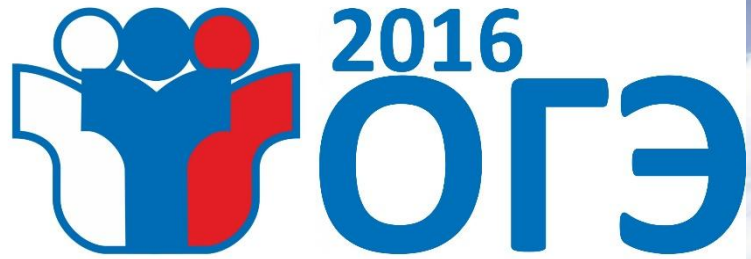


# Тема экологии в рамках подготовки к итоговой государственной аттестации по английскому языку...(I часть)



Учитель: Зайченко  
Е.Г.

ГБОУ № 171

# Кодификатор ОГЭ, 2016:

## Актуальность темы...

Примечание	
Предметное содержание речи	
А	Межличностные) взаимоотношения в семье
Б	(Межличностные) взаимоотношения с друзьями и в школе
В	Внешность и характеристики человека
Г	Досуг и увлечения (спорт, музыка, чтение, посещение театра, кинотеатра, дискотеки, кафе). Молодежная мода
Д	Покупки. Карманные деньги
Е	Переписка
Ж	Школьная жизнь. Изучаемые предметы и отношение к ним. Каникулы. Школьные обмены
З	Проблемы выбора профессии и роль иностранного языка
<b>И</b>	<b>Страна/страны изучаемого языка и родная страна. Их географическое положение, климат, население, города и села, достопримечательности</b>
К	Страна/страны изучаемого языка и родная страна. Их культурные особенности (национальные праздники, знаменательные даты, традиции, обычаи)
Л	Выдающиеся люди родной страны и стран изучаемого языка, их вклад в науку и мировую культуру
М	Путешествие по странам изучаемого языка и по России
Н	Технический прогресс
<b>О</b>	<b>Глобальные проблемы современности</b>
П	Средства массовой информации (пресса, телевидение, радио, Интернет)
<b>Р</b>	<b>Природа и проблемы экологии. Здоровый образ жизни</b>



# Актуальность Темы ЕГЭ, Кодификатор ЕГЭ,

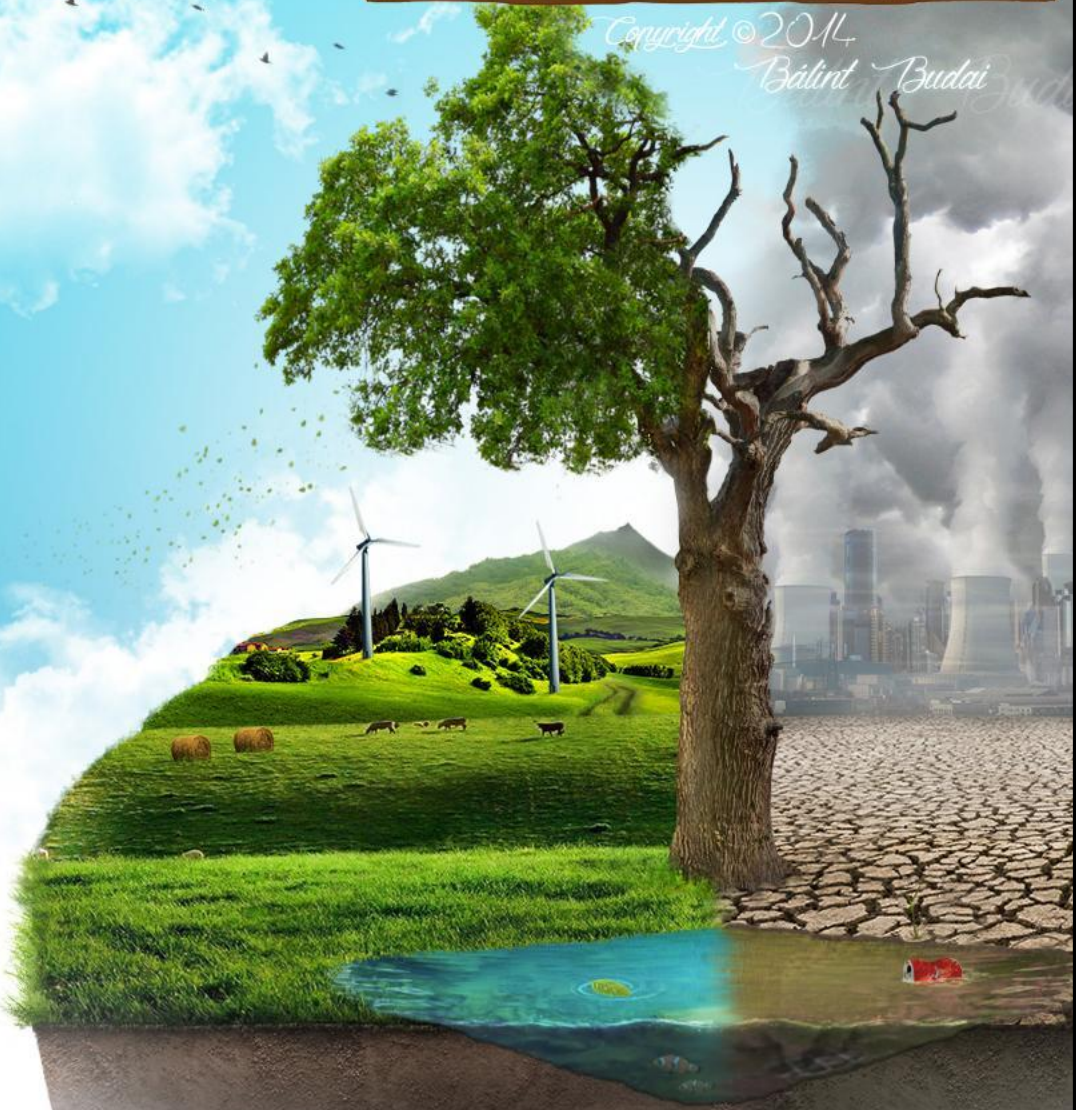
Примечание	
Предметное содержание речи	
А	Повседневная жизнь и быт, распределение домашних обязанностей в семье. Покупки
<b>Б</b>	<b>Жизнь в городе и сельской местности. Проблемы города и села.</b>
В	Общение в семье и школе, семейные традиции, межличностные отношения с друзьями и знакомыми
<b>Г</b>	<b>Здоровье и забота о нем, самочувствие, медицинские услуги. Здоровый образ жизни.</b>
Д	Роль молодежи в современном обществе, ее интересы и увлечения
Е	Досуг молодежи: посещение кружков, спортивных секций, клубов по интересам. Переписка
Ж	Родная страна и страна/страны изучаемого языка. Их географическое положение, климат, население, города и села, достопримечательности
З	Путешествие по своей стране и за рубежом, обзор достопримечательностей
<b>И</b>	<b>Природа и проблемы экологии</b>
К	Культурно-исторические особенности своей страны и стран изучаемого языка
Л	Вклад России и стран изучаемого языка в развитие науки и мировой культуры
М	Современный мир профессий, рынок труда
Н	Возможности продолжения образования в высшей школе
О	Планы на будущее, проблема выбора профессии
П	Роль владения иностранными языками в современном мире
Р	Школьное образование. Изучаемые предметы, отношение к ним. Каникулы
С	Научно-технический прогресс, его перспективы и последствия
Т	Новые информационные технологии
У	Праздники и знаменательные даты в различных странах мира



# Подготовка с использованием УМК



Save the Earth



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Bálint Budai

## 8

a

# Save the Earth

### Vocabulary

◆ Pollution

**1** Which of the following can you see in the pictures?

- a power station/factory
- toxic fumes
- factory waste
- acid rain
- polluted clouds
- loss of natural habitats
- air, water and soil pollution
- fish and plant species dying

### Reading & Listening

**2** a) Look at the pictures again and the headings in the text on p. 77. Can you explain the problem? Read and check.

b) Read carefully and fill in the blanks with the best word A, B, or C. Listen and check. Then, explain the words in bold.

1 A over	B away	C to
2 A but	B so	C well
3 A as well	B too	C also
4 A No	B Any	C Some
5 A our	B their	C ours

### Speaking

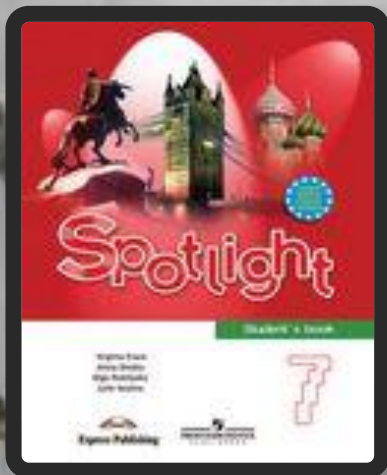
### Study skills

*Using notes to give a talk*  
When you use notes to give a talk, look at your audience and use your notes to remind you of what you want to say. This will make your talk sound more interesting and natural.

**3** Make notes under the headings and give a talk about acid rain.

- what acid rain is
- what causes it
- what effects it has
- what governments are doing
- what we can do

# Подготовка с использованием УМК



## Acid Rain

### 1 The problem

The problem starts here. Cars **burn** petrol, factories and power stations burn coal and **emit** toxic fumes. So, the air that we breathe becomes polluted.

### 2 Air pollution & acid rain

This pollution is **gathered** in clouds and with the oxygen and water in the **atmosphere** it becomes acid. The winds carry the polluted clouds across long distances, far 1) ..... . When it rains, this pollution **lands** on trees, houses, buildings, cars, clothes, everywhere!!! This is called acid rain, 2) ..... there is actually 'acid fog', 'snow' and 'sleet' in the same way!

### 3 Water and soil pollution

When acid rain falls into lakes, streams, rivers and seas,

they become toxic. This is water pollution and it harms, kills or **wipes out** fish and plant species. When acid rain flows through the soil, it **poisons** trees and plants. Acid rain 3) ..... causes serious damage to important buildings and objects

### 4 Good news

The good news is that governments have been trying to **reduce** the air pollution that causes acid rain. 4) ..... industries have been using new technologies for some time to help make factory smoke less **harmful** to the environment. But we need to do more! We can help reduce the amount of acid rain by using 5) ..... cars less or by using solar power to heat our homes.

**We all need to work together to stop this problem before it's too late.**

### Grammar Grammar Reference

#### ◆ Present Perfect Continuous

4 Read the rule. Find examples of the *present perfect continuous* in the text.

We use the Present Perfect Continuous to talk about actions that began in the past and are still taking place with emphasis on duration.  
*I've been watching TV since 6 pm.*  
*(I'm still watching TV now.)*  
*They've been sleeping for hours.*  
*(They're still sleeping at the moment.)*  
*How long have you been studying?*  
*Since the morning/For five hours.*

5 Listen to the sounds. Match the people to what they have been doing. Then complete the sentences.

- |                            |          |   |                 |
|----------------------------|----------|---|-----------------|
| 1 <input type="checkbox"/> | John     | A | play football   |
| 2 <input type="checkbox"/> | the kids | B | listen to music |
| 3 <input type="checkbox"/> | Grandad  | C | watch TV        |
| 4 <input type="checkbox"/> | Ann      | D | sleep           |
| 5 <input type="checkbox"/> | Steve    | E | wash dishes     |

- 1 John ..... for an hour.  
 2 The kids ..... since 6:00 pm.

- 3 Grandad ..... for two hours.  
 4 Ann ..... for half an hour.  
 5 Steve ..... since 10 am.

#### ◆ Phrasal verbs (make)

6 Complete the sentences with the correct phrasal verb in the appropriate form.



- 1 I can't ..... your handwriting.  
 2 It's not true. She ..... the whole story.  
 3 He has ..... with Tom after their quarrel.

### Writing (a short article)

7 Work in groups. Collect information about what we can do to solve the problem of acid rain and present it to the class. Draw pictures to show some of the things we can do.

# Take action!

## Reading & Listening

- 1 a) Listen. Look at the pictures. What do you think the news article is about? Listen and check.  
b) Read and match the topics to the paragraphs.
  - summary of the event
  - comments
  - the facts in detail



1 A group of students **came up with** the idea of making a school club to help save the environment. Tanya Brunton, Alicia Morton, Gina Montgomery, Clive Forsyth, Jim O'Sullivan and Carl Johnson created the Nature Madness Club and won the **award** for the best student work.

At first their club only had 30 **members**, but **word soon got around** that Nature Madness was fun and less than a month later they had over 300 students. Now, they are thinking of **asking for** the help of students from other schools.

2 Nature Madness members **took part** in lots of after-school activities. They took classes to find out about **pollution**, recycling and **conservation**. The whole team helped to make the classes more interesting by using pictures and videos and so on. After that, the members organised different events and activities such as recycling or clean-up days, planting trees, and helping **stray** animals.

3 The **mayor** gave each student a gold medal for their good work. Their teacher, Barbara Mac Alpine, said at the **ceremony**, "I'm very **proud** of my students. They show that you don't have to wait until you're **grown up** to do important things."

- 2 a) Choose the best headline for the article.

### Fun at the club

TEENS CREATE\* SUCCESSFUL

### Mayor honours teens for green work

- b) Which things about these students impressed you? Explain the words in bold.

## Listening

- 3 a) Listen to the reports. Which is about:

- ..... a pop concert?
- ..... a demonstration?
- ..... a fashion show?
- ..... football finals?

Number them in the order you hear them.

- b) Listen again and make notes about the:

- people
- place
- highlights
- atmosphere

Pick a report and give the class a short summary.

## Speaking

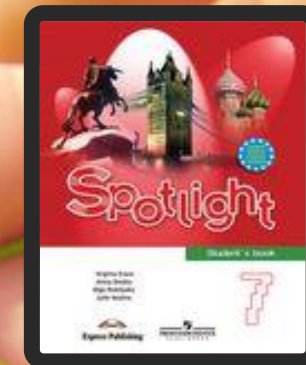
- 4 Work in groups. Choose one of the events from Ex. 3. Take the roles of the *presenter*, *reporter* and *participant* of the event, and act out your dialogue.

## Writing (a news article)

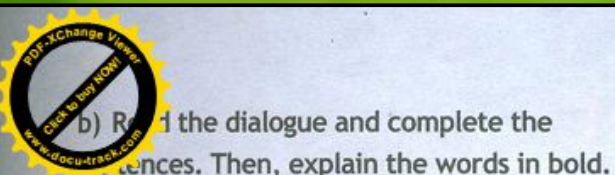
- 5 *Portfolio*: Skim through this week's local newspapers and find an interesting piece of news. Write a news article (80-100 words). Write:

- summary of the event
- the facts in detail

# Подготовка с использованием УМК





# Подготовка с использованием УМ



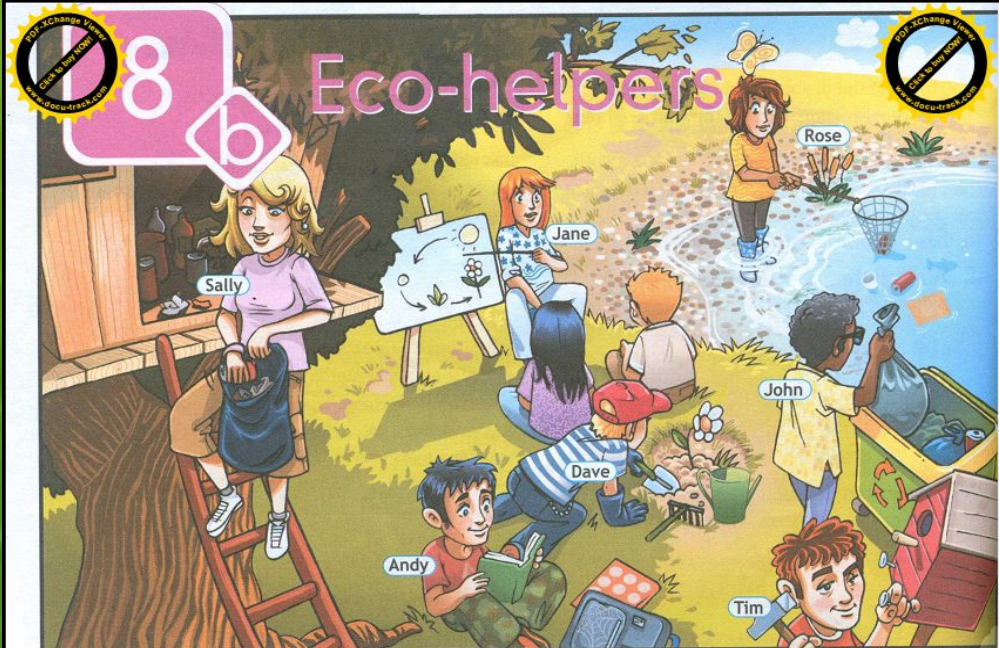
b) Read the dialogue and complete the sentences. Then, explain the words in bold.

- 1 Sally ..... for a month.
- 2 Dave's been .....
- 3 The birds will leave the city if .....
- 4 Tim wants to ..... on Monday morning.

c)   Read out the dialogue.

4 Fill in: **leaves** or **lives**.

- 1 He ..... for work at 7 am.
- 2 I don't know where she .....
- 3 She ..... everything till the last minute.



## Vocabulary

### Helping out

1 Look at the picture. What is each person in the picture doing?

- plant flowers • recycle cans
- collect rubbish • build nesting boxes
- teach the cycle of life • clean out a pond
- read a book about ecology

▶ Dave is planting flowers.

2 Who is using the tools/equipment below? What are they using them for?

- a ladder • a hammer and nails • a spade
- a watering can • a rake • a net
- gardening gloves • a plastic bag

▶ Sally is using a ladder to collect rubbish from the tree house.

## Reading & Listening

3 a) Look at the title and the picture. What does "eco-helpers" mean? Listen, read and check.

Dave: Hi Tim. What's up?  
 Tim: Oh, hi Dave! What are you doing here?  
 Dave: Oh, I've joined the Eco-helpers club.  
 Tim: Oh yeah, I've heard about that. Sally collects rubbish for recycling in the park every Saturday morning, doesn't she?  
 Dave: That's right. She's been doing that for a month. I've been building nesting boxes.  
 Tim: Nesting boxes?  
 Dave: Well, there aren't many trees left in the city for birds to build their nests. If we don't help them, they will have to leave the city.  
 Tim: That's interesting. What else have you been doing?  
 Dave: We've been planting trees and cleaning out ponds for a week now that the weather's good.  
 Tim: Your club sounds wonderful. I could join as well, couldn't I?  
 Dave: Of course you could. We really need volunteers, but you have to see Miss Jackson first. She'll tell you what to do.  
 Tim: Sounds great! I'll join first thing Monday morning.

# Подготовка с использованием УМК



## CULTURE CORNER

### Scotland's National Nature Reserves

#### Reading & Listening

1 Read the introduction on the webpage and look at the pictures. Which of the following do you think you can see in Scotland's National Nature Reserves: *cliffs? seabirds? penguins? underwater caves? wildlife? bluebells? deer? swans? fieldmice? parrots?* Listen and check.

2 a) Read the text and correct the statements below.

- 1 St Kilda is ideal for surfing.
- 2 Loch Lomond is famous for its seabirds.
- 3 Don't miss the safari at Insh Marshes.

b) Find the words for: 2 habitats, 4 kinds of birds, 3 other kinds of animals, 2 plants. Then, explain the underlined words.

3 You work in a travel agency in Scotland. Make notes about each nature reserve under the headings: *location, famous for, what you can see there, best time to visit.* Use your notes to answer a customer's questions.

#### Project

4 **Portfolio:** Collect information under the headings from Ex. 3 about some *nature reserves* in your country. Write an article about them. Decorate it with pictures.

@ Internet Explorer

## Scotland's natural world!

[NNRs Home](#) [Reserves](#) [News & events](#) [Contact us](#)

### Experience the amazing sights and sounds of Scotland's natural world!

Scotland's National Nature Reserves (NNRs) are magical places open for everyone to visit and enjoy. They protect spectacular wildlife and landscapes, including many rare species and habitats. Here are just a few of Scotland's 71 beautiful reserves ...

#### St Kilda

The St Kilda islands are in the most remote<sup>1</sup> part of Britain, 66 km west of Scotland's Outer Hebrides<sup>2</sup>. St Kilda has the highest cliffs in Britain, over 1 million seabirds, including puffins, and unique species of sheep and fieldmice. St Kilda is also one of the best places in Britain for diving because of its clear waters and amazing underwater caves and tunnels!

**Best time to visit: May to July**



puffin

#### Loch Lomond

Loch Lomond is a beautiful lake in the west of Scotland. It's famous for its fantastic wildlife and woods. Come in the spring and you'll see the woods full of bluebells and wild garlic. You may even see some deer or a rare Golden Eagle.

**Best time to visit: spring**



Golden Eagle bluebells

#### Insh Marshes

The Insh Marshes are in the north of Scotland and are one of the most important wetlands in Europe. Hundreds of birds come here to nest in spring. When the marshes flood in winter, you'll see flocks<sup>3</sup> of swans and geese. Don't miss the fantastic bird watching hikes and nature trails<sup>4</sup> here!

**Best time to visit: November to June**



swan

[Click here to read about more reserves!](#)

1 far away from where people live	2 Scottish islands groups	4 path through forests
-----------------------------------	---------------------------	------------------------

1 far away from where people live 2 Scottish islands groups 4 path through forests



# Подготовка с использованием УМК



1 camel

2 parrot

3 black bear

4 penguin

5 alligator

6 giraffe

## Born free

### Vocabulary

◆ Animals & habitats

**1** Match each animal 1-6 to its natural habitat.

- desert • polar regions • wetlands
- tropical rainforests • woods
- savannah (grassland)

▶ Camels live in the desert.

**2** Read the statement below. Do you agree? Why/why not? Discuss.

"We should close all zoos and return the animals to their natural habitats."

### Reading & Listening

**3** a) Listen to and read the essay. Were any of your points from Ex. 2 mentioned? What other points for/against zoos are used?  
b) Explain the words in bold.

**4** a) Which paragraph (1-4): a) introduces the topic? b) gives the writer's opinion? c) gives the advantages with reasons/examples? d) gives the disadvantages with reasons/examples?  
b) Look at the underlined words/phrases. Which: give a personal opinion? give an opposite opinion? add reasons? introduce a conclusion? introduce an argument?

**5** Read the following statements. Which are pros/cons of keeping wild animals as pets? In groups think of reasons/examples.

- Owners don't know how to look after them.
- They need special food/habitats.
- It is a good way to learn about them.
- You help conserve them.
- They can be dangerous.

**6** Use the ideas in Ex. 5 to write an essay about the pros/cons of keeping wild animals as pets. Start your essay with a direct question.

### Writing (a for-and-against essay)

#### Study skills

**Addressing the reader directly**  
Start your essay by addressing the reader directly with a question. That way you will grab his interest and he will want to read on.

**6** Use the ideas in Ex. 5 to write an essay about the pros/cons of keeping wild animals as pets. Start your essay with a direct question.

# Подготовка с использованием УМК



## English in Use 8

### Reading & Listening

#### ◆ Donating money for a cause

1 Listen and repeat. The sentences are from a dialogue about donating money to an environmental organisation. Which sentences does the representative (R)/the caller (C) say? Listen and check.

- How can I help?
- I'm interested in making a donation.
- A monthly donation, please.
- Would you like to become a member?
- How much does it cost?
- How can I pay?
- Could I take your name and address, please?

Rep: Hello, WWF<sup>1</sup>. How can I help you?

Matt: Hi. I'm interested in making a donation.

Rep: That's great. Do you want to make a one-off donation or would you prefer to make a regular monthly one?

Matt: A monthly donation, please. Let's say £25 per month.

Rep: That's very generous. You know that includes free membership, don't you?

Matt: Oh really? And what are the benefits of membership?

Rep: You get our magazine every three months and regular post about our campaigns.

Matt: Good. That's great. How can I pay?

Rep: Let me give you our bank account details. It's Barclay's Bank, Account No. 39582957831. Could I take your name and address, please?

Matt: Certainly. My name's Matt Russell and I live at 34 Scarsdale Road, Bromley, Kent.

Rep: Thank you very much, Mr Russell. You'll receive the latest issue of the WWF magazine and a welcome pack soon.

Matt: Thanks a lot. Goodbye.

<sup>1</sup>World Wildlife Fund



### Donations



(please tick ✓)  
 One-off   
 Regular  £ 1) ..... per 2) .....

Name: 3) .....

Address: 4) .....

Method of Payment (please tick ✓)

5) Credit Card  Cheque  Cash

Direct Debit (Bank Account)

2 Read the dialogue. Fill out the donation form.

### Speaking

3 Portfolio: You have seen the advert below and want to make a donation. Use the sentences in Ex. 1 to act out a dialogue. Record yourselves.

#### ◆ Word formation

4 Form verbs from the adjectives below. Use them in sentences of your own.

We can use -en at the end of some adjectives to form verbs. dark - darken

- 1 black 2 red 3 wide 4 short

### Pronunciation /aɪ/-/aɪə/

#### Reading Rules

5 Listen and tick (✓). Listen and repeat.  
 y, ie, i - /aɪ/ shy, die, time  
 ire - /aɪə/ tire

Think of more words with these sounds.

	/aɪ/	/aɪə/	/aɪ/	/aɪə/
my			pie	
mine			fire	
tied			why	
tired			hire	



# Подготовка с использованием УМК



**Extensive Reading**  
ACROSS THE CURRICULUM: SCIENCE

**The Food Chain**

**1** Look at the pictures. Which animal only eats plants (*herbivore*)? eats other animals (*carnivore*)? eats both plants and animals (*omnivore*)?

**Reading & Listening**

**2** Read the dictionary entry. How is it related to the diagram?

food chain: /'fud tʃeɪn/ N-COUNT usu sing. a series of living things which are linked to each other because each thing feeds on the next one in the series

**3** Read the text and fill in the gaps (1-8) with the correct word. Listen and check. Explain the words in bold.

**4** Read again. Use the diagram to explain the food chain to your classmates.

**Project** (a diagram)

**5** Portfolio: Make your own food chain. Draw a diagram and add pictures and labels. Present your food chain to the class.

**What's a producer?**  
All energy originally comes from 1) ..... sun. Green plants can't hunt or shop for food, so they simply use sunlight and water to make it. Green plants usually start food chains. They 2) ..... called producers.

**What's a consumer?**  
Animals such 3) ..... grasshoppers get their energy from eating green plants like leaves. As they only eat plants, 4) ..... are called herbivores. Carnivores, like lions or some birds, only eat meat. Omnivores eat plants and animals. Anything that eats another plant or animal to get energy is called a consumer.

**What's a decomposer?**  
The food chain ends with dead animals that fungi and bacteria use as food. 5) ..... organisms break down the complex organic compounds which then return to the soil so that plants can use 6) ..... again. That's how the food chain starts all over again.

**Why is the food chain important?**  
The food chain provides the energy that all living things need in order to survive. If 7) ..... is a break in the link in the chain, then all organisms above this link are in danger of extinction. Imagine 8) ..... world without plants. How would animals survive?

**Owl**  
(consumer)



**Flower**  
(producer)

**Caterpillar**  
(consumer)

**Frog**  
(consumer)

**Snake**  
(consumer)

