корпорация

российский учебник

Designing and selecting learning materials
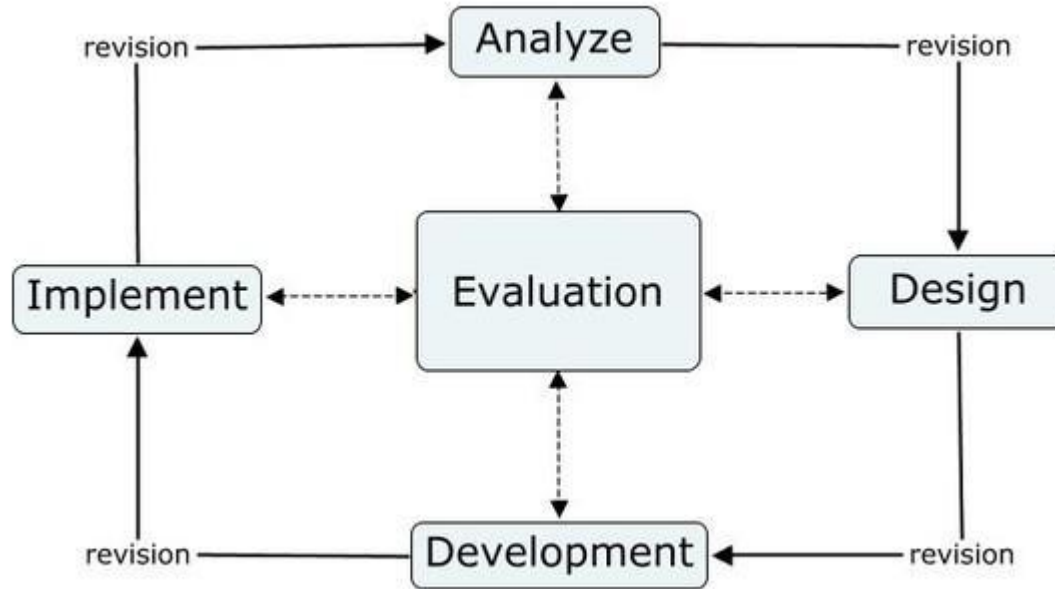
Alexey Korenev, Ph.D.
Associate Professor
Lomonosov Moscow State University

Learning goals

❑Select materials based on your students' age and level of English;

❑Design your own tasks.

What is educational design?

Educational design

curriculum	spatial	classroom layout
task	assessment	pedagogical

Educational design models
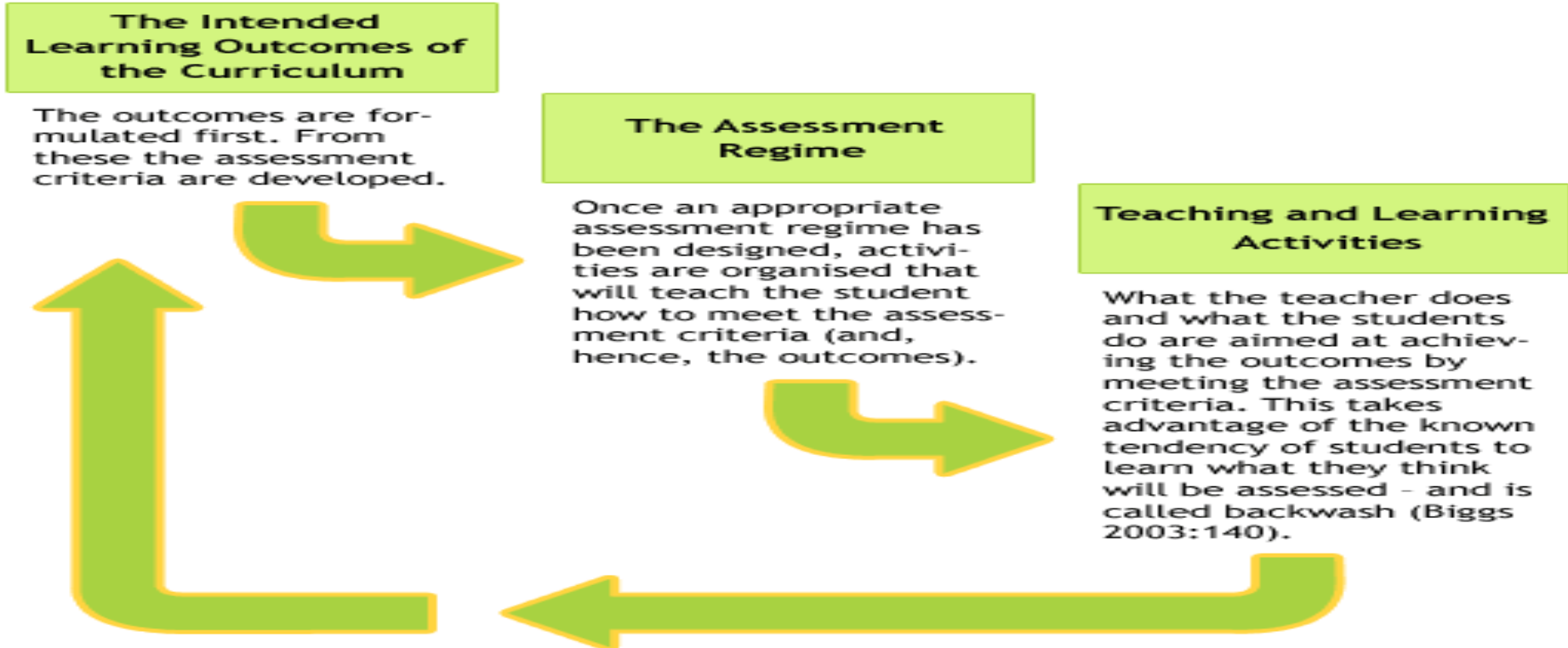
Constructive alignment (Biggs, 2003)

Biggs. J. (2003) Teaching for Quality Learning at University – What the Student Does 2nd Edition SRHE / Open University Press, Buckingham. Available at

Integrated Curriculum Design Framework

RASE (Resources, Activities, Support, Evaluation)

Universal Design for Learning

Constructive alignment

The Intended Learning Outcomes of the Curriculum

The outcomes are for-mulated first. From these the assessment criteria are developed.

The Assessment Regime

Once an appropriate assessment regime has been designed, activi-ties are organised that will teach the student how to meet the assess-ment criteria (and, hence, the outcomes).

Teaching and Learning Activities

What the teacher does and what the students do are aimed at achiev-ing the outcomes by meeting the assessment criteria. This takes advantage of the known tendency of students to learn what they think will be assessed – and is called backwash (Biggs 2003:140).

http://www.ucdoer.ie/index.php/Using_Biggs%27_Model_of_Constructive_Alignment_in_Curriculum_Design/Introduction

The RASE model

- **Resources** - authentic content, enabling students to learn *with*, not just learn from, these resources.
- **Activity** - for students to engage in a learning experience using resources.
- **Support** - for anything that the students will need to support their learning. Support may be teacher-student, student-student, and student-learning resource.
- **Evaluation** - of student learning provide information, or feedback, to guide students' progress and to serve as a tool for understanding what else we need to do to ensure that learning outcomes are being achieved.

Flexibility in the ways students access material, engage with it and show what they know.
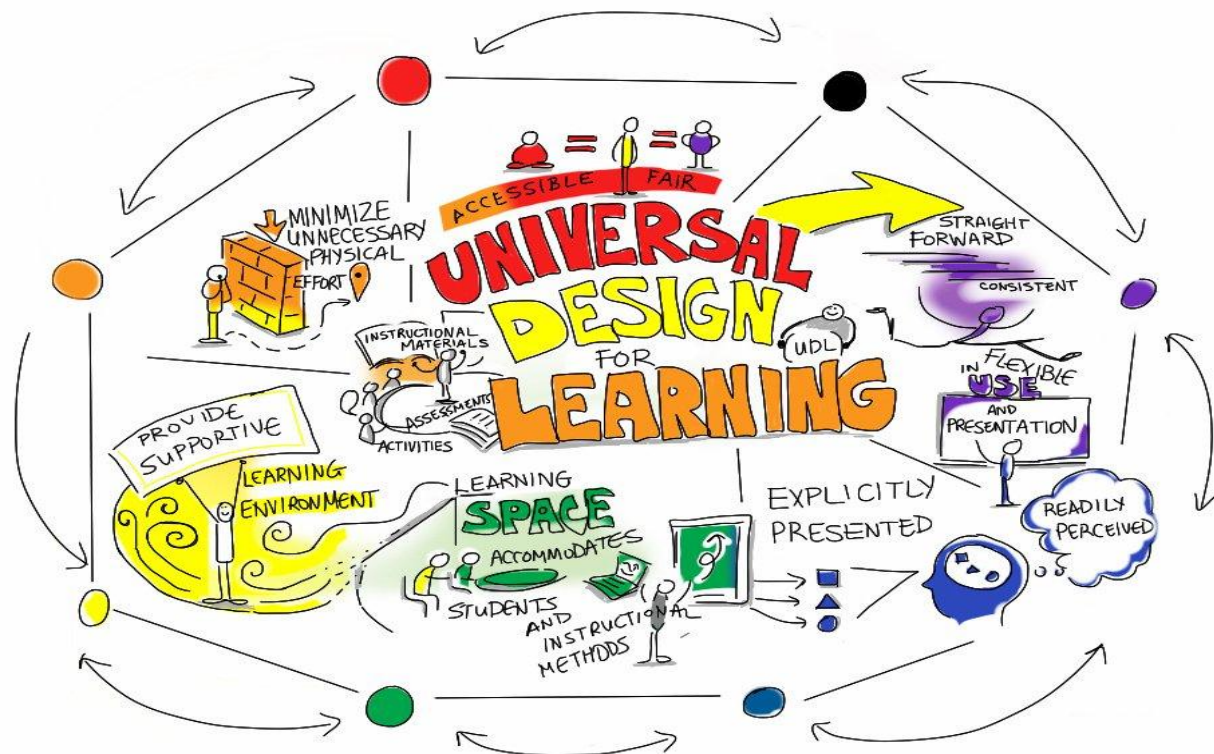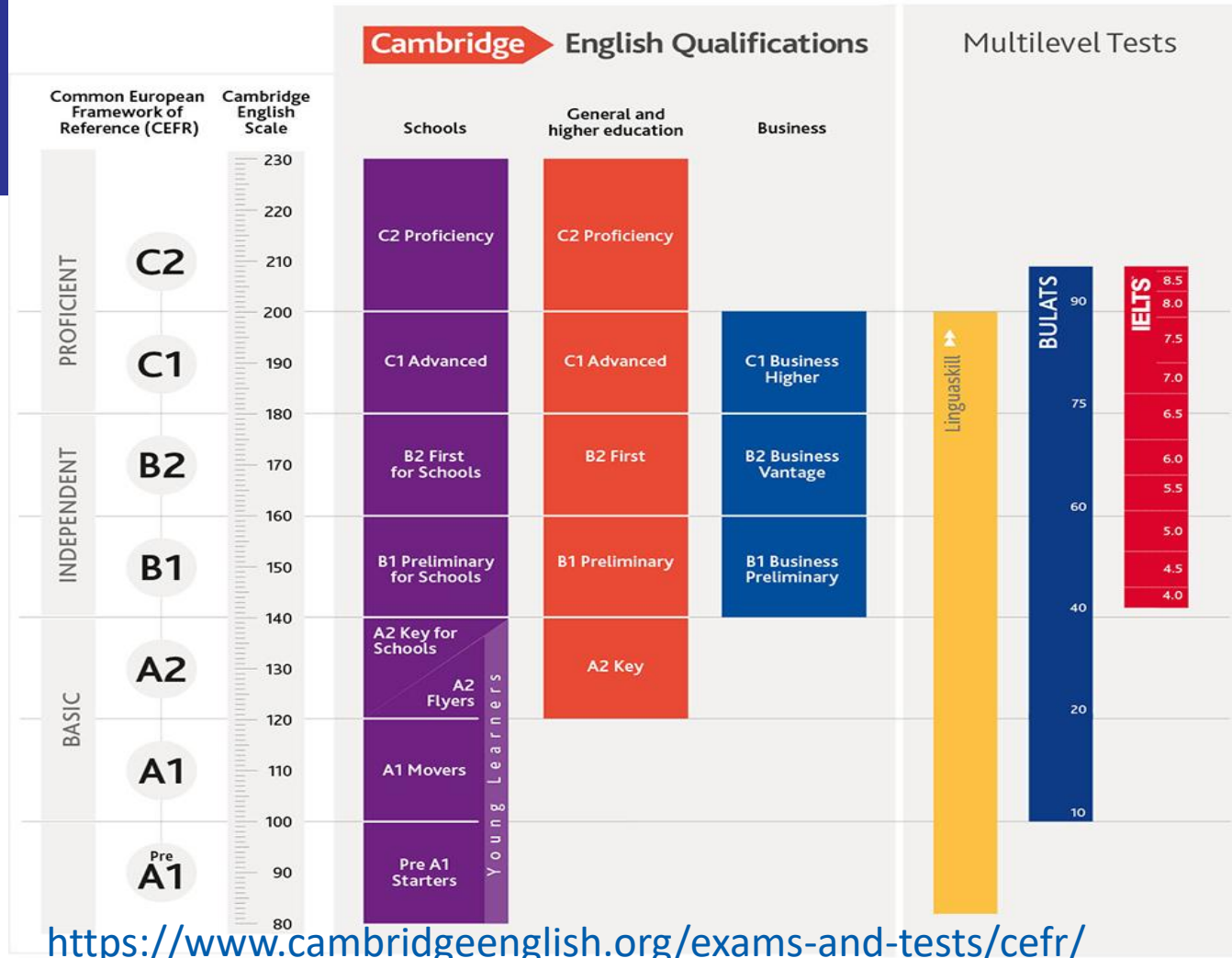
Learner differences

- language background
- cognitive ability
- academic ability
- physical ability
- social background
- behavioural differences
- disability
- age
- gender
- race and ethnicity
- religion and belief.

CEFR Language Levels

- What are the levels that the RSE is designed to assess?

CEFR Levels at school

Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Guess the CEFR level

- You will hear a radio interview with José Martínez, the Director of Pizza Rapida, a pizza delivery chain in Spain.

- For each question 23 – 30, mark one letter (A, B or C) for the correct answer. • You will hear the recording twice.

José Martínez became successful by

- A taking over a well-known competitor.

- B establishing an innovative retail business.

- C gaining a reputation for high quality.

B2

Questions 11 – 15

Read the text and questions below.
For each question, circle the correct letter **A**, **B**, or **C**.

Fashion photo project

It's been a while since I've been part of a fashion photo project. But at 6am yesterday three cars arrived at the farm, and a group of 13 people got out.

It was very busy from the moment they arrived. The team in charge of clothes had brought so many that they had to work outside. The hair and make-up teams used the big kitchen. They didn't let me in there. "Do not touch his hair," said the photographer. "That's perfect for the photo. I love it."

The clothes used in fashion photography are all tiny. But to my surprise, most of the clothes weren't too small for me. There was, though, a very tight jacket which I couldn't close. A lady took a pair of scissors and, amazingly, immediately cut straight up the back with one hand while closing the buttons at the front with the other and after just a minute, I was dressed.

The photographer had got everything ready in a field near the farmhouse. Someone had turned some music up loud and the rest of them were drinking juice. It looked like a really cool party.

Everybody was so very busy, the whole time. The photographer's two assistants seemed to be working the hardest. He took hundreds of photos on many different cameras, so they were moving the equipment around all the time.

We did six completely different scenes in less than three hours. That's Olympic speed. Then they left as quickly as they'd arrived. What a great experience!

11 What is the writer doing in this text?

A warning people about how hard it is to work in fashion

B describing what a fashion photo project can be like

C telling people to have a career in fashion

12 The writer was amazed by

A the number of people who arrived.

B how quickly the people worked.

C the amount of stuff they had brought.

13 The writer was surprised that a lady cut his jacket because

A she closed it.

B he fitted into it.

C she was so fast.

14 The writer thought there was a party atmosphere because

A people were enjoying themselves.

B people were being lazy.

C people were dancing.

Guess the CEFR level

B1

C₁.

Chita
Russia
4 June 2012

Dear Tom,

Thank's for your recent letter. I am ~~awfully~~ sorry for not writing earlier, I was busy at school.

In your last letter you asked me about beautiful water sights in Russia. I think the sight of lake Baikal is the most beautiful sights in Russia I visit it ~~with my family~~ every summer; and I am admired by its nature every time. You also asked me about rafting I have never gone it, as I do not find it interesting. In my opinion, extreme sport is dangerous and irrational, as it can be harmful for health and psychology.

I was really glad you will visit Greece. ~~I find it country wonderful~~. this Woho will go with you to Greece? Where will you live there? Are you looking forward to go this trip?
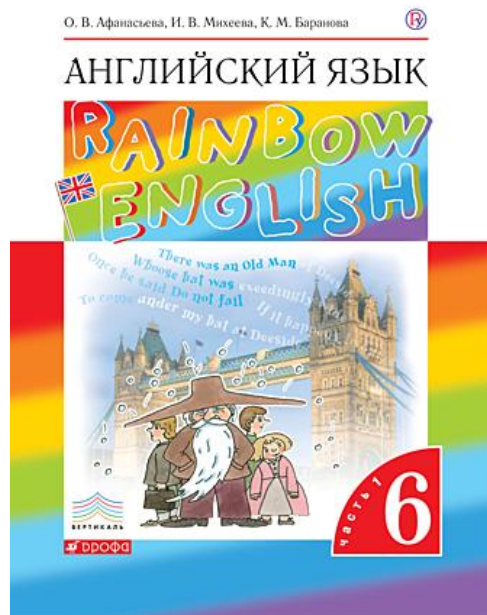
Hope to hear from you soon.

Much love,

Polina.

What other criteria do you have for text selection?
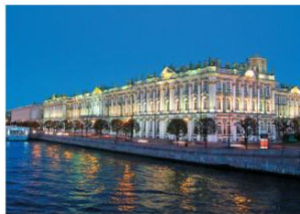
- Length

- Topic (appropriateness)

- Educational value

- Cultural value

- Visuals

- Useful vocabulary and grammar

- Authenticity

Guess the level and the grade

6 **A.** Read the text, give it a name. Say why many tourists would like to come to St Petersburg again.

St Petersburg is a famous Russian city situated on the Neva [ˈniːvə] River near the Baltic [ˈbɔːltɪk] Sea. The first name of the city was St Petersburg after Saint Peter. In 1914 the city got the name of Petrograd and changed it for Leningrad in 1924. It became St Petersburg again in 1991.

Peter the Great founded the city in 1703 and moved the capital from Moscow to St Petersburg in 1712. The new city became home of Russian tsars and began to grow fast. Soon beautiful Winter Palace appeared in Dvortsovaya (Palace) Square with a tall column in its centre. You can see the famous monument to Peter the Great on the bank of the Neva River.

St Petersburg is famous for its palaces and bridges (there are 342 bridges in the city), its churches, theatres and museums, its wonderful parks and gardens. The Summer Garden is one of them. E_____ a lot of tourists come to see th_____ul city.

Text Inspector

Summary ?

UPDATE SCORES

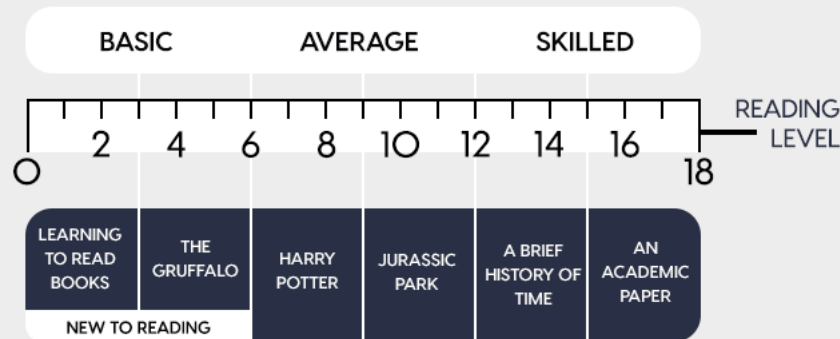|	
Sentence count	10 (Amend)
Token count (excluding numbers)	188 (Amend)
Type count (unique tokens, excluding numbers)	107 (Amend)
Average sentence length	18.80 words
Type/token ratio	0.57
Number count	6 / 23 total digits
Syllable count	270 (Amend)
Words with more than 2 syllables	18
Words with more than 2 syllables - Percentage	9.57
Average syllables per sentence	27.00
Average syllables per word	1.44
Syllables per 100 words	143.62

Readability scores

Flesch-Kincaid Grade Level

Readability Scores

Flesch Reading Ease	66.25
Flesch-Kincaid Grade	8.69
Gunning Fog index	11.35

Aim for grade 8 to ensure your content can be read by 80% of Americans.

Score	School level	Notes
100.00-90.00	5th grade	Very easy to read. Easily understood by an average 11-year-old student.
90.0–80.0	6th grade	Easy to read. Conversational English for consumers.
80.0–70.0	7th grade	Fairly easy to read.
70.0–60.0	8th & 9th grade	Plain English. Easily understood by 13- to 15-year-old students.
60.0–50.0	10th to 12th grade	Fairly difficult to read.
50.0–30.0	College	Difficult to read.
30.0–0.0	College graduate	Very difficult to read. Best understood by university graduates.

Fog Index	Reading level by grade
17	College graduate
16	College senior
15	College junior
14	College sophomore
13	College freshman
12	High school senior
11	High school junior
10	High school sophomore
9	High school freshman
8	Eighth grade
7	Seventh grade
6	Sixth grade

Vocabulary profiler

Clear   **Show:**   **A1**   **A2**   **B1**   **B2**   **C1**   **C2**

DICTIONARY
ENABLED
Double Click on any word.

| Stroop Mode: ☐

Word count: 183

Enter a Title

St Petersburg is a famous Russian city situated on the Neva ni: v River near the Baltic b: lt k Sea. The first name of the city was St Petersburg after Saint Peter. In 1914 the city got the name of Pet- rograd and changed it for Leningrad in 1924. It became St Petersburg again in 1991. Peter the Great founded the city in 1703 and moved the capital from Moscow to St Petersburg in 1712. The new city became home of Russian tsars and began to grow fast. Soon beautiful Winter Palace appeared in Dvortsovaya Palace Square with a tall column in its centre. You can see the famous monument to Peter the Great on the bank of the Neva River. St Petersburg is famous for its palaces and bridges there are 342 bridges in the city, its churches, theatres and museums, its wonderful parks and gardens. The Summer Garden is one of them. Every year a lot of tourists come to see this beautiful city. They walk along the

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Guess the level and the grade

7 November 2013

It's happening again. The chairman has called on the distinguished representative of France. But what I'm hearing through a thick curtain of electrical hiss and crackle in the headphones sounds vaguely like Dutch. Can't make out a single word. Total panic. My hands grasp the microphone stem. It's oddly soft and squishy. That's because it's not a microphone. Clutching the pillow, I wake up with a start from this classic simultaneous interpreter nightmare.

I worked as a staff interpreter at the UN for 25 years, trying to convert the knots and twists of Russian and French sentences into intelligible and, I hope, fluent English; I've also translated books and articles. Interpreters usually work in pairs but when we're actually interpreting we're on our own, hidden away from the audience inside soundproof 'booths', claustrophobically small cubicles containing two chairs, two consoles, two headsets, two microphones, and a window that provides an excellent view of the backs of the delegates' heads and of the podium at the front of the room. The booths are marked with the name of the target language: English-booth interpreters interpret into English, French-booth interpreters – into French.

The six booths correspond to the UN's six official languages: English, French, Russian, Spanish, Chinese and Arabic. International organisations such as the World Bank and the International Monetary Fund also use these languages at their conferences. But the most important language in most international organisations has no name: it is the institution's own bureaucratese, its linguistic Esperanto. We never do something, we implement. We don't repeat, we reiterate and underscore. We are never happy, we are gratified or satisfied. You are never doing a great job: you are performing your duties in the outstanding manner in which you have always discharged them. There is no theft or embezzlement, but rather failure to ensure compliance with proper accounting and auditing procedures in the handling of financial resources. This is a language the interpreter must master very early on.

All interpreters perform the same tasks, regardless of the language. But asking us to describe how we do what we do is like asking a centipede how it walks. A colleague once suggested that the interpreter is like a soldier who spends endless hours in training and then has three seconds in the heat of battle to make a series of life-and-death decisions.

Grade and Level

Summary ❓

Sentence count	21 (Amend)	10 (Amend)
Token count (excluding numbers)	404 (Amend)	188 (Amend)
Type count (unique tokens, excluding numbers)	232 (Amend)	107 (Amend)
Average sentence length	19.24 words	18.80 words
Type/token ratio	0.57	0.57
Number count	1 / 2 total digits	6 / 23 total digits
Syllable count	653 (Amend)	270 (Amend)
Words with more than 2 syllables	66	18
Words with more than 2 syllables - Percentage	16.34	9.57
Average syllables per sentence	31.10	27.00
Average syllables per word	1.62	1.44
Syllables per 100 words	161.63	143.62
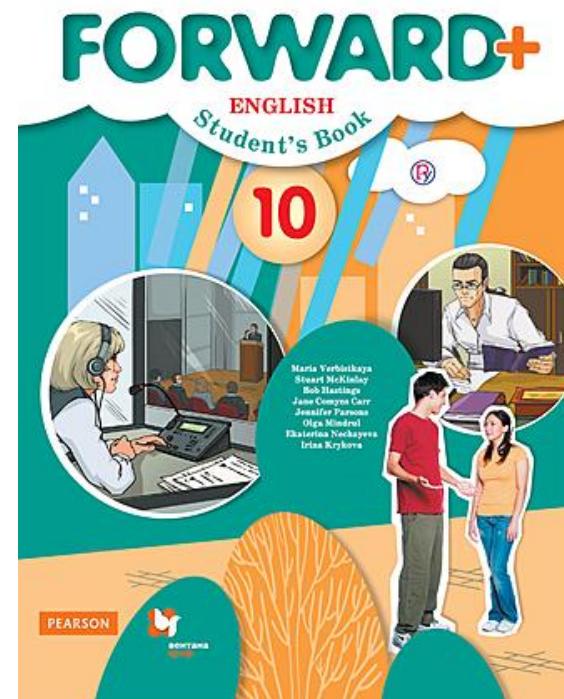
CEFR Level and Grade

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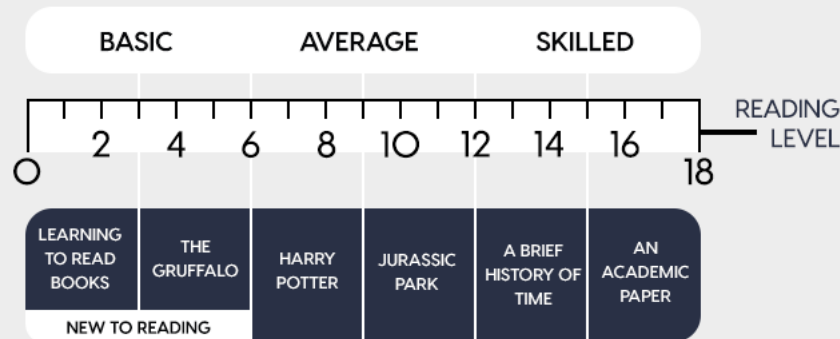
A1 A2 B1 B2 C1 C2

Readability scores

Readability Scores

Flesch Reading Ease	50.57
Flesch-Kincaid Grade	10.99
Gunning Fog index	14.23

Flesch-Kincaid Grade Level

	BASIC	AVERAGE	SKILLED	

READING LEVEL

LEARNING TO READ BOOKS	THE GRUFFALO	HARRY POTTER	JURASSIC PARK	A BRIEF HISTORY OF TIME	AN ACADEMIC PAPER

NEW TO READING

Aim for grade 8 to ensure your content can be read by 80% of Americans.

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6	Sixth grade

Guess the grade and level

3 Read the text and use the verbs in brackets in the appropriate passive forms to make it complete. Then check, (7).

It is Wednesday afternoon. Mr Robin Warren is away on business. He is calling his butler[1] to know what is being done for the party he is going to have when he returns home.

R. W.: Good morning, Luke! How is it going? Can you tell me?

L.: Everything is all right, sir.

R. W.: What about the invitation cards?

L.: They (write[1]) now, sir.

R. W.: And my partners Mr and Mrs Wilkins? They (inform[2]) of the party?

L.: I'm not sure they are, sir. Yesterday when I returned home, Mr Wilkins (to call[3]) by your secretary, but unfortunately at that moment your partner was away. But don't you worry, sir. Mr Wilkins (inform[4]) either today or tomorrow.

R. W.: And what about the big hall, Luke?

L.: Everything is all right, sir. The hall (decorate[5]) at the moment and the curtains (wash[6]). I think they (hang[7]) on the windows soon.

R. W.: Have you prepared the decorations?

L.: We think that can (do[8]) a little later. The flowers

О. В. Афанасьева, И. В. Михеева, К. М. Баранова

АНГЛИЙСКИЙ ЯЗЫК
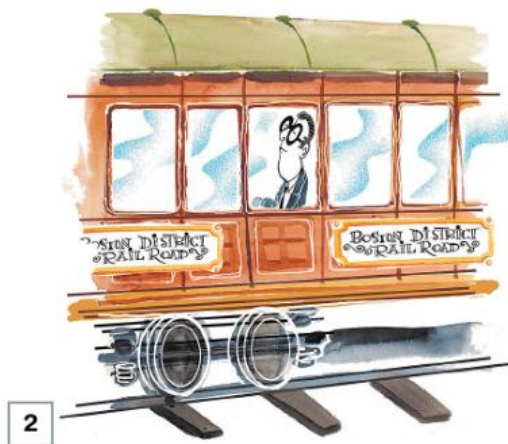
RAINBOW ENGLISH

9

Guess the grade and level

Eureka moments!

1

A One day in the 1920s, the great American composer George Gershwin was travelling to a concert in Boston. While he was sitting alone on the train, he suddenly got the idea for his most famous work, *Rhapsody in Blue*. When you listen to the music today, you can clearly hear the train wheels and the whistle!

2

B Night was falling and the Moon was shining. Beethoven was walking around Vienna – he was looking for inspiration. As he was passing a small house, he heard one of his compositions. Somebody was playing it on the piano but kept on making mistakes. Beethoven was intrigued and decided to find out who it was. He entered the house and realised that the girl at the piano was blind. He sat and played music to her for over an hour. Suddenly the Moon appeared at the window. Beethoven was excited by the special atmosphere in the room and began to compose his famous *Moonlight Sonata*.

FORWARD ENGLISH Student's Book 8
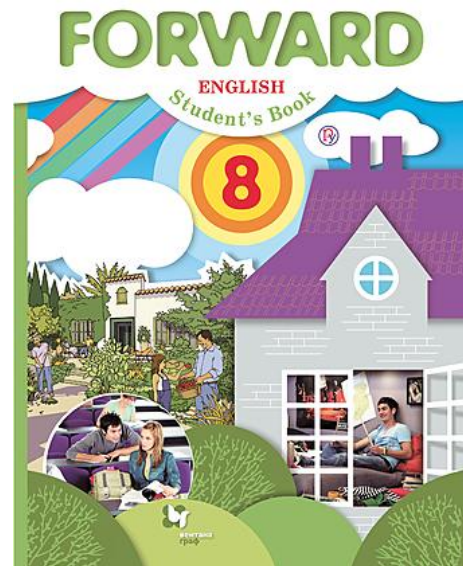
When you design your own tasks consider...

- Aim

- Objectives

- Target language

- Format

- Appropriateness

- Variability of input

- Link to assessment