

- **Приемы и методы работы при обучении чтению на уроках английского языка в условиях реализации ФГО**

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Что такое чтение ?

Чтение — это процесс восприятия и интерпретации написанного текста. От уровня чтения зависит, насколько полным будет усвоение содержания. Это один из способов изучения английского языка, поэтому нужно полноценно развивать данный навык.

Что такое чтение ?

Чтение— это самый легкий навык, с которым можно работать в классе и вне класса.

Чтение является более легким видом деятельности, чем речь.

Чтение дает возможность получать знания и расширять кругозор.

Чтение и книги открывают другую культуру и другой мир.

Чтение- тихий и спокойный вид деятельности.

ВИДЫ ЧТЕНИЯ

1. По целевой направленности деятельности: - просмотровое, - ознакомительное, - изучающее, - поисковое;
2. По форме: - про себя, - индивидуальное, - хоровое, - громкое;
3. По способу раскрытия содержания: - аналитическое, - синтетическое, - переводное, - беспереводное;
4. По месту чтения: - домашнее, - классное;
5. По характеру организации деятельности: - подготовленное, - неподготовленное, - тренировочное, - контрольное.

На уроках английского языка ведется обучение следующим видам чтения:

Они отличаются по уровню углубления в содержание текста и цели использования информации.

1. Чтение с целью извлечения конкретной информации Scanning: поисковое чтение
2. Чтение с обхватом содержания Skimming: просмотровое чтение
3. Чтение для понимания общей идеи Extensive reading: экстенсивное чтение
4. Чтение с целью детального понимания прочитанного Intensive reading: изучающее чтение

Упражнения для каждого вида чтения выбираются с учетом возрастных и психологических особенностей ребенка.



Этапы работы над текстом при овладении стратегией смыслового чтения

Предтекстовый

Текстовый

Послетекстовый

ФАЗЫ ПРОЧТЕНИЯ

ТЕКСТА

ПРЕДЧТЕНИЕ

это восприятие текста,
раскрытие его
содержания и смысла:

- просмотр
- установление значений слов
- нахождение соответствий, узнавание фактов, анализ сюжета и фабулы
- воспроизведение и пересказ

ЧТЕНИЕ

извлечение смысла,
объяснение найденных
фактов с помощью
привлечения имеющихся
знаний, интерпретация
текста

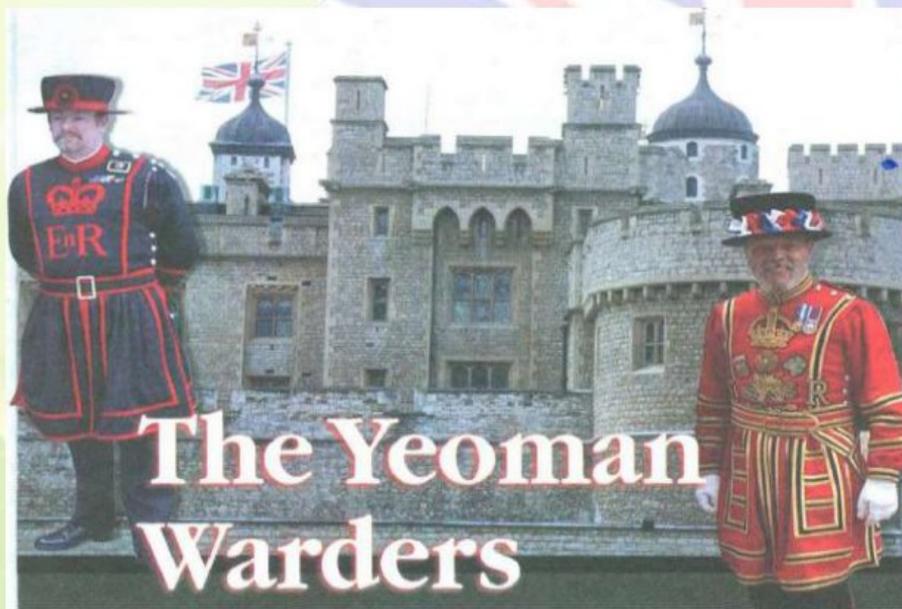
- упорядочивание - классификация
- объяснение суммирование, различение, сравнение и сопоставление, группировка, анализ и обобщение, соотнесение с собственным опытом, размышление над контекстом и выводами

ПОСТЧТЕНИЕ

это создание собственного
нового смысла, то есть
присвоение добытых
новых знаний как
собственных в результате
размышления

Предтекстовый этап: задания и приёмы

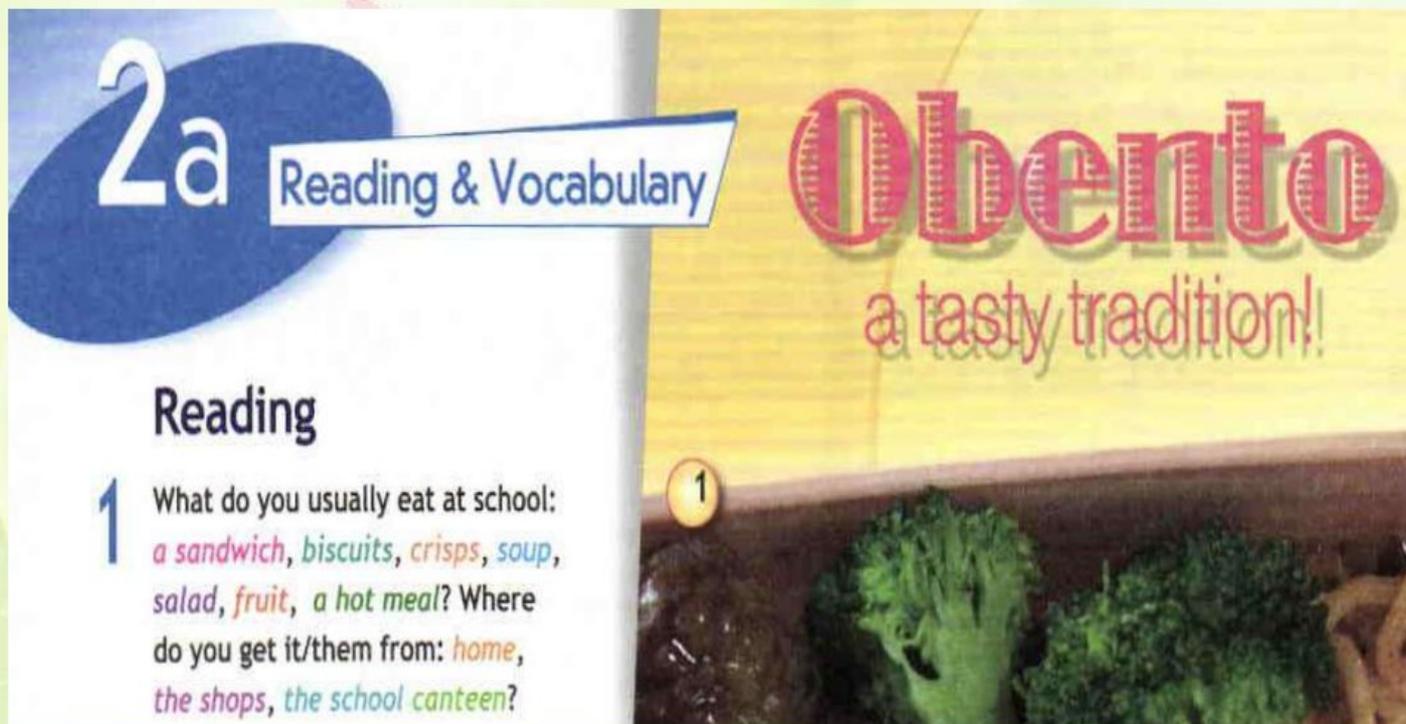
- формулирование предположений о тематике текста на основе имеющихся иллюстраций (задание 1а учебника «Spotlight»7, с. 42; задание 1 учебника «Spotlight»7, с. 31):



1 Look at the title and the pictures. Who are these men? Where do they work? Read through and check.

Предтекстовый этап: задания и приёмы

- ответы на вопросы до чтения текста (задание 1 учебника «Spotlight»8, с. 26):



The image shows a page from an English textbook. On the left, there is a section titled '2a Reading & Vocabulary' with a large '2a' in a blue oval. Below this is a 'Reading' section with a numbered question '1' asking about school food. On the right, there is a photograph of a sign for 'Obento' with the slogan 'a tasty tradition!' and a small yellow circle with the number '1' pointing to the sign.

2a Reading & Vocabulary

Reading

1 What do you usually eat at school: *a sandwich, biscuits, crisps, soup, salad, fruit, a hot meal*? Where do you get it/them from: *home, the shops, the school canteen*?

Obento
a tasty tradition!

1

Предтекстовый этап: задания и приёмы

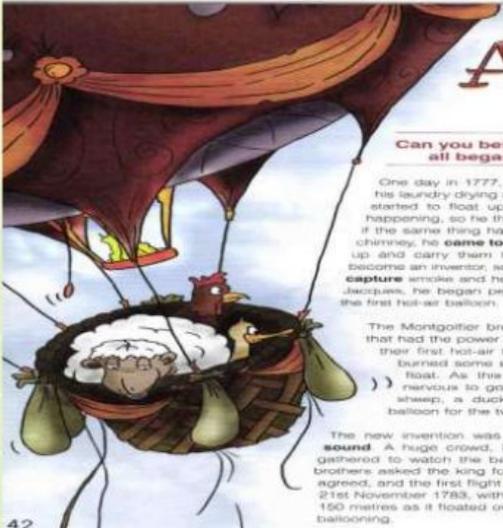
Возможные приёмы, используемые на первом этапе работы с текстом:

- *Предположения*: учащиеся должны отгадать по рисунку, схеме и т.п., о чем пойдет речь;
- *Ассоциации и предположения*: учащиеся индивидуально либо по подгруппам получают задание ответить на вопросы:

- 1) Прочтите заголовок. Какие ассоциации возникают после прочтения заголовка данного текста?
- 2) О чем, по-вашему мнению, этот текст?
- 3) Откуда, возможно, взят данный текст?

Reading

1 What do you know about hot-air balloons? Read the title and the introduction of the text. What do you expect the text to be about? Read, listen and check.



Animals in the air

Can you believe that the history of the hot-air balloon all began with a sheep, a duck and a chicken?

One day in 1777, Joseph Montgolfier was relaxing in front of the fire with his laundry drying nearby. After a while, he noticed that one of his shirts had started to float upwards. The young man was curious about what was happening, so he threw some small pieces of paper into the fireplace to see if the same thing happened to them. When he saw them coming out of the chimney, he **came to the conclusion** that smoke had the power to **lift** things up and carry them through the air. Joseph loved science and wanted to become an inventor, so he started trying to think of a craft that would be able to **capture** smoke and heat and lift people off the ground. Along with his brother, Jacques, he began performing **experiments** on something that later became the first hot-air balloon.

The Montgolfier brothers quickly realised that it was heat and not smoke that had the power to lift things. On 15th September 1783, they **presented** their first hot-air balloon, which was made from paper and cloth. They burned some straw underneath it and the heat helped the balloon to float. As this was its first trip, the Montgolfier brothers were too nervous to go up in the balloon themselves. So, instead they put a sheep, a duck and a chicken in the basket that hung below the balloon for the two-mile journey.

The new invention was a great success and the animals landed **safe and sound**. A huge crowd, including some members of the French Royal Family gathered to watch the balloon floating high in the sky. Shortly afterwards, the brothers asked the king for permission to send men up in the balloon. The king agreed, and the first flight consisting of human passengers took place in Paris on 21st November 1783, with great success. The balloon reached heights of around 150 metres as it floated over the Paris rooftops, starting a long tradition of hot-air ballooning.

42

(пример взят из учебника «Spotlight»8, с. 42):

Текстовый этап: задания и приёмы

2. **Текстовые стратегии** направлены на понимание текста и формирование его интерпретации у читающего, размышление во время чтения о том, что и как читает обучающийся и насколько хорошо понимает прочитанное.

На данном этапе учитель может предложить учащимся следующие задания:

- найти ответы на предложенные вопросы (учебник «Spotlight»7, с. 46):

5 **a** **Predictions**

1 I'm sure life in 2100 will be very different. The earth will be so polluted that we won't be able to live on it anymore. It will be difficult to find clean water and lots of animals and plants won't exist anymore. I think we will live in glass domes in underwater cities and will travel in special mini-submarines. Mark (13)

2 I think life will change for the better in 2100. Everyone will have a robotic housemaid that will do all the housework and look after the kids. We will also have robotic teachers and if you don't want to go to school, you won't have to because there will be online schools. Jennifer (13)

3 I think that we will be able to take holidays on the moon in 2100. A moon shuttle will travel from the Earth to the moon in only a few hours. There will be moon hotels where people can stay, and moon zoos where we will see strange creatures. People will wear special suits that keep them on the ground. But I'm not sure everyone will have enough money to go on a holiday to the moon. Jake (14)

4 I believe we will have flying cars and we will be able to fly around cities. If we have flying cars, there won't be any traffic jams. I also think that there won't be any petrol left, so we will use another fuel that won't cause pollution. It will be better for the planet. Brad (14)

- 2** a) Read the texts and choose the best answer, A, B or C. Explain the words in bold.
- 1 Mark thinks that the earth will be
- A covered in water.
 - B very dirty.
 - C cleaner than today.
- 2 Jennifer believes there will be no robotic
- A teachers. B schools. C housemaids.

- 3 Jake thinks that not everyone will
- A want to go on holiday to the moon.
 - B be able to go on holiday to the moon.
 - C live on the moon.
- 4 Brad thinks that flying cars will
- A use a new kind of fuel.
 - B cause pollution.
 - C create traffic jams.

Текстовый этап: задания и приёмы

- подтвердить правильность или ложность утверждений, либо выявить, что в тексте не упомянуто (учебник «Spotlight»8, с. 10):



The new girl in your class seems very interesting and you would like to get to know her better. The guy at the skate park does some amazing tricks and you would like him to show you how. But, whenever the **opportunity** to talk to them comes up, you can't think of anything to say. Your palms sweat, you **blush**, and you look away.

Whether you are starting a new school, going to a party where you don't know anyone or want to **approach** a person you **fancy**, you often need to break the ice in order to start a friendly conversation. Breaking the ice means saying or doing something to stop feeling shy or uncomfortable around someone you don't know very well. The reason you feel this way is that you don't know how the other person will react, but don't let it get you down.

You shouldn't worry. Almost everyone feels uncomfortable when they first meet other people. If you feel this way, the following tips can help you out.

Smile: When you smile, people think you are friendly and easy to talk to. They are also very likely to smile back and help you feel more comfortable about starting a conversation.

Develop passions: The best way to have interesting conversations is to be an interesting person! Get involved in activities and talk about them. Make sure you have something to add to a conversation.

Be positive: Everybody likes to be around happy people. Try to always look on the **bright** side of life and to see something positive even in negative situations. People will enjoy your positive energy and **benefit** from it. Also, be confident. If you like yourself, others will probably like you too.

Be a good listener: **Develop** listening skills. Don't take over the conversation and don't only speak about yourself. Ask other people questions about themselves too. This way they'll know you're interested in them.

Get out there: Don't **avoid** being around new people just because you feel uncomfortable. If you stay in a situation, you'll get used to it. It's not easy, but it's worth it. After all, the other person may want to talk to you as well - but be too shy to break the ice!

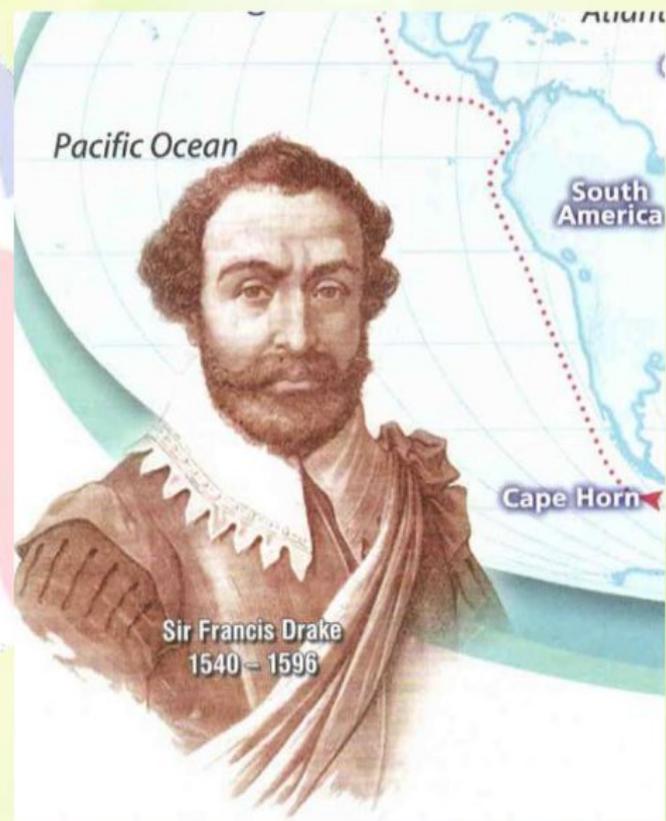
2 Read the text and mark the sentences 1-7, T (True), F (False) or DS (Doesn't Say). Correct the false sentences. Explain the words in bold.

Текстовый этап: задания и приёмы

- расставить предложения по порядку («Spotlight»8, с. 54):

3 Read the text and put the sentences about Drake's journey in the correct order.

- A Drake left two ships on the east coast of South America.
- B Drake sailed around the southern tip of Africa.
- C Drake sailed to North America.
- D Drake left Plymouth in 1577 with five ships.
- E Drake crossed the Pacific to a group of islands in the southwest.
- F Drake sailed north along the coast of South America.
- G Drake arrived in England in September, 1580.



Текстовый этап: задания и приёмы

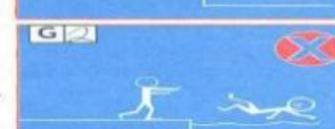
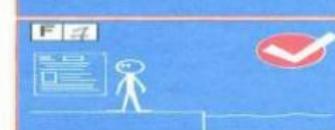
- найти соответствия («Spotlight»7, с.63, у.3)

b) Match the instructions (1-7) to the pictures (A-G). Which words helped you? Explain the words in bold.

When it comes to sporting activities, swimming in the pool can be great exercise but also very dangerous. This simple guide will show and explain the rules you need to follow in and around water.

Safe Splashing

- 1 Do not play or run around the pool. The surface is wet and you might **slip**.
- 2 YOU probably know how to swim, but some people **DON'T**. Do not **push** anyone in because you can put them in **danger**.
- 3 You shouldn't eat before swimming because it can **lead to stomach cramps** and a risk of drowning.
- 4 Make sure you know where the **lifeguards** are and call them if you **get into trouble**. They are there to save lives so always do what they say.
- 5 Always pay attention to the **NO DIVING signs** around the pool. **ONLY** dive in **designated areas**.
- 6 **NEVER** jump in like this! Dive-bombing can be a lot of fun but it can also put other swimmers in a lot of danger.
- 7 All pools have rules **displayed** on signs around the pool. Always read them before you start swimming. They are there to make sure you stay safe. Enjoy splashing!

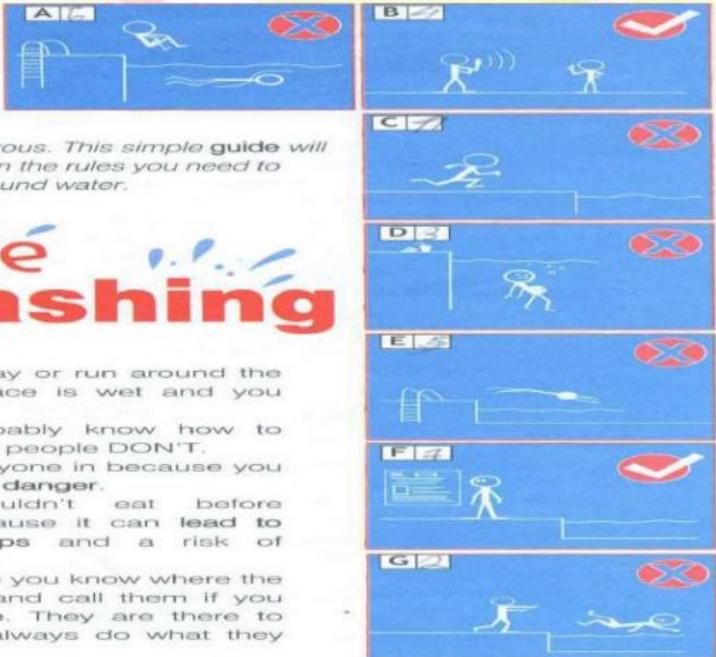


Текстовый этап: задания и приёмы

- подобрать подходящий заголовок к каждому из абзацев (учебник «Spotlight»7, с. 46).

Одно из возможных заданий – соотнести заголовки с фрагментами текста. Один заголовок является лишним (учебник «Spotlight»7, с. 63):

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- 7 All pools have rules **displayed** on signs around the pool. Always read them before you start swimming. They are there to make sure you stay safe. Enjoy splashing!

3 a) Read the text again and match the headings (a-h) to the rules (1-7). There is one extra heading. Listen and check.

- a DON'T SWIM AFTER EATING
- b FOLLOW THE RULES
- c NO GLASS BOTTLES
- d NO DIVING
- e DON'T RUN
- f NO DIVE-BOMBING
- g OBEY THE LIFEGUARDS
- h NO PUSHING

Текстовый этап: задания и приёмы

Приёмы, которые можно использовать на данном этапе работы с текстом:

- *Мозаика, реставрация текста* – восстановление текста из его частей (учебник «Spotlight»6, с. 46, у. 2b):

From: Rosa
To: Lizzie
Subject: Season's greetings

Dear Lizzie,

A What about you? How are you spending New Year's Eve? Whatever you are doing, have a wonderful time. I wish you and your family a Happy New Year.

B We are very busy at the moment. Dad is doing the last minute shopping. Mum is making a special dish, fried baby eels. They're **delicious**, honest! Aunt Betsie is making tea for everyone and Grandma is doing the gardening. Clara and Steve are doing the washing-up. Steve's also washing the grapes for tonight. In Spain, it's good luck to eat twelve grapes at midnight on New Year's Eve! As for the twins, they are making the decorations. They are **excited**. Spanish people call New Year's Eve Nochevieja, which **means** the old night. This is because the 31st of December is the last night of the old year.

C How's everything back in NY? I hope the weather isn't too cold. Here in Madrid, everyone is getting ready to **celebrate** New Year's Eve. The shops are full of people. They are buying presents and food. **Council workers** are decorating the streets and making preparations for tonight's celebrations in the Plaza del Sol.
All the best!
Rosa

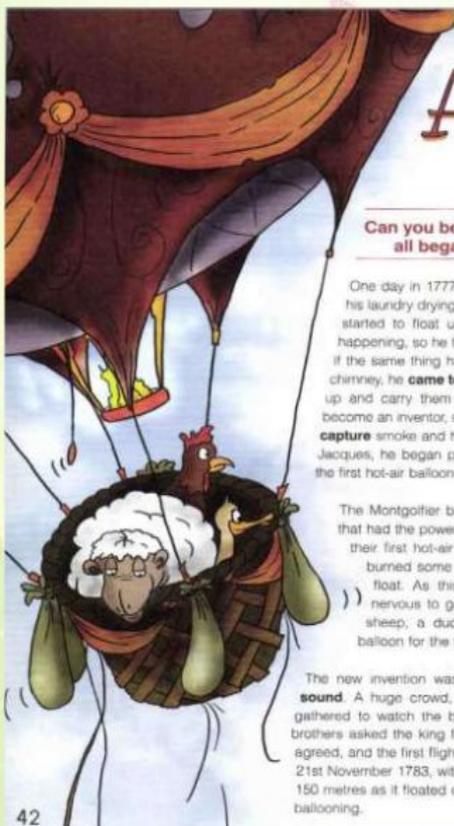
tea.

Reading

- 2** a) Look at the heading of the email. Who's sending it to whom? What is the email about?
- b) Read the email and put the paragraphs in the right order. Listen and check.

Текстовый этап: задания и приёмы

- **Поиск подходящих форм и конструкций:** учащиеся находят в прочитанном тексте глаголы в определённой форме, тематический вокабуляр, имена или названия (учебник «Spotlight 8», с. 43):



Animals in the air

Can you believe that the history of the hot-air balloon all began with a sheep, a duck and a chicken?

One day in 1777, Joseph Montgolfier was relaxing in front of the fire with his laundry drying nearby. After a while, he noticed that one of his shirts had started to float upwards. The young man was curious about what was happening, so he threw some small pieces of paper into the fireplace to see if the same thing happened to them. When he saw them coming out of the chimney, he **came to the conclusion** that smoke had the power to **lift** things up and carry them through the air. Joseph loved science and wanted to become an inventor, so he started trying to think of a craft that would be able to **capture** smoke and heat and lift people off the ground. Along with his brother, Jacques, he began performing **experiments** on something that later became the first hot-air balloon.

The Montgolfier brothers quickly realised that it was heat and not smoke that had the power to lift things. On 19th September 1783, they **presented** their first hot-air balloon, which was made from paper and cloth. They burned some straw underneath it and the heat helped the balloon to float. As this was its first trip, the Montgolfier brothers were too nervous to go up in the balloon themselves. So, instead they put a sheep, a duck and a chicken in the basket that hung below the balloon for the two-mile journey.

The new invention was a great success and the animals landed **safe and sound**. A huge crowd, including some members of the French Royal Family gathered to watch the balloon floating high in the sky. Shortly afterwards, the brothers asked the king for permission to send men up in the balloon. The king agreed, and the first flight consisting of human passengers took place in Paris on 21st November 1783, with great success. The balloon reached heights of around 150 metres as it floated over the Paris rooftops, starting a long tradition of hot-air ballooning.

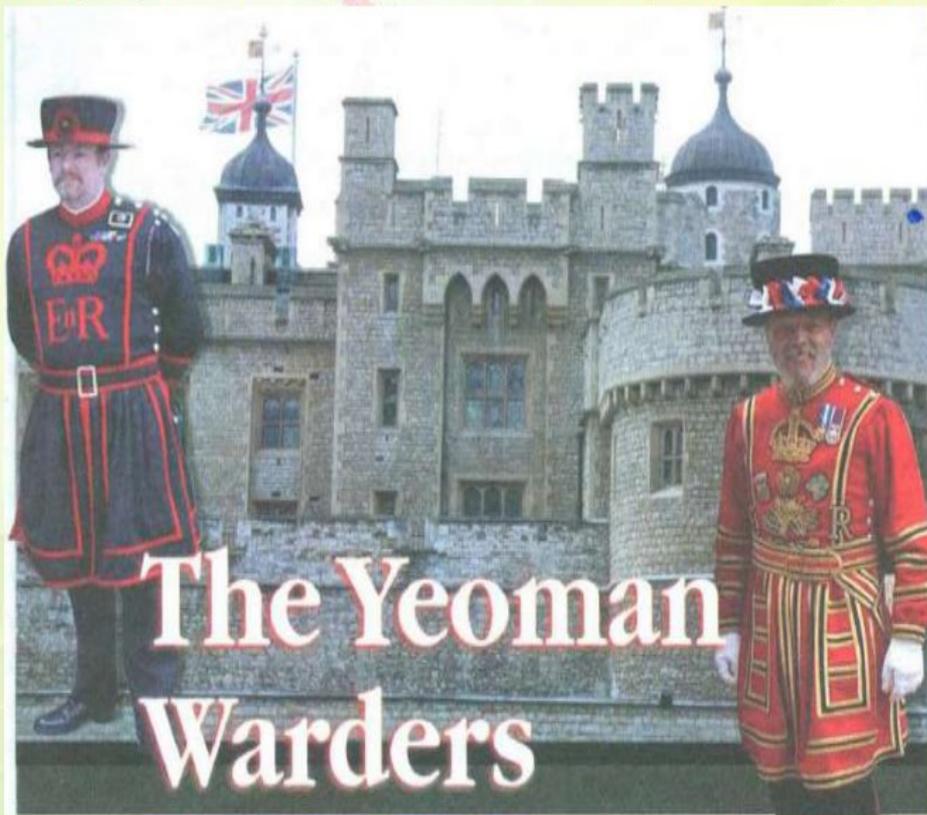
42

4 Fill in: *raise, lift, put up*. Check in the Word List.

- 1 If you have any questions, please your hand
- 2 John the glass to his lips.
- 3 This sofa is really heavy. Help me it.

Текстовый этап: задания и приёмы

- *Правильно/неправильно/не дано*: после прочтения текста учащиеся определяют, какие предложения верны, неверны, а какая информация в тексте отсутствовала (учебник «Spotlight»7, с. 46).



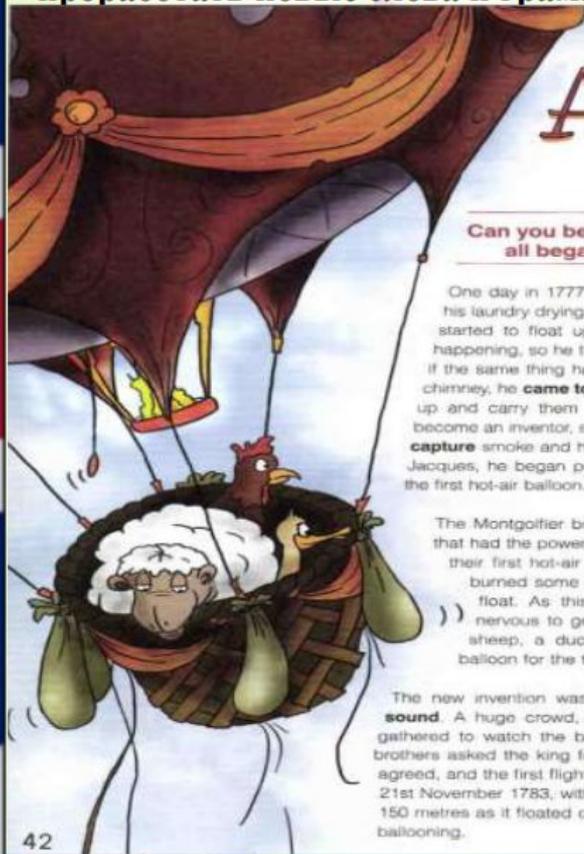
The Yeoman Warders

3 Answer the questions *T* (true), *F* (false) or *DS* (doesn't say). Compare with your partner.

- 1 Beefeaters guard the Tower of London.
- 2 They have been around for over 500 years.
- 3 They don't help tourists.
- 4 They have two uniforms.
- 5 Beefeaters eat lots of meat.

Текстовый этап: задания и приёмы

- *Ответы на вопросы* – проверенный и действенный способ, чтобы проверить понимание текста, проработать новые слова и грамматику, а также развить речь (учебник «Spotlight 8», с. 42):



Animals in the air

Can you believe that the history of the hot-air balloon all began with a sheep, a duck and a chicken?

One day in 1777, Joseph Montgolfier was relaxing in front of the fire with his laundry drying nearby. After a while, he noticed that one of his shirts had started to float upwards. The young man was curious about what was happening, so he threw some small pieces of paper into the fireplace to see if the same thing happened to them. When he saw them coming out of the chimney, he **came to the conclusion** that smoke had the power to **lift** things up and carry them through the air. Joseph loved science and wanted to become an inventor, so he started trying to think of a craft that would be able to **capture** smoke and heat and lift people off the ground. Along with his brother, Jacques, he began performing **experiments** on something that later became the first hot-air balloon.

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2 **RINE** Read the text and choose the correct answers. Give reasons.

- Joseph Montgolfier got the idea for a flying machine when ...
 - he saw smoke in a fireplace.
 - he saw pieces of paper flying.
 - he watched a shirt drying.
- Joseph hoped to be a(n) ...
 - scientist.
 - engineer.
 - performer.
- They burned straw to ...
 - help the balloon go up.
 - make the balloon lighter.
 - make the balloon move faster.
- The first flight was watched by ...
 - the king only.
 - just the Montgolfier brothers.
 - a lot of people.
- The Montgolfier brothers asked the king's permission to ...
 - send animals up in the balloon.
 - send young men only.
 - send some people.

Текстовый этап: задания и приёмы

- **Найди соответствие:** учащиеся читают текст и выполняют задания на соотнесение заголовков, лексических или грамматических форм и т.п. (учебник «Spotlight»7, с. 13; с. 21):

b)  Read again and label sections 1-5 with headings A-E. Listen and check. Then explain the words in bold.

3 a) Find the adjectives the author uses for:

- beasts • champion • values
- characters • adventures
- obstacles • location

GEO-HIDS SPECIAL REPORT:

home

what's new?

profiles

forums

Mexico City

Capital city of Mexico
CONTINENT: North America
POPULATION: 20 million
LANGUAGE: Spanish
CURRENCY: Peso

1

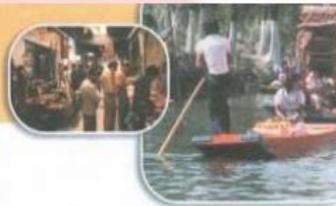
Mexico City is one of the world's largest cities. It has got beautiful old buildings, green parks, museums and an exciting nightlife. It's a great place to visit. Nine million people visit it each year.

2

Many people live in beautiful houses with gardens. Others live in **blocks of flats** near the city centre.

3

Mexico City is a difficult city to drive in



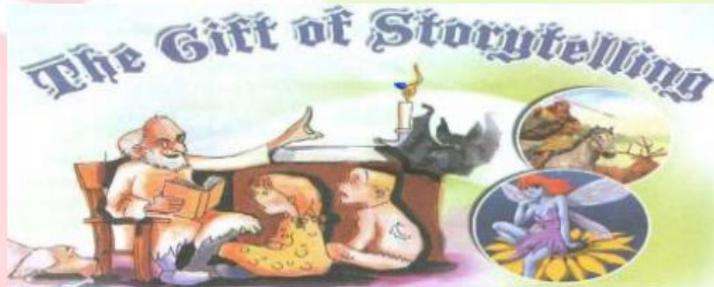
because of the heavy traffic. The city's fantastic metro network, however, has 11 **lines** and is very cheap. There are hundreds of buses, trolley buses and **peseros** (minibuses), too.

4

In their free time, Mexicans shop at colourful street markets. They also enjoy going to the cinema and theatre. They even have street parties. Football and horse racing are the most popular sports.

5

The people of Mexico City are very friendly. The food is excellent, too! The restaurants serve delicious local food like **tortillas** and **frijoles** (beans).



A story should be told eye to eye, mind to mind, heart to heart.
Stanley Robertson (storyteller)

Perhaps the best way to spend a cold, winter night in Ireland is to sit in front of the fire and enjoy the company of a **Seanachai**, a storyteller. Ireland has many stories to tell and they belong to two groups: myths and legends and folk tales. Throughout the years, people passed on stories to form a great **tradition**.

Myths and legends are stories about giants, **saints**, **warriors** and kings. They are tales of heroes who **overcome** great obstacles¹, fight with magical beasts and have incredible² adventures. One such legend is the story of the noble **champion** Finn Mac Cumhal and his group of warriors, the **Fianna**, who protected the High Kings of Ireland.

Текстовый этап: задания и приёмы

- **Дефиниции:** учащиеся соотносят слова, которые встречаются в тексте, с их значениями (учебник «Spotlight» 7, с. 18):



While Hans repairs the raft, Axel and the Professor look around.

- ① Professor: Let's explore this area over here!
- ② Professor: What's that noise?
Axel: Quick! Hide!

The men hide behind some bushes.

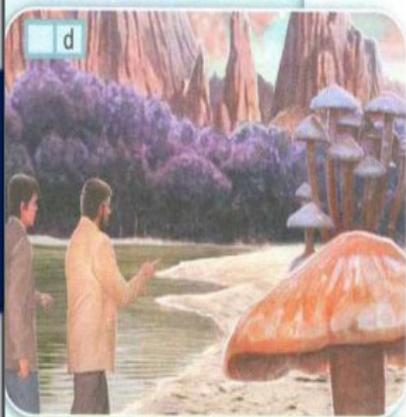
- ③ Axel: Look! A man. And huge elephants.
Professor: But, they used to live thousands of years ago. When we get home, people will be amazed by what we saw.
Axel: But, will they believe us?

- ④ Professor: We must get back to Hans and the raft!
Axel: Wait! What's this?

- ⑤ Professor: It's a very old knife. It must be Arne Saknussem's!

The Professor finds initials on a cave wall.

- ⑥ Professor: Saknussem was here! The compass must be broken.
Professor: We found it! This must be the last part of Arne Saknussem's journey!
- ⑦ Professor: Quick – let's find Hans and come back!



3 Find words in the text which mean:

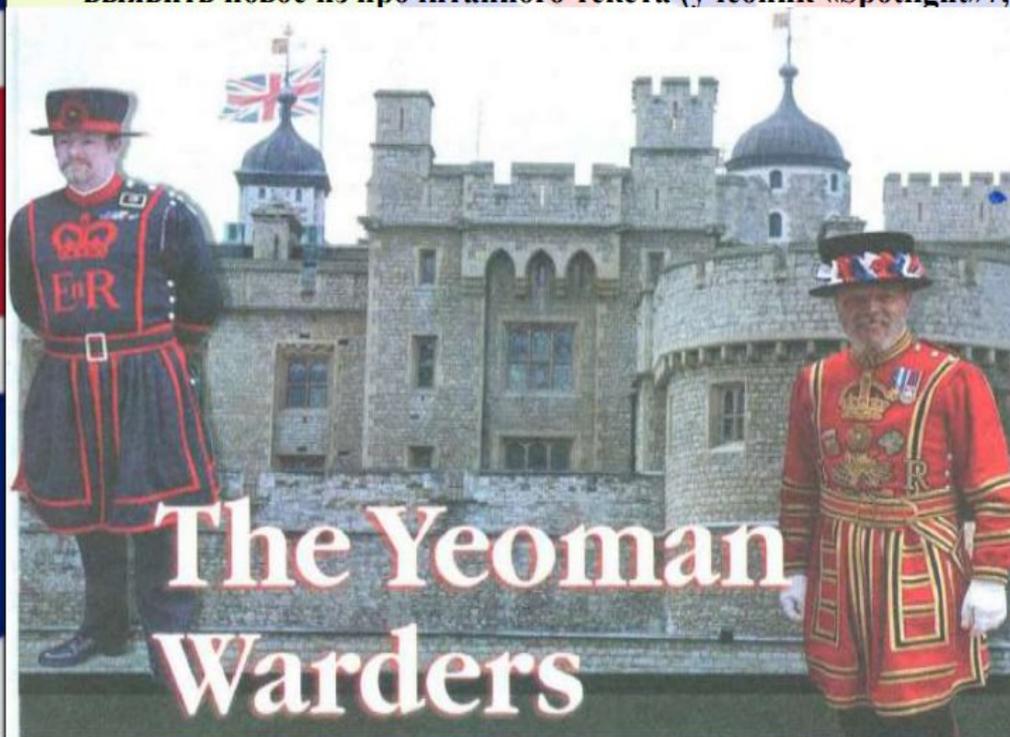
1 look around 2 very big 3 surprised 4 the first letters of your name and surname 5 an instrument that shows direction 6 find sth 7 go somewhere you can't be seen

Послетекстовый этап: задания и приёмы

Послетекстовые стратегии проверяют понимание прочитанного и служат средством контроля формирования умений осмысленного чтения и возможного использования полученной информации в будущем.

На этом этапе учитель может предложить учащимся задания:

- пересказать/кратко изложить содержание текста;
- выявить новое из прочитанного текста (учебник «Spotlight»7, с. 46):



5  Close your books. Tell your partner three things you remember about 'Beefeaters'.

Послетекстовый этап: задания и приёмы

- вставить в текст пропущенные слова или выражения (учебник «Spotlight 7», с. 33):



CHILDREN IN VICTORIAN TIMES

VICTORIA was the Queen of England, from 1837 to 1901. During early Victorian times, poor children worked from the age of five to feed themselves and their families. These jobs weren't easy and were often dangerous.



MANY CHILDREN worked as **chimney sweeps** because they were small and thin. They climbed up narrow chimneys to clean them. Street children or **orphans** usually did this job.



A LOT OF CHILDREN also worked in **cotton factories**. When the **cotton threads** broke, children went into the machines to **fix** them. This was very dangerous.

3 a) Read the text and complete the sentences.

- 1 Children's work in cotton factories was
- 2 Chimney sweeps had to be
- 3 Children in mines pushed
- 4 Masters made children work
- 5 Lord Shaftesbury started

Послетекстовый этап: задания и приёмы

- высказать свое мнение по поводу прочитанного (учебник «Spotlight»7, с. 33):

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)?

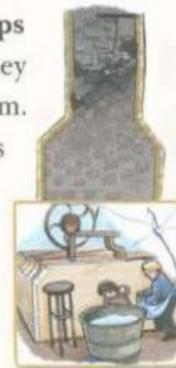


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Послетекстовый этап: задания и приёмы

- придумать продолжение истории или составить свой текст на материале предложенного (учебник «Spotlight 7», с. 19):



While Hans repairs the raft, Axel and the Professor look around.

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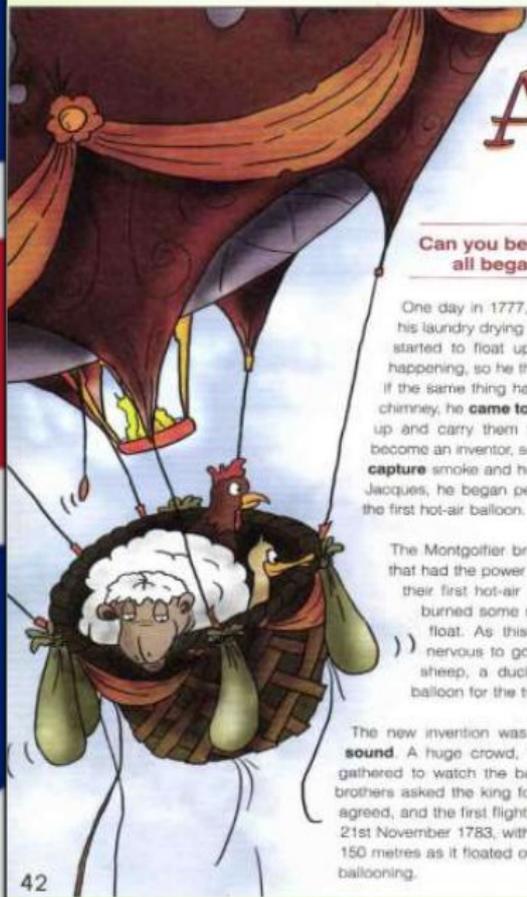
- ⑥ Professor: Saknussem was here! The compass must be broken.
Professor: We found it! This must be the last part of Arne Saknussem's journey!
- ⑦ Professor: Quick – let's find Hans and come back!



7 Portfolio: Write a short plot for a book you read. Use the plot in Ex. 1 to help you.

Послетекстовый этап: задания и приёмы

- рассказать текст от лица главного героя (учебник «Spotlight»8, с. 43):



Animals in the air

Can you believe that the history of the hot-air balloon all began with a sheep, a duck and a chicken?

One day in 1777, Joseph Montgolfier was relaxing in front of the fire with his laundry drying nearby. After a while, he noticed that one of his shirts had started to float upwards. The young man was curious about what was happening, so he threw some small pieces of paper into the fireplace to see if the same thing happened to them. When he saw them coming out of the chimney, he **came to the conclusion** that smoke had the power to **lift** things up and carry them through the air. Joseph loved science and wanted to become an inventor, so he started trying to think of a craft that would be able to **capture** smoke and heat and lift people off the ground. Along with his brother, Jacques, he began performing **experiments** on something that later became the first hot-air balloon.

The Montgolfier brothers quickly realised that it was heat and not smoke that had the power to lift things. On 19th September 1783, they **presented** their first hot-air balloon, which was made from paper and cloth. They burned some straw underneath it and the heat helped the balloon to float. As this was its first trip, the Montgolfier brothers were too nervous to go up in the balloon themselves. So, instead they put a sheep, a duck and a chicken in the basket that hung below the balloon for the two-mile journey.

The new invention was a great success and the animals landed **safe and sound**. A huge crowd, including some members of the French Royal Family gathered to watch the balloon floating high in the sky. Shortly afterwards, the brothers asked the king for permission to send men up in the balloon. The king agreed, and the first flight consisting of human passengers took place in Paris on 21st November 1783, with great success. The balloon reached heights of around 150 metres as it floated over the Paris rooftops, starting a long tradition of hot-air ballooning.



6 Imagine you are Joseph Montgolfier. Talk about your invention. How did you feel?

Прием «Инсерт»

I – interactive самоактивизирующая

N – noting (диалоговая)

«✓» – уже знал

S – system системная разметка

«+» – новое

E – effective для эффективного

«-» – думал иначе

R - reading & чтения и

«?» – есть вопросы

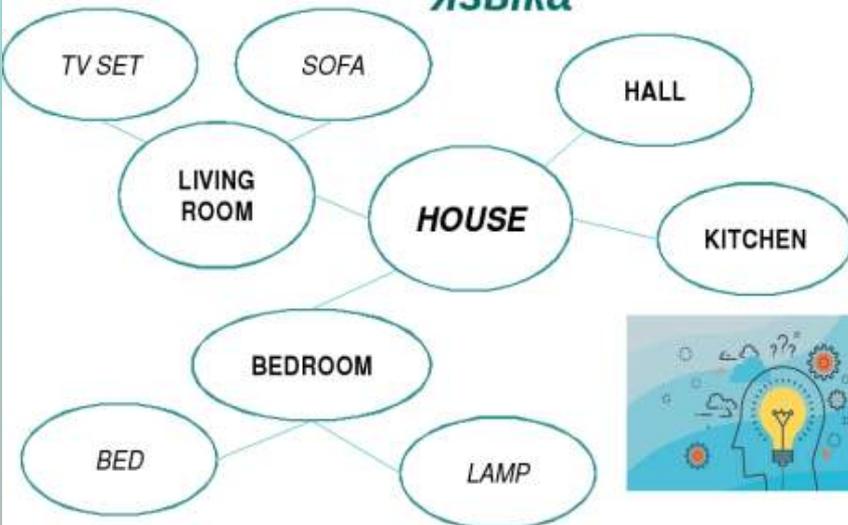
T – thinking размышления

Это я знал ✓	Это я знал +	Это противоречит тому, что я знал -	Есть вопрос ?

Кластер «Shops» 6 класс



Пример использования приёма «Кластер» на уроке английского языка



Синквейн

1 строка- существительное
(тема)

2 строка- 2 прилагательных

3 строка- 3 глагола

4 строка- фраза

5 строка- заключение в форме
сущ. (ассоциация с первым
словом)

School!

Great, cool!

To read, to sing, to run.

I like my school!

It`s fun!

Тема «Season», 4 класс

1 winter

2 white, frost

3 to skate, to play, to ski

4 it is very cold

5 Season

Синквейн

1. house

1. дом

2. nice, pleasant

2. хороший,
приятный

3. live, talk, eat

3. жить, говорить, есть

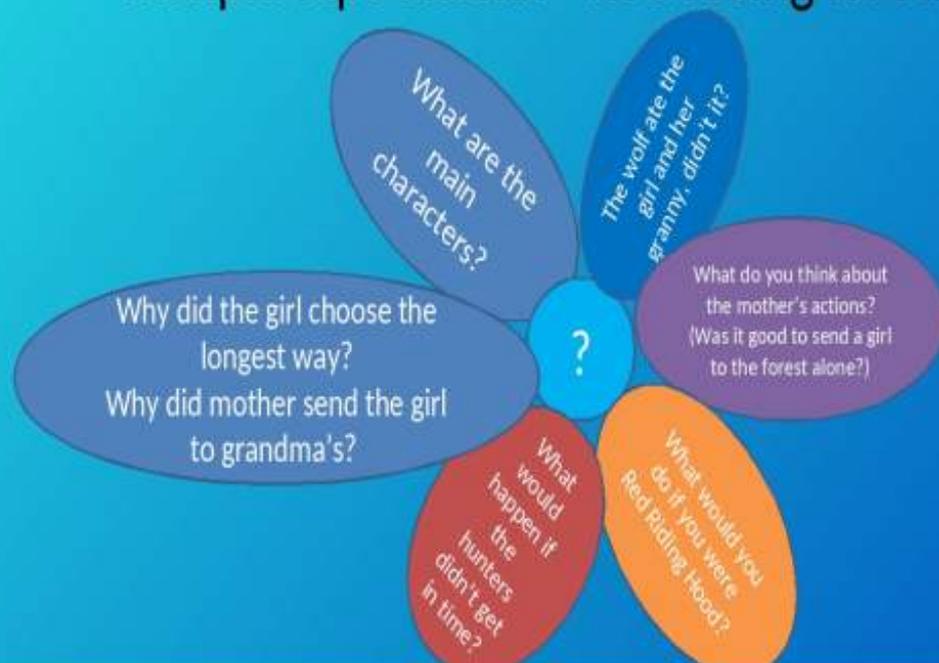
4. My house is my
castle.

4. Мой дом – моя
крепость.

5. the place I live in.

5. место, в котором я
живу.

Приём Ромашка Блума на примере сказки «Red Riding Hood»



Ромашка

Блума





«Шесть шляп мышления»

- **Метод «Шесть шляп мышления»**, разработанный доктором медицины и психологии Оксфордского университета Эдвардом де Боно.
- Этот метод позволяет ребенку латентно (скрыто, незаметно) включиться в процесс обсуждения, построения активного высказывания, и учитывает ведущие каналы обучения.



Метод шести шляп

«Без нестандартного мышления и новых концепций движение вперед невозможно».

- Разработан в 1985 году
- Разработчик метода – британский психолог Эдвард де Боно

развить →

- креативность ➤ творческое мышление
- гибкость ума ➤ критическое мышление

Метод помогает → принять →

- правильное решение

соотносить →

- образ мыслей с поставленными целями

COLOURED HAT	THINK OF	DETAILED DESCRIPTION
	<p><i>White paper</i></p>	<p>The white hat is about data and information. It is used to record information that is currently available and to identify further information that may be needed.</p>
	<p><i>Fire and warmth</i></p>	<p>The red hat is associated with feelings, intuition, and emotion. The red hat allows people to put forward feelings without justification or prejudice.</p>
	<p><i>Sunshine</i></p>	<p>The yellow hat is for a positive view of things. It looks for benefits in a situation. This hat encourages a positive view even in people who are always critical.</p>
	<p><i>A stern judge</i></p>	<p>The black hat relates to caution. It is used for critical judgement. Sometimes it is easy to overuse the black hat.</p>
	<p><i>Vegetation and rich growth</i></p>	<p>The green hat is for creative thinking and generating new ideas. This is your creative thinking cap.</p>
	<p><i>The sky and overview</i></p>	<p>The blue hat is about process control. It is used for thinking about thinking. The blue hat asks for summaries, conclusions and decisions.</p>



White Hat

Data, facts, information
known or needed



Red Hat

Feelings, hunches, instinct
and intuition



Black Hat

Difficulties, potential problems,
why something may not work



Yellow Hat

Values and benefits, why
something may work



Blue Hat

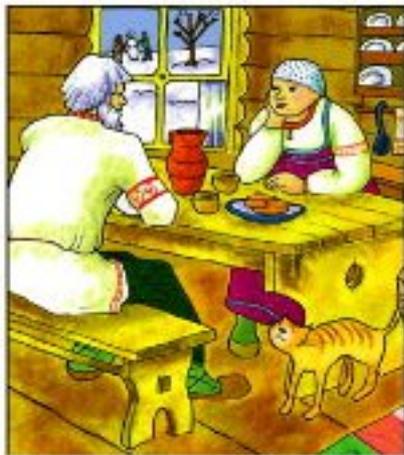
Manage process, next steps,
action plans



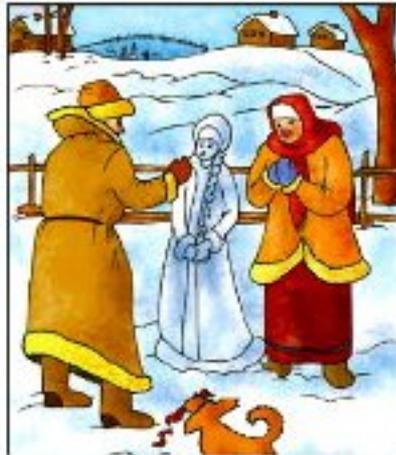
Green Hat

Creativity, solutions,
alternatives, new ideas

Snegurochka (The Snow Maiden)



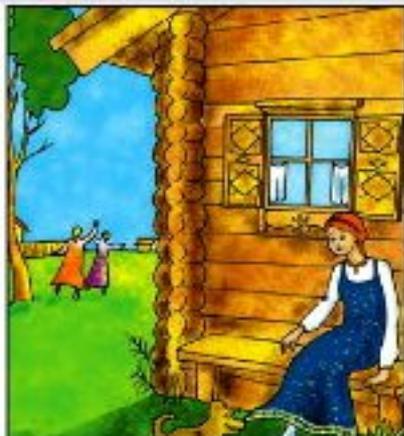
An old man and his wife had no children. They were very sad about this. "Let's make a child out of snow," said the man one day.



They made a pretty snow-girl. "Look!" said the woman. "Her lips are red and her eyes are open!" The snow-girl was alive!



The old couple were very happy. They called their new daughter Snegurochka. She was kind and polite. But she was pale and shy.



Summer came. Snegurochka was not well. "Go out to play," her parents said. They were worried.



Snegurochka went to the forest with her friends. But it was very hot, and Snegurochka wasn't happy.



"Let's jump over a fire," the girls said. Snegurochka jumped – and melted. She was gone forever.

Ученикам представлен текст по мотивам русской народной сказки
«Снегурочка»

Далее используем стратегию ассоциаций и выпишем на доске слова из текста: *winter, snow, pale, summer, fire, melt...*

Задание 1. Прослушайте и напишите слова, которые ассоциируются с именем Снегурочка.

Who is Snow Maiden?

Задание 2 "Наденьте" белую шляпу и вспомните основные факты из сказки.

Задание 3 "Наденьте" красную шляпу и выразите свои чувства в отношении главных героев.

Задание 4 "Наденьте" черную шляпу и выскажите критику (отрицательные черты) главных героев.

Задание 5 "Наденьте" желтую шляпу и перечислите положительные черты главных героев.

Задание 6 "Наденьте" зеленую шляпу и предложите свой вариант конца сказки.

В работе Э. Де Боно проводился теоретический и практический анализ использования методики «Шесть шляп мышления» на уроках английского языка. Вывод следующий «Шесть шляп мышления» — креативная методика преподавания иностранных языков, способствующая повышению мотивации учащихся при изучении иностранных языков. Шесть шляп мышления или «Six thinking hats» — метод, позволяющий помогать ученикам обсуждать проблемы, выражая разные точки зрения. Это важная и мощная технология.

Работа по развитию критического мышления в процессе обучения английскому языку позволяет формировать у учащихся социально значимые, нравственно-ценностные мотивы поведения, повышать уровень социализации, развивать креативность и рефлексивность, воспитывать инициативность, коммуникативность, динамизм – все, что значимо для формирования потребности - мотивационной и операционно-технической сфер школьника.

Таким образом, метод шести шляп обогащает наше мышление и делает его более всесторонним. Если мы просто просим других о чем-то подумать, часто они приходят в растерянность. Но если их приглашают исследовать предмет, используя схему шести шляп, широта их восприятия быстро возрастает, позволяет значительно увеличить время речевой практики на уроке для каждого ученика, добиться усвоения материала всеми участниками группы, решить разнообразные воспитательные и развивающие задачи.

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 - <https://prosv.ru/pages/pisa.html> • <https://media.prosv.ru/fg/>
 - <https://learnenglish.britishcouncil.org> • <https://resh.edu.ru>

THANK YOU FOR
YOUR ATTENTION!

