

Кирсанова Наталия Геннадьевна, учитель английского языка
МБОУ г. Шахты «Гимназия имени А.С. Пушкина»

**Методическая разработка по развитию читательской грамотности
на английском языке для обучающихся 8-9 классов
в виде линейных и нелинейных текстов.**

Данная методическая разработка будет полезна в работе учителей английского языка, так как она нацелена на формирование читательской грамотности обучающихся. Задания расположены в порядке от простых к сложным, что дает возможность отбора заданий в зависимости от индивидуальных особенностей обучающихся / класса. Задания построены в соответствии с ФГОС ООО.

Работу с линейными и нелинейными текстами можно организовать как для использования на любом этапе урока, так и на протяжении всего урока. Это эффективно и рационально, позволяет учителю выбирать необходимый материал для работы обучающихся.

Используя на уроках материал данной разработки, обучающиеся получают возможность развивать навыки читательской грамотности на английском языке, работать с информацией, совершенствовать лексический запас, что позволяет формировать и совершенствовать свою иноязычную коммуникативную культуру.

Цель: Развитие навыков читательской грамотности (в рамках формирования функциональной грамотности)

Задачи:

Познавательные:

- 1) извлекать информацию различного уровня из текстов разных форматов;
- 2) совершенствовать навыки чтения, перевода, интерпретации текстов;
- 3) развивать умения составлять вопросы и отвечать на них.

Развивающие:

- 1) развивать компенсаторные умения;
- 2) развивать умения выделять главное, сравнивать, делать выводы;
- 3) развивать умения работать с нелинейными текстами.

Воспитательные:

- 1) развивать коммуникативные основы поведения обучающихся через умения работать индивидуально, в парах, группах;
- 2) развивать самостоятельность, дисциплинированность, готовность и умение общаться, выступать перед аудиторией.

Ожидаемые результаты:

Личностные

Обучающиеся научатся:

- 1) внимательно изучать и понимать задания;
- 2) выделять главное, сравнивать, делать выводы.

Обучающиеся получают возможность научиться:

- 1) работать с линейными и нелинейными текстами;
- 2) выступать перед аудиторией, защищая свою точку зрения.

Предметные

Обучающиеся научатся:

- 1) читать, переводить, интерпретировать тексты;
- 2) извлекать необходимую информацию.

Обучающиеся получают возможность научиться:

- 1) анализировать, сравнивать, обобщать данные;
- 2) работать самостоятельно, в парах, группах.

Метапредметные

Обучающиеся научатся:

- 3) отвечать на вопросы и составлять вопросы;
- 4) находить необходимую информацию в различных источниках.

Обучающиеся получают возможность научиться:

- 3) составлять планы, схемы, таблицы, диаграммы;
- 4) создавать презентации.

Bill Hogg, 14 USA, California



on Monday

deliver newspapers

he earns his pocket money



at the weekends

as a deliverer in a pizza shop

Needs:

new bike

help homeless animals



once a week

plant trees in the garden

- 1. What is his name?**
- 2. Where is he from?**
- 3. How old is he?**
- 4. Do his parents give him pocket money?**
- 5. How does he work at the weekends?**
- 6. What does he do once a week?**
- 7. When does he deliver newspapers?**

Jack Ross, 13 UK, London

Duties:



Every Saturday
clean the room



Every day
wash the dishes

get pocket money
from his parents



once a week

Needs:

new videogames
a new mouse
new earphones



1. What is his name?
2. Where is he from?
3. How old is he?
4. How often do his parents give him money?
5. What must Jack do?
6. What does he need?



Every morning
walk with the dog

Kate Ivanova, 15

Russia, Rostov-on-Don

Duties:



twice a week

tidy the room

get pocket money from her parents



once a month

Needs:

new make up

new jeans

new perfume

visiting cafe on Sunday



1. What is the girl's name?
2. How old is she?
3. Where is she from?
4. Does she get pocket money from her parents? How often?
5. What does she want to buy this month?
6. What duties does she have?



at the weekends

make breakfast



every day

help little brother with homework

К текстам составлены 6 заданий различного уровня сложности:

№ задания	Проверяемые элементы содержания	Уровень сложности задания
1	Понимание основного содержания прочитанного	Базовый
2	Понимание основного содержания прочитанного	Базовый
3	Понимание информации, представленной в графической форме	Высокий
4	Полное понимание информации	Повышенный
5	Понимание основного содержания прочитанного	Базовый
6	Понимание структурно-смысловых связей прочитанного	Повышенный

Study the leaflets and the map given below and do the tasks.

Leaflet “Route along the Nord”

A route along the Nord (river) lies on a flat area. It’s rather convenient to travel here by bike. You can admire a lot of natural wonders as well as interesting sites.

It’s better to start your trip from **Altinburg** moving towards the eastern bank of the river. Cross the river on the bridge next to **the Altinburg moorage**.

Then you’ll get in **the Coastal Park**. After nearly 2 km from the beginning of your route, you’ll reach **the café “Sunset”**.

To continue your trip it’s necessary to move westwards (consult the map).

Then you’ll come across **the Nature Reserve**. You’ll have an opportunity to visit the historic port **Benheim** and enjoy a small trip on a ferryboat plying across the Nord.

The trip goes on. And now you get into the corner of the wildlife full of birds which is situated on the way to **the Inn by the river**.

After that you’ll reach **Grundorf** where you can walk around **the Grundorf Castle** and watch the deer nearby.

Here is your destination!

Task 1. What is the main function of this leaflet “Route along the Nord”?

- 1) describe the Grundorf Castle
- 2) give a talk about the weather
- 3) provide people with information about the Nature Reserve
- 4) inform people about the direction of the trip

Task 2. Where does “the Route along the Nord” start?

- 1) in Benheim

- 2) in Grundorf
- 3) in Altenburg
- 4) in the Coastal Park

Task 3. Read the messages of different people and match their descriptions of the sites with their locations. Study the map and make notes there. (E.g. 1-A, 2-B,...)

- 1) John: "Here I can watch hundreds of birds".
- 2) Jane: "I've just stopped to have a snack".
- 3) Max: "My bike has just scared a deer".
- 4) Alex: "On the opposite side of the river there is a wonderful small town-port".

- A) the café "Sunset"
- B) the Nature Reserve
- C) Benheim
- D) the Grundorf Castle

Task 4. Put in the correct order the sites according to "The route along the Nord" from its beginning up to the end. Write the answer in the correct sequence (E.g. 1234)

- 1) the Grundorf Castle
- 2) Benheim
- 3) the Coastal Park
- 4) the Inn by the river

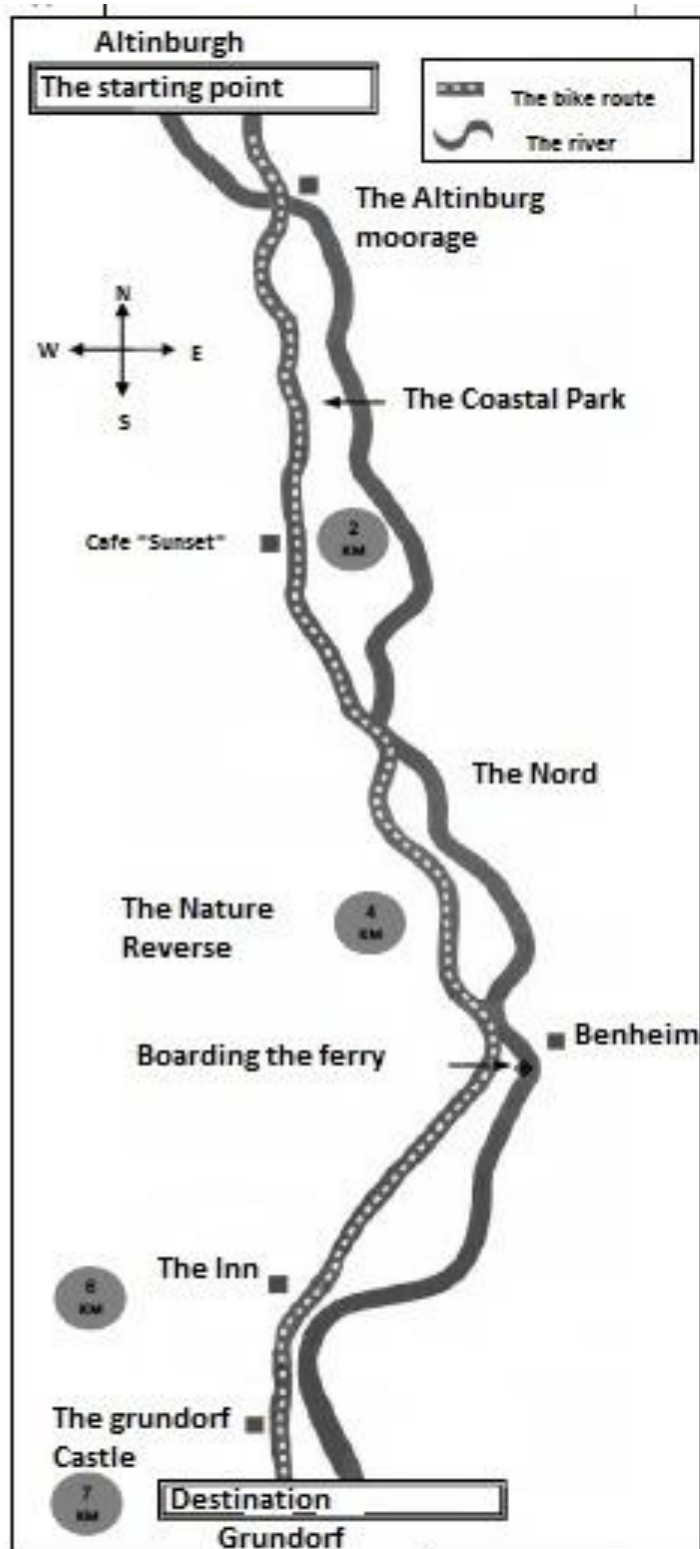
The Map

I've just stopped to have a snack

On the opposite side of the river there is a wonderful small town-port

Here I can watch hundreds of birds

My bike has just scared a deer



Leaflet “Bike Rental Center “Zippi””

Riding bikes – is a wonderful activity combining both pleasure and healthy lifestyle for everyone!

Have a try to ride a flat easy free of traffic biking route of about 7km long which passes through the wonderful sites along the Nord river!

Whatever bike you’ve always dreamt about, you’ll find the one in our centre “Zippi” by all means. We can provide you with a variety of bikes: mountain bikes, tandems, children’s bikes, bicycle trailers for children, children’s seats, bikes for both men and women, etc.

All the bikes in our centre “Zippi” are renewed every year. They are examined by the specialists regularly. Bicycle helmets, pumps, backpacks and locks are given free of charge.

Children under 7 are provided with special bikes which can be fixed to adults’ bikes. Thanks to such devices children are not scared and tired during the trip. Adults are always ready to help. **Children under 5** are provided with comfortable children’s seats and special bicycle trailers which can be fixed to adults’ bikes. More experienced bikers-children can be provided with small bikes equipped with stabilizers.

How much does it cost to rent a bike?

(prices are given in dollars)

Bikes for rental	Per half a day	Per day	Per week
For adults (with trailers)	8	12	50
For children (under 16)	6	9	30
Children’s seats	2	3	12

Have a try before renting a bike!

Task 5. What is the main function of this leaflet “Bike Rental Center “Zippi””?

- 1) show the bike route
- 2) inform about the variety of bikes in the rental centre
- 3) inform people about the destination
- 4) teach children to ride a bike

Task 6. Match the questions with the parts of the leaflet (E.g. 1-A, 2-B,..)

- 1) What sentence invites you to ride a bike along the river?
- 2) In what passage can you find information about the prices for renting bikes?
- 3) In what passage can you find the information about the variety of bikes for adults’ renting?
 - A) How much does it cost to rent a bike? (a table below)
 - B) Have a try...
 - C) Whatever bike...

The answer keys

Task 1.

4

Task 2.

3

Task 3.

1-B

2-A

3-D

4-C

Task 4.

3241

Task 5.

2

Task 6.

1-B

2-A

3-C

Wonders of the World

Humans are generally good at noticing beautiful things. Humans are also generally good at building beautiful things. A Wonder of the World is a landmark or a natural phenomenon that is significant enough to be noticed by any person around the world. Many different lists of the Wonders of the World were made over the course of history, so let's have a look at some!

The first of such lists was made by a Greek historian Herodotus. Only three places were mentioned in it. Eventually the list was expanded up to seven Wonders. Probably everyone can name at least some of those monuments: the Great Pyramid of Giza; the Hanging Gardens of Babylon; the Lighthouse of Alexandria; the Colossus of Rhodes; the Mausoleum at Halicarnassus; the Temple of Artemis; the Statue of Zeus at Olympia. The curious thing about these Wonders is that almost all of them represent the Greek culture. Another thing to note is that the ancient Greeks haven't actually used the term 'wonder', but instead it was a list 'of things to see', making such lists essentially just a travel guide. Almost all of these Wonders were destroyed one way or another, and today only the Great Pyramid of Giza, also known as the Pyramid of Cheops or the Pyramid of Khufu, still stands.

This wasn't the only list of supposed Wonders though. Later on, many attempts were made (with a little to no consensus) to either make a new list or add more Wonders to the existing one. The most remarkable candidates were Colosseum of Rome, Hagia Sophia of Istanbul, Taj Mahal and the Great Wall of China.

Another peculiar attempt was made in 1994. The American Society of Civil Engineers made a list of Seven Wonders of Modern World, focusing mainly on an engineering scope of selected projects. Among other projects, this list features Panama Canal, Channel Tunnel and CN Tower of Toronto, which was the tallest structure in the world up to 2007.

There is also a list of Natural Wonders of the World. It included the Great Barrier Reef, Mount Everest, the Grand Canyon of Arizona and, curiously enough, aurorae, making it the first list of its kind to include a phenomenon instead of a place.

But what about the world beyond Earth? Surely, it must have its wonders too! And indeed, in 1999, an attempt was made to list Seven Wonders of the Solar System. Amongst those were the rings of Saturn, the asteroid belt and the Great Red Spot of Jupiter.

Ultimately, the world is too big of a place to make an exhaustive list of all landmarks worth visiting. But those that didn't make into any prominent list are still protected and treasured by their neighbours. The organization that manages the lists of such landmarks and attends to any legal matters regarding them is called UNESCO.

Task 1. Which title fits best?

1. The Fascinating History of the Seven Wonders of the World
2. Are the Wonders of the World Only Greek Monuments?
3. How Modern Engineering Projects Made it to the List of Ancient Wonders?

Task 2. Choose the correct answer. (1) True 2) False 3) Not stated

1. Humans are generally bad at noticing beautiful things.
2. A Wonder of the World is a landmark that is significant enough to be noticed by any person around the world.
3. Only one list of the Wonders of the World was made over the course of history.
4. The author mentions that the first list was made by a Greek historian Herodotus.
5. Everyone can name all of those monuments.
6. None of these Wonders represent the Greek culture.
7. Almost all of these Wonders were destroyed, and only the Great Pyramid of Giza remains standing.
8. The organization that manages the lists of such landmarks and attends to any legal matters regarding them is called UNICEF.

Task 3. Match two parts of the sentences

1) The organization	a) Colosseum of Rome, Hagia Sophia of Istanbul, Taj Mahal and the Great Wall of China.
2) Many different lists of the Wonders of the World were made	b) the Great Pyramid of Giza; the Hanging Gardens of Babylon; the Lighthouse of Alexandria; the Colossus of Rhodes; the Mausoleum at Halicarnassus; the Temple of Artemis; the Statue of Zeus at Olympia.
3) The most remarkable candidates were	c) over the course of history, so let's have a look at some
4) Probably everyone can name at least some of those monuments	d) that manages the lists of such landmarks and attends to any legal matters regarding them is called UNESCO

Task 4. Tick the right answer

1. Which of the following is considered a Wonder of the World?
 - a. The Eiffel Tower
 - b. The Great Pyramid of Giza

- c. The Leaning Tower of Pisa
 - d. The Statue of Liberty
2. Which ancient civilization is most associated with the original Seven Wonders of the World?
- a. Roman
 - b. Egyptian
 - c. Greek
 - d. Chinese
3. Which of these is an example of a natural Wonder of the World?
- a. The Colosseum
 - b. The Great Wall of China
 - c. The Grand Canyon
 - d. The Taj Mahal
4. What is the name of the organisation that manages the lists of landmarks and monuments?
- a. UNESCO
 - b. The United Nations
 - c. The World Heritage Committee
 - d. The World Tourism Organisation
5. Which of these was not included in the list of Seven Wonders of the Modern World?
- a. The Panama Canal
 - b. The Channel Tunnel
 - c. The Statue of Liberty
 - d. The CN Tower

Task 5. Match these phrases to their definitions

1. to be protected and treasured by their neighbours	a.самые заметные кандидаты
2. most remarkable candidates	b.быть защищенным и бережно хранимым соседями
3.any legal matters regarding them	с.было сделано много попыток
4.to make an exhaustive list of all landmarks worth visiting	d.составить исчерпывающий список всех достопримечательностей, которые стоит посетить
5.many attempts were made	е. включать явление вместо места
6. to include a phenomenon instead of a place	f. быть уничтоженным каким-либо образом
7.to be destroyed one way or another	г. любые юридические вопросы, касающиеся их

Task 6. Find the names of the places where these landmarks are situated

_____ Canal Grand Canyon of _____
Mount _____ The Mausoleum at _____
The Colossus of _____ CN Tower of _____
Hagia Sofia of _____ Colosseum of _____
The Great Red Spot of _____ the rings of _____
The Hanging Gardens of _____ the Great Pyramid of _____
Taj Mahal of _____ the Lighthouse of _____
The Statue of Zeus at _____ the Great Wall of _____

**Task 7. Make up a presentation about one of the mentioned places.
Work in pairs / groups.**

The answer keys

Task 1. - 1

Task 2.

1. False - This statement contradicts the idea expressed in the text.
2. Not stated - The text does not explicitly mention natural phenomena as Wonders of the World, so it is not given whether they are included or not.
3. False - This statement contradicts the idea expressed in the text.
4. True
5. Not stated - The text does not explicitly state that everyone can name all of the mentioned monuments, so it is not given.
6. False - This statement contradicts the idea expressed in the text.
7. True
8. Not stated - The text does not mention UNICEF, so it is not given whether they are involved in managing the lists of landmarks.

Task 3.

- 1.d
- 2.c
- 3.a
- 4.b

Task 4.

- 1.b
- 2.c
- 3.c
- 4.a
- 5.c

Task 5.

- 1.b
- 2.a
- 3.g
- 4.d
- 5.c
- 6.e
- 7.f

Task 6.

Panama Canal

Mount Everest

The Colossus of Rhodes

Hagia Sofia of Istanbul

The Great Red Spot of Jupiter

The Hanging Gardens of Babylon

Taj Mahal of China

The Statue of Zeus at Olympia

Grand Canyon of Arizona

The Mausoleum at Halicarnassus

CN Tower of Toronto

Colosseum of Rome

the rings of Saturn

the Great Pyramid of Giza

the Lighthouse of Alexandria

the Great Wall of China

Учительский журнал

СМИ: ЭЛ № ФС 77 – 82562

ISSN: 2782 – 4209

Авторские статьи педагогов

**Всероссийские конкурсы:
«Современный учитель»
«Современный воспитатель»
«Педагогические находки»**

УДК 371.321.1(051)
ББК 74.202.701
Авт. знак: У92

Всероссийское педагогическое издание

УДК 371.321.1(051)

ББК 74.202.701

У92

ВСЕРОССИЙСКОЕ ПЕДАГОГИЧЕСКОЕ ИЗДАНИЕ

УЧИТЕЛЬСКИЙ ЖУРНАЛ

Издается с 2010 г.

Журнал зарегистрирован: Федеральной службой по надзору в сфере связи, информационных технологий и массовых коммуникаций (Роскомнадзор). Свидетельство о регистрации СМИ: ЭЛ № ФС 77 – 82562 от 30.12.21 (ранее ЭЛ № ФС 77-42343 от 20.10.10).

Журнал зарегистрирован в Национальном центре ISSN Российской Федерации.

Выходит ежедневно в электронном виде на www.teacherjournal.ru

ISSN: 2782 – 4209

Редакционная экспертиза и рецензия: ООО «Современный урок». Лицензия на образовательную деятельность № 041875 от 29.12.2021, выдана Департаментом образования и науки г. Москвы. Срок действия лицензии – бессрочно.

РЕДАКЦИЯ

Главный редактор: В.В. Кожин

Ответственный редактор: У.В. Спивачук

Технический редактор: Д.С. Иванов

РЕДАКЦИОННЫЙ СОВЕТ

В.В. Кожин У.В. Спивачук

И.В. Романов В.И. Садкина

И.А. Алексеева Ю.А. Собко

КОНТАКТЫ

Для писем: 125222, Москва, а/я 8

Сайт: www.teacherjournal.ru

E-mail: info@teacherjournal.ru

Телефон: (925) 664-32-11

При перепечатке ссылка на «Учительский журнал» обязательна. Мнение редакции может не совпадать с мнением авторов материалов. Материалы публикуются в авторском изложении с некоторыми редакционными поправками.

ISSN: 2782 – 4209

© «Учительский журнал»

16+

СОДЕРЖАНИЕ

Школа

Администратор ОУ	www.teacherjournal.ru/categories/1
Библиотека школы	www.teacherjournal.ru/categories/3
Биология	www.teacherjournal.ru/categories/4
География	www.teacherjournal.ru/categories/5
Иностранный язык	www.teacherjournal.ru/categories/13
Информатика	www.teacherjournal.ru/categories/6
Искусство, музыка, МХК	www.teacherjournal.ru/categories/7
История и обществознание	www.teacherjournal.ru/categories/8
Классный руководитель	www.teacherjournal.ru/categories/9
Коррекционная работа в школе	www.teacherjournal.ru/categories/21
Математика	www.teacherjournal.ru/categories/10
Начальная школа	www.teacherjournal.ru/categories/11
ОБЖ	www.teacherjournal.ru/categories/12
Психология	www.teacherjournal.ru/categories/14
Русский язык и литература	www.teacherjournal.ru/categories/15
Технология	www.teacherjournal.ru/categories/16
Физика и астрономия	www.teacherjournal.ru/categories/17
Физкультура	www.teacherjournal.ru/categories/18
Химия	www.teacherjournal.ru/categories/19
Другие учебные предметы	www.teacherjournal.ru/categories/20

ДОУ

Дошкольное образование	www.teacherjournal.ru/categories/22
Коррекционная работа в ДОУ	www.teacherjournal.ru/categories/23

ДОД

Дополнительное образование детей	www.teacherjournal.ru/categories/24
----------------------------------	--