Читательская грамотность в основной школе на примере УМК «Мой выбор 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 лингво-страноведческим справочником  умение пользоваться справочной литературой  умение вычленять место поиска нужной информации в избыточном контексте | **Student’s book 8 Module 2 (CLIL TIME) ex.4.** Find information about another ancient civilization and write a short article about it.  **Student’s book 6 Module 4 (Myths and Legends) ex.3.** Read the myth and answer the questions. 1) What is the cycle of life according to Iktomi? 2) Why should the Lakota leader listen to the goodforces? 3) What can happen if he listens to the bad forces?  **Student’s book 8 Module 4 (CLIL TIME) ex.2.** Read the text and answer the questions. 1) What pollutes the environment? 2) How can we save electricity?  **Student’s book 7 Module 4 (Across Cultures) ex.4.**  Find information about a national animal of a country. Use the key phrase: national animal of ... . Present it to the class.  **Student’s book 5 Module 7 (Across Cultures) ex.2.** Listen to and read the text and answer the questions. 1) What do the Queen’s Guards do? 2) Where can you see them? 3) What uniform do they wear? 4) Where can you see the Russian Presidential Guard of the Kremlin?  **Student’s book 6 Module 2 (Across Cultures) ex.1.** What is school life like in Australia, Colombia and Russia? Listen, read and find out.  **Student’s book 7 Module 4 (Myths and Legends) ex.3.** Find information about another weather god from mythology. What did he/she look like? Did he/she have any weapons/chariots? Use the key phrase: weather gods in mythology. Present the information to the class.  **Student’s book 9 Module 7 (CLIL TIME) ex. 2.** Read again and answer the questions. How difficult was the text for you? 1) How many parts have our eyes got? 2) Which part of the eye contains the sclera? 3) Where is the retina?  **Student’s book 9 Module 4 (Across Cultures) ex. 3.** What charities are there in Russia? What do they do? Collect information, then post your comment on Jamie’s blog.  **Student’s book 5 Module 6 (Across Cultures) ex. 1**. What animals can you see in the pictures? How are they related to the countries? Listen, read and check. |
| извлечь явную и скрытую информацию, | Умение понимать синонимические замены в вопросах | **Student’s book 5 Module 7 (A) ex. 1.**  Look at the texts. What are they: letters or postcards? Read the first sentence in each text. Where is each person?  **Student’s Book 6 Module 2 (A) ex. 3.** b) Which of the following adjectives describe: hair? eyes? nose?  **Student’s Book 8 Module 1 (B) ex. 15.** Complete the second sentence so that it means the same as the first. Use up to three words including the word in bold.  **Student’s Book 9 Module 3 (D) ex. 3.** Find sentences in the dialogue which mean: I’m surprised you’re here. – Are you sure? – Where are you going? – Never mind. – I apologise. Then, say the sentences in Ex. 1 in your language.  **Student’s Book 6 Module 6 (Fun Time) ex. 1. a)** Read. There are four incorrect facts. Which are they? Guess. Check your guesses with your teacher.  **Student’s Book 7 Module 5 (D) ex. 3.** Read and choose the right word.  **Student’s Book 8 Module 2 (A) ex. 8.** Match the adjectives (1-6) to their opposites (a-f). Fill in the gaps with the adjectives (1-6).  **Student’s Book 9 Module 2 (D) ex. 3.** Find sentences in the dialogue which mean: A. You look awful. B. I fee lawful. C. What’s the matter? D. I think you are right. |
|  | Умение читать графическую информацию | **Student’s Book 8 Module 7 (Writing) ex. 2.** Look at the pie charts, then read the survey report and choose the correct words. Listen and check.  **Student’s book 9 Module 6 (С) ex.5. a)** Look at the graph. Use the key and the phrases *the majority, a lot, some, a few, very few* to talk about teenagers and the Net in the USA.  **Student’s book 9 Module 7 (D) ex.5. I**t’s Thursday evening. Use the TV guide to discuss what you want to watch on TV. Use the sentences in Ex. 1. You can use the dialogue in Ex. 2 as a model. |
|  | Умение составить план, таблицу, схему | **Student’s Book 8 Module 1 (Writing) ex. 2.** Read again and complete Kerry’s Sunday activities under the headings, then talk about her day.  **Student’s book 6 Module 4 (C) ex.7.** Choose another place on the map. Write directions for your friend to find where you are.  **Student’s book 9 Module 6 (С) ex.8.** Do your classmates use the Internet in the same way as American teenagers? Do a survey and make a graph like the one in Ex. 4 to represent the results. Present the graph to the class.  **Student’s book 7 Module 3 (B) ex.8.** Write a fact file about an animal you like. Use the fact file in Ex. 7 as a model.  **Student’s Book 8 Module 3 (Across Cultures) ex. 2.** Copy and complete the table with information about the festivals. Use the completed table to present the festivals to the class.  **Student’s book 8 Module 7 (Writing) ex.3.** Carry out your own class survey about favourite types of films. Use the questions 1-4. Group the answers in different pie charts. Write your report (60-80 words).  **Student’s book 6 Module 2 (D) ex.2.** b**)** Use the fact file to complete the blog entry. Then listen and check your answers. |
| *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 9 Module 7 (C) ex.3.** Read the title and look at the picture. Now read the first and the last sentence in each paragraph. What is the text about?  **Student’s book 5 Module 7 (CLIL TIME) ex.2. a)** The words in the pictures are from a poem. What is the poem about? Read quickly to find out.  **Student’s book 9 Module 6 (C) ex.2.** Read the title and the first paragraph in the text. What is the text about?  **Student’s book 5 Module 5 (Across Cultures) ex.1.** Read the title and the headings in the text. What is the text about? Listen, read and check.  **Student’s book 9 Module 4 (A) ex.2.** Listen and match the headings to the stories.  **Student’s Book 7 Module 3 (D) ex. 3. b)** Go through the text again and find the key information. Use it to tell your friend about Chico.  **Student’s book 6 Module 8 (D) ex.2.** a) Put the events in the right chronological order. In which paragraph did you find information?  **Student’s book 9 Module 6 (Writing) ex. 2.** Find the topic sentences in the main body paragraphs. Can you suggest other appropriate ones?  **Student’s book 8 Module 4 (A) ex. 3. a)** Summarise the text under the headings. Tell the class. b) Think of another title for the text.  **Student’s book 9 Module 6 (A) ex.1. b)** Read the title and the first sentence in each paragraph in the text. What is the text about? |
| интерпретировать литературные произведения, понимать мотивы поведения и поступков героев | Умение устанавливать причинно-следственные связи | **Student’s book 9 Module 5 (CLIL TIME) ex. 3.** Read the text and complete the gaps with the correct missing words. Compare with your partner.  **Student’s book 8 Module 1 (CLIL TIME) ex. 2. H**ow can leisure/sport facilities improve a town/city for the local community? Think of two ways. Listen and read. Does the text mention your ideas?  **Student’s book 5 Module 5 (D) ex. 2.** These sentences are from a dialogue between two friends. Say them in your language. What is the dialogue about?  **Student’s book 9 Module 7 (B) ex. 10.** Read the examples. Which sentence shows that someone does something for someone else?  **Student’s Book 7 Module 3 (D) ex. 1.** Read the following sentence: A man’s best friend! What does it mean? How is it related to the text? Then, listen and check your answer.  **Student’s Book 7 Module 6 (Fun Time) ex. 1. R**ead and complete the song. Use the words in the box. Then listen and check.  **Student’s book 8 Module 6 (CLIL TIME) ex. 2.** Read the text and put the events in the order they happen. Find four adverbs of manner. Then retell the story.  **Student’s book 5 Module 6 (Monstertrackers) ex. 4.** Complete the summary with words from Ex. 3.  **Student’s book 5 Module 6 (D) ex.1.** Look at these sentences from a dialogue between two friends. What is the dialogue about? Listen and read to find out. Say the phrases in your language.  **Student’s Book 9 Module 7 (A) ex. 1. b)** Look at the pictures in the text. Which films do you think has the technology in the pictures appeared in?  **Student’s Book 7 Module 5 (B) ex. 1. a)** How can the following phrases be related to the clothes in the pictures? Guess. Tell the class.  **Student’s book 8 Module 3 (Writing) ex. 2.** Read and put the events in the order they happened. Use *first, then, next, after that* to give the class a summary of the story. |
| соотнести различные источники | Умение находить сходство в разных точках зрения | **Student’s Book 9 Module 3 (A) ex. 8.** Listen to three people talking about their favourite sport. Which sport does each describe? What equipment does each mention? Why do they like the sport?  **Student’s Book 8 Module 4 (D) ex.3.** Read the dialogue. What is Tina’s problem? What is Sue’s advice?  **Student’s Book 9 Module 7 (A) ex. 7. a)** Listen to three people talking about the films they like. Which type(s)of film does each: like? not like? Why? |
| связывать элементы информации текста,  опора на собственный опыт и знания | Отвечать на вопрос, имеющий несколько правильных ответов | **Student’s Book 9 Module 1 (C) ex. 3.** How does technology help people with disabilities? In three minutes, write a few sentences about the topic. Read them to the class.  **Student’s Book 7 Module 2 (B) ex.2.** a) What’s the right job for the children? Choose from: vet, photographer, computer programmer, fashion designer. Read, guess and complete. Then, talk with your friend.  **Student’s book 8 Module 6 (CLIL TIME) ex. 2 (think).** What do you think happens next in the story? Do you think the inventor finds his Time Machine? How? Discuss in pairs and report back to the class. Listen and check if your answers were correct.  **Student’s book 9 Module 7 (A) ex. 3 (think).** Imagine that the transportation system is capable of transporting people. In what ways could it be used to make life easier? In three minutes, write a paragraph. Read it to your partner.  **Student’s book 6 Module 7 (B) ex. 5.** Which of these instruments can you play? Which would you like to learn to play? Tell the class.  **Student’s book 9 Module 7 (C) ex. 1.** What can you do in the following places? |
| интерпретировать значение слова или фразы, которые придают тексту определённый смысл | Отличать авторскую трактовку события | **Student’s Book 9 Module 2 (A) ex. 4.** Why does the author consider Roy lucky? What is your opinion? In three minutes write a few sentences. Read them to the class.  **Student’s Book 8 Module 6 (A) ex. 3.** Listen and read the text. What is the writer’s purpose: to give information? to entertain readers? to narrate a personal experience? Suggest other headings for each paragraph.  **Student’s Book 6 Module 4 (Myths and Legends) ex. 5.** What is the moral of the story? Choose.  **Student’s Book 5 Module 5 (CLIL TIME) ex. 3***.* What is ‘family’ to the speaker? What about you? Complete the sentence. |
| 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 6 (Across Cultures) ex. 4.** Write a few sentences about gestures a tourist should avoid using while in Russia. Read them to the class.  **Student’s Book 8 Module 4 (C) ex. 9.** Student A, you are from the UK. Read the information. Student B, ask Student A to find out about riding a motorcycle in the UK.  **Student’s Book 6 Module 2 (Across Cultures) ex. 3.** Copy the table and complete it. Then use the table to talk about schools in these countries.  **Student’s book 9 Module 6 (С) ex.8.** Do your classmates use the Internet in the same way as American teenagers? Do a survey and make a graph like the one in Ex. 4 to represent the results. Present the graph to the class.  **Student’s book 9 Module 8 (Across Cultures) ex.1.**  What do teenagers in your country like doing in their free time? Do you think it is the same all over the world?  **Student’s book 5 Module 6 (Across Cultures) ex.1.** What animals can you see in the pictures? How are they related to the countries?  **Student’s book 9 Module 6 (Across Cultures) ex. 2**. Do you think that body language and gestures are the same all over the world? Listen and read to find out.  **Student’s book 6 Module 2 (Across Cultures) ex.1.** What is school life like in Australia, Colombia and Russia? Listen, read and find out.  **Student’s Book 8 Module 4 (cross Cultures) ex. 1.** What rules have you got in your school? Do you think the rules are the same in schools all around the world? Listen, read and check.  **Student’s book 6 Module 3 (B) ex.10. b)** Compare your typical weekday with Ramla’s or Felipe’s typical day |
| *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 Module 2 (Across Cultures) ex. 3.** Write about a theme park in your country. Include pictures and a short description. Write its name, where it is, what you can see/do there.  **Student’s book 9 Module 4 (Across Cultures) ex. 4.** What are the numbers of the emergency services in Russia? What does each service deal with? How similar/different are they to/from the UK? Tell the class.  **Student’s book 9 Module 6 (CLIL TIME) ex. 5.** Collect information about the Industrial Revolution in the USA. You can use the key phrase: The Industrial Revolution, USA. Present your findings to the class.  **Student’s Book 6 Module 6 (Fun Time) ex. 2.** How can someone lead a healthy life? Tell the class. |
| 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 Module 4 (Go Green) ex. 3.** How important is each person’s job? Write sentences. Read them to the class.  **Student’s book 9 Module 6 (CLIL TIME) ex. 4. (think)** **I**n your opinion, what were the positive and negative effects of the Industrial Revolution on society? In three minutes, write a paragraph on it. Read it to your partner.  **Student’s book 5 Module 5 (C) ex. 1.** Look at text. What is it: an email? a blog?  **Student’s book 6 Module 4 (Fun Time) ex. 2.** The Earth is our address! What does it mean to you?  **Student’s book 8 Module 5 (C) ex. 3 (think). I**n what ways are the places in the text different from your place? Write sentences.  Student’s book 5 Module 7 (A) ex. 1. Look at the texts. What are they: letters or postcards? Read the first sentence in each text. Where is each person?  Student’s book 6 Module 7 (B) ex. 3. Give a different ending to the story. Draw a picture.  **Student’s book 6 Module 8 (D) ex. 1. a)** The mountain gorillas are in danger of disappearing. Do you know any other animals that are in danger? Tell the class.  Student’s book 8 Module 2 (Across Cultures) ex. 1. a) What’s a hero? Can you mention one? What is he/she famous for?  **Student’s book 9 Module 2 (CLIL TIME) ex. 5.** Look at the Study Skills box and find the elements of a story in the myth about Daedalus and Icarus. What do you think the lesson of this myth is?  **Student’s book 7 Module 4 (A) ex. 2. b)** Make your own ending to the story from when Harry says: “Captain, stop the boat!”  **Student’s book 9 Module 4 (CLIL TIME) ex. 3.** b) Use ideas from the poem and Ex. 3a to give advice about how to stop bullying. |
| 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 6 (CLIL TIME) ex. 2. (think)** What do you think happens next in the story? Do you think the inventor finds his Time Machine? How? Discuss in pairs and report back to the class. Listen and check if your answers were correct.  **Student’s book 9 Module 7 (C) ex. 5. (think).** Would you like to attend a concert by the Vienna Vegetable Orchestra? Why (not)? In three minutes write a few sentences on the topic. Read your sentences to your partner.  **Student’s book 6 Module 7 (A) ex. 7.** What was your town/city like50 years ago? Tell the class. Then write a few sentences.  **Student’s book 9 Module 8 (Across Cultures) ex. 2. (think)** Which person’s free time activities do you prefer? Why? In five minutes write a few sentences. Read them to your partner.  **Student’s book 8 Module 4 (CLIL TIME) ex. 4.** Collect information, then write a short text on how we can protect the environment. You can use the key phrase protect the environment. Read your text to the class.  **Student’s book 8 Module 7 (C) ex. 3. (think)** Whose experience do you think was the most embarrassing? Why? Tell your partner.  **Student’s book 7 Module 5 (Fun Time) ex. 2.** Write a different version of the song with the title ‘Queen of Chic’. Read it to the class!  **Student’s book 7 Module 2 (C) ex. 8.** Write your own ending for the story. Draw a picture. |
| 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 Module 4 (Myths and Legends) ex. 2.** What do you think this myth is about? Listen, read and check.  **Student’s book 7 Module 8 (Fun Time) ex. 2.** Which of the following sentences do you think describes the song best? Why?  **Student’s book 9 Module 3 (A) ex. 5.** Imagine you were a witness to Bethany’s accident. Describe the experience and your feelings.  **Student’s book 6 Module 5 (Fun Time) ex. 1.**  Read the song. Is it a happy or a sad song? Is it fast or slow? Guess.Then listen to find out.  **Student’s book 9 Module 4 (A) ex. 3. (think)** Which story do you think is the funniest? Why? In three minutes, write a few sentences. Read them to the class. Give a title for each text.  **Student’s book 9 Module 6 (CLIL TIME) ex. 4 (think).** In your opinion, what were the positive and negative effects of the Industrial Revolution on society? In three minutes, write a paragraph on it. Read it 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 1 (CLIL TIME) ex.1.** Read the dictionary definition. Why do you think it’s important to have self-respect? Think about: your relationships, your schoolwork, your mood.  **Student’s book 8 Module 3 (C) ex.7.** You are in Disneyland Paris. Your English pen-friend calls you. Tell him/her where you are, what you are doing, what there is there and if you like it.  **Student’s book 7 Module 3 (Fun Time) ex.2.** What can we do to protect animals? Make a poster. Use phrases from the song.  **Student’s book 8 Module 4 (C) ex.4.** Which sentences from the text describe the pictures? Look at the pictures. Tell the class how you can cycle safely.  **Student’s book 7 Module 6 (Go Green) ex.3.** Find some non-food uses for honey and green tea. You can use the key phrases: non-food uses for honey/green tea. Present them to the class.  **Student’s book 9 Module 3 (C) ex.1. a)** Do you know any travelling tales: of your own? From someone close to you? Tell the class. |
| *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 Module 4 (C) ex.2.** Look at the map and answer the questions. 1) What is opposite the bus stop? 2) What is on the corner of Walnut Street and Edison Road, opposite the bank? 3) What is between the florist’s and the greengrocer’s?  **Student’s book 8 Module 3 (B) ex. 1.** Study the table. How do we form the past continuous? Are there similar structures in your language?  **Student’s book 9 Module 6 (С) ex.5. a)** Look at the graph. Use the key and the phrases *the majority, a lot, some, a few, very few* to talk about teenagers and the Net in the USA.  **Student’s book 8 Module 3 (Across Cultures) ex. 2.** Copy and complete the table with information about the festivals. Use the completed table to present the festivals to the class.  **Student’s book 9 Module 7 (CLIL TIME) ex.4.** Use the diagram in the picture to say how our eyes work.  **Student’s book 9 Module 2 (B) ex.2.** Look at Sandra’s timetable for last Sunday. Write sentences, as in the example.  **Student’s book 6 Module 4 (C) ex.5. b)** Look at the map in Ex. 1. You are at the bus stop. Work in pairs and make your own dialogues. Ask for/give directions for how to get to: the library, the post office, the greengrocer’s, the chemist’s. Use phrases from the box. |
| использовать словари | Оценивать использование лексических единиц автором | **Student’s book 9 Module 1 (Writing) ex. 3.** What adjectives does the author use to describe Lindsay’s character? What justifications does she use  **Student’s book 7 Module 4 (CLIL TIME) ex. 1.** Look at the poem. Which of these words does the poet use to talk about spring, summer, autumn, winter? Guess. Then listen and read to find out.  **Student’s book 8 Module 3 (A) ex. 6.** List the adjectives under the headings: Positive, Negative. Listen and check. When did you last feel this way? Tell the class.  **Student’s book 7 Module 7 (Fun Time) ex. 1.** Listen to the song. Find two words that mean surprise. |
| анализировать текст- описание, текст-повествование, текст-инструкцию и т.п. | Связывать текст и внетекстовые знания, | **Student’s book 6 Module 6 (D) ex. 3. b)** Read the email again. Would you like to go to Salvatore’s? Why/Why not? Tell your friend.  **Student’s book 9 Module 7 (Across Cultures) ex. 5.** a) Say four things you have learnt from the text, then choose a musical instrument and describe it. b) Which musical instruments would you like to play? Why? Tell your partner.  **Student’s book 7 Module 7 (D) ex. 2.** How are the Carlsbad Caverns connected with the film, Journey to the Centre of the Earth? Guess. Then listen, read and check your guesses.  **Student’s book 9 Module 7 (Writing) ex. 1.** a) The phrases are from the email below. How does the writer feel about the series? |
| - представлять содержание в виде таблицы , содержание таблицы в виде текста | создать письменное высказывание, электронное сообщение, заявление, и т.п. | **Student’s book 9 Module 1 (Writing) ex. 6.** Read the rubric in exercise 1and write an email to your friend Diane about your best friend. Use your answers in Ex. 5 to write your email. (100-120 words). Use the plan.  **Student’s book 6 Module 4 (D) ex. 8.** Write a short email to your friend about your new house/flat (50 words). Use your answers from Ex. 7 and the plan below.  **Student’s book 9 Module 7 (Writing) ex. 4.** Use your answers in Ex. 3 to write your email to your English pen-friend about your favourite TV series (100-200 words). Follow the plan.  **Student’s book 8 Module 8 (Writing) ex. 4.** Read the rubric in Ex. 1 and the model in Ex. 2. You can also use your ideas from Ex. 3. Then write your own email reply to Peter. Answer Peter’s questions (60–80 words). Follow the plan.  **Student’s book 6 Module 5 (D) ex. 7.** Write an email to your friend and tell him/her your plans for next weekend (50 words). Use Ex. 1 as a model, your ideas from Ex. 6 and the plan below. |
| **Работать с текстами для различных жизненных ситуаций** | проанализировать текст для личной ситуации, чтобы удовлетворить практические или интеллектуальные личные интересы | **Student’s book 9 Module 1 (Across Cultures) ex. 1.** Describe the pictures. What do you think these teenagers like? Think about: music, clothes, free time activities. Listen and read to find out.  **Student’s book 8 Module 4 (C) ex. 2.** What do you know about safe cycling? Look at the pictures and say. Listen,read and check.  **Student’s book 7 Module 6 (Go Green) ex. 1.** How can salt be connected to a sore throat? How can olive oil be connected to shoes? How can vinegar be connected to chewing gum? How can lemon juice be connected to your nails? Listen and read to find out. |