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*Использование заданий на основе
«информационного неравновесия»
для развития умений чтения
у обучающихся основного и среднего общего
уровней образования
на уроках английского языка*

Ярославль

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Областной этап Всероссийского конкурса
«Учитель года России»

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Учебно – методическое пособие

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Сахарчук С. В.

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Учебно – методическое пособие состоит из 3 разделов, в которых представлены примеры заданий “information gap”, материалы уроков, построенных на основе этих заданий, планируемые результаты их использования. Представленные в пособии задания на основе «информационного неравновесия» являются одним из эффективных приемов формирования коммуникативной компетенции обучаемых.

Данное учебно – методическое пособие может быть рекомендовано для реализации в общеобразовательных учреждениях, ориентировано на обучающихся 5 – 9 и 10 – 11 классов. Его материалы могут быть выборочно использованы в дополнение к УМК для обучения английскому языку в школе.

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Предисловие

Данное учебно – методическое пособие может быть рекомендовано для реализации в общеобразовательных учреждениях, ориентировано на обучающихся 5 – 9 и 10 – 11 классов. Его материалы могут быть выборочно использованы в дополнение к УМК для обучения английскому языку в школе.

Учебно – методическое пособие состоит из 3 разделов. В первом представлены возможные варианты заданий на основе «информационного неравновесия» (“information gap”) для развития умений чтения, во втором – собраны материалы уроков с использованием данных заданий, предложены упражнения для всех этапов работы с текстами (дотекстовый, текстовый, послетекстовый). В 3 разделе систематизированы планируемые результаты (личностные, метапредметные, предметные) работы с данной технологией согласно ФГОС основного общего образования, ФГОС среднего общего образования, Примерной основной образовательной программе основного общего образования, Примерной основной образовательной программе среднего общего образования.

Разделы пособия содержат иллюстративный материал, способствуют активизации лексики и развитию умений всех видов речевой деятельности. Тексты для чтения отобраны из современных УМК и аутентичных методических пособий по английскому языку, соответствуют предметному содержанию речи, регламентированному нормативными документами.

Представленные в пособии задания на основе «информационного неравновесия» являются одним из эффективных приемов формирования коммуникативной компетенции обучаемых, т. к. при их использовании на уроках английского языка возникает реальная ситуация общения, которая дает им возможность запрашивать необходимые данные, обмениваться мнениями. Они способствуют развитию коммуникативных умений учеников, что реализует основную цель обучения иностранному языку в школе.

Задание на основе «информационного неравновесия» – это задание, при выполнении которого вначале участники владеют лишь частью общего «банка информации», а в результате речевого взаимодействия каждый получает более полный объем сведений [19, с. 187].

Использование “information gap” на уроке иностранного языка может привести к возникновению спонтанного общения, которое имеет следующие особенности: его содержание не всегда предсказуемо; возможны переходы от одной темы к другой; требуются незнакомые или забытые слова; требуется малознакомая или недостаточно усвоенная грамматика; требуется активная мобилизация речемыслительных резервов. Благодаря этому спонтанное общение играет немаловажную роль при коммуникативном подходе в обучении иностранному языку.

Для заданий на основе «информационного неравновесия» характерна сосредоточенность внимания на речевом содержании при получении и передаче информации в условиях парного или группового учебного взаимодействия. При этом, как уже говорилось выше, каждому участнику учебной пары или группы предлагается только часть общего «банка информации» - текста для чтения [10, с. 79]. После ознакомления со своей порцией информации обучающиеся обмениваются ею и восстанавливают общее содержание текста. Полученный таким образом полный объем информации может передаваться другой группе обучающихся, помогает разрешить поставленную речемыслительную задачу или проблему.

В парах обучающиеся могут вместе работать над произношением, изучать текст, составлять диалоги, догадываться о содержании текста для чтения. В ходе групповой работы они могут создавать произведения различных литературных жанров (рассказы, сказки, эссе и т.д.), разыгрывать пьесы, делать презентации, обсуждать проблемы и приходить к общему решению [18, с. 123].

Использование заданий на основе «информационного неравновесия» на уроке английского языка имеет ряд преимуществ, а именно:

- увеличивается время говорения каждого обучающегося;
- обучающиеся работают на уроке самостоятельно;
- учитель имеет возможность проверить взаимодействие обучающихся в каждой паре;
- все обучающиеся принимают непосредственное участие в выполнении задания;
- каждый член группы высказывает свое мнение по обсуждаемому вопросу [18, с. 117].

При сочетании разнообразных упражнений в рамках заданий на основе «информационного неравновесия» происходит взаимодействие всех видов речевой деятельности и формирование речемышления обучаемых. Следовательно, задания “information gap” также реализуют современную модель развития ключевых компетенций обучающихся «4К» (развитие критического мышления, креативного мышления, коммуникации и кооперации).

Многие методисты выделяют чтение на английском языке в качестве одного из необходимых средств для эффективного им овладения. Посредством данного вида речевой деятельности происходит передача опыта в различных областях жизни, развитие интеллекта, воспитание личности. Кроме того, в соответствии с ФГОС ООО и ФГОС СОО отдельным метапредметным умением является «смысловое чтение», поэтому данное учебно – методическое пособие направлено именно на развитие умений чтения на английском языке и осмыслению текстов различного содержания, использованию прочитанного в жизненных ситуациях в целом.

I. Примеры заданий “information gap” для развития умений чтения

Пример задания “information gap”

для развития умения чтения с полным пониманием содержания

Предметное содержание речи: «Современная молодежь»

Цель: развивать умение чтения с полным пониманием содержания, умение говорения.

Work in pairs. You are given different halves of one and the same text which you will read and then tell the information to each other to restore the whole text:

DOCTOR AT 17. Part 1:

Balamurali Ambati graduated last week from the Mount Sinai School of Medicine in New York at the age of 17. “He is certainly among the youngest ever graduated from a U.S. medical school,” said Patty Shea, head of the Association of American Medical Colleges. Dr. Ambati, a native of Vellore, India, moved to Buffalo, New York, with his family when he was 3. His father is an industrial engineer and his mother is a maths teacher. He was doing calculus at 4. At 11, he graduated from high school. At 13, graduated from New York University.

DOCTOR AT 17. Part 2:

He plays chess, basketball and ping - pong and is just learning to drive. “I was never called a nerd or geek or anything like that,” he said. Patients he has seen so far also don't seem to mind his age.

“Part of the reason, I think, is that I'm feet tall, so most people can't readily tell I'm so young,” he said. “But I have to say that once they learned about it through the grapevine they tended to be very friendly and open-minded about it.”

Dr. Ambati, who lives in the New York borough of Queens, will soon begin four years as an intern. He plans to specialize in ophthalmology. He says his next goal is the Nobel Prize.

Пример задания “information gap”

для развития умения чтения с полным пониманием содержания

Предметное содержание речи: «Страны изучаемого языка»

Цель: развивать умение чтения с полным пониманием содержания, умение говорения.

You will be divided into A, B, C, D groups and given different parts of one text. You read your parts, group into pairs A + B, C + D and exchange the information. You should be very attentive and memorize as much of the partner's information as possible. After that you regroup: A + C, B + D, and tell the extract you've read and the extract you've been told, thus restoring the whole text.

“The USA”

Group A:

The United States of America (the USA) is one of the greatest countries in the world. It is situated on the North America continent and is washed by two oceans: the Pacific and the Atlantic Oceans. The USA boarder with only two countries - Canada and Mexico.

This great country has a lot of mountains, rivers and lakes. The main mountains of the USA are the Appalachian Mountains and the Cordilleras. Among the longest rivers there are the Mississippi, the Missouri, the Ohio, the Columbia and the Colorado.

Group B:

The climate of the country is different in different parts of the country. In the southern part it is subtropical and continental and in the North it is arctic with very cold weather in winter. America has fifty states and one independent District of Columbia where the capital of the country is situated. The capital of the USA is Washington D.C. It stands on the Potomac River in the eastern part of the country.

Group C:

The main cities of this country are located at the Pacific and Atlantic coasts. New York is the largest city of the country in population. Other large cities are Boston, Chicago, Philadelphia, Detroit, San Francisco, Los Angeles and Atlanta. The USA is a country with a highly developed economy, good industry and agriculture. The main industrial centers are Chicago and Detroit, with their greatest automobile company “General Motors”.

Group D:

There are many farms in the USA with various agricultural products like grains, fruit and vegetables. Numerous fields are located especially in the South. The USA is a country with many interesting customs, traditions and holidays. It is one of the most beautiful and interesting countries in the world.

Пример задания “information gap”

для развития умения чтения с полным пониманием содержания

Предметное содержание речи: «Повседневная жизнь»

Цель: развивать умение чтения с полным пониманием содержания, умение аудирования, языковую догадку обучающихся.

You will be divided into two groups: A and B. Students of group A receive the first part of the text and students of group B receive the second part of the text. Each part of the text has some underlined words. Having read the extract students of the same group gather together and discuss the meaning of the underlined words. Then you work in pairs with the representatives from the opposite group (A + B). While retelling your extracts you are to use the underlined words and make sure your partners understand them.

“THE MOST STUPID ROBBERS” Part A:

Three thieves at Billerica in Essex spent many hours in 1970 planning to rob the post office in Mountnessing Road. They knew the best time to do it, when there was most money in the building and no guard. They also bought guns and a car to help them escape. So when the time came the Mountnessing robbers drove very fast through Billerica to the post office. They jumped out of the car and ran towards the building. That was when they realized something important. The post office was not a post office now. It closed twelve years before. The building was now an ordinary shop.

“THE MOST STUPID ROBBERS” Part B:

Mrs. Gertrude Haylock, the 76-year-old shopkeeper, later explained. “I saw these two men running towards the shop with guns and I said to my customer: Here's somebody trying to be funny.” When they got inside the shop, the robbers pointed their guns at Mrs. Haylock and her customer, Mrs. Constance Clarke. They told Mrs. Haylock to give them all the money in the shop.

There were only 6 pounds in the shop because there were not many customers. They took the money. “I guess they thought there were hundreds of pounds in the shop. They looked so funny dressed like robbers. It was just like in a film,” said Mrs. Haylock. After the robbers left, Mrs. Clarke felt suddenly ill when she realized that they were real robbers with real guns.

Пример задания “information gap”

для развития умения чтения с полным пониманием содержания

Предметное содержание речи: «Свободное время»

Цель: развивать умение чтения с полным пониманием содержания, умение говорения.

You are sitting in a circle, each having a short piece of one text. You have to read and understand it. In turns you give the information of your passage to the whole class and at the end of the task everyone knows the content of the whole text.

“A Terrifying Experience”

“If mum finds out that I'm going to the beach, I'll be in a big trouble.” I muttered (бормотать) to myself softly.

I crept slowly down the stairs and tried to walk casually into the kitchen. As I was walking towards the back door, mum asked without looking up from her “dish-washing”, “Where are you going?” I answered back without hesitation (нерешительность), “I'm going to the garden to play.” After I got out of the kitchen, I breathed a sigh of relief. My plan had worked out fine so far. I scaled the fence, jumped onto the muddy (заброшенный) field next to my house, and started running towards the bus stop at top speed.

After half-an-hour, I was at the beach scanning the crowd for my friends, Jimmy and Bobby. After a while, I spotted them near a coconut tree. I ran towards them and got into my swimming trunk. For about an hour, we played volleyball happily.



Suddenly, Bobby hit the ball too hard and the ball fell into the sea. Just as Bobby was going to pick up the ball, the tide came in and carried the ball further and further away from the shore. I wanted to show off my swimming skills so I decided to get the ball for them.

I dived into the water and started swimming at a steady pace (темп). After swimming for about ten minutes, I became tired but when I saw that the ball was only a few feet away from me, I put in an extra burst of speed. However, just as I was going to grab the ball, a very strong current swept the ball further away from me. At that moment, a string of weed (водоросли) tangled up (путаться) with my feet and I could not swim properly.



I struggled to keep afloat (наплаву) but it was no use. “If I had listened to mum and dad, this would never have happened,” I thought silently.

Finally, after struggling for a minute or two, I had no more energy and got pulled underwater. I tugged at the weed which finally broke. I swam back to the surface, gasping for breath. I saw two young men in canoes, racing each other. I was exhausted but I shouted to the men for help. The two men, instead of helping me, ignored me and raced on. By the time, a lifeguard who was holding a life buoy reached me, I had already fainted.

When I woke up, I was in an empty room lying on a bed. It was not until a doctor came into the room that I realized that I was in a hospital. After a few minutes, my parents with half angry and half worried faces walked in. My parents scolded (ругать) me for sneaking out of the house but were also glad that I was not seriously injured. I will never forget that terrifying experience. Neither will I ever want to show off again.

Пример задания “information gap”

для развития умения чтения с выборочным извлечением информации

Предметное содержание речи: «Страны изучаемого языка»

Цель: развивать умение чтения с выборочным извлечением информации, умение аудирования с выборочным извлечением информации, умение диалогической речи.

Work in pairs. You are given some more information about Queen Victoria and Prince Albert, but you don't have the same information as your partner. Ask and answer questions to complete the information:

Student A:

Queen Victoria was a strong queen. Her monument you can see in front of Buckingham Palace. Queen Victoria came to the throne in (When?) and reigned until her death in 1901. She ruled for the longest period in the English history, for 64 years! Victoria married (Who?), but he died at the age of 42 in 1861. That was a great tragedy for Queen Victoria. She left (What?) and never lived in the city where she had been so happy with her husband and nine children (5 daughters and 4 sons).

But there are places in London that remind us of their love. One of them is the Royal Albert Hall – (What?). In front of the Albert Hall there is a monument to Prince Albert built by Queen Victoria. Another place is (What?) with its rich collections of paintings and other works of art.

The family life of Queen Victoria touched people's hearts. But this is not the only reason why Queen Victoria became very popular. During her reign Britain became a rich industrial country with a developed trade, an empire with a lot of colonies.

Student B:

Queen Victoria was a strong queen. Her monument you can see in front of (Where?). Queen Victoria came to the throne in 1837 and reigned until her death in 1901. She ruled for the longest period in the English history, for (How many years?)! Victoria married a German, Prince Albert, but he died at the age of (How old?) in 1861. That was a great tragedy for Queen Victoria. She left London and never lived in the city where she had been so happy with her husband and (How many children?).

But there are places in London that remind us of their love. One of them is the Royal Albert Hall – a very large concert hall where the best musicians of the world perform classical music. In front of the Albert Hall there is a monument to Prince Albert built by (Who?). Another place is The Victoria and Albert museum (V & S) with its rich collections of paintings and other works of art.

The family life of Queen Victoria touched people's hearts. But this is not the only reason why Queen Victoria became very popular. During her reign Britain became a rich industrial country with a developed trade, an empire with a lot of colonies.

Пример задания “information gap”

для развития умения чтения с полным пониманием содержания

Предметное содержание речи: «Городская и сельская жизнь»

Цель: развивать умение чтения с полным пониманием содержания, умение говорения.

Students are given 2 pieces of a puzzle. They should convey information to each other, ask questions on the content and personal opinion, and try to find a solution together.

Student A

John lives with his family in a new block of flats two miles from a town centre. From their flat, they have a very nice view of the town. Every weekday, he leaves his flat at 8.05, and gets in the lift on the 24th floor. He gets out of the lift, says “Good morning” to the man selling newspapers, goes to the bus stop and gets on a bus.

Student B

In the afternoon, John gets a bus about 4.15 and gets back to his block of flats at about 4.45. He usually stops off at the shop to buy some sweets or chocolate and a newspaper. He gets in the lift and he presses the button for the 14th floor, he gets out, and walks up the stairs to the 24th floor. If there is someone else in the lift, he gets out at the 24th floor.

Key: He was very short/a dwarf.

Пример задания “information gap”

для развития умения чтения с полным пониманием содержания

Предметное содержание речи: «Страны изучаемого языка»

Цель: развивать умение чтения с полным пониманием содержания, умение аудирования с выборочным извлечением информации, умение говорения.

Each group receives a set of cards (as many information cards, as there are students, and one question card). Their task is to find out what information they have been given is false. One person in the group reads out the question / statement from the card. Then they share the pieces of information. By comparing the statements on the cards, they try to pick out the pieces of false information. Then they discuss possible solutions.

- A. British teenagers spend most of their time at school. Students in Britain can leave school at 16 (year 11). This is also the age when most students take their first important exams, GCSEs. They take between five and ten subjects and that means a lot of studying. They are spending more time on homework than teenagers have done before.
- B. Visit almost any school in Britain and the first thing you’ll notice is the school uniform. Although school uniform has its advantages, by the time most teenagers are 15 or 16 they are tired of wearing it. When there is more than one school in a town, a school uniform can make differences and rivalries between schools worse.
- C. Music is the number one interest for British teens. But they certainly don’t all like the same music! UK garage, hip-hop and new metal are all popular. Teenagers love going out too. However, finding somewhere to go isn’t always easy. Pubs and clubs have strict rules for under 18-year-

olds in Britain. It's no surprise that British teenagers spend more time online than European or American teens and use chat rooms to make a new friend.

- D. In Britain, teenagers judge you by the shirt or trainers you are wearing. Forty per cent of British teenagers love Nike 110s (trainers that cost \$110), but not for sport – for posing!
- E. Fifty per cent of teenagers in Britain say they have been bullied because of their race, looks, accent, and intelligence or for no reason at all. Sixteen teenagers in Britain kill themselves every year because of bullying, a problem now called “bullycide”.
- F. Teenagers in Britain worry about their looks and their weight, like in many other western countries. Two-thirds of girls in Britain are on a diet, although only one in eight of them is overweight!
- G. Like teenagers all over the world, British teenagers love to chat. The mobile phone is an essential thing for most British teenagers. More than 90 per cent of 12 to 16-year-olds have one. Many experts believe that mobiles stop teenagers spending money on cigarettes and sweets.

Question / True / False Card

1. British teenagers take only one exam
2. Teenagers in Britain wear the school uniform with pleasure
3. Bullying is a very serious problem in British schools
4. Most of the girls in Britain are overweight
5. Almost all teenagers in Britain have mobiles
6. 18-year-olds cannot visit pubs and clubs in Britain
7. Mobile phones are useful for teens.

Пример задания “information gap”

для развития умения чтения с пониманием основного содержания

Предметное содержание речи: «Окружающий мир»

Цель: развивать умение чтения с пониманием основного содержания, развивать умение монологической речи обучающихся.

Work in groups. Group A is going to read the text, called “The Universe Hotel”, group B is going to read the text, called “The Five Stars Hotel”. Remember the main ideas about each hotel. Now find a partner from the other group, tell each other ideas about each hotel, using the phrase: You can ... at the hotel.

A. The Universe Hotel

- The Universe Hotel is an ideal base for exploring the universe.
- **Single** and **twin** cabins are available.
- **Homemade** soups, cakes, ice-cream and other food for all tastes.
- A unique opportunity to **view** the planets through our telescopes.
- **Spacesuits** are provided for space walks.
- Riding a space **scooter** around the ISS.
- Watching nine sunrises every day.

We hope you find your visit to our hotel interesting and enjoyable.

B. The Five Stars Hotel

- All the comfort of home in our fully equipped cabins.
- The cabins **overlook** the beautiful blue Earth.
- The Five Stars is in the right hand module of the ISS closest to Earth.
- All the usual facilities such as TV, tea and coffee are **provided** for your comfort.
- You will have an excellent opportunity to watch the Earth.

You will enjoy visiting our **zero gravity** sports centre and doing some space sports.

Пример задания “information gap”

для развития умения чтения с полным пониманием содержания

Предметное содержание речи: «Страны изучаемого языка»

Цель: развивать умение чтения с полным пониманием содержания, умение говорения.

Work in pairs. You are given the whole text; your partner is given only the key words or questions and should ask for the missing information to restore the text.

The Guinness book of records includes many interesting phenomena. In it you can find information about flights between the two Orkney Islands, located in the North of Scotland.



This country always surprises with its mountain systems, natural beauty, age-old castles, unique history, as well as an original approach to transport. In Scotland there is the shortest flight in the world. The plane carries passengers from Westray Island to Papa Westray Island – these Islands are the part of the Orkney archipelago.

If you expect to eat during the flight or read the newspaper in peace, this is not possible. The distance between the Islands is about three kilometers, and the entire journey will take no more than four minutes, of which passengers are only half of the time in the air.

The price of the flight is about \$30, and after landing, people who use this service receive a special certificate with the signature of the captain. The number of airport employees is quite limited; there are only three of them, so passengers and luggage are not checked.

II. Материалы уроков обучения чтению с использованием заданий на основе «информационного неравновесия»

Материалы урока обучения чтению с выборочным извлечением информации

Предметное содержание речи: «Окружающий мир»

Дотекстовый этап (Pre – reading)

Цель: ввести новую лексику по теме.

Now I give you the cards. Work in pairs; match the words with their definitions.

Spaceport	a kind of light with radiation
Emergency	unusual
Nearby	something isn't far away
To repair	huge
To recycle	makes the Earth warm
To purify	a floor
Laser	a place for spaceships
Giant	products for porridge
Level	can't be put off
Exotic	to make a broken thing new
Sunlight	amazing
Crops	to make water clean
Incredible	to use again

Текстовый этап (While – reading)

Цель: развивать умение чтения с выборочным извлечением информации, развивать умение говорения обучающихся (ответы на вопросы).

Work in two groups. Pupils in group A read the text A, pupils in group B read the text B. After reading answer the questions in the chart together and write down the answers.

A. We have built a lot of space cities. *The City of Stars* is one of them. It is a very big city. Two thousand people live there. There are two **spaceports** in the city. The first one is the main one and the second is an emergency one. You can get to any place in the city by teleportation or by railroad. The teleports are in every area. People travel by teleportation. The railroad is for transporting things.

We want people to have a comfortable, healthy life in the city. There is a big zero gravity sports centre and a stadium. People can play space volleyball, basketball or other games here.

There are a lot of factories in the city where robots work. Rockets take minerals from nearby planets to the factories, and the factories make many useful things.

The City of Stars has also got factories, where robots and rockets are made and **repaired**. Nothing is thrown away in our city, everything is **recycled**. The air and water are **purified**, so we breathe clean air and drink clean water.

Lasers defend the city. If unfriendly alien spaceships come to the city, the lasers will exterminate them.


B. The city where we live is called *Fruitilla 5*. It looks like a **giant** red apple turning in space. The apple has a spaceport. It is opened when rockets arrive or leave. You can get anywhere in the city by SFM (Special Flying Machine) and it doesn't take very long. There are special **levels** inside the apple.

There is a spaceport on the first level. On the second level there are three farms where all kinds of vegetable, crops and fruit are grown. There are a lot of

things to do and places to go in our city, for example a theatre, a cinema, a zoo and some discos. The city has also got a lot of shops and hotels.

There are a thousand people in *Fruitilla 5* and we all live on the third level. Our houses look like **exotic** fruits. The climate here is very nice and the life here is the same as on Earth. Giant mirrors collect energy and direct **sunlight** onto the apple, so we have a forest and a great park where people walk, a river and some lakes, just like on Earth, so we can go swimming. All the water in the city is purified and recycled again and again.


The people in our city are very friendly and helpful. They come from different countries, but they can easily communicate with each other. When people are thirty, they have a special injection. They never get old after that. It is **incredible** to think that a hundred years ago on Earth people became old and then died.

Fact file for the space city	Project A	Project B
<ol style="list-style-type: none"> 1 What is the name of the space city? 2 What does it look like? 3 How many people live there? 4 Where do people live? 5 What do people eat and drink? 6 What transport is used in the city? 7 Where do people work? 8 Are there any places to go and things to do? 9 How do people take care of their health? 		

Послетекстовый этап (Post – reading)

Цель: развивать умение диалогической речи обучающихся (диалог – расспрос).

Work in pairs. Ask each other these questions to complete the chart. Then we'll check all together.

Fact file for the space city	Project A	Project B
<ol style="list-style-type: none"> 1 What is the name of the space city? 2 What does it look like? 3 How many people live there? 4 Where do people live? 5 What do people eat and drink? 6 What transport is used in the city? 7 Where do people work? 8 Are there any places to go and things to do? 9 How do people take care of their health? 		

Материалы урока обучения чтению с полным пониманием содержания

Предметное содержание речи: «Страны изучаемого языка и родная страна»

Дотекстовый этап (Pre – reading)

Цель: предвосхитить содержание текста для чтения.

Look at the titles of the texts and say which text can tell you about these ideas.

1. the people of Russia
2. the biggest cities of our country
3. Russia's nature and animals
4. the weather in different parts of Russia

A. Scenery and wildlife

B. Population

C. Climate

D. Cities

Текстовый этап (While – Reading)

Цель: развивать умение чтения с полным пониманием содержания.

Work in groups of three. The first group will read the text a, the second – b, the 3rd – c, the 4th – d. Read the texts and try to understand the new words.

A. Scenery and wildlife

The scenery of Russia is **diverse** and amazing. There are many large forests, high mountains, **impressive** rivers and beautiful lakes. Russia is also famous for its **vast** steppes and the tundra, “the cold desert” which is in the **extreme** north. The wildlife and flora are very rich, and the **birch** tree and the **bear** have become the symbols of Russia.

B. Population

Russia is home to nearly 150 million people from different groups. More than a hundred **ethnic groups** live in Russia. Eighty-five per cent of the population is Russian. There are also about 5.5 million Tatars, 4.4 million Ukrainians and the ethnic groups of the Volga region, Germans and others. They all speak Russian, but every ethnic group has its **own** language and **culture**.

C. Climate

Russia is a very large country and lies both in Europe and Asia. It stretches across eleven **time zones** and includes many types of climate. It has a **tundra** climate in the north, with very cold, snowy winters and short cool summers. Verkhoyansk in Siberia is one of the coldest places in the world (-70). Most of Russia has a **temperate** climate with a cold winters and hot summers. The southern part of Russia in the Far East has a **monsoon** climate with lots of rain, and on the Black Sea the climate is **subtropical**.

D. Cities

Moscow is the capital of the Russian Federation. It is one of the biggest and most beautiful cities in the world. With a population of more than 13 million people, it is the biggest city of Russia. St. Petersburg is the second biggest city. With its **magnificent** buildings and romantic atmosphere, it is really a living museum. There are eleven more cities with a population of more than one million people. Vladivostok, Novorossiysk and Murmansk are the country's main ports.

Цель: ввести новую лексику по теме.

Let's look at the blackboard. Here you can see some new words from the texts. I'm going to read some definitions; you should guess the word and answer my questions about it.

Diverse, impressive, vast, extreme, birch, bear, ethnic groups, own, culture, time zones, tundra, temperate, monsoon, subtropical, magnificent.

1. A synonym to the word “different.”

What can be diverse in our country?

2. A kind of a tree, considered the symbol of Russia.

Are there any birches near your house?

3. People’s customs and traditions.

At what lesson do you speak about culture?

4. The territories where time is different.

How many times zones do we have in our country?

5. A synonym to the word “wonderful”.

What magnificent buildings do we have in our town?

6. A kind of climate with the middle temperatures all the year.

Why our climate is temperate?

7. Something which belongs only to you.

Do you have your own computer at home?

8. A territory without any forests.

Where’s the tundra in our country?

9. A kind of wind.

Do we have any monsoons in our town?

10. Another symbol of Russia.

Have you ever seen a bear?

11. A group of people with common language and culture.

How many ethnic groups do we have in our country?

12. The climate which is between tropical and temperate.

Where do we have the subtropical climate?

13. Something which can impress you.

What was impressive in your life?

14. It’s near the end of smth.

What can we call extreme in our country?

15. Huge by the territory.

Do we have vast forests in our country?

Послетекстовый этап (Post – reading)

Цель: развивать умение чтения с полным пониманием содержания.

Now I give the cards with true/false statements. Read them and correct false statements.

True/False Statements

1. The scenery of Russia isn't very different.
2. Russia is famous for its huge forests.
3. We can call the tundra "the cold wood".
4. The symbols of Russia are the birch tree and the bear.
5. We have about a hundred different nationalities in Russia.
6. 65% of the population is Russian.
7. All people in the country speak Russian.
8. Russia lies in Asia.
9. We have three time zones in our country.
10. All the territory has a constant climate.
11. We have the subtropical climate on the Black Sea.
12. Moscow is the capital of RF
13. St. Petersburg is the fourth biggest city.
14. Murmansk is the country's main port.
15. We have a lot of large cities in Russia.

Цель: развивать умение письма обучающихся (написание рекламного объявления "Welcome to Russia").

Work in groups. Make an advert for tourists who want to visit Russia. Use this example.

Welcome to the UK



You are expected:

- + Great Plains and a lot of rare animals in the National Parks*
- + People of different nationalities: Irish, Welsh, Scottish, and English*
- + A climate, changing several times a day*
- + Ancient cities and castles*
- + Magnificent buildings and red buses*

Have wonderful holidays in the UK.

Материалы урока обучения чтению с пониманием основного содержания

Предметное содержание речи: «Окружающий мир»

Дотекстовый этап (Pre – reading)

Цель: ввести новую лексику по теме.

Read and translate the word combinations. Create your own sentences using the words.

Prohibit – be strictly prohibited – prohibition

(запрещать)

Recycle – recyclable – recycled paper – recycling – a recycling centre

(перерабатывать)

Litter – drop litter – clear litter away – rubbish/garbage

(мусор)

Pack – a packet/a pack – packaging – packed/unpacked goods

(упаковывать, упаковка)

To throw – to throw at/to – to throw away

(выбрасывать)

Can – can protect/destroy/prohibit – Can you help me.../a can of drink

(мочь, коробка, банка)

Текстовый этап (while – reading)

Цель: развивать умение чтения текстов с пониманием основного содержания, умение монологической речи (пересказ текста).

Work in pairs. Choose one of the texts and read quickly through the texts. Tell each other what you have learnt from the text.

Why throw away so much?

Many countries bury and forget about millions of tons of rubbish every year. It is known that in one year, a European family with two children throws away about 50 kilos of paper (that's six trees), and about 60 kilos of plastic.

The Green World reports say that in one year the average person throws away: about 70 food cans, 34 cans of pet food and about 70 drink cans.

But we don't have to throw away all our waste paper, glass, metal and plastic. We can also burn or recycle a lot of it. In fact waste can be wonderful stuff.

Many things that we throw away can still be useful. In fact it's possible to recycle 80% of domestic rubbish. We can recycle most kinds of paper, glass, metal and plastic. But only 4% of recyclable material is actually recycled. Recycling is expensive. But it saves trees and energy and protects the environment from pollution.

Packaging

These days, people usually do shopping in supermarkets. Nearly everything is packed in paper or plastic containers. Some of this "packaging" is necessary. It keeps food clean and fresh. But some packaging is not necessary. It's just to make the food look better.

Every year in Britain each person produces about 57 kilograms of plastic waste.

Disposing of all this plastic is an expensive problem. But that's not all. Making plastic causes pollution.

Unfortunately, some of this packaging doesn't reach to bins. It becomes litter instead. Some people simply tear the wrapping off sweets and throw it away. They drop their cigarette packets and cans of drink without a thought.

In the town their litter looks horrible. But fortunately someone clears it away. In the countryside, it remains in the fields and on the roadsides unless the people who live nearby pick it up. It can kill or hurt farm animals. Bottles and cans cause cuts, and the animals can eat polythene bags and die, or put their heads in them and suffocate.

Послетекстовый этап (Post – reading)

Цель: развивать умение диалогической речи (ответы на вопросы).

Answer the following questions.

1. What can people do with rubbish instead of just throwing it away?
2. Why is recycling important nowadays?
3. How much of recyclable material is actually recycled? Why so little?
4. Are there recycling centres in your town/village? What do people usually take there?
5. Is packaging necessary? Why?
6. Why does some packaging become litter?
7. Why is litter so dangerous in the countryside?
8. Is litter a big problem in your town/village?

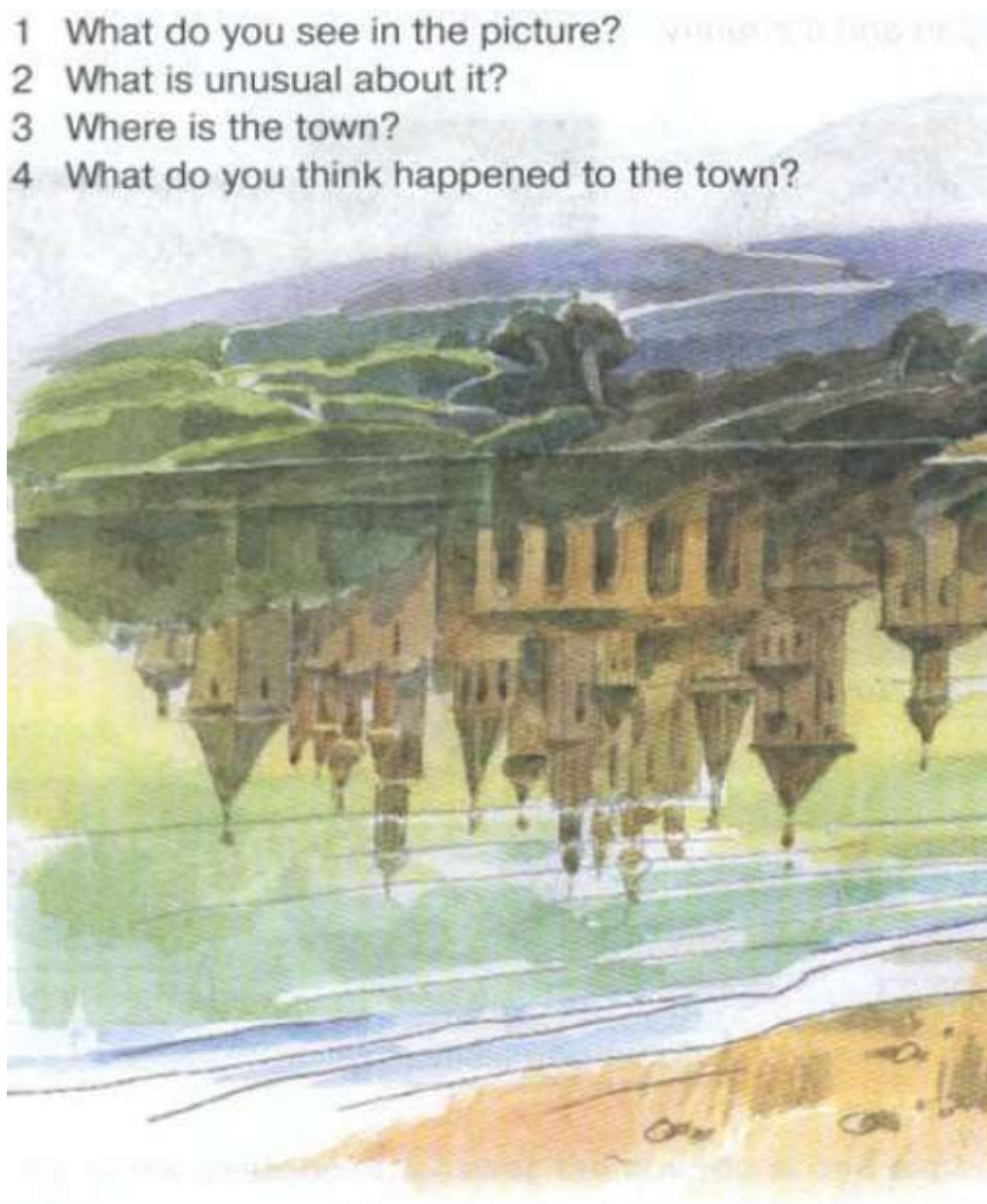
Материалы урока обучения чтению с полным пониманием содержания

Предметное содержание речи: «Страны изучаемого языка и родная страна»

Дотекстовый этап (Pre – reading)

Цель: предвосхитить содержание текста для чтения.

Look at the picture and answer the questions, using the phrases: perhaps, probably, I think, I don't think.



Текстовый этап (While – reading)

Цель: развивать умение чтения с полным пониманием содержания.

Work in pairs. The 1st will read the 1st part of the legend, the 2nd - the 2nd part.

Read, try to remember the main idea and some facts.

Reading text:

Prince Yury built the city of Kitezh on the shore of Lake Svetloyar. He made the city beautiful and rich.

When Tatar Khan Batiy went to Rus, he wanted to conquer Kitezh, rob it and take all the people prisoner.

Prince Vsevolod, Yury's son, led his army at the battle of Kerzhenets, but Tatars defeated and killed all the warriors.

When the Tatars came to the Lake, the city suddenly disappeared; it became invisible.

Khan Batiy left the horrible place.

Since then only really kind and good people can find the way to the Kitezh Grad.

Цель: развивать умение чтения с полным пониманием содержания.

Read the sentences and put them in the correct order to make a story.

- A. Khan Batiy left the horrible place.
- B. **Prince** Vsevolod, Yury's son, led his army at the **battle** of Kerzhenets, but the Tatars defeated and killed all the **warriors**.
- C. Since then only really good and kind people can find the way to Kitezh Grad.
- D. Prince Yury built the city of Kitezh on the shore of Lake Svetloyar. He made the city beautiful and rich.
- E. When the Tatars came to the lake, the city suddenly disappeared; it became **invisible**.
- F. When Tatar Khan Batiy came to Rus, he wanted to **conquer** Kitezh, **rob** it and **take** all the people **prisoner**.

Материалы урока обучения чтению с полным пониманием содержания

Предметное содержание речи: «Страны изучаемого языка и родная страна»

Дотекстовый этап (Pre – reading)

Цель: ввести новую лексику по теме.

You are going to read the texts about Russian and British Stereotypes. I'm going to give you the cards with the words, all appearing in the texts. You are to decide which words go with each text. (It is connected with...)

Nouns	Verbs	Adjectives
fur (мех)	to shave (бриться)	harsh (суровый)
a reference (ссылка)	to fade (угасать)	truthful (правдивый)
a comrade (товарищ)	to refer (относиться)	modernized
madness (безумство)	to exist (существовать)	(усовершенствованный)
a proverb (пословица)	to attribute (приписывать)	annual (ежегодный)
pastime (развлечение)	to incline (склоняться)	out of date (устаревший)
a bowler (котелок (шляпа))	to consume (употреблять)	
cereals (злаки)	to queue (стоять в очереди)	
communism (коммунизм, социальное равенство)		

Текстовый этап (While – reading)

Цель: развивать умение чтения с полным пониманием содержания, развивать умение говорения обучающихся (задание на основе «информационного неравновесия», дополнение предложений).

Work in two groups. Group A is going to read the text about Russia. Group B is going to read about Great Britain. Then finish the sentences you have after the text all together.

Finish the sentences

1. I have read the text about....
2. The most popular symbols of Russia / Great Britain are....
3. The false stereotypes are....
4. People in Russia / Great Britain can be characterized as....

STEREOTYPES ABOUT RUSSIA

The reds are coming! The reds are coming! This is just another Russian stereotype that is popular around the globe. Russia is a country that is still a mystery for many who have never visited it, or have been educated about Russia.

Russian furry hats, communism (social equality), bears, cold winters, and unshaven people are some of the most popular stereotypes about Russia and Russian people. Although some people really believe that Russia is still communist, and that bears walk around the streets, most of these are just jokes.

Russian furry hats or shapka-ushankas are probably the most associated thing with Russia. Typically, when one sees this hat, one says, “Oh, you have a Russian hat with ears.” The ushanka hat in Russia is typically worn by tourists, and less often not by the Russians. But the ushanka hat stereotype is not fading away anytime soon.

The communist stereotype has been around since the beginning of the Soviet Union. Typical jokes referring to I. V. Stalin, V. I. Lenin, and M. S. Gorbachev are still popular in America and the west today. In addition, common references to strong, working women and the comrade-like relationship between all citizens in Russian society even today.

Cold winters, bears on the streets are other popular stereotypes about Russia. It is a common thought that Russia always is cold year round, and has horrible winters. It is true that Russia experiences harsher winters than other countries, but not every year, and there are periods of warm weather in spring to autumn.

The common stereotype of having bears walking on the streets instead of dogs is false. Bears do performances in circuses around Russia. The bear is one of the national symbols of Russia. Owning a bear as a pet is madness, even to Russian people.

Everyone around the world enjoys Russian stereotypes. Although they are fun in nature, they are far from being truthful. The Russian nation and people are intelligent, modernized, and cultured.

STEREOTYPES ABOUT GREAT BRITAIN

The British, like other people, tend to be attributed with certain characteristics, which are supposedly typical. These characteristics are called stereotypes.

The first and the main stereotype about Britain is that it's considered to be the land of tradition. Actually, that is partly true, because British traditions are carefully kept within the country. For instance, the annual ceremony of state opening of Parliament carefully follows customs, which are centuries old. So does the military ceremony of "trooping the colour" (the Queen's birthday).

However, in their private everyday lives, the British are less inclined to follow traditions. The country has fewer local parades or processions with folk roots than most other countries they had. The English language has fewer proverbs and sayings that are common in everyday use. The British are too individualistic for this. Moreover, the British are the most enthusiastic video-watching people – very opposite to a traditional pastime!

There are many examples of typical British habits, which are not typical nowadays or even out of date. One of them is an image of "city gent" wearing bowler hats. Actually, this type of hat has not been worn for a long time.

Food is another example. The British are believed to eat the traditional "British" (or "English") breakfast, which consists of fry-up, cereals, toast with jam or marmalade, and lots of tea. However, the majority of people prefer to have a "continental" one. The image of the British as a nation of tea-drinkers is another stereotype. Nowadays, more coffee is consumed during the day and "5 o'clock tea" is not widely spread these days.

Sometimes, wrong conclusions can be drawn from British habits which are considered to be stereotypes. For instance, it is believed that the British love queuing. The British do form the queues when they wait for something, thus it doesn't mean that they are keen on it. It just a reflection of natural politeness.

Though Britain is believed to be a land of traditions, the British don't often follow them in day-to-day lives.

Послетекстовый этап (Post – reading)

Цель: развивать умение монологической речи обучающихся (обмен информацией, краткий монолог по теме).

Please go back to your seats and find a partner from the other group. Tell your partner about your text by the plan. Then I will give you the cards with the statements. Decide which of them are true, which are false, which are not stated. Correct the false statements.

True / False / Not Stated

1. Some people think that Russian society is based on the comradeship.
2. All British people are typical.
3. Russian weather is really changeable.
4. The annual ceremonies in Britain can be called the new ones.
5. Traditionally, English lunch starts about 5 o'clock p. m.
6. If you visit Russia, you will prove your opinion about this country.

III. Основные планируемые результаты использования заданий на основе «информационного неравновесия» для развития умений чтения

Личностные результаты:

- формирование целостного, социально ориентированного взгляда на мир в его органичном единстве и разнообразии природы, народов, культур и религий;
- формирование уважительного отношения к иному мнению, истории и культуре других народов;
- развитие мотивов учебной деятельности и формирование личностного смысла учения;
- развитие самостоятельности и личной ответственности за свои поступки, в том числе в информационной деятельности;
- развитие навыков сотрудничества со взрослыми и сверстниками в разных социальных ситуациях, умения не создавать конфликтов и находить выходы из спорных ситуаций;
- осознание иностранного языка как средства международного межкультурного общения;
- развитие умения ясно, точно, грамотно излагать свои мысли, понимать смысл поставленной задачи.

Метапредметные результаты:

- овладение способностью принимать и сохранять цели и задачи учебной деятельности, поиска средств ее осуществления;
- освоение способов решения проблем творческого и поискового характера;
- формирование умения планировать, контролировать и оценивать учебные действия;
- определение наиболее эффективных способов достижения результата;
- формирование умения понимать причины успеха/неуспеха учебной деятельности;

- освоение начальных форм познавательной и личностной рефлексии;
- овладение навыками смыслового чтения текстов различных стилей и жанров в соответствии с целями и задачами;
- осознанное построение речевого высказывания в соответствии с задачами коммуникации;
- осуществление взаимного контроля в совместной деятельности, адекватное оценивание собственного поведения и поведения окружающих.

Предметные результаты:

Научатся:

- читать и понимать основное содержание несложных аутентичных текстов, содержащие отдельные неизученные языковые явления;
- читать и находить в несложных аутентичных текстах, содержащих отдельные неизученные языковые явления, нужную/интересующую/запрашиваемую информацию, представленную в явном и в неявном виде;
- читать и полностью понимать несложные аутентичные тексты, построенные на изученном языковом материале.

Получат возможность научиться:

- читать и понимать несложные аутентичные тексты различных стилей и жанров и отвечать на ряд уточняющих вопросов;
- детально понимать сложные тексты, включающие средства художественной выразительности;
- определять временную и причинно-следственную взаимосвязь событий.

Способы контроля: внешний контроль, взаимоконтроль, самоконтроль.

Формы работы: фронтальная, индивидуальная, групповая, парная.

Основные методы и технологии, используемые на уроках: словесные, наглядные, практические методы, приемы проблемного обучения, ИКТ - технологии, задания на основе «информационного неравновесия».

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Для заметок

Учебное издание

Софья Васильевна Сахарчук

**Использование заданий на основе
«информационного неравновесия» для развития умений чтения
у обучающихся основного и среднего общего уровней
образования на уроках английского языка**

Учебно – методическое издание

