

«Обучение читательской грамотности на уроках английского языка в начальной школе»

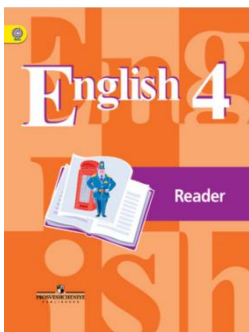
на примере УМК «Английский язык 2-4»

авторы: Кузовлев В.П. и др., из-во «Просвещение»

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Функциональная грамотность

Во время вебинара тут будет окно со спикером

Способность человека вступать в отношения с внешней средой и максимально быстро адаптироваться и функционировать в ней. В отличие от элементарной грамотности как способности личности читать, понимать, составлять простые короткие тексты и осуществлять простейшие арифметические действия, Ф. г. есть **уровень знаний, умений и навыков, обеспечивающий нормальное функционирование личности в системе социальных отношений, который считается минимально необходимым для осуществления жизнедеятельности личности в конкретной культурной среде.**

(«Словарь методических терминов и понятий»)

Функциональная грамотность

Во время вебинара тут будет окно со спикером

способность человека использовать
«все постоянно приобретаемые в течение жизни
знания, умения и навыки для решения максимально
широкого диапазона жизненных задач в различных
сферах человеческой деятельности, общения и
социальных отношений»
(Леонтьев А.А., 2003).

PIRLS (Progress in International Reading Literacy Study)

Во время вебинара тут будет окно со спикером

Международное исследование качества чтения и понимания текста PIRLS (Progress in International Reading Literacy Study) – это международное сопоставительное исследование читательской грамотности.

Цель:

Сопоставление уровня навыков чтения и понимания текста четвероклассниками различных стран мира, а также выявление различий в методике обучения читательской грамотности в национальных системах образования.

Область оценивания:

Оцениваются **два вида чтения**: чтение с целью приобретения читательского литературного опыта и чтение с целью освоения и использования информации.

В соответствии с концептуальными положениями исследования при чтении художественных и информационных (научно-популярных) текстов оцениваются **четыре** группы читательских умений:

нахождение информации, заданной в явном виде;

формулирование **выводов**;

интерпретация и **обобщение** информации;

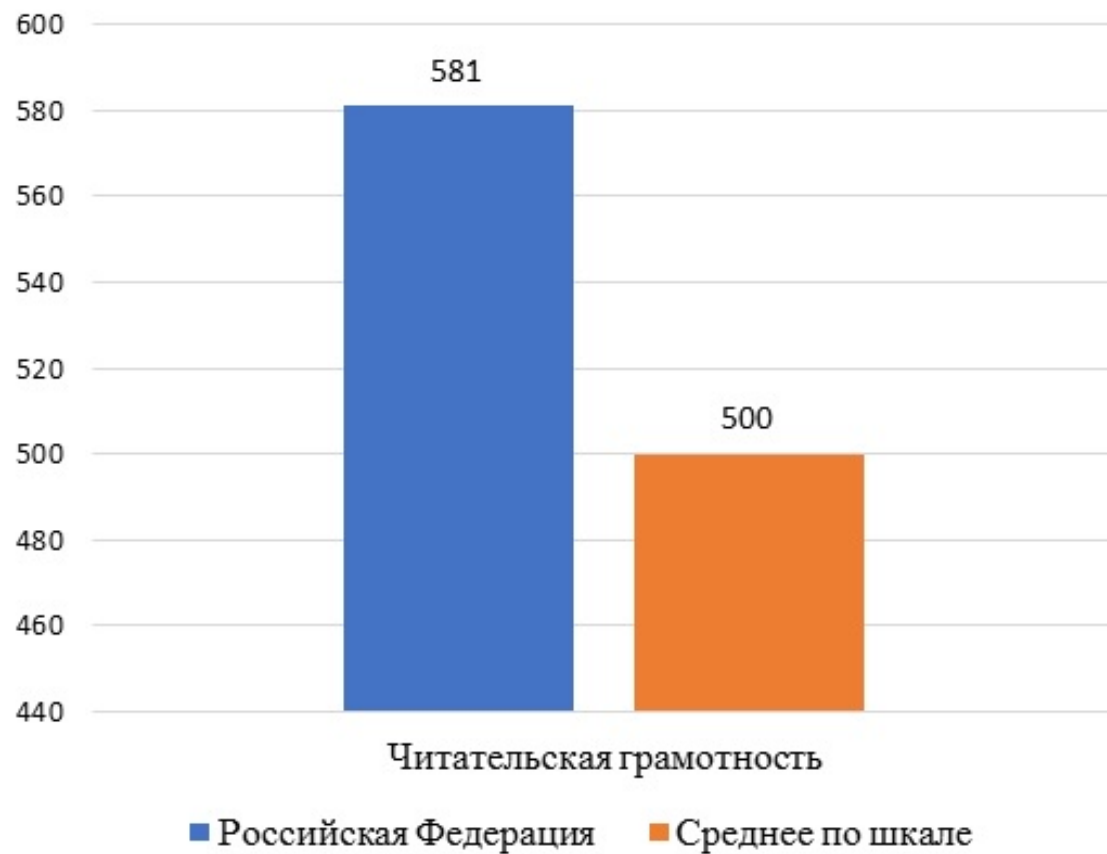
анализ и **оценка** содержания, языковых особенностей и структуры текста.



PIRLS-2016

Во время вебинара тут будет окно со спикером

Результаты исследования PIRLS-2016 для Российской Федерации в сравнении со средним баллом по шкале исследования:



Исследование PISA-2018

PISA-2018

Международный центр	Организация экономического сотрудничества и развития (ОЭСР)
Количество стран-участниц	79 стран мира
Выборка РФ	10153 обучающихся 15-ти летнего возраста 265 образовательных организаций 43 региона РФ
Основное направление данного цикла	Читательская грамотность

Во время вебинара тут будет окно со спикером



ФИОКО

ФЕДЕРАЛЬНЫЙ ИНСТИТУТ
ОЦЕНКИ КАЧЕСТВА ОБРАЗОВАНИЯ

Направление исследования	Место РФ среди других стран-участниц (по количеству баллов)	Место РФ среди других стран-участниц*	Количество баллов РФ (по 1000-балльной шкале)
Естественнонаучная грамотность	33	30-37	478
Математическая грамотность	30	27-35	488
Читательская грамотность	31	26-36	479



ФГОС НОО Иностранный язык

Предметные результаты

Смысловое чтение: читать вслух и понимать

учебные и адаптированные аутентичные тексты объемом до 80 слов, построенные на изученном языковом материале, соблюдая правила чтения и правильную интонацию;

читать про себя и понимать *основное содержание* учебных и адаптированных аутентичных текстов объемом до 160 слов, содержащих отдельные незнакомые слова, не препятствующие решению коммуникативной задачи;

определять тему, главную мысль, назначение текста;

извлекать из прочитанного текста запрашиваемую информацию

фактического характера (в пределах изученного);

читать несплошные тексты (простые таблицы) и понимать представленную в них информацию;

Во время вебинара тут будет окно со спикером

2. Прочитай отрывок из книги «Чудесное лето» (*Thimble Summer* by Elizabeth Enright) и выполни задание после текста.

“Garnet!” called her mother from the house. “Get dressed this minute!”

“Will Timmy get a prize at the competition, mother?” Garnet asked.

“I hope,” said her mother.

Garnet went up to her room. She put on the blue dress and shoes. She looked wonderful.

“Mr Freebody is here with his car, let’s put Timmy in the box,” Garnet’s mother said.

“I’m going to ride in the car with you, Mr Freebody,” Garnet told him.

“It’s time to start.”

“Citronella!” called Garnet, “Ride with us.”

“It’s a good day for a fair,” said Mr Freebody, “it isn’t cold, it isn’t hot.”

And they drove. Soon they could see New Conniston.

They saw little homes, then big important shops, the park and the place of the city where the fair was.

“I like a fair,” said Mr Freebody.

They stopped near the first pavilion. The man there was fat and kind. His name was Fred Lembke. He and Mr Freebody put Timmy in a nice clean cage.

“He’s a fine little pig,” said Mr Lembke. He took a notebook from his pocket and asked Garnet all about Timmy.

There were a lot of things to see and do at the fair.

First the girls looked at all the other pigs in the pavilion. Some pigs were bigger than Timmy.

“Well,” said Garnet, “I think Timmy is the nicest pig.” “He’s the most beautiful, too,” said Citronella.

(after Elizabeth Enright)

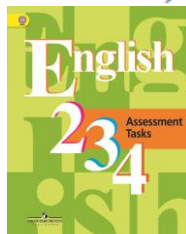
- найти в тексте **информацию, изложенную в явном виде;**
- на ее основе сделать **простые умозаключения;**

Во время вебинара тут будет окно со спикером

Выбери вариант, который соответствует тексту, обведи букву выбранного ответа (a или b).

- Timmy was
a) a pig. b) a boy.
- Garnet wore
a) a dress. b) shorts.
- Garnet, Citronella, Mr Freebody and Timmy went
a) for a walk. b) to the fair.
- The weather was
a) nice. b) cold.
- They stopped near pavilion
a) number 4. b) number 1.
- Garnet told Mr Lembke some things about
a) Mr Freebody. b) Timmy.
- Timmy was
a) fatter than the other pigs. b) nicer than the other pigs.
- The biggest pig in the pavilion was
a) Timmy. b) another pig.

1. Умозаключение
2. Найти информацию
3. Умозаключение
4. Найти информацию
5. Найти информацию
6. Найти информацию
7. Умозаключение
8. Умозаключение



контроль

1. Умение найти в тексте информацию, изложенную в явном виде



Во время вебинара тут будет окно со спикером

“Come on, Billy, come on,” says¹ Cliff.

Billy is a little white *pony*.

Billy stands² still. It does not want to go. But Cliff and his sister Liza want to ride the pony.

Cliff gives biscuits to the pony. But the pony doesn't want biscuits. It wants to stand still.

Their grandfather smiles, “I think I can help you.”

He comes up to the pony and whispers a word into its ear.³

“Fine! You can ride the pony!”

“Thank you, Grandpa! But what magic word do you know?” Grandpa smiles, “This magic word is *please*. Say this word to the pony and all people⁴ every day.”

“But do you think that ponies know words?” Cliff asks.

3) Что хотят делать дети?

4) Что хочет делать пони?

5) Что делает Клифф?

6) Что делает дедушка?



Понимать основное содержание; извлекать запрашиваемую информацию (ФГОС)

1. Умение найти в тексте информацию, изложенную в явном виде



Во время вебинара тут будет окно со спикером



1. Here is "The Tale of Peter Rabbit" by Beatrix Potter*.
1) Who are the main characters of the story?

reading rules	
g	
[dʒ]	[g]
dangerous	good
vegetables	green
	big
▶ See p. 120.	

Once upon a time ... —
Жили-были ...
to call — называть
a bunny — кролик

Once upon a time there were four little Rabbits, and their names were — Flopsy, Mopsy, Cottontail and Peter. They lived with their mother under a very big green tree. Flopsy, Mopsy and Cottontail were good rabbits. Their mother called them "bunnies" because she loved them very much.

"Now, my dears," said old Mrs Rabbit, "you may go for a walk, but you mustn't go into Mr McGregor's garden. It is very dangerous, because Mr McGregor can catch you."

Then old Mrs Rabbit took a basket and went shopping. She bought some biscuits, some milk and five toy cars for her children.

Flopsy, Mopsy and Cottontail were good rabbits and they went to the for-



est. But Peter was not very good, he didn't listen to his mother. He ran to Mr McGregor's house and went into his garden.

There were a lot of vegetables in Mr McGregor's garden: lettuces and carrots, beans and tomatoes, radishes and potatoes, parsley and pumpkins. First he ate some lettuces and some beans; and then he ate some radishes; after that he ate some parsley.

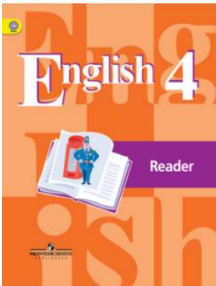
- 2) Reading rules. Find out who did these things in the story. Write down their names. (See p. 120.)

- i [i] lived under a big tree _____
bought different biscuits and milk for the children _____
- a [ɑ] planted parsley in the garden _____
[c] ate vegetables in Mr McGregor's garden _____
[æ] liked catching rabbits _____

- 3) What did Mr McGregor plant in the garden? Label the pictures with the words from the story.



- 4) Which of these vegetables did Peter eat in Mr McGregor's garden?



Понимать основное содержание; извлекать запрашиваемую информацию (ФГОС)

Трудности при чтении:

Во время вебинара тут будет окно со спикером

Трудности формы текста:

- (1) размер текста;
- (2) часть информации может быть представлена не в привычной форме последовательного рассказа, а в виде схемы;
- (3) месторасположение информации (часть информации сообщается в подписях под рисунками, сносками).

Трудности содержания:

- 1) объём информации.
- 2) число единиц информации, которые надо найти
- 3) связь между отдельными блоками информации, интеграция всех содержательных линий текста
- 4) специальные знания

Трудности формы текста:

USA).

1) Make up two stories: "Life in a small town" and "Life in a small village". (LLN No. 12)

Babylon ['bæbɪlən] Spencerville ['spensə,vɪl]

a) I live in Babylon. It is a small town near New York City. There are shops, cafés, restaurants, schools and swimming pools in my town. There is a beautiful lake where people go fishing, boating and swimming.

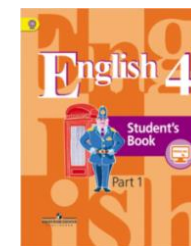
b) Spencerville is a small village. My village has got five shops, three cafés, two schools and a new library. The Spencerville library is nice. I like going there.

c) I think Babylon is the best place for children. There are very nice places where people walk. There are three parks where children and parents can have fun together. In autumn people go to the fairs. It's fun.

d) I like living in a small village. I love animals very much and Spencerville has got a lot of animals. There are raccoons, foxes, birds, and other animals where I live.

Во время вебинара тут будет окно со спикером

информация может быть
представлена не в привычной форме
последовательного рассказа;



2) Which of these sentences are true (T) or false (F) according to the kids' stories? (LLN No. 20)

- i, y → [ɪ] Allison likes living in the village.
Jonathan thinks Babylon is a nice place for children.
- i, y → [aɪ] Allison likes a nice library in her village.
- a → [æ] Allison has got a rabbit, a cat, and a rat in her flat.
- e → [e] Spencerville is the best place for pets.
- o → [u:] Babylon has got schools and swimming pools.

Трудности формы текста:

4) **E** Let's play. "A funny house".

They keep food on the bed in the bathroom.
It is silly. I think they should keep food in
the fridge in the kitchen.

It is silly. It is nice.
It is dangerous. Really?
It is funny.

1. They 2. Andy 3. Andy's mum 4. Andy's dad 5. Ashley 6. Sparky

1. keep(s) food
2. make(s) lunch
3. sit(s)
4. put(s) books
5. have(has) a snack
6. put(s) the clothes

1. on the sofa
2. in the fridge
3. in the wardrobe
4. in the cupboards
5. on the carpet
6. on the cooker

1. in the kitchen.
2. in the living room.
3. in the bathroom.
4. in the bedroom.
5. on the floor.
6. near the door.

They keep my food in
the box in the cupboard in the
kitchen downstairs. But I live
UPSTAIRS.



месторасположение информации
(часть информации сообщается в
подписях под рисунками,
сносками)

1. Andy is talking with his friend Oliver.

1) What is new in Andy's room?



Oliver, you haven't seen
my new house.
Look!

Oliver: Oh, your room has changed.

Andy: Yes, it has. This computer is new.

My Dad has bought it.

He hasn't bought a printer, but
he will ... I hope.

Oliver: My Dad bought a computer and
a printer last month.

Andy: It's nice.



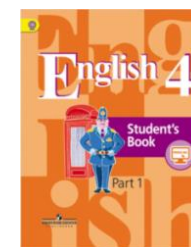
изменилась

купил

не купил

купил

Во время вебинара тут будет окно со
спикером



Трудности формы текста:

4. Here is a story "Joe's Surprise" by Pam Zollman.

1) **Reading rules.** Which of these things did the children bring? (See p. 120.)

- o** → [ɒ] a box of rocks
- ou** → [əʊ] a pony poster
- ou** → [aʊ] a book about clouds
- a** → [ɑ:] a basket with bananas
an ant farm
- ee, ea** → [i:] green leaves



It was Show and Tell* Day.

Joe had a surprise for his class. He couldn't wait!

Cathy had a basket with red low leaves. She gave these leaves to the children.

Matt was at the beach during summer. He brought pretty shells.

5. Here is a story "Sam's Show and Tell" by Mary Morberg.

1) What did Sam bring for Show and Tell?

to decide — решать
to make up — придумать
or — или
What's wrong? — Что случилось?
to cheer up — подбадривать

The last week of school was fun.

"Tomorrow is our last day of Show and Tell," Mrs Murray told the class. "You will share what you will do in summer."

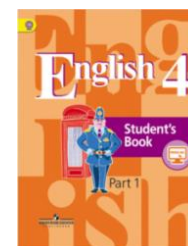
Sam didn't have any plans because his mother decided to work during the summer and they couldn't go away. On the bus, Sam decided to make up his plans. "I'll go on a *safari* to Africa*. I will go on a *camera* safari and bring back a lot of pictures," he thought. "Or I will travel to Washington, D.C.* and visit the

КОЛИЧЕСТВО ТЕКСТОВ ДЛЯ АНАЛИЗА

3) Choose the sentences that refer to the story "Joe's Surprise" (ex. 4) and the sentences that refer to the story "Sam's Show and Tell".

- A. Show and Tell was after the holidays.
- B. The children talked about their plans for the summer holiday.
- C. One boy brought his grandmother for Show and Tell.
- D. One girl brought some bird feathers.
- E. Every child got a leaf, a shell and a rock.
- F. The children played a game.
- G. The boy liked his plans for the holiday.
- H. The children brought a lot of different things.

Во время вебинара тут будет окно со спикером



Читательское умение:

найти в тексте информацию, сообщенную в явном виде.



Во время вебинара тут будет окно со спикером

На трудность таких вопросов влияет:

- 1) степень (не)знакомости содержания текста;
- 2) объем того фрагмента текста, который надо вспомнить или перечитать при поиске ответа;
- 3) наличие или отсутствие точного указания, в какой части текста надо искать ответ;
- 4) совпадение словесной формулировки вопроса и искомого ответа (необходимость делать синонимические замены усложняет задачу читателя);
- 5) наличие или отсутствие у читателя установки перепроверять (доказывать) свой ответ по тексту.

Проблема неопытных читателей -

Во-первых, они плохо различают информацию, сообщенную в тексте, и информацию, которой владеют сами на основе своего личного опыта.

Во-вторых, они ограничиваются приблизительным, неточным пониманием текста.

Необходимо вчитываться не только в текст, но и в вопрос!

5) Поставьте галочку (✓) после вопросов, на которые есть ответы в тексте, и ответьте на эти вопросы.

a) Where did Chuck and his parents live? ____

b) Did they have pets? ____

c) What pets did they have? ____

d) What games did Chuck and the cat play? ____

e) Did Chuck love the cat and the kitten? ____

f) Why did the cat and the kitten run away? ____

g) Did the cat and the kitten love Chuck? ____

- отсутствие указания, в какой части искать ответ;
- наличие или отсутствие у читателя установки перепроверять (доказывать) свой ответ по тексту.

Во время вебинара тут будет окно со спикером



1. "The Tale of Two Bad Mice" by Beatrix Potter* is about a girl who had a doll's house. Two dolls lived in the house.

1) The paragraphs of the tale are not in the correct order. Put the paragraphs in the correct order and find what was there in the house. (LLN No. 4)

A. Then Tom Thumb* looked into the wardrobe in Jane's room, took Jane's clothes and threw them out of the window. Hunca Munca took a chair, a bookcase, a bird cage, and Lucinda's clothes downstairs. The bookcase and the bird cage didn't go into the mouse-hole. Hunca Munca left them on the floor. But she took the bedclothes into the mouse-hole.

B. One morning Lucinda and Jane went out for a walk in the doll's car. Suddenly two mice came. They were Tom Thumb and Hunca Munca. The mice went to the doll's house. They opened the door and went upstairs. They saw meat, a fish, a cake, and some oranges on the table. The mice were happy! Tom Thumb took the meat. He wanted to eat the meat but it was not easy. Suddenly the meat broke. Under the paint it was clay! Tom Thumb and Hunca Munca broke up the cake, the fish, and the oranges.

C. The doll's house was red with white windows and a door. It was very beautiful. It was the house of two dolls, Lucinda and Jane.

D. Suddenly the little girl came. The mice ran away into their hole.



- (не)знакомое содержание
- объем фрагмента, где искать ответ
- отсутствие указания, в какой части искать ответ;
- несовпадение формулировки вопроса и ответа (необходимость делать синонимические/грамматические замены)

Во время вебинара тут будет окно со спикером

2) **Reading rules.** The girl comes into the room.

What will you tell the girl about what has happened? Choose the correct variant (a, b or c).



- o → [əʊ] a. Tom has taken Jane's clothes into the mouse-hole.

o → [əʊ] b. Tom has thrown Jane's clothes out of the window.

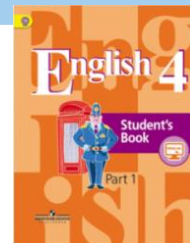
o → [aʊ] c. Tom the mouse has broken the house.
- a → [eə] a. Hunca Munca has taken the chair from upstairs.

a → [eɪ] b. She has taken the bookcase and the cage into her hole.

e → [e] c. She has left the dresses on the bed.
- a → [i:] a. Tom Thumb has eaten the meal.

a → [eɪ] b. He has taken the cake from the table.

a → [eɪ] c. The mice have made a cake.



2. Умение делать простые умозаключения на основе информации, изложенной в тексте в явном виде



Во время вебинара тут будет окно со спикером

“I think you can have a dog for a pet. It is a Scottish terrier. A small dog for a small house.”

“A dog? Oh, I am happy! It will be¹ Snowy.”

“Snowy? A black dog? ... Well, but you must look after it.”



2) Какого питомца Дэнни хотел иметь? Какого он взял? Какого получил? Заполните таблицу.

		COLOUR	PET	NAME
Danny	wanted			
	took			
	got			



3) Почему маме Дэнни казалась странной кличка, которую он давал своим питомцам?



Установление причинно-следственных связей и умение делать обобщение и формулировать выводы – один из самых сложных приёмов
Учить выделять главную и второстепенную информацию!!!

2. Умение делать простые умозаключения на основе информации, изложенной в тексте в явном виде

Во время вебинара тут будет окно со спикером

3)   What happened in the story? Match the parts of the sentences.

1. Eric gave the ferret to Teddy because
2. "Eric says
3. Val loved the ferret because
4. Teddy didn't ask his father about the ferret because
5. The children's father was not at home because
6. Mrs Racer didn't like weasels because

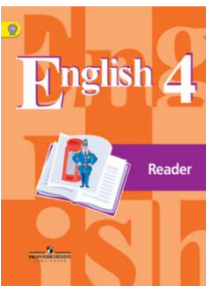


- A. ferrets are the best pets in the world."
- B. his mother didn't like it.
- C. they eat hens.
- D. he didn't have time.
- E. it was cute.
- F. he was on the farm.

5) Why is the story called "Frankie's Lucky Day"? Choose the best variant.

- ◆ Frankie found a lottery ticket.
- ◆ Frankie found her father's lucky lottery ticket.
- ◆ Frankie found her father's lucky lottery ticket and her parents called her Frankie.

Установление причинно-следственных связей и умение делать обобщение и формулировать выводы – один из самых сложных приёмов
Учить выделять главную и второстепенную информацию!!!



Читательское умение:

Вывести простое умозаключение из информации, содержащейся в тексте



Во время вебинара тут будет окно со спикером

На трудность таких вопросов в первую очередь влияет:

- 1) наличие или отсутствие у читателя установки на связывание отдельных единиц информации в единое целое, на самостоятельное восполнение всех недосказанностей;
- 2) величина логического разрыва между двумя единицами информации, которые читателю предстоит самостоятельно соединить;
- 3) сформированность умения не только понимать мысли других людей, выраженные в письменной форме, но и умения с помощью письма выражать свои собственные мысли понятно для других;
- 4) сформированность у читателя умения находить в тексте информацию, сообщенную в явном виде.

Если это базисное умение сформировано недостаточно, то читателю трудно вывести простое умозаключение из информации, содержащейся в тексте просто потому, что он эту информацию может не обнаружить.



1. Andy Mills writes reports for his school newspaper.

1) What is his school newspaper about?

news [nju:z] — новости

congratulations [kən,grætʃu'leɪʃn] — поздравления

to advise [əd'vaɪz] — советовать

1. Happy Father's Day*!

"My dad is the funniest and the most wonderful dad in the world. I'm going to take some photos and make a newspaper for him."

Ellie, 11



"I love my dad! He is the best! He has finished redecorating my new bathroom. I'm going to sing a song for him at our school party."

Sam, 10

3. How to

start a class newspaper

- Ask your teacher for help.
- Choose the things to put in the newspaper.
- Write the stories.
- Don't forget about the titles.
- Draw some pictures.



2. The best moments

of the week

"We listened to stories. We played different games there. Visit it, it is great fun!"

Harry, 10

"We have visited the Roald Dahl Museum and Story Centre*. It's a wonderful place!"

Ann, 11

"We have learnt many interesting things about Roald Dahl and the characters of his books."

Megan, 10



4. Animal Quiz

- What animal is the largest?
- What animal is the most dangerous?
- Is the shark bigger than the elephant?
- Is the giraffe faster than the horse?
- What bird is the smallest?

2) Are there any of the following in Andy's newspaper?

- ◆ News
- ◆ Sports reports
- ◆ School and after-school activities
- ◆ Congratulations
- ◆ Pictures and photos
- ◆ Quizzes
- ◆ Interviews

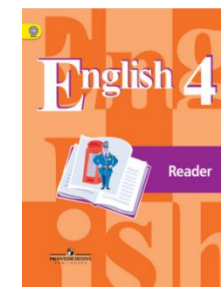
3) Answer the questions about the newspaper.

1. What have the children put in the newspaper?
2. What were the best moments of the week?
3. What do the children advise you to do to start a newspaper?
4. What quiz have the children made?
5. What holiday are the children going to celebrate?
6. What are the children going to do for the holiday?

4) Which of these sentences can you add to Andy's newspaper and under which title? Some sentences are extra.

3. A. Take some photos.
— B. What animal is the smartest?
— C. We have decorated our classroom.
— D. My best moment of the week was when I went on holidays to France.
— E. Happy New Year!
— F. Visit your grandfather!
— G. Happy Father's Day, dad, I love you!
— H. What written...

нара тут будет окно со пикером



связывание отдельных единиц информации в единое целое



hen Miss Huckleberry was my teacher, our lessons were fun.

One day we read about animals in the zoo and Penny said, "Why can't we have a zoo in the room?"

Miss Huckleberry said, "We can."

I said, "I have a big black dog and three cats." My friend Bill said, "I have a yellow bird."

Then Penny said, "These animals don't live in zoos. They are pets, not zoo animals."

"We will make the zoo animals," said Miss Huckleberry. Make zoo animals?

Penny said, "Clay!" I brought the clay. Other children took paper and dishes of water.

Some children took the clay and made small animals. Some other children took the clay and made big animals.

One boy made the *hippopotamus*. He made it very well. Another boy made the monkey. But the monkey was bigger than the hippopotamus! And the spider was bigger! The best animal was my elephant. It was the largest animal in the zoo.

Miss Huckleberry helped us a lot.

- связывание отдельных единиц информации в единое целое
- величина логического разрыва между двумя единицами информации

Во время вебинара тут будет окно со спикером

2) Which information is about the animals from Huckleberry zoo? Prove it from the story.

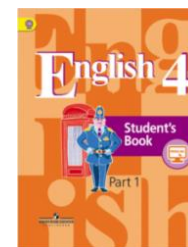


- A. The hippopotamus is bigger than the monkey.
- B. The hippopotamus is smaller than the monkey.
- C. The hippopotamus is larger than the spider.
- D. The spider is larger than the hippopotamus.
- E. The elephant is the largest animal.

3) Reading rules. Which of the following did the children make?

- i → [ɪ] a big dish for the little hippo
- o → [aɪ] signs for the lion and the spider
- o → [u:] a zoo in the room
- i, u → [ɜ:] a circus with purple birds and turtles
- a → [eɪ] clay cages and paper cages

2. Draw Huckleberry zoo and make signs.



1) What makes her town special?

I live in a beautiful town. There are shops, schools, swimming pools, libraries, cafés, cinemas and parks in my hometown. There is a beautiful river in my town. We go swimming, and fishing, have family picnics, have fun, and play games near the river. There are two swimming pools and a stadium in my town. Families take their children to the three parks in the town. There is a large shopping centre in my town. It is really big. It has got five floors. My brother likes going to the third floor because there are many toys and books there. And I like going to the cafés on the fourth floor. My town is a beautiful and fun place to live. People in my town are friendly and nice. I love my town. That is what makes it special — I love it!

Which questions did Ashley answer? Find the answers in the text.

- Where do you live?
- What is there in your hometown?
- What interesting things and places are there in your town?
- What can you do there?
- What are your favourite places in your town? Why?
- What are the people like?

понимать мысли других людей, выраженные в письменной форме
с помощью письма выражать свои собственные мысли понятно для других

1) What report did she make? (LLN No. 10)



Lipetsk* is the best place to live.



2. Our zoo is nice.



3. The places where people walk are wonderful.



4. You can go on rides in the park.



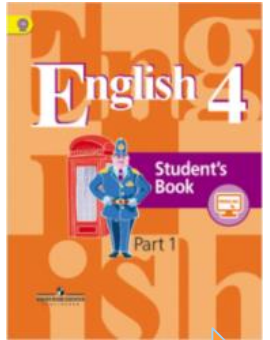
5. My hometown is beautiful.

2) Listen to Vika's story. What have you learnt about Lipetsk? (LLN No. 1)

Is the place you live in special? What makes it special?

All about me. "My hometown is special" (No. 10). Do

тут будет окно со
ером



All about me

1. My family's summer favourites.

Summer is a time for family holidays.
In my family we like to spend time together.

Mum likes _____.

_____ likes _____.

_____ likes _____.

I like _____.

We like _____ together.



10. My hometown is special.

I live in _____.

I like living there because _____.

There are _____.

You can _____.

My favourite place _____.

People are _____.

My _____ is special because _____.

с помощью письма выражать свои
собственные мысли понятно для
других

учим логике высказывания

3. Умение интегрировать и интерпретировать идеи и информацию текста



Во время вебинара тут будет окно со спикером

3) Что сделала Крисси, чтобы пошёл дождь?

One day Chrissy went for a walk. She jumped from cloud to cloud. She heard someone laughing.¹

It was a little cloud. Chrissy asked: "What is so funny?" "It is your toes, they tickle us," answered the cloud. "We love tickling. It makes us laugh. We almost cry."



On Monday Chrissy ran and jumped from cloud to cloud. The clouds laughed, and their tears fell to the ground.² Trees were happy. Animals were happy. And Chrissy was happy. She made the rain.

4) Соответствуют ли эти утверждения сказке или нет?

- Chrissy was a new angel.
- It was rainy on Monday and on Thursday.
- Chrissy knew how to make the rain.
- Clouds cried when they listened to sad stories.
- Clouds cried when Chrissy pinched them.
- Chrissy tickled clouds with her toes.
- Clouds liked when Chrissy tickled them.
- Rain is the tears of the clouds.

5) Какой способ сделать дождь понравился вам больше всего? Какой способ сделать дождь предложили бы вы?

6) Выберите название для сказки.

How to Tickle the Clouds

The Rain Angel

The Rainy Day


связывать элементы информации текста, опора на собственный опыт и знания;




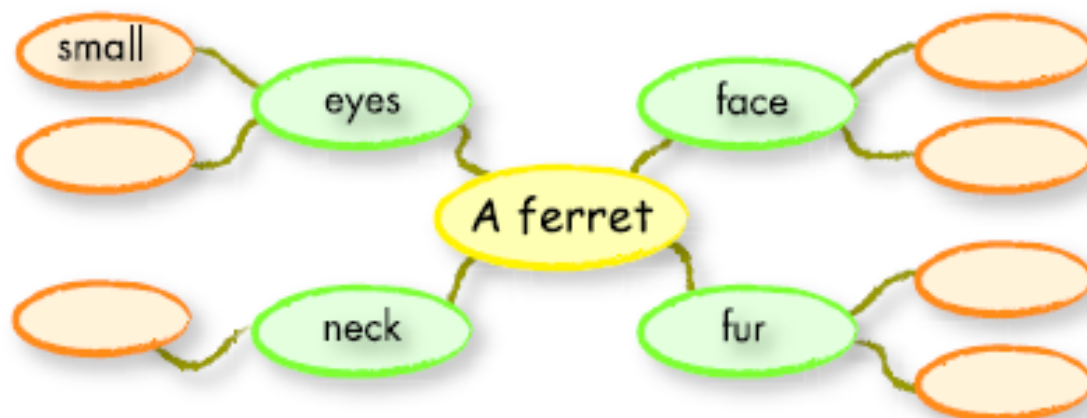
3. Умение интегрировать и интерпретировать идеи и информацию текста




Во время вебинара тут будет окно со спикером

4)  How did the children describe the ferret? How did their parents describe it? Prove it from the story.

5)  Copy and fill in the diagram which describes a ferret.

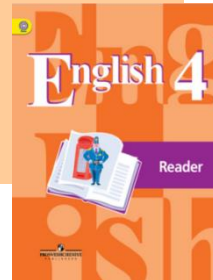


6)  Compare a ferret with a mink, a weasel and a raccoon. Use the words from the box.

A raccoon is fatter and bigger than a ferret.

long furry fat small big dark soft

связывать элементы информации текста,
опора на собственный опыт и знания;





Во время вебинара тут будет окно со спикером

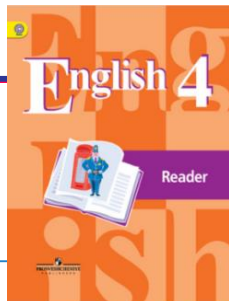
На трудность таких вопросов в первую очередь влияет:

- 1) наличие или отсутствие у читателя установки на полное понимание текста; на постоянный мониторинг полноты и точности своего понимания,
 - 2) когнитивная сложность тех операций, которые необходимы для того, чтобы интегрировать и интерпретировать сообщения текста;
 - 3) эмоционально-личностная глубина повествования, которое читателю предстоит пережить в эстетической форме,
 - 4) сформированность у читателя умения находить в тексте информацию, сообщенную в явном виде, и делать простейшие умозаключения на основе этой информации.
- Если эти базисные умения сформированы недостаточно, то читателю трудно интегрировать и интерпретировать информацию текста просто потому, что он эту информацию может не обнаружить и не подвергнуть самой элементарной мыслительной обработке.

Умения
взаимо-
связаны

1) Why does June think that her granny is OK?

My granny is OK: she doesn't have computer games or a cool car but she makes cool chocolate *chips*, ... she sends me cards on my birthday with money in them. And there is one more thing. My granny has the most wonderful bathtub in the world. The bathtub has claw feet! These claw feet can walk that tub around. ... So, why aren't I in that tub now? Well, see, there is this little *problem*. My granny is OK but ... She always does something: she cooks, cleans, does the laundry, And this is MY list of chores. And these aren't my old chores. These are farm chores.



Во время вебинара тут будет окно со спикером

2) Why does June say that her granny is practical?

3) **Reading rules.** Which of the following could June say about her granny and herself?

a → [æ] My granny is not bad, she's practical.
→ [ɑ:] There is a car and a bathtub on the farm.
→ [ɔ:] The tub with claw feet can walk.

o → [ɔ:] The list of my chores is long and boring.
→ [ʌ] Sometimes granny sends me some money.

u → [ʌ] I must be in the tub when I'm grubby.

o/u → [ʌ] There must be some reason to be in the wonderful tub.

e → [i:] I like cleaning and weeding.

4) Which of these is granny's favourite saying? What do you think?

- ◆ Безделье — мать всех пороков.
- ◆ Работа — не волк, в лес не убежит.

полное понимание текста; постоянный мониторинг полноты и точности своего понимания, интеграция и интерпретация сообщения текста, понимание мотивов поведения и поступков героев

интерпретация читателями может быть разной, так как идеи текста интегрируются с идеями читателей
(поэтому не выносится на контроль)

2. But sun clocks were good only on sunny days and people made *water clocks*. Water clocks were better than sun clocks because they told the time during the day and at night. They were more accurate than sun clocks.



B

3. People also used the *hourglass** or *sandglass* to tell the time.



C

4. Then the first *mechanical clocks** appeared. They were very big and heavy. Some of them were with bells and people put them in large towers. Later clocks became smaller.



D

5. Soon the first *watches* appeared — *pocket watches* and *wristwatches*.

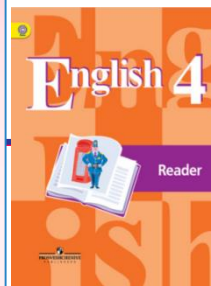


E

6. Later people made the *electric clock**.



F



Во время вебинара тут будет окно со спикером

3) * What type of watches do you wear? What clocks are there in your school/home? Which of them are the most accurate?



мониторинг полноты и точности
своего понимания,
опора на собственный опыт и
знания;

4. Умение оценивать содержание и форму текста



Во время вебинара тут будет окно со спикером

3) Read the end of the poem in English and in Russian. Complete the end of the poem in Russian.

watch I [wɒtʃ] *n* часы (карманные, наручные)
watch II [wɒtʃ] 1. *n* 1) наблюдение 2) сторож, часовой
2. *v* 1) наблюдать, следить 2) стеречь, сторожить

Should you decide to buy a dog,
Consider my remarks:
When looking for a “watchdog”,
Get yourself the kind that barks.

«Собаку _____»
Для дома приобретая,
Убедитесь, пожалуйста, в том,
Что она хотя бы лает!

критический взгляд на прочитанное:
смотрим на текст со стороны, соотносим
написанное автором со своей собственной
картиной мира;
сопоставляем авторские идеи с идеями и
информацией из других источников

4) This is what Jack Morton thinks about the author and his dog.
Do you agree with him or not? Label the pictures.



“The author has not got a real watchdog like
a cocker spaniel. He has got a WATCH dog,
or a “clocker spaniel”.



Читательское умение:

Оценивать содержание и форму текста



Во время вебинара тут будет окно со спикером

На трудность таких вопросов в первую очередь влияет:

- 1) умение соотносить авторское высказывание с собственным мнением;
- 2) умение различать авторскую позицию и свои взгляды,
- 3) наличие или отсутствие у читателя установки на форму текста, привычка обращать внимание на каждую деталь формы как на существенный смыслообразующий элемент;
- 4) знания о смыслообразующих элементах формы текста – как художественного, так и информационного;
- 5) эмоциональная и когнитивная сложность тех элементов содержания, в которые «упакованы» сообщения текста (эта сложность определяется зазором между личным опытом читателя и предметной ситуацией, описанной в тексте);

6) сформированность у читателя умения находить в тексте информацию, сообщенную в явном виде, делать простейшие умозаключения на основе этой информации, интегрировать и интерпретировать идеи и информацию текста.

Если эти базисные умения сформированы недостаточно, то читателю трудно почувствовать и осмыслить связи формы и содержания текста просто потому, что он недостаточно полно и точно ориентируется в содержании.



The place that make me happy



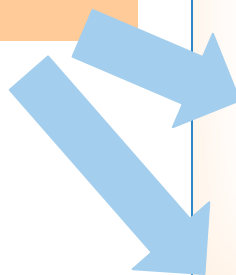
1. There are different stories about houses.

1) Whose houses and rooms are these? Match the person with the house. Read LEARNING TO LEARN NOTE No. 3 on page 104 in the Student's Book.

- ◆ The house of a magician (from the book by Edward Eager "Seven-day Magic")
- ◆ The house of Robinson Crusoe (from the book by Daniel Defoe "Robinson Crusoe"*)
- ◆ The house of the three bears (from the book "Goldilocks and the Three Bears"*)



оцениваем форму, оцениваем язык



Then the girl decided to go upstairs to see what was there. She saw three beds: a big bed, a middle-sized bed and a little bed. They were all neat and tidy.

B.

When the children saw the room behind the door, they looked around *in surprise*. It was a large room with many tables in it. On the walls there were a lot of shelves. On every table and every shelf there were

crystal balls and small bottles and jars . The room was really messy!

C.

I made a house in the cave. Then I made some furniture. First I made a table and chair out of the short board from the ship. Then I made large shelves and put them on the wall. My cave was very nice, with a place for all my things. I was very glad.



reading rules

c

[s]

[k]

decide
nice
place

cave
crystal

▶ See p. 120.

2) **Vocabulary.** Find the opposites of these words in the stories. What do these opposites describe?

big

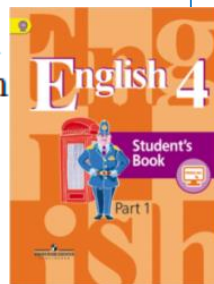
tidy

small

3) **Vocabulary.** Find the synonyms of the words (ex. 1.2) in the stories. What do they describe?

тут будет окно со
дом

We jumped into the car. We found Dad and Mrs Manheim near the lake. We told them where Fudge and Daniel were. We all drove to the bakery. Fudge and Daniel were near the bakery. Mum jumped out of the car and hugged Fudge. "I'm so happy to see you!" When we came back to our house, Mum said, "You know that what you did today was wrong." "And dangerous," Dad said. "And stupid!" I said. "We're very happy to see you," Mrs Manheim said, "but we're very angry, too!" "We should punish you," Dad said.

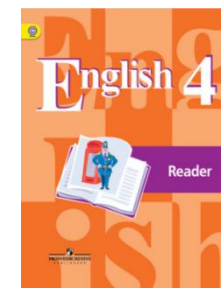


Во время вебинара тут будет окно со спикером

SB - Reader

stupid ['stju:pid] = silly to punish ['pʌnɪʃ] — наказывать
angry ['æŋɡrɪ] — сердитый

Критический взгляд, сопоставление своих взглядов и взглядов автора



- 2) Translate the underlined sentences in the story.
- 3) How did the parents punish Fudge and Daniel? Choose the correct variant, then ask your teacher to check.
 - ◆ They put them to bed at 8 o'clock.
 - ◆ They didn't give them cookies for a month.
 - ◆ They took their bicycles away for a month.
- 4) Why did Fudge and Daniel run away?
 - ◆ They wanted to buy cookies for their mum.
 - ◆ They wanted to show they were not little kids.
 - ◆ They wanted to ride bicycles down the highway.
- 5) Fudge's parents and Daniel's mum punished them because children should not:
 - ◆ run away when they do not like something.
 - ◆ ride bicycles down the highway.
 - ◆ go to the lake for a picnic.
- 6) Do you think the parents were right? Why?

3. Here are two poems about how people should behave in the street.

1) Which of these two poems gives better advice for Fudge and Daniel? Underline the corresponding sentence(s).

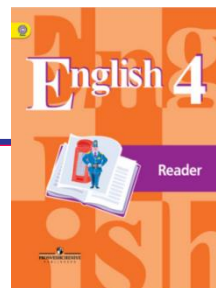
Необходимость смотреть на текст с объективной или субъективной стороны

3. Here are two poems about how people should behave in the street.

1) Which of these two poems gives better advice for Fudge and Daniel? Underline the corresponding sentence(s).

Look to left and look to right,
Note what traffic is in sight.
Note, too, which light can be seen:
The Red, the *Amber* or the Green.
Children, keep from dangerous play
And THINK before you cross today.

Always look to left
And right,
Use the *crossings*,
Watch the light!
Guide your bike
With both hands,
Don't hold on to cars
And vans.
Games in the park
Can be a treat,
But never play in a busy street.



Во время вебинара тут будет окно со спикером

смотреть на текст со стороны,
критический взгляд на прочитанное,
оценивать язык, знакомство со
средствами языковой
выразительности

2) **Vocabulary.** Which meaning does the word "busy" have in the poem?

busy ['bɪzi] а 1) занятой 2) деятельный; трудолюбивый 3) напряжённый, интенсивный

Эффективность и разумность использования времени на уроке для развития умения читать

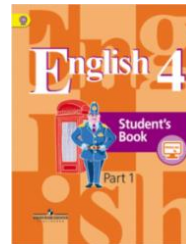
Во время вебинара можно спокойно спать



Важно не количество времени на обучение чтению, а качество проводимого обучения, используемые методы обучения, профессионализм учителя.

3) **Reading rules.** Is this information in the story?

- u** → [ʌ] Miss Tucker's summer was fun.
- o** → [ɜ:] She saw turkeys at work.
- [ɔ:] She bought a horse.
- [ʊ] Hank took his book and looked at it.
- e** → [e] Hank never fed his pet with shells.
- a** → [æ] Hank brought a magnet from the camp.
- [ei] The snake's name is Lake.
- [ɑ:] The harmless snake lived on a ranch.

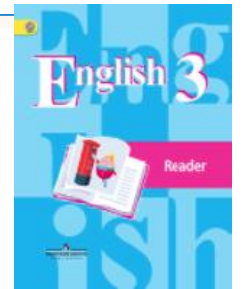
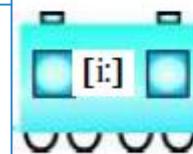


Установка перед текстом.
Проблемный вопрос.

3. Вот ещё несколько весёлых стихотворений.

- 1) Прочитайте стихотворение и сосчитайте, сколько детей в классе Дейва.

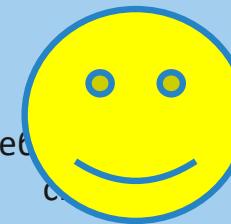
Our class has three Petes,
Two Bens and seven Steves,
One Henry and one Meg,
Three Nells and two Pegs.
Can you count all of us?
(Ты можешь сосчитать нас все?)
— Well, at last!
(Ну, наконец-то!)



Упражнения «2 в 1»
(навыки
чтения/умения
чтения)

Спасибо за внимание!

Во время вебинара будет открыто окно со



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