

Формирование и развитие функциональной читательской грамотности на уроках английского языка в классах с полиэтническим составом учащихся (5 класс)

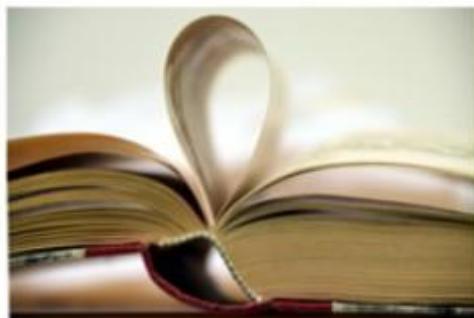
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Проведение исследования PISA-2018 в России

Оценка читательской грамотности



Читательская грамотность – способность человека понимать и использовать письменные тексты, размышлять о них и заниматься чтением для того, чтобы достигать своих целей, расширять свои знания и возможности, участвовать в социальной жизни.



Поиск по сайту

Исследование PISA-2018

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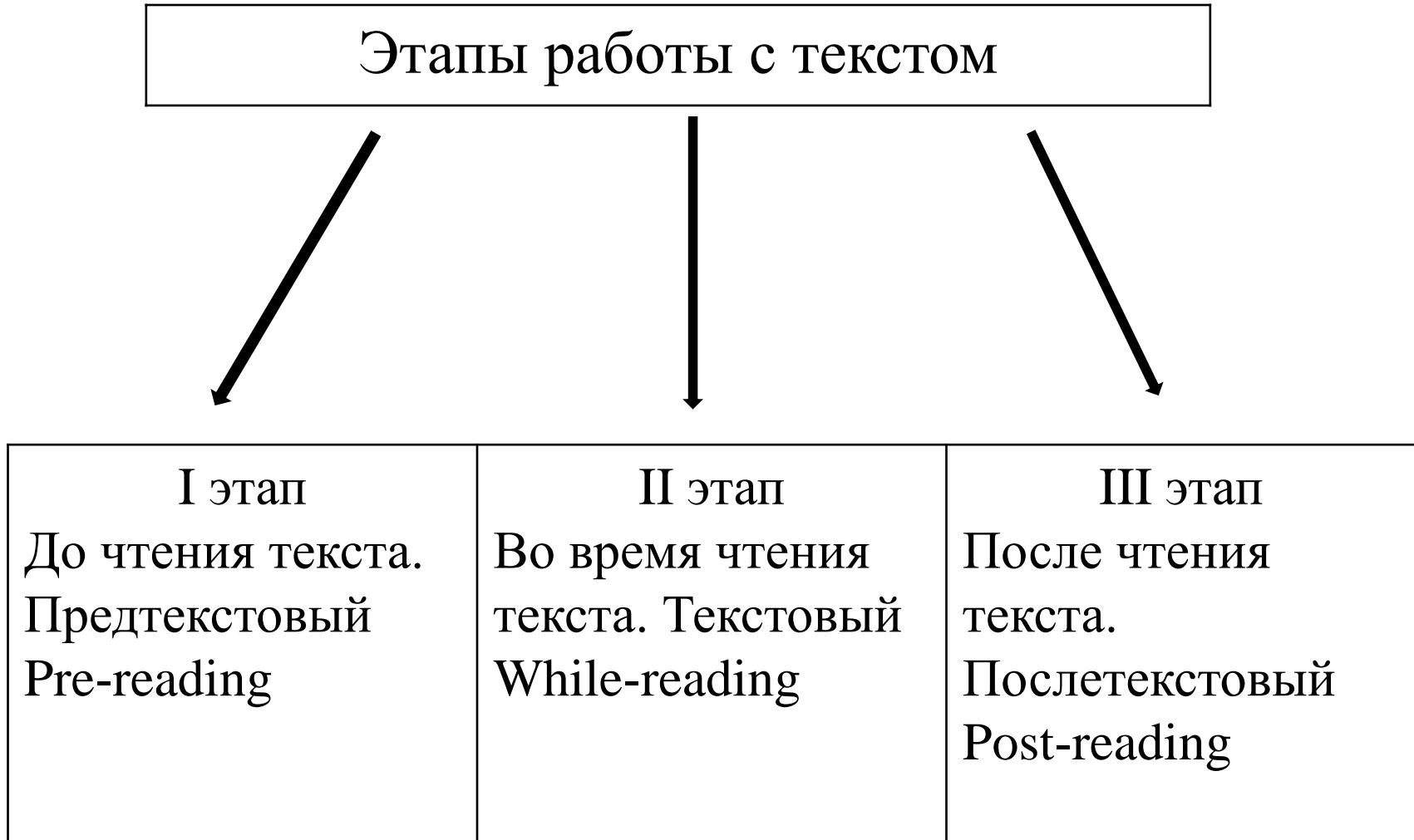


На уроке английского языка мы прежде всего формируем и развиваем такие компоненты функциональной грамотности, как

- Глобальные компетенции
- Креативное мышление
- Читательская грамотность
- А также важна практическая направленность уроков, знания должны быть применимы на практике.

Умения общаться и сотрудничать реализуются через работу в парах, группах, выполнение совместных заданий, проектов.

Работа с текстом. Формирование читательской грамотности



I этап

Предтекстовый. Pre-reading

□ Before-reading

- - прогнозировать содержание текста;
- - соотносить текстовую информацию с уже имеющимися знаниями по теме.

Lesson 4 Why Oban is interesting

Who does Clare usually visit in Oban? (Reading for specific information)

Why does Clare like visiting Oban?

Clare: Good morning, Mrs Warren. Can I talk to Jess?

Mrs Warren: Hello, Clare. Jess, it's for you!

Jess: Hi, Jess. Guess where I am?

Jess: I don't know. You may be in Oban.

Clare: You know?

Jess: Of course not! What are you doing here, Clare?

Clare: I am visiting my aunt in Oban.

Jess: Final! How is your aunt then? Say hello to her. But Clare, what do you do in Oban every year?

Clare: Well, you know my aunt lives in Oban. Second, I have been to Oban for the past ten days and I like it here. There are a lot of things to do.

Jess: What things?

Clare: Well, it's a resort. I can swim in the sea. My cousin has got 2 horses. Jay rides a horse every morning. My dad likes driving and so does me. I often join him. And every time I am in Oban, I go to a World in Mistakefest. It has a wonderful exhibition of 'dumb' houses. They are beautiful.

Jess: Didn't know! I'd like to see them.

1. Looking at the picture, guess what we are going to speak about.

2. Name the members of the family.

3. Find the activities children like to do in summer.

II этап

Текстовый. While-reading

- **While-reading** - найти и извлечь нужную информацию;
- - интерпретировать полученную информацию;
- - отделять основные мысли от второстепенных.



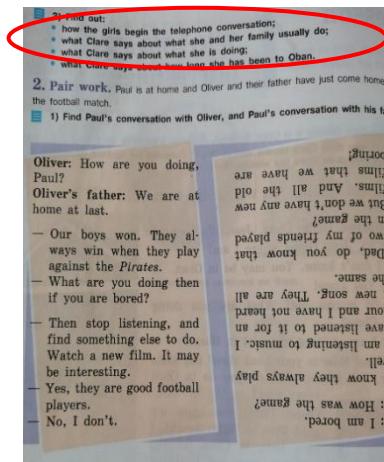
1. Find in the text, what Clare likes doing during the holidays. What do you like doing during the holidays?

2. What activities do you like to do during the holidays?

III этап

Послетеекстовый. Post-reading.

- **After-reading** - определять намерения автора при написании текста;
- - критически анализировать информацию в тексте;
- - выражать собственную позицию по тематике текста;
- - составлять собственный текст на основе прочитанного с учетом своих внетекстовых знаний и собственной позиции по проблеме текста.



III этап

Послете~~к~~стовой~~й~~. Post-reading.

1. Write T(true), F (False), NS (Not Stated):

- Tasha found really difficult to write a good blog T/F/NS.
- Writers always discuss what they're planning, but we don't read each other's blogs T/F/NS.
- Danni is going to write books T/F/NS.

2. Complete the sentences with an appropriate word:

Tasha's older brother also has a blog, but they're writing about (*different/boring/scientific*) subjects.

Tasha likes giving (*presents/pictures/advice*) to people who write in asking for it.

Danni started writing her popular film blog because she loves (*plays/movies/acrors*).

3. Answer the questions and circle A, B or C

	Tasha	Danni	Chrissie
Who writes both a magazine and a blog?	A	B	C
Who says that studying and writing a blog at the same time can be hard?	A	B	C
Who answers questions from other people who read her blog?	A	B	C
Who plans to stop writing her blog soon?	A	B	C

III этап

Послете~~к~~стовый. Post-reading.

Lesson 5 What excursion did you like best?

1. Marc's family often goes to different countries on holiday. Daniel is asking him about the countries he has been to.

1) What are these countries? (listening for specific information)

2) Find out:

- how Daniel asks Marc about the places he has been to;
- how Daniel asks Marc about the details of his trips;
- what Marc tells Daniel about his trips.

Daniel: Have you travelled a lot, Marc?

Marc: Yes, I've been to a lot of places.

Daniel: What places?

Marc: I've been to Spain twice, two years ago I was in Italy and Australia.

Daniel: And would you like to go to America?

Marc: I have already been to America.

Daniel: Oh, have you? Where were you in America?

Marc: I was in Philadelphia. Last summer I studied English for two weeks there.

Daniel: Which place did you like best of all?

Marc: Oh, I like all the places I have been to.



1. What countries have you visited?

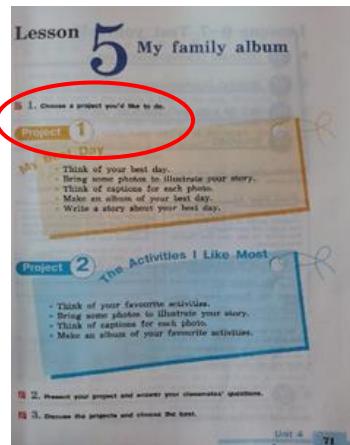
2. What interesting places have you seen?

3. Which place did you like best of all?

4. Ask each other about the places you have visited.

Projects

Проекты направлены на развитие креативности, самостоятельности, активной учебнопознавательной деятельности учеников



Спасибо за внимание!

Thank you for your attention!

