***Читательская грамотность в основной школе на примере УМК «Звездный английский» 5–9 из-во «Просвещение»***

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| 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 лингвострановедческим справочником  умение пользоваться справочной литературой  умение вычленять место поиска нужной информации в избыточном контексте | **Student’s Book 7 Unit 2c ex.4** Find information about a popular actress in your country. This could include: when/where born, how they became famous, type of films, other work, how they are a role model. Write a short text. Read it to your partner.  **Student’s Book 7 Unit 2h ex.2** Read the story and answer the questions.  1 How does the writer set the scene? character – place – time – weather  2 Which is the climax event in the story?  3 How did the characters feel in the end?  **Student’s Book 7 Unit 3a ex.8** Collect information about Antarctica, then present it to the class. Use this link<http://gotourl.ru>  **Student’s Book 6 Unit 2i ex.4** Do some Internet research about other organs/parts of the body and the food we should eat to keep them healthy e.g. the heart, the eyes, liver, etc. Write a few sentences about it, then tell the class.  **Student’s Book 6 Unit 6f ex.6** Listen to and read the text. What message does Isungset’s music carry? In three minutes write a few sentences. Tell the class.  **Student’s Book 8 Unit 1i ex.2** Read the story and answer the questions.  1 How does the writer set the scene?  2 What is the climax event?  3 What happened in the end?  4 How did the characters feel?  **Student’s Book 8 Unit 3g ex.5** Find out more information about deforestation. Use the key word: deforestation. Tell the class.  **Student’s Book 8 Unit 3 (Russia 3)** ex.4 What did you learn about VITA? Tell the class. You can use the link http://gotourl.ru/12810 for further information.  **Student’s Book 8 Unit 4i ex.1** Read the letter and say in which paragraph the writer:  1 describes the storyline of the book.  2 gives background information about the book.  3 recommends the book.  4 comments on the book's character.  **Student’s Book 8 Unit 5b ex.3** Read the first two paragraphs of the text. How are the following related to Salman Khan? Harvard University, Boston, YouTube, Nadia. Listen and read to find out. |
| извлечь явную и скрытую информацию | Умение понимать синонимические замены в вопросах | **Student’s Book 6 Unit 4e ex.2** Now read the text again and for questions 1-4, choose the best answer A, B, C or D. Find evidence in the text.  **Student’s Book 7 Unit 2d ex. 3** Find sentences in the dialogue which mean: Of course! – What did you think of it? – Did you have a good time? – It wasn’t great.  **Student’s Book 7 Unit 2h ex. 4** Replace the adjectives and adverbs in the paragraphs below with: *quickly, roaring, horrible, extremely, heavily, relaxing, terrifying, chilly*.  **Student’s Book 7 Unit 4a ex.5** Match the sentences (1-7) to the descriptions (A-G). Find more examples in the text.  **Student’s Book 8 Unit 1a ex.2b)** Read the text again and for questions 1-5, choose the best answer A, B, C or D. Justify your answer.  **Student’s Book 8 Unit 2a ex.3** Read and decide if the statements are T (true), F (false) or NS (not stated). Justify your answers.  **Student’s Book 8 Unit 2d ex.2** Find sentences in the dialogue which mean: Is it alright if I use my credit card to pay? – They are reduced in price right now, aren’t they? – Could you please give me your ID card? – Are they the right size? – We don’t have many left.  **Student’s Book 8 Unit 4a ex. 5** Find the correct words. Make sentences using other options.  Student’s Book 9 Unit 4h ex.4 Find words/phrases in the text which mean: brief look (text A); when you know (text B); at the same time, next (text C). |
|  | Умение читать графическую информацию | **Student’s Book 5 VB7 ex.1 a)** Look at the picture below. Then match the words to the correct item. b) Which rooms are there upstairs/downstairs?  **Student’s Book 6 VB19 ex.1** Label the pictures. Then say which musical instruments are: string, wind, brass, percussion.  **Student’s Book 6 VB8 to Unit 2 ex.** Match the instructions to the pictures.  **Student’s Book 7 Unit 2g ex.1a)** The bar chart shows what types of reading material UK teens prefer. Use the language below to read it.  **Student’s Book 8 Unit 6b ex.2** Look at the pictures in the text. What type is each person? How can we deal with each?  **Student’s Book 8 Unit 6g ex.1b)** Read the cartoons. Which mistakes are the people in each cartoon making? |
|  | Умение составить план, таблицу, схему | **Student’s Book 6 VB9 ex.3** Copy the table in your notebook and fill in.  **Student’s Book 6 VB18 ex.2** Copy the table in your notebook. Match the products to the shops in the table.  **Student’s Book 7 Unit 3 (Russia 3 p.60) ex. 3** Copy and complete the table with information about the Taiga. Use the completed table to present the Taiga to the class.  **Student’s Book 7 VB10 ex. 1a)** Complete the spidergrams in your notebook with words/ phrases from the list.  **Student’s Book 8 Unit 1b ex.3** Fill in Aron Ralston's personal form.  **??Student’s Book 8 Unit 1e ex.1** In three minutes, complete the word map with as many words as you can. Compare with your partner.  **Student’s Book 8 Unit 2e ex.** Read the text again and complete the web diagram about Joanne Massey’s life in your notebook. Then, use your notes to describe Joanne’s life to your partner.  **Student’s Book 8 Unit 3 (Focus on RNE) ex.6** Look at the task in Ex. 6. Copy the table in your notebooks and complete it with the points 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 | **Student’s Book 5 Unit 6 Skills ex. 3b)** Read the text and match the paragraphs (1-7) to the headings (A-H). There is one extra heading.  **Student’s Book 5 WB2 ex.1** Read the announcement below and answer the questions.  Student’s Book 6 Unit 6i ex.2 Which art style: Surrealism, Expressionism or Impressionism does each painting represent? Listen to and read the texts to find out.  **Student’s Book 7 Unit 2e ex.1** Look at the pictures and read the title and the first and last sentence of each paragraph of Iris’ blog entry. What do you think Chinese opera is like? Listen and read to find out.  **Student’s Book 7 Unit 3 ex.2** Read the text again and match the headings (A-E) with the paragraphs (1-4). There is one extra heading. Give reasons.  **Student’s Book 8 Unit 1e ex.7** Read the poem and say what in your opinion its message is.  **Student’s Book 8 Unit 1i ex.** 3 Put the events in the order they happened. Compare with your partner.  **Student’s Book 8 Unit 2b ex. 3** Read again and match the subheadings (A-G) to the paragraphs (1-6). There is one extra subheading. Justify your answers.  **Student’s Book 8 Unit 4b ex.6** Find the main idea in each paragraph. Use them to write a summary of the text in your own words. Tell the class.  **Student’s Book 8 Unit 6a ex.7** Make notes on each paragraph of the text, then use them to tell your partner a summary of it.  **Student’s Book 9 Unit 3e ex.8** How has laughter yoga helped the writer? Tell your partner or the class. |
| интерпретировать литературные произведения, понимать мотивы поведения и поступков героев | Умение устанавливать причинно-следственные связи | **Student’s Book 7 VB5 to Unit 2 ex.1** Match the types of books to the extracts.  **Student’s Book 7 WB2 ex.1** Put the events in the story in the order in which they happened.  **Student’s Book 8 Unit 1b ex. 2b** Read the text again and decide if the sentences are T (true), F (false) or NS (not stated). Justify your answers.  **Student’s Book 8 Unit 1i ex.8** Look at the picture and use the prompts to set the scene. Start with the sentence given.  **Student’s Book 8 Unit 2e ex. 6** What kind of person do you think Joanne is? Tell the class. Give reasons from the text.  **Student’s Book 8 Unit 3b ex.3** Read the text again and for questions 1-4, choose the best answer A, B, C, or D. Justify your answers.  **Student’s Book 8 Unit 3e ex.3** Read the text again. Five sentences are missing. Match the sentences (A-F) to the gaps (1-5). There is one extra sentence. Compare with your partner. Justify your answers.  **Student’s Book 8 Unit 5e ex.3a)** Read again. Say what focus each question has, then choose the correct answers (1, 2, 3or 4). Justify your choices.  **Student’s Book 9** Unit 1a ex.2 Read again and for questions 1-10, choose from the communities A-C. Justify your answers.  **Student’s Book 9 Unit 1f ex.2** For questions 1-6, choose the correct answer (1, 2, 3or 4). Justify your choices.  **Student’s Book 9 RNE Skills 1 ex.1** Read the statements and the underlined key words. Then read the extract from a text and decide if the statements are T (True), F (False) or NS (Not Stated). Find the words/phrases in the text below that helped you.  **Student’s Book 9 Unit 3b ex.3** Read again and for questions 1-8, choose from the people A-D. Then give each text an alternative heading. |
| соотнести различные источники | Умение находить сходство в разных точках зрения | **Student’s Book 9 Unit 2i ex. 5** Suggest two arguments to support each viewpoint. Use them to write main body paragraphs.  **Student’s Book 9 Unit 2i ex. 8b)** Which of the viewpoints below agree/disagree with the statement in the rubric? Think of reasons/examples for each viewpoint.  **Student’s Book 9 Language in Use Unit 5 ex. 6** Read the title of the poem and say what it can be about. Read the poem out loud. Was your guess about the poem right? |
| связывать элементы информации текста,  опора на собственный опыт и знания | Отвечать на вопрос, имеющий несколько правильных ответов | **Student’s Book 6 Unit 5e ex. 7b)** Would you go on a working holiday like these people? Why? In three minutes write a few sentences. Read them to the class.  **Student’s Book 6 Unit 1b ex.2c)** Which place would you like to go to? Why? Find someone in the class who agrees with your choice.  **Student’s Book 7 Unit 1a ex.8** Would you like to work as a smokejumper? Why? Why not? In three minutes write a few sentences about the topic. Read your sentences to your partner or the class.  **Student’s Book 7 Unit 3 (Russia 3 p.60) ex. 4** What do you think it would be like to live in the Taiga? Would you like to live there? Why? / Why not? Explain.  **Student’s Book 9 Unit 1h ex.4** Listen to the text, then read it. Have you ever tried any of these ideas? If not, which would you like to try? Why? Tell the class, using the phrases in Ex.3.  **Student’s Book 9 Unit 4a ex. 8** Which festival would you like to visit most? Why? |
| интерпретировать значение слова или фразы, которые придают тексту определённый смысл | Отличать авторскую трактовку события | **Student’s Book 9 Unit 3e ex.9** Read Chaplin’s quote. In three minutes, write a few sentences expressing your opinion on the topic in your notebook. Tell the class.  **Student’s Book 9 Unit 4b ex. 10** What does the motto 'The show must go on' mean? In three minutes, write a few sentences in your notebook. Tell your partner or the class.  **Student’s Book 9 Unit 5b ex.1** A 'bright spark' means an intelligent person. Read the introduction to the text and look at the headings and the pictures. Why do you think each person can be described as a 'bright spark'?  **Student’s Book 9 Unit 5f ex.7** Read Edison’s quotes again and explain their meaning. Which do you find the most inspirational? Why? Tell the class.  **Student’s Book 9 Language in Use Unit 6 ex.6** Read the extract from “The Secret Garden” by F.H. Bennett and then retell it. Think why Mary called the place “Secret Garden” and what helped her to keep it secret. |
| опознать в произведении иные культурные традиции, найти их сходство и различие с родными традициями | Учитывать особенности общения с представителями других культур | **Student’s Book 6 Unit 2b ex.2** Maksim is in the UK on a school trip. It is his birthday today and the mother of his host family is taking him shopping for a birthday party. What do they need? Listen and read to find out. What is the problem?  **Student’s Book 7 Unit 1c ex.5** Compare the jobs university students do in the USA to those in your country. Tell the class.  **Student’s Book 7 Unit 5c ex.1** Have you ever been to the UK? Do you know the dos and don’ts of British etiquette. Listen and read to find out.  **Student’s Book 8 Unit 2e ex.7** Compare your lifestyle to Joanne’s. In three minutes write a few sentences on the topic. Read them to your partner or to the class.  **Student’s Book 8 Unit 5a ex.8** Listen and read. You’re a radio presenter and your partner is a Shaolin monk. Prepare questions and answers for a radio interview about daily life at a Shaolin School. Act out the dialogue.  **Student’s Book 8 Unit 5c ex.1** What do you know about the Duke of Edinburgh’s Award? Read through to find out.  **Student’s Book 8 Unit 6c ex.6** Research a traditional dance or a ceremony in your country. Find out: how it originated, when it’s performed, what performers look like, any other interesting information. Compare and contrast it with Haka dances.  **Student’s Book 9 Unit 1b ex.9** Imagine you are one of the members of the tribe who visited London. Use the information in the text to describe your experience to the class or your partner.  **Student’s Book 9 Unit 3c ex.4** Listen to and read the text. Imagine you are a tour guide at this thermal reserve and your partner is a tourist. Make notes on the text, then use them to give your partner.  **Student’s Book 9 Unit 6b ex.8** In three minutes, write a few sentences comparing and contrasting life in Edwardian England to life today in your notebook. Tell the class. |
| *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 8 Unit 5e ex. 7** Imagine you are William. You have just put together the windmill and are about to test if it will light the bulbs. Write a few sentences describing your feelings. Tell the class.  **Student’s Book 8 Unit 5h ex.5 a)** Listen and read. Use the information in the text to explain how we can train our brains to remember things. Which techniques do you think can help you? **b)** Do some Internet research on other memory techniques you can use. Use the key words: ways to improve your memory. Tell the class.  **Student’s Book 9 Unit 1c ex.1** What is Elis Island? Why was it called the “Gateway to America”? Read through to find out.  **Student’s Book 9 Russia 1 p.26** Read the title of the text and look at the pictures. What do you think these people’s lives are like? Think about: environment, work, homes, clothes, culture, problems. Listen and read to check. |
| 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 6 Unit 6c ex.4b)** Would you like to go to the Garma Festival? Why/Why not? Tell your partner.  **Student’s Book 8 Unit 1b ex.4** Imagine that Aron’s friends and family published this ad in a local newspaper and say if it could have helped to find the young man.  **Student’s Book 8 Unit 1f ex. 9** Listen to and read the text. Imagine you were in Japan on the day of the earthquake and tsunami in March 2011. Where were you? What did you see and hear? How did you feel? In a few minutes, write a few sentences. You can use the headlines in Ex.1a. Tell you partner or the class.  **Student’s Book 8 Unit 1 (Russia 1 p.26) ex.4** Why do you think space exploration is important? Would you like to go to space? Why (not)? Explain.  **Student’s Book 8 Unit 2b ex. 2 a)** How often do you shop at a supermarket? Do you make a shopping list before you go? Do you stick to it? If not, what extras do you usually buy?  **b)** What tricks do supermarkets use to tempt us into spending more? Listen to and read to find out.  **Student’s Book 8 Unit 3b ex.10** Imagine you are Mitch in Rio. **a)** Use the information in the text to call your family and talk to them about your experience. **b)** Write a letter to your family about your experience there. Write about: the place, the school & the children you teach, the host family, your feelings.  **Student’s Book 8 Unit 4h ex.5** Listen to and read the text. Imagine you are in a car surrounded by triffids. What can you hear and see? How do you feel? Tell your partner.  **Student’s Book 8 Unit 5a ex.9** What did Joseph learn while he was training with the Shaolin monks? How do you think this experience will help him? In three minutes, write a few sentences, then read them to your partner.  **Student’s Book 9 Unit 2b ex. 6** Which of the inventions in the texts would you like to try out the most? Why? Write a few sentences in your notebook. Tell your partner.  **Student’s Book 9 Unit 2c ex.1** The Swamp People are a community of people in the USA. What do you think makes them unique? Read the text to find out.  **Student’s Book 9 Unit 3b ex.8** Which of the experiences in the text would you most/least like to try? Why? Write a few sentences about this in your notebook, then read them to your partner or the class.  **Student’s Book 9 Unit 3e ex.4** Read the interview and say if you agree with Mrs. Chapman’s opinion. |
| 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 6 Unit 5a ex. 4** Imagine you’re in Haiti just after the earthquake. What can you hear, see and smell? How do you feel? In three minutes write a few sentences. Tell the class.  **Student’s Book 7 Unit 1c ex.5** Compare the jobs university students do in the USA to those in your country. Tell the class.  **Student’s Book 8 Unit 1b ex.7** Listen to and read the text. Imagine you are interviewing Aron for a TV show. Prepare questions and answers. Present your TV interview to the class.  **Student’s Book 8 Unit 3a ex.8** Imagine you spent a day as an unemployed person. Write a short account of what you did, how people treated you, and how you felt. Tell the class.  **Student’s Book 8 Unit 5f ex.9** Which experiences from the text would you choose to have as part of a gap year? Why? Tell the class.  **Student’s Book 8 Unit 6b ex. 6** Imagine you know someone who behaves as described in the text. Describe him/ her to your partner. Your partner advises you how to deal with them.  **Student’s Book 9 Unit 2a ex.9** How are attitudes towards eating insects changing and why? Would you like to eat them? Why? /Why not? Write a few sentences about this in your notebook, then read them to your partner or the class.  **Student’s Book 9 Unit 4c ex.1** Look at the pictures. What is Royal Ascot? What do you think people do, wear there? Read the text to find out. |
| 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 WB1 ex. 1** Rewrite the first paragraph. Use phrases/sentences from the Useful Language section. **ex. 2** Replace the closing remarks in the email with other appropriate phrases. **ex. 3** Suggest a different ending to the email.  **Student’s Book 8 Unit 1b ex.8** Did Aron’s decision surprise you? Why? Do you agree with his decision? In three minutes, write a few sentences. Tell your partner or the class.  **Student’s Book 8 Unit 3f ex.10** Would you like to live in a space colony? Why/ Why not? In a few minutes, write a few sentences on this topic. Read your sentences to the class.  **Student’s Book 8 Unit 4f ex. 7b)** Do you think it’s a good idea to bring back dinosaurs and other extinct species? Why/Why not? In three minutes, write a few sentences. Read them to the class.  **Student’s Book 8 Unit 5e ex. 2** Look at the picture and the title of the article. Which of the things in Ex. 1 do you think William Kamkwam has achieved?  **Student’s Book 9 Unit 2a ex.2b)** How do the pictures make you feel? Would you ever try eating such dishes? Tell your partner. |
| сформулировать суждение, которое основано на знаниях, идеях, установках, выходящих за рамки текста. | понимать связь текстовой и внетекстовой информации | **Student’s Book 6 Unit 6a ex. 2a)** Look at the Terracotta Army. Where is it? What is special about it? Listen and read to find out.  **Student’s Book 8 Unit 1 (Russia 1 p.26) ex.1** Look at the picture. What do you know about this man? Think of three questions. Listen to and read the text. Can you answer your questions?  **Student’s Book 8 Unit 3c (Culture Corner) ex.1** What do you know about the Glastonbury Festival? How are these names related to it: Vale of Avalon, Arcadia, Glasto, The Arctic Monkeys, Oxfam? Listen and read to find out.  **Student’s Book 8 Unit 4e ex.1** Read the introduction of the text and the headings. What do you know about each place? What makes each a mysterious place? Listen and read to find out.  **Student’s Book 9 Unit 4b ex.8** Imagine you are interviewing Chun Mee Sing for a radio show. Your partner is Sing. Prepare questions and answers, then act out your interview for the class.  **Student’s Book 9 Unit 4f ex.7** Tell your classmates about the role of art and fashion in teens’ lives. |
| *Читательское умение****: осмыслить и оценить форму текста*** | | |
| анализировать несплошные тексты | Анализировать графики, таблицы и т.п., связывать информацию из разных частей текста | **Student’s Book 6 Unit 1c ex.1** Look at the map and the pictures. What can someone see along Pacific Coast Highway 1? Listen, read and check.  **Student’s Book 6 Unit 2d** Work in groups of three. Take roles and act out a dialogue at Ruby’s ordering lunch. Use the menu and the plan.  **Student’s Book 6 Unit 5 Skills ex. 4a)** The two posters below advertise the plant-a-tree day that Merton School is organising in order to raise money for a local charity. How are they similar? How do they differ?  **Student’s Book 7 Unit 2d ex.5** Imagine you saw a performance last Saturday and your partner is asking you about it. Use the sentences in Ex. 2a to act out your dialogue. Follow the diagram.  **Student’s Book 8 Unit 4d ex.4** Act out a dialogue between a tourist and a ticket office attendant using the advert for the bus. Follow the plan.  **Student’s Book 8 Unit 4g ex.3 a)** Look at the list of adjectives in the table. Which are: positive, negative, neutral in meaning? **b)** Use the language to talk about books you have read, as in the example.  **Student’s Book 8 Unit 5b ex.6** Would you like to learn cooking? Look at the basic pancake recipe and tell your classmates what they should do to make pancakes. Use the sentences (a-i) in the appropriate order. |
| использовать словари | Оценивать использование лексических единиц автором | **Student’s Book 8 Unit 2i ex. 1b)** Is it a *mild* or strong email of complaint?  **Student’s Book 8 Unit 4e ex. 5** Explain the words in bold. What part of speech is each?  **Student’s Book 8 Unit 4h ex. 4** Find the adjectives the author uses to describe the following. |
| анализировать текст- описание, текст-повествование, текст-инструкцию и т.п. | Связывать текст и внетекстовые знания, | **Student’s Book 6 WB7 ex.1** Read the model below. Why isn’t it appropriate? Think about: chatty language, omission of pronouns/ articles/ auxiliaries, layout, length.  **Student’s Book 8 Unit 2i ex.3** Decide if the sentences are opening or closing remarks. Which are strong/ mild complaints? Compare with your partner.  **Student’s Book 8 Unit 5i ex. 2** Read the essay. Which techniques has the writer used to start/ end the essay? Ex.3 Which paragraph (1-5): gives the writer’s opinion? presents the topic? gives the arguments against? gives the arguments for?  **Student’s Book 8 WB2 ex.1** Read the email and replace the informal expressions in bold with the formal ones below. |
| - представлять содержание в виде таблицы, содержание таблицы в виде текста | создать письменное высказывание, электронное сообщение, заявление, и т.п. | **Student’s Book 5 Unit 1a ex.6** Read the text again. Copy and complete the table. Use your notes to tell the class.  **Student’s Book 6 Unit 4 (Russia 4 p.79) ex.3** Copy and complete the table. Use the completed table to present the resort to the class.  **Student’s Book 8 Unit 2i ex.2** Copy and complete the table with the complaints and their justifications.  **Student’s Book 8 Unit 6i ex.6** List the words/phrases below under the headings, then add more from the text. Compare with a partner.  **Student’s Book 8 VB22 ex.5** Copy and complete the table with the words in the list. |
| **Работать с текстами для различных жизненных ситуаций** | проанализировать текст для личной ситуации, чтобы удовлетворить практические или интеллектуальные личные интересы | **Student’s Book 7 Unit 1e ex.8a)** You are a journalist, and your partner is Alexey Molchanov. Use the information given below to help you prepare questions and answers. Act out your interview in front of the class.  **Student’s Book 7 Unit 1f ex.10** Which of the volunteer holidays in the text would you like to go on? In three minutes write a few sentences. Tell your partner or the class.  **Student’s Book 8 Unit 2i ex.6** Read the rubric and answer the questions in the plan. Write your email of complaint (120-180 words). Use phrases from the Useful Language box. |