

**РАБОТА  
С АУТЕНТИЧНЫМ ТЕКСТОМ  
(по рассказу О.Генри  
«Заколдованные хлебцы»)  
НА УРОКАХ  
АНГЛИЙСКОГО ЯЗЫКА  
В СТАРШИХ КЛАССАХ**

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**Чтение - один из основных видов учебно-речевой деятельности в школе.**

**Иностранный язык в старших классах используется в большей степени как средство получения и углубления знаний в различных областях науки, культуры и техники.**


# Поставленная цель, в свою очередь, требует решения ряда задач:

- изучение теоретических материалов, посвященных проблеме определения аутентичных материалов и их функциональности;
- практическое использование аутентичных материалов на старшем этапе обучения;
- анализ использования аутентичных материалов в обучении чтению.

# Алгоритм работы на уроке с аутентичным текстом следующий:

- *Знакомство с автором произведения.*
- *Введение лексики, необходимой для работы на уроке. Ключевые слова написаны на листках.*
- *Постепенное введение лексических единиц, написанных на отдельных листах, и построение на их основе сюжетных версий, которые меняются с каждой порцией новых слов. Лексика подбирается так, чтобы последняя лексическая единица давала простор фантазии в возможности создания различных вариантов сюжета.*
- *Чтение текста и соотнесение разработанной версии с версией автора.*
- *Послетекстовая работа на данном фактическом и лексическом материале.*

**Miss Martha Meacham**  
**keep a little bakery**  
**two false teeth**  
**a good heart**  
**take interest in sb**  
**was forty and rather rich**  
**embarrassed**  
**to be shy**

The background of the slide is a solid blue color. In the lower right quadrant, there are several decorative elements consisting of concentric circles, resembling ripples in water. These circles are rendered in a lighter shade of blue and are arranged in a way that suggests movement or depth.

**a customer**

**a red and brown spot**

**looked neat**

**spectacles**

**an artist**

**a brown beard**

**very poor**

**worn clothes**

**polite and nice to her**

**good manners**

**fresh bread - 5 cents a loaf**

**stale bread - two for five**

**a fire engine**

**seize the opportunity**

**make a deep cut in a loaf of bread**

**put a great deal of butter inside**

**to be quite satisfied**

**be touched and grateful**

**not to think of anything else that day**

**to knock at the door loudly and impatiently**

**draw a plan for a new town-hall**

**prize competition**

**drawing in pencil**

**to rub out the pencil lines with stale bread**

**so cruel and unfair to**





**The customer...** (was polite; was very awkward; was bold; was rude; had bad manners; had good manners; was shy).

**Miss Martha was sure that the customer was...** (an actor; a worker; a painter).

**Miss Martha was sure that if the customer was a painter the picture would...** (surprise him; frighten him; embarrass him; make him angry; attract his attention).

**Miss Martha did not add anything good to eat to his stale bread because she thought that the customer might...** (be surprised; get angry; get frightened; get offended; get excited; be embarrassed).

**The customer's companion asked him...** (to speak louder; to shout at Miss Martha; to calm down; to beat the woman).

**When adding butter to the customer's loaves Miss Martha...** (meant to spoil his drawing; meant well; wanted to please him).

1. He always bought **two loaves of stale bread**.
2. Once Miss Martha saw **red-and-brown spots** on his fingers.
3. In order to find out his occupation she brought a **painting** from her room.
4. The customer kept on **buying stale bread**.
5. The customer laid his **money** on the counter.
6. **The young man** drew the customer out of the bakery.
7. Miss Martha **spoilt the customer's drawing**.
8. **The picture** attracted the customer's attention.
9. **The customer** attracted Miss Martha's attention.
10. She didn't dare to add anything good to eat to his stale bread **because she thought he might get offended**.
11. The customer was buying stale bread **because he was rubbing out pencil marks with it**.
12. The customer hated Miss Martha **because she had spoilt his drawing**.
13. The young man returned **to explain everything to Miss Martha**.
14. The customer had been buying **stale bread** for weeks.
15. Miss Martha **felt embarrassed**.

1. Miss Martha was young and poor.
2. Miss Martha had a husband and two children.
3. The customer was impolite and had bad manners.
4. Miss Martha didn't pay any attention to the customer.
5. Miss Martha asked the customer whether he was an artist.
6. Miss Martha told the customer at once that she liked art.
7. Miss Martha offered the customer many things besides stale bread.
8. The customer saw Miss Martha make a deep cut in each of the loaves, put some butter into the cuts and press the loaves tight.
9. The customer was grateful to Miss Martha for what she'd done.
10. The customer came to Miss Martha's bakery on the same day to thank her.
11. Miss Martha never learned what had made the customer so angry.