Читательская грамотность в основной школе на примере УМК "Английский в фокусе" (5-9) издательство «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 лингво-страноведческим справочником  умение пользоваться справочной литературой  умение вычленять место поиска нужной информации в избыточном контексте | **Student’s Book 5 Module 1 (A) ex.2**. a) Look at the map of Green School and the timetable. Find the classroom for each subject.  **Student’s Book 8 Module 3 (B) ex.6. a)** Look at the job advertisement below. What type of information is missing? Ask questions about the missing information.  **Student’s Book 6 Module 5 (C) ex.4.** Use the Internet to prepare a speech about a special day in your country. Complete the notes about this day.  **Student’s Book 6 Module 1 (A) ex 3**. a) Look at the text. What is it? Who is it from? Read the first paragraph. Does Bill know Miguel?  **Student’s Book 9 Module 3 (D) ex 2. a)** Why do we not always see things as they really are? Read the text to check.  **Student’s Book 7 Module 3 (B) ex 3. a)** Read the first exchange in the dialogue. Where are Clara and Fiona: at the theatre? at a party? Which characters in Ex. 1 were in the play? Listen, read and check.  **Student’s Book 9 Module 2 (Culture Corner) ex 6.** Project: Do some research about a famous house/building in your country, then write a short article about it.  **Student’s Book 5 Module 2 (A) ex 3.** Use the list of geographical names at the back  of the book to add one more to each group.  **Student’s Book 7 Module 3 (D) ex 6.** Collect information using the Internet about a popular tourist attraction in your country where you can see people in special uniforms. Write an email to your English pen friend.  **Student’s Book 6 Module 3 (Extensive Reading) ex 3.** Project: What does red symbolise in your country? Research on the Internet and make notes. Present it to the class. |
| извлечь явную и скрытую информацию, | Умение понимать синонимические замены в вопросах | **Student’s Book 7 Module 5 (A) ex 2.** a) Read the texts and choose the best answer: A, B or C. Explain the words in bold.  **Student’s Book 5 Module 3 (Progress Check) ex 2.** Find the odd word.  **Student’s Book 8 Module 1 (B) ex 9.** Read the box. Then listen and choose the adjective that best describes each speaker’s attitude. Is their intonation rising or falling?  **Student’s Book 7 Module 7 (C) ex 2. a)** Choose the words/phrases that refer only to music.  **Student’s Book 7 Module 1 (A) ex 3.** a) Read the text and mark the sentences T(true), F(false) or NS(not stated). Then explain the words in bold.  **Student’s Book 6 Module 5 (English in Use) ex 5. a)** Listen and choose the word that does not sound the same as the others. Listen again and repeat.  **Student’s Book 8 Module 1 (D) ex 6.** Listen to two friends describing the people in the pictures. Number the people in the order you hear the descriptions. What is each person’s name?  **Student’s Book 9 Module 5 (B) ex 9. b)** Listen to two different ways of saying the sentences below. Which syllable is stressed each time? How does the meaning change? |
|  | Умение читать графическую информацию | **Student’s Book 6 Module 2 (A) ex 1. a)** Listen to and read the invitations A-D. What is the occasion? Who is inviting whom? When do the events take place?  **Student’s Book 7 Module 4 (English in Use) ex 1.** Look at the TV guide. Where could you see It? What type of programmes can you watch? What similar programmes do you. have in your country?  **Student’s Book 8 Module 7 (A) ex 8. a)** Look at the graph carefully and answer the questions. 1) Which type of media do young people use: most? the least? 2) Which activities do teens spend the same amount of time doing? 3)How many of the types of media mentioned are not electronic in nature? 4) Which of the activities mentioned do you do in a typical day? |
|  | Умение составить план, таблицу, схему | **Student’s Book 9 Module 8 (E) ex 2.** Imagine you want to apply to be a volunteer at a rescue centre this summer. Complete the application form below.  **Student’s Book 8 Module 2 (C) ex 8.** Study the table. Then look at the chart. Choose the correct words in bold to complete each sentence below. Make more sentences using the chart and appropriate quantifiers.  **Student’s Book 5 Module 4 (D) ex 2.** Read the text and the Royal Family tree again and complete the Queen’s profile given.  **Student’s Book 5, Spotlight On Russia, Our Country, activities p 4.** Fill out a fact file like this about each of the two republics above. Find out about another nationality with its own republic. Fill out a fact file, thenwrite a short paragraph about it.  **Student’s Book 5 Module 1 (D) ex 3.** Portfolio: Make a similar diagram about the education system in your country. How similar is it to England’s? Use the Internet to find the information.  **Student’s Book 6 Module 1 (A) ex 2.b)** Read the dialogue and complete the membership card.  **Student’s Book 7 Module 5 (D) ex 4.** Project: Carry out a survey on what high-tech equipment your classmates own. Write a questionnaire and ask the rest of the class to complete it. Then make a bar graph like the one in Ex. 1 showing the results. Your graph should contain the following information. Report the results using the graph. |
| *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 6 Module 2 (B) ex 6. a)** Read the first three exchanges. Where are Laura, Steve and John? What are they about to do? What’s their relationship?  **Student’s Book 5 Module 4 (D) ex 2.** Read the text and the Royal Family tree again and complete the Queen’s profile given.  **Student’s Book 8 Module 3 (History) ex 3.** Read the text and put the sentences about Drake’s journey in the correct order.  **Student’s Book 8 Module 6 (Culture Corner) ex 3.** Find the main idea in each paragraph. In pairs, think of appropriate headings for each paragraph. Compare with another pair.  **Student’s Book 9 Module 3 (E) ex 3.** Read the story and put the events in the order they happened.  **Student’s Book 6 Module 3 (A) ex. 4.** a) Read the text and match the titles A-D to the sections 1-4. Then explain the words in bold.  **Student’s Book 7 Module 1 (Extensive Reading) ex. 2. b)** Read again and label sections 1-5 with headings A-F. Listen and check. Then explain the words in bold. One is extra.  **Student’s Book 5 Module 4 (B) ex 1. a)** Match the descriptions to the characters. List the words from the descriptions under the headings.  **Student’s Book 7 Module 4 (С) ex 1.**  а) Look at the pictures. What do you think the news article is about? Listen and check. b) Read and match the topics to the paragraphs.  **Student’s Book 7 Module 3 (С) ex 5.** Use the headings to complete the paragraph plan in your notebooks. |
| интерпретировать литературные произведения, понимать мотивы поведения и поступков героев | Умение устанавливать причинно-следственные связи | **Student’s Book 8 Module 4 (B) ex 5.** Lisa is going to a party. What is she going to wear? Listen, read and say.  **Student’s Book 9 Module 5 (Literature) ex 3.** Read the extract and answer the questions. 1) Why does Shylock praise the lawyer? 2) Why does Bassanio praise the lawyer? 3) Why does Shylock change his mind and ask for the money?  **Student’s Book 7 Module 2 (С) ex 2. a)** Read again and answer the questions. 1) Where were the children? 2) What was the weather like? 3) Did anyone see Andy leave the house?  **Student’s Book 8 Module 3 (D) ex 2.** b) Listen to and read the text again. Why does the writer consider Marie Curieto have been successful?  **Student’s Book 9 Module 5 (D) ex 4.** a) Why are the following mentioned in the text?  **Student’s Book 6 Module 4 (C) ex 3. a)** Find the words in the text which show the order things happen.  **Student’s Book 7 Module 3 (B) ex 3.** a) Read the first exchange in the dialogue. Where are Clara and Fiona: at the theatre? at a party? Which characters in Ex. 1were in the play? Listen, read and check.  **Student’s Book 5 Module 9 (C) ex 3.** How does Samantha recommend the film? Which two sentences below can she use instead?  **Student’s Book 8 Module 4 (E) ex 2.** Read the letter. Who is it for? What advice does Claire give? What are the possible results of each piece of advice.  **Student’s Book 7 Module 2 (D) ex 4.** What information does the text give about: Finn Mac Cumhal, the Fianna, leprechauns?  **Student’s Book 6 Module 9 (A) ex 7. b)**Read and match the headings to the paragraphs. How many types of food/drink shown in the picture in Ex. 1can you find in the text? Then, explain the words in bold.  **Student’s Book 5 Module 7 (C) ex 3.** Read the first paragraph of the postcard. Where’s Sandra? What do you think she is doing there? Listen and read to find out. |
| соотнести различные источники | Умение находить сходство в разных точках зрения | **Student’s Book 6 Module 2 (English in Use) ex 2.** Listen and read. What problems do Mrs Brown and Jane have?  **Student’s Book 9 Module 3 (C) ex 7***.* Listen and find what Sam and Cathy used to do when they were young and what they didn’t use to do. Then write sentences.  **Student’s Book 6 Module 6 (B) ex 3. a**) Read the dialogue. How many games are mentioned? What did Jim and Tom decide to do in the end? |
| связывать элементы информации текста,  опора на собственный опыт и знания | Отвечать на вопрос, имеющий несколько правильных ответов | **Student’s Book 5 Module 10 (B) ex 7. a)** Look at the photograph. What do you think they will do after they finish their breakfast? What do you think they did two days ago.  **Student’s Book 7 Module 10 (B) ex 1.** Have you ever had any of the accidents below? How/ When did it happen?  **Student’s Book 7 Module 3 (Extensive Reading) ex 5.** Discuss the following. 1) Do you think it was right for children to do these kinds of jobs? 2) Why do you think children did these jobs? How did they feel? 3) Would you do any of these jobs? Why (not)?  **Student’s Book 6 Module 5 (A) ex 8.** Imagine it is New Year’s Eve in your country. What are you/your family doing? Discuss it in small groups.  **Student’s book 8 Module 4 (A )ex 6.** Is there anything you would like to change about  the way you look? Use phrases from Exs 4 & 5 to tell your partner.  **Student’s Book 9 Module 6 (Culture Corner) ex 5.** Does Sydney sound like an interesting city to visit? Tell your partner giving reasons why. |
| интерпретировать значение слова или фразы, которые придают тексту определённый смысл | Отличать авторскую трактовку события | **Student’s Book 8 Module 3 (History) ex 7**. Read the saying. What does it mean to you? Discuss.  **Student’s Book 8 Module 2 (Culture Corner) ex 1.** What does the title of the text mean?  **Student’s Book 9 Module 6 (Culture Corner) ex 3. b)** Listen to and read the text. What is the author’s purpose?  **Student’s Book 9 Module 6 (Going Green) ex 7.** Read the quote. What do you think H.G. Wells meant by this? Do you agree with him? Discuss in groups. |
| опознать в произведении иные культурные традиции, найти их сходство и различие с родными традициями | Учитывать особенности общения с представителями других культур | **Student’s Book 9 Module 1 (PSHE) ex 2.** What do you think the British remember on  Remembrance Day? How do they do this? Read through the text to check.  **Student’s Book 6 Module 4 (D) ex 1. b)** How do you think British teenagers spend their free time? Read the text to check.  **Student’s Book 9 Module 6 (A) ex 7.** Imagine you have just started doing some volunteer work after school. Write an email to your English pen friend persuading him/her to do some volunteer work too. Say: what kind of volunteering you are doing, when & how often, what kind of jobs you do, why you think your friend should join you (60-80 words).  **Student’s Book 5 Module 7 (English in Use) ex 3.** Look at the UK clothing sizes. Are sizes the same in your country?  **Student’s Book 8 Module 1 (Culture Corner) ex 6.** Project: Write a short article for an international school magazine explaining what someone should do to greet people, make small talk or visit people in your country. Use your answers from Ex. 5.  **Student’s Book 7 Module 1 (D) ex 1.** Look at the map of the United Kingdom. What is the capital of each country (part)? What do you know about these countries?  **Student’s Book 5 Module 1 (D) ex 3.** Portfolio: Make a similar diagram about the education system in your country. How similar is it to England’s? Use the Internet to find the information.  **Student’s Book 6 Module 3 (Extensive Reading) ex 4.** Are there words in the text that are the same or similar in your language?  **Student’s Book 7 Module 1 (A) ex 7.**Write an email to your English pen friend. Write about: where you live, your daily routine, what you are doing these days/tonight.  **Student’s Book 8 Module 4 (D) ex 3. b)** Read the theory box. Are there similar structures in your language? |
| *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 9 Module 2 (B) ex 2.** Which member of your family do the sentences best describe?  **Student’s Book 5 Module 3 (A) ex 8.** Portfolio: Write a short paragraph describing your house/flat. Write about: rooms, special features (e.g. garden, garage, etc). You can stick on a picture.  **Student’s Book 7 Module 3 (Extensive Reading) ex 1.** Do teenagers work in your country? What jobs do they do?  **Student’s Book 6 Module 4 (D) ex 4.** Portfolio: What is life like for teenagers in your country? Collect information using the Internet and write a short article for an English teenage magazine. Use pictures to illustrate your article |
| 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 8 Module 4 (B) ex 1. b)** Look at the pictures again. What do you think of these people’s clothes? Make sentences using the phrases below.  **Student’s Book 7 Module 5 (C) ex 1.** Read the speech bubbles. Which opinion do you agree with? Why?  **Student’s Book 7 Module 8 (C) ex 2.** Read the statement below. Do you agree? Why/why not? Discuss.  **Student’s Book 9 Module 1 (F) ex 1. b)** What do you think of April Fool’s Day? How do you feel about playing tricks and having tricks played on you? Tell the class.  **Student’s Book 7 Module 3 (Extensive Reading) ex 5.** Discuss the following. 1) Do you think it was right for children to do these kinds of jobs? 2) Why do you think children did these jobs? How did they feel? 3) Would you do any of these jobs? Why (not)?  Student’s Book 8 Module 1 (E) ex 5. Read the cards below. Why have the people written them? Find examples of informal style. Compare with your partner.  Student’s Book 6 Module 7 (B) ex 1. a) How do you feel when ...1) you have an exam? 2) you work for a long time?  **Student’s Book 6 Module 6 (A) ex 6.** Which of the clubs in Bolton Middle School do/don’t you want to join? Tell your partner.  Student’s Book 8 Module 1 (PSHE) ex 2. How do you deal with arguments? What’s the best way to handle such situations? Discuss in pairs.  **Student’s Book 9 Module 4 (Going Green) ex 7.** Read the saying. What does it mean to you? Discuss.  **Student’s Book 7 Module 9 (Extensive Reading) ex 1. b)** What makes you buy things? Would you say any of the sentences below?  **Student’s Book 9 Module 5 (A) ex 9.** In your opinion, are the works presented in texts A-C art? Discuss in groups. Report to the class. |
| 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 8 Module 4 (A) ex 7.** Listen to and read the text again. What is self-esteem? What could make teenagers feel uncomfortable about their body? What should they do? In three minutes, write a few sentences on the topic, in your notebooks. Read your sentences to the class.  **Student’s Book 8 Module 4 (B) ex 11.** Do fashionable clothes really change the way a person looks? Write a few sentences. Read your sentences to the class.  **Student’s Book 6 Module 5 (English in Use) ex 1.** Look at the flowers in the pictures. What are their names in your language? When do people offer flowers in your country?  **Student’s Book 8 Module 2 (A) ex 8.** Do you agree that cooking meals for their children is a good way for mothers to show their love? In three minutes, write a few sentences on the topic. Read your sentences to your partner.  **Student’s Book 8 Module 4 (A) ex 7**. Listen to and read the text again. What is self-esteem? What could make teenagers feel uncomfortable about their body? What should they do? In three minutes, write a few sentences on the topic, in your notebooks. Read your sentences to the class.  **Student’s Book 9 Module 5 (A) ex 10.** What would life be like without art? How can art benefit a society? Spend five minutes writing a few sentences on the topic. Read your sentences to your friend. Discuss your opinions.  **Student’s Book 8 Module 2 (Culture Corner) ex 3.** Listen to and read the text again. Do you think having big charity organizations is a good idea? Why(not)? Do you give money to charity? Why (not)? In three minutes, write a few sentences on the topic. Read your sentences to your partner.  **Student’s Book 9 Module 1 (F) ex 1. b)** What do you think of April Fool’s Day? How do you feel about playing tricks and having tricks played on you? Tell the class. |
| отделить свою точку зрения от позиции автора, аргументировать и то и другое | объяснять возможное рассогласование между сообщениями текста и представлением читателя | **Student’s Book 8 Module 7(A) ex 5.** What does the author mean in the last sentence (lines 37-38) in the text? How far do you agree with this opinion? Discuss in pairs.  **Student’s Book 9 Module 5 (A) ex 9.** In your opinion, are the works presented in texts A-C art? Discuss ingroups. Report to the class.  **Student’s Book 9 Module 5 (D) ex 9. a)** Listen to three people talking about the types of films they like. Which does each person like/not like? What reasons do they give? b) What are your favourite films? Which type are they? Why do you like them? Tell your partner, using the language below.  **Student’s Book 8 Module 2 (Culture Corner) ex 1.** What does the title of the text mean?  **Student’s Book 8 Module 1 (PSHE) ex 8.** Do you agree with this statement? Discuss.  **Student’s Book 9 Module 5 (Culture Corner) ex 4.** What did you find most interesting in the text? Write a few sentences. Read your sentences to your partner. |
| сформулировать суждение, которое основано на знаниях, идеях, установках, выходящих за рамки текста. | понимать связь тестовой и внетекстовой информации | **Student’s Book 9 Module 8 (Culture Corner) ex 2.** What do you know about Helen Keller? Why was her life “an inspiration”?  **Student’s Book 7 Module 10 (D) ex 1.** Look at the picture and the title. What do you think the text is about? Listen, read and check.  **Student’s Book 8 Module 7 (C) ex 1. a)** Read the first sentence of the text. What do you think life is like at the Italia Conti Academy? Read statements 1-7and say which ones you think are true for this school. Read the text and check.  **Student’s Book 9 Module 5 (A) ex 9.** In your opinion, are the works presented in texts A-C art? Discuss in groups. Report to the class.  **Student’s Book 5 Module 4 (D) ex 1.** a) Who are the Royal Family? Read through and check. b) Look at the Royal Family Tree. Match the pictures to the text. c) Do you know any current information about the Royal Family? Tell the class.  **Student’s Book 8 Module 6 (Culture Corner) ex 1.** What do you know about the River Thames? What else would you like to know about it? Think of three questions. Read through hand see if you can answer them. |
| *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 7 Module 5 (D) ex 3.** Use the graph to tell the class what high- tech gadgets British teenagers have in their bedrooms.  **Student’s Book 8 Module 7 (ICT) ex 2.** Look at the diagram in the text. What is a computer network? Read the first sentence in the text and check.  **Student’s Book 8 Module 7 (A) ex 8.**  a) Look at the graph carefully and answer the questions. 1) Which type of media do young people use: most? the least? 2) Which activities do teens spend the same amount of time doing? b) Discuss, which type of media is most popular nowadays (radio, press, TV, Internet).  **Student’s Book 6 Module 8 (D) ex 1.** Match the buildings to the countries. What is so special about these buildings?  **Student’s Book 7 Module 1 (D) ex 1.** Look at the map of the United Kingdom. What is the capital of each country (part)? What do you know about these countries?  **Student’s Book 5 Module 9 (Extensive Reading) ex 2.**  How much do coins A-F add up to altogether? Which of the following items can you buy with this sum of money?  **Student’s book 9 Module 4 (Going Green) ex. 1.** Look at the graph about e-waste. Which of these devices do you own? Which have you replaced recently? What did you do with the old ones? |
| использовать словари | Оценивать использование лексических единиц автором | **Student’s book 8 Module 2 (D) ex. 6.** Use the idioms in their correct form to complete sentences 1-5. Check in Appendix 3. Which idiom does the picture show? What does it really mean? Are there similar idioms in your language?  **Student’s book 9 Module 5 (E) ex. 5. a)** Look at the list of adjectives below. Which are positive/negative/neutral in meaning? Which are used in the email in Ex. 3? What do they describe?  **Student’s book 9 Module 4 (E) ex. 4. a)** Look at the highlighted linking words/phrases in the essay in Ex. 3. Which: introduce an opinion? list points? add more points? Introduce a contrasting viewpoint? introduce examples? introduce a consequence? summarise? **b)** Replace each highlighted item with an appropriate alternative from the list below.  **Student’s book 7 Module 2 (A) ex. 4. a)** Explain the words in bold. Then match the underlined adjectives to their synonyms. b) Use the underlined adjectives to describe other fictional characters. |
| анализировать текст- описание, текст-повествование, текст-инструкцию и т.п. | Связывать текст и внетекстовые знания, | **Student’s book 5 Module 7 (A) ex. 4. a)**  Look at the text on p. 87. Where can you see it: in a magazine, in a newspaper, on a computer screen?  **Student’s book 6 Module 1 (B) ex. 1. a**) Look at the cards. Which is a credit card? an identity card? a membership card? a driving licence? b) What information from the list is on each card?  **Student’s book 7 Module 3 (C) ex. 2.**  Which of these adjectives best describe Hawking? Give reasons.  **Student’s book 6 Module 4 (D) ex. 1. a)** Look at the text. Is it from a website? magazine? newspaper? |
| - представлять содержание в виде таблицы , содержание таблицы в виде текста | создать письменное высказывание, электронное сообщение, заявление, и т.п. | **Student’s book 8 Module 4 (D) ex. 7. b)** Complete the gaps with the correct words for parts of the body. Then, use the idioms to complete sentences 1-6 below. Check in Appendix 3.  **Student’s book 6 Module 5 (English in Use) ex. 3.** Listen again and fill in the order form. Read the dialogue and check.  **Student’s book 9 Module 5 (A) ex.6**. a) What are the types of art in the spidergram in your language? Can you add any more types? Which do you like/don’t you like? Why? b) Read the table. Complete with the person(s).  **Student’s book 8 Module 2 (Going Green) ex. 2.** Look at the chart below and copy it into your notebooks. Read the title of the text and complete the first two rows of the chart.  **Student’s book 7 Module 9 (C) ex. 1.** Put the headings shape, pattern, material in the table. Can you add more words in each category? |
| **Работать с текстами для различных жизненных ситуаций** | проанализировать текст для личной ситуации, чтобы удовлетворить практические или интеллектуальные личные интересы | **Student’s book 5 Module 2 (D) ex. 3.** Use the map to tell your partner what souvenirs one can buy in the UK.  **Student’s book 6 Module 4 (D) ex. 1.** b) How do you think British teenagers spend their free time? Read the text to check.  **Student’s book 8 Module 4 (Going Green) ex. 3.** What do you know about eco clothes? What else would you like to know about them? Write three questions. |