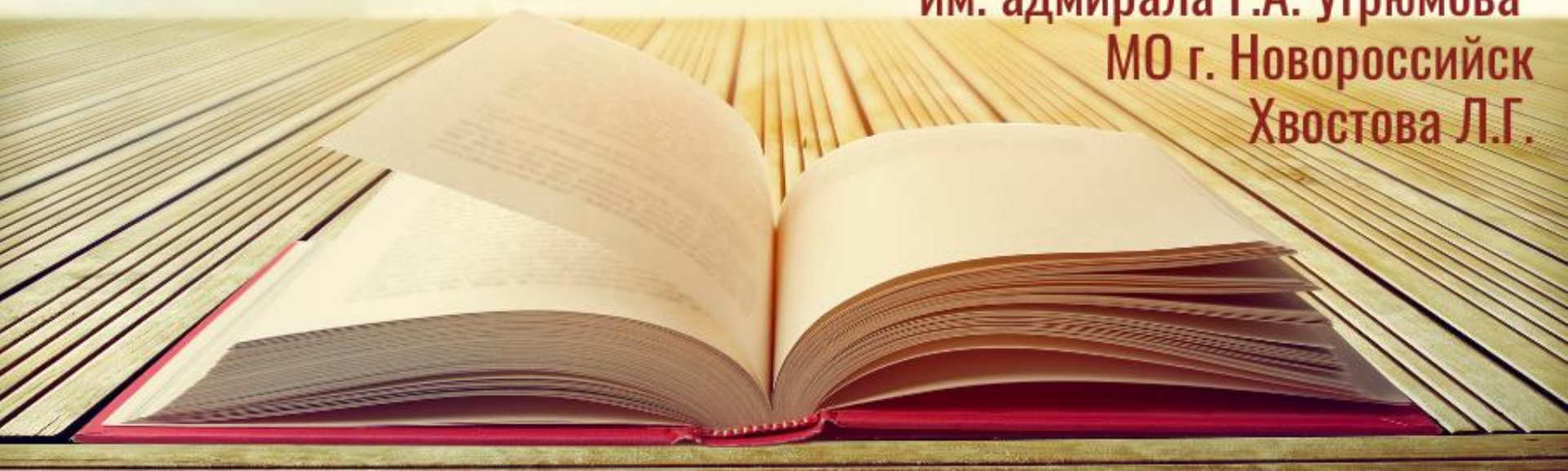
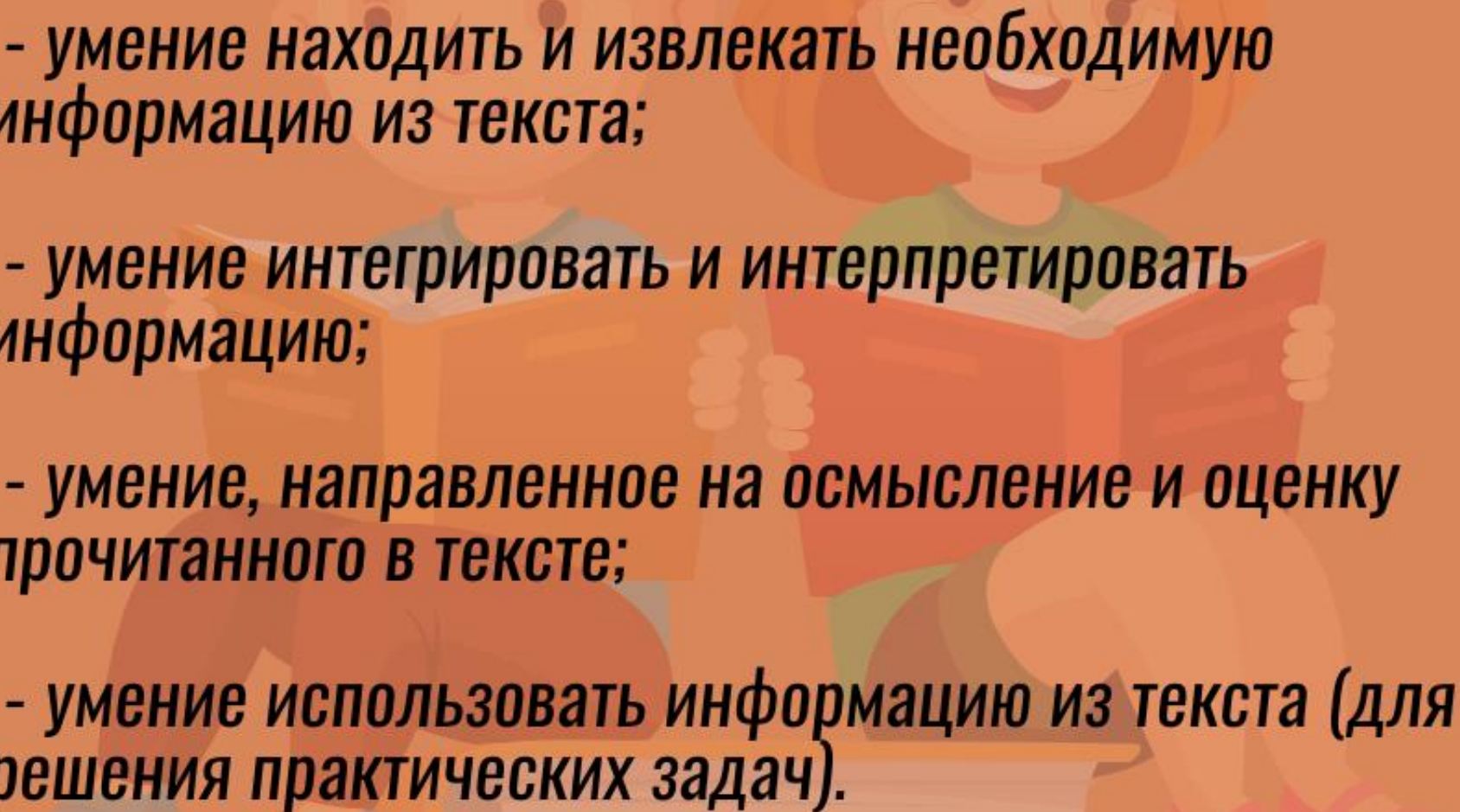


**ЧИТАТЕЛЬСКАЯ ГРАМОТНОСТЬ
КАК ОДИН ИЗ ВАЖНЫХ АСПЕКТОВ
ПРИ ПОДГОТОВКЕ К ВПР
ПО АНГЛИЙСКОМУ ЯЗЫКУ
В 7 И 11 КЛАССАХ**

учитель английского языка МБОУ гимназия No 4
им. адмирала Г.А. Угрюмова
МО г. Новороссийск
Хвостова Л.Г.



Формирование читательской грамотности на уроках иностранного языка предполагает работу над развитием следующих умений у учащихся:

- умение находить и извлекать необходимую информацию из текста;**
 - умение интегрировать и интерпретировать информацию;**
 - умение, направленное на осмысление и оценку прочитанного в тексте;**
 - умение использовать информацию из текста (для решения практических задач).**
- 
- A stylized illustration of two children, a boy and a girl, sitting and reading books. The boy is on the left, wearing a blue shirt and brown pants, holding a yellow book. The girl is on the right, wearing a green shirt and pink pants, holding a red book. They are both smiling and looking at their books. The background is a solid orange color.

УПРАЖНЕНИЯ, ПОСТРОЕННЫЕ НА РАБОТЕ С РАЗНЫМИ ФОРМАТАМИ ТЕКСТОВ:

- **сплошные (статьи, эссе, рассказы, письма),**
- **не сплошные (таблицы, графики),**
- **смешанные (информация располагается как в сплошном, так и не в сплошном формате),**
- **составные (например, несколько сайтов разных туристических компаний),**
- **с использованием разных ситуаций (составляющих заданий):**
- **личные (личные письма, биография),**
- **учебные (школьный учебник),**
- **общественные (официальные документы).**

ПРИ ОТБОРЕ ТЕКСТОВ НЕОБХОДИМО РУКОВОДСТВОВАТЬСЯ СЛЕДУЮЩИМИ КРИТЕРИЯМИ:

- текст должен быть ученику интересен;
- актуальность текста для учащихся с учётом возрастных особенностей;
- объем текста не должен превышать норму (исходя из уровня и возраста учащихся).
- наличие иллюстраций, схем, диаграмм;
- наличие в тексте «фактов и мнений»;
- текст должен быть структурирован;
- в тексте не должно быть ошибок.

ТРИ ОСНОВНЫХ ЭТАПА ПРИ ФОРМИРОВАНИИ ЧИТАТЕЛЬСКОЙ КОМПЕТЕНЦИИ УЧАЩИХСЯ:

- предтекстовый (*Pre-reading*);
- текстовый (*While-reading*);
- послетекстовый (*Post-reading*).



READING COMPREHENSION STRATEGIES

Connect

Use what you know about yourself, other stories and the world to relate to the text.



Visualize

Use words & clues from the story to create a picture in your mind.



Predict

Use clues the author provides. Use what you know from personal experience or knowledge to predict what might happen.



Question

Question during reading.
Self-questioning
Questioning the text
Questioning the author



Inference

Using what you know make a guess about what you don't know.



Clarify

Re-read slowly, look at pictures, use a dictionary.



В.П.Кузовлев ENGLISH 7 класс

Unit 2 Is your country a land of traditions?

Lesson

4 Are you a jack-of-all-trades?

1. Some people are good at one thing. Others are good at a lot of things.

3 1) The British children are talking about their friends who are good at different subjects. Whose report card is this: Robert's, Lisa's or Henry's? (listening for specific information)

Mathematics	Mark: A	History	Mark: B+
ICT	Mark: A-	Geography	Mark: A
French	Mark: B+	PE	Mark: A

2) Is it possible to do a lot of things well?
Are the opinions of the British children similar or different?

I think it is **impossible**¹ to be good at Maths, History, Geography and Art at the **same**² time. It's better to be a top *specialist*. My friend Robert is the best in our computer club. He is the number one pupil at Maths and ICT. He writes programs³ brilliantly and very fast. He can talk about computers for hours. His ambition is to write programs for computer games. Robert is not good at Geography and History. And he doesn't care.



I think it is **possible**³ to be good at many things. My friend Lisa is a talented *person*. She has achieved much in different areas. And she works hard. She is the best pupil (she's got A's in most subjects) and at the same time she is a top sportsman. She is the best swimmer in Year 7.



My friend Henry is not the best pupil. He likes Science and History and he likes making photos. But he doesn't spend enough time on his favourite subjects. His marks are not good. I think he should study more seriously to get better results. Besides, he should make photos more carefully and neatly because they are not often good, either.



¹ impossible *a* — невозможный

² same *a* — тот (же) самый

³ possible *a* — возможный

О.В.Афанасьева, И.В.Михеева

АНГЛИЙСКИЙ ЯЗЫК

углубленный уровень

11
класс

6. Frants Osipovich Shekhtel (1859–1926) was born in St. Petersburg. His education in architecture was incomplete. When he was young he was a stage-painter and a book designer. Author of numerous mansions, pavilions at international exhibitions, industrial buildings and structures, Shekhtel designed the Yaroslavsky Railway Station in Moscow.

His best works include the mansion of the industrialist Ryabushinsky built in 1900–1902. The configuration of the building is such that a casual observer is at a loss to say how many storeys the building has.



The Yaroslavsky Railway Station (Moscow)

- NEF** 13. A. Discuss the problem of how much the work of an architect depends on those who commission buildings. Say if architects are free to choose
- the location;
 - the size;
 - the style;
 - the material;
 - the decoration of the building.

B. Do you think the proverb "He who pays the piper calls the tune" has any grounds?

- NEF** 14. Read the text and choose the right item in the statements after it.

■ Michelangelo as an Architect ■

Michelangelo Buonarroti is now most famous as a sculptor, painter and draftsman. Few visitors to the Sistine [ˈsɪstɪn] Chapel in the Vatican may be aware of his enormous contribution to the final design and completion of St. Peter's. Of the hundreds of thousands who go to see his "David" at the Academia in Florence, only a handful will even know of the existence of his Laurentian Library in the same city — one of the most revolutionary interior designs in architectural history.

Yet, the Florentine artist spent more of his long career occupied with architecture — he devoted 18 years to St. Peter's alone — than with any other pursuit.

Michelangelo had initially trained as a painter, but the creator of the Sistine ceiling denied that this was — or had ever really been — his calling.

Similarly, when invited to undertake the design for the Laurentian Library in 1524, he warned: "Farò ciò che io saprò, benchè non sia mia professione" — *I'll do what I can, although it's not my profession.*

Though the artist destroyed many of his drawings before his death in February 1564, a reasonable number of architectural drawings escaped the flames. Without them we would have little idea of his highly unconventional working methods, which produced in turn highly original architectural results.

On being asked in 1515 to collaborate on the design of the facade for the church of San Lorenzo in Florence, to which complex the Laurentian Library would later be added, Michelangelo recognised that he lacked experience in this type of design. Accordingly, he hastened to put himself through a crash, teach-yourself course, making particular use of the so-called Codex Coner, a manuscript compendium of architectural and decorative drawings from which he copied classical motifs and features.

Not a team player, Michelangelo worked alone, defensive of his independent status and never, as he said himself, "the kind of painter or sculptor to keep a studio." Operating outside the studio system, he often became involved in designing the settings for his own sculptures.

Convinced that an understanding of the human body was as necessary a skill in architecture as in the figurative arts, the artist tackled the design of a piece of architecture very much as he would have done a preparatory figure drawing. Rather than starting with a simple "idea" sketch, and developing more detailed and exact drawings on successive sheets of paper, Michelangelo would typically do an initial sketch and then repeatedly draw on top of it, creating a kind of multilayered drawing as his ideas advanced.



Woodcut Portrait of Michelangelo by Cristoforo Coriolano

UNIT
TWO

One remarkable upshot of this was that, having tried various superimposed alternatives, rather than choosing one or another, he would combine elements from several to create hybrid versions that were fresh and original.

Paper was expensive and the artist had austere habits, so every available sheet of paper, including his own draft letters and those he had received from others, was covered back and front with his drawings.

Having effectively produced architecture on the page, he would then make a clay or wax model of the kind that he would do for a sculpture, in which form he would continue to modify the design. While the artist studied classical buildings and their ornamental features, his approach was not archeological, for he saw them as essentially a means to the end of creating something quite new.

Rules, as far as he was concerned, even if laid down by the ancients, were there to be broken, and break them he did, often to the surprise and consternation of his contemporaries. Moreover, his application of sculptural methods in modelling buildings and his manipulation of space, light and shadow helped to break down the divide between structure and decoration, introducing a new sense of freedom.

These lessons took time to be fully understood, and the baroque builders Bernini and Borromini, born more than 30 years after Michelangelo's death, were his first true disciples.

It was Bernini who said about him: "He was a great sculptor and painter, but a divine architect."

1. People know more of Michelangelo's work as _____ than as _____.
a) an architect ... a painter
b) a painter and a sculptor ... an architect
c) a sculptor ... a painter
2. The artist _____ thought that architecture was his strongest point.
a) hardly b) definitely c) really
3. Michelangelo's architectural drawings were _____ lost.
a) all b) partly c) nearly all
4. The artist realised that he was _____ for working on the design of the church of San Lorenzo.
a) well prepared b) not quite prepared c) made

5. The artist _____.
a) brushed up his knowledge of design
b) asked more experienced artists to help
c) wrote a manuscript describing his working methods
6. Michelangelo preferred to work _____.
a) together with other artists
b) on his own
c) with his disciples
7. The artist made his architectural drawings _____.
a) in the same manner as most architects did
b) in the traditional way
c) as if he were making sketches of human figures
8. The artist's architectural drawings were _____ the final stage of his work on the project.
a) not b) — c) considered to be
9. The artist often produced _____ buildings.
a) classical b) conventional c) original
10. Michelangelo's architectural genius was _____ recognised.
a) never b) immediately c) eventually

15. A. Read the text "Michelangelo as an Architect" again and find in it words and word combinations which mean the same as the following:

- 1) to know, to realise
- 2) something that you do that helps to achieve something
- 3) a very small number of people
- 4) an activity that you enjoy
- 5) unusual, original working methods
- 6) to work with someone to produce something
- 7) not to have enough experience
- 8) a course of study in which you are taught a lot about a subject in a short time
- 9) written by hand before books began to be printed
- 10) art representing people, objects and scenes, rather than feelings and ideas as abstract art does
- 11) the first original sketch
- 12) a mixture of different things or styles
- 13) a lifestyle when a person severely reduces the amount of money that is spent
- 14) a letter that may have changes made to it before it is finished
- 15) the people who lived a very long time ago, especially in Greece or Rome

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МОСКОВСКИЙ ЦЕНТР КАЧЕСТВА ОБРАЗОВАНИЯ

Департамент образования и науки города Москвы

ГЛАВНАЯ

СВЕДЕНИЯ ОБ ОБРАЗОВАТЕЛЬНОЙ ОРГАНИЗАЦИИ ▾

РУКОВОДИТЕЛЯМ ▾

ПЕДАГОГАМ ▾

РОДИТЕЛЯМ ▾

УСЛУГИ ▾

ЦНД ▾

ГИА ▾

Что такое функциональная грамотность и как её оценивать?

02 декабря 2021

От первого лица



Последние новости



В МЦКО пройдет вебинар по основным подходам к выполнению заданий по математике в 7-х классах



В МЦКО проведут семинар-совещание по итогам предметных диагностик в 8-х классах общеобразовательных организаций города Москвы



МЦКО – фронту!

Темы



СМИ



Мониторинг и диагностика



Мероприятия



Для иностранных граждан



ГИА



Дошкольное образование



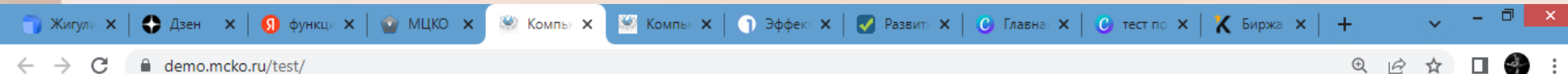
Общество

Показать все

Для презентации.docx

тест полоски (2).png

https://demo.mcko.ru/test/



Вход в систему на сервере **demo.mcko.ru**:

Для тренировочного тестирования кликом мышки нужно выбрать интересующий Вас предмет, затем в появившемся окне выбрать вариант теста, после этого можно приступить к тестированию.

При тестировании следует иметь в виду, что:

- 1) результаты тестирования будут представлены сразу после завершения тестирования;
- 2) при компьютерном тестировании необходимо проводить комплекс упражнений для профилактики утомления глаз* (дос-ссылка) в течение 5 минут после соответствующего периода непрерывной работы за компьютером:
в 3-4 классах - 25 минут; в 5-9 классах - 30 минут; в 10-11 классах - 35 минут

* - в соответствии с Санитарно-эпидемиологическими правилами и нормативами - пункт 2.10.2 СанПиН 2.4.3648-20

Демонстрационные варианты

Проверь себя

Мини-тесты ^{Upd.28nov}

Городская грамотность

Демонстрационные варианты:

2023-02-02 Математическая и естественно-научная грамотность, 4 класс

2023-02-02 Математическая грамотность, 6 класс

2023-02-02 Читательская грамотность, 6 класс

2023-02-02 Математическая и естественно-научная грамотность, 8 класс

2023-02-02 Цифровая грамотность, 8 класс

2022-12-20 Биология, 6 класс ^{upd}

2022-12-20 География, 6 класс ^{upd}

2022-12-20 Информатика, 6 класс ^{upd}

Для презентации.docx

тест полоски (2).png

Показать все



- Задания:
- 1
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7
 - 8
 - 9-14
 - 15-18
 - закончить

Прочитайте текст и выполните задания 1–5.

The best way to travel

In the most northern state of the USA you'll see every type of modern transport. But during the winter months the state of Alaska becomes one of the coldest parts of the world. Temperatures fall as low as -50°C . Car engines can freeze and even if your car starts, the snow and ice on the road can make travel impossible. When the weather is like this, the best way to travel is with a team of huskies pulling you. That's according to people like Geoff Roland who prefers travelling by dog sledge. 'Huskies might not be as fast as a modern snowmobile but they are better for the environment. The journey is also much quieter than by snowmobile. It's what makes travel through the wilderness so enjoyable.'

When Geoff was younger, he took part in the Iditarod. The word Iditarod originally comes from an old native American word meaning 'a faraway place' but nowadays it's the name of the world's longest dog sledge race which takes place in Alaska each spring. The 1,600 kilometre route follows the old roads which the original Indians once used. As years passed, aeroplanes and snowmobiles became more common and people started to forget about the old trails. But in 1973 a group of people started the race in order to maintain Alaska's history and its traditional form of transport. Some people criticise the Iditarod because they think it's cruel for the dogs but Geoff disagrees: 'Huskies are natural racers. I think they're much happier when they're in front of the sledge.'

Определите, соответствует ли приведённое утверждение содержанию текста (**True**), не соответствует (**False**) или об этом в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**Not stated**).

If you start an engine in winter months in Alaska you can easily travel by car.

Задания: 1 2 3 4 5 6 7 8 9-14 15-18 закончить

Прочитайте текст с пропусками. Заполните пропуски, выбрав правильный ответ из выпадающих списков. Слова должны грамматически соответствовать содержанию текста.

TV has become a part of daily life in Russia. It is definitely **9** than radio. On average, more than 60% of Russian people **10** television from two to three hours a day. The most popular programmes **11** different kinds of television news. Eighty million people watch it daily.

There are 19 national channels to choose from: Channel 1, Russia, NTV, Culture Channel, etc.

Different quiz shows, soap operas and serials attract a large number of viewers. Programmes, such as current affairs, documentaries, sports, films, plays, the arts, news, educational and variety shows give information on everything **12** weather to pop-stars' life.

On September 1, 2007 Russian Television launched a new **13** TV channel, Bibigon. Bibigon produces programmes for ages 4-17.

Bibigon is the name of a literary character, a tiny boy, a lilliput, from the story for children 'The Adventures of Bibigon'. A famous Russian writer Korney Chukovsky **14** it.

Сохранить ответ на задание

Page generated in 0.008, memory usage: 491 kb

Задания: 1 2 3 4 5 6 7 8 9-14 15-18 закончить

Прочитайте текст с пропусками. Образуйте от слов, напечатанных заглавными буквами в скобках, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

Kostroma

Kostroma is situated on the Volga river, 330 km to the north-east of Moscow. The city is famous for its 15 (BEAUTY) churches and cathedrals. The Ipatyev Monastery is the most famous. It became rich and 16 (POWER) in the 16th century. The history of the monastery is 17 (CLOSE) connected with the Romanov family, the last royal dynasty in Russia. The first Romanov tsar, Michael, lived there as a boy in 1613.

Many 18 (TOUR) from all over Russia visit Kostroma every year. It is an exciting cultural experience.

Сохранить ответ на задание