**Разработка урока обучению письменной речи**

**с использованием процессуального подхода**

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**Situation: Describing a Hometown**

**Writing skills**

1. Organizing of information in description of places.

2. Recognizing and applying conventions of formal\ informal letters: organization and layout, common phrases for saluting, opening and closing.

**Language Focus**

**Grammar:** Order of adjectives, special questions, there is\are, to be, articles

**Vocabulary:** letter writing, proper names, location, site, environment, history, attractions.

**Functions:** expressing likes, expressing opinion, asking for information.

**Level**: intermediate

**Writing Letters**

**“My Hometown”**

|  |
| --- |
| Write a letter to your pen friend about your home town. |

**Discussion**  **Think of the last time you sent a letter. Who was it to? Can you**

**remember what you wrote about?**

**Parts of letters**  **Ex. 1 Look at these sentences and phrases. Some are quite formal,**

**others are informal. Which are you likely to find in letters to**

**friends? Discuss with your partner. Choose those you could use**

**in a letter to your friend.**

1. Thank you for your recent letter.
2. I refer to your letter dated July 28.
3. It was nice to hear from you recently.
4. I’m sorry, I haven’t written for such a long time.
5. Yours sincerely.
6. Dear Sir.
7. See you soon.
8. Hope to hear from you soon.
9. I thought you might be interested to hear about…
10. Love.

**Ex**.**2 Look at the sentences again. Which of them appear at the**

**beginning and which of them at the ending? Discuss with your**

**partner and finish the list below.**

BEGINNINGS ENDINGS

1. Thank you very much 1. See you soon.

for your recent letter. 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Adapted from Hopkins, Andy, Tribble, Chris (1995). *OUTLINES*. Longman, p.22 and *The First Certificate Exam*. p.112).

**Writing letters** **Ex. 3** ***LEARNING TO WRITE***. **Look at this list of the functions of**

**letters to friends. Then read the letter and label the sections of**

**the letter using the words below.**

1. Write your address on separate lines in the top right-hand corner.
2. Write the date below your address.
3. Write the first line next to the margin, followed by the comma.
4. Express pleasure of receiving your friend’s letter.
5. Respond to your friend’s news or questions. Give your news. Use separate paragraphs to deal with different topics.
6. Ask some questions.
7. Bring your letter to a close. End it with an informal greeting written near the middle of the page.

**ADDRESS DATE INFORMATION GREETING**

**CLOSING ENDING OPENING SIGNATURE**

23 Oxford Rd.

Cheltenham

Glos. GL 50 QZ

4 th August 1995

Dear Jill,

Thank you for your letter from New-York.

I really envy you going to all those exciting

places! There is no chance of a holiday for

me this year, I’m afraid. I’m saving up

to buy a car. The driving lessons are going

well and my test is booked for next month.

Wish me luck!

I havn ‘ t seen you for ages and I’d love

to hear all your news. Why don ‘t you come

down and stay one weekend ? Let me know

if | when you ‘ll be free.

Looking forward to hearing from you.

Love ,

Hazel

Adopted from *The First Certificate Exam*.p.112.

**Describing places** *The information we give in the letters is quite different. When we keep*

*in touch with friends we usually tell them our latest news- about things*

*we have done, places we have visited, people we have met. Very often*

*we want to know more about the country our friend live in or are asked*

*about our country or our hometown.*

1. ***LEARNING TO WRITE***. *When you write a description of a place you have to organize the information in a way that makes things clear to the reader. One common pattern is:*

LOCATION: Where is the town and how far is it from the nearest

well known town or city?

SITE: What sort of place was the town built in?

HISTORY: What was happened in the town up to the present?

ATTRACTIONS: What is there interesting for people in the town

(nature, sights, special features)

(Adopted from Tribble, Chris (1995) *Word for Word*, Longman. London and New York)

**Ex. 4 Work with a partner to put the correct label beside each of the**

**sections of the text about Voronezh, a town of Russia.**

15 Nikolayeva Ul., ap.44,

Voronezh, Russia

18th November 2004

Dear Kate,

Thank you for your postcards of New-York

you send me. Your native city is really very big and

modern. I’ve never seen such high buildings before.

Do you like to live in a skyscraper?

Would you like to know better my native town?

Voronezh is a nice old Russian town situated on a high

bank of the Voronezh river. It is about 900 kms

from Tambov and 2500 kms from Moscow.

Its name was first mentioned in Russian chronicles

in the 12th century. Can you imagine, Peter the Great built

here his first flotilia!

In 1812 the Voronezh popular levy participated

in the battle of Borodino against the Napoleonic troops.

I won’t speak about Voronezh as one of Russian’s largest

industrial cities. For me Voronezh is first of all the homeland

of the poets Koltsov and Nikitin and the historian of Russian

folklore Afanasyev.

If you come to see me in Voronezh we can visit the

Opera and the Ballet Theater, the Puppet Theater, the Russian

Folk Choir and of course the Kramskoi’s Fine Art Museum.

I am sure you will enjoy your staying with me in my native town.

Hope to hear from you soon.

Love,

Anya

(Adapted from Скорикова Т.( 1997) *Россия: учебное пособие*. - М. -Дрофа, стр.20-21)

**Ex. 5 Read the text and write down different word combinations**

**which could help you to describe your own hometown**.

My small town differs little from tens of other quiet provincial towns of Central Russia. It cannot boast any unusual sights or exotic landscapes, which usually draw crowds of tourists. Everything here is simple and quiet. But since the end of the 19th century it has been attracting artists, writers and poets. The “Columbus” of the landscapes was the remarkable Russian artist Vassily Polenov. Walking in the forests, boating on the river he painted scenes of the Oka and its neighbourhoods. It could, perhaps, be called a town of painters, pianists, poets. The names of Svyatoslav Richter and Marina Tsvetayeva were linked with my town. I also think that it could equally be called a town of poets, a town of musicians, and a town of artists.

\_\_\_differs from\_\_\_\_\_\_\_\_\_\_ the remarkable\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

provincial town of\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_painted\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_landscapes it could be\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_sights \_\_\_\_\_\_\_\_\_fates were linked\_\_\_\_\_

crowds \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a town of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

since the end\_\_\_\_\_\_\_\_\_\_\_

(Adapted from Kuzovlev, V. ( 2002). *English-8. Student’s Book*, p, 59.)

**Working with words 6. What can you tell your partner about your hometown?**

**Match the adjectives with the nouns.**

|  |
| --- |
| City, town, people, museums, sights, streets, food,  clothes, environment, parks, countryside, landscapes, air. |

capital, provincial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

quiet, crowded \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

clean, dirty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

beautiful, ugly\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

cheap, expensive\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

exiting, boring \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

poor, rich \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Working with sentences 7.Work with a partner and write a short description of Yaroslavl.**

**Use the words from the box.**

|  |
| --- |
| In the north more\ less important\ big city\ centre provincial\capital abroad crime\environment |

Yaroslavl is situated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It is about\_\_\_\_\_\_\_\_kms from\_\_\_\_\_\_\_\_\_\_. It is a\_\_\_\_\_\_\_\_\_\_\_\_\_

city and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Yaroslavl is\_\_\_\_\_\_populated

than\_\_\_\_\_\_\_\_\_\_\_\_\_\_.This R\_\_\_\_\_\_\_\_city is a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tourist\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It attracts tourists from\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Yaroslavl is\_\_\_\_\_\_\_\_\_\_\_\_\_industrial\_\_\_\_\_\_\_\_\_\_\_. But its citizens

worry about\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Write it yourself Variant 1.**

**Write a letter to your pen friend about your home town.**

1. In groups of five distribute the tasks. Each of you should choose a

topic and write a piece of information. As you write keep in mind

the information you learnt about this topic in the exercises and in

the readings. Do not worry much about spelling, grammar and

punctuation. You have 10 minutes.

1. Position\ location.
2. Site and environment.
3. History.
4. Population.
5. Attractions.

2. In your group exchange the information and put it into paragraphs

form. Do not forget it is a letter! Then improve your letter using

‘Improving your writing’ checklist.

3. Exchange your letters with those of others groups. Are there any

improvements you wish to make to your peers’ writing?

Use the ‘Questionnaire for peers’ evaluation’.

4. Now you have feedback about your letter from several classmates.

You can use what you learnt about your writing to improve your

work.

**Variant 2.**

1. **Write a letter to your pen friend about your hometown*.***

Use the plan:

1. Location\ position
2. Site and environment.
3. History.
4. Population.
5. Attractions.

Then improve your letter using ‘Improving your writing’ checklist.

2. Exchange your letters with your classmates. Are there any

improvements you wish to make to your peers’ writing? Use the

‘Questionnaire for peers’ evaluation’.

3. Now you have feedback about your letter from several classmates.

You can use what you learnt about your writing to improve your

work.

**To the Student**

**To the Student studying in class**

If you are working with this book in a class, follow these general instructions. They will help you improve your writing:

* When you are asked to ‘work in pairs’ or ‘with a partner’ try to follow the instructions carefully. You can often learn more quickly through discussion than by doing exercises silently.

- Do not worry about making mistakes. The most important thing to pay attention to in

your writing is the extent to which it communicates. Spelling, punctuation and matters of

handwriting are important but subordinate to this purpose.

**To the self-study Student**

If you are not in class, follow these general instructions:

-go through the unit carefully, because it is logically structured and is aimed to help you to make a good piece of writing

-when you are doing exercises it is not enough to “fill in” the text. Write the whole text to develop your writing skills.

- as you go though a unit, check your work with the key. The keys are to help you-use them.

-Write the first version and use the **Improving Your Writing** Checklist and **Questionnaire for self-evaluation.** Then improve your writing.

**-**When you think your writing is as good as it can be, give it to someone else to read. Another person can see things that are invisible for you.

**Improving your writing. Using the checklist**

This list of things to check in a first version of a piece of writing is very important. You will be asked to use it in many of the units and it should help you produce clearer, more effective writing.

FIRST CHECK

**Check that your writing makes sense**

• Is it correctly organised on the page?

(Writing models in each unit will help you check this.)

• Is the information presented in a clear, logical order?

• Have you put in all the information your reader needs?

• Have you put in unnecessary information?

SECOND CHECK

**Check that you have used the right words**

• Have you used any words that are too formal or informal?

• Can you replace any of the words in your writing with more precise vocabulary?

**Check spelling and punctuation**

• Have you made any spelling mistakes?

• Have you punctuated your writing correctly?

**Check the grammar**

• Have you made any grammatical mistakes?

**ESPECIALLY**

• Subject/Verb agreement

• Correct article

• Word order

**Questionnaire for self-evaluation**

1. Am I sharing my impressions clearly enough with my reader?
2. Have I missed out any important points of information?
3. Are there any points in the writing where my reader has to make a “jump” because I’ve omitted a line of argument or I’ve forgotten to explain something?
4. Does the vocabulary need to be made stronger at any point?
5. Are there some sentences which don’t say much or which are too repetitive and can be missed out?
6. Can I rearrange any sets of sentences to make the writing clearer or more interesting?
7. Do I need to rearrange any paragraphs?
8. Are the links between sections clear? Do they guide my reader through the writing?

(After Hedge, Tricia (1988) Writing OUP.)

**Questions for peers’ evaluation (after the 1st draft)**

1. What do you like most about the writing?
2. What is the main idea?
3. Who is the audience, and what is the purpose?
4. What convincing details does the writer use?
5. Where could the writer add details to make the piece more convincing?
6. What areas in the writing seem unclear?
7. How could the writer make the piece clearer?

**Writing profile. Evaluation tools**

Your second draft will be evaluated after these criteria.

**Communicative quality** 5. Communicates what is intended clearly and effectively.

4. Communicates intentions quite well.

3. Communicates intentions adequately.

2. Does not communicate intentions adequately.

1. Fails completely to communicate intentions.

**Logical organization** 5. Information and ideas extremely well-organised.

4. Good organisational structure.

3. Organisational structure evident with some breakdowns.

2. Difficult to identify logical structure.

1. No logical structure evident.

**Layout and presentation** 5. Extremely well-presented. Shows complete familiarity

with conventions.

4. Reasonably well-presented; a few minor problems with

conventions.

3. Acceptably presented but needs more familiarisation with

conventions.

2. Some serious gaps in familiarity with conventions.

1. Fundamental lack of familiarity with conventions.

**Grammar** 5. Wide range and excellent control of appropriate

grammatical structures.

4. Effective use of a good range of grammatical structures.

3. Adequate range and control of grammatical structures.

2. Limited range and poor control of grammatical structures.

1. Extremely limited range and control of grammatical

structures.

**Vocabulary** 5. Wide range and excellent control of appropriate

vocabulary.

4. Effective use of a good range of vocabulary.

3. Adequate range of fairly appropriate vocabulary.

2. Limited range of vocabulary.

1. Extremely limited range of vocabulary.

**Handwriting, punctuation,**

**spelling** 5. No faults.

4. Occasional faults.

3. Adequate but needs improvement.

2. Significant weaknesses.

1. Little knowledge of or ability to handle the basic

conventions.

(Adopted from Hopkins, Andy (1995). *“Perspectives*”, p. 9.- Longman)

**Scoring**

31-35 points –“5”

26-30 points -“4”

21-25 points -“3”

**Marking Code**

You should know the marking code to improve your work.

|  |
| --- |
| **Symbol Error Example**  **WF** wrong form the best will be its achievements  **WW** wrong word patient, funny and kindly  **T**  wrong tense In the last two weeks you didn’t have much fun.  **Om**\^ something is missing You arrived in London ^ the 1st  **Sp.** wrong spelling confortable  **WO** wrong word order You havn’t seen yet London.  **P**  wrong punctuation Sincerely yours Kate.  **V**  wrong verb form The Titanic sunk very quickly.  **//**  new paragraph needed  **O**  not necessary John came in and he sat down.  **?** I don’t understand what you are trying to say.  **Sence**  This isn’t quite right: it needs clearer expression  **!!** You really should know what’s wrong here because  -we’ve just done it in class  **Agr.** agreement(subject-verb, adj.-noun) In Moscow there is many  museums.  **Art**. wrong or omitted article a climate  **F** untruth  **Log**. illogical  **Rep**. repetition I took part in the singing  competition. I won this competition.  **Prep.** preposition I’m interested for music.  **Style**  the task is not compiled |

**Keys**

**Writing letters. “My hometown”**

Ex.1 a,c,d,e,g,h,j.

Ex. 2. Beginnings: a,b,c,d,f,i. Endings: e,g,h,j.

Ex.3 address, date, greeting, information, ending, closing, signature.

Ex. 7 Yaroslavl is situated in the north of Russia, on the bank of the Volga River. It is about 600 kms from Moscow. It is an old beautiful city and an industrial center. Yaroslavl is less populated than Moscow. This Russian city is an attractive tourist center, too. It attracts tourists from France, Germany, the USA and other countries. Yaroslavl is an important industrial city. But its citizens worry about ecological problems, crime and violence.