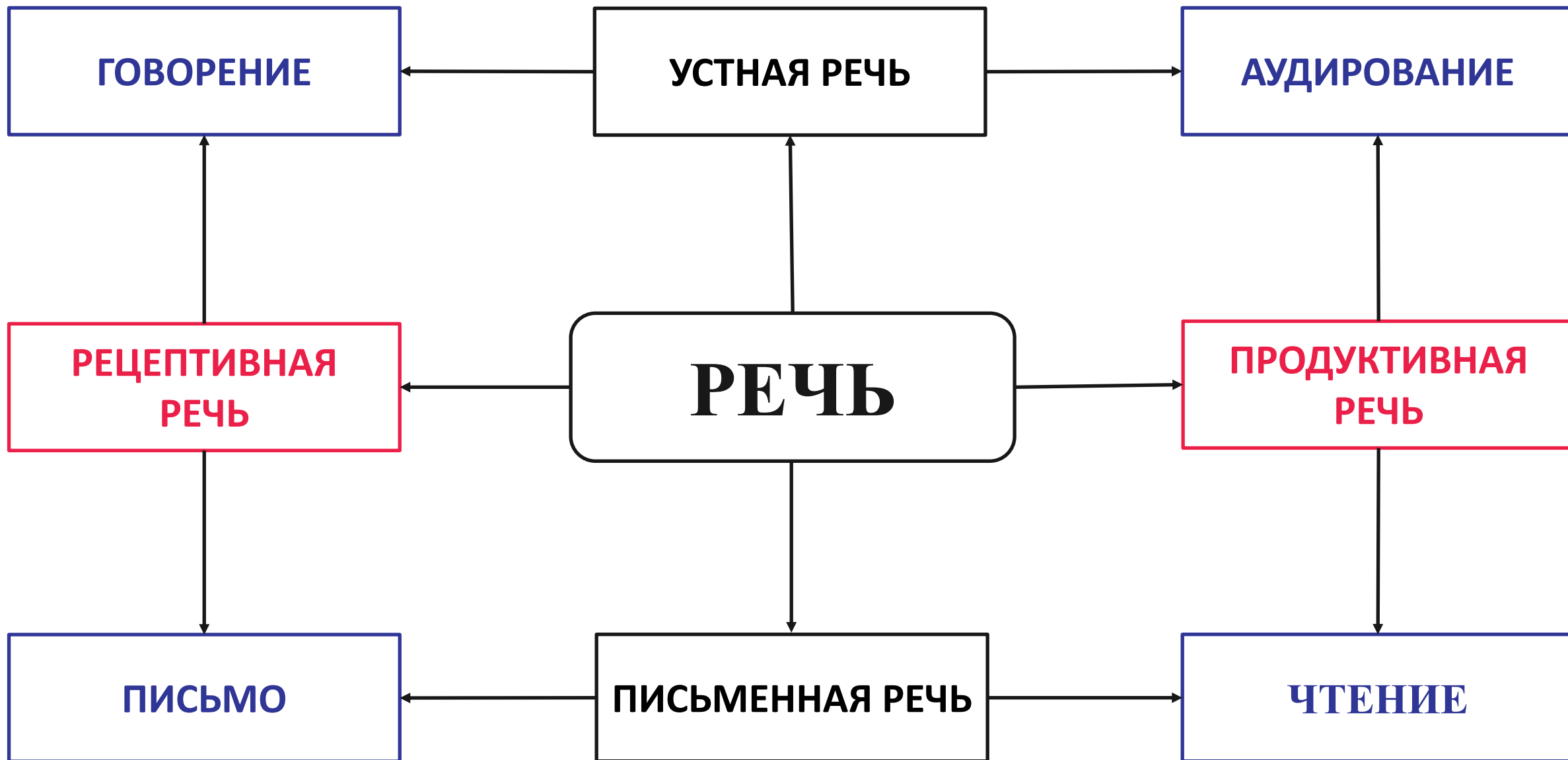
# ОВЛАДЕНИЕ РЕЧЕВОЙ ДЕЯТЕЛЬНОСТЬЮ НА ИНОСТРАННОМ ЯЗЫКЕ ЧЕРЕЗ СИСТЕМУ ФОРМИРОВАНИЯ НАВЫКОВ И УМЕНИЙ (ЧАСТЬ 3)

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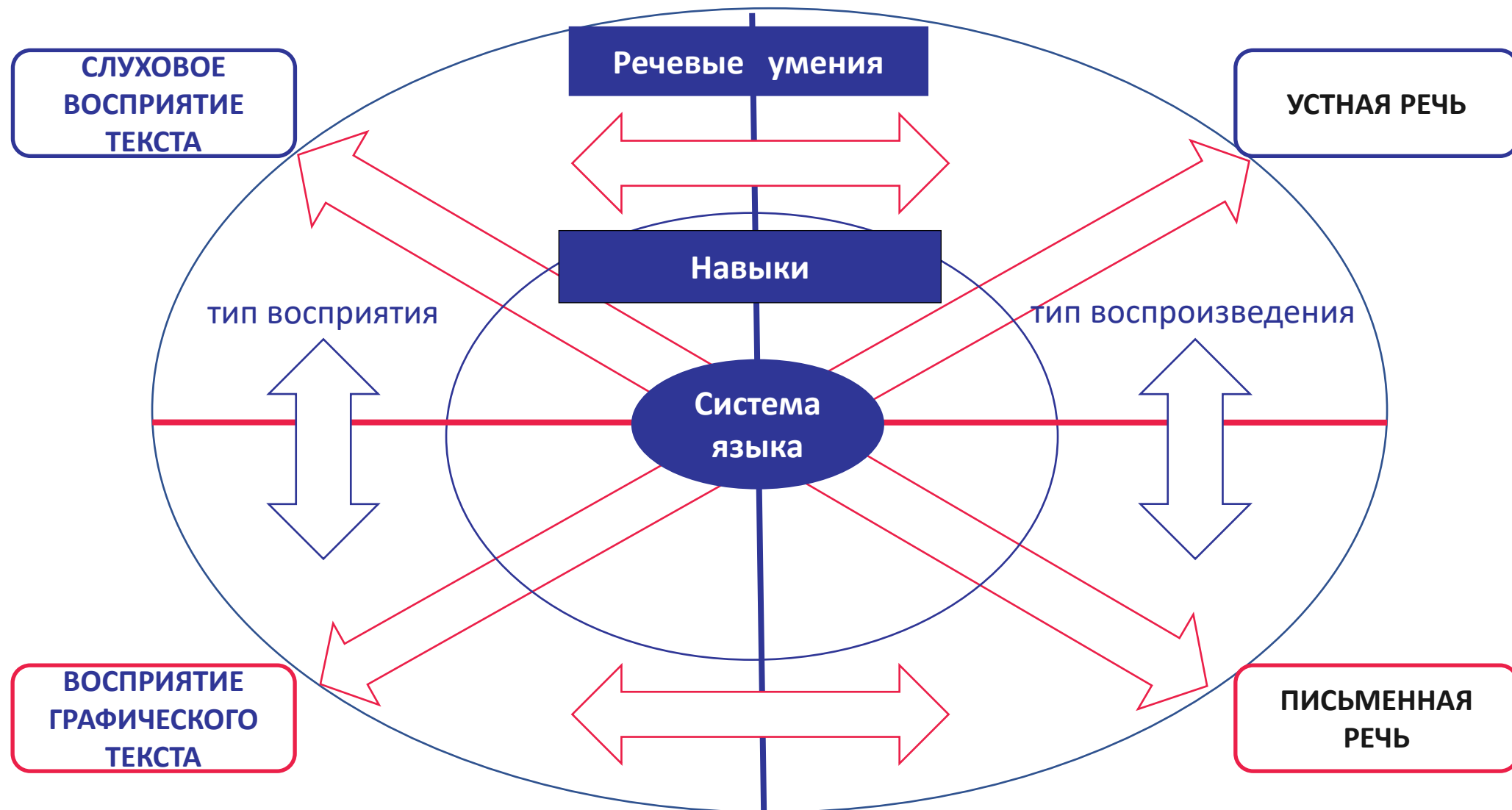


# ПРОБЛЕМАТИКА

1. Обновленный ФПУ: ресурсы УМК по иностранным языкам корпорации «Российский учебник»
2. Цель, результат и содержание иноязычного образования
3. Лингводидактические основы обучения иностранным языкам
  - *цели, содержание обучения иностранному языку, контроль как базисные категории методики*
  - *понятия «язык», «речь», «речевая деятельность»*
4. **Психологические основы обучения иностранному языку**
  - *речевые навыки как основа речевой деятельности на изучаемом языке*
  - *речевые умения как показатель владения иностранным языком*

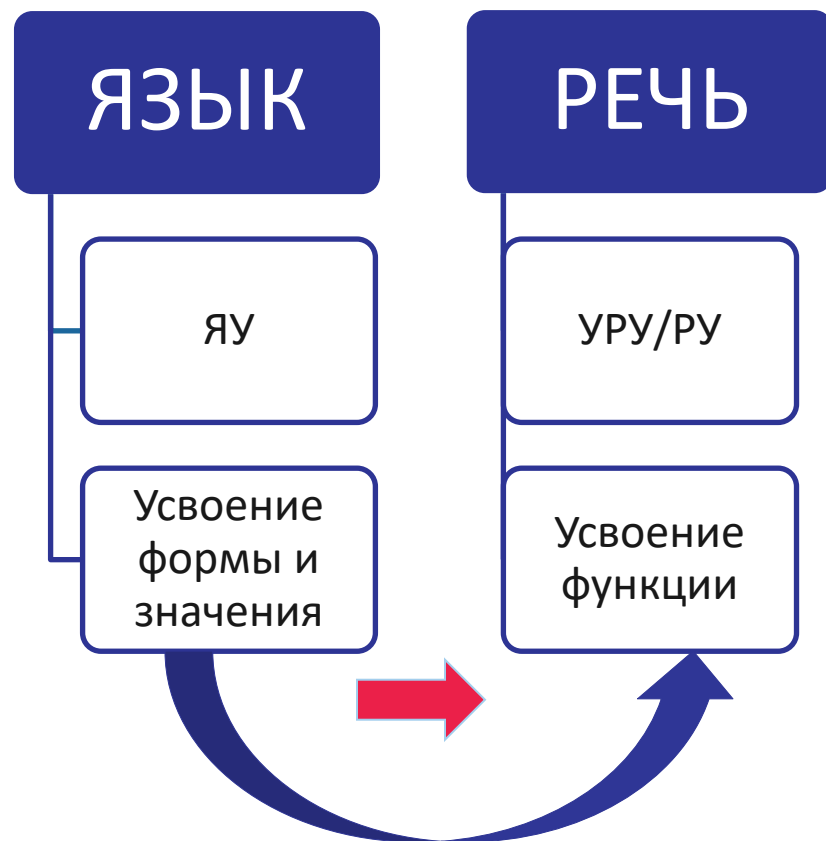


# ЛИНГВИСТИЧЕСКИЙ И ПСИХОЛОГИЧЕСКИЙ КОМПОНЕНТЫ СОДЕРЖАНИЯ



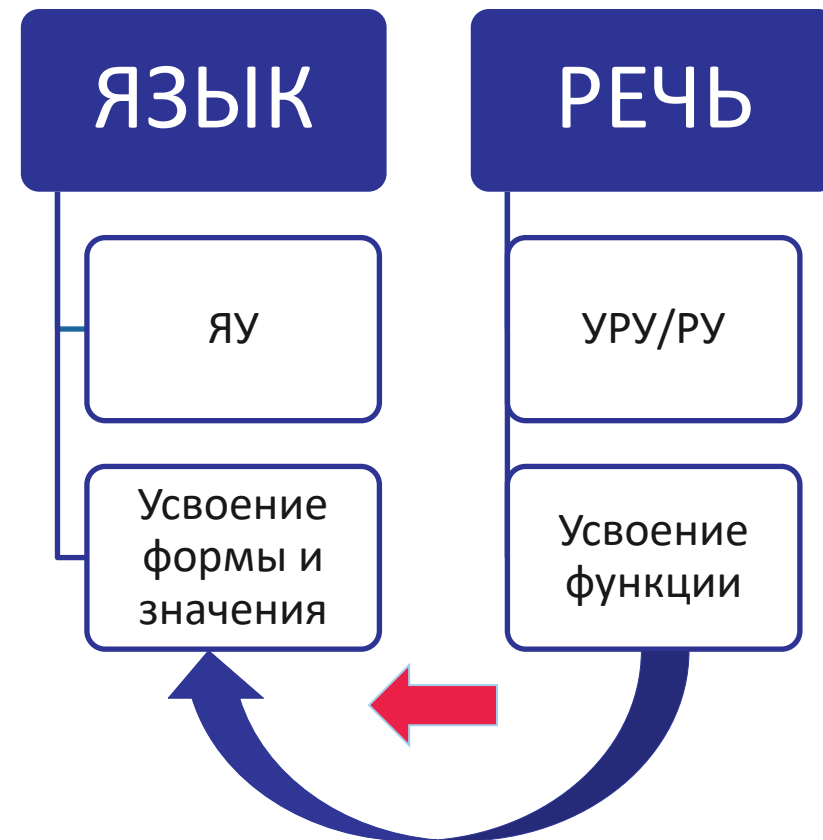
Традиционный путь обучения речи:

форма → функция

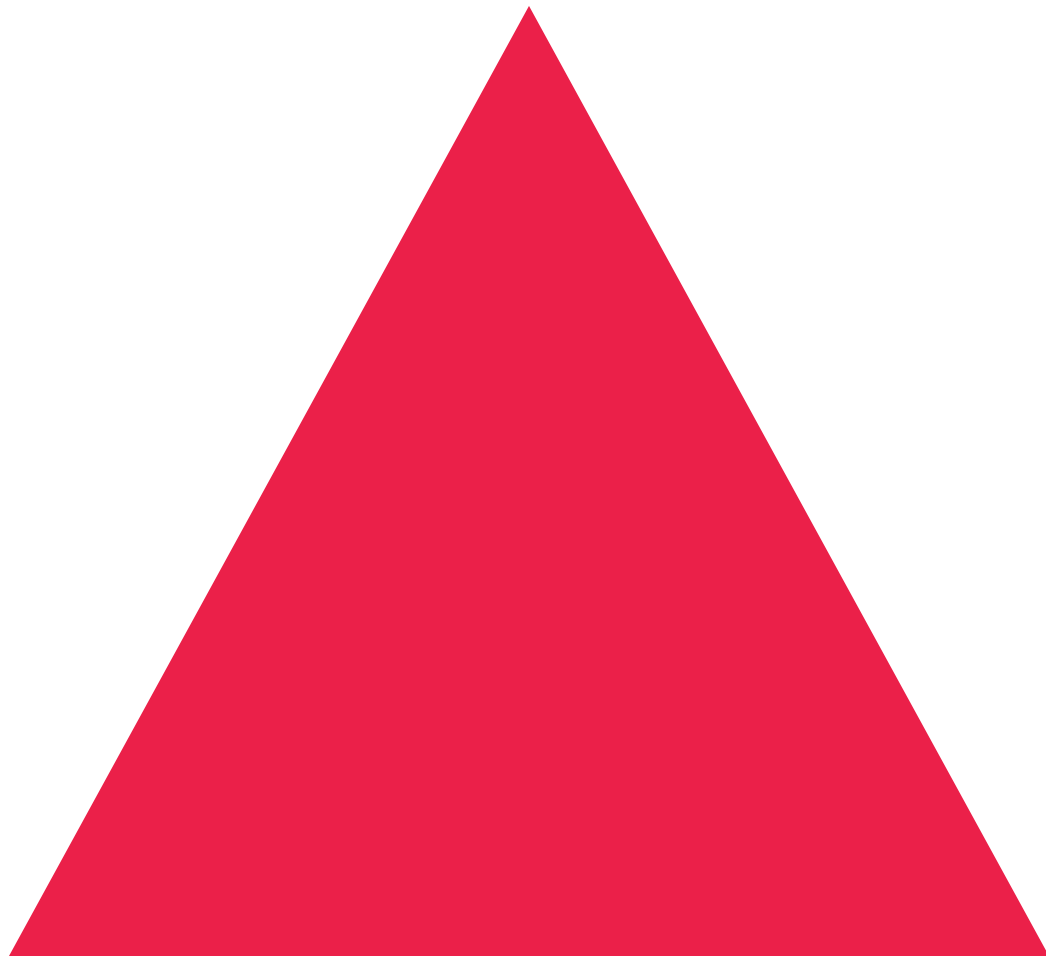


Естественный путь порождения речи:

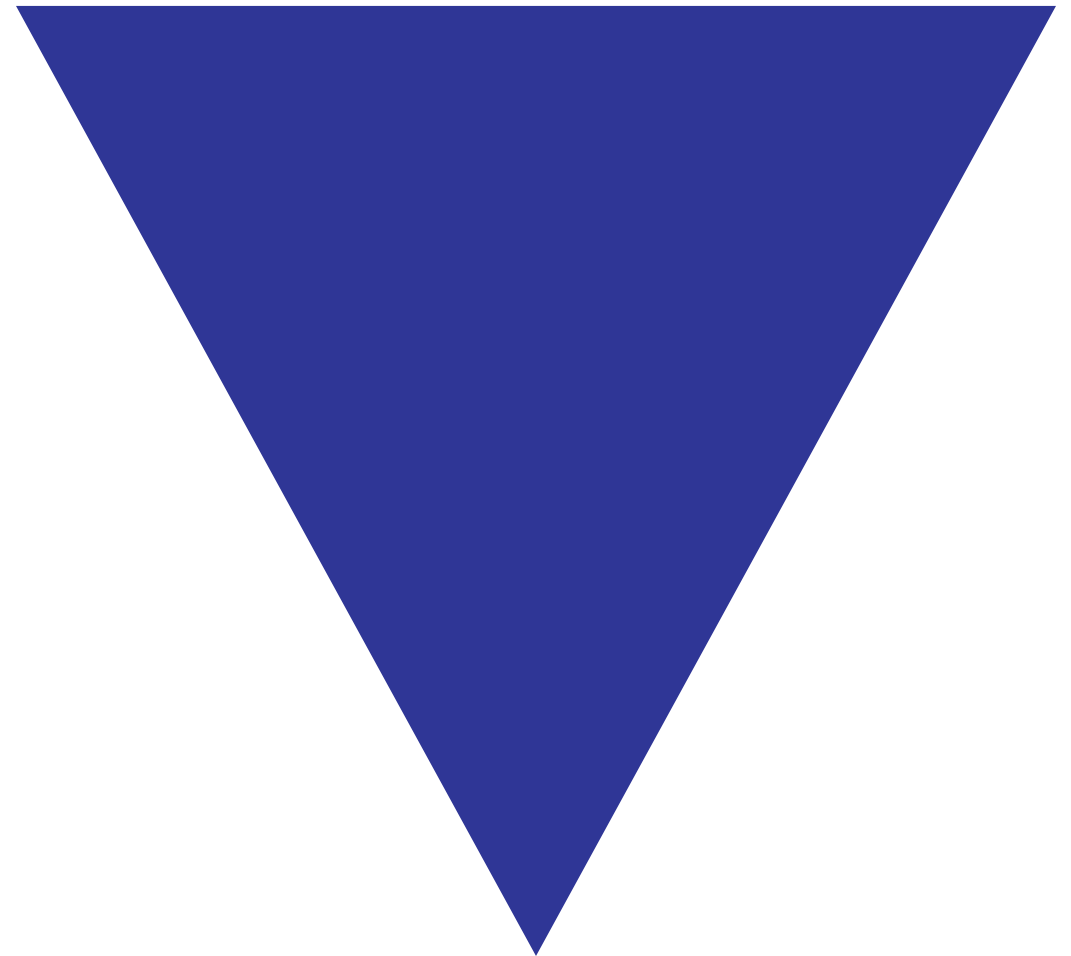
функция → форма



«Движение (речевая деятельность) идёт обратным путём – от мотива, порождающего какую-либо мысль, к оформлению самой мысли, к опосредованию её в словах»  
(Л.С. Выготский)



Первоначально обучение идёт на широкой основе, затем объём материала сужается, но одновременно углубляется и интенсивно отрабатывается в деталях



Отработка основных навыков и умений на небольшом объёме с постепенным его увеличением

**«Усвоить речевой материал для его использования в речевой деятельности значит овладеть определённым комплексом объективно необходимых операций (действий) с этим материалом» (И.Д. Салистра)**

**Учебные операции/действия**

**Объяснение**

**Тренировка**

**Речевая практика**

**Контроль/Самоконтроль**

**Операции/действия из которых  
складывается речь**

**Опознание**

**Воспроизведение**

**Комбинирование**

- **ЗАКРЕПЛЕНИЕ** – это фактически «закрепление в памяти». Закрепление материала в памяти учащегося это предпосылка его оперированием в речи.
- **ЗАКРЕПЛЕНИЕ** – преподаватель/учитель.  
Комплекс мер, производимый учителем и руководимыми им учащимися.
- **ЗАКРЕПЛЕНИЕ-ПАМЯТЬ -ЗНАНИЯ**

- **УСВОЕНИЕ** – это процесс в результате которого учащиеся приобретают определённые навыки и умения оперирования материалом речи для понимания и выражения мыслей
- **УСВОЕНИЕ** – учащийся (овладение материалом в форме соответствующих навыков и умений)
- **УСВОЕНИЕ – ОПОЗНАНИЕ / ВОСПРОИЗВЕДЕНИЕ / КОМБИНИРОВАНИЕ – НАВЫКИ/УМЕНИЯ**



«Пользоваться иностранным языком можно лишь при  
условии **мышления** на нём. А обучить иноязычному  
мышлению можно лишь путём постоянного  
**пояснения его смысловых особенностей**»  
(Е.И. Пассов)

# УПРАЖНЕНИЯ

- **ТРЕНИРОВКА** – упор на способах выполнения действий

Опознавание и воспроизведение звуков, слов, структур, комбинирование лексики в рамках определённой структуры

- **Главное** – правильность выполнения
- Материал для речи и способы его употребления

- **ПРАКТИКА** – упор на результате

- **Главное** – факт, что мысль, выражена им/другим и понята им/другим
- Мысль, содержание высказывания

## SECTION 5 Crimes Against the Planet



114 Read the descriptions of modern products and fill in the gaps in the texts with their names.



wipes



ready meal



air freshener



plastic lawnmower blade



lettuce

1 \_\_\_\_\_  
It is called "Sweet Baby", and if you spray it around, your room will have the smell of perfumed baby nappies. You might not like it, especially if you don't have a baby. What is new about it is that this ... uses electricity, which means you will be wasting energy together with filling the air with unwanted perfume. Moreover, the label on it states openly that it is ...



SE 113 Work in pairs. Compare and contrast these pictures. Follow the plan.

- 1 Describe the pictures in brief.
- 2 Say what they have in common.
- 3 Say how they are different.
- 4 Say which waste disposal is more environmentally-friendly.
- 5 Explain why.

### LANGUAGE HELP

throw away, separate waste collection, bottle bank, rubbish bin, reduce household waste, bin bag, biodegradable, pick rubbish, garbage, pollution, wrappings, recycle waste

In the first picture we can see ...

In the second picture there is / there are ...

Both pictures show ...

Another similarity is that ...

What both pictures have in common is that ...

In picture one, I can see ... whereas / while in picture two there is / there are ...

The main difference between these pictures is ...

## SECTION 6 How many languages can you speak?



50 Read the text. Answer the question given in the title.

How many languages can a person know?

Of course, you know some people who speak more than one language. We must not think that only great people can learn many foreign languages.

In modern times, when science and technical knowledge are progressing so fast, all kinds of specialists need foreign languages in their work — teachers and doctors, politicians and actors, engineers and businessmen, and people of many other professions.

If a person doesn't know foreign languages, if he or she must wait for translations, he can't hope to know all the news in his field. If he can't use a computer, read the texts in English on the Internet and communicate with his partners by computer, he can hardly hope to be up to date in his work.

Very soon he will be months and even years behind the times.

"But," you will say, "how can I hope to learn so much? I have enough difficulty learning one language."

The answer is that when we have learned one foreign language, learning a second foreign language is much easier. Learning a third foreign language is much easier than learning the second, and so on.

There are many people all over the world who have discovered this secret. They know that success in foreign language learning is connected not only with a person's natural

51 Decide whether the following sentences are true (T) or false (F).

- 1 Great people are the only ones who can learn many foreign languages. ☐
- 2 All kinds of specialists need foreign languages in their work. ☐
- 3 There are several things a specialist should do to be up to date in his / her work. ☐
- 4 Learning a third foreign language is easier than learning a first foreign language. ☐
- 5 Success in foreign language learning depends on several factors. ☐

52 Translate the word combinations. Use them in your own sentences.

language — foreign language  
— first / second language  
— to speak a language / French  
— to learn a language

success — to be successful in / to succeed in  
— a successful performance

### PRONUNCIATION FOCUS

53 Listen, read and remember.

[ŋ]	[g]	[ʃ]
language	great	language
beginning	progress	engineer
kingdom	guess	knowledge
English	magazine	German
meeting	grown-ups	badge
sing	against	advantage
learning		change
speaking	[n]	large
long	foreign	January
among	knife	jeans
singers	enough	July
ringing	knight	vegetables
finger	sign	legend



**5** **A.** Say what language and how long the people have been learning.

*Example:* Tom has been learning Russian for 3 years.

- 1) Tom — Russian — for 3 years
- 2) Jenny — French — for 5 years
- 3) Peter — Norwegian — for a year
- 4) Robin — German — for 2 years
- 5) Diana — Italian — for 4 years

## DO IT TOGETHER

**1** Listen to the dialogue, (13), and say which sentences are true.

- 1) Claude [klɔ:d] and Jerry are going to the sea together.
- 2) Claude is going abroad with his sister.
- 3) Julia is going to London.
- 4) Claude is not going to warm countries.
- 5) Julia doesn't want to see the squares of London.
- 6) Claude is going to write to Jerry from London.
- 7) Claude is going to write a letter to Jerry.

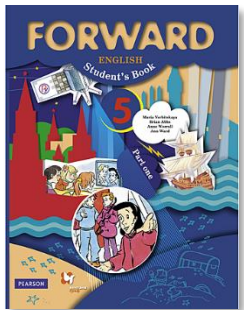


**9** Complete the sentences. Use the new words.

square, sea, abroad, thing, hotel, capital, city, letter

- 1) What is the first ... of the alphabet?
- 2) It is very interesting to go ... and meet new people.
- 3) The most beautiful ... in Moscow is Red ... .
- 4) A lot of people like to go to the ... for their holidays.
- 5) Delhi is a big ... in India. It is the ... of the country.
- 6) There is a big new ... in the square.
- 7) The best ... for me is to go travelling in the country.





- C. T060 Listen to and read part C. Then answer the question:  
*What kinds of sea creatures must come to the surface of the sea to breathe?*  
P Listen and repeat.

Jellyfish float gently near the surface of the sea.

Whales and dolphins must come to the surface of the sea to breathe. The blue whale can stay under water for fifty minutes. The blue whale is the largest creature on earth, much larger than any of the dinosaurs.

Fisherman can easily catch some kinds of fish, like herrings, because they travel together in large numbers.

The great white shark is the most dangerous shark. It can swim very quickly and it has got sharp teeth and very strong jaws. The biggest sharks are eighteen metres long and weigh forty-two tons.

Rays and other flat fish live on the bottom of the sea. They swim lazily along the sea bed.

Octopuses live in holes in the rocks or in wrecks on the bed of the sea.

#### Vocabulary

- 15 Look at the pictures. Do you know these animals?  
Find the following words in the text and say in English:  
кит, дельфин, медуза, белая акула, осьминог, скат, сельдь

- 16 Find and read in the text sentences with these adverbs and adjectives.  
Write word combinations with them.  
Example: to float gently, tiny creature

Adverbs: gently, easily, quickly, lazily  
Adjectives: tiny, high, sharp, strong, large

#### Listening and speaking

- 17 T061 Listen and answer the questions.

- 20 Look at the table. Then read the ads below and think how to complete the table.

Name	Interests	Event	Date	Time	Place
Sam					
Nikita					
Dasha					
Kate					

MERRY CHRISTMAS & HAPPY NEW YEAR!

NEW YEAR in CALIFORNIA



January 1st  
Rose Bowl Football Game  
Rose Bowl Stadium,  
Pasadena 12.00

Happy Tours Travel Agency  
December 24 – January 2

Special offer

MERRY CHRISTMAS  
UNDER THE PALMS

JANUARY 1st  
SPECIAL NEW YEAR  
CELEBRATION  
ON BOARD A SHIP



New York Holiday Shows —  
The Nutcracker Ballet  
in Radio City Hall

The famous Tchaikovsky ballet

January 1–5 (6 p.m.)

Tickets:  
\$35/adults,  
\$30/children



Free lessons  
in windsurfing!





«Ученик может сконструировать предложение (иногда довольно быстро), но беспомощен при его использовании в речи. Навык, сформированный в условиях, принципиально отличных от условий коммуникации, не способен к переносу» (А.Н. Шамов)

«В своей массе **учащиеся не лингвисты от природы** и не могут наслаждаться изучением парадигм, любоваться вариантами окончаний, читать словарь вместо приключенческого романа» (В. Г. Костомаров)

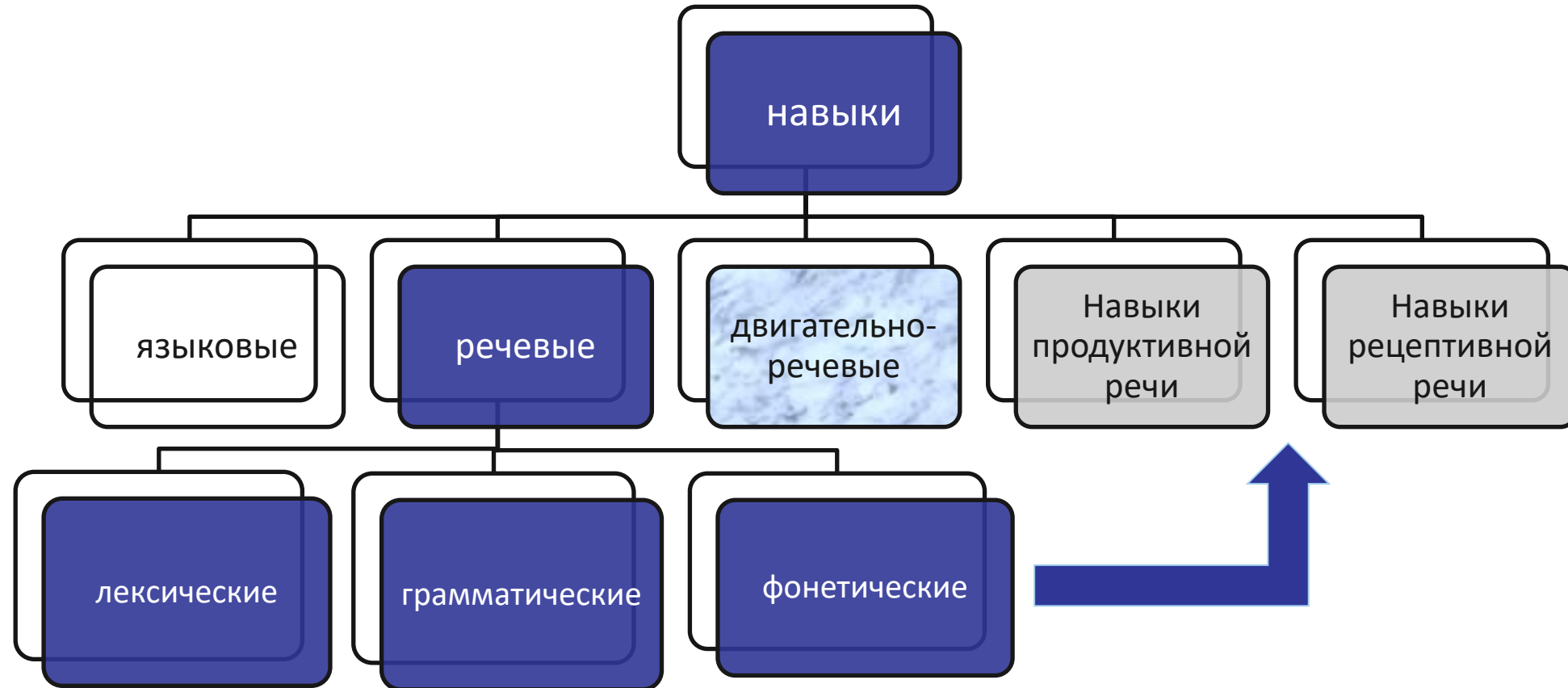
«К сожалению, **практическую тренировку** учащихся в живой, творческой **речи на иностранном языке** в целях практического усвоения грамматического строя изучаемого языка всё чаще **почти не приходится наблюдать** в наших школах» (Е.И. Пассов)



«И всё же, признавая роль формальных упражнений, мы полагаем, что их количество может быть минимальным: ведь вместо языковой инструкции в большинстве случаев можно предложить условно-коммуникативную» (Я. М. Колкер)



# Классификация навыков



# ЯЗЫКОВОЙ НАВЫК – РЕЧЕВОЙ НАВЫК

**«Языковые навыки являются лингвистическим оснащением речевых навыков» (Р.К. Миньяр - Белоручев)**

**«Навык – «единство автоматизма и сознательности» (С.Л. Рубинштейн)**

**«Навыки делятся на языковые и речевые» (И.В. Рахманов)**

**«Навык может быть только речевым» (Е.И. Пассов)**

**«Сформировать речевой навык – это значит обеспечить, чтобы обучающийся правильно построил и реализовал высказывание. Но для полноценного общения нужно, чтобы мы умели использовать речевые навыки для того, чтобы самостоятельно выражать свои мысли, намерения, переживания; в противном случае речевая деятельность оказывается сформированной только частично, в звене ее реализации» (А.А. Леонтьев)**

**«Нужно, чтобы обучающийся мог произвольно и осознанно варьировать выбор и сочетание речевых операций (навыков) в зависимости от того, для какой цели, в какой ситуации, с каким собеседником происходит общение» (А.А. Леонтьев)**

«ЗУН - вторичное умение. **З**нания – первичное **у**мение (многократное повторение операций оперирования языковым/речевым материалом) – языковой и речевой **н**авык – вторичное умение» (М.Я. Демьяненко)

«Первичное умение – навык – вторичное умение» (И.Д. Салистра)

«Речевой навык – речевое умение» (Е.И. Пассов)

## УЧЕБНИК КАК ЦЕЛЬ И КАК СРЕДСТВО ?

**Учитель** выстраивает урок в соответствии с содержанием учебника (полностью или частично), который выполняет обучающую функцию. Усвоение представленного в учебнике содержания.

**Учитель – Учебник – Ученик**

**Учитель** отбирает то содержание, которое в большей степени помогает учащимся овладеть навыками, умениями, компетенциями.

**Учитель – Ученик – Учебник**

# УЧЕБНИК КАК ЦЕЛЬ И КАК СРЕДСТВО



Учитель **выстраивает** урок в **соответствии с содержанием** учебника (*полностью или частично*), который выполняет обучающую функцию. Усвоение представленного в учебнике содержания.

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Учитель **отбирает** то **содержание**, которое в большей степени помогает учащимся овладеть навыками, умениями, компетенциями.

**Учитель – Ученик – Учебник**

# УЧЕБНИК КАК СЫРЬЁ

Готовясь к занятию и опираясь на материал конкретного учебника, преподаватель иностранного языка может столкнуться с **двумя различными проблемами:**

- 1 Учебник «традиционно» построен на формальных упражнениях:
  - методическая проблема в том, чтобы **перестроить их на коммуникативной основе**
- 2 Учебник коммуникативен:
  - методическая проблема в том, что в нем **не учитывается специфика родного языка и недостаточно градуированы языковые трудности**

(Я.М. Колкер)

## Упражнения по формированию речевых навыков:

- 1 Наличие речевой задачи у говорящего
- 2 Ситуативный характер речевого действия
- 3 Направленность сознания обучающегося на содержание высказывания, а не на форму
- 4 Одновременное функционирование трёх сторон речевой деятельности: лексической, грамматической, произносительной
- 5 Достаточное количество однотипных фраз. Одноязычный характер упражнения
- 6 Коммуникативная ценность фраз
- 7 Обеспечение относительной безошибочности в речевых действиях



**27 Complete the text with the correct forms of the verbs in brackets.**

Fred *got up* (get up) early. He ... (clean) his teeth and ... (have) breakfast. It ... (be) 7.30 am, the 1st of September. It ... (be) his first day at school. He ... (put on) his new school uniform and ... (take) flowers for the teacher. He ... (go) to school with his parents. His father ... (make) a video of him when he ... (give) the flowers to the teacher. That day he had just a few lessons and ... (come) home early. After lunch he ... (go) for a walk with his new friend Tony. They ... (speak) about their first day at school. Then they ... (tell) each other about their summers. It was late and the new classmates went home. Fred ... (say), "Goodbye, see you tomorrow." And Tony said, "OK, see you, bye." Fred was tired but happy.

**28 Answer the questions.**

1. Why did Fred get up early on the 1st of September?
2. What did his father do at school?
3. What did the boys speak about after lunch?

**29 Say what you liked best of all on the first day at school this year. Compare it with your first day at school five years ago.**

**Use:** get up early, wear a school uniform, carry a new schoolbag, be happy to meet old friends, make new friends, get a new timetable, get good marks, talk with my friends during the breaks, take pictures (make a video) of my classmates and teachers, give flowers to the teachers, have many (a few) lessons, have lunch, have fun during the break

**30 Read and remember.**

**When you need something, say:**

Could you ...  
Could I ...

**Saying thank you**  
For something ...  
Thanks.

**For something**  
Thank you ...  
That was ...  
I'm very ...

- Could you ...  
puter?
- Of course ...
- OK. Thanks.



**6 Use the right forms to complete the sentences.**

**Example:** Last Friday Mike (take) his dog to the pond.  
Last Friday Mike took his dog to the pond.

Yesterday morning John and Sally (be)<sup>1</sup> at home alone. They (have)<sup>2</sup> breakfast together. They (drink)<sup>3</sup> their tea, (eat)<sup>4</sup> some sandwiches and (begin)<sup>5</sup> to clean the house. They (do)<sup>6</sup> the house very well. John (take)<sup>7</sup> a pen and (write)<sup>8</sup>: "Dear mum and dad. Sally and I (be)<sup>9</sup> in the park. We'll (be)<sup>10</sup> back at 4 o'clock. Love, John."

**7 Say what you did or didn't do yesterday. Use the verbs from the box.**

**Example:** I went to school yesterday. I didn't run near the pond yesterday.

go, run, eat, have, read, write, drink  
begin, take, be, do



## LANGUAGE FOCUS: Talking about routines (1)

6 Listen and read.

What time do you start school?



I start school at ten past eight.

I don't start school at nine o'clock.

What time do you start school in England?

We start school at nine o'clock.

We don't start school at eight o'clock.

What time do they start school in Australia?

They start school at nine o'clock.

They don't start school at eight o'clock.

P Listen and repeat.

7 Talk to your friend about school routines in the USA and Russia. Complete the table about Russia.

## School in the USA

Start school:	8.10 in the morning
Have lunch (at school):	12.30 in the afternoon
Finish school:	2.50 in the afternoon
Go to school:	Monday — Friday

## School in Russia

Start school:	
Have lunch (at school/at home):	
Finish school:	
Go to school:	

- 1 What time do they start school in the USA?
- 2 What time do you start school in Russia?
- 3 What time do they have lunch in the USA?
- 4 What time do they have lunch in Russia?
- 5 What time do they finish school in the USA?
- 6 What time do you finish school in Russia?

Example:

A: What time do they start school in the USA?

B: They start school at ten past eight.

A: What time do you start school?

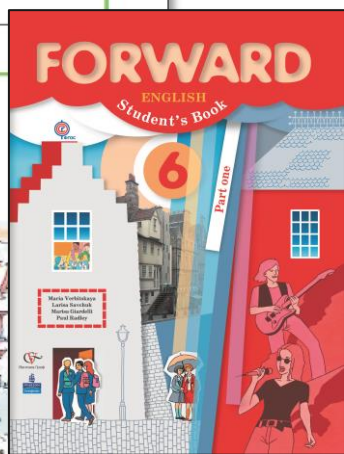
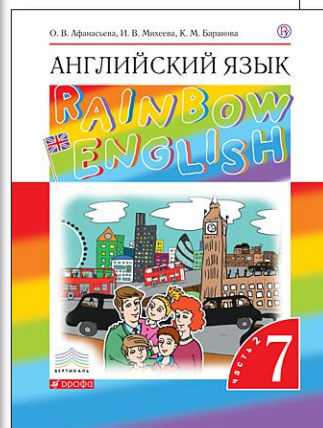
B: I start school at half past eight.

8 Listen and read the proverb (поговорку).

Do you agree with it? Do you follow these rules?

Early to bed, early to rise

Makes people healthy, wealthy and wise.



5 Complete the sentences. Use reflexive pronouns where necessary.

- 1) I can't tell you what to do, you must decide for ...
- 2) Nobody helped him. He did everything ...
- 3) The child was ill yesterday. How is she feeling ... today?
- 4) He got up early, washed ... and shaved ... and at 7 o'clock he was ready to leave the house.
- 5) I think that they understand everything ...
- 6) Jenny looked at ... and saw that her skirt and blouse were not very clean.
- 7) Don't go to the shops, I'll buy everything ...
- 8) The day was hot and the girls decided to bathe ... in the river.
- 9) Look at this new chair. We've made it ... Isn't it beautiful?
- 10) They don't buy bread in the shop. They make it ...
- 11) She says she always behaves ... but I don't believe her.

6 Read these word combinations aloud.

to influence the children  
to influence the government  
to influence their behaviour

natural world  
natural homes  
natural behaviour

to be close to nature  
to think about nature  
to love nature

a natural environment  
a healthy environment  
an unusual environment

to study languages  
to study biology  
to study nature

a large number of cars  
a great number of birds  
a small number of visitors

7 Answer the questions.

- 1) Do you usually make breakfast yourself or does your mother or anybody else do it for you?
- 2) Do you usually do English exercises all by yourself or does anybody help you?
- 3) Have you ever driven a car yourself? Would you like to?
- 4) Did you learn to read yourself or did anybody teach you?
- 5) Do people speak to themselves? Do you speak to yourself? When does it usually happen?

## DO IT ON YOUR OWN

8 Complete the sentences with reflexive pronouns and write them down.

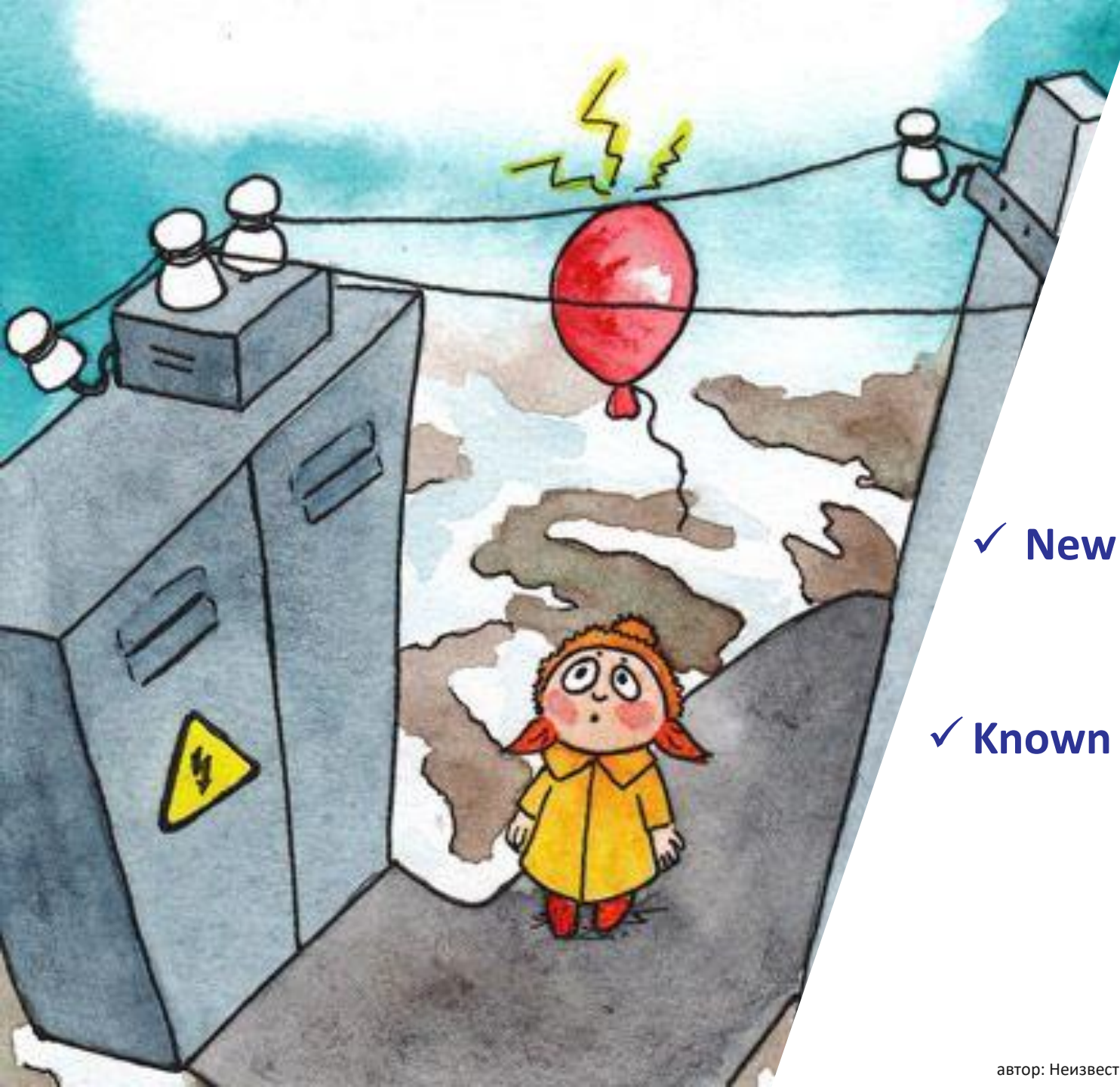
- 1) Why don't you believe me? I saw it ...
- 2) We really enjoyed ... at the concert yesterday.
- 3) Don't give the scissors to the baby: he can cut ...
- 4) They told me their story ... when we met the other day.
- 5) My sister often makes her own clothes ...
- 6) I hope you will understand the truth ...
- 7) Sea air ... is good for people's health.

## Показатели речевых навыков:

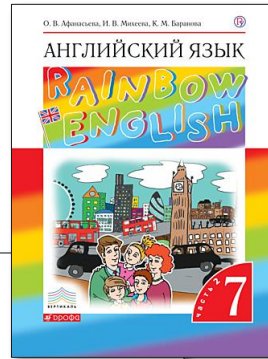
- 1 **Автоматизированность** — скорость, целостность, плавность, низкий уровень напряженности
- 2 **Устойчивость** — вторичная автоматизация; например, включение звука в слово
- 3 **Гибкость** — способность включаться в новые ситуации; способность функционировать на новом речевом материале
- 4 **Сознательность** — активизация сознания в случае ошибки
- 5 **Относительная сложность** — составность действий



# CONNECTIONS!!!



- ✓ **New information** – connections between neurons
- ✓ **Known information** – reinforces connections



- Are there many forests?
- What are some of the trees in your place?
- What are the common flowers?

**B.** Speak about the fauna of the place where you live. Think about the following.

- What are the common animals?
- What are the common birds?
- What are the common insects?

**C.** Speak about some insect, bird or animal and say if they are big or small, what colour they are, where they live, what they eat, if they like to hide or attack. Add any information you can about them.

**7** Match the English and Russian proverbs. Comment on one of them.

- |   |  |
|---|--|
| 1) One swallow doesn't make a summer.             | a) Не убив медведя, шкуры не делят.            |
| 2) Great oaks from little acorns ['eɪkɔːnz] grow. | b) Дарёному коню в зубы не смотрят.            |
| 3) Don't teach a fish to swim.                    | c) Без труда не вытащишь и рыбку из пруда.     |
| 4) Don't look a gift horse in the mouth.          | d) Всякий бык телёнком был.                    |
| 5) A cat in gloves catches no mice.               | e) Одна ласточка весны не делает.              |
| 6) First catch your hare, then cook him.          | f) Не учи плавать щуку, щука знает свою науку. |

**5 A.** Decide to what parts of speech the words in the box belong.

breathe	human	scientific
close	include	similar
common	insect	soil
curious	other	species
especially	lovable	support
hide	relative	twin

Nouns

Verbs

Adjectives

Adverbs

**B.** Decide to what categories these living things belong.

moth	elm	turkey
sunflower	bluebell	beech
caterpillar	butterfly	oak
ape	horse	lion
elk	crow	hare
canary	jackdaw	goat
swan	goose	dragonfly
eucalyptus	duck	

Plants

Insects

Birds

Other Animals

**6 A.** Speak about the flora of the place where you live. Think about the following.

- What is the climate like? Is it hot/warm/wet etc? Is it good for plants?
- Does this place look like a real garden? In what season? Why?





4. How do they feel? (Как они себя чувствуют?) Посмотри на рисунки и прочитай ответы на вопрос. Постарайся объяснить значения выделенных слов без словаря.



1 She is **cold**.



2 She's **hot**.



3 He's **hungry**.



4 She is **frightened**.



5 She's **happy**.



6 She's **thirsty**.



5. Догадайся, о каком рисунке идёт речь. Вставь пропущенные слова и номера рисунков.

A She is ... . She wants to swim in the river.

This is picture ... .

B He is ... . He wants to have lunch.

This is picture ... .

C She is ... . She wants to have a bathroom without spiders. This is picture ... .

D She is ... . She wants to see her present.

This is picture ... .

E She is ... . She wants to put on a jumper.

This is picture ... .

F She is ... . She wants to have some juice.

This is picture ... .



6. Talk to your friend.

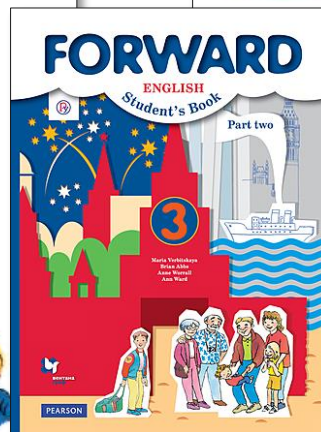


How do you feel?

What do you want to do?

I'm hungry.

I have a sandwich.



7. Найди слова по их транскрипции. Запиши их. В каких словах один согласный звук обозначается сочетанием букв?

[feə], ['θɜ:sti], ['hʌŋɡri], ['fraɪnd], ['taɪəd], [sɪk], [ɪk'saɪtəd]

excited, fair, thirsty, hungry, frightened, sick, tired



8. Look and say. How do they feel?

hungry, tired, sick, frightened, thirsty, excited



Eddy is hungry.





## SECTION 9 How can we communicate with each other?

- 63 Look at the picture. Listen and repeat the words. Say how you usually communicate with your friends in your place (city / town / village).

By: phone, mobile phone (BrE), cell phone (AmE) computer / the Internet, skype, e-mail, letters / postcards

- 64 Listen, read and remember.

[f]	ph	telegraph, elephant, telephone, photographer, photo, physics, phrase, physical, dolphin
	gh	enough, laugh, laughter, tough
	f	formal, careful, first, prefer, four



- 65 Read the text and entitle (озаглавьте) it. Answer the following questions:

- What means of communication were used to send messages over long distances long ago?
- What gave a new beginning to the history of long-distance communication?



Thousands of years ago, men could send messages over a long distance.

They used the light of fires at night and the smoke of fires by day. They used the loud sound of drums to send messages across the great forests of Africa. These means of long-distance communication were used for centuries.

The long-distance communication changed in 1832, when the electric telegraph was invented by the Russian scientist P. L. Shilling.

The telegraph could not carry (передать) voices. People used a special code

The telephone was invented by A. G. Bell, who was born in Scotland, in 1847. The first telephone was not at all like the one we use today. The person who talked into it could not hear; and the person who heard could not talk.

Some years later, there were telephones all over the world. Telephone lines became longer and longer. In 1915 the first coast-to-coast line was opened, from New York to San Francisco.

The first telephone exchange (телефонная станция) opened in Moscow in 1882. At that time it served 61 clients. Ten years later, their number was 1400.

Today we can talk across seas, oceans and continents: there is hardly a corner of civilized world that cannot be reached by phone.

- 66 Complete the sentences:

- Long ago men used different means of long-distance communication: ...
- The electric telegraph was invented by ...
- People used a special code to ...
- The person who talked into the first telephone ...
- Today we can talk across ...

- 67 Translate the words and word combinations. Make up your own sentences using the words.

communicate	with people with each other (друг с другом)
means (средства)	of communication by means of (с помощью)
mean (означать что-либо)	What do you mean? The dark clouds mean rain.
phone (телефон; звонить по телефону)	to phone smb / a place to call up smb / a place to talk / speak to smb over / on the telephone
	What's your phone number? a phone call a mobile phone on the phone

- 84 Make sentences comparing travelling by plane, train, boat, car and bike.

**Example:** Travelling by train is safer than travelling by plane.

Travelling by bike is less expensive than travelling by car.

Travelling by car is more comfortable than travelling by bike.

- 85 Imagine that you have met a student of your age on a plane / bus / train.

Use these sentences in your conversation:

Where are you from? / Where do you come from?

What is your place famous for?

How do you get to your capital city from your place?

Do you like living there? Why?



an airship



a spaceship



a hot-air balloon



a train



a boat



М. З. Биболетова

АНГЛИЙСКИЙ ЯЗЫК

ENJOY ENGLISH

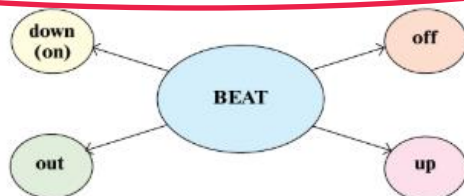


Student's Book



# Phrasal Verb

Познакомьтесь с фразовыми глаголами, ядерным элементом которых является слово **beat**.



1) **to beat down (on sb/sth)** — литься, проливаться



Outside the rain was beating down.

2) **to beat off** — отбивать(ся)



She managed to beat off her attackers.

3) **to beat out (a rhythm)** — отбивать (ритм)



The audience were beating out the rhythm with their feet.

4) **to beat up** — избить



They threatened to beat me up if I didn't give them my money.

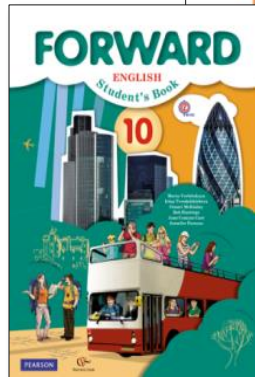
5) **to beat oneself up** — укорять себя  
Don't beat yourself up over this: you couldn't help it.

6 Complete the sentences with the function words from the box.

- 1) My music teacher helped me by beating ... the rhythm with her hand.
- 2) There was little sympathy for the man who regularly beat ... his wife.
- 3) He had to beat the dog ... with a stick.
- 4) I could feel the sun beating ... on my head.
- 5) The police beat ... the demonstrators to let the President's car through.
- 6) He said that he had been ... by the police.
- 7) The drummer beat ... the rhythm on the ...

down  
off  
out  
up

41  
STEP 9



When we report questions we cannot use interrogative word order.

I asked her **where she lived**.  
NOT **I asked her where did she live**.

Change sentences 1–10 to reported speech. Use the prompts in brackets to help you. Then listen to the second part of Katy's story and check.

- 1 'Do you know anything about computer games?' (I asked them ...)  
I asked them if they knew anything about computer games.
- 2 'How many types of games consoles are there?' (I asked them ...)
- 3 'Can we come in?' (The maths teacher wanted to know ...)
- 4 'Have you ever played any strategy games?' (I asked them ...)
- 5 'Pay attention!' (I told them ...)
- 6 'When did Lara Croft first appear in a game?' (I asked him ...)
- 7 'Are you listening to me?' (I asked them ...)
- 8 'Please don't throw things at me!' (I asked them ...)
- 9 'What will you do about it?' (She asked me ...)
- 10 'Don't shout!' (I told her ...)



8 Read Katy's report from her careers guidance meeting and write down what the interviewer said. Then listen and check.

The advisor asked me how I was getting on, and I said I was fine, and then he asked me what I wanted to do when I left school. I explained that I wanted to be an actress. He said that that was interesting, but I told me not to imagine that it was easy. Then he wanted to know what my best subjects were. I told him I was good at music and English, and he asked me if I had ever acted in a play. I told him I hadn't and asked him what I could do to become an actress. He told me to get some experience, to join a theatre group, and then to try to get into a good drama school. Then he wanted to know if my parents knew about my ambition to be an actress, and I admitted that I hadn't told them, and he asked me if they would be happy about it. I replied that I didn't know, and then he thought for a minute and asked me if I had ever thought of becoming a teacher! That's when I told him about the dream I had had.

1 How are you getting on?

9 Work in pairs. Follow the instructions and roleplay a careers guidance interview.

- Take turns to be the careers guidance officer and interview your partner.
- Use the questions and imperatives in Exercise 8 and questions 1–4 below.
- Make notes of the questions and your answers.

- 1 What do you enjoy doing?
- 2 Would you like to go to university?
- 3 Have you spoken to your family about your plans for the future? What do they want you to do?
- 4 What is more important for you – money or job satisfaction?

10 Use your notes from Exercise 9 to write a report of your careers guidance interview. Use reported speech and a variety of reporting verbs.







**36** Now listen and find out if you were right.

**37** Match the words with the descriptions.

- |                     |  |
|---------------------|--|
| 1. The Universe     | a) ... is the Sun together with the planets going round it.        |
| 2. A galaxy         | b) ... is a huge group of stars and planets.                       |
| 3. The solar system | c) ... is the star which provides light and heat for the Earth.    |
| 4. A planet         | d) ... is the round object that moves in the sky around the Earth. |
| 5. The Sun          | e) ... is all space and everything that exists in it.              |
| 6. The Moon         | f) ... is a large, round object that goes round a star.            |

## GRAMMAR FOCUS: "THE" WITH THE UNIQUE THINGS AND OBJECTS

### 38 Read and remember

We use **the** when there is only one of something (unique): **the Sun, the Moon, the Earth, the galaxy, the solar system** etc:

**The Earth** is the fifth largest planet in the solar system.

**The Moon** was formed 4.5 billion years ago, not long after **the Earth**.

**The galaxy** is a large group of stars which the Sun and its planets belong to.

We say: **the sky / the sea / in the country**:

The scientist went up to the telescope and looked at **the sky**.

Where did you spend your summer holidays? — **In the country**, as usual.

Sochi is situated by **the sea**.

We say **space** (without **the**) when we mean 'place far above the Earth where there is no air':

Alexei Leonov was the first man who walked **in space**.

**But:** Write your answers in **the space** provided.



### 39 Put *the* where necessary.

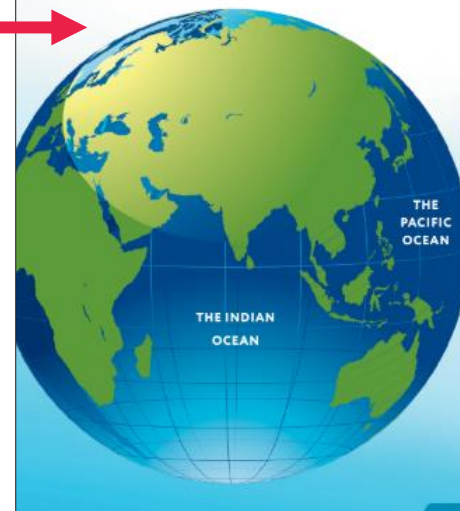
**Example:** ... Earth goes round ... Sun. — **The Earth goes round the Sun.**

- ... Sun is the star at the centre of ... solar system.
- Her aunt lived in ... country to the north of Liverpool.
- The famous Russian traveller Fyodor Konyukhov crossed ... Pacific Ocean by himself in 200 days.
- The astronaut climbed into his spacesuit and in a few minutes he was out in ... space.
- Look at ... sky! ... Moon is full, isn't it? — Yes, it looks like it.
- It is called the Milky Way, or just ... galaxy.

### 40 Read the text about the Earth.

Match the titles with the paragraphs.

- Wearing a Coat of Water
- Inaccurate Name
- Special Event for the Planet
- Getting an Extra Day



## The Planet We Live on

**A.** The Earth is the fifth largest of the eight main planets in the solar system. It is the only planet that was not named after an imaginary god like Neptune or Saturn. The word *Earth* came from the Anglo-Saxon word *erda* which means *ground* or *land*. Although the planet is called *Earth*, only 29% of the surface is land. The rest of its surface is made up of water. But only 1% of this water is drinkable.

**B.** From a distance, in space, the Earth is the brightest planet in the solar system. This is because a large amount of sunlight is reflected by the water on the planet. There are four oceans on the Earth: the Pacific, the Atlantic, the Indian and the Arctic. The Pacific Ocean is the largest ocean, meeting the Arctic in the north and Antarctica in the south. The oceans contain 97% of all the water on the planet.

**C.** It takes the Earth 365 and a quarter days to move round the Sun. As we don't count the extra quarter of the day at the end of a year, we have an additional day every four years in February. These years are called leap years.

**D.** In 1970, on the 22nd of April, the world started to celebrate Earth Day. Now people from over 192 countries show their love and care for the planet on that day. They plant trees, pick up roadside trash and take part in 'green' projects. Thousands of different activities and celebrations to honour our home planet are held all over the world.

### 41 Read the text again and answer the questions.

- What does the name of our planet mean?
- What makes the Earth the brightest planet in the solar system?
- Where is most of the Earth's water located?
- Why do we have an additional winter day every four years? What do we call a year containing 366 days?
- Is Earth Day an international holiday?
- What do people usually do on Earth Day? Do you and your classmates celebrate this holiday? Why?
- What do the following numbers in the text stand for: 4, 22, 29, 192, 365?

М.З. Биболетова

АНГЛИЙСКИЙ ЯЗЫК  
**ENJOY  
ENGLISH**

8  
КЛАСС



Student's Book





## Articles

В английском языке уникальные объекты и явления (солнце, луна и др.) обозначаются именем существительным, перед которым обычно используется определённый артикль. К ним относятся:

the sun	the east	the earth
the moon	the west	the world
the sky	the north	the universe ['ju:nɪvɜ:s](вселенная)
	the south	

**The** moon moves round **the** earth.

**The** whole world has changed lately.

They live in **the** east.

Однако если перед этими существительными употребляется описательное определение, возможен неопределённый артикль.

We all hope to live in a better world.

The sun was shining in a clear blue sky.

В отличие от них имя существительное *space* в значении «космос, космическое пространство» с артиклем не употребляется.

The Soviet Union was the first country to send a man into space.

People began to explore space many centuries ago.

4 Now match your answers in Exercise 3 to the rules in the box below.

## Articles – general statements

1 When we talk about things or people in general we use a plural or uncountable noun with no article (Ø).

2 We can also use a singular countable noun with *a/an*. It means *any/all*.

3 We can use a singular countable noun with *the* to refer to an invention/idea in general statements

5 Look at the rules below. Then find underlined words in the texts that match each rule.

## Articles – general uses

We generally use:

**a/an** with occupations

**the** with nouns preceded by superlative adjectives and ordinal numerals; centuries and decades; historical periods

**no article** with continents; countries; abstract nouns

## Mind the trap!

1 Generally all singular countable nouns need an article.

I bought **a** hairdryer.  
NOT I bought ~~hairdryer~~.

2 It is unusual to use **the** in general statements with plural nouns.

**Men** are as vain as **women**!  
NOT ~~The men~~ are as vain as ~~the women~~!

6 Complete the sentences with *a*, *the* or Ø.

- 1 Actually, I think \_\_\_ shower was one of \_\_\_ greatest inventions ever!
- 2 Phil started \_\_\_ course to become \_\_\_ fitness instructor. But he found \_\_\_ course too boring and he dropped out.
- 3 Even \_\_\_ money can't buy you \_\_\_ health and \_\_\_ happiness.
- 4 In \_\_\_ 1970s \_\_\_ men and \_\_\_ women used to wear \_\_\_ flared trousers.
- 5 Everybody knows that \_\_\_ men in \_\_\_ Scotland sometimes wear \_\_\_ kilts. But \_\_\_ modern kilt was invented in \_\_\_ eighteenth century by Thomas Rawlinson, \_\_\_ Englishman!
- 6 \_\_\_ beautiful body doesn't always mean \_\_\_ beautiful mind.

7 Complete the texts with *a*, *the* or Ø.

**Teeth:** During <sup>1</sup>\_\_\_ sixteenth century, <sup>2</sup>\_\_\_ sugar started to become popular. But only <sup>3</sup>\_\_\_ richest people could afford it and it quickly became <sup>4</sup>\_\_\_ symbol of <sup>5</sup>\_\_\_ wealth. Of course <sup>6</sup>\_\_\_ toothpaste didn't exist in <sup>7</sup>\_\_\_ Europe then and <sup>8</sup>\_\_\_ people who ate a lot of <sup>9</sup>\_\_\_ sweet food usually had <sup>10</sup>\_\_\_ black teeth. In <sup>11</sup>\_\_\_ England <sup>12</sup>\_\_\_ women often used to paint their teeth black to make them look more rich and beautiful!

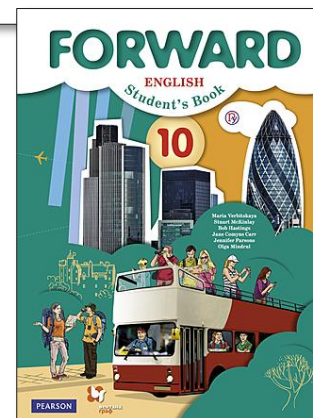
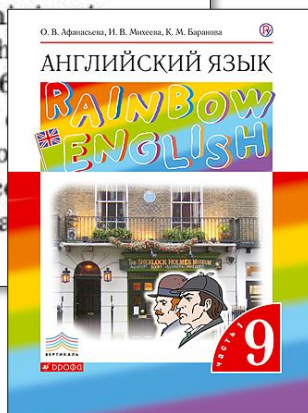
**Tattoos:** In <sup>13</sup>\_\_\_ 1990s <sup>14</sup>\_\_\_ archaeologists discovered <sup>15</sup>\_\_\_ man who had frozen to death on <sup>16</sup>\_\_\_ mountain between <sup>17</sup>\_\_\_ Austria and <sup>18</sup>\_\_\_ Italy. His body was covered in <sup>19</sup>\_\_\_ tattoos. <sup>20</sup>\_\_\_ archaeologists later calculated that <sup>21</sup>\_\_\_ man had lived 5,000 years ago and it was probably <sup>22</sup>\_\_\_ earliest known example of this kind of <sup>23</sup>\_\_\_ art.

8 In pairs, answer the questions.

- 1 In which situations do you spend a lot of time getting your appearance right before you go out?
- 2 Do you think that society takes beauty/appearance too seriously?

3 Complete the sentences. Use the articles *a* or *the* where necessary.

- 1) Who was the first explorer to sail round ... world?
- 2) ... Moon is the body which moves round ... Earth once every 28 days and can be seen sh ... sky at night.
- 3) Who was the first man in ... space?
- 4) A strange ligh ... in ... north.
- 5) Cheshunt is a few kilometers to ... north of London.
- 6) ... found in every part of ... universe.
- 7) ... universe is ... space and ... that exists in it, including ... Earth and the other planets.
- 8) The o ... universe is still a mystery.
- 9) The crew have been living in ... space three months.
- 10) ... Sun is the star in ... sky that gives light and wa ... Earth.



**Речевое умение** представляет собой «**способность** человека **мобилизовать** речевой опыт, **интегрировать** его элементы, легко и правильно **пользоваться** речью в соответствии с коммуникативными задачами и условиями общения» (С.Ф. Шатилов)

# Речевые умения

Умение говорить (излагать мысли в устной форме)

Умение читать (понимать речь в графическом исполнении)

Умение слушать (понимать речь в звуковом выражении)

Умение писать (излагать мысли в письменной форме)

# ВРЕМЯ, ЗАТРАЧИВАЕМОЕ В ПОВСЕДНЕВНОЙ ЖИЗНИ НА РАЗЛИЧНЫЕ ВИДЫ РЕЧЕВОЙ ДЕЯТЕЛЬНОСТИ



*Аудирование – 45%*



*Чтение – 15%*



*Говорение – 30%*



*Письмо – 9%*

# КАЧЕСТВА УМЕНИЙ

- ✓ **Целенаправленность** – сила воздействия на собеседника (содержательность, логичность, эмоциональность)
- ✓ **Динамичность** – быстрое нахождение способа решения поставленной коммуникативной задачи, включение элементов творчества и креативности
- ✓ **Продуктивность** – умение комбинировать знаки языка для достижения цели общения
- ✓ **Интегрированность** – использование различных видов навыков, опора на неавтоматизированные компоненты (знания, опыт, эмоции)
- ✓ **Иерархичность** – тесная связь и соподчинение навыков и умений, операционного и мотивационно-мыслительного уровня
- ✓ **Самостоятельность** – функционирование вне опор, независимость от аналогичных умений на родном языке



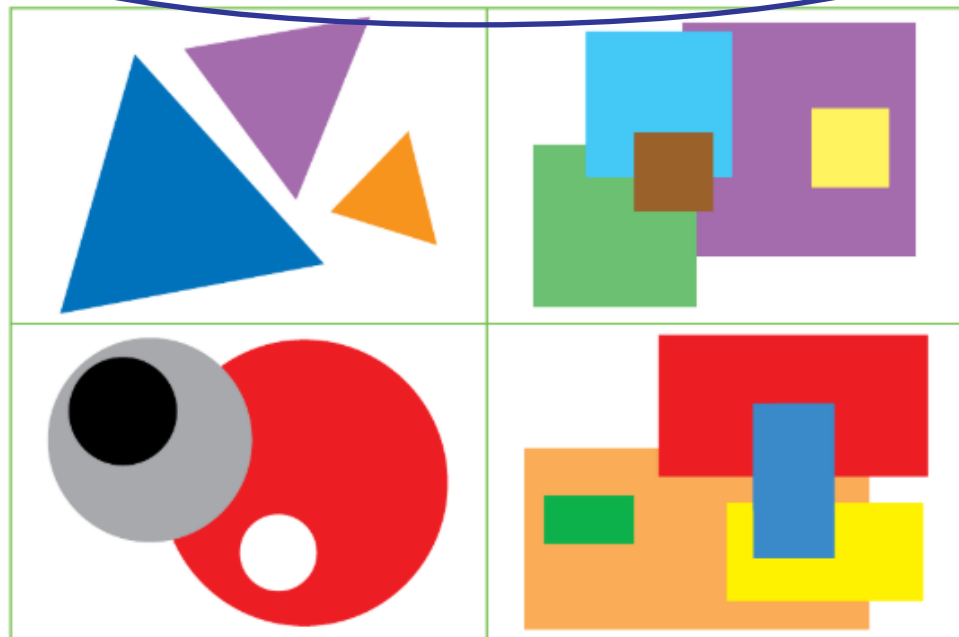






15. • Сравните фигуры в каждой рамке. Какая из них самая большая, а какая самая маленькая?

• Talk to your friend about the shapes in the pictures.



Is the orange triangle smaller than the purple one?

Yes, it is.

Is the blue triangle bigger than the orange one?

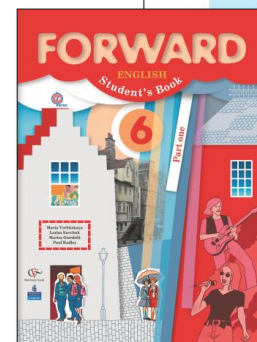
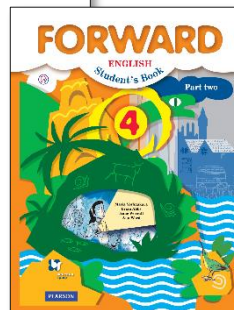
Yes, it is.

Is the blue triangle the biggest one?

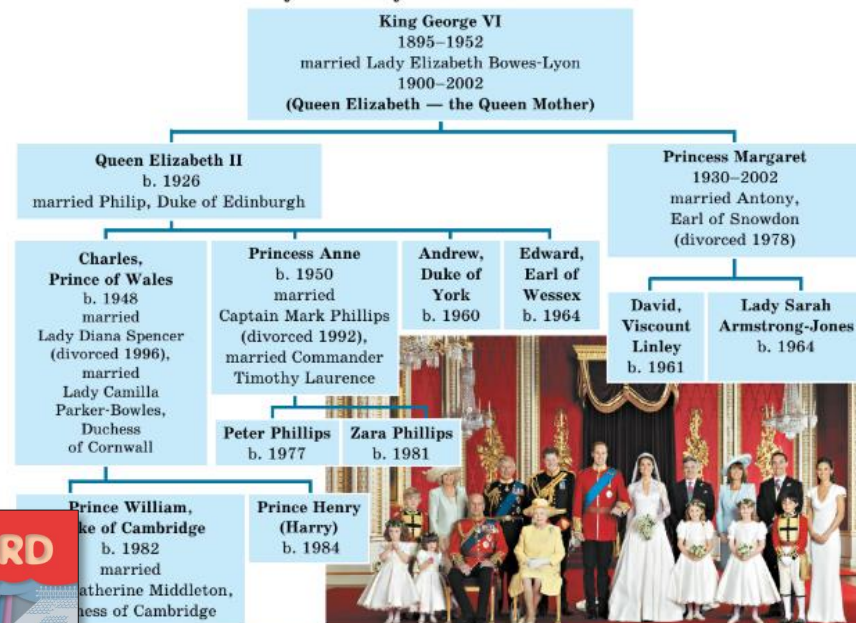
Yes, it is. It's the biggest triangle.

Which ... is the **smallest**?

Which ... is the **biggest**?



## The Royal Family: The House of Windsor



## The Royal Family

The United Kingdom is a constitutional monarchy. This means it has a king or a queen as its Head of State. At present this is Queen Elizabeth II. However, the monarch has very little power and can only reign with the support of Parliament. Members of the Royal Family are known both by the name of the Royal House, and by a surname.

Queen Elizabeth II was born in 1926. She is a great-great-granddaughter of Queen Victoria (1819–1901). In 1947 Queen Elizabeth II was married to Lieutenant Philip Mountbatten. Queen Elizabeth's husband is the son of Prince Andrew of Greece and one of Queen Victoria's great-great-grandsons. Now he is called Prince Philip, Duke of Edinburgh.

Queen Elizabeth II and Prince Philip, the Duke of Edinburgh, have four children. Queen Elizabeth II and her children are known as the House and Family of Windsor. Charles, the Prince of Wales, is the eldest son in the Royal Family. In 1981 he married Lady Diana Spencer. They have two sons, Prince William and Prince Henry. The Queen's grandsons have the surname of Mountbatten-Windsor, though the Royal Family remains officially the House of Windsor.

In 2011 Queen Elizabeth's elder grandson, Prince William, married Miss Catherine Middleton. Now they have the title Duke and Duchess of Cambridge.

**P** **1023** Listen and repeat.

**25** Read the article again, examine the Royal Family tree and try to guess who is who in the photo.

A

- 4 A.** Read about the problems some people have (a—e) and match them with the solutions (1—4) other people offer for such situations. There is one problem you don't have to match with a text.

a) I have a cold.

b) My problem is sleeplessness.

c) I want to lose weight.

d) I discover that I have more and more new diseases.

e) I want to put on weight as I'm getting really skinny.

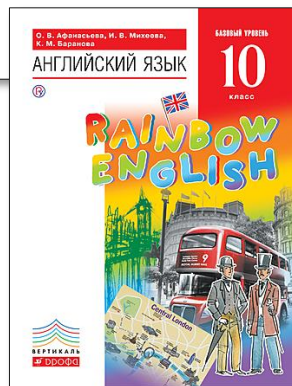
1. If this is my problem, I first try to count up to a hundred, if that doesn't work, I close my eyes and I say in my mind: "I'm going to sleep and I'm going to have a very long and deep sleep or I may get up, have a warm drink and read a bit."

2. Well, I take as much exercise as I possibly can and I try not to think about this problem of mine. Because if you start thinking about it, you can be sure that you'll eat much more than you usually do and that will lead to obesity. The best thing to do is to keep yourself busy and do as many things as you possibly can.

3. In this case I try to be wise and analyze the situation. I usually say to myself: "Hey, you can't have all illnesses imaginable. You have simply got stressed and that's why your heart is beating faster, you're not having a heart attack. You've got a headache because you're tired and you haven't had enough sleep. Everything is OK with you." But if I can't calm, I go to see a doctor.

4. If I have this problem, I just eat as many oranges as I possibly can to get more vitamin ['vɪtəmɪn] C and take a lot of hot drinks, not necessary milk which I don't like very much. I may stay in bed for a day or two.

**B.** Say what you usually do if you have similar problems.



- 11** Write a letter to your pen friend about what you can do and what you are really doing to live a long life.

П

- 1 A.** Listen, (11), and match the names of the speakers (1—6) with their statements (a—g). There is one statement you don't have to use.

1) Alex  
2) Harry  
3) Eliza  
4) Sam

a) This speaker mentions a popular hobby which helps him to relax at the end of a difficult day.  
b) This speaker says that hobbies help him/her to stand out among the rest of his/her friends.  
c) This speaker says that the choice of hobbies depends on too many things.  
d) This speaker hasn't got a hobby yet and he/she is sorry about it.

A

Г



## Reading and writing

- 5 Read the advertisement in the Bristol Daily News and then read Pat's letter. Is it a formal or an informal letter? How do you know? Find the evidence in the text of the letter.

Bristol Building (a)  
Bath Road, (b)  
Bristol (c)  
Avon BN4 7YK (d)  
16th May 2014 (e)

The Bristol Daily News (f)  
Tycoon Towers (g)  
Docks Development (h)  
Bristol (i)  
Avon BN4 6YT (j)

Dear Sir/Madam, (k)

- (l) I am an Australian citizen living in Bristol. At the moment I am working for The RAP, an electronic journal for young people.
- (m) I would like to apply for a journalist position in the Bristol Daily News. Please send me further details.
- (n) ☐ Yours faithfully,
- (o) ☐ Pat Dawkins.

Are you young, enthusiastic and dynamic?  
Are you looking for an interesting and demanding job in journalism?

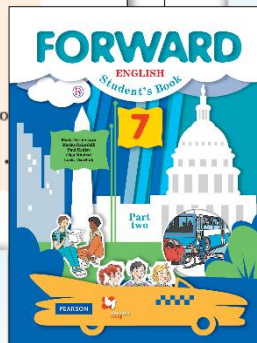
The Bristol Daily News is looking for a reporter. Write for more information giving details of relevant experience:

The Bristol Daily News, Tycoon Towers,  
Docks Development, Bristol,  
Avon BN4 6YT

**The RAP**, the leading electronic journal for young people, is looking for a

### JOURNALIST

Write for further details to:  
The RAP, Bristol Building, Bath Road, Bristol  
Avon BN4 7YK



- 6 Find parts 1–15 in Pat's letter. Match 1–15 with a–o.

The name of the newspaper (6)  
House number (7)  
Street/Road (8)  
Town (9)  
County postcode (10)

Dear before name of the person you are writing to (11)

First paragraph: (12)

Say who you are.

Last paragraph: (13)

Say what you want.

Sign off: Yours/Yours faithfully (14)

Pat's signature (15)

Pat's address:  
House number (1)  
Street/Road (2)  
Town (3)  
County Postcode (4)  
Date (5)

- 7 Imagine you would like to apply for a journalist position in The RAP. Read the advertisement and write a formal letter.

## Writing

- 20 Imagine that you are in a famous place in Russia. Describe what you can see and what you think about this place. You may write a postcard or an email to your pen friend from there.

## Reading and writing

- 13 This is an extract from Trevor's letter about his friend Martin. Read it aloud paying attention to the intonation.

This is a description of my friend Martin. He's 14 years old.

He's quite tall and slim, and he's got medium-length, straight brown hair. He likes wearing jeans and T-shirts, and he also usually wears a brown leather jacket. I've known him for about five years. The reason why I like him is for his personality. He's very funny and lively, so I never get bored with him, and he's quite clever, too. But he's also very kind and generous. He always lends me his new CDs, and I know that I can always talk to him about my problems.

- ☐ Write a letter to Trevor about your best friend. Remember the rules of letter writing!

## Listening and speaking

- 21 Listen to the text about an ecological problem in Zimbabwe and say what the problem is. Listen again and write down the dates and numbers in your Workbook.
- 22 Discuss in pairs why so many black rhinos disappeared. Why do rare animals disappear? What can the reasons be?

**5** Write a letter to your pen friend abroad. Tell him / her what your place is famous for.

Start like this:

Dear Helen,  
I hope you'll come to see us this summer. You will enjoy staying here. My town / village is worth visiting...

**6** Make a list of personal characteristics of people. Choose the characteristics typical of the people of your nationality. Write a humorous story proving it.

**Example:** I think that the British are a bit conservative. Why do I think so? One day...

**12** Write an essay about the part of Russia where you live.

Use the following guidelines:  
area, population, the biggest city, languages spoken in your area, weather.



**43** Have you got a sense of humour? Read the jokes and choose the joke you like best. Act it out with your partner.



\*\*\*  
**Teacher:** Tommy, why are you late for school today?

**Tommy:** Every time I come to a corner a sign says, "School. Go slow."



\*\*\*  
**Father:** Well, Bobby, I've talked to your teacher today. He doesn't like your homework nor your class-work. Now I want to ask you a question. Who is the laziest person in your class?

**Bobby:** I don't know, Father.

**Father** (angrily): Oh, yes, you do. Think! When all the boys and girls are reading or writing, who sits in class and only watches how other people work?

**Bobby** (happily): It's our teacher, Father.



\*\*\*  
**Teacher:** What is the chemical formula for water?

**Andrew:** HIJKLMNO.

**Teacher:** What are you talking about?

**Andrew:** Yesterday you said it's H to O!

**44** Think of a funny story about your school life. Write it down. Share it with your classmates.

## UNIT 3 Section 9

**123** Match the letters and Jackie's replies. Jackie is a teenage magazine correspondent who writes answers to teenagers' letters. Write her answers next to the letters:

Letter A ☐ Letter B ☐ Letter C ☐

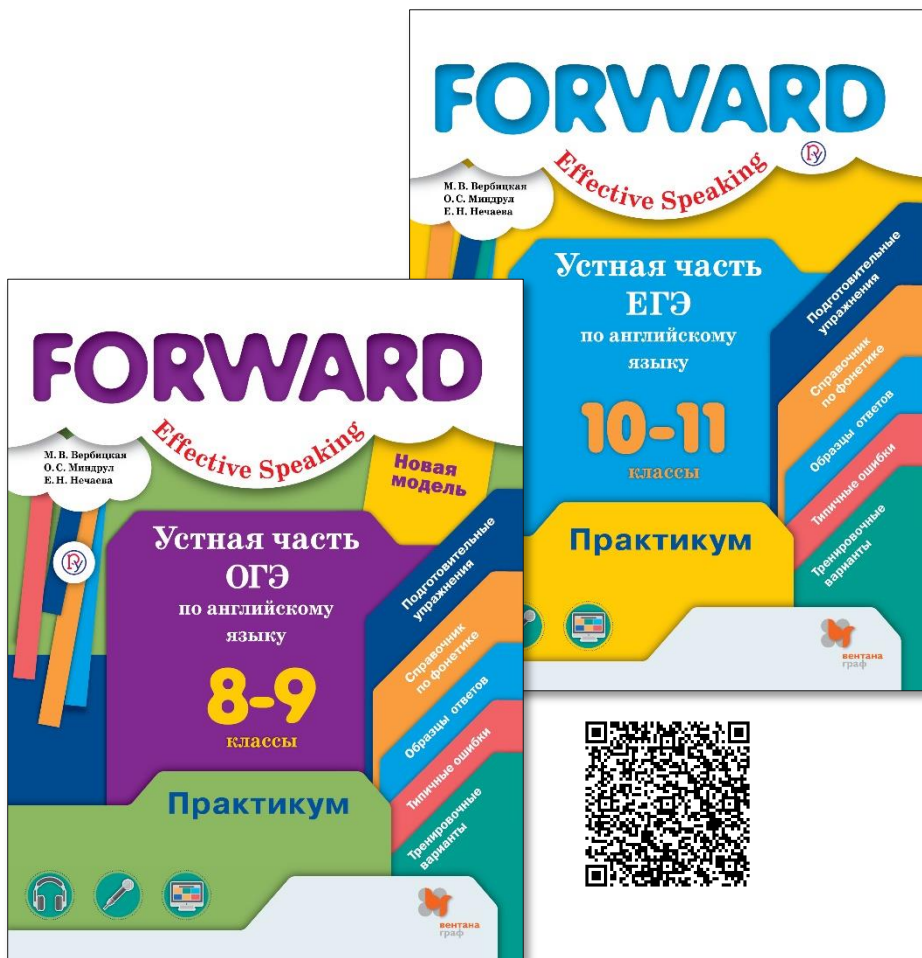
1. This is a very difficult situation. I'm sure your parents and teachers want you to do well in your subjects. They are thinking about your school life. You will have to do a lot of extra work if you want to continue with languages. But it's also very important that you enjoy your lessons. Perhaps you could speak to other teachers and see what they think?
2. You are right, smoking is disgusting and bad for your health. It's very difficult to stop smoking once you have started. So don't listen to them and then perhaps your friends will be more like you.
3. Have you explained your situation carefully to your mum? If you promised to do all your homework on Saturday mornings, maybe then she would allow you to have a job in the afternoon?

**124** Decide which reply is the best. Explain why you think so.

**125** Write your own reply to one of the letters.



# ОБНОВЛЕННЫЕ ПО НОВОЙ МОДЕЛИ ПРАКТИКУМЫ ДЛЯ ПОДГОТОВКИ К УСТНОЙ ЧАСТИ ОГЭ И ЕГЭ ПО АНГЛИЙСКОМУ ЯЗЫКУ



В новые версии серии практикумов добавлен раздел «Типичные ошибки в ответах на задания устной части»

Практикум предназначен для обучения устной речи и контроля умений говорения, а также для моделирования ситуаций устного экзамена

Включает:

- раздел типовых тренировочных вариантов устной части экзамена
- подробный разбор заданий устного экзамена и критериев их оценивания
- систему практических упражнений, формирующих стратегии работы на экзамене



# ЦЕНТР ДОПОЛНИТЕЛЬНОГО ОБРАЗОВАНИЯ КОРПОРАЦИИ «РОССИЙСКИЙ УЧЕБНИК»

## Курсы повышения квалификации для педагогов

- Материалы и лекции от известных авторов учебно-методических комплектов
- В настоящее время реализуется 56 образовательных программ. Учебные материалы открыты для свободного доступа. С ними ознакомились более 50 000 учителей.
- Полный курс обучения с помощью современных образовательных и информационных технологий прошли свыше 7 000 педагогов.
- Налажено сетевое взаимодействие с ИРО и ИПК



в любое время,  
в любом месте



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Москва, Пресненская наб., д. 6, строение 2  
+7 (495) 795 05 35  
[help@rosuchebnik.ru](mailto:help@rosuchebnik.ru)

### Нужна методическая поддержка?

Методический центр  
8-800-700-64-83 (звонок бесплатный)  
[help@rosuchebnik.ru](mailto:help@rosuchebnik.ru)

### Хотите купить?



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[sales@rosuchebnik.ru](mailto:sales@rosuchebnik.ru)



Цифровая среда школы  
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### Хотите продолжить общение?



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