

«Развитие читательской грамотности на уроках английского языка в основной школе»

на примере УМК «Английский язык 5-9»

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

Дуванова Ольга Викторовна,
член авторского коллектива, ст. преподаватель ГАУДПО Липецкой области «ИРО»

25 февраля 2021 г.



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).

PISA (Programme for International Student Assessment)

Во время вебинара тут будет окно со спикером

Международное исследование качества чтения и понимания текста PISA (Programme for International Student Assessment) – это международное исследование математической, **читательской** и естественнонаучной грамотности .

Цель:

Оценка практических навыков учащихся и их умения применять академические знания в жизни, в отличие от других международных мониторингов (TIMSS и PIRLS), которые проверяют уровень академических знаний, заложенных в учебные программы. Сопоставление уровня навыков чтения и понимания текста четвероклассниками различных стран мира, а также выявление различий в методике обучения читательской грамотности в национальных системах образования.

Читательская грамотность - Область оценивания:

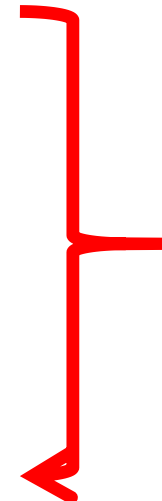
Оцениваются **два вида чтения**: чтение с целью приобретения читательского литературного опыта и чтение с целью освоения и использования информации.

При чтении художественных и информационных (научно-популярных) текстов оцениваются читательские умения:

поиск и извлечение информации, заданной в явном виде;

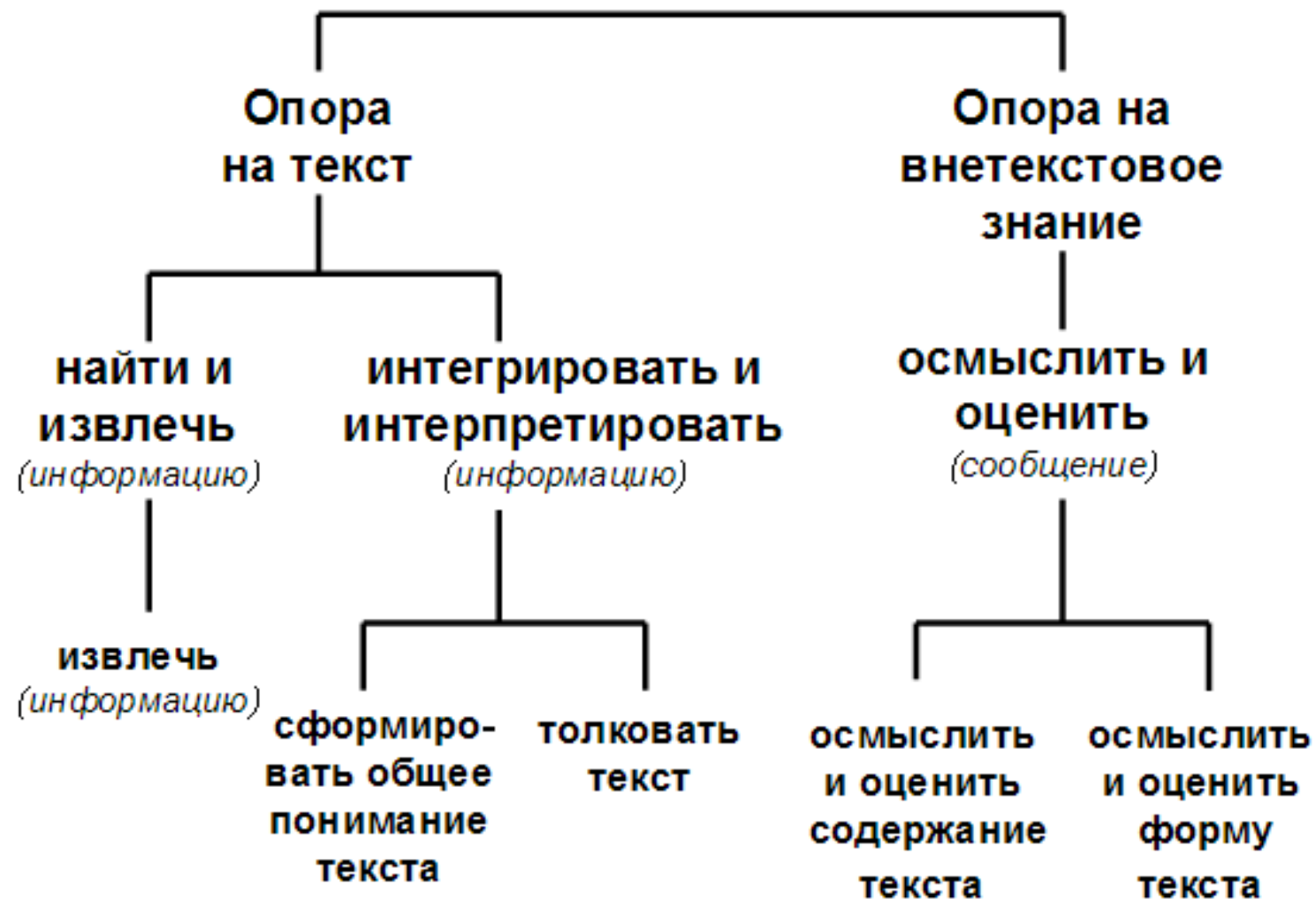
интерпретация и **обобщение** информации, формулирование **выводов** ;

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



Во время вебинара тут будет окно со спикером

Читательская грамотность



Цукерман Г.А.

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 |



Таблица 1.

Места России в исследовании PISA

| | 2000 | 2003 | 2006 | 2009 | 2012 | 2015 | 2018 |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Математика | 21–25 из 32 | 29–31 из 40 | 32–36 из 57 | 38–39 из 65 | 31–39 из 65 | 22–24 из 70 | 27–35 из 70 |
| Естествознание | 26–29 из 32 | 20–30 из 40 | 33–38 из 57 | 38–40 из 65 | 34–38 из 65 | 30–34 из 70 | 30–37 из 70 |
| Чтение | 27–29 из 32 | 32–34 из 40 | 37–40 из 57 | 41–43 из 65 | 38–42 из 65 | 19–30 из 70 | 26–36 из 70 |

Во время вебинара тут будет окно со спикером



В основной школе происходит переломный момент, который приводит к худшему усвоению программы.

Причины: экономические, социальные
территориальное неравенство

Во время вебинара тут будет окно со спикером

Возможные причины:

- изменения в системе образования последних лет, которые стимулируют учащихся, скорее, **запоминать** и действовать по образцу, **а не мыслить критически, анализировать**, сравнивать, экспериментировать. (ВПР, ОГЭ);
- ужесточение экспертизы учебников, которая не поддерживает инновационных подходов к учебным материалам.
- экономические кризисы

Что делать:

- проанализировать результаты PISA в разрезе конкретных типов заданий, социально-экономического статуса школ и детей.
- **сравнить задания PISA** с результатами и заданиями ЕГЭ, ОГЭ, ВПР, **учебниками**. На основе этого анализа следует выделить «западающие» навыки, группы риска, возможности быстрой коррекции.



ФГОС ООО Иностранный язык

Предметные результаты

Смысловое чтение:

читать про себя и понимать несложные аутентичные тексты разного вида, жанра и стиля объемом 450–500 слов, содержащие незнакомые слова и отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с различной глубиной проникновения в их содержание: **с пониманием основного содержания** (определять тему, главную идею текста, цель его создания), **с пониманием нужной/интересующей/запрашиваемой информации** (в том числе выявлять детали, важные для раскрытия основной идеи, содержания текста), **с полным пониманием содержания; читать несплошные тексты** (таблицы, диаграммы, схемы) и понимать представленную в них информацию;

Во время вебинара тут будет окно со спикером

Трудности при чтении:

Во время вебинара тут будет окно со спикером

Трудности формы текста:

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

Трудности содержания:

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

CHALLENGE

Трудности при чтении:

Во время вебинара тут будет окно со спикером

Трудность поиска и извлечения информации

- число единиц информации, которые надо найти
- объём единиц информации, между которыми нужно сделать выбор
- объём и сложность текста

Here is a letter from a girl to a children's newspaper and the response to this letter.
For questions 1–4, choose the correct answer a or b.

My sister always spends a lot of time on the computer and I don't have the time. I don't think that's fair. What should I do?
Ann B., Norwich

Your sister may spend longer hours on the computer because of her schoolwork. If she is older than you, she may have more difficult homework to do.

You should talk to your parents and your sister. Tell your parents how you feel. They may not know that your sister spends a longer time on the computer, or they may think it is fair.

Computers are interesting and it's easy to forget all the time when you are on the Internet or playing a game. Some families buy a timer. Then all people in the family can get a bit of computer time.

- 1 What is the girl's problem?
a Her sister is not fair.

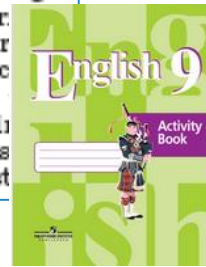


You are going to read some articles about schools in Britain. For questions 1–9, choose from the schools (A–D). The schools may be chosen more than once.

Which school:

- 1 is a comprehensive school?
- 2 is a boarding school for boys?
- 3 is a school where boys and girls study together?
- 4 is a college of further education?
- 5 offers free education?
- 6 prepares special food for pupils?
- 7 is for those who are good at sport?
- 8 concentrates on studying Maths and Information Technology?
- 9 was repaired and decorated not long ago?

- A If you're a Year 11 student, no matter whether you are a boy or a girl, thinking about what direction to take after school, or a Year 9 or 10 student considering your future aims, you'll be making important decisions that will influence the rest of your life. We offer a great range of courses for the Post Leaving Certificate and for adult students. Students who successfully complete their studies at College get the necessary *qualifications* to enter their chosen career or to continue their studies at the third level. The education is free, however, there are some sums of money that students have to pay to attend all courses, for example, for registration.



Трудности при чтении:

Трудность интерпретации информации

Во время вебинара тут будет окно со спикером

- число единиц информации, которые надо связать
- тип связи между единицами информации, который требуется установить
- необходимость делать выбор между единицами информации
- характер текста: длина, абстрактность, предмет обсуждения (знаком/не знаком)

6. Here are two stories about two teenagers, Kevin and Bidy. Kevin is a foreign exchange student from Great Britain living with Rae and her family in the USA. Bidy is an American girl. Kevin and Bidy both wanted to get a part-time job.

1) Read the story about Kevin. Was he successful in finding the job he wanted? (reading for the main idea)

"I might have a job. Dr Williams said they needed someone to feed the small animals and clean the cages," said Kevin to Rae and Nick (his father, who was

when heard about an accident). "With the arm that is broken? Wouldn't it be too hard on you?" said Nick.

"No. It's just two hours twice a week. Dr Williams practically promised I could have the job and I don't want to miss this chance."

"But are you sure you want to take on a job? Everything's still so new for you and right now, with a broken arm ..."

"This is nothing. And I really don't want to miss this opportunity." He hoped to attend university in the United States, he explained, and Dansby was his first choice because of its veterinary college. Being known there might help him get there. "It has a high rating, you know."

"I've heard," Nick said. He knew about the world-famous Dansby School of Veterinary Medicine and about Kevin's plans to be a veterinarian ...

After the job interview Kevin greeted them with an enthusiastic shout. "I got the job!" He told them he didn't get the feeding and cage-cleaning job because of his arm. But he would replace a receptionist for two hours after school twice a week. He seemed satisfied; after all he'd still have contact with the animals.

from *Foreign Affair* by Eva Rutland

2) Read the story about Bidy. Was she successful in finding the job she wanted? (reading for the main idea)

The front door opened and Bidy came in. "Where've you been?" asked Kate.

Bidy sat down on Granny's hassock.

"Want some supper?" asked Kate.

"I've had supper."

"Where?"

"I don't have to tell you, but I have a job." Bidy took off her flats, massaging her feet. "I ate there."

"What kind of a job?" asked Kate.

"I'm a *carhop*. I'm waiting on cars at the drive-in.* Torrey told me to."

"Bidy, I did not," said Torrey.

"You said I should have earned some money for camp. It's too late for camp. But money is money. We could use some."

"You should have asked your Mum," said Kate.

"No, I shouldn't. There's only one way to get a job. Not talk about it, just go and get it."

"Do you like it?" asked Torrey.

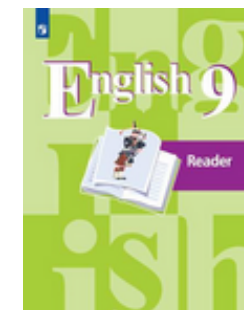
"I don't know yet. It's hard work. The trays are heavy, and your feet hurt, and there aren't enough girls to go around, and the people in cars become angry, and Mr Towser, he is the manager, is always saying, 'Get a move on, girls, you're very slow,' and I think the uniforms aren't smart. But you get paid every week, and I get a lot of tips*."

from *Bright Particular Star* by Marion Garthwaite

4) What are the differences in the attitudes of Kevin and Bidy to work? Fill in the table. (reading for detail/making notes)

| | Kevin | Bidy |
|---|-------|------|
| What work did they do? | | |
| Why did they start to work? | | |
| What were their impressions about the work? | | |

5) Did Torrey like her job? Add the information about Torrey to the table (ex. 6.4). Compare the jobs Torrey, Kevin and Bidy had. What are the advantages and disadvantages of these jobs? (making value judgments)



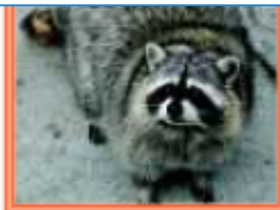
Трудность осмысления и оценки информации

- тип осмысления (сравнить легче, чем построить предположение)
- тип внетекстового знания, необходимого для понимания текста (жизненное/специализированное знание)
- размер и абстрактность текста

Во время вебинара тут будет окно со спикером

3. The National Geographic World magazine publishes a lot of information about animals, their life in the wild and near people.

1) Look at the photo. What do you know about the way of life of these animals? Start filling in the table. (anticipating/applying background knowledge)



| | Before reading | After reading |
|---|----------------|---------------|
| <ul style="list-style-type: none">● appearance● food● where they live● what they do during the day● what they do at night | | |

2) Read the article to check your predictions. (reading for specific information)

Some people don't understand why raccoons live in towns, **but / because** the raccoons were there first. Cities grow, houses come *close* to forests where earlier only wild animals lived. **As a result / But** some animals go away. Raccoons usually stay. They can live near people. People don't always like this fact, **as a result / however**. The animals can carry a dangerous illness.¹

Raccoons sleep most of the day. They sleep in trees. At night, they go out to look for food. Garbage is now a large part of the city raccoon diet. **Because / Because of** dark fur around their eyes raccoons got the nickname "masked bandits".

In the forests, raccoons usually live in trees, high above the ground. In cities, **that's why/however**, trees are very rare. **More than that / As a result** raccoons sometimes make their homes in chimneys.²

When people find a raccoon in their house, they usually want it to go away. **That's why / Because** they call experts for help. There are also special people who are trained to help lost or sick animals. Such people help animals to learn to live in their natural environment.

3) Grammar. Look at the highlighted words and choose the correct ones. (understanding relations within a text)

4) How can you characterize a raccoon now? Fill in the table (ex. 3.1).

5) Why do wild animals come to cities? (expressing personal opinions)



Трудность чтения сплошного/несплошного текста

Сплошной текст

- размер
- чёткость структуры
- связь отдельных частей с общей темой
- наличие абзацев/подзаголовков и т.п.

Несплошной текст




- объём информации
- тип связи между частями (простые списки/ сложноорганизованные реестры)
- форматирование частей текста
- месторасположение искомой информации (основной текст/сноска)

Во время вебинара тут будет окно со спикером

The "Marks and Spencer" company was started in 1884 by a Russian entrepreneur, Michael Marks. Tom Spencer joined him in 1894 and six years later they opened their first 34 penny bazaars.* The company has over 400 stores located throughout the UK, this includes their largest store at 34 penny bazaars. "Marks & Spencer" is one of the UK's leading retailers of clothing, foods, homeware and financial services, serving 10 million customers a week. In addition, the company has

Burberry was founded by 21-year-old Thomas Burberry. By 1870, his business had become well-established and focused on the development of outdoorwear. In 1879, Thomas Burberry invented gabardine. In 1891, he opened his first shop in London at the Haymarket*, which still stands today as the company's headquarters. The famous Burberry check was introduced as a lining to the trench coat in 1924. Soon the red, camel, black and white

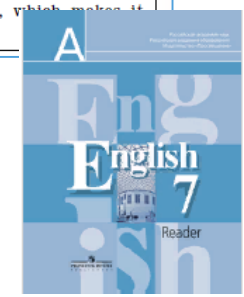
1) Who are Finch Olive's family members and friends? (reading for specific information)

| | |
|---|---|
| <p>This book belongs to Finch Olive Penny 51 Nelson Street Fletchley England</p> <p>Age when I started the book of my life: Eleven years, eleven months and three weeks</p>  | <p>BEST FRIENDS Graeme Penny 51 Nelson Street Fletchley</p>  <p>Because</p> <ul style="list-style-type: none"> • He understands how I am feeling. • I tell him my secrets — things I won't tell anyone else (even Cassie). • He never lets me down. • He makes me laugh. |
| <p>MY FAMILY Mum: Deborah Ann Penny, known as Debbie Dad: Tom Kellogg (died before I was born) Granny: Olive Marie McKay, known as Nolly</p> | <p>Cassandra Jane Owens, known as Cassie 3 Acacia Gardens Fletchley</p>  <p>Because</p> <ul style="list-style-type: none"> • We have been friends since we were three. • We have the same sense of humour. • We tell each other everything (almost). • We look after each other. • We are opposites, which makes it more interesting. |

- 3) Which statements are true or false according to the story?
- Finch Olive Penny and her best friend Cassie live in the same street in London.
 - Finch Olive Penny was almost 12 years old when she started writing her book.
 - Finch Olive's mum's name is Debbie.
 - Finch Olive hasn't got a father.
 - Finch Olive likes Graeme Penny because he can keep secrets.
 - Graeme Penny will never betray Finch Olive.
 - Finch Olive and Cassie have been friends for almost 9 years.
 - It is interesting for Finch Olive to be friends with Cassie because they are different.
- 4) Why does Olive Finch tell more secrets to Graeme Penny than to Cassie?

2) Read the text again, copy the chart and write in the answers to questions in the chart. (reading for specific information, making notes)

| Companies | When were they founded? | ? | What do they sell? | ? | How many shops do they have? |
|-------------------|-------------------------|---|--------------------|---|------------------------------|
| Marks and Spencer | | | | | |
| Burberry | | | | | |



Сплошной текст

Трудность: наличие или отсутствие точного указания, в какой части текста надо искать ответ

Учим

2) Read this review to learn about bookcrossing. Answer the following questions while reading the review. (reading for specific information)

Love Your Books? Then Set Them Free!

Review by nickyturnill — written on 09.03.06 — Rating: ***** (5 of 5 possible stars)

1) When was bookcrossing created?

2) Who began the practice of bookcrossing?

3) What is bookcrossing?

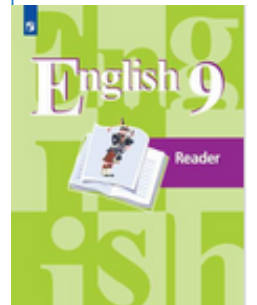
4) What is the aim of bookcrossing.com?

5) Who can be a member of bookcrossing.com?

6) What do the members of the site do?

In September 2005 I read a review about bookcrossing. I was very interested and joined immediately. I am an active member of bookcrossing.com, a free online book club. Bookcrossing site was created in April 2001 by Ron Hornbaker, and since then it has grown into a global movement. Bookcrossing has already entered the Oxford English Dictionary where it is defined as “the practice of leaving a book in a public place to be picked up and read by others, who then do the same.” The term is originated from the website bookcrossing.com, which began and encouraged the practice. Bookcrossing.com’s aim is to “make the whole world a library.”

On the site 500,000 members from different countries of the world share books and discuss them. About 4 million books have been registered on the site now. It makes it very unlikely that you won’t find what you



Трудности формы текста:

2. Children often have lunch at school.

1) Do school lunches differ around the world? (reading for the main idea)

Britain

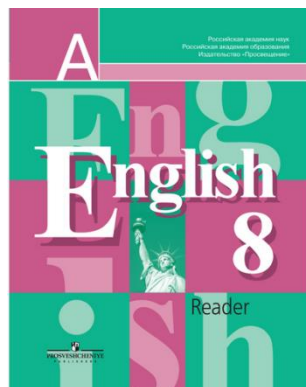
Here is a report of Bronwen from Morey.

"I thought it would be interesting to have school dinners for a week and check out the varieties of healthy foods served at my school.

It turned out to be quite surprising!

Hotdogs and chips are served every day. You can often buy burgers and pizzas. I got a baked potato on Monday but my friends got chips and laughed at me. On Tuesday I got *spaghetti Bolognese* but again my friends got chips. On Wednesday I treated myself with hotdog and chips. My friends all got chips again. I got a sandwich on Thursday and on Friday because there were only chips, burgers and hotdogs on the menu. I asked the dinner ladies what meals were the most popular and they said chips and burgers."

есть заголовки
понятно, в какой части текста
надо искать ответ



France

It is easier to find *grilled* chicken with green beans on the menu than burgers or sausages. You can get chips only one day a week, to go with salmon lasagna while pizza is served with a green salad. Drinks are healthy, as you can only get water.

The US

Children in US schools really don't like the food they are given. People have said that the lunches kids get in schools aren't very healthy, they help to make them gain weight. Around 20% of US schools offer fast food like McDonalds*.

Norway

No child in Norway gets a school meal. If they want to eat at lunchtime they have to take in a packed lunch. Most packet lunches are open sandwiches with cheese or *salami*. Children who don't take packed lunches can go the whole day without eating anything. So some people are now arguing Norwegian schools should have canteens, but only ones that sell healthy food.

The Ukraine

Children in the Ukraine get three courses for their lunch, often starting with soup before a main course and a dessert. But because the country is so poor, the quality of food isn't always the best. But almost all the meals are made in the school kitchens from fresh *ingredients*.

2) Read the articles again and fill in the table. Add information about Russia. (reading for specific information/making notes)

| Country | Britain | France | The USA | Norway | The Ukraine | Russia |
|---------|---------|--------|---------|--------|-------------|--------|
| Food | | | | | | |
| Drinks | | | | | | |

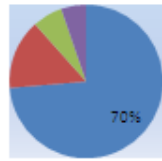
Трудности формы несплошного текста:

Во время вебинара тут будет окно со спикером

Sodium in your diet

We all need a small amount of sodium to keep our bodies working properly. People should eat less than 2,300 mg of sodium each day as a part of a healthy eating pattern. Practically all Americans eat more sodium than they need. Eating a high sodium diet increases risk for high blood pressure. High blood pressure is a key risk factor for heart disease. This disease kills about 610,000 Americans each year. Cutting sodium is a great goal for all family members. It can help lower blood pressure and may prevent heart disease later in life.

The main sources of sodium in your diet



- From prepared and packaged foods 70%
- naturally occurring in foods 14%
- from salt added to food in home preparation 6%
- from salt added at the table 5%

Is it Salt, or is it Sodium?

Sodium chloride is the chemical name for salt.

Ninety percent of the sodium we get is in the form of salt.

One gram of salt equals 390 milligrams of sodium

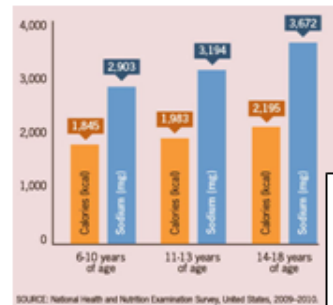
5. Where does most of the sodium in our diet come from?

How to Cut Sodium

- Watch your veggies. Buy fresh, frozen or no-salt-added canned vegetables
- Go for fresh sandwich ingredients when you can. Choose fresh or frozen meat rather than canned, smoked and prepared meat (like sausages)
- "Unsalt" your snacks. Choose unsalted nuts and snack products (such as crackers). Or, have a carrot instead.
- Choose healthy filling snacks. They are baked chips; fruit and vegetables; yogurt

How much sodium do children eat?

Most children are eating too much sodium daily, and teens are eating foods higher in sodium than younger children



SOURCE: National Health and Nutrition Examination Survey, United States, 2009-2010.

Foods high in sodium

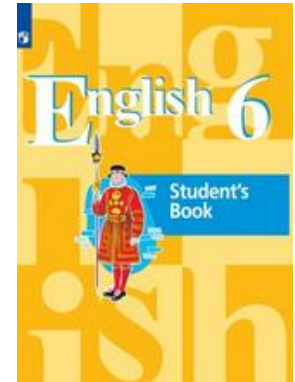
Pizza
Bread
sandwiches
cheese

Less sodium in
Fresh fruits
vegetables

6. What foods contain the most sodium?

1. What is sodium?
2. What effect does sodium have on blood pressure?
3. What is recommended daily limit for sodium?
4. How much sodium do people eat daily?
5. Where does most of the sodium in our diet come from?
6. What foods contain the most sodium?
7. What are some ways to reduce sodium intake?

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



Читательское умение: найти в тексте и извлечь информацию, сообщенную в явном виде.



Во время вебинара тут будет окно со спикером

Задания: определить информационное пространство, где содержится необходимая информация (справочная литература, the Internet, словарь)

1. Here is an article from a children's newspaper about the programme "Farms for City Children".

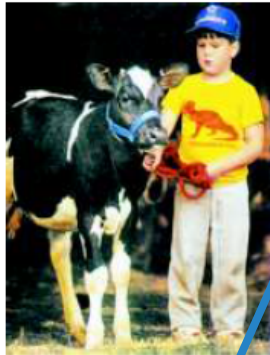
1) Who started the programme? What have you learnt about this man? (reading for specific information) Read the Learning to Learn note first.

In 1976 Michael Morpurgo* and his wife Clare started the programme 'Farms for City Children'. They now have three farms: in Devon, Wales and Gloucestershire, where children from towns and cities can come and be farmers.

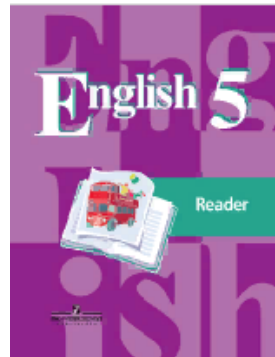
The children spend a week at a countryside¹ farm, during which they put on their macs* and wellies* and take part in different farmyard work.

The day begins² early at 7.15 am with chores before breakfast. Children milk cows, check the sheep, and feed the ducks and hens. After that the children work until³ lunch-time and then walk in the countryside.

Every week groups of children visit the farms and have great fun with animals there.



Учим



Learning to Learn

Как пользоваться справочником "Linguistic and cultural guide"

Справочник "Linguistic and cultural guide" продолжает знакомить

вас с культурой своей страны. Слова в справочнике расписаны, чтобы вы могли найти в справочнике информацию

4. Here is an extract from the book *Harriet the Spy** by L. Fitzhugh.

1) Look up the following words in the LCG. What is the story about?

- Mr and Mrs Curie*
- the Trojan War*

2) Read the story and check. (reading for the main idea)

Miss Elson came into the room and the children all said, "Good morning, Miss Elson." Miss Elson answered, "Good morning, children." Then *they* all sat down.

2) Using a dictionary. Label the pictures.

- A. a tent B. a fly-sheet C. wooden floor D. a mackintosh

1



2



3



4



3) Do you think that children like the camp? Why? (reading for detail)

Читательское умение: найти в тексте и извлечь информацию, сообщенную в явном виде.



Во время вебинара тут будет окно со спикером

Задания: определить информационное пространство, где содержится необходимая информация (справочная литература, the Internet, словарь)

8. In the story *I Am the United States* the author expresses some ideas about his country.

1) What things, places and people does the author associate with the USA? Fill in the table. Use the information on pp. 93–94, if necessary. (using reference materials, making notes)

| | |
|--|--|
| Population | |
| Geography | |
| Education | |
| Industries | |
| Historical events | |
| Famous places | |
| Famous people: politicians inventors writers and poets army people | |

I Am the United States

I was born on July 4, 1776 and the Declaration of Independence is my birth certificate. I am many things, and many people. I am the United States.

I am 212 million living souls — and the ghost of millions who have lived and died for me. I am Washington, Jefferson and Patrick Henry. I am Lee, Grant and Abe Lincoln.

I remember the Alamo and Pearl Harbor. When freedom called, I answered and stayed until it was over, over there.

I am the wheat fields of Kansas and the granite hills of Vermont. I am the fertile lands of the West, the Golden Gate and the Grand Canyon.

I am big. I sprawl from the Atlantic to the Pacific, 3 million square miles throbbing with industry. I am more than 5 million farms. I am forest, field, mountain and desert. I am quiet villages — and cities that never sleep.

Look at me and see Ben Franklin walking down the streets of Philadelphia and loaf under his arm. You can see Betsy Ross with her needle. You can see of Christmas, and hear the strains of *Auld Lang Syne* as the calendar turns.

I am 9,000 schools and colleges, and 250,000 churches where my people worship and think best. I am an editorial in a newspaper and a letter to a congressman.

I am Stephen Foster. I am Tom Edison, Albert Einstein and the Wright brothers. I am Longfellow, Harriet Beecher Stowe, Walt Whitman and Thomas Paine.

I am a nation and these are the things that I am.

I am the United States.

Author unknown

Задания: извлечь явную и скрытую информацию, составить план, таблицу, схему

Franklin, Benjamin [ˈfræŋklɪn, ˈbendʒəˌmɪn] (1706—1790) a politician, scientist and writer. He is known for his involvement in the Declaration of Independence in 1776 and for his writings.

Golden Gate, the an area of water which connects San Francisco Bay in California with the Pacific Ocean.

Grand Canyon, the [ˈgrænd ˈkænjən] an extremely large gorge cut over millions of years through the rocks of Arizona, USA.

Grant, Ulysses S. [ˈgrɑːnt, juˈlɪsɪz] (1822—1885) an army general and commander of the Union army during the American Civil War. He later became the 18th president of the US (1869—1877).

Henry, Patrick [ˈhenrɪ, ˈpætrɪk] (1736—1799) a leader during the American Revolution, famous for his phrase “Give me liberty, or give me death!”.

Jefferson, Thomas [ˈdʒefəsən, ˈtɒməs] (1743—1826) the third president of the USA (1801—1809). Jefferson wrote a large part of the Declaration of Independence.

Kansas [ˈkænzəs] (*written abbrev.* KS) a state in the Great Plains area of Central US which produces a lot of wheat.

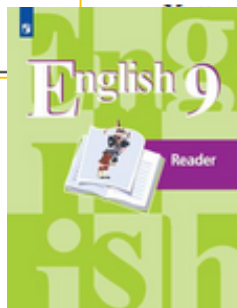
Lee, General Robert E. [ˈliː, dʒənərəl ˈrɒbət] (1807—1870) an army general and commander of the Confederate army during the American Civil War (1861—1865), often considered to be the best general of the war.

Lincoln, Abraham [ˈlɪŋkən, ˈeɪbrəhæm] (1809—1865) a self-educated lawyer, Republican President of the US (1861—1865).

Longfellow, Henry Wadsworth [ˈlɒŋfeləʊ, ˈhenrɪ ˈwɒdzwəθ] (1807—1882) a popular poet who is known for his long poems about US legends such as *The Song of Hiawatha*, *Paul Revere's Ride* and others.

Paine, Thomas [ˈpeɪn, ˈtɒməs] (1737—1809) an American political thinker and writer, born in England. His most famous books are *The Rights of Man* and *The Age of Reason*.

Pearl Harbor [ˈpɜːl ˈhɑːbə] an American naval base in Hawaii which was the scene of a surprise Japanese air attack in 1941 which brought the USA into the Second World War.



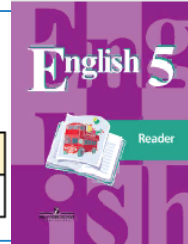
Читательское умение: найти в тексте и извлечь информацию, сообщенную в явном виде.



Во время вебинара тут будет окно со спикером

2) Father Christmas has different names in different countries. What are they? Fill in the table. (reading for specific information)

| Finland | France | Russia | The USA |
|---------|--------|--------|---------|
| | | | |



4) Complete the fact file about the Olympics using the text. (reading for specific information/making notes)

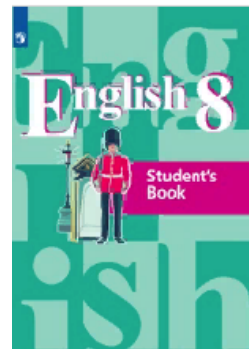
| | Ancient | Modern |
|------------------------|---------|--------|
| When appeared? | | |
| Where appeared? | | |
| Number of sports? | | |
| Women's participation? | | |
| Awards? | | |
| When abolished? | | |

WORD BUILDING

to participate *v* – принимать участие
 a participation [pɑː'tɪsɪ'peɪʃn] *n* – ?
 a participant [pɑː'tɪspənt] *n* – ?
 GS p. 202

5) Fill in the chart with information about the Modern Olympic Games from the text. (reading for specific information/making notes)

| City/Country | Year | Number of sports | Nations | Number of athletes |
|--------------|------|------------------|---------|--------------------|
| Greece | | | | |
| London, UK | 1948 | 17 | 59 | 4099 |
| | 1980 | | | |
| | 2008 | | | |



Задания: извлечь явную и скрытую информацию, составить план, таблицу, схему



5) Have a good look at the map. Trace on the map the route Mr Fogg was planning to follow using the extract from the book. (reading for specific information)

найти в тексте и извлечь информацию, сообщенную в явном виде.



Во время вебинара тут будет окно со спикером

E 3) Answer the following questions. (reading for detail)

1. Where did Mr Wonka get the powder from?
2. What happens when you eat the stuff?
3. What might the spotty powder do?
4. Is it easy to use the stuff?
5. What does Charlie think about the spotty powder?
6. How often can you use the spotty powder?
7. What does Miranda think about the spotty powder?

C 4) Now look at the answers to each of the questions (1–7) from ex. 4.3) and choose the correct answer, A or B. Prove from the story why some answers are wrong. Read the Learning to Learn note first.

Learning to Learn

Как делать задания с выбором ответа из нескольких предложенных

Чтобы хорошо справиться с подобным заданием, поступайте следующим образом:

- просмотрите текст, чтобы понять, о чём он;
- читайте текст более внимательно и постарайтесь ответить на каждый вопрос самостоятельно, не смотря на предложенные ответы (вопросы к тексту даны по порядку);
- прочитайте предложенные варианты ответа и выберите тот, который наиболее близок к вашему ответу;
- проанализируйте, почему остальные варианты не верны.

Question 1 **A.** He made the stuff.
 B. He bought the stuff in the shops.

Ответ **B** неверный. В тексте написано "when I get it into the shops", а не **from** the shops.

Учим

- (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)

Then I saw a mother with her children. (3) _____ *They* were laughing at the strange^s little tree, too. I stopped and asked them, "What is funny about this little tree?" One of the boys answered with a laugh, "Two trees have wrapped around each other." I looked at his mother and said, "Maybe one of the trees was very small, and

4. Why were the boys laughing at the tree?
- A. It was very small.
 - B. There were two trees in one.
 - C. They didn't know how to decorate it.

English 5



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.

**Умения
взаимосвязаны:
сложные
базируются на
более простых**



an otter

In 1978 otters became protected animals, *because* they were so rare. Otter hunting, a sport since Henry II's* reign (1154-1189), also had to stop.

Today, chemicals that kill fish, pollute the river's ecosystem and the otter's food are not used. *More than that*, wildlife groups are working to build otter homes. "We've built hundreds of homes for otters and the otters like them," explains Geoff Liles of the Wildlife Trusts project. The work of wildlife specialists has helped to make

the future bright for otters in England, Wales and Scotland, *but* they are not *out of risk* yet.

Вывести простое умозаключение из информации, содержащейся в тексте

Во время вебинара тут будет окно со спикером

Learning to learn

Союзы и союзные слова

Чтобы понять текст, связи между предложениями текста, а также связи внутри сложноподчинённых предложений, необходимо обращать внимание на союзы и союзные слова (link-words). Они могут передавать следующие связи: причину (*because, because of*), результат (*as a result*), противопоставление (*however, but*), добавление аргументов (*more than that*).

b) Fill in the gaps in the second article with the link-words. Explain your choice. (understanding relations within a text)

c) Connect two parts using the correct link-word.

As a result, because because of
However More than that

Otters were common in the rivers many years ago.
Otter hunting was popular,
The number of otters reduced

there are more otters in the country now.
they are not so common nowadays.
people put chemicals into rivers.



1. Write it right. You have learnt about otters in Britain and the USA. How are wild animals protected in Russia? Write an e-mail letter to your British friend. Use the words from the box. Follow the rules of letter writing.

in danger common bring back look after

I would like to write a few words about _____.
They were _____. However _____.
_____. More than that, _____.
_____. As a result _____

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

Раздел ALL ABOUT ME в Рабочей тетради

Во время вебинара тут будет окно со спикером

ALL ABOUT ME

1. My timetable and favourite subject(s).

| Day/Lesson | | | | | | |
|------------|--|--|--|--|--|--|
| Monday | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

I like _____
because _____.
I also like _____
because _____.
My favourite subject is _____.
It _____.

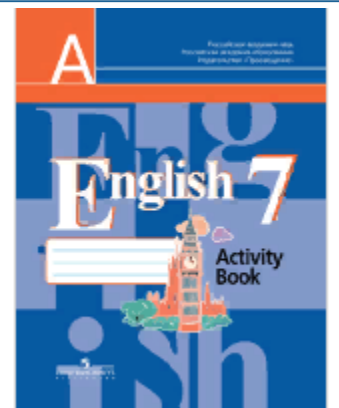
С помощью письма выразить свои собственные мысли понятно для других

6. My family is eco-friendly.

In our family we care about nature. We think about reusing different things. We don't throw away _____, we reuse _____, besides we recycle _____. We collect _____ and take them to _____. More than that, we try to reduce _____. I think it helps to save nature.



учим логике высказывания



Читательское умение: *интегрировать и интерпретировать идеи и информацию текста*



Во время вебинара тут будет окно со спикером

Q 4) What are the differences in the attitudes of Kevin and Biddy to work? Fill in the table. (reading for detail/making notes)

| | Kevin | Biddy |
|---|-------|-------|
| What work did they do? | | |
| Why did they start to work? | | |
| What were their impressions about the work? | | |

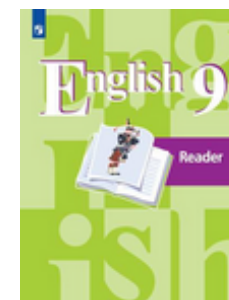
Задания: интерпретировать литературные произведения, понимать мотивы поведения и поступков героев
интерпретация читателями может быть разной, так как идеи текста интегрируются с идеями читателей (поэтому не выносятся на контроль)

E 4) What did Oliver see and learn in each place? What did he like? What was a shock to him? (reading for detail)

Q 7) Translate the following sentences. Could they be in Oliver's account? (developing meaning grammar)

- Whoever you meet, you learn so much from them.
- The people were friendly, wherever I went.
- Whenever you come to Australia, it is beautiful.
- Whichever place you visit, you will like it.
- You will miss your relatives, however beautiful the surroundings are.
- Whatever you do, your parents will love you.

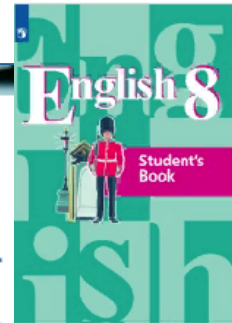
E 8) What did Oliver mean by "the university of life"? (drawing conclusions)



Читательское умение: интегрировать и интерпретировать идеи и информацию текста



Во время вебинара тут будет окно со спикером



- ! E 2) What is the story *A Day's Wait* about? (anticipating)
- ☰ E 3) What was worrying the boy the whole day? Put the paragraphs in chronological order. (reading for the main idea/sequencing)

.....

A. When I came back they said the boy had refused to let anyone into the room. "You can't come in," he said. "You mustn't get what I have." I went to him and found him in exactly the position I had left him, white-faced, looking at the foot of the bed. I took his temperature. "What is it?" "Something like a hundred," I said. It was one hundred and two and four tenths. "It was a hundred and two," he said. "Who said so?" "The doctor." "Your temperature is all right," I said. "It's nothing to worry about." "I don't worry," he said, "but I can't keep from thinking." "Don't think," I said. "Just take it easy." "I'm taking it easy," he said, and looked straight ahead. He was holding on to himself about something.

Задания: интерпретировать литературные произведения, понимать мотивы поведения и поступков героев

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

- ! E 7) What was the boy's temperature in Celsius? Use the scale below. (applying background knowledge)

$$\text{Fahrenheit}^1 - (9/5 \text{ } ^\circ\text{C}) + 32 \qquad \text{Celsius}^2 - 5/9 (\text{ } ^\circ\text{F} - 32)$$

- 2 The boy was acting very strangely the whole day.
- ☰ E 1) Can you say the boy was brave? Was he concerned for others? Prove it from the story. (reading for detail/understanding cause-effect relations)
- E 2) Why is the story called *A Day's Wait*? (understanding implied ideas)
- E 3) How did you feel when you had the flu? (relating information to personal experience)

Читательское умение: интегрировать и интерпретировать идеи и информацию текста



Во время вебинара тут будет окно со спикером

1) Look at three Emma's letters on pp. 130–132 and decide which type each of them belongs to.

- a CV
- a letter of application
- a personal letter

A.

Dear Maria,

Thanks for your letter. I'm glad to hear that everything is going well. I'm sorry I haven't written for so long but I've been really busy looking out for a summer job.

You asked me about my plans for summer holidays. Well, now I'm working in a camp shop. I'm glad that I've got this job, because I've always wanted to be in a 'people' type of job. I like meeting new people, helping and talking to them. I think that to be responsible for a lot of things may be useful for the future. I'm going to study business and law at university. I'm looking forward to working in a shop. I'm longing to a team and meeting new people. I usually work from about 9 to 5. I like to serve holidaymakers. I enjoy working in a shop. I am and I know them!

Do you work during the summer holidays? What is your future career? Are summer jobs important for you?

Write back soon.
Emma

B.

| | |
|---------------|-------------------------------------|
| Name | Emma Barton |
| Address | 12 Walton Street, Oxford OX5 9RG |
| Telephone | 01764 867655 |
| Date of birth | 10 March 1992 |

Education/Qualifications

St Mary's Comprehensive School
2003–2008

Work Experience

July 2007
Shop, High Street
(part-time summer holiday job)
I was responsible for checking in and serving holidaymakers.

Skills/Qualities

Hard-working and reliable



Задания: соотнести различные источники,

3) Complete Emma's letter of application using the information from her personal letter and CV.

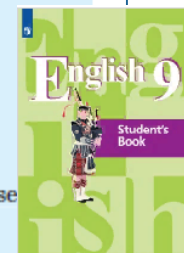
C.

12 Walton Street
Oxford
OX5 9RG
18 March 2008

Mrs M Lloyd
Director of Human Resources
The Body Shop
Great Clarendon Street
Oxford
OX2 6DP

Dear Mrs Lloyd,

I would like to apply for the position of trainee shop assistant advertised yesterday's "Observer". Please find enclosed¹ a copy of my CV.



Читательское умение: *интегрировать и интерпретировать идеи и информацию текста*



Во время вебинара тут будет окно со спикером

9. *Doctor Who* is a science fiction television programme on BBC. *Doctor Who* takes third place in the list of the 100 Greatest British Television Programmes of the twentieth century. Here is an extract from an interview with Christopher Eccleston who played the lead role, and Billie Piper who played the role of his companion, teenager Rose Tyler.

1) Read the interview and decide who the answers belong to. Insert the corresponding initials Ch. E. (Christopher Eccleston) or B. P. (Billie Piper). (reading for detail)

2) What attracted you to your roles?

___: The scripts² — which are written by Russell T Davies, whom I've worked with before. The character was very different from anything I'd done before ...

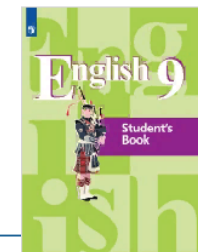
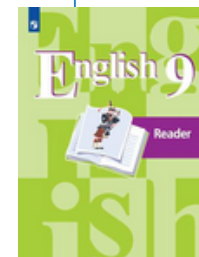
___: ... I just loved what was on the paper. I loved the script, and the idea of working with Christopher Eccleston and putting Russell T Davies' words into action ...

3) What about the scariest monsters in this series?

___: In the first episode we see the shop window dummies³ ... And that's your introduction to the spooky side and the science fiction.

___: The Daleks are frightening. Not in the way they look — as they look quite old-fashioned — but the *psychology* is very frightening. They know all about Doctor Who, ...

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



"What is it?"
"Something like a hundred," I said. It was one hundred and two and four tenths.
"It was a hundred and two," he said.

7) What was the boy's temperature in Celsius? Use the scale below. (applying background knowledge)

Fahrenheit¹ = (9/5 °C) + 32

Celsius² = 5/9 (°F - 32)

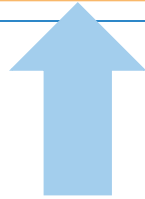
Умение интегрировать и интерпретировать идеи и информацию текста



Во время вебинара тут будет окно со спикером

1) Why is the story called *No Gumption*? Which of the characters had gumption? Which of them had no gumption? (reading for the main idea)

gumption ['gʌmpʃn] *н разг.* находчивость, практическая смекалка, инициатива



Задания: интерпретировать значение слова или фразы, которые придают тексту определённый смысл

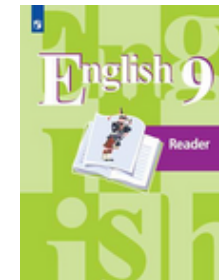
2) Find the examples that show that Russell had “no gumption” and Doris had “enough gumption for a dozen people”. (reading for detail)

3) Which of the characters had the following qualities? Prove it from the story. (understanding implied ideas)

- kind, considerate, thoughtful, non-competitive
- hard-working, enthusiastic, competitive, showing initiative, successful in business

4) Complete the gist of the story. (understanding the main idea)



Russell had no _____. His mother understood that Russell will not be successful in _____ and thought about some other career for him that required being less _____. When Russell wrote a brilliant _____, she thought that he could be a _____. This career doesn't normally require having _____. Russell had the other _____ that made him a good _____.



Умение интегрировать и интерпретировать идеи и информацию текста




Во время вебинара тут будет окно со спикером

  8) On the basis of the words Roald Dahl uses to describe his characters, you can feel that his attitude towards them is different.

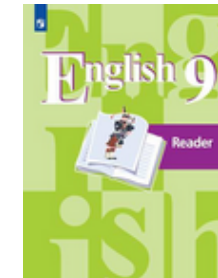
What does the author feel towards his characters? (identifying author's attitude towards characters)

- respect
- sympathy
- *criticism*
- disgust (a strong feeling of dislike)

 9) **What is the main idea of the book judging by the extract you have read? What do you think? Choose from the suggestions below and explain your choice. (understanding the function of the text/identifying author's intention)**

The book is about:

- 1) parents who do not think about their children.
- 2) parents who think there is nothing more to life than watching television.
- 3) parents who do not really care what their children are busy with.
- 4) teachers who encourage pupils to read books instead of watching TV.



Задания: сделать вывод о намерении автора и найти доказательства

Умение интегрировать и интерпретировать идеи и информацию текста



Во время вебинара тут будет окно со спикером

1. Jigsaw reading. Most schools in Britain are traditional, but there are progressive schools, too.

Read Learning to learn note No. 5.

1) **In home groups.** Read one of the texts (A, B or C) and do the task.

A Summerhill is a famous progressive school.

Read the text and write out the facts that show how different Summerhill is from traditional schools.



Summerhill is a boarding school in 1921. There are children who have classes usually in the afternoon. Every week the pupils make and change their rules. Pupils can go to the lessons from other countries can be expensive. It costs about £6,000 a year.

3) In home groups. Retell the text you've read to your group mates. Get ready to answer the questions.

- What classes do the pupils of Summerhill School go to?
- Who makes rules at Summerhill School?
- Must the pupils of Summerhill School go to all the lessons?
- Are rules important at all schools?
- What rules should pupils follow at school?
- How do the pupils of the boarding school behave towards each other?
- What activities can the pupils of the boarding school do?
- Why are the pupils of the boarding school happy?

2. In the whole class. What makes a school progressive? Discuss your ideas about a progressive school.

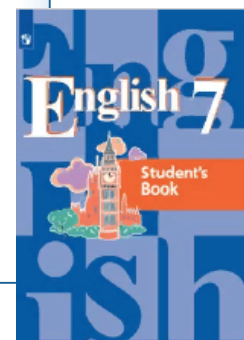
«Наша школа-интернат — большая дружная семья, и поэтому в пятницу мне не хочется расставаться с друзьями. Вы видели, чтобы десятиклассники дружили с первоклассниками? А здесь дружат! А мальчишки и девчонки прекрасно ладят между собой. У нас шестизразовое питание, уютные спальни, у каждого класса есть свой классный руководитель. Мы можем заниматься в разных кружках: театральном, музыкальном, компьютерном; можно поплавать в бассейне или поиграть на площадке в футбол. Здесь почти каждый день дискотеки. Мы получаем здесь хорошие знания, и мы счастливы».

- ... like a big family ...
- ... in the playground ...
- ... meals 6 times a day ...
- ... get on with ...
- ... to part with my friends ...
- ... almost every day ...
- ... a form teacher ...
- ... are friends with ...
- ... are happy ...

boarding ['bɔ:dɪŋ] school — школа-интернат



Задания: опознать в произведении иные культурные традиции, найти их сходство и различие с родными традициями



Умение интегрировать и интерпретировать идеи и информацию текста



Во время вебинара тут будет окно со спикером

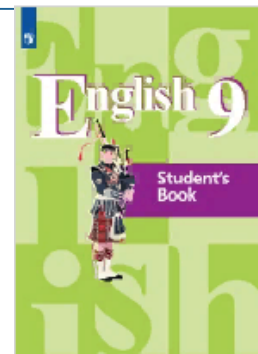
The oldest of the daily quality newspapers is “The Times”. It has a reputation as one of the most *influential* newspapers in the country. It is famous for its wide **coverage** of important home, overseas and business news, its financial and sports pages. “The Guardian” is famous for its **lively** reports and its original articles. “The Independent” has a reputation for its excellent international news coverage and *reporting*. The best-selling quality daily newspaper is “The Daily Telegraph” which is known for its detailed reporting and good international news coverage, as well as its detailed coverage of sport. “The Financial Times” *specialises* in City* news but also offers some *general* news articles and reviews.

The most popular tabloids are “The Sun” and “The Daily Mirror”. “The Star” is **similar** to “The Daily Mirror”, but it has a greater number of young readers. “The Express” has a reputation for its lively writing and “no news” reporting. “The Mail” is the most serious of the tabloids, with its well-written articles. Both newspapers have *weekly* book reviews, women’s pages and other *sections*. “The Express” and “The Mail” are different from “The Sun”, “The Star” and “The Daily Mirror” and are considered “middle market”.*

Almost all Sunday newspapers are national ones. The quality Sunday newspapers offer large sections on literature and the art, business and sport. They come with colour **supplements**, free magazines or television guides. The most popular Sunday newspapers are “The Sunday Times”, “The Observer”, which is the oldest Sunday paper, “The Sunday Telegraph” and “The Independent on Sunday”. “The News of the World”, which is the best-selling Sunday “popular”, has a reputation for its detailed reports of crime, sports reports and its political *comment*. “The Sunday Mirror” contains popular articles on celebrities, with much gossip and many photographs. “The People” offers “true life” stories and articles. Both “The Sunday Express” and “Mail on Sunday” are similar to their daily *equivalents* in style and **content**.

As well as the national press, there are many regional and local newspapers from dailies to Sunday papers and others that are published once a week. Regional and local papers contain articles on the *community* as well as details of local theatre and cinema performances. Local papers are not divided into “popular” and “quality” papers. They are usually written in a simple style. Many local papers, which usually contain nothing but advertisements, are delivered free and are called “**free sheets**”.

2. In the text, look for sentences or parts of the sentences that can be applied to the Russian press. (applying background knowledge)



Задания: опознать в произведении иные культурные традиции, найти их сходство и различие с родными традициями


Интегрировать и интерпретировать идеи и информацию текста



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

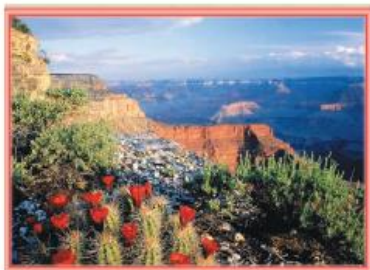
Читательское умение: **ОСМЫСЛИТЬ И ОЦЕНИТЬ** содержание и форму текста



Во время вебинара тут будет окно со спикером

B The USA is a larger country than Britain. There are more than sixty national parks in the USA. The Great Smoky Mountains,* the Grand Canyon* and Yellowstone Park* are the most popular of them. The Everglades, in Florida, is one of the most interesting places. Most of its *territory is covered*¹ with grass. Open water is sometimes found, and there are a lot of islands with *tropical* plants. If you visit the Everglades, you can see a lot of alligators. Be careful, they are dangerous! They are protected, because the Everglades is a national park. *Naturalists* and tourists come to see water birds, bobcats,* bears and alligators.

¹ to cover — покрывать; охватывать



The Grand Canyon, USA



The Everglades, USA



Articles with geographical names

the Everglades, Florida

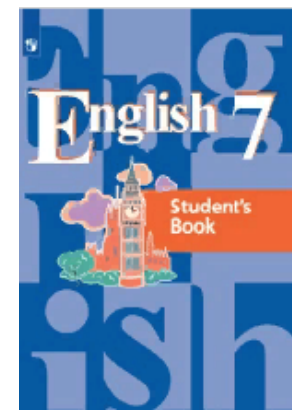
GS p. 189

C The Lake District is the largest national park in Britain. It is popular with walkers, cyclists and people who go boating. It is one of the most beautiful and attractive places in the country. It has Windermere [*wɪndə'mɪə*], the longest lake in England, and Scafell Pike [*skoʊfəl 'paɪk*], the highest mountain in England.

In 1810 William Wordsworth* described the *beauty* of the Lake District in his poems. The works of Wordsworth* and other romantic poets *attracted* visitors to the lakes. And now the Lake District is one of the most popular tourist places in Britain. Here you can enjoy fishing in the rivers and lakes, boating on the quiet waters or walking and cycling along the shores of the lakes. There's something for everyone!



Задания: сопоставить авторские идеи с идеями и информацией из других источников



2.  **In the whole class.** What have you learnt about the national parks in the USA and Britain?

 www.us-national-parks.net • www.nationalparks.gov.uk • www.wildrussia.org/html/tour.htm

Читательское умение: **ОСМЫСЛИТЬ И ОЦЕНИТЬ** содержание и форму текста



Во время вебинара тут будет окно со спикером

8. Here is a poem about music.

1) What does the author compare music with? Use a dictionary if necessary. (reading for detail/using a dictionary)

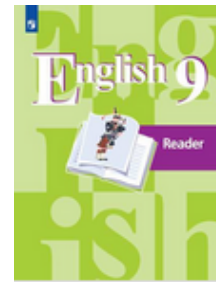
Music

Music is a door,
An escape to a different world.
A world you make and control in your mind.
Music is a hero,
One to cheer your spirits when you are down.
Music is an enemy,
Sometimes the lyrics bring you down.
Music is your personality,
Expressed through song.
The music player,
Is you, the one holding it all together.
Music is an awakening to the real world.
Its lyrics are real and true.
Music is a best friend,
One to give advice when you need it.
Music is what you think of it.
Its starts off empty and colorless,
and escalates to something more,
your own world.

Cecilia Perner

2) Interpret the comparisons the author makes. (interpreting figurative language)

3) Choose the comparison you like best and explain why you chose it. (expressing personal opinion)



Задания: критический взгляд на прочитанное: посмотреть на текст со стороны, соотнести написанное автором со своей собственной картиной мира;

Читательское умение: **ОСМЫСЛИТЬ И ОЦЕНИТЬ** содержание и форму текста



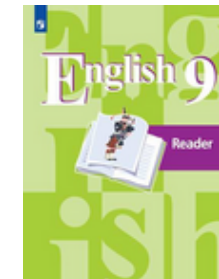
Во время вебинара тут будет окно со спикером

3) **Vocabulary.** The word choice Roald Dahl uses in the book helps to set the tone and to characterize the people in the book.

a) Find the equivalents of the verb *to look* in the story and write them down. (reading for specific information/making notes)

b) Compare your list of the verbs with that below, find the sentences with these verbs in the story and identify their meaning. (reading for specific information/choosing meaning that fits the context)

| | смотреть | вглядываться, всматриваться | пристально или свирепо смотреть | взглянуть мельком | сидеть как приклеенный (пришитый) у телевизора | пристально глядеть, глазеть, уставиться |
|------------|----------|-----------------------------|---------------------------------|-------------------|--|---|
| to watch | | | | | | |
| to peer | | | | | | |
| to glare | | | | | | |
| to glance | | | | | | |
| to glue to | | | | | | |
| to gaze | | | | | | |



E 5) What do the words the writer uses (ex. 3) and 4) tell about the characters? (understanding characters)

Читательское умение: **ОСМЫСЛИТЬ И ОЦЕНИТЬ** содержание и форму текста



Во время вебинара тут будет окно со спикером

Задания: создать свой текст с опорой на читательский и жизненный опыт

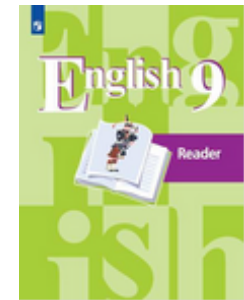
☰ 2) What are the books for? How does the author of the poem answer this question?

🗉 3) Who is the main character of the poem? Suggest an alternative title for the poem. (understanding the main idea)

☰ 🗉 4) What conclusions can we come to after reading the letter? Mark the sentences below with

A (if they are the author's opinion);
F (fact);
P (opinion of other people).

- 1) For practising shorthand it is useful to write a diary in this way. _____
- 2) Mina's diary won't be interesting for other people. _____
- 3) Journalists try to remember conversations. _____
- 4) A person can remember everything that was said or happened during the day. _____
- 5) Mina has some plans for the future. _____
- 6) Jonathan isn't in England. _____
- 7) It is interesting to travel abroad. _____



Задания: отделить свою точку зрения от позиции автора, аргументировать и то и другое

Читательское умение: **ОСМЫСЛИТЬ И ОЦЕНИТЬ** содержание и форму текста



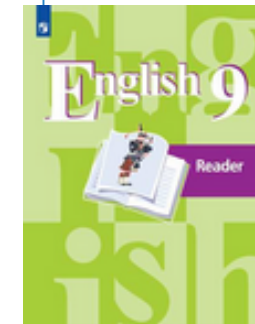
Во время вебинара тут будет окно со спикером

winners' acceptance coupon.

3) Which summary of the whole story is correct: 1) or 2)? (summarizing)

1) Mrs Broadway was suffering from information overload so she was going to cancel the papers and magazines forever. But when her husband, Mr Broadway, got a letter from the Publishers' Clearing House she could not resist the temptation¹ and in the hope of winning £2,200,000, she sent the prizewinners' acceptance coupon to the Publishers' Clearing House.

2) Mrs Broadway was suffering from information overload so she was going to cancel the papers and magazines forever. But one day, her husband Mr Broadway got a letter with stamp-sized covers of various magazines. Among them was her favourite — *London Review of Books*. So she decided to send the prizewinners' acceptance coupon to the Publishers' Clearing House.



Задания: отделить свою точку зрения от позиции автора, аргументировать и то и другое

E 6) Did the mother find a good way to help her children to get better marks at school? Why do you think so? (making value judgments)

E 7) Did Benjamin improve his marks at school? What do you think? (predicting outcomes)

E 3) Did reading help Benjamin to succeed in school? Prove it from the text. (reading for specific information)

Читательское умение: **ОСМЫСЛИТЬ И ОЦЕНИТЬ** содержание и форму текста



Во время вебинара тут будет окно со спикером

3. Mr Wilson in the story *The Red-Headed League* by A. Conan Doyle* got an unusual job.

1) How did Mr Wilson get his job? What did he tell Sherlock Holmes and Dr Watson about it? (reading for detail)

“**T**his was the beginning of all.

TO THE RED-HEADED LEAGUE. The Red-Headed League has one place open with a salary of four pounds a week for simple work. All red-headed men who are older than twenty-one years can apply.”

And I decided to go there. Fleet Street was full of men with red hair. Soon we found ourselves in the office. There was nothing in the room but two chairs and a long table, behind which sat a small man whose hair was redder than mine. He said some words to everybody who came up. Then our turn came. ‘This is Mr Wilson,’ said my assistant. ‘And he wants to work for the League.’ ‘I think this work is his,’ the other answered. ‘I don’t remember when I’ve seen anything so fine.’ ‘My name,’ said he, ‘is Duncan Ross. Have you a family, Mr Wilson?’

I answered that I had not.

His face became sad. But a few minutes later he said that it would be all right. ‘When will you be able to start working?’

‘Well, I don’t know, because I have a business already,’ said I.

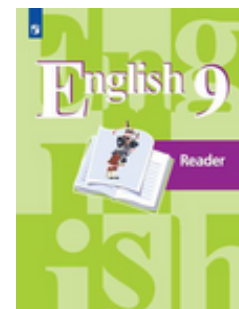
‘Never mind about it, Mr Wilson!’ said my assistant. ‘I’ll be able to look after that for you.’

‘What would be the working hours?’ I asked.

Задания: сформулировать суждение, которое основано на знаниях, идеях, установках, выходящих за рамки текста.

4) What was good about the job that Mr Wilson got? What was not so good? (making value judgments)

5) What was suspicious about the job advertisement and the job interview? What should Mr Wilson have done? (making value judgments)



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);

б) 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.

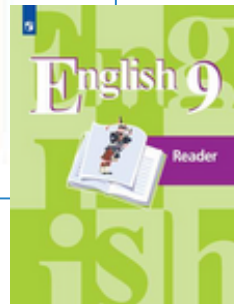
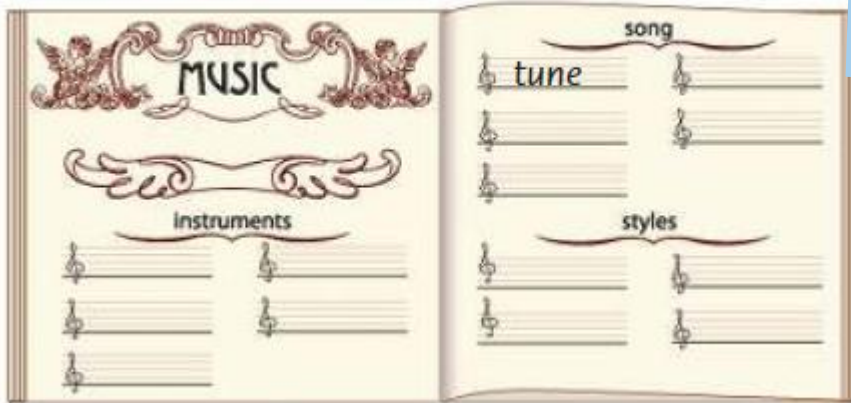


Анализировать тексты разных форматов

Во время вебинара тут будет окно со спикером

Задания: - анализировать несплошные тексты,
- представлять содержание в виде таблицы ,
содержание таблицы в виде текста

11) Look through the story and write out the words under the following headlines. (classifying)



3) What subjects did each member of the family suggest that Gerald should study? (reading for specific information/making notes)

| The member of the family | The subject |
|--------------------------|-------------|
| | |
| | |
| | |
| | |
| | |

4) What books did Gerald study from? (reading for specific information/making notes)

| The subject | The book |
|-------------|----------|
| | |
| | |
| | |
| | |
| | |

5) What was Gerald Durrell's* favourite lesson? Why? (using reference materials)

Задания: использовать словари

Анализировать тексты разных форматов

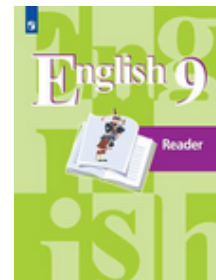
Во время вебинара тут будет окно со спикером

Задания: - анализировать несплошные тексты,

4) Look through the content of the school magazine below and match it with the scheme of a school magazine Gisela offered. Make corrections if necessary. (reading for specific information; understanding implied ideas)



"You should say 'very much'," Grizel corrected her. "Let's get on to the magazine."
"I have never seen an English school magazine," began Gisela, "but I have read of them. We must have for editor one who can write the *editorial*, and also arrange. Then we must have articles upon our games and the happenings of this term. There should be stories and poetry, and a letter from our Head. There are only eighteen of us, but I think we might do it. It is an English custom, as Wanda says, and we are an English school, and I should like to do it."
"What do you think, Joey? Would Madame allow it?"
"Rather!" said Joey enthusiastically. "She'd be awfully keen, I know."



Задания: анализировать текст- описание, текст- повествование, текст-инструкцию и т.п.

5. The Everglades is a special place in the USA.

1) Read three extracts about the Everglades and decide where they are taken from (identifying the type of text):

- a story (*Lost in the Everglades* by Tricia Workman);
- an encyclopaedia;
- an Internet advertisement.

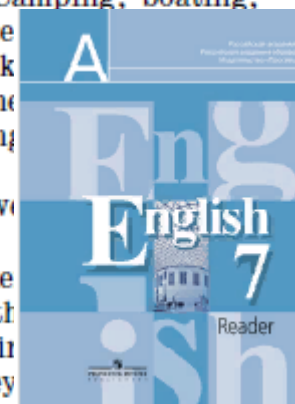
A The Everglades are *subtropical wetlands* in the US state of Florida. A national park for the Everglades appeared in 1928. In 1947. Now it protects the largest **wilderness**¹ area near the South River. One month before the opening of the park, a book *River of Grass* by Marjory Stoneman Douglass* appeared in which she characterized the Everglades as a river instead of a swamp. She called the Everglades "river of grass".

B There are many different experiences that a visitor can have at Everglades National Park. You can come for a few hours or a week. Camping, boating, walking, having a picnic or more of a wilderness experience. Many have enjoyed exploring some of the 156 miles (251 km) of walking trails.¹ You may spend a morning photographing the landscape, a noon walking and seeing the alligators, an evening enjoying your campfire.²

You can find schedules and information here on the park website.

C The Everglades are not the swamp I had imagined. No other place is like it. This is a great "river of grass". We floated in the grass, passed some islands. We saw large turtles, a snake, birds, and otters there. Suddenly we heard a strange noise and came eye-to-eye with an alligator as big as our canoe. It swam lazily in front of us, then disappeared. At night we heard the noises of *mosquitoes*, frogs and alligators. "The Everglades haven't changed for thousands of years," I thought. It wasn't just a swamp at night, but it would be interesting to spend a night in this

3) What adjectives and adverbs are used in the story C? How do they help to describe the author's impressions?



Задания: анализировать текст- описание, текст- повествование, текст-инструкцию и т.п.

1. The research company questioned parents in Britain about a balanced diet in their families.

E 1) What do the results of the survey show? (*reading for detail*)

According to research:

Nearly half of parents in Britain do not think that their children have a healthy diet.

More than half (...) of parents would like their children to eat more vegetables.

44% would like their children to eat more fruit.

Nearly half (...) think their children should eat less sugary foods.

Over a third (...) are having problems limiting their children's eating of crisps and snacks.

A fifth (...) think their children eat too much fatty and salty foods.

Word Building
health *n* — healthy *a*
? — sugary
? — salty
? — fatty

E 2) VOCABULARY In the article find the words that mean:

1/2 _____; 1/3 _____; 1/5 _____.

E 3) Fill in the gaps with the following figures: 19%, 37%, 46%, 52%.

E 2. When British people want to know what's on TV, they read either TV/radio guides, magazines like the *TV Times* or go online.

Read through the TV Guide for the BBC 1, BBC 2, and Channel 4 programmes and answer the following questions. (reading for specific information)

1) What programmes can TV viewers get their news from on Friday evening?

2) Are there any documentaries on BBC 2 on Friday evening?

3) Which programme on BBC 2 is entirely about music?

4) Which programme on BBC 1 may be interesting for sports fans?

5) What kinds of shows can TV viewers watch on BBC 1 and BBC 2?

6) What programmes on BBC 2 are about gardening?

7) Give examples of a "dramedy" and a sitcom.

8) What soap opera is on Channel 4?

Friday evening

BBC 1

6.00pm BBC News

6.30pm Regional News Programmes

7.00pm The ONE Show

(*Magazine programme*)

Live topical show, in which personalities including Dan Snow and Dominic Littlewood uncover the UK's most fascinating stories. Reporters Angelica Bell and Colin Jackson are also on hand to look at issues affecting people across Britain. Presented by Adrian Chiles and Christine Bleakly.

7.30pm A Question of Sport

Sue Barker hosts the quick-fire quiz, with 1997 snooker world champion Ken

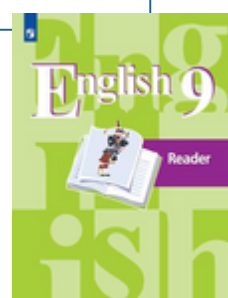
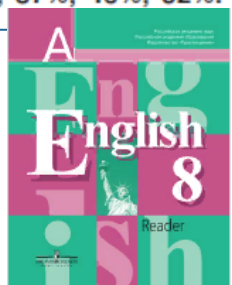
Doherty, Bolton Wanderers footballer Gary Speed, and others.

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Guest starring June Whitfield.

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Tips for Finding Your College Match

Here are some college characteristics you should consider.

1) Number of students.

This will be very important, more students means more opportunities and experiences for you, including:

- Range of subjects offered
- Extracurricular possibilities
- How much personal attention you'll get
- How many lessons a day you'll get
- Number of books in the library

2) Location.

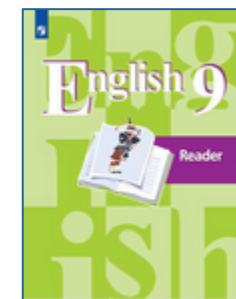
Do you want to visit home often, or do you see this as a time to explore a new part of the country? Perhaps you like to live in a city with museums, ethnic food, or national league ball games. Students are delivered there by bus. Or maybe you are looking for the quietness of a small town.



3) Programmes.

Specialized courses are designed for those who are interested. If you know what you want to study, research the *reputations* of colleges by talking to people in the fields that interest you. If you're undecided, relax and choose a college that offers a range of subjects and programmes. Most colleges will help you to find a focus. Look for special opportunities and choose a school that offers many possibilities.

4) College life.



Работать с разными типами текстов

Во время вебинара тут будет окно со спикером

5. In this story from the book *A Bear from Peru in England* («Медвежонок из Перу в английской семье») by M. Bond, Mrs Brown is talking (разговаривает) with the detective.

1) Who are they talking about? (reading for specific information)

“You say you left (оставлять) him here, Madam?” the *detective* said.

“That’s right,” said Mrs Brown. “His name’s Paddington.”

“Paddington.” The detective wrote the name in his notebook.

“What sort of bear is he?”

“Oh, he’s sort of golden,” said Mrs Brown. “He has got a blue coat on and he carries a suitcase (чемодан).”

“And he has black ears (уши),” said Judy. “You can’t mistake him.”

“Black ears,” the detective repeated.

“He has his *beret* on,” said Mrs Brown.

“His what?”

“His beret, a green woollen beret that came down over his ears. With a *pom-pom*.”



Задания: создать письменное высказывание, электронное сообщение, заявление, и т.п.

2) The detective filled in (заполнил) this form.

What did he write in it?

Missing Child Report

Name: _____

Description: _____

Clothes: _____

Other information: _____

Во время вебинара тут будет окно со спикером

Задания: проанализировать текст для личной ситуации, чтобы удовлетворить практические или интеллектуальные личные интересы.

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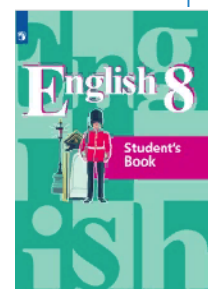
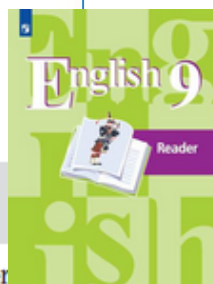
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3. Role play. Here are two instructions for beauty products. You don't quite understand them.



Styling Mousse

Directions: Shampoo and dry hair.
Squeeze mousse into hand.
Apply from front to back.
Style as wanted.



Green Tea Foot Soak

Directions: Add generous amount to warm water.
Soak feet for 5-10 min.
Avoid contact with eyes.
Can cause eye irritation.

5 **In your culture.** Here are some facts of the population of Russia in 2002–2010.

! **E** 1) What were the main population trends?

| | 2002 | 2010 |
|--------------------|--------------------------|-------------|
| Population | 145,166,700 | 142,905,200 |
| Urban population | 73.3% | 73.7% |
| Rural population | 26.7% | 26.3% |
| Number of cities | 1098 | 1100 |
| | + 1286 urban settlements | |
| Number of villages | 155,3 | 153,1 |



Задания: соотнести текст для общественной ситуации и сделать выводы (официальные документы);
в основной общеобразовательной школе сложно

2) Read the extract from the book to confirm or disprove your guesses. (reading for the main idea)

They were in the living room eating their suppers on their knees in front of the telly. Mrs Wormwood sat munching her meal with her eyes glued to the American soap opera on the screen. She was a large woman whose hair was dyed platinum blonde and whose make-up was heavy.

“Mummy,” Matilda said, “would you mind if I ate my supper in the dining room so I could read my book?”

The father glanced up sharply. “I would mind!” he snapped. “Supper is a family gathering and no one leaves the table till it’s over!”

“But we are not at table,” Matilda said. “We never are. We’re always eating off our knees and watching the telly.”

“What’s wrong with watching the telly, may I ask?” the father said. His voice had suddenly become soft and dangerous.

Matilda didn’t trust herself to answer him, so she kept quiet. She could feel the anger boiling up inside her. She knew it was wrong to hate her parents like this, but she was finding it very hard not to do so. All the reading she had done had given her a view of life that they had never seen. If only they would read a little Dickens* or Kipling* they would

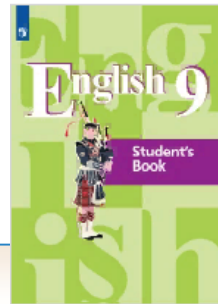
Во время вебинара тут будет окно со спикером

оцениваем форму, оцениваем язык

4) **Vocabulary.** Find the sentences in the story similar in meaning to the following. Use a dictionary. (using a dictionary)

- 1) Mrs Wormwood sat eating her meal ...
- 2) “I would mind!” he said.
- 3) ... there was more to me than lying to people and watching television.
- 4) “Mr Wormwood, if you think some TV programme is more important than your daughter’s future, then you ought not to be a parent!”
- 5) “Why don’t you switch the TV off and listen to me!”
- 6) “Oh very well then,” he said.
- 7) “Don’t do that, Harry!” Mrs Wormwood said.

5) What do the words the writer uses (ex. 3) and 4) tell about the characters? (understanding characters)



from *Bright Particular Star* by Marion Garthwaite

3) What do the highlighted words mean in the story about Biddy? (guessing meaning by context)



AE
a hassock
flats
a carhop

BE
a pouf [pu:f]
shoes with very low heels
a waiter/waitress

Эффективность и разумность использования времени на уроке для развития умения читать



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

Задание в Книге для чтения связано с темой урока, с грамматическим и лексическим материалом урока

3. Mr Wilson in the story *The Red-Headed League* by A. Conan Doyle* got an unusual job.
1) How did Mr Wilson get his job? What did he tell Sherlock Holmes and Dr Watson about it? (reading for detail)

“This was the beginning of all.

TO THE RED-HEADED LEAGUE. The Red-Headed League has one place open with a salary of four pounds a week for simple work. All red-headed men who are older than twenty-one years can apply.”

Установка перед текстом. Проблемный вопрос.

Phrasal verbs

- T (who came up)
- F
- T
- F
- T (to look after)
- F
- T (thought over)
- T (went on)
- T.

3) **Vocabulary.** Are the following statements True (T) or False (F)? Prove it from the story. (reading for detail/identifying familiar lexical items: phrasal verbs)

- 1) Duncan Ross spoke to everybody who arrived. _____
- 2) Mr Wilson went into details talking about his family. _____
- 3) Mr Wilson turned out to be the person who was chosen. _____
- 4) Mr Wilson found out information about the Red-Headed League. _____
- 5) Mr Wilson's assistant promised to take care of the business. _____
- 6) The work dealt with translating the Encyclopedia. _____
- 7) When Mr Wilson seriously considered the matter, he was unsure about that job. _____
- 8) That work continued day after day. _____
- 9) One day Mr Wilson arrived and found out the truth. _____

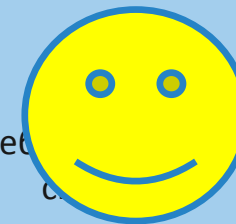
4) What was good about the job that Mr Wilson took? (making value judgments)

5) What was suspicious about the job advertisement? What should Mr Wilson have done? (making value judgments)

Упражнения «2 в 1» (навыки / умения)

Спасибо за внимание!

Во время вебинара вы можете задать вопрос



Авторский коллектив
e-mail: prosv-lipetsk@yandex.ru
Интернет-поддержка:
www.prosv.ru/umk/we

