



# Использование инновационных технологий в рамках ФГОС на уроках английского языка в 10-11 классах

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**Set up projects.** These should involve students in reading / researching, discussion, collating and selecting, and drafting / publishing. In particular, this facilitates 'narrow reading' i.e.. reading of a number of different texts on the same theme, thus giving repeated exposure to lexical items and discourse features. Again, topics are best chosen by students themselves.

Проекты. Они вовлекают студентов в чтение / исследование, обсуждение, сопоставление и отбор, а также составление / публикацию. В частности, это способствует «узкому чтению», т. е. чтению ряда различных текстов на одну и ту же тему, что дает многократное знакомство с лексическими элементами и особенностями дискурса. Опять же, темы лучше всего выбирают сами студенты.

# MALAFEEVA ANASTASIA 11A

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## **Narrative Structure**

We will use “Blood is thicker” as an example.



**Use more literary texts.** There is now an abundance of books and articles on how to do this. Literature both challenges students to make their own sense of texts, and offers them opportunities to open up their affective side to the language. Within literature, I would, of course, include creative writing. One very useful forthcoming book in this area is Jane Spiro's *Creative Poetry Writing* (OUP 2004) - a real cornucopia of good, practical ideas.

Использование больше литературных текстов. Сейчас есть множество книг и статей о том, как это сделать. Литература одновременно бросает вызов студентам, чтобы они могли понять смысл своих текстов, и предлагает им возможность открыть свою эмоциональную сторону языка. В литературу я, конечно, включила творческое письмо. Одна очень полезная будущая книга в этой области - «Творческое поэтическое письмо Джейн Спиро» (OUP 2004) - настоящий рог изобилия хороших, практических идей.



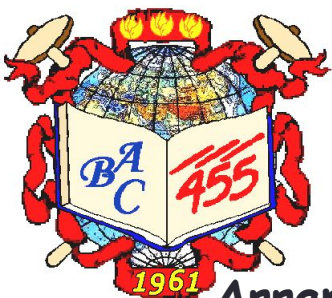
**Encourage students to keep journals.** You need to make sure that they know what kinds of things they might write about, and to collect the journals regularly so that you can give them feedback. Some of my students, for example, keep a thesis journal where they record their progress and feelings about their thesis as it develops. Others keep a creative writing journal, where they record their feelings, thoughts, ideas and even rough drafts of poems, stories, etc.

Поощрение студентов вести дневники. Сначала нужно убедиться, что они знают, о каких вещах они могут писать, и регулярно собирать журналы, чтобы вы могли дать им обратную связь. Например, некоторые из моих учеников ведут журнал диссертаций, в котором они записывают свои успехи и чувства по поводу их диссертации по мере их развития. Другие ведут творческий дневник, где записывают свои чувства, мысли, идеи и даже черновики стихов, историй и т. д.

***SVETLANA  
KARPOVA  
10A***

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**Extra-curricular activities Journal  
November, 2018**



**Arrange for students to write real letters.** For example they could write to support victims of civil rights abuse (through Amnesty International), or to protest about environmental abuse (through Green peace etc.). Even setting up the exchange of real letters between you and your students, as suggested by Mario Rinvoluceri and others in their book *Letters* (OUP), can provide a rich vein of linguistic (and affective) ore.

Студенты пишут настоящие письма. Например, в поддержку жертв нарушения гражданских прав (через Amnesty International) или в знак протеста против нарушения окружающей среды (через Зеленый мир и т. д.). Даже налаживание обмена реальными письмами между вами и вашими учениками, как это было предложено Марио Ринволучери и другими в их книге «Письма» (OUP), может обеспечить богатую вену языковой (и аффективной) руды.

## English contest preps.



Tatyana Burlutskaya

Yesterday, 7:07 PM

Анна Крылова (flyinganna@yandex.ru) ▾

You forwarded this message on 11/15/2016 7:08 PM

Evening Sweetie,

Please, find herewith the link in framework of getting ready for Saturday (no pressure, only if I suggest that U start with "municipalny etap" 2015-2016, they also provide answers sheet. As have any questions.

Enjoy the rest of ur day, T.A.

<http://info.olimpiada.ru/activity/88/tasks/2015>

RIES







**Organize a news transcription service.** They are each allocated a day and a time to watch a news telecast ( CNN, BBC World, etc.). They record it, then transcribe it, then produce a transcript of the news for their classmates, and for others in the school. (The same can be done for Films, videos etc. See Stempleski and Tomalin's Film OUP.

Организована услуга транскрипции новостей. Каждому из обучающихся отводится день и время для просмотра телепередачи новостей (CNN, BBC World и т. д.). Они записывают это, затем записывают это, затем производят стенограмму новостей для своих одноклассников и для других в школе. (То же самое можно сделать для фильмов, видео и т. д.).

# *EKATERINA KUZNETSOVA*

## *10A*

### News Review

#### Stranded female penguin mystery solved

Female penguins have been getting stranded hundreds of kilometres from home on South American coasts. Now scientists have discovered why.

#### Language challenge

Penguins often travel together to avoid becoming \_\_\_\_\_.

- a) strangled
- b) stranded
- c) strapped

🎧 Watch the video and complete the activity

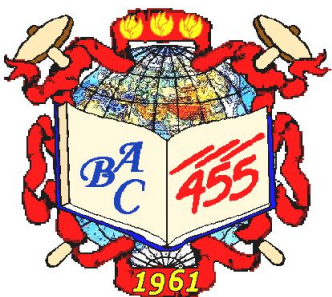


**BBC news review**  
**8<sup>th</sup> November, 2018**



**View a film in their mother tongue.** Ask students to provide subtitles for key scenes. They can, of course, do this in reverse by writing mother tongue sub-titles for English language films.

Просмотр фильма на родном языке. Обучающиеся предоставляют субтитры для ключевых сцен. Конечно, они могут сделать это в обратном порядке, написав субтитры на родном языке для фильмов на английском языке..



**Ask students to write a screenplay.** This could be for an extract from a play, novel or short story. This involves them in visualizing how the scene would be played, not just what is said.

Написание сценарий. Это может быть выдержка из пьесы, романа или рассказа. Это вовлекает их в визуализацию того, как будет играть сцена, а не только то, что сказано.

# VINOGRADOVA LIZA

## 10A

### AN EXAMPLE OF HOW TO SET OUT A SCRIPT:

Scene 17

In the Witch's House

White witch music. A gloomy hall with a great throne. On the throne, lit by a single lamp, sits the WITCH. MAUGRIM escorts EDMUND towards her, past the statue of a little Faun, which EDMUND notices. EDMUND bows to the witch.

**EDMUND:** (Eagerly). I've come, your Majesty.

**WITCH:** (In a terrible voice.) How dare you come alone? Did I not tell you to bring the other three along with you?

MAUGRIM shakes EDMUND's arm roughly.

**MAUGRIM:** Answer the great Queen.

**EDMUND:** Please, your majesty, I've done the best I can. They're in Mr and Mrs. Beaver's house.

**WITCH:** (Smiling a slow, cruel smile.) Is this all your news, son of Adam?

**EDMUND:** No, your Majesty. The Beaver says... (pausing for a few seconds) Aslan is on the move.

**WITCH:** (Standing.) Aslan!

**EDMUND:** They're going to meet him at the Stone Table.

**WITCH:** Aslan? Aslan! Is this true? If I find you have lied to me -

**EDMUND:** No - that's what the Beaver said.

**WITCH:** We must make ready for a journey.

**MAUGRIM:** Everything is prepared, your majesty.

**EDMUND:** Please... your majesty, I didn't have much lunch. Could I have some Turkish Delight?

**WITCH:** Silence, fool!

Read the script with students, there are 3 roles altogether. Encourage pupils to use hand actions and voice.

Under line where the scene takes place

Highlight all the stage directions

How many characters in the scene?

Answer the following questions:

What kind of woman is the witch, use a word from the script in your answer.

How can we tell that the witch is shouting or is angry?

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the Witch and the Wardrobe.



**Set up word search projects.** Use resources such as the Longman English Activator, or John Ayto's 20th Century Words (Longman 1999). They can, for example be asked to find out the date when a word was first attested in the language, what its origin was, and how it has changed (or not changed) its meaning.

Проекты поиска слов. Используются такие ресурсы, как Longman English Activator или «Слова 20-го века» Джона Айто (Longman 1999). Обучающиеся, например, выясняют дату, когда слово впервые было подтверждено на языке, каково его происхождение и как оно изменило (или не изменило) его значение.

Name: Pushkin Timofei 10B

### Poetic Devices Worksheet 3

**Directions:** Read the lines of poetry. Identify two or more poetic techniques being used in each example and write them on the line. There may be more than two techniques being used. In the boxes below, explain each of your answers.

1. On the dusty earth-drum  
Beats the falling rain;  
Now a whispered murmur,  
Now a louder strain.

Which techniques are being used (list two or more)? \_\_\_\_\_

Alliteration, Consonance, Onomatopoeia, Repetition, Rhyme, and/or Rhythm

2. Palely reflected in the air  
How do you figure  
The air is colored water;

Answers: Alliteration, Consonance, Onomatopoeia, Repetition, Rhyme, Rhythm

Among them a constant banjo-twanging of frogs,  
And shrilling of toads and of insects  
Rises and falls in chorus rhythmic and stirring.

Which techniques are being used (list two or more)? \_\_\_\_\_

Alliteration, Consonance, Onomatopoeia, Repetition, Rhyme, and/or Rhythm

3. When morning mingles with the gloom  
On empty stage and twilit aisle,  
She comes with rag and pan and broom  
To work--and dream awhile.

Which techniques are being used (list two or more)? \_\_\_\_\_

Alliteration, Consonance, Onomatopoeia, Repetition, Rhyme, and/or Rhythm

4. Listen to the iron-horns, ripping, racking,  
Listen to the quack-horns, slack and clacking.  
Way down the road, trilling like a toad,



**Ask students to surf the net.** Web sites which contain unusual text-types are helpful in enlarging the awareness and range of students. For example, female students might be asked to surf for information on Sumo wrestling. Male students to surf for embroidery sites. (I owe this idea to Mario Rinvoluceri and his co-authors.

Обучающиеся осуществляют серфинг в сети. Веб-сайты, которые содержат необычные типы текста, помогают расширить осведомленность и расширить кругозор. Например, студенток можно попросить по поиску информации о борьбе сумо. Студенты мужского пола для серфинга на сайтах вышивки (Я обязана этой идеей Марио Ринволукери и его соавторам).





**Organize an e-mail link.** Set up a link with students in another institution, preferably in an English-speaking country.

Организована ссылка по электронной почте. Установлена связь со студентами в другом учебном заведении, США



**Collect samples of email messages (in English).** Ask students to analyze the language. Which parts most resemble written English, which features are more representative of spoken English? (For more information on this see David Crystal's *Language and the Internet (CUP)*).

Собираются образцы сообщений электронной почты (на английском языке). Обучающиеся анализируют язык. Какие части больше всего похожи на письменный английский, какие черты более характерны для разговорного английского? (Для получения дополнительной информации об этом см. Язык Дэвида Кристалла и Интернет (CUP)).

## Fwd: Iluzionism



Barbara Mayer <gingit7@me.com>

Mon 1/7/2019, 3:15 AM

Gman M; Linda Klein; PAULA SOMMERS-APPLEBAUM/GAROUTTE ↘



VID-20181209-WA0009....

8 MB



[Download](#) [Save to OneDrive](#)

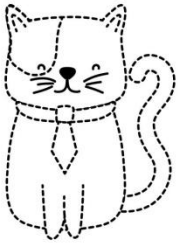
How does he do it???

Begin forwarded message:



**Conduct searches of computer corpora.** Students can investigate how certain structures, words, collocations etc. actually work, and draw up rules for their use. Using concordances can radically affect the way students view grammar, for example. If you are looking for problematic aspects of English to investigate, you could do worse than look at Michael Swan's Practical English Usage OUP.

Проводятся поиски компьютерных корпусов. Студенты могут исследовать, как на самом деле работают определенные структуры, слова, словосочетания и т. д. и разработать правила их использования. Например, использование согласований может радикально повлиять на то, как ученики рассматривают грамматику.



Name: \_PUSHKIN TIMOFEI, 10B

## ksheet 2

### Cats at the Airport!

- The cat behind the counter told Mr. Mittens, "Sorry, I am afraid that I can not help you."
- Mr. Mittens said, "Do not be a fraidy cat! You have got to do something."
- The cat behind the counter said, "That is kind of rude of you to say because I am doing something."
- Mr. Mittens said, "Really? What are you doing? I would love to know."
- The cat behind the counter said, "I am enforcing policies and telling you that I can not help you."
- Mr. Mittens did not like this response and asked the cat behind the counter if she would get her boss.
- A bigger, grumpier cat came to the counter and said, "How is it going, sir?"
- Mr. Mittens said, "It is going horribly. I have missed my plane and she will not help me."
- The manager cat hissed at Mr. Mittens and said, "She did not arrive late today. You are the late one."
- Mr. Mittens coughed up a hairball and said, "I am sorry for being rude, but how will I get home now?"
- The manager cat purred and said, "We might have missed the opening seat on the next flight. Let us see."
- Mr. Mittens learned that it is best to treat those who are in a position to help you with care and respect.

#### Part One: Identifying Contracting Pairs

Circle the words that can be contracted. There may be more than one.

1. Mr. Mittens coughed up a hairball and said, "I am sorry for being rude, but how will I get home now?"

2. The manager cat purred and said, "We might have missed the opening seat on the next flight. Let us see."

3. Now he is trying to get another flight, but things are not going his way.

#### Part Two: Forming Contractions

Complete each of the following tasks.

- Write a sentence in which you make a contraction using the word "am."
- Write a sentence in which you make a contraction using the word "would."
- Write a sentence in which you make a contraction using the word "will."
- Write a sentence in which you make a contraction using the word "might."
- Write a sentence in which you make a contraction using the word "have."



**Ask students to teach some of the classes.** There is no better way to learn something than by being required to teach it. The topic could be an aspect of language, or a content area.

Обучающие преподают некоторые из классов. Нет лучшего способа чему-то научиться, чем быть обязанным учить этому. Тема может быть аспектом языка или областью контента.



**Ask student to do a SWOT analysis of their English.** SWOT stands for Strengths, Weaknesses, Opportunities, Threats. Doing an analysis can form the basis for very useful discussion, and the drawing up of plans to improve particular aspects of their English language proficiency.

Обучающиеся проводят SWOT-анализ своего английского языка. SWOT означает сильные и слабые стороны, возможности, угрозы. Проведение анализа может послужить основой для очень полезной дискуссии и составления планов по улучшению определенных аспектов владения английским языком.

# Personal SWOT Analysis

When completing your Personal SWOT analysis you may find the following prompts useful:

Strengths	Weaknesses
<p>* What skills or experience do you already possess?</p> <p>* What do you do well already?</p> <p>* What do other people see as being your strengths?</p> <p>* Don't be modest - be realistic.</p>	<p>* What areas of your development could you improve on?</p> <p>* Do you lack experience that you may need for your long term career?</p> <p>* What do you do badly?</p> <p>* What should you avoid?</p> <p>* Do your friends/family/colleagues think you have weaknesses that you do not agree with?</p> <p>* If so, why do they think that?</p>
Opportunities	Threats
<p>* What activities and opportunities are available to you in your learning and development?</p> <p>* Consider the networking opportunities that will be available to you. How will you make best use of these?</p> <p>* A useful approach to looking at opportunities is to look at your strengths and ask yourself whether these open up any opportunities. Alternatively, look at your weaknesses and ask whether you could find opportunities to eliminate them.</p> <p>* What activities and opportunities are available to you in your learning and development?</p> <p>* Consider the networking opportunities that will be available to you. How will you make best use of these?</p> <p>* A useful approach to looking at opportunities is to look at your strengths and ask yourself whether these open up any opportunities. Alternatively, look at your weaknesses and ask whether you could find opportunities to eliminate them.</p>	<p>* What obstacles do you face to getting involved in other activities?</p> <p>* Could any of your weaknesses seriously threaten your opportunities? If so what are they?</p> <p>* Do you have past experience of trying and failing to achieve your goals? How could this affect you? What can you learn from this experience?</p> <p>* What obstacles do you face to getting involved in other activities?</p> <p>* Could any of your weaknesses seriously threaten your opportunities? If so what are they?</p> <p>* Do you have past experience of trying and failing to achieve your goals? How could this affect you? What can you learn from this experience?</p>

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**Set up reading circles.** Members of a circle all agree to read a given book or article in time for a given meeting. Members take turns in leading the group by giving a review presentation or a study paper for the others on the text in question. Ideally, the circle members decide for themselves what they will read. (One interesting topic area is the English language itself: history, sub-varieties, oddities, etc.)

Читательский клуб. Все участники кружка соглашаются прочитать данную книгу или статью вовремя для данной встречи. Члены по очереди возглавляют группу, давая обзорную презентацию или учебный документ для других по рассматриваемому тексту. В идеале участники кружка сами решают, что они будут читать. (Одна интересная тематическая область - это сам английский язык: история, разновидности, странности и т. д.)



**And finally...** Why not just ASK the students themselves what they perceive as felt needs in improving their English?

И наконец ... Почему бы просто не спросить самих студентов о том, что, по их мнению, необходимо для улучшения их английского?

# • Malafeeva Nastya, 11A

## **How To Improve English Speaking Skills**

Find An English-Speaking Conversation Partner.

First of all, it's important to find native speakers to practice with. ...

Make Sure To Listen As Well As Speak. ...

Record Your Conversation Practice. ...

Surround Yourself With The English Language. ...

Practice With Music and Movies. ...

Read Aloud. ...

Talk To Yourself.