

ОБУЧЕНИЕ ГОВОРЕНИЮ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА С УЧЁТОМ ТРЕБОВАНИЙ НОВЫХ ФГОС

Теория коммуникативной компетенции – основа
экзаменационного теста по говорению



**Цель изучения
иностранного
языка –
формирование
коммуникатив-
ной
компетенции**



Знание грамматических структур и словаря лишь служит основной цели – пониманию, передаче и выражению значения.

Коммуникативная компетенция – это способность не только применять грамматические правила, чтобы сформировать предложение грамматически правильно, но и знать, когда и где использовать эти предложения, и кому их говорить.

Под-компетенции, которые составляют коммуникативную способность:

- Языковая (знание лексики и грамматики)
- Социо-лингвистическая (контекст)
- Дискурсная (способность воспринимать и реагировать связно и логично)
- Стратегическая (способность использовать как вербальные так и невербальные средства языка)
- Социокультурная (знать социокультурный контекст, культуру и обычаи собеседника)
- Социальная (желание общаться, владение ситуацией, эмпатия)



Тип задания	Код в ЕГЭ	Уровень	Время
Тематическое монологическое высказывание	С3	базовый	3 – 3,5 мин
Диалог с целью обмена оценочной информацией (моделированная ситуация)	С;	высокий	3 – 4 мин

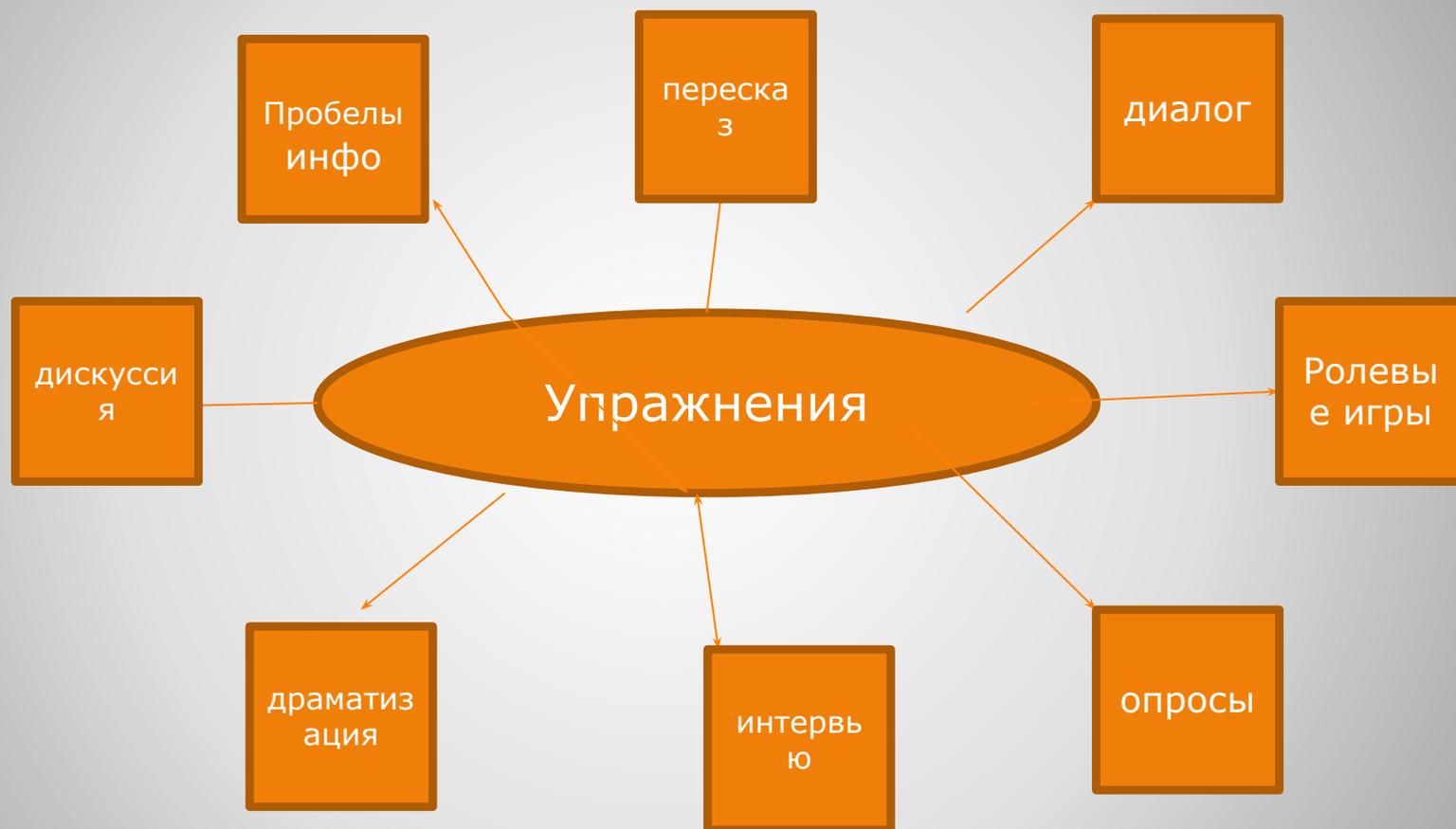
**Формат устной части экзамена -
говорение**

Учащиеся должны продемонстрировать владение следующими умениями для выполнения основных языковых функций:

1. Передача и запрос информации
2. выражение отношения к высказываемому
3. Достижение договорённости
4. Установление контакта при общении
5. Построение высказывания
6. Восстановление общения в случае сбоя в ситуациях
 - официального общения с незнакомыми людьми
 - полуофициального общения со знакомыми людьми
 - неофициального общения со сверстниками

Что должны уметь ученики?

● Развитие умений говорения



И это не всё!

- Выполнение коммуникативных упражнений предполагает высокий уровень мотивации и полное участие всех учащихся.
- Цели коммуникативных упражнений:
 - *практика беглости речи
 - *решение коммуникативной задачи
 - *познание нового
 - *развитие умений взаимодействия
- Ключевые компоненты коммуникативных упражнений:
 - Тема – соотносится с жизненным опытом и знаниями уч-ся; содержит подлинную полемику, спорная; содержит пример: некоторые идеи, аргументы за и против
 - Задание – выполнение коммуникативной задачи ориентировано на достижение цели; достижение цели возможно только через взаимодействие участников; требует не менее 2х участников; часто имеет визуальный стимул, например, картинку, фото и т. п.

Какие они – упражнения на развитие говорения?

Lesson 4 Football mania

- 1a Read the title of the text in Ex. 1b and guess why Kelly was kicked out of the team.
- She broke the rules of the game.
 - She was a poor football player.
 - The team lost the game because of her.
 - Your answer?



- 1b Read and check your guess.

I WAS KICKED OUT OF THE TEAM

I was seven when I first kicked a football around with my brother. Most of my friends were boys and I just enjoyed playing with them. I loved football so much that I went to the park every Saturday to watch the boys play in real games. Then one day they asked me to play too.

"God, you're fantastic!" they said all the time. They were surprised that a girl could play so well and I was just so happy to be part of the team. The real competition matches were great. It was funny. Nobody in the other teams thought I was a girl. I had short hair, and they didn't expect to compete with a girl, so they thought I was a boy! My team were wonderful. I was the same as everyone in the team. We played lots of games and I became one of the best players in the team. But it all changed one day when someone shouted, "Go Kelly!" The second time they shouted this, the fans of the other team complained to their manager, and I got lots of problems from the players. It was really horrible when their parents started to complain too. "Get her out, get her out!" or "Don't let her pass." It was a very difficult time for me. I just wanted to play the sport I loved! But soon word got around, and more and more teams did not want to play with us. In the end my new manager asked me — through my dad — to leave.

GLOSSARY
 expect [ɪk'spekt] — ожидать
 through [θru:] — через

- 2 Read the text in Ex. 1b again and answer the questions.

- Who did Kelly start playing football with?
- How did she join a football team?
- Why did she like playing in the team?
- Was it important for her to play in a boys' or girls' team?
- What did she look like?
- How did her team members treat her?
- Why did the fans shout "Go Kelly!"?
- How did the opposite team know if Kelly was a girl or a boy?
- How did the opposite team and their fans treat her?
- Why did she leave the team?

- 2 Guess the meaning of the "football" words in bold.

- 3a Match two words to form a compound noun.

foot	phone
goal	ground
answer	book
text	case
book	hall
play	card
post	keeper

Give advice to Kelly as her best friend, her father, her team partner or her manager.

Example:

Friend: If I were you, Kelly, I'd join another football club.

- 3b Listen to the tape to check the words and the stressed syllable.

4a Read the opinions and sort them out into two columns.

Football is for boys.	Football is for everyone.
-----------------------	---------------------------

Everyone can do sports like football. They do you a lot of good. You feel strong and healthy.

I don't think girls should play football. They might fall and hurt themselves badly.

I never thought about it: for boys or girls? In my opinion, if you like it and can do it, then why not do it? It's how I spend my free time.

Darren

Scott

Jessica

- 4b Complete the sentences to collect as many ideas as possible.
- | | |
|-----------------|--|
| I'm against it. | Girls shouldn't play football because... |
| I'm for it. | Girls can play football because... |

- 5 Learn to debate: agree or disagree and give reasons.

Example: I agree that football is for boys because you need to be very strong to play a long game. Girls are weak.

LANGUAGE SUPPORT

I agree that...
 I don't agree that...

- 6 Write a letter to Kelly's manager to persuade him to take Kelly back. Give three reasons.

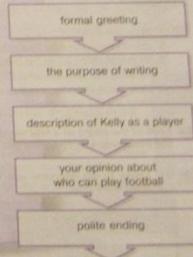
Dear Sir,

I'm writing to say that I agree / don't agree that Kelly...

Kelly is...

In my opinion...

Yours faithfully,
 Simon Brown



New Millennium English Form 7 Unit 2

- 6 a) feels tired after running
b) feels great after running

3a Learn to debate: giving reasons and adding more reasons.

Example: *Running. Easy or difficult? — I think running is an easy sport. You just come out of your house and start running.*

And / What's more / Also you don't need special sports equipment.

LOOK

We say: **And... / What's more... / Also...**
We write: **Also... / In addition... / And...**

3b Debate Anyone can run a marathon.

Unit 2 Lesson 6 p. 31

NME Form 9 Unit 10 Lessons 2-3

Эффективными являются так называемые «guided dialogues», то есть сопровождаемые диалоги. По чётко заданной схеме учащиеся должны составить диалог, соблюдая все заданные опции. Часто ученики стремятся выйти за рамки опций, отклоняются от схемы, однако учитель должен объяснить, что за это может быть снижена оценка.

UNIT 10 Lessons 2-3

Speaking

4 In pairs role play the conversation.

- Use the role cards and the flowchart.

Student A

You are a visitor to a Russian school. Ask a Russian student about the school canteen.

- 2 Agree to go there and say you don't know much about Russian food. Ask for help.
- 4 Ask about different dishes on the menu.
- 6 Express doubts whether a certain dish is healthy enough.
- 8 Agree to have the suggested dish or ask for more information.

Student B

You are a student from this school. Answer the visitor's questions and give explanations.

- 1 Invite your guest to have lunch in your school canteen.
- 3 Say you are ready to help.
- 5 Give any explanations necessary (what it is made of, how it is cooked).
- 7 Give more information (what it is rich in) about the dishes and / or suggest another dish.
- 9 Sum up what you have chosen and make an order.

LANGUAGE SUPPORT

Asking for help and more information:

- Could you help me to ... ?
- Do you happen to know what ... is made of?
- Does ... contain much oil?
- Is ... rich in vitamins?
- How do they make it?
- Can you explain in more detail?

Helping, giving more information:

- With pleasure!
- I'll try to explain if I can.
- Well, let me think, it contains a lot of ...
- It seems that ... is quite good for your health because ...
- That's my favourite one!

For Your Info

What is a balanced diet?
Fruit and vegetables should make up roughly a third of your diet.
Bread, potatoes, rice and other cereals are starchy foods and should make up around a third of our diet.
Meat, fish, poultry, eggs and pulses (бобовые) are the main sources of protein in your diet.
Milk and dairy food are essential sources of protein, calcium and vitamins.
 The amount of **foods containing fat and sugar** should be limited in healthy diets.

proteins	vitamins	sugar
meat	grapefruit	cake

- Учитель – доброжелательный, креативный
- Учащиеся – мотивированные, вовлечённые
- Атмосфера – сотрудничества, эмоционально положительная
- Упражнения/ виды деятельности – коммуникативные, разнообразные, учитываются возраст и языковой уровень
- Исправление ошибок – системно и последовательно, индивидуально, своевременно

Что определяет успешность занятия, нацеленного на развитие умений говорения?

- Неумение чётко выполнять поставленную задачу
- Не умеют распределять время при подготовке к устной части
- Незнакомы с форматом
- Боятся магнитофонной записи
- Говорят тихо, нечётко произносят слова
- Не укладываются во времени
- Недостаточный уровень сформированности практических лексико-грамматических умений

Проблемные области



Твой учитель не тот, кто тебя учит, а у кого учишься ты!