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РАЗВИТИЕ УМЕНИЙ ЧТЕНИЯ
на РАЗНЫХ ЭТАПАХ ОБУЧЕНИЯ
АНГЛИЙСКОМУ ЯЗЫКУ



Учебно-методическое пособие

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Кафедра иностранных языков

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Нижний Новгород
Нижегородский институт развития образования
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Материалы учебно-методического пособия предназначены для учителей английского языка общеобразовательных учреждений, слушателей курсов повышения квалификации, студентов лингвистического университета и педагогических колледжей. Главная цель пособия — вооружить учителей английского языка стратегиями работы с текстами, приемами развития умений чтения на разных этапах обучения и методическими умениями планировать и разрабатывать систему работы с текстом.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Чтение является видом речевой деятельности, входящим в сферу коммуникативно-общественных отношений между людьми. Другими словами, чтение — коммуникативная деятельность, направленная на получение информации, содержащейся в письменном тексте.

Обучение чтению является важным компонентом профессиональной деятельности преподавателя. Программа повышения квалификации учителей «Теория и методика преподавания иностранного языка в условиях введения ФГОС» включает модуль «Обучение чтению». Данное пособие служит дополнением программы повышения квалификации и может использоваться на разных этапах обучения при проведении занятий по анализу текстов и составлению программы работы с ними.

В чтении выделяют содержательный (смысловое наполнение текста) и процессуальный (техника чтения и озвучивания текста) планы. В содержательном плане результатом является понимание прочитанного, в процессуальном — сам процесс чтения, то есть соотнесение графем с фонемами, становление приемов узнавания графических знаков, формирование внутреннего речевого слуха, перевод внешнего проговаривания во внутреннюю речь.

Процессы восприятия печатного текста и активного усвоения содержащейся в нем информации, ее понимание и осмысление обеспечиваются целым рядом дей-

ствий и операций, выполняемых читающим для достижения желаемого результата.

Построение методики обучения чтению опирается на использование алгоритма действий, необходимых для этого процесса. Также требуется обладать знаниями динамики коммуникативных задач, решаемых в ходе чтения. Выбор соответствующих обучающих приемов позволяет решать и совершенствовать задействованные мыслительные механизмы.

В зависимости от коммуникативных задач, решаемых при этом, и характера использования полученной информации различают следующие *виды* чтения: *ознакомительное, изучающее, поисковое и просмотровое*. Для каждого из них характерны специфические цели и установки на степень понимания текста.

Ознакомительное чтение представляет собой познающее чтение, при котором предметом внимания читающего становится все речевое поведение (книга, рассказ, статья) без стремления получить определенную информацию. Это — чтение «для себя», без предварительной установки на последующее использование или воспроизведение полученной информации.

При ознакомительном чтении основная коммуникативная задача заключается в извлечении из текста основной информации при быстром прочтении. Подобным образом мы обычно знакомимся с художественными произведениями, газетными статьями и научно-популярной литературой. Переработка информации совершается последовательно и произвольно, ее результатом является построение комплексных образов прочитанного. При этом исключаются как намеренное внимание к языковым составляющим текста, так и элементы анализа.

Изучающее чтение предусматривает максимально полное и точное понимание всей содержащейся в тексте информации и ее критическое осмысление. Это вдумчивый и неспешный процесс, предполагающий целенаправленный анализ прочитанного с опорой на языковые и логические связи текста. Для этого вида чтения подбираются материалы, имеющие познавательную ценность и информативную значимость, представляющие наибольшую трудность для определенного этапа обучения как в содержательном, так и в языковом отношении.

Поисковое чтение ориентировано на просмотр газет и специальной литературы, а в учебном процессе — на изучение функциональных текстов (объявлений, рекламы, инструкций, при-

глашений, проспектов). Его цель — отыскание в предложенном материале определенных данных: фактов, имен, характеристик, указаний, цифровых или географических показателей, тематической лексики и т. п. Оно направлено на нахождение конкретной информации и избирательное понимание читаемого. В условиях школы поисковое чтение является подготовительным этапом для развития речевых умений в других видах деятельности. Полученной информацией можно пользоваться как опорой для построения собственных высказываний или для написания текста по аналогии (например, в визитке).

Просмотровое чтение предполагает получение общего представления о теме и круге вопросов, рассматриваемых в тексте. Обычно оно имеет место при первичном ознакомлении с содержанием новой публикации с целью определить, есть ли там интересующая читателя информация, чтобы затем принять решение о прочтении всего текста. При просмотровом чтении иногда достаточно ознакомиться с содержанием первого абзаца и ключевого предложения, а затем бегло просмотреть текст.

В школе просмотровое чтение используется при взгляде на новую публикацию с целью формулирования гипотезы о ее содержании. С другой стороны, просмотровое чтение выступает как мотивирующий фактор к прочтению текста. Учебные задания могут быть также направлены на формирование умений ориентироваться в логико-смысловой структуре и извлекать для последующего использования материал текста источника в соответствии с конкретным коммуникативным заданием.

Технология чтения формируется в результате выполнения *предтекстовых, текстовых и послетекстовых заданий*.

Предтекстовые задания направлены на стимулирование мотивации к работе с текстом, актуализации личного опыта учащихся путем привлечения знаний из других образовательных областей, на устранение смысловых и языковых трудностей его понимания и одновременно на формирование навыков и умений чтения, выработку «стратегии понимания». В заданиях предтекстового этапа учитываются лексико-грамматические, структурно-смысловые, лингвостилистические и лингвострановедческие особенности читаемого текста.

К заданиям *предтекстового этапа* относятся:

✓ прочитать заголовок и определить, о чем (о ком) будет идти речь;

- ✓ определить по рисункам тему (основные проблемы) текста;
- ✓ ответить на предваряющие вопросы с целью прогнозирования содержания книги;
- ✓ определить по ключевым словам предлагаемую тему;
- ✓ прочитать первые предложения абзацев и обозначить круг рассматриваемых тем;
- ✓ используя ассоциации, связанные с именем автора, определить, к какому жанру можно отнести текст, кто является главным героем, где и когда происходит действие книги.

Текстовые задания направлены на решение конкретных коммуникативных задач, сформулированных в предисловии. Объектом контроля за чтением является понимание прочитанного. При этом контроль понимания написанного должен быть связан как с коммуникативными задачами, так и с видом чтения. Аутентичный художественный текст или текст информационного характера предназначаются для работы со всеми видами чтения. Первое ознакомление с ним может быть связано, например, с получением основной информации: определением основной идеи, темы, проблемы и т. д.; поиском ключевой информации, установлением логико-смысловых связей (составлением плана, таблиц, диаграмм).

Повторное прочтение призвано сориентировать учащихся на изучение деталей и их оценку. Что касается прагматических текстов, то некоторые из них целесообразно использовать для поискового чтения (например, карту города), другие — для полного понимания (рецепты, инструкции), третьи — для ознакомительного чтения (объявления, вывески и т. п.).

Большую роль в управлении процессом понимания текста (особенно на начальном этапе) играют задания по целенаправленному поиску информации и ее письменной фиксации (заполнение разного рода таблиц, фиксирование в памяти имен героев, совершаемых ими действий, их характеристик).

К *заданиям текстового этапа* относятся следующие упражнения:

- ✓ найти / выбрать / прочесть / вставить / соединить:
 - ответы на вопросы;
 - оценку корректности утверждений;
 - подходящий заголовок к абзацу;

— подходящие по смыслу предложение, слово, словосочетание, пропущенные в тексте;

✓ догадаться:

— о значении слова по контексту;

— какой из предложенных переводов / какая дефиниция наиболее точно отражает значение слова в данном контексте;

— как будут развиваться события в продолжении текста;

✓ прочитать текст и передать его основную идею несколькими предложениями.

Задания послетекстового этапа предполагают использование содержания текста для развития умений выражать свои мысли в устной и письменной речи.

К таким заданиям относятся:

✓ опровергнуть или согласиться с утверждением;

✓ доказать, что...;

✓ охарактеризовать кого-либо;

✓ выбрать высказывание, наиболее точно отражающее основную мысль;

✓ пересказать события от лица главного героя;

✓ составить план текста;

✓ кратко изложить его содержание;

✓ придумать новый конец повествования;

✓ расположить предложения (абзацы) в той последовательности, в которой они даны в оригинале;

✓ подготовить аннотацию;

✓ выразить свое отношение к прочитанному;

✓ прочесть текст и выделить то новое, что вы узнали из него;

✓ написать эссе.

Как видим, текст является основой для развития умений учащихся выражать свои мысли в устной и письменной форме, играя центральную роль в учебном процессе.

Чтение может выступать также средством контроля языковых навыков и речевых умений, поскольку использование текстов позволяет учащимся оптимизировать процесс усвоения языкового и речевого материалов. Коммуникативно-ориентированные задания на контроль лексики и грамматики, аудирования, письма и устной речи предполагают наличие умения читать и строиться на основе письменных текстов и инструкций.

Text 1

Topic «BOOKS»

▣▣▣▣► PRE-READING TASKS

I. Read Francis Bacon's quotation about reading:

✓ «Reading makes a full man».

Do you agree with it? Why? Is reading important in your life?

II. Answer the questions:

✓ What is the most important for you in a book?

✓ What attracts you in a book?

▣▣▣▣► WHILE-READING TASKS

Bob: Hello, Alice! Let's go to the cinema. A new film is on.

Alice: It's a great idea. But I can't. You see, I am reading a very interesting book and I want to read it up to the end.

Bob: What are you doing? Reading a book? Nonsense. Nowadays nobody likes reading books.

Alice: I am not sure I agree with you. Books are our great treasure. They develop our outlook and educate us.

Bob: I see your point of view but to my mind school also educates us, besides classes TV also broadcast educational programmes nowadays.

Alice: There is something in what you've said but I am sure that only books bring pleasure and delight and form our sense of beauty.

Bob: Maybe it is true but I personally prefer to admire the beauty of nature or paintings of great artists. I think it is much more interesting.

Alice: Oh, stop arguing. Tastes differ after all. I'll finish reading and join you.

- I. Underline all the sentences for and against reading.**
II. Match arguments for and against reading:

| For | Against |
|--|--|
| 1. We gain knowledge from books | A. It's better to travel and to see everything with your own eyes |
| 2. We study using books. Books educate us | B. It's better to have real friends. Nothing can substitute real communication |
| 3. We can learn about people's life in different countries and centuries | C. It takes much time. It gives a headache |
| 4. We entertain ourselves by reading | D. Cinema, paintings also form our sense of beauty. They are real life |
| 5. Books are our faithful and understanding friends | E. Since the Internet appeared it has become much easier to find the necessary information there even without leaving home |
| 6. Books make our life richer, form our sense of beauty | F. There are a lot of educational programmes on TV nowadays. They are interesting and exciting |

(Keys: 1—E, 2—F, 3—A, 4—C, 5—B, 6—D)

III. Make up mini-dialogues using conversational formulas. Follow the example.

- ✓ Ancient books give us a unique chance to connect with the ancient world.
- ✓ I agree with you partially. I am sure that films have more opportunities to depict historical events.

IV. Work in groups and draw spidergrams:

- ✓ *For reading* and *Against reading*.

▣► POST-READING TASKS

I. Make up a dialogue between two young people discussing reading and having different points of view.

II. Write an essay «giving your opinion». The topic is:

- ✓ *Should young people read books?*

Text 2

Topic «MY FUTURE PROFESSION»

▣▣▣► PRE-READING TASKS

I. Answer the question:

- ✓ Why do people work?

II. Match the words and their definitions:

1. a job;
2. a profession;
3. a career;
4. an occupation;
5. work.

A. The series of jobs that a person has in a particular area of work, usually involving more responsibility as time passes.

B. Work for which you receive regular payment.

C. A type of job that needs special training or skill, especially one that needs a high level of education.

D. The job that a person does especially in order to earn money.

E. A job or profession.

(Keys: 1—B, 2—C, 3—A, 4—E, 5—D)

III. Complete the sentences by adding the suffixes from the list to the words in bold to make names of jobs:

— *ant, -er, -ian, -ist, -or, -man/woman.*

✓ A person who is responsible for the accounts of a company is an *accountant*.

✓ A person who directs a film is a *director*.

✓ A person who repairs electrical devices is an *electrician*.

✓ A person who works in a library is a *librarian*.

✓ A person who plays music is a *musician*.

✓ A person who works in politics is a *politician*.

✓ A person who studies psychology is a *psychologist*.

- ✓ A person who delivers post is a *postman*.
- ✓ A person who teaches pupils is a *teacher*.

IV. Answer the question:

- ✓ How can people find work?

(Keys: they can ask their friends and relatives for help; they can go to the Labour Exchange; they can read advertisements on TV; in the Internet; in the newspapers.)

▣▣▣▣▶ WHILE-READING TASKS

I. Read the adverts and the information about the people looking for a job.

▣▣▣▣▶ ADVERTS

A. Friendly young person wanted for evening work (six evenings per week) in busy bar. Phone 87904 for details.

B. Lady wanted for cleaning. Three mornings per week. Must be able to work alone. Tel: 44962.

C. Driver, male or female, needed for evening work. No weekends. Please ring 23407.

D. Lady with experience of children wanted to look after two small boys. 8.30-4.00 Monday to Friday. Phone 42356 after 6.00 p.m.

E. Cook wanted for small country restaurant. Evenings and all day at weekends. Tel: 54328.

F. Gardener needed one morning per week. Tel: 81164.

G. Keen young person with driving licence needed for pizza delivery. Six evenings per week. Please ring 712087.

H. Assistant wanted to help with children's club at town museum, weekends only. Experience of working with children necessary, some knowledge of history useful. Tel: 486109.

▣▣▣▣▶ PEOPLE

✓ Greg is a student, aged 19. He likes meeting people. He is not free during the day. He can't cook or drive a car.

✓ Peter is 65. He would like to work out of doors. He would prefer not to work in the evenings.

✓ Jenny is 40. She does not like children. She can cook and drive, but she isn't available for work at weekends or in the mornings.

✓ Audrey does not want to work at weekends. She is a good cook but she can't drive. She has 2 children, now grown up. She wants to work indoors, but she doesn't like housework much.

✓ Gary, aged 30, likes cooking and gardening. He wants to work as many hours a week as possible and would prefer to work all day on Saturdays and Sundays. He has never worked with children.

II. Look at the information about Greg and answer my questions:

✓ Are there any jobs Greg can't do because he is a male? (B, D)

✓ Are there any jobs Greg can't do because he is not free during the day? (B, D, F)

✓ Are there any jobs Greg can't do because he can't cook and drive? (C, E, G)

✓ Are there any jobs Greg doesn't want to do? (No)

✓ Are there any jobs Greg can't do because he is the wrong age? (No)

✓ Which is the most suitable work for Greg? (A)

| People | Jobs | | | | | | | |
|--------|------|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | G | H |
| Greg | + | | | | | | | |
| Peter | | | | | | + | | |
| Jenny | | | + | | | | | |
| Audrey | | | | + | | | | |
| Gary | | | | | + | | | |

III. Fill in the table by putting «+» if the person can do the job.

▶ POST-READING TASKS

I. Answer the question:

✓ What job from above mentioned is the most suitable for you?

II. Look through adverts again, what should be mentioned in the advert for people to get information about a job?

✓ the name of the job;

✓ working hours;

- ✓ the age of an applicant;
- ✓ the sex of an applicant;
- ✓ experience required;
- ✓ salary;
- ✓ duties and responsibilities;
- ✓ working conditions;
- ✓ skills;
- ✓ address and telephone to contact;
- ✓ career prospects.

III. What advert did Ann read? Create this job advert.

Ann has just got work in a cafe. She read an advert in the Internet. She is a student of 19. She is always busy during the week; she is free only on Saturday and Sunday. She understands that as she doesn't have any experience she won't get much money for her work. She doesn't have a CV. She is ready to work hard.

IV. Group work:

- ✓ Create some job adverts.

Text 3
Topic «RELATIONS»

PRE-READING TASKS

I. Answer the questions:

- ✓ Have you ever told a lie?
- ✓ Have you ever been told a lie?

II. Questionnaire

- ✓ You are going along the street and see a purse. You...
 - a) take the purse and go away;
 - b) don't pay attention to it;
 - c) take the purse to the police.
- ✓ You've got a bad mark at school. You...
 - a) don't show your record-book to your parents;
 - b) show your record-book to your parents if they ask;
 - c) show it to your parents yourself.
- ✓ Your friend didn't come to school without reasonable excuse.

You...

- a) tell nobody anything;
- b) confess the teachers if they ask;
- c) tell the teachers everything.

- ✓ The teacher has forgotten to give home task to the class.

You...

- a) leave the classroom the first;
- b) want to remind the teacher of the homework but then change your mind;
- c) remind the teacher of the homework.

(Keys: a — 1 point, b — 2 points, c — 3 points).

III. Match the idioms and their translations

- a) The naked truth.
- b) To give the lie to.
- c) To tell a lie.

d) To tell the truth.

e) Home truth.

f) A white truth.

1) По правде говоря.

2) Опровергать.

3) Горькая истина.

4) Невинная ложь.

5) Чистая правда.

6) Говорить неправду.

▣▣▣► SCORES

✓ 4–6 — frankly speaking you are not honest.

✓ 7–11 — you are quite honest, you feel when it's better to tell a lie than the truth.

✓ 12 — you are too honest. There are some situations in our life when a lie is better than the truth.

▣▣▣► WHILE-READING TASKS

I. Read the text and arrange the parts in the correct order:

a) The old gentleman was like all grown-ups: he thought it was a good chance to teach the boys a useful lesson, so he said to them:

b) Now he had a lot of free time and often went for a walk in the park. This was the most suitable place to escape from the city noise.

c) One of the boys explained to him: «We are having a competition. We are telling lies. The one who tells the biggest lie will keep the cat».

d) «This is quite an extraordinary competition. But you know, boys, I've never told a lie in my life.» All at once there was a great laughter from the boys and they cried: «You've won! Now you can take the cat.»

e) Once there lived a teacher who had worked at school for very many years. He was an extremely good teacher but then he became old and retired.

f) One day he was taking his usual walk in the park and noticed a group of young boys standing near the bushes. In one of the bushes there was a graceful small cat that resembled his own cat Pussy. The old gentleman came to the boys and asked what was happening.

(Keys: e, b, f, c, a, d)

II. Answer the question:

- ✓ Why didn't the boys believe the man?

III. True / False / Don't know:

- a) The man was 60 years old. (Don't know)
- b) He retired because he was old. (True)
- c) The man saw a group of classmates. (Don't know)
- d) The cat was white. (Don't know)
- e) The man's cat died. (Don't know)
- f) The boys believed the man. (False)

▣▣▣▶ POST-READING TASK

I. Work in groups, expand the story:

- ✓ add details to the description of the man;
- ✓ add details to the description of the boys;
- ✓ add details to the description of the cat.

Retell the story with your additions.

II. Imagine what lies the boys could tell each other.

III. Answer the question:

- ✓ How can we guess if someone is lying?

(Keys: to watch the body language: the person isn't looking at you when he is speaking; he is touching his mouth or nose while speaking; he doesn't keep his hands still)

IV. Make a list of reasons for telling a lie and make up situations illustrating them.

(Keys: to be afraid to tell the truth, not to want to open the secrets, to try to hide the truth, not to offend the person, to be a habit, to think a lie is better than the truth, to save smb's feelings)

Text 4

Topic «SPORT-I»

(грамматический материал: глагол «can»)

▣► PRE-READING TASKS

I. Answer the question:

✓ Why do people go in for sport?

Supposed answers:

✓ sport is fun;

✓ people go in for sport because they want to be healthy, fit, strong and beautiful;

✓ sport is fashionable.

II. Do the puzzle, please.

✓ What games and kinds of sport do you know?

| | | | | | | | | | | | |
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| | 3.v | <i>o</i> | l | l | e | y | b | a | l | l | |
| | | 4.r | n | u | | | | | | | |
| | | 5. t | n | e | n | i | s | | | | |
| | 6.r | u | <i>g</i> | b | y | | | | | | |
| | 7.s | k | <i>a</i> | t | e | | | | | | |
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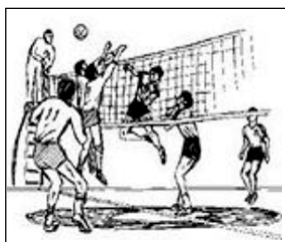
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7.



8.



9.



▣▣▣▣► WHILE-READING TASKS

I. Read the dialogue and complete it.

- *Bob*: Hello, Sam! How are you?
- *Sam*:
- *Bob*: Fine, thank you. Let's play.
- *Sam*:
- *Bob*: I can play football. And you?
- *Sam*:
- *Bob*: Great! I can play hockey, but I can't play badminton. I can run and skate. And you?
- *Sam*:
- *Bob*: Oh, I see, you like sport.

▣▣▣▣► PHRASES TO BE INSERTED:

- ✓ Yes, I can run and ski well.
- ✓ Fine, thank you. And you?
- ✓ I can't play football, but I can play hockey and badminton.
- ✓ With great pleasure.

▣▣▣▣► THE DIALOGUE

Bob: Hello, Sam! How are you?

Sam: Fine, thank you. And you?

Bob: Fine, thank you. Let's play.

Sam: With great pleasure.

Bob: I can play football. And you?

Sam: I can't play football, but I can play hockey and badminton.

Bob: Great! I can play hockey, but I can't play badminton. I can run and skate. And you?

Sam: Yes, I can run and ski well.

Bob: Oh, I see, you like sport.

▣▣▣▣► POST-READING TASKS

I. Look at the words below and try to guess whose things they are:

| | |
|--------------|--------------|
| club | club |
| trainers | racket |
| ball | trainers |
| skates | skis |
| (Bob) | (Sam) |

II. Answer the questions:

- ✓ Whose are these things?
- ✓ Prove your point of view.

Model: I think Bob has got a ball because he can play football.

III. Complete the table. Put «+» if the boy can do it and «-» if he can't.

| | Bob | Sam |
|----------------|------------|------------|
| play football | + | - |
| play hockey | + | + |
| play badminton | - | + |
| run | + | + |
| skate | + | - |
| ski | - | + |

IV. Find the difference and the similarity between Bob and Sam.

Model:

- Bob can.... and Sam can't.....
- Bob and Sam can.....

V. Group Work.

- ✓ Make up stories about Bob and Sam.

VI. Make up a story about yourself.

- ✓ Are you a sportsman?

Text 5
Topic «TELLING STORIES»

▣▣▣▣► PRE-READING TASKS

I. Answer the question:

✓ Have you ever found yourself in an unusual situation?

II. Describe your feelings at that time.

▣▣▣▣► WHILE-READING TASKS

I. Read the text and complete the sentences.

The Bedes liked the house which they had bought three weeks before. It stood on the hill and was (1) perfect condition. «Now I feel quite happy,» Gwen said. «We have been living in the house for three weeks and I am getting more and more (2.....) of it. I think I will be able to live in the house all my future life.» James liked their new house too. He often sat in the old armchair looking into the fire. These were the happiest minutes in his life. He watched logs burning in the fire and thought he would be able to sit like that for a long time.

The Bedes had been in the house for 22 days when their first post arrived. The postman brought three large envelopes. There was a letter (3....) Gwen's sister. Gwen hoped to read it after the postman went (4.....), there were business papers for James in the second envelope, the third envelope was addressed to Mrs. Alison Ray. Gwen wanted to give that letter to the postman but the (5.....) said that as the address was written correctly somebody might call on it latter. He asked the Bedes to (6.....) the letter for some days. He promised to return at the end of the week and said he would take the letter to the post-office if nobody asked for it.

Gwen left the letter on the hall table but the following morning it disappeared. Gwen decided that James had hidden it and asked if he hadn't touched the letter. «Who has taken the letter then? What will we tell the postman when he comes? What does it all mean?» worried Gwen.

- | | | |
|------------|---------------|-----------|
| 1. A. in | B. on | C. at |
| 2. A. keen | B. interested | C. proud |
| 3. A. of | B. about | C. from |
| 4. A. to | B. away | C. off |
| 5. A. last | B. latter | C. latest |
| 6. A. keep | B. hold | C. leave |

(Keys: A, C, C, B, B, A)

II. What title can you give to the text?

III. The pupil retold this story and made 10 mistakes. Find and correct them please.

The Bedes liked the beautiful house which they had bought three weeks before. It stood on the *meadow* and was in perfect condition. Gwen was happy and proud of the house. James liked their new house too.

He often sat on the old *sofa* looking into the fire. These were the happiest minutes in his life. He watched logs burning in the fire and thought he would be able to sit like that for a long time.

The Bedes had been in the house for 22 days when their first post arrived. The postman brought three *small* envelopes. There was a letter from Gwen's *cousin*. Gwen hoped to read it after the postman went away, there were business papers for *Gwen* in the second envelope, the third envelope was addressed to Mrs. Alison Ray. Gwen wanted to give that letter to the postman but *James* said that as the address was written correctly somebody might call on it later. The postman asked the Bedes to keep the letter *till the next day*. He promised to return at the end of the week and said he would take the letter to the *police station* if nobody asked for it.

Gwen left the letter on the *kitchen* table but *two days later* it disappeared. Gwen decided that James had hidden it and asked if he hadn't touched the letter. She didn't understand what was happening and didn't know what to say to the postman.

▣▣▣➤ **POST-READING TASKS**

I. Make up a dialogue between Gwen and the postman when he brought letters.

II. The story is unfinished. Make up three endings of this story:

- ✓ an ordinary one;
- ✓ a detective one;
- ✓ a mystic one.

III. Imagine you are Gwen. Write a letter to your sister describing the events in your new house.

Text 6

Topic «GENEALOGY»

▣▣▣► PRE-READING TASKS

I. Answer the questions:

- ✓ What is genealogy?
- ✓ What does it deal with?

Genealogy is the study of family history, including the study of who the ancestors of a particular person were.

II. Answer the questions:

- ✓ Have you ever drawn your family tree?
- ✓ What are the reasons for your being interested in this topic?

▣▣▣► WHILE-READING TASKS

Genealogy, or researching your family tree, is a hobby that can rapidly develop into an obsession. Before you start looking for your own ancestors, read this advice from genealogist Maria McLeod.

1. The first question to ask is why you want to research your family tree. Genealogy is not about discovering that you are the heir to the throne of an unknown country. It's about finding out more about yourself. For most people the important question is «Why am I like I am?»

You might not look like other members of your immediate family and you want to know where your green eyes or curly hair come from. You may be curious about why you have such a quick temper or are utterly hopeless at mathematics. You may even be suffering from a medical condition and want to know something in your genetic make up has caused it.

2. Another common motive for researching your family tree is that you plan to visit the place that your ancestors came from and you secretly hope that you will find some long lost cousins with whom you can share your memories. There can be few more exciting things than meeting a distant cousin who is living on the other side of the globe and finding that she looks just like your younger sister.

But you should also bear in mind that they may not necessarily want to have anything to do with you. Sometimes there are skeletons in the cupboard that you and your branch of the family are unaware of but which are still fresh in the minds of your more distant relatives.

3. This brings up an important aspect of this kind of research that some people do not anticipate. Of course you want to find out about yourself and what makes you «you», but you may not be so keen on discovering some unpleasant facts about your relatives.

Your ancestors were human beings too and there is no reason to expect them to have led blameless lives. It is all part of your own history, after all, and if you are going to do the research, you should accept this fact and understand that you cannot change it.

4. Once you are clear about your motives, you need to take a moment to think about just how many ancestors you might have and how far back you intend to go. You have, no doubt, thought about your parents' parents and your parents' parents and your parents' parents' parents: you may even know quite a bit about them.

But go back ten generations and the picture becomes much more complicated. To begin with, many more people are involved. You can work it out for yourself. You may be descended from no fewer than 1024 people through ten generations and that means there are a lot of different individuals to trace and stories to check. This can mean that you spend hours going through official records, either in person at the records office or on the Internet. Are you prepared for such a huge task?

5. Simply starting the search can be overwhelming and right now you are probably asking yourself «Where do I begin?» I have prepared a report which will put you on the right path to finding your family history. When you get this report, you will have step-by-step method to follow. The report tells you where to begin and what kind of items you are searching for.

It will also provide you with a great way to organize what you find so that future generations will benefit from your search. There will be

dead ends and false trails that will have you tearing your hair out but once you start to experience a little success, you will be hooked. And, with my report, you will experience success. I guarantee it.

I. Find the words or phrases that mean the following:

- a) resemble;
- b) combination of biological qualities;
- c) reason for doing something;
- d) shocking and secret events;
- e) without any faults;
- f) find;
- g) searching thoroughly;
- h) very large;
- i) a point from which you can't continue;
- j) unable to stop doing something because you like it so much.

(Keys: look like, genetic makeup, motive, skeletons in the cupboard, blameless, trace, going through, huge, dead end, hooked)

II. Choose the best title from the list below:

- A. Uncovering family secrets: do you care?
- B. The science of genealogy: new developments.
- C. A step-by-step guide to researching your family tree.

(Keys: A)

III. Answer the multiple-choice questions:

1. What is Maria McLeod's first piece of advice to people researching their family tree?

- A. «Don't expect to find out that you are a member of a royal family».
- B. «Be prepared to find out disturbing things about yourself».
- C. «Don't expect to like your relatives in other parts of the world».
- D. «You may find you have serious health problems you didn't know about».

2. According to Maria McLeod, which of the following is not a valid reason for researching your family tree?

- A. You think you may have a hereditary illness.
- B. You want to know if any of your ancestors looked like you.
- C. You suspect you may have royal relatives.

- D. You think you may have a similar character to your ancestors.
- 3. Why might some relatives be reluctant to meet you?**
- A. You bring back bad memories for them.
 - B. You remind them of their younger relatives.
 - C. They think they might have to tell you family secrets.
 - D. They suspect you of having wrong motives.
- 4. You might have to accept that your ancestors:**
- A. did not want to be found out;
 - B. were not like you at all;
 - C. were rather unpleasant;
 - D. did some things that were wrong.
- 5. What does Maria McLeod assume that the reader has already done?**
- A. Found out about their family ten generations ago.
 - B. Considered the three previous generations.
 - C. Decided how far back in time they want to go.
 - D. Asked their parents about their grandparents and great grandparents.
- 6. What does the word «it» refer to?**
- A. How far you should go in your research.
 - B. How many people you are descended from.
 - C. Why doing genealogical research is so complicated.
 - D. When the tenth generation were alive.
- 7. Why might you think twice about researching your family tree?**
- A. You already know about your great grandparents.
 - B. Going back ten generations is too far.
 - C. You don't have time to do it.
 - D. You have a lot of relatives.
- 8. Maria McLeod has written the article to**
- A. Encourage people to research their family history.
 - B. Put people off researching their family's past.
 - C. Share an experience of researching the past.
 - D. Promote instructions on genealogy research.

(Keys: A, C, A, D, B, B, C, D)

IV. Discussion. Find the reasons for taking interest in researching a person's family tree in the text and compare them with those you have mentioned before yourself.

(Keys: find more about yourself, -be curious about your appearance (character), -be interested in the reasons of your medical condition, -visit the place that your ancestors came from, -find lost relatives)

V. Discussion. What can disappoint you in your research?

(Keys: -your relatives don't want to have anything with you, -skeletons in the cupboard that are still fresh in the minds of your distant relatives, -discovery of some unpleasant facts about your relatives)

VI. Discussion. What problems can occur?

(Keys: -too many individuals to trace and stories to check, -the necessity to go through official records)

VII. Discussion. How can the report help you?

(Keys: -you will have a step-by-step method to follow)

▣▣▣▶ **POST-READING TASKS**

I. Project Work.

- ✓ Draw your family tree. Comment on it.

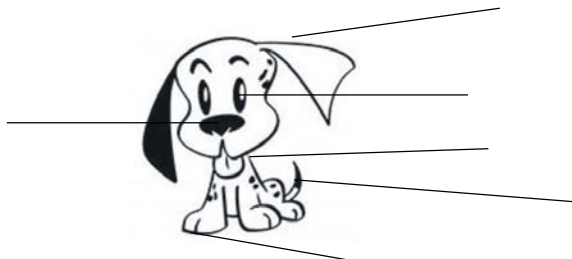
Text 7
**Topic «A BARKING
DOG DOESN'T BITE»**

▣▣▣▣► PRE-READING TASKS

I. Answer the question:

- ✓ What animals can be pets?

II. Look at the picture of the dog and write down the names of the parts of its body:



III. What does a dog do?

- ✓ wag — вилять хвостом;
- ✓ bark — лаять;
- ✓ roar — рычать;
- ✓ bounce — прыгать;
- ✓ sniff — нюхать;
- ✓ whine — скулить.

IV. Complete the sentences using the words mentioned above.

Spike is a very good dog. It alwaysits tail when it meets people. When Mum comes from the shop it..... her bags andaround her. It is very kind, it neverand..... butwhen it is alone. It hates to be alone.

(Keys: wags, sniffs, bounces, barks, roars, whines)

▣▣▣▣► WHILE-READING TASKS

One day Mike and his father want to go to the park.

«Mike,» says father, «Let's go for a walk».

«It is great!» Mike is happy. He likes to go to the park with his father. «I'd like to go to the park with great pleasure,» says Mike. He can skate, play snowballs in the park. Father likes to play hockey or ski. They have a lot of fun there.

Mike and his father are in the park. Suddenly they see a big black dog. The dog sees the boy and begins to bark. Mike is afraid of the dog. He wants to go home. His father says, «Don't be afraid, Mike. You know the proverb: A barking dog doesn't bite».

«Oh, yes,» says Mike. «I know the proverb, you know the proverb. But does the dog know the proverb?»

I. Agree or disagree.

- a) Mike and his mother want to go to the park.
- b) Mike doesn't like to go to the park.
- c) It's summer.
- d) The boy meets a dog in the park.
- e) The dog is big and black.
- f) The boy is afraid of the dog.
- g) The man is afraid of the dog.

II. Put the sentences in a logical order.

- a) Mike likes to go to the park with his father.
- b) Mike is afraid of the dog.
- c) The dog sees the boy and begins to bark.
- d) The father likes to play hockey or ski.
- e) One day Mike and his father want to go to the park.
- f) «Let's go for a walk to the park», father says.
- g) Suddenly they see a big black dog.
- h) «Don't be afraid of the dog,» says father.

▣▣▣▣► POST-READING TASKS

I. Answer the question:

- ✓ Why did the dog bark?

Give your suppositions, begin with maybe, perhaps.

(Keys: *-it wanted to frighten the boy, -it wanted to greet the boy, -it was afraid itself*)

II. Retell the story as if you were the boy's father.

Text 8
Topic «SPORT-II»

III► PRE-READING TASKS

I. Comment on the following statement and answer the question:

✓ What is sport to everyone? «Sport matters to us all: to individuals, to families. It brings people together for a common aim. We know sport offers friendship, rivalry, challenge and employment. And we know most of all that sport isn't just being healthy, sport is fun — one of the good things in life.

II. Use the phrases expressing your opinion:

- ✓ I think (that perhaps);
- ✓ I hope;
- ✓ what I mean is;
- ✓ in my opinion / view;
- ✓ that's a good idea but I prefer;
- ✓ yes, that's a good point. I agree with that;
- ✓ I am not sure about that;
- ✓ I am not sure, but it seems to me that;
- ✓ you've got a different opinion, haven't you?
- ✓ to my mind;
- ✓ to my way of thinking;
- ✓ I can't but agree with;
- ✓ on the one hand.....on the other hand;
- ✓ it goes without saying;
- ✓ obviously;
- ✓ I'd like to add that;
- ✓ personally, I believe that;
- ✓ well, I feel that;
- ✓ well, I can't say for certain, but it seems to me.

Supposed answers:

- ✓ sport is health;
- ✓ helps to stay in good shape;
- ✓ makes people's bodies attractive;
- ✓ keeps them fit, healthy;
- ✓ makes them organized and better disciplined in their life activities;
- ✓ builds the character;
- ✓ entertains people, brings pleasure and joy;
- ✓ provides a certain kind of moral education.

III. Nowadays dangerous sports have become very popular. Here is a list of some of them:

- ✓ adventure racing;
- ✓ snowshoeing;
- ✓ boardsailing;
- ✓ ballooning;
- ✓ barefoot water skiing;
- ✓ bungee jumping;
- ✓ climbing an artificial climbing wall;
- ✓ caving, extreme motocross;
- ✓ free diving;
- ✓ skydiving;
- ✓ mountain climbing;
- ✓ open water swimming;
- ✓ steep skiing;
- ✓ scuba diving;
- ✓ speed skiing;
- ✓ snorkeling;
- ✓ surfing.

IV. Classify the sports given above into air sports, land sports and water sports:

| Air sports | Land sports | Water sports |
|------------|-------------|--------------|
| | | |
| | | |
| | | |
| | | |

V. Read the text about one of the extreme kinds of sports — surfing.

III ➔ WHILE-READING TASKS

I. Fill in the correct word from the list below:

to learn, powerful, to be, to do, to miss, to catch, to have, to love, weather, deep, strong, unspoilt.

1.....waters; 2.waves; 3.....exercise; 4.....the opportunity; 5.....forecast; 6.....in search of smth; 7.....a wave; 8.....paradise; 9.....the technique; 10.....talent; 11.....adventure; 12 a..... swimmer.

II. Answer the questions:

- ✓ What qualities should serious surfers have? (*Bravery, a love for adventure and lots of energy.*)
- ✓ What is a surfer's greatest disappointment? (*To miss the opportunity to surf in the best weather conditions.*)
- ✓ What places are great for surfing? (*Hawaii, Brazil, Japan, Hong Kong, South Africa, the Canary Islands and Cornwall.*)
- ✓ Is it easy to learn how to surf? (it needs a lot of practice)
- ✓ What equipment does a surfer need? (*A wet suit and a surfboard.*)

III. Choose the most suitable headings from the list for each part of the text.

- A. Finding the waves.
- B. Surfers love the crowds.
- C. Surfing-it's addictive.
- D. Little equipment and a good trainer.
- E. Never easy — but always enjoyable.
- F. The international sport.
- G. Learning from previous generations.
- H. Two essentials: strength and fearlessness.

(Keys: 1—C, 2—A, 3—F, 4—H, 5—D, 6—G, 7—E)

SURF'S UP!

Riding the waves can be the thrill of a lifetime. But what does it take to become a surfer?

1. If you have ever dreamt about incredibly big seas with huge powerful waves crashing onto sandy beaches, then you should definitely think about learning to surf. It's the most exciting watersport there is. Serious surfers must be very brave, love adventure and have lots of

energy. Once they've experienced the excitement of a ride on top of the waves, they never want to stop.

2. Surfers say they feel it's the only place to be. Many travel around the world searching for the perfect wave, moving from one surf festival to another and checking weather forecast to see where the really exciting waves are expected next. Some even carry pagers which beep when there are weather reports of perfect conditions. A surfer's greatest disappointment would be missing the opportunity to surf in the best weather conditions.

3. Hawaii is where the sport began — the place which most surfers see as their «true home». They love nature and the excitement you get from the deep waters. Enormous waves crash along mile after mile of beautiful sand, and every surfer dreams of experiencing surfing in Maui or Oahu. Other great surfing locations include Australia, the west coast of the US, the Caribbean, Brazil, Japan, Hong Kong, South Africa, the Canary Islands, and Cornwall. Experienced surfers are always in search of the best waves in some totally unspoilt paradise that hardly anyone has heard of.

4. It takes time for a beginner to learn the technique, but during a long hot summer, who minds practicing? The professionals, of course, are in the sea every day, then come back onto the beach to do some exercises with weights. You need to be a strong swimmer with good balance and plenty of courage to be an expert surfer.

5. You can surf almost anywhere in any weather if you are wearing a wet suit. All you need to do is choose a surfboard and you're ready to go — hopefully into big waves that are warm, with an experienced teacher to lead you. You don't need to wear a wet suit in summer, but many surfers keep them on all the time since they can protect you from the hot sun as well as from cold water.

6. It can take a few weeks or it can take a whole summer for you to learn to catch a wave at the right moment, stand up on your board and stay there. It's an amazing feeling when you look down and see your feet on the board and realize you are finally standing up on the sea, even if you aren't steady. Professional surfers look as if they learned to surf as soon as they could walk. For example, Shane Powell, an Australian professional, watched videos of Australian surfing heroes like Peter Townsend, Barton Lynch and Tom Carroll as he was growing up. He says, «As a boy I'd watch those surfers and just imagine myself riding the waves.» Powell seems to move over the sea without any difficulty. He first practiced on small waves, but

clearly had talent. By the age of 17 he was touring with the world's best surfers, and now, at 23, he practices every day and an even younger generation of surfers study videos of him in action.

7. Simply watching great surfers will make you want to try the sport. If you do try it, you'll find muscles you never knew you had; you may begin to think you might never get it right, but you'll have a lot of fun.

▣▣▣▣ POST-READING TASKS

I. Fill in the gaps in the summary.

SURFING

Surfing is the most exciting watersport there is. Serious surfers must be brave, love _____1_____ and have lots of energy. Many surfers travel around the 2 _____2_____ going to surf festivals. Some surfers carry pagers which beep when there are _____3_____ reports of perfect conditions. Surfers are always in search of the best waves in an unspoilt _____4_____. Professionals are in the _____5_____ every day and do exercises with _____6_____. You don't need to wear a _____7_____ in summer, but it can protect you from the hot _____8_____ as well as from cold _____9_____. Professional surfers look as if they learnt to surf as soon as they could _____10_____

(Keys: 1 — adventure; 2 — world; 3 — weather; 4 — paradise; 5 — sea; 6 — weights; 7 — wet suit; 8 — sun; 9 — water; 10 — walk)

II. Answer the question:

✓ What is necessary to go in for this or that kind of sport?

(Keys: suitable weather; equipment; skills; wish; a suitable place; a tutor (for a beginner); money)

III. What is necessary to go in for surfing?

IV. Group work:

✓ create rules for a surfer-beginner.

Text 9

Topic «PREDICTING THE FUTURE»

▣➡ PRE-READING TASKS:

I. Answer the question:

- ✓ Do you believe in predictions?

II. Match the sentence halves:

1. If you put a coin under your heel at the exam...
2. If a black cat crosses your way ...
3. If you whistle a lot...
4. If you are a girl and resemble your father...
5. If you meet a woman with an empty bucket ...

- A. You will not have money.
- B. You will be happy in your life.
- C. You won't be lucky today.
- D. You will have troubles.
- E. You will get an excellent mark.

(Keys: 1—E, 2—C, 3—A, 4—B, 5—D)

III. Can you illustrate any of the predictions mentioned above with an example from your own experience?

▣➡ WHILE-READING TASKS

PREDICTING THE FUTURE

A. *Arthur C. Clarke*

Arthur C. Clarke began writing science fiction in the 1930s. Many ideas and elements from his stories, which are set on space stations and distant planets, have become reality here on Earth. For example, in a novel he wrote in 1951, Clarke predicted the 1969 Moon landing, though he suggested that this would probably not occur until 1978.

Sometimes his abilities to see into the future are uncannily (1) accurate. The orbit for communications satellites is named after him because in 1945 he suggested precisely where it should be located. Nevertheless, Clarke does not believe that he — or anybody else for that matter — can see into the future. Instead, he says, he simply tries «to outline (2) possible «futures» while pointing out that totally unexpected inventions or events can make any forecasts absurd after a very few years».

In 1999, he did make a list of some of the events that he thought might happen during the 21st century. Most of these were positive developments because he believes that it is always better to be optimistic about the future.

B. Jules Verne

Before he died in 1905, Jules Verne wrote almost 60 novels in which he described a world very like the one we live in today. He predicted inventions such as planes, movies, guided missiles, submarines, air conditioning and the fax machine. Between 1865 and 1870, Verne wrote two novels about space exploration in which an aluminium craft launched from central Florida achieves a speed of 24500 miles per hour, circles the Moon and splashes down in the Pacific.

A century later Apollo 8, made of aluminium and traveling at 24500 miles per hour, did just that. Of course, not all of what Verne predicted has actually become a reality. For example, in *Propeller Island* he wrote about a 10-square-mile island that could be moved from one part of the world to another. He was right about the submarine, though, to the astonishment of his contemporaries (3). He dismissed their claims that he could see into the future saying that nothing he wrote about was «beyond the bounds of actual scientific knowledge».

C. Michel de Nostredame (Nostradamus)

Nostradamus has been given credit for prophesying dozens of important historical episodes, most recently the destruction of the World Trade Center towers in September 2001. Born in 1503 into a wealthy family, he left home in 1522 to study medicine. He then worked as a physician and invented some effective medicines for the treatment of the bubonic plague. Perhaps as a result of the tragic loss of his wife and children to the plague in 1538, he spent the rest of his life formulating prophecies.

Nostradamus claimed an angelic spirit helped him understand the relationship between the movements of the stars and planets and

what occurred on Earth. Over the years, Nostradamus followers (4) have noted hundreds of instances where his book «The Centuries», apparently describes modern events.

Critics say that the way Nostradamus wrote is very vague and imprecise and that his prophecies are of deaths, wars and natural disasters, which, unfortunately, occur again and again throughout history. This makes it easy for people to find what seem like connections between his writings and actual events.

D. Edgar Cayce

Edgar Cayce made his name in the first half of the last century as a psychic healer and clairvoyant. According to his followers, he predicted the two world wars and the stock market crash of 1929. More disturbing still were prophecies of geological upheavals (5) that would lead to the destruction of whole areas of the United States' coastline sometime before 1998. Cayce was from a humble (6) background and left school when he was still very young.

He claimed that his ability to heal and see into the future came to him via a vision of a winged figure clothed in white. Many people believe Cayce's explanation for his abilities because they consider that such a simple person could not have known many of the things he mentioned in his diagnoses and predictions. Nevertheless, as critics point out, he worked in a bookshop for several years and as a voracious (7) reader. He would inevitably have acquired a good knowledge of a range of subjects during that time.

I. Look at the numbered words and phrases in the text. Which of these definitions best fits each one?

1. A. strangely;
B. not completely.
2. A. give general information without going into detail;
B. make absolutely clear
3. A. members of his family;
B. people living at the same time.
4. A. people who were born later;
B. people who admire him.
5. A. great changes and movements;
B. improvements.
6. A. not rich or of high status;
B. famous.
7. A. inefficient;
B. very keen.

(Keys: A, A, B, B, A, A, B)

II. Tick the events that are mentioned in the text:

- ✓ the events of September 11, 2001;
- ✓ the invention of the mobile phone;
- ✓ the tsunami in December, 2005;
- ✓ the Moon landing;
- ✓ the Assassination of John F. Kennedy;
- ✓ the economic crisis of 1929;
- ✓ the invention of the submarine;
- ✓ world War I and II.

III. Choose from the people (A-D) for the questions below.

Which person:

1. Had formally studied a science?
2. Surprised other people by predicting an invention?
3. Made use of astrology in his predictions?
4. Said that it is impossible to make accurate predictions?
5. Only used scientific facts to make predictions?
6. Gave his name to a scientific development?
7. Had a job that helped him learn what he needed to know?
8. Predicted good things that might happen?
9. Used language that is easily misinterpreted?
10. Was exactly right about an important scientific event?
11. Only predicted bad things?
12. Wrote a book?
13. Had very little formal education?
14. Was accurate about an event but wrong about the date?
15. Predicted a terrible event that has not occurred?

(Keys: 1—C, 2—B, 3—C, 4—A, 5—B, 6—A, 7—D, 8—A, 9—C, 10—B, 11—C, 12—C, 13—D, 14—A, 15—D)

IV. Fill in the table:

Name.....

| A made prediction | Date of the prediction | In what way does it exist now? | Date of the appearance |
|-------------------|------------------------|--------------------------------|------------------------|
| | | | |

III► POST-READING TASKS

1. Project work.

- ✓ My future as I see it.

Text 10

Topic «LEONARDO DICAPRIO»

PRE-READING TASKS

I. Answer the questions:

- ✓ Do you like going to the cinema?
- ✓ What films do you prefer?
- ✓ Do you have a favourite actor?

II. Do you recognize this actor? What do you know about him?

III. Describe his appearance, use the following phrases:

- ✓ delicate features,
- ✓ intense blue eyes,
- ✓ a devastating smile and a trendy crop of blond hair,
- ✓ rather girl-like face balanced by a slim 6-feet frame.

WHILE-READING TASKS

I. Work in pairs. One person reads Text A and the other person reads Text B.



TEXT A

His full name is Leonardo Wilhelm DiCaprio. He was born on 11 November,.....in Los Angeles, California. It's no secret that Leo's one true love is.....Her name is Irmelin (she's.....) and she raised him on her own since he was a year old.

He is a famous actor himself and he has starred in.....films since 1993 but he admires other actors, especially Robert DeNiro, Jack Nicholson and Meg Ryan. Leo likes reading and his favourite book is «The Old Man and the Sea» by Ernest Hemingway. He loves.....and he is keen on Pink Floyd, The Beatles and Led

Zeppelin. Leo's favourite colours are.....and he is fond of basketball and baseball. He enjoys spending free time with.....

TEXT B

His full name is Leonardo Wilhelm DiCaprio. He was born on November 11, 1974 in, California. It's no secret that Leo's one true love is his mother. Her name is (she's German) and she raised him on her own since he was a year old.

He is a famous actor himself and he has starred in nine films since but he admires other actors, especially Leo likes reading and his favourite book is by Ernest Hemingway. He loves pasta and lemonade and he is keen on Leo's favourite colours are black and purple and he is fond of basketball and baseball. He enjoys spending free time with his friends.

II. Ask questions about the missing information about Leonardo DiCaprio and fill in the gaps in the texts.

III. What information about the actor is mentioned in the text?

Family life, education, nickname, life prospects, career, hobbies, likes and dislikes, appearance, age, star sign.

IV. Fill in the table:

| | |
|--------------------|--|
| Name | |
| Nickname | Leo, Noodle |
| Star sign | Scorpio |
| Age | |
| Family life | |
| Appearance | |
| Education | dramaclasses, work on TV at 16 |
| Career | <i>Titanic, Man in the Iron Mask, Gangs of New York, Aviator, Great Gatsby, Romeo and Juliet</i> |
| Hobbies | |
| Likes and dislikes | |

▣► POST-READING TASKS

I. Pair Work:

✓ Imagine you are a TV reporter. Interview Leonardo DiCaprio.

II. Write a report about Leonardo Di Caprio to the newspaper.

ТЕКСТЫ ДЛЯ КОНТРОЛЯ СФОРМИРОВАННОСТИ УМЕНИЙ ЧТЕНИЯ

Text 1

TIME FOR COFFEE

(Read the article about the history of coffee drinking and write down the correct answer a, b, c or d)

The story of coffee drinking is one of the greatest and most fascinating in history. Millions of coffee drinkers worldwide cannot imagine life without a cup of aromatic coffee in the morning. Coffee is a natural stimulant which makes us feel more awake, alert and ready to concentrate.

The qualities of mocca, as coffee was once known, were first discovered in Ethiopia more than thousand years ago. However, it was not Africans but Turks and Arabs who actively encouraged coffee drinking. The habit of coffee drinking quickly spread throughout the Arab world, where coffee won a reputation as the wine of Islam.

Coffee was first grown in Yemen. It was popular with Turks who served the drink to visiting Italian merchants. In 1615 traders from Venice brought coffee to Europe, where it was originally sold as medicine. By the end of the sixteenth century coffee was drunk in major European cities from Paris to London. Now, around the world there are different methods of preparing coffee, for example, in Turkey coffee is traditionally boiled three times while Italians are the inventors of espresso and cappuccino.

We drink coffee because of its aroma, taste and stimulating effect. However, extensive consumption of coffee may be harmful to our health, for instance, it may increase one's blood pressure or make one's heart beat irregularly. Fortunately, new brands of coffee have

been appearing on the market recently. As they do not contain substances harmful to health, many people will not have to give up their coffee-drinking habits.

1. ***Coffee was discovered:***
 - a) in Europe;
 - b) in Africa;
 - c) in Asia;
 - d) in America.
2. ***Coffee drinking was popularized by:***
 - a) the Ethiopians;
 - b) the Italians;
 - c) the Turks;
 - d) the Africans.
3. ***Coffee was first grown:***
 - a) in Italy;
 - b) in Turkey;
 - c) in Yemen;
 - d) in Brazil.
4. ***In Europe, coffee was popular as:***
 - a) a medicine;
 - b) the wine of Islam;
 - c) a natural stimulant;
 - d) tasty stimulant.
5. ***New brands of coffee:***
 - a) are as harmful as the original mocca;
 - b) are less harmful than regular coffee;
 - c) may influence our concentration ability;
 - d) may influence our thinking ability.

(Keys: 1—b; 2—c; 3—c; 4—a; 5—d.)

Text 2

THE GREAT WALL OF CHINA

(Read the text and write down the correct answer a, b, c or d)

The Great Wall of China is the only man-made construction that can be seen from space. It is 6000 kilometres long. It runs along China's northern border and has an unusual shape. It looks as if its architects did not have any special plans. It looks like a snake or a long road. Nobody knows why its shape is like this but legend states that it

was built to imitate the movements of a dragon — a popular religious symbol in China.

The section of the Wall visited by most tourists is at Badaling Pass near Peking. Here, the building material is grey granite blocks, 6 metres high. On both sides of its roof, there are low walls which protect you from falling off the Wall. In the middle, there is a road which is wide enough for five horses running side by side. Other sections of the Great Wall are built of various materials, often of poor quality, for example of wood or sand depending on whether the wall crossed deserts, plains or the country.

The people who were forced to build the Great Wall were often those who could not pay their taxes, prisoners of war and criminals. There were about one million slaves working on the wall. They lived in poor conditions, in places called work camps. They worked without clothes during the summer and they wore only animal skins in the winter. They often died of disease and hunger. Those who died were often buried in its foundations, making the Wall the «world's longest cemetery».

There are still many of the original 25000 towers left. They are about 12 metres high the distance between two neighbouring towers is over 200 metres. The army usually lived in these towers. In the period of the Wall's glory almost a million men stayed there.

Today the Great Wall is one of China's tourist attractions. Where else in the world can you see something built by man over twenty-two centuries ago?

1. *The Great Wall of China looks like*

- a) a snake;
- b) a snake or a road;
- c) a snake or a river;
- d) a snake or a dragon.

2. *Some sections of the Wall are built of*

- a) bricks and sand;
- b) sand and glass;
- c) sand and wood;
- d) wood and granite blocks.

3. *The slaves worked on the wall*

- a) only in summer;
- b) during the summer and the winter;
- c) during the winte;
- d) at night

- 4. Most people who worked on the Great Wall died of**
- a) exhaustion;
 - b) hunger;
 - c) disease and exhaustion;
 - d) disease and hunger.
- 5. In the towers of the Great Wall there lived about one million**
- a) slaves;
 - b) workers;
 - c) tourists;
 - d) men.

(Keys: 1—b; 2—c; 3—b; 4— d; 5—d)

Text 3

WHY DON'T WE ALL LAUGH AT THE SAME THINGS?

(Read the text carefully. Choose a), b), c) or d) for questions 1—5 after the text)

Experts say that several obvious differences in people affect what they find humorous. The most significant seems to be age.

Infants and children are constantly discovering the world around them. A lot of what goes on seems ridiculous and surprising, which strikes them as funny. What's funny to a baby consists of short and simple concepts. Children — much to their parents' disappointment — also appreciate jokes where cruelty is present and what we refer to as «toilet humour». Psychologists claim that to children, dealing with bodily functions is simply another way of exploring their new environment.

The pre-teen and teenage years are, almost universally, tense and rebellious. Lots of teens laugh at jokes that focus on sex, food, authority figures etc. It is a time of life when you lack confidence, so young people often use humour as a tool to protect themselves or to feel superior.

As we mature, both our physical bodies and our attitudes towards life and the world grow and change. Since there is a certain amount of intelligence involved in 'getting' a joke, our sense of humour becomes more developed as we learn more. By the time we have matured, we have experienced much of life, including tragedy and success. In keeping with these experiences, our sense of humour is more

sophisticated. We laugh at other people and ourselves in shared common embarrassment. The adult sense of humour is usually characterized as cleverer, more tolerant and less judgmental about the differences in people. The things we find funny as a result of our age or developmental stage seem to be related to the stressful experiences we go through during this time. Basically, we laugh at the things that stress us out.

Another factor that affects what we find funny is the culture or community from which we come. It is the fact of life that culture and community provides lots of stories for jokes. There are economic, political and social issues that are easy to laugh about, but only the people living in that culture may understand it. For example, a joke from a small country might not have universal appeal because it would be so little understood. The big, influential, much-observed United States might be the exception to this rule. Thanks to media and movies, most people around the world know what is going on here. So jokes about a situation in the United States can be enjoyed pretty much across the globe.

When people say «that's not funny», the theorist Veatch says they mean either «It's offensive» or «So, what's the point?» For someone to find a joke or situation offensive, they must be attached to the principle or person being ridiculed or put down in the joke. So racist and sexist jokes are offensive to many people who feel strongly about fighting prejudice in the world. According to Veatch, when someone says, «So, what's the point?» it indicates the presence of a moral or emotional attachment or commitment to the joke's «victim».

1. *What do children not find amusing?*

- a) jokes of cruelty;
- b) toilet humour;
- c) jokes on authority figures;
- d) jokes on famous people.

2. *Why is the adult sense of humour cleverer?*

- a) because of life experience;
- b) because of intelligence;
- c) because of physical growth;
- d) because of their position in the society.

3. *What do adults most often laugh at?*

- a) tragedy and success;
- b) differences in people;

- c) stressful things;
 - d) other people's behaviour.
- 4. *Where are cultural jokes best understood?***
- a) in the United States;
 - b) in the community from which that joke comes;
 - c) in small countries;
 - d) everywhere.

5. *According to theorist Veatch, when may people find a joke offensive?*

- a) when it deals with racist issues;
 - b) when it deals with sexist issues;
 - c) when they are prejudiced against the joke-teller;
 - d) when they identify with the one who suffers in the joke.
- (Keys: 1—c; 2—a; 3—c; 4—b; 5—d)*

Text 4

EVELINE

(Read the text carefully. Choose a), b), c) or d) for questions 1—5 after the text)

Her time was running out, but she continued to sit by the window, leaning her head against the window curtain, inhaling the odour of dusty cretonne. Down far in the avenue she could here a street organ playing. She knew the air. Strange that it should come that very night to remind her of the promise to her mother, her promise to keep the home together as long as she could. She remembered the last night of her mother's illness; she was again in the close, dark room at the other side of the hall and outside she heard the melancholy air of Italy. The organ-player had been ordered to go away and given sixpence. She remembered her father strutting back into the sick-room saying: »Damned Italians! Coming over here!«

As she mused the pitiful vision of her mother's life laid its spell on the very quick of her being — that life of commonplaces sacrifices closing in final craziness.

She stood up in a sudden impulse of terror. Escape! She must escape! Frank would save her. He would give her life, perhaps love, too. But she wanted to live. Why should she be unhappy? She had a right to happiness. Frank would take her in his arms, fold her in his arms. He would save her. She felt her cheek pale and cold and, out of

a maze of distress, she prayed to God to direct her, to show her what was her duty. The boat blew a long mournful whistle into the mist. If she went, tomorrow she would be on the sea with Frank, steaming towards Buenos Aires. Their passage had been booked. Could she still draw back after all he had done for her? Her distress awoke a nausea in her body and she kept moving her lips in fervent prayer.

A bell clanged upon her heart. She felt him seize her hand.

«Come!»

All the seas of the world tumbled about her heart. He was drawing her into them: he would drown her. She gripped with both hands at the iron railing.

«Come!»

No! No! No! It was impossible! Her hands clutched the iron in frenzy. Amid the seas she sent a cry of anguish.

«Eveline! Envy!»

He rushed beyond the barrier and called her to follow. He was shouted at to go on, but he still called to her. She set her white face to him, passive, like a helpless animal. Her eyes gave him no sign of love or farewell or recognition. (*J. Joyce*)

1. What did Eveline hear sitting by the window?

- a) street noises;
- b) her father's voice;
- c) organ music;
- d) children's laughter.

2. What prevented Eveline from leaving?

- a) Eveline's memory of her mother;
- b) her sense of duty;
- c) her attitude to Frank;
- d) her illness.

3. How did she plan to leave?

- a) by bus;
- b) by boat;
- c) by car;
- d) on foot.

4. Where did Eveline and Frank plan to go?

- a) to Argentina;
- b) to Brazil;
- c) to Australia;
- d) to Italy.

5. *Why was it impossible for Eveline to run away from her family?*
- she didn't love Frank;
 - her family duty forced her to stay;
 - she felt pity for her father;
 - she was afraid to move to a new place.
- (Keys: 1—c; 2—a; 3—b; 4—a; 5—b)

Text 5

SCHOOL MEALS AROUND THE WORLD

(Read the following text about school meals in different countries. Match the statements 1—5 to the countries A—F. There is one extra country that you do not need to use)

- Meals are organized differently in primary school and in high school.
- Small children receive free fruit.
- Sweets cannot be bought at all times.
- The government makes rules about the content of the meals.
- You cannot usually choose your food unless you are on a special diet.

6. Schools serve a balanced lunch for pupils.

A. Scotland. The typical menu might offer a choice between turkey steak and two vegetables; pizza; baked potato with salmon mayonnaise; a sandwich, roll or salad. In addition, children can choose to have milk, juice, soup and bread, vegetable and fruit. Chips are still available, but no more than twice a week. Every child gets a free piece of fruit a day in their first two school years and all dining rooms provide free fresh chilled water.

B. Colombia. State schools provide either one hot meal a day: soup, rice or pasta, meat, salad and fruit juice; or a series of light snacks: at least two pieces of fruit, fruit juice, small cake and sandwich. In both cases, the amounts of calories, vitamins and nutritional content are set by the Health Ministry, and each meal must provide children with thirty-three per cent of their recommended daily intake.

C. Japan. In many primary schools meals are eaten in the classroom during the lunch break, and children clean up afterwards. Among the dishes served are tofu stew, assorted vegetables, rice, miso soup, frozen yoghurt and cartons of milk. High schools operate canteens,

which serve anything from noodles to curry, but not burgers and chips. Other children have lunchboxes, which may contain cold rice balls, grilled meat or fish, pickles and simmered vegetables.

D. Spain. Hamburgers are on the menu, but only once a week. On other days you might find omelettes, salads, chick pea stew, fish and pasta. Desserts could be natural yoghurt, orange compote or a banana. Typically there is only one option on offer, though children on special diets are catered for.

E. Australia. Meat pies, sausage rolls and hotdogs are traditional in Australia. But to fight childhood obesity, many schools use a 'traffic light' system, which limits the sale of red-labelled foods that are high in fat, sugar or salt, such as pastries, chocolate and soft drinks. Healthier green-labelled foods such as sushi, sandwiches and watermelon slices are available every day. In one school, students can choose from eighty-nine foods, including popcorn, sandwiches, spring water, milkshakes and rice crackers.

F. Sweden. Schools serve at least one cooked main dish with vegetables, bread with low fat margarine, salad, skimmed milk and water. A balanced meal should include one third meat or fish, one third pasta or rice, and one third fruit and vegetables. A typical lunch features meatballs with potatoes, cabbage rolls or fish, with a mixed salad from a buffet.

(Keys: 1—c; 2—a; 3—e; 4—b; 5—d; 6—f)

Text 6 CLOTHES

(Read these opinions (A—F) from an Internet forum about the advantages and disadvantages of school uniforms. Match them with the appropriate headings (1—6))

1. Uniforms even out differences in social background.
2. Uniforms encourage too much conformity.
3. Pupils who wear uniforms are safer from outsiders.
4. Uniforms teach respect and discipline.
5. Uniforms are expensive.
6. Uniforms do not guarantee protection from outsiders.

A. Having a certain dress code teaches you how to be part of team. You learn that you must not forget certain rules and standards.

Without school uniforms pupils have too much freedom and they sometimes answer their teachers back.

B. Schools must make sure all pupils are considered equal. When pupils all wear the same clothes, those who come from a richer background will not be able to taunt those who have less fashionable, cheaper clothing.

C. You do not have to spend a lot of money on clothes. If you know where to shop, they are quite cheap and you can look good without having to splash out on expensive brands. To buy a uniform you have to go to a particular shop that sells them and they usually cost a lot.

D. Wearing a uniform means that you belong to a group. Outsiders who want to cause trouble wear different clothes and stick out like a sore thumb. So uniforms can protest pupils.

E. Uniforms discourage individuality. Everyone has to look the same and this inhibits people from expressing themselves. This obviously has negative consequences in the classroom because the more creative pupils are less likely to shine.

F. If outsiders want to cause trouble, they easily find a way. Sometimes pupils who wear uniforms are a target for those that do not. Potential troublemakers can wait outside the school and pick a fight outside of school hours.

(Keys: 1—B; 2—E; 3—D; 4—A; 5—C; 6—F)

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Ч. Ч. Сонина, Е. Ю. Щепина

**РАЗВИТИЕ УМЕНИЙ ЧТЕНИЯ
НА РАЗНЫХ ЭТАПАХ ОБУЧЕНИЯ
АНГЛИЙСКОМУ ЯЗЫКУ**

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