



# Приемы обучения монологической речи

(на примерах курсов “Enjoy English”, “Happy English.ru”,  
“Millie – New Millennium English” для 2-11 классов)

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«Проблема развития связной речи является одной из центральных задач школьного образования.»

М.Л. Вайсбурд

# Терминология

- **Монолог** – это высказывание, содержащее речь одного лица  
(А.Н. Щукин)
- **Монологическая речь** является формой речи, продуцируемой одним говорящим  
(А.А. Миролубов)
- **Монолог** является такой формой речи, когда ее выстраивает один человек, сам определяя структуру, композицию и языковые средства  
(Г.В. Рогова)

# Задачи обучения монологической речи:

Научить:

- выражать законченную мысль;
- развертывать мысль;
- рассуждать, сопоставлять и обобщать факты;
- строить высказывание с соблюдением норм языка и особенностей избранного жанра.




# Разновидности монолога:

По цели:

- обосновать мнение;
- объяснить причину;
- похвалить;
- покритиковать;

По виду:

- лекция;
- доклад;
- презентация;
- приветственная речь;
- рассказ;
- и т.д.



# Принципы обучения монологической речи:

- **«путь сверху»** - от текста к предложению
- **«путь снизу»** - от предложения к тексту

# Принципы обучения монологической речи:

- «**путь сверху**» - исходная единица текст-образец

Этапы:

- «присвоение» содержательного плана текста
- пересказ
- изменение ситуативных условий

# Принципы обучения монологической речи:

- «**путь снизу**» - развертывание высказывания от элементарной единицы-предложения к законченному монологу

## Этапы:

- задания стимулирующие к *короткому высказыванию* по теме
- Конкретизация и *уточнение сказанного*
- *самостоятельное развернутое высказывание*

# Условия для совершенствования речевых навыков

- Текст должен обеспечивать необходимую *повторяемость материала* изученного ранее;
- Новизна часто достигается при помощи *новых комбинаций слов*;
- разговорный текст можно предъявлять *визуально*, а потом *аудитивно*;
- Тексты должны быть интересными и *мотивирующими учеников к общению*, ситуативно-обусловленными.

# Параметры контроля

Могут приниматься во внимание:

- *объем* высказывания;
- *темп* речи;
- *продолжительность* речи;
- *чистота* речи;
- *количество* простых и сложных предложений...

# Объекты контроля

Количественные критерии:

- **разнообразие** лексических единиц и грамматических структур
- **развернутость и логичность** сообщения
- **соответствие** языковых средств **ситуации и стилю** общения
- наличие речевого намерения и его **реализация**

# Объекты контроля

Качественные критерии:

- соответствие высказывания исходному тексту (теме);
- полнота раскрытия темы;
- аргументированность и логичность высказывания.



# Типы упражнений (В.Л. Скалкин)

- Описание картинок;
- Репродуктивные упражнения;
- Ситуативные упражнения;
- Дискутивные упражнения;
- Композиционные упражнения;

# Типы упражнений (В.Л. Скалкин)

- *Описание картинок* – перевод зрительного кода в вербальный.
- *Репродуктивные упражнения* – это традиционный пересказ, рассматриваемый как подготовка к свободному выражению своих мыслей и чувств.

# Типы упражнений (В.Л. Скалкин)

- *Ситуативные упражнения* – как средство монологической речи используются ситуации как реальные, так и воображаемые.
- *Дискутивные упражнения* – учебная дискуссия, когда высказывание каждого участника развернутое и связанное.
- *Композиционные упражнения* – разновидности устного сочинения.

# Стереотип №1

- «Чем больше человек заучит наизусть, тем лучше он будет говорить»

## Стереотип №2

- «Если попасть в языковую среду на неделю, то можно научиться свободно изъясняться на иностранном языке»

## Стереотип №3

- **«Педагог – носитель языка быстрее научит говорить на иностранном языке»**

# Обучение монологической речи при помощи ИКТ-технологий

- Пользуетесь ли вы ОКП при обучении монологической речи?

- Эффективны ли они на ваш взгляд?

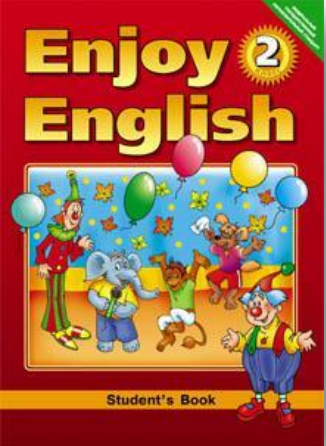
Почему?

# Система приемов обучения говорению в УМК «Enjoy English»

Процесс обучения говорению сбалансирован и взаимосвязан с другими видами речевой деятельности.

- прослушивание и имитация готовых образцов;
- игровая технология;
- составление монолога по образцу;
- описание, повествование, характеристика;
- комментарии;



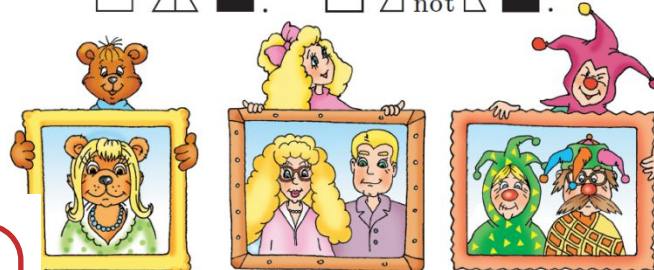


# Примеры из УМК «Enjoy English»

Unit 2

3. Что может рассказать о своей семье каждый из этих артистов нашего театра? Помоги им сделать это. Воспользуйся моделями:

□ △ ■ . □ △ not △ ■ .

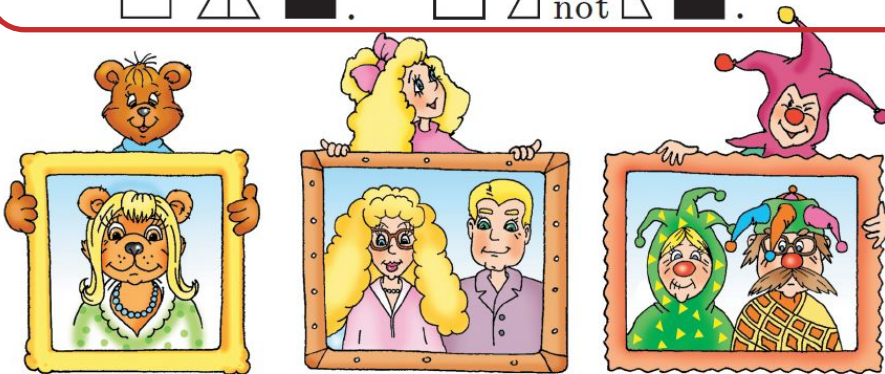


Сколько листьев и какого цвета собрали кролик Мартин и его сестра в волшебном осеннем лесу. Назови цвета листьев, которых не бывает в природе.



3. Что может рассказать о своей семье каждый из этих артистов нашего театра? Помоги им сделать это. Воспользуйся моделями:

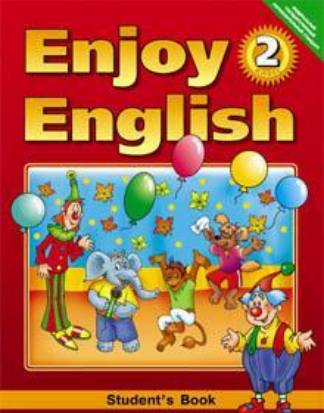
□ △ ■ . □ △ not △ ■ .



5. Познакомься с согласной буквой Rr.

**R r**





# Примеры из УМК «Enjoy English»

2. Покажи, в какие спортивные игры ты умеешь играть. Пусть одноклассники догадаются.



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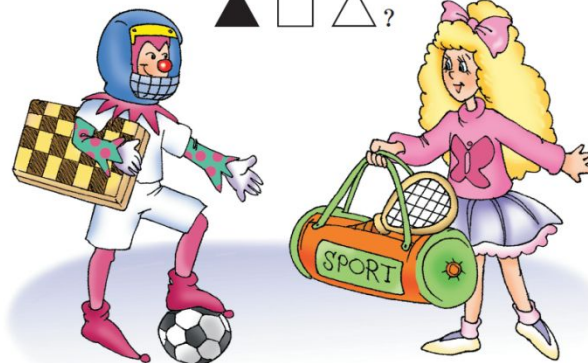
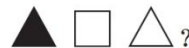


3. Посмотри на картинку к упражнению 1 и скажи, в какие из этих игр умеют играть члены твоей семьи.

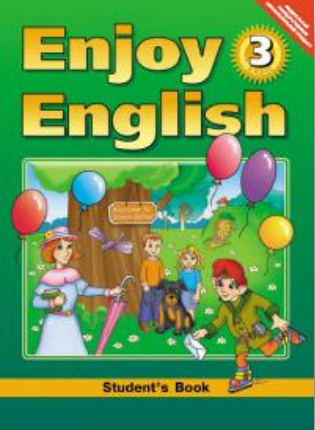
4. Посмотри на картинку и догадайся, как были образованы названия этих игр. Знаешь ли ты подобные русские слова? Назови их.



5. Угадай, в какие спортивные игры умеет играть Трикки. Задай ему вопросы.







# Примеры из УМК «Enjoy English»



4. Посмотри на картинку на странице 4. Догадайся, какая тема урока в лесной школе. Вспомни и спой песню "The ABC".



5. Послушай и прочитай:

Aa		Ii		Oo	
[æ]	[eɪ]	[ɪ]	[aɪ]	[ɒ]	[əʊ]
sad	lazy	big	I	fox	go
bad	brave	slim	nice	strong	no
fat	name	six	five	long	home
angry	snake	stick	ride	frog	nose
cat	take	it	nine	crocodile	close

Прочитай, что Билли написал о своём школьном друге. Догадайся, кто он.

I have got a friend. He is nine.  
 He is slim but strong. He is not lazy.  
 He can run and jump.  
 He has got a big red book.  
 He can **read** well.  
 He can't swim. He lives in the forest.  
 We **go** to **school** **together**.

**Look and learn!**

read [ri:d] — читать  
 go [gəʊ] — идти  
 school [sku:l] — школа  
 together [tə'geðə] — вместе

7. Расскажи о своём школьном друге. Не называй его имени. Пусть твои одноклассники догадаются, кто он / она. Воспользуйся моделями:

- 1) □ ▲ ■. 2) □ ▲ ■. 3) □ ▲ not ■.  
 4) □ ▲ ▲. 5) □ ▲ not ▲. 6) □ ▲ ○ together.

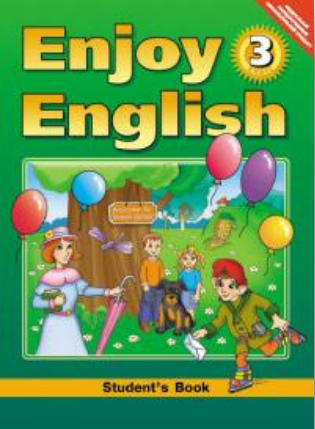
**Домашнее задание**



Выполни в рабочей тетради упражнение 4 на странице 3.

7. Расскажи о своём школьном друге. Не называй его имени. Пусть твои одноклассники догадаются, кто он / она. Воспользуйся моделями:

1) □ ▲ ■. 2) □ ▲ ■. 3) □ ▲ not ■.  
 4) □ ▲ ▲. 5) □ ▲ not ▲. 6) □ ▲ ○ together.



# Примеры из УМК «Enjoy English»

## Lesson 22



1. Послушай, как мисс Чэттер начинает урок здоровья. Постарайся выполнить зарядку вместе с её учениками.

О том, что ты или твой друг **должен** делать, говори так:



You must run.

О том, что ты или твой друг **не должен** делать, говори так:



You must not run.



2. Прочитай рекомендации мисс Чэттер своим ученикам. Продолжи их.



You must wash your...

You must clean your...

You must run,...

Let's have fun!

3. Расскажи другу, что надо делать, чтобы быть здоровым. Начни со слов: I think you must...

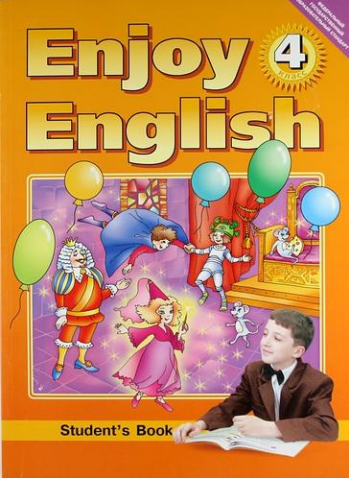


4. Послушай и прочитай:


[ʃ] shirt, short, she, fish, shop, shy, wash

[tʃ] cheese, teach, teacher, much, chess

[dʒ] jump, cabbage, jam, sandwich, jeans, juice



# Примеры из УМК «Enjoy English»

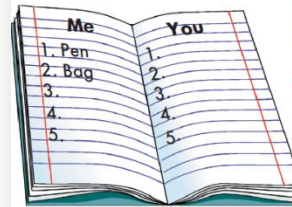
 29. Play a guessing game with your classmates.

**Instruction:**

- 1) Write a list of 5 things you need at school. Don't show the list to your classmate.
- 2) Find out what things your classmate has on his / her list.

**Example:**  
 A: Have you got a pen?  
 B: Yes, I have. Have you got a rubber?  
 A: No, I haven't. Have you got a ...?

- 3) If you find out all 5 things first, you are the winner!



30. Look at the picture. Listen and find Mike, Ann, Bob and Tom in the picture. Describe them.  
**Example:** Bob has a green T-shirt on and he likes to play computer games.

## Section 3. Reading for pleasure

30. Look at the picture. Listen and find Mike, Ann, Bob and Tom in the picture. Describe them.  
**Example:** Bob has a green T-shirt on and he likes to play computer games.







## Примеры из УМК «Enjoy English»

**29** Say what you liked best of all on the first day at school this year. Compare it with your first day at school five years ago.

Use:

- get up early
- make new friends
- wear a school uniform
- be happy to meet old friends
- get good marks
- talk with my friends during the breaks
- take pictures (make a video) of my friends
- give flowers to the teachers
- have many (a few) lessons
- get a new timetable
- carry a new school bag
- have lunch with new friends
- have fun during the break

Unit 1

**29** Say what you liked best of all on the first day at school this year. Compare it with your first day at school five years ago.

Use:

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- give flowers to the teachers
- have many (a few) lessons
- get a new timetable
- carry a new school bag
- have lunch with new friends
- have fun during the break

**BE POLITE!**

**30** Read and remember.

**When you need something, say**  
 Could you show / give me ...?  
 Could I take / use ...?

**Saying thank you**  
 For something small:  
 Thanks. / Thank you.  
 For something more important:  
 Thank you very much.  
 That was kind of you.  
 I'm very grateful.

A: Could you help me to repair my bike?  
 B: Of course. Let's do it on Saturday.  
 A: OK. Thanks.

**31** Work in pairs. Read the situations and make up dialogues for them.

1. **Student 1:** You need a pencil and a rubber. Ask your classmate to lend them to you.  
**Student 2:** You have a pencil and a rubber. Lend them to your friend.
2. **Student 1:** You want to help your friend to do the washing up after dinner.  
**Student 2:** You are very busy. Thank your friend for helping.
3. **Student 1:** You are ill. You have a sore throat.  
**Student 2:** Offer your friend a cup of hot lemon tea.

**32** Write about your first day at school.

# Система приемов обучения говорению в УМК «Happy English.ru»

*Используется путь от языка к речи.*

- опора на родной язык (с последним уменьшением доли использования родного языка);
- посильность, поэтапность формирования навыков;
- наглядность
- многократность повторения изученных языковых структур и речевых моделей;
- проблемные задания репродуктивного характера;



# Примеры из УМК «Happy English.ru»

They will not go to school tomorrow.— Они не пойдут завтра в школу.

Часто **will not** сокращают вот так: **won't**.



- 1 Скажи эти предложения по-русски.
  1. Jane will not do her homework.
  2. Peter won't help you tomorrow.
  3. He will not wear this shirt.
  4. I will not answer this question.
  5. My brother won't like this cake.
- 2 Сделай эти предложения отрицательными. Добавь в них вредную собачку **not**.
  1. The dog will learn to jump in a week.
  2. This girl will ride a bike tomorrow.
  3. The phone will ring in a minute.
  4. This film will start at 8 o'clock.
  5. We will have eggs for breakfast.
- 3 Моргана пытается предсказать твоё ближайшее будущее. Скажи, о чём она догадалась правильно / неправильно. Исправь её ошибки.

*Образец:* You will watch TV in the evening.—  
I think, that's true. / I think, that's not true.  
I won't watch TV in the evening.

  1. You will wear jeans to school tomorrow.
  2. You will have a birthday next week.
  3. You will have a sandwich for lunch.
  4. You will write a test tomorrow.
  5. You will have Mathematics today.
  6. You will do your homework in a minute.





# Примеры из УМК «Happy English.ru»

## Lessons 5, 6 Find your way at the airport

1 Listen to the words and expressions and repeat them after the speaker.

2 Match the signs (Ex. 1) and the actions and translate the expressions into Russian. Найдите соответствия между указателями и действиями и переведите выражения на русский язык.

Model: to exchange money — обменять деньги

- a) to arrive in the country
- b) to leave the country
- c) to have a snack in a café
- d) to phone
- e) to go out
- f) to get information
- g) to check in
- h) to take a taxi
- i) to buy tickets
- j) to eat
- k) to do shopping
- l) to smoke

3 Answer the questions.

1. What can you do at the information desk?
2. What can you do at the ticket office?
3. What can you do at the currency exchange?
4. What can you do in the duty-free shop?
5. What can you do in the restaurant?
6. Where can you go out?
7. Can you smoke at the airport?
8. What can you do in the telephone box?

4 Rob's got an hour before his flight to Russia. Look at the picture of the airport and ask the questions:

1. What can Rob do? What can't Rob do?
2. What must Rob do? What mustn't Rob do?
3. What needn't Rob do?

Model: Rob needn't go to the ticket office. He's got a ticket.



# Примеры из УМК «Happy English.ru»

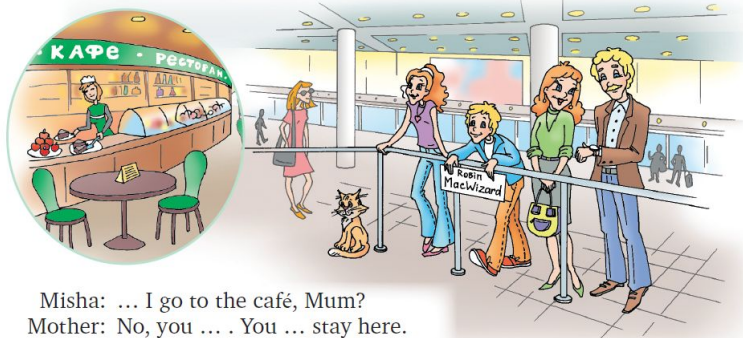
Вопрос: Есть ли форма единственного числа у слова **clothes**?

**3** You must meet a stranger (незнакомого человека) at the airport. How are you going to recognize him / her? Give your ideas.

Mr Help

**3** You must meet a stranger (незнакомого человека) at the airport. How are you going to recognize him / her? Give your ideas.

**4** The Inins are at the airport. Read their conversation and fill in the gaps. Use *must*, *mustn't*, *can*, or *can't*.



Misha: ... I go to the café, Mum?

Mother: No, you ... . You ... stay here.

Misha: But Rob's plane isn't here yet.

Father: We ... look at the information board again.

Mother: ... you see it? Flight 345 is here. We ... go to the arrivals.

Father: But how ... we recognize your friend, Misha? Have you got his picture?

Misha: No, I haven't. He didn't send me his pictures.

Mother: Read the e-mail again. Is there no more information in it?

Misha: Oh, wait. Yes, there is. "I've got a yellow T-shirt, a pair of blue jeans, a pair of brown trainers and a black cap. My sweater is green. My rucksack is the colour of my tartan: red, blue, green and black." So we ... recognize Rob by his clothes.

Father: That's all very good, but the arrivals area is not small. And Rob ... wear a jacket, not a sweater. We ... miss him. By the way, what's a tartan?

Mother: I've got an idea. We ... make a big poster with his name on it and wait.





# Примеры из УМК «Happy English.ru»

## Lesson 5

## A walk down Hollywood Boulevard

1 Would you like to be successful in your career? Do you have a plan for how to do it? What is important to be successful?

- |                                    |                     |
|------------------------------------|---------------------|
| a) talent                          | e) self-confidence  |
| b) a lot of experience             | f) a lot of luck    |
| c) rich parents                    | g) high self-esteem |
| d) a lot of patience and hard work | h) good looks       |

2 Listen to the conversation. Jack and his friends are talking to their guide Jack. Listen to the conversation and answer the question: *What do these words and expressions mean in this conversation?*

1. to be a loser

- a) быть неудачником    b) потеряться    c) быть потерянным

2. to have good connections

- a) иметь контакты    b) иметь хорошие связи    c) знакомиться

3. to be discovered

- a) быть открытым    b) быть обнаруженным    c) быть найденным

4. to be a promising actor

- a) обещать быть актером    b) быть многообещающим актером  
c) обещать понапрасну

3 Read the conversation and answer the questions.

1. Where does Jack come from?
2. Why is Jack sad?
3. What does he want to achieve?
4. Why does Jack call himself a loser?
5. What does Emily think is important to be successful?
6. What does Jack think is important to be successful?

Jack: Hollywood Boulevard always makes me sad.

Rob: But why?

Jack: It reminds me that all my dreams are unrealistic, and I'll never achieve anything.

Rob: And what would you like to achieve?

Jack: Oh, it's a typical Hollywood story. Two years ago I left my parents' little farm in Texas and came to LA. In my home town everybody said that I was good-looking and good at acting. When I came to LA, I was full of ambition. I was sure that very soon somebody would notice me and give me a part in a movie. But nothing happened. I've been working as a tour guide for two years now, and nobody has asked me to be in a movie yet. So here I am, a typical Hollywood loser.

3 Read the conversation and answer the questions.

1. Where does Jack come from?
2. Why is Jack sad?
3. What does he want to achieve?
4. Why does Jack call himself a loser?
5. What does Emily think is important to be successful?
6. What does Jack think is important to be successful?



# Примеры из УМК «Happy English.ru»

## Using unreal conditions

### 3 Change the sentences using Conditionals Type II.

1. If he gets into a university, everybody will be really surprised.
2. My friends will help me if something happens.
3. I'll stay for lunch if my mother doesn't need my help.
4. We'll take a taxi if we're short of time.
5. If he learns the truth, he'll be very angry.

## Building up speaking skills

### 4 Say what you would do if you were stranded abroad with little money and little hope of getting out quickly.

1. Would you go to a hotel?
2. Would you try to find an alternative means of transport?
3. Would you borrow money from friends?
4. Would you call home and expect help from your parents and relatives?
5. Would you go on sightseeing and enjoy your extended holiday?

## Building up vocabulary

and expressions and repeat them after the speaker.

одитель

ь

— возмещать что-либо кому-либо

smth — быть застрахованным от чего-либо

й

— Везувий

[atla,jɔ:kutl] — Эйяфьядлайёкюдль

is the main news of the day. Read the article and check some of your answers to Ex. 7 in the previous lesson.

## ICELANDIC VOLCANO

An erupting Icelandic volcano has shut down airline traffic over much of Europe.

Businesses are losing huge sums of money, important appointments have to be cancelled, families have been separated — life in Europe is fast becoming a mess. So, contrary to popular belief, Europe does have its own set of dangerous volcanoes. And Eyjafjallajökull is not



## Building up speaking skills

### 4 Say what you would do if you were stranded abroad with little money and little hope of getting out quickly.

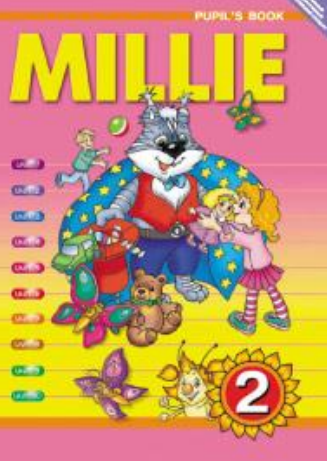
1. Would you go to a hotel?
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## Система приемов обучения говорению в УМК «Millie-New Millennium English»

- Введение лексики через контекст;
- Использование песен, рифмовок для введения структур и формирования фонетических навыков;
- Игры для тренировки лексики и структур;
- Изготовление поделок;
- Персонализация;





# Примеры из УМК «Millie»

Unit 8 Where's the mouse?

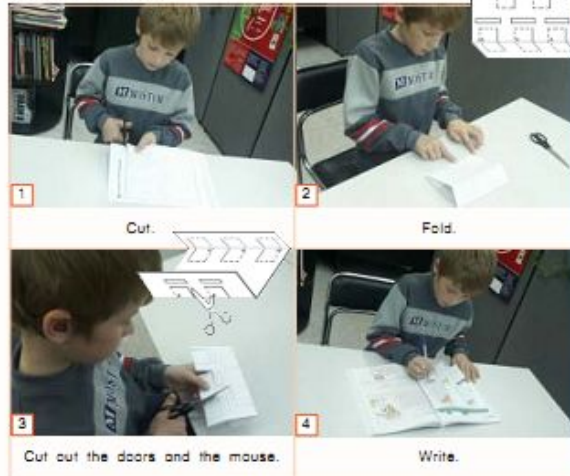
## Lesson 2

1 Listen, look and say.



Unit 8 Where's the mouse?

2 Read and make.

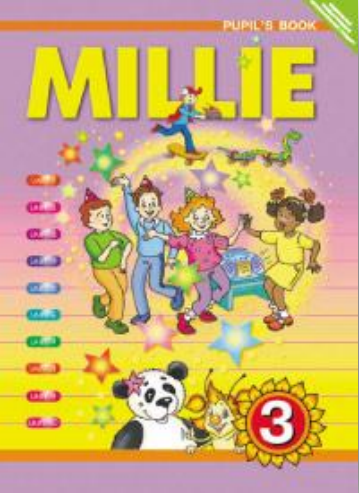


Is the mouse in the bedroom?

No.

Is the mouse in the bathroom?

Yes.



# Примеры из УМК «Millie»

Unit 9 Whatever the weather

**3 Read and answer.**  
When does winter begin in Yakutsk and in Sochi?

I'm Marina from Yakutsk. It's near the River Lena. It's very cold and windy in Yakutsk in winter (-50°C). Winter begins in October. It's long and snowy. Spring is short. The weather's cloudy and rainy in spring. Summer's very short too. It's in June and July. It's hot and sunny in Summer (+40°C in July). The weather's foggy and rainy in autumn. Children climb the snowy mountains in autumn.



My name's Misha. I live in Sochi. It's near the Black Sea and the Caucasus Mountains. Winter begins in January. It's not snowy in winter. It's cloudy and rainy then. Spring is short (in March and April) and warm. Summer begins in May. It's hot and sunny in summer (+45°C). Autumn starts in November. It's short. It's warm too. The brave children swim in the sea in October and November.



**4 Read and play the game.**

When does winter begin in Moscow?

In December.



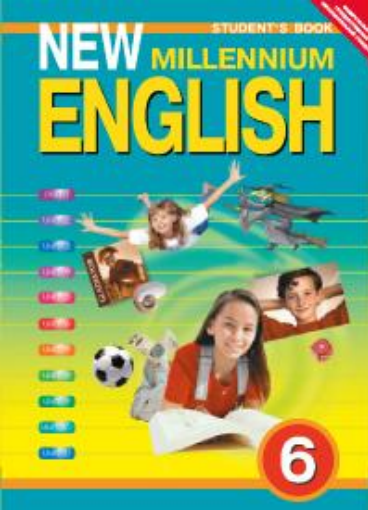
**We can read**

Can you see Yaroslavl, Yakutsk and the Yellow River?



97





# Примеры из УМК «New Millennium English»

## 1b Answer the questions.

- 1 Why do we write reviews?
- 2 What do these reviews include?
- 3 Do the reviews tell us what happened at the end? Why?



## 1b Answer the questions.

- 1 Why do we write reviews?
- 2 What do these reviews include?
- 3 Do the reviews tell us what happened at the end? Why?

## 2a Read and find the four steps in the book reviews in Ex. 1a.

### Four Steps to Writing a Book Review

- 1 Write the title and the writer.
- 2 Write three or four sentences about the story.
  - What is the story about?
  - Who are the main characters?
  - What do the main characters do in the story?
  - Who is your favourite character? Why?
- 3 Your opinion
  - Do you like the book? Why?
- 4 Your recommendation
  - Do you recommend this book to another person?

## 2b Answer the questions in Step 2.

### 3 Think about your favourite book and complete the review.

Title: ...  
 Writer: ...  
 This is a book about ... . The main characters are ... . They ... . My favourite character is ... . He / She ... . I like this book because ... . I recommend this book to people who like ... .

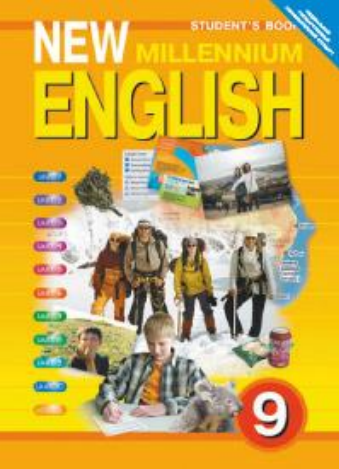
### 4 Write a book review and bring it to class.

E-mail your review to [stories@ukoln.ac.uk](mailto:stories@ukoln.ac.uk). You can also e-mail your review to Dr Livesey of Treasure Island at [DoctorLivesey@home.tucked.up.in.bed](mailto:DoctorLivesey@home.tucked.up.in.bed).

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# Примеры из УМК «New Millennium English»

UNIT 4 Lesson 8

## Lesson 8 Express yourself

Your local council has announced a competition among schools for the best presentation of your area, region or city. The winners from different regions will present Russia at an international event. Your aim is to give your group presentations and then decide which group is the best.



### 1 Prepare your group presentation.

- Look at the notes you have brought:
  - your local area profile (Lesson 1)
  - a paragraph describing your local attraction or place of special interest (Lessons 2–3)
  - notes you made on challenging experiences foreigners might come across locally (Lessons 4–5)
  - an invitation to a traditional pastime (with a description, Lesson 6)
- Discuss your notes in a group and agree whether you are going to include all kinds of information or focus on a certain aspect.
- Distribute responsibilities and choose the speakers. Help the speakers to plan their presentations and listen to them rehearsing their speeches.
- Decide how you will organise your group's presentation.

### Tips for giving effective presentations

- Speak loudly and clearly.
- Choose your words.
- Emphasise key words and ideas.
- Use short sentences.
- Avoid phrases that are difficult to say.
- Watch your body language.
- Keep eye contact and smile.
- Listen to what you are saying.
- Enjoy yourself!

### 2 Present your group materials.

- Remember that you have got only five minutes to say what you want.
- Fill in this evaluation card while listening to other groups' presentations. It will help you to make the right decision. Each question scores up to 4 points.

### Plan an effective presentation!

STRONG INTRODUCTION

STRUCTURED MIDDLE

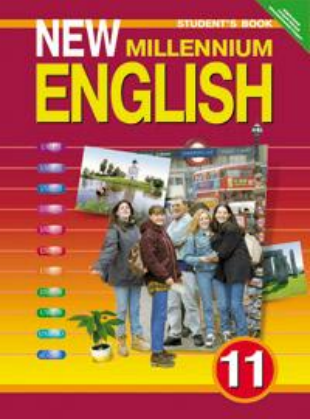
POWERFUL CONCLUSION

### EVALUATION CARD FOR STUDENTS

	Criteria	Group 1	Group 2	Group 3
1	Information: full and varied?			
2	Presentation: well organised?			
3	Language: clear and correct?			
4	Manner: natural and relaxed?			
5	Overall impression: pleasant?			
	Total (up to 20):			

### 3 Choose a group to represent Russia at the international event.

- Look through your evaluation card and decide whose presentation was the best.
- In groups discuss the results of the activity.



# Примеры из УМК «New Millennium English»

UNIT 7 Lessons 5–6

## Lessons 5–6 Great myths in art

### Warm-up

1 Look at the pictures of the Tower of Babel which were done by two different artists from different times and answer the questions.

- Which one appeals to you more and why?  
at might these pictures have to do with language?



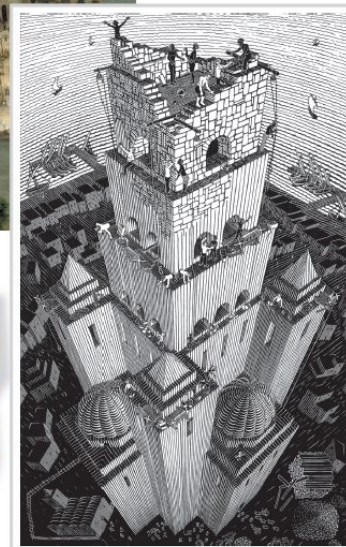
*The Tower of Babel* by P. Brueghel, 1563

### For Your Info

The biblical tale of the Tower of Babel describes how, in the early days of the world, all mankind spoke the same language. Journeying from the east, people came to the Great Plains of Babylonia and settled there. They wished to build a tower so high that its top could reach heaven. This made God angry and one day they found themselves all speaking different languages. They could not understand each other and were unable to finish building the tower. People sometimes mention the Tower of Babel when describing a scene of confusion, disorder and the noise of many voices.

Although the story of the Tower of Babel is often thought to be purely a myth, there are archaeological indications that a tower really existed in the ancient city of Babylon.

The Tower of Babel has been gone for many years, but has continued to inspire artists and intellectuals throughout the ages.



M. C. Escher's *Tower of Babel*  
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# Спасибо за внимание!

