Читательская грамотность в основной школе на примере УМК «Английский язык 5-9» (Кузовлев В.П. и др. ) издательство «Просвещение»

|  |  |  |
| --- | --- | --- |
| Читательское умение (PISA) |  |  |
| *Читательское умение****:* найти в тексте и извлечь информацию, сообщенную в явном виде.** | | |
| Задания (PISA) | Умения | **Примеры заданий в УМК** |
| определить информационное пространство,  где содержится необходимая информация (справочная литература, the Internet, словарь) | умение пользоваться лингво-страноведческим справочником  умение пользоваться справочной литературой  умение вычленять место поиска нужной информации в избыточном контексте | **Student’s Book 5 Unit 6 Lesson 1 ex.2**. Look at the timetable of the French children’s stay in England.1) What did the children do each day?  **Reader 5 Unit 3 ex.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  **Student’s book 6 Unit 4 Lesson 2 ex. 6.** What is the recipe for your favourite dish? (интернет ссылка) **Reader 6 Unit 4 ex 6. 2)** Who was Maia buying the presents for? What presents did Maia buy and why? Copy the table below and fill it in.  **Reader 6 Unit 7 ex.1. 1)** Before reading the story, answer the questions below. Circle the letters of the questions you’ve answered positively, and then read to check, if Danny and you are of the same opinion.; **ex.** **3. 2)** For which of these questions can you find the answers in the story? What are they?  **Student’s book 7 Unit 6 Lesson 3 ex.** 1. There are different reasons why Britons have voted for one item as the icon of England and have not voted for another one.**3)** Which of the children (Paul, Linda or Mike) expressed the following ideas? Prove it from the stories.  **Reader 7 Unit 6 ex. 2.** One of the most exciting attractions of Blackpool is the Blackpool Tower. 2) Answer the following questions with one word. (for specific information) 3) Look for more details in the text. ( for specific information)  **Student’s book 8, Unit 4, Lesson 3, ex 4. How well do you know the history of sport? Find out the facts that you don’t know and share your knowledge with your friends.**  **Reader 9 Unit 6 ex.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)  **Student’s book 9 Unit 1 Lesson 3 ex. 1**.**3)** Use the site **www.literature.britishcouncil.org** to learn more about contemporary British and American writers. |
| извлечь явную и скрытую информацию, | Умение понимать синонимические замены в вопросах | **Reader 5, Unit 3, ex 4.5)** Choose the right answer to the following questions. (Multiple choice)  **Student’s Book 6 Unit 2 Lesson 1 ex.2.**What are Jane, Paul, and their friends like? What do you think?  **Reader 6 Unit 7 ex. 3. 3)** Sometimes people do things they don’t mean. They usually do it by error. What did Mrs Warden and Mrs Jinks do and what did they think about? Read the chart below and say whether it is filled correctly or not.  **Activity Book 6 Unit 1 Lesson 2 ex.1.2**) Match the sentences that mean the same.  **Student’s book 8 Unit 6 ex. Lesson 5 1. 5)** Which of the following statements are true  and which are false according to the text? Translate the statements. (understanding grammar structures with the infinitive of purpose)  **Reader 8, Unit 4, ex 4.4)** Complete the sentences choosing the proper variant  **Reader 8 Unit 6 ex. 4.** Here is an extract from the story The Doll’s House by K. Mansfield. The story tells about the Kelvey sisters who got the doll’s house as a gift. **3)** In the text, underline the sentences that contain the same information as the sentences below.  **Reader 9 Unit 6 ex. 5. 2)** Find the sentences or parts of the sentences in the story similar in meaning to the following. |
|  | Умение читать графическую информацию | **Student’s Book 5 Unit 1 Lesson 3 ex.4.** The chart shows how the children from a Lipetsk school spent their summer holidays. How many children did the following activities?  **Student’s book 6 Unit 7 Lesson 7 ex. 2** Captain James Cook was a famous South sea explorer. He discovered many new lands for England. What had Captain Cook done before he went to his last expedition to Hawaii? Match.**; ex. 3** Fyodor Ushakov was a famous Russian admiral. 2) What had admiral Ushakov done before the most important events?  **Reader 6 Unit 4 ex. 9** Read Robyn Mc Allister’s letter about her shopping experience and look through the table below. 1) Which country was Robyn shopping: in the UK or in the USA? (таблица размеров обуви ) |
|  | Умение составить план, таблицу, схему | **Reader 5, Unit 4, ex. 3. 3)** Complete the map with the names of the countries and their capitals.  **Reader 7 Unit 1 ex.2.2)b)** What events were there at Mandy’s school from November till June? Complete the Calendar of Events.  **Student’s book 8, Unit 4, Lesson 4, ex 1.** 4) Complete the fact file about the Olympics using the text. (reading for specific information/making notes) 5) Fill in the chart with information about the modern Olympic Games from the text. (reading for specific information/making notes)  **Student’s book 8 Unit 6 Lesson 1 ex. 1 2)** What clothes did young people wear in Britain in different periods of time? What were the clothes like? Copy the word web and fill it in.  **Reader 8 Unit 6 ex. 5. 2**) Read the text again, copy the chart and write in the answers to the questions in the chart. **3)** Think of the two questions you can find the answers to in both texts. Write down the questions and complete the chart.  **Student’s book 9, Unit 4, Lesson 1, ex 1.3)** Complete the table of the system of education in England and Wales. (AB ex. 1) For more information use: www.learnenglish.de/culture/educationculture.htm · [www.euroeducation](http://www.euroeducation). net/prof/ukco.htm  **Reader 9 Unit 1 ex.4.** **2)** VOCABULARY What do the underlined words mean? Fill in the table below. |
| *Читательское умение****: интегрировать и интерпретировать идеи и информацию текста*** | | |
| Вывести простое умозаключение из информации, содержащейся в тексте | Определить основную мысль, понять взаимоотношения между частями текста | **Reader 5 Unit 1 ex.3.** The story below is from *Ellen Tebbits* by Beverly Clearly.1) What is the story about? Choose the best answer. Read the learning to learn note first.  **Reader 5, Unit 3, ex 4.8)** Read the summary of the text and complete it with the words from the box in the correct form.  **Reader 7 Unit 5 Reading lesson** **ex. 3.** Here is a story Some Friend by D. Gifaldi. It is written in the form of letters Kevin Hollister and Doddie were writing to each other. **2)** Put the letters in the correct order and explain. (understanding sequence); **4)** Did the events happen in the following order? Read a short summary of the story and fill in the blanks with the words that fit.  **Reader 7 Unit 8 ex.2.** The following story is about a popular sport. 1) Choose the best title for the story. 2) Put the story of skateboarding in chronological order.  **Reader 8 Unit 6 ex. 4. 5)** Fill in the gaps in the story with the sentences that have been removed and put the corresponding numbers next to each sentence.  **Student’s book 9 Unit 3 Lesson 5 ex. 1.** In the UK, adult people buy more newspapers than people in most other western countries. 1) Read the text and say which of the following titles fits best. (reading for the main idea)  **Student’s Book 9 Unit 6 Lesson 9 ex.1.1).** Read the article about Comic Relief. Choose the most suitable title for each part of the article.  **Reader 9 Unit 1 ex.1.** Here are five extracts from the stories of different genres. **1**) Read the extracts and match the genre with the story.There is one extra genre.  **Reader 9 Unit 3 ex. 2)** What is the main idea of the poem? (identifying the main idea)  3) Read the other poem about TV "Tee Vee" by Eve Merria. Look for the key words to identify the main idea of the poem. Choose from the suggestions below. (reading for the main idea)  **Reader 9 Unit 6 ex. 2. 4)** Choose the best title for each story. Explain your choice. |
| интерпретировать литературные произведения, понимать мотивы поведения и поступков героев | Умение устанавливать причинно-следственные связи | **Reader 5, Unit 4, ex. 1. 5)** Would Beth, David and Nora like to choose this camp?  **Activity Book 5, Unit 7, Lesson 2, ex. 1.** What are Oliver Atkinson’s and his friends’ ideas for the summertime? What are Oliver Atkinson and his friends going to do? Make sentences. Use the words from the box.  **Activity Book 5, Unit 7, Lesson 2, ex. 1.** There are things that the Douglas family members do every day. 1) What will the Douglases do tomorrow?  **Student’s Book 5, Unit 7, Lesson 3, ex. 1. 3)** What will Clare, Clare’s family and Laura do in Brighton? What do you think? Why?  **Student’s Book 6, Unit 6, Lesson 2, ex. 2. 2)** Here are some weather forecasts. What will you and your relatives do in this or that weather  **Reader 6 Unit 2 Reading lesson ex.5.1)** Put the story in the correct order.  **Reader 6 Unit 7 ex. 3** Here is a story about Mrs Jinks, who was Joe’s new nanny. 1) Did Joe like his new nanny? Why? 2) For which of these questions can you find the answers in the story? What are they?  **Reader 7 Unit 5 ex. 1. 3)** Which statements re true or false according to the story? 4) Why does Olive Finch tell more secrets to Graeme Penny than to Cassie?  **Student’s book 8 Unit 6 Lesson 5 ex. 1. 7)** How did Roald’s mother try to comfort her son? Was Roald’s mother English by origin or not? Prove your opinion from the text.  **Student’s book 9, Unit 4, Lesson7, ex 1** For questions 1—7, find the correct answers. Prove your choice using the words and phrases from  **Student’s Book 9 Unit 6 Lesson 9 ex.1.4). W**hat is Comic Relief for? Connect the two parts of the sentences. Use the correct linking word from the box.  **Reader 9 Unit 6 ex. 6.6)** Did the pupils like English lessons? What do you think? |
| соотнести различные источники | Умение находить сходство в разных точках зрения | **Student’s book 7 Unit 5 Lesson 4 ex.** 2. What do Ted, Joy and Ellen think about the importance of having friends? Do you agree with their opinions or not? Why?  **Student’s book 7 Unit 6 Lesson 3 ex. 1***.* There are different reasons why Britons have voted for one item as the icon of England and have not voted for another one. 2) Do Linda, Paul and Mike agree with the choice some British people have made?  **Student’s book 8, Unit 4, Lesson 6, ex 1.**3) Which arguments can you add to Phil’s, Mrs Swan’s and Megan’s points of view? Why? |
| связывать элементы информации текста,  опора на собственный опыт и знания | Отвечать на вопрос, имеющий несколько правильных ответов | **Reader 5, Unit 4, ex. 1. 3)** Do you think that children like the camp? Why? **ex. 1.** **4)** What do children do in the camp? Find at least 8 activities.  **Student’s Book 6, Unit 6, Lesson 1, ex. 1.** Each season is special in different countries. **1)** What is special about each season in your region? Use the words from the box.  **Reader 6 Unit 2 Reading lesson ex.5.7)** What did the girls do wrong? Choose the correct answer. Prove from the story.  **Reader 6 Unit 7 ex. 5. 6)** What notes does Harriet make in her notebook? What do you think?  **Student’s book 9, Unit 4, Lesson 4, ex 2** Would you like to study at home, at boarding school or at comprehensive school? Why? Why not?  **Reader 9 Unit 3 ex. 10. 4)** Read the story again and choose from the phrases below those that are about a school magazine. |
| интерпретировать значение слова или фразы, которые придают тексту определённый смысл | Отличать авторскую трактовку события | **Reader 9 Unit 3 ex. 3***. You will read two poems about things that can happen to people who spend too much time in front of the TV sets.* 1) Read the poem by Roald Dahl first and choose the meaning the following verbs have in the poem.  **Reader 9 Unit 3 ex.** *4. Here is the poem* Many Unhappy Returns *by Arden Davidson.***1)** Read the poem and complete it according to the rhymes with the lines below. 2) Read for the words in the poem that mean the following and check if you have completed the poem correctly. 3) What does the title of the poem mean? Use the dictionary article below. *(interpreting figurative language)* 4) What problems does the author of the poem have? What advice would you give him? Choose from the suggestions below and explain your choice. *(drawing conclusions/ considering author’s intention) a)* Haste makes waste. b) Seeing is believing. c) Score twice before you cut once. d) Don’t believe half of what you see and none of what you hear. e) Watch and read the adverts but do the opposite of what they tell you.  **Reader 9 Unit 3 ex. 6** *Here is the first part of the story INFORMATION OVERLOAD by Susan Townsend.* 3) What do the following word combinations mean in the story? Choose the best answer, a) or b).  **Reader 9 Unit 3 ex. 8** *. Here is the article* Television: The Most Disparaged Resource оf the Information Age. 1) Read the article and choose the correct translation of the title, a), b) or c). |
| опознать в произведении иные культурные традиции, найти их сходство и различие с родными традициями | Учитывать особенности общения с представителями других культур | **Student’s Book 5 Unit 1 Lesson 4 ex.1.2)** What does Clare tell Daniel about the subjects and after-school activities at her school?  **Student’s Book 6, Unit 6, Lesson 5, ex. 2.** In Britain, friendly people often start conversations by talking about the weather. How do the British respond to the remarks about the weather? (AB ex. 2)  **Reader 6, Unit 6, ex. 6. 3)** Read out how Jackie started and finished the letter: a) the way she wrote the date b) the way she addressed Alice c) the way she said hello d) the way she signed the letter  **Reader 6 Unit 4 Lesson 1 ex. 1.** Do you know anything about the system of measurements in Great Britain? **1)** How did the British measure food in the past? **2)** Here is the list of food for the traditional British dish - Shepherd’s pie. **3)** How much of each food in kilos and grams would your mum need to cook this dish? Consult the table and count.   1. Do you know anything about money the British used in the past? What money do they use these days? 5) What two meanings does the word *pound* have in Great Britain?   **Reader 6 Unit 4 Lesson 2 ex. 3. 2)** Rewrite the recipe (for Paddington’s stew) for your mum. How much of each food in kilos and grams will she need to prepare the stew?  **Reader 6 Unit 4 ex. 4 1)** Look at the pictures, look through the information below and say how much money (in pounds and pence) you need to buy the ingredients for a chocolate pudding. **2)** How much would your mum pay for the things above in this country?  **Reader 6 Unit 4 ex. 9. 5)** What size in shoes have you got? What size in shoes would you ask (for) in the UK\in the USA?  **Student’s Book 7 Unit 1 Lesson5 ex.3.** Role play. You and your foreign friend are talking about your school and schools in your country.  **Student’s book 9 Unit 3 Lesson 8 ex. 1.** There are a lot of different shows on British TV channels. Some shows are very popular and many TV viewers love watching them.  1) What TV shows do Jack and Jessica like? What are the names of similar shows on Russian TV?  **Reader 9, Unit 4, ex 4.3**) What types of home tasks do children have at British primary schools? Write them out. Mark the tasks which Russian children do at primary school. |
| *Читательское умение****: осмыслить и оценить содержание и форму текста*** | | |
| *Читательское умение****: осмыслить и оценить содержание текста*** | | |
| сопоставить авторские идеи с идеями и информацией из других источников | Использовать внетекстовые знания | **Student’s book 7 Unit 6 Lesson 1 ex. 3.** Make up a story about an item or a person that can best represent Russia.  **Reader 7 Unit 5 ex. 5** Here is an extract from the book Old Yeller, a story of frontier\* days written by American writer Fred Gipson.\* **1)** Travis, a fourteen-year-old boy, and his family lived on the farm. They had a dog called Old Yeller. What happened to the dog? What do you think?  **Student’s Book 9 Unit 6 Lesson 8 ex.1. 1).** Here are some opinions about travelling to Russia. 2) Which arguments do the people give for and against visiting Russia? Do you agree or disagree with them? Explain why.  **Reader 9 Unit 3 ex. 4. 5)** Which of the questions below could help the author to go shopping more successfully? Choose from the suggestions below |
| критический взгляд на прочитанное: посмотреть на текст со стороны, соотнести написанное автором со своей собственной картиной мира; | Умение применять житейский опыт и знания в формализованной ситуации (высказывать мнение, основываясь и на прочитанном тексте, и на внетекстовых знаниях) | **Student’s Book 5. Unit 4. Lesson 1, ex. 2.** Paul and Oliver like spending their spare time in the Wales parks because they are like huge playgrounds. **1)** What do Paul and Oliver do in the Wales parks? Use the words from the boxes  **Student’s Book 6 Unit 2 Lesson 1 ex.1.** This is how astrologers describe people who are born under different signs of the Zodiac. 2) Is the information about you true or not?  **Student’s book 6 Unit 3 Lesson 5 ex 4.** What do you think are good and bad points about living in a houseboat?  **Student’s Book 7 Unit 1 Lesson 4 ex.4.** Which opinion do (don’t) you share? Why**?**  **Student’s book 7 Unit 5 Lesson 2 ex. 3.** Pete Payne is the character in the book “The Diary of a Teenage Health Freak”\*. Here are some notes from his diary. 1) Who does Pete write about in his diary? What are his notes about? 2) Describe the other people and things in Pete’s diary.  **Student’s book 8, Unit 4, Lesson 6, ex 2.1)** All people have different opinions about the problem of doing sport and watching it on TV. Which arguments for and against sport can you agree with? Which arguments do  you disagree with?  Student’s book 8 Unit 6 Lesson 2 ex. 1 Clothes can tell us a lot about people. Hippies or punks, for example can easily be recognised. 1) Group work. Choose the statements that fit to describe punks and hippies.  **Reader 8, Unit 4, ex 7.4**) Some teens don’t behave themselves if they lose. Here are some mistakes that they make. What should you do not to make the mistakes? Match them with the advice from the article. Write down the letter of the sentence (A—I) next to the corresponding sentence in the text. 5) Do you follow any of this advice? Which advice do you follow?  Reader 8 Unit 6 ex. 4. 6) Why were the Kelvey sisters avoided? Why were they not allowed to mix with other children? What do you think of the situation?  **Student’s Book 9 Unit 6 Lesson 3 ex.3.**Below are some opinions about the role of English and other languages in the 21st century. Do you agree or disagree with them. Give reasons.  **Reader 9, Unit 4, ex 6.6**) Did the mother find a good way to help her children to get better marks at school? Why do you think so?  **Reader 9 Unit 1 ex.7.2)** Read this review to learn about bookcrossing. **3)** Would you like to be a member of the site? Why? Why not? If you want to try, here is the address of the international website:[**http://www.bookcrossing.com/**](http://www.bookcrossing.com/)**,** and the Russian website:[**http://www.bookcrossing.ru/**](http://www.bookcrossing.ru/) |
| использовать идеи текста и знания, выходящие за рамки текста для формулирования суждений | создать письменное (устное) высказывание с опорой на читательский и жизненный опыт | **Student’s book 7 Unit 5 Lesson 6 ex. 2.** **In The Whole Class** What can help children from different countries to better understand one another and to get on with one another. Complete the story below.  **Student’s book 7 Unit 6 Lesson 3 ex. 2.** It is not easy for people to choose an icon that could best represent their country. What makes people make a choice?  **Student’s book 7 Unit 6 Lesson 3 ex. 3.** Which of the following items will you vote for as the icon(s) of Russia? Give reasons.  **Student’s Book 8 Unit 1 Lesson 6 ex.1.5**) Charlotte says, ‘America is a good country with great opportunities.’ What does ‘a country with great opportunities mean’? What do you think?  **Student’s Book 8 Unit 1 Lesson 2 ex.5**. What photos will you send to your foreign friends for him/her to better imagine your country or area?  **Reader 8, Unit 4, ex 4.5)** Write a summary of the story  **Student’s book 9 Unit 1 Lesson 2 ex. 3**. **In your culture.** Alexander Pushkin is Russia’s most famous poet. Answer the questions to tell your foreign friends about this great poet and novelist. Use the Fact File and your knowledge. Read Learning to Learn Note No. 3 (p. 258).  **Student’s Book 9 Unit 6 Lesson 9 ex.2.** In your culture. What do you know about charity organisations in Russia? |
| отделить свою точку зрения от позиции автора, аргументировать и то и другое | объяснять возможное рассогласование между сообщениями текста и представлением читателя | **Student’s Book 6, Unit 6, Lesson 4 ex. 1 2)** Why do Bill, Ray and Sue like these seasons? 3) Do you prefer one of this seasons? Why?  **Activity Book 6 Unit 1 Lesson 4 ex.1.**Here is Bill’s opinion on clothes. What do you agree with? What do you disagree with?  **Student’s Book 8 Unit 1 Lesson2 ex.3.** In a survey, the foreigners were asked to name some things they associate with Russia. Here are the results. Do the foreigners have a positive/negative/true/false/image of Russia? How will you comment on these associations?  **Reader 9, Unit 5, ex 8.** 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).  **Reader 9 Unit 1 ex.8.** *Here is a poem by Raisah A.* **3)** Who is the main character of the poem? Suggest an alternative title for the poem.  **Student’s book 9 Unit 1 Lesson 6 ex. 1.** These young people are discussing what is better: reading a book or watching a film based on the book. **3)** Which opinion do you agree or disagree with? Why? |
| сформулировать суждение, которое основано на знаниях, идеях, установках, выходящих за рамки текста. | понимать связь тестовой и внетекстовой информации | **Reader 6 Unit 1 ex.5.4)** The bear’s name was Paddington. Do you have an idea about how he got his name? The LCG may help you.  **Reader 6 Unit 3 ex 5 4) a)** How did the author describe the house? What adjectives did he use? b) What are the antonyms to them? c) Use your antonyms and put them in the description. What house did you get? d) Who could live in such a house?  **Reader 8 Unit 6 ex. 1. 6)** Read the text that discusses the times and styles of Buddy’s father’s youth. **a)** Fill in the gap with the information from the story you’ve read (ex. 1.1) (applying background knowledge). **b)** Write down what the information in the paragraph adds to the personality of Buddy’s dad. (understanding the cultural context, applying background knowledge)  **Student’s book 9 Unit 1 Lesson 3 ex. 3**. In your culture. Boris Akunin is one of the most popular contemporary writers in Russia. 1) What would you tell your foreign friend about Boris Akunin and his books? Use the Fact File and your knowledge. Read Learning to Learn Note No. 3 (p. 258).  **Reader 9 Unit 3 ex. 1.** Below is one of the on-line stories. It is about the news in the media. 3) Choose the four sentences that could be from the story. (identifying supporting details sentences)  **Reader 9 Unit 3 ex. 5.****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 |
| *Читательское умение****: осмыслить и оценить форму текста*** | | |
| анализировать несплошные тексты, | Анализировать графики, таблицы и т.п., связывать информацию из разных частей текста | **Reader 5 Unit 6 ex.3.** There is Caroline’s travel book on p. 47. 2) Look at the map of the race and fill in the gaps in the travel book with the geographical names.  **Student’s Book 7 Unit 8 Lesson 2 ex.3.**Here are the results of the hobby survey among British children. 2) What is your opinion about the results of the survey?  **Reader 7 Unit 6 ex. 3.** Here is an extract from the book Boy. Tales of Childhood by R. Dahl.\* In one of the chapters the author describes his life in the House. 2) Could the sheet of paper in the box look like that below? Prove from the text. *(interpreting graphic aids)*  **Student’s Book 8 Unit 1 Lesson 1 ex.1.1**) Look at the three maps. Which is the map of the United Kingdom? Which is the map of Great Britain? Which is the map of the British Isles? Read through the text and label each map.  **Student’s book 8 Unit 6 Lesson 7 ex. 3.** In your culture. This is what the teenagers who live in big cities think of fashion. 1) Read the statistics below. Do you think that the statistics about teenagers’ opinions on fashion in your home town might be the same?  **Reader 9, Unit 3, ex 11.** 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.  **Student’s book 9 Unit 1 Lesson 1 ex. 2.** Here are the results of the Nestle Family Monitor*\** survey “Young People’s Attitudes Towards Reading”. **1**) Are young people in the UK positive about reading? Use the Fact File and the sit**e** www.literacytrust.org.uk to comment on the results of the survey. Read Learning to Learn Note No. 1 (p. 257). |
| использовать словари | Оценивать использование лексических единиц автором | **Student’s book 8 Unit 6 Lesson 5 ex. 1. 6)** Find in the story the words which describe “the school clothes”. What emotions do the words suggest?  **Reader 9 Unit 3 ex. 3.** You will read two poems about things that can happen to people who spend too much time in front of the TV sets. 1) Read the poem by Roald Dahl first and choose the meaning the following verbs have in the poem.  **Reader 9 Unit 3 ex. 5. 3)** *The word choice Roald Dahl uses in the book helps to set the tone and to characterize the people in the book.* ***a)***Find in the story the equivalents of the verb ***to look***and write them down.**b)** Compare your list of the verbs with that below, find the sentences with these verbs in the story and identify their meaning. **4)** Find the sentences in the story similar in meaning to the following. Use a dictionary.**5)** What do the words the writer uses (ex.3) and 4) tell about the characters? (understanding characters); 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?  **Reader 9 Unit 3 ex. 7. 1)** What made the author write the story? Look through the dictionary article below and answer the question. 2) Read the story, look for the words with OVER and check your suggestions. |
| анализировать текст- описание, текст-повествование, текст-инструкцию и т.п. | Связывать текст и внетекстовые знания, | **Reader 5 Unit 6 ex.4.1)** Look through the following texts. Which is a postcard, a letter and a newspaper article? How did you guess?  **Reader 7, Unit 4, ex 5.**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.  **Reader 7, Unit 4, ex 5.**3) What adjectives and adverbs are used in the story C? How do they help to describe the author’s impressions? 4) Would you like to visit the Everglades? Why  **Reader 8, Unit 4, ex 6.6)-7**) What kind of sportswoman was Tobi? What kind of friend was Tobi? Prove from the text |
| - представлять содержание в виде таблицы , содержание таблицы в виде текста | создать письменное высказывание, электронное сообщение, заявление, и т.п. | **Activity Book 6 Unit 2** Reading comprehension ex. 2 Fill in the ad with the necessary information.  **Reader 6 Unit 1 ex.5.2**) The detective filled in this form. What did he write in it?  **Reader 6 Unit 3 ex 1**. People live in different houses but a lot of British people live in a typical house. What does a typical British house look like? Fill in the table.  **Student’s Book 8 Unit 1 Lesson 4 ex.2**.Imagine Barbara wrote a letter to her parents back home. What do you think she wrote about?  **Reader 9 Unit 1 ex. 2.** *These are short articles about contemporary writers who started in some other job and finally became successful in the world of fiction.* 1) Read the articles and complete the table with the information found. |
| **Работать с текстами для различных жизненных ситуаций** | проанализировать текст для личной ситуации, чтобы удовлетворить практические или интеллектуальные личные интересы | **Student’s book 8 Unit 5 Lesson 7 ex. 3.** Here are two instructions for beauty products. Read and explain to your friend how to use the styling mousse.  **Student’s book 8 Unit 6 Lesson 2 ex. 2. 3)** What do you think the US teenagers wear? Replace the British English words with the American English words in the text. Make the necessary changes.  **Reader 9 Unit 3 ex.2** Read through the TV Guide …. and answer the following questions:Are there any documentaries on BBC 2 on Friday evening? Which programme on BBC 1 may be interesting for sports fans? |