

# «Использование тематических заданий для формирования читательской грамотности на уроках английского языка в 8 классе»

Аллало Марет Шихамовна,  
учитель английского языка

МОБУ Лицея № 95 им. К.Э. Циолковского, МО г. Сочи

Использование тематических заданий является эффективным способом формирования читательской грамотности на уроках английского языка. И имеет множество преимуществ :

- улучшение мотивации учащихся
- развитие критического мышления и умения работать в команде



Ориентация на интересы учеников: тематические задания должны быть интересными и актуальными для учеников. Это может быть как литературное произведение, так и научная статья или новостной текст на актуальную тему.

# MULAN



She \_\_\_\_\_ (be) Mulan, she \_\_\_\_\_ (be) eighteen years old. She \_\_\_\_\_ (be) (tall-short), she is (young-old) and she is (slim-fat). (His-her) hair \_\_\_\_\_ (be) (long-short) and black. (His-her) eyes \_\_\_\_\_ (be) black.

She \_\_\_\_\_ (have) got a horse. (his-her) horse \_\_\_\_\_ (be) black and white. Besides she \_\_\_\_\_ (have) a dog. Its name is little brother.

She likes helping.

She \_\_\_\_\_ (be not) bad, she \_\_\_\_\_ (be) good.

She \_\_\_ (be) wearing \_\_\_\_\_

He \_\_\_\_\_ (be) Shang, he \_\_\_\_\_ (be) twenty-two years old. He is (tall-short), he is (young-old) and he is (slim-fat). (His-her) hair \_\_\_\_\_ (be) (long-short) and black. (His-her) eyes \_\_\_\_\_ (be) black.

He \_\_\_\_\_ (be) a captain. He \_\_\_\_\_ (have) got a troop.

He likes training.

He \_\_\_\_\_ (be not) bad, he \_\_\_\_\_ (be) good.

He \_\_\_ (be) wearing \_\_\_\_\_



Использование  
мультимедиа:  
включайте в задания  
различные видео,  
аудио, или  
интерактивные  
диаграммы.

# Barbie



The new movie "Barbie" is the biggest film of the year in the USA. It has broken several box office records. One of these is for making the most money for a non-superhero movie. Movie-goers in the USA paid a total of \$162 million in the movie's opening weekend. Ticket sales worldwide were over \$356 million. The film also made the most money for a movie made by a female director. "Barbie" was directed by Greta Gerwig, who also worked on the indie films "Lady Bird" and "Little Women". Gerwig also co-wrote "Barbie". It is likely that there will be sequels to the movie, so fans should get ready for "Barbie 2" and "Barbie 3". There may also be a spin-off that focuses on Barbie's friend Ken.

Ms Gerwig's movie is about the Barbie fashion doll, made by the American toy company Mattel. The toy was created by American businesswoman Ruth Handler and launched in 1959. It has become one of the best-selling toys ever made. Over a billion Barbie dolls have been made worldwide. Since the 1980s, Barbie has been the star of video games, animated movies and TV series. In Gerwig's film, Barbie unexpectedly leaves her near-perfect animated world of Barbieland to live in the human world. Movie experts say it is refreshing that "Barbie" is such an original movie. People may be getting tired of superhero films. A critic said "Barbie" was a funny, entertaining and feminist movie.

#### Answer the questions

1. Why did Barbie become the biggest movie of the year?  
.....
2. What did Ms. Gerwig do besides directing the film?  
.....
3. Is there a sequel to Barbie?  
.....
4. Why is the film such a big success?  
.....
5. Have you seen the film? What do you think?  
.....
6. Did you have a Barbie doll? Did you enjoy playing with it?  
.....
7. Have you given your kids a Barbie? Why? Why not?  
.....
8. What type of toys do you prefer? Why?  
.....
9. Do you think boys and girls should play with the same toys? Why? Why not?  
.....
10. Did you play with toy weapons? Do you give toy weapons to your children? Why? Why not?  
.....

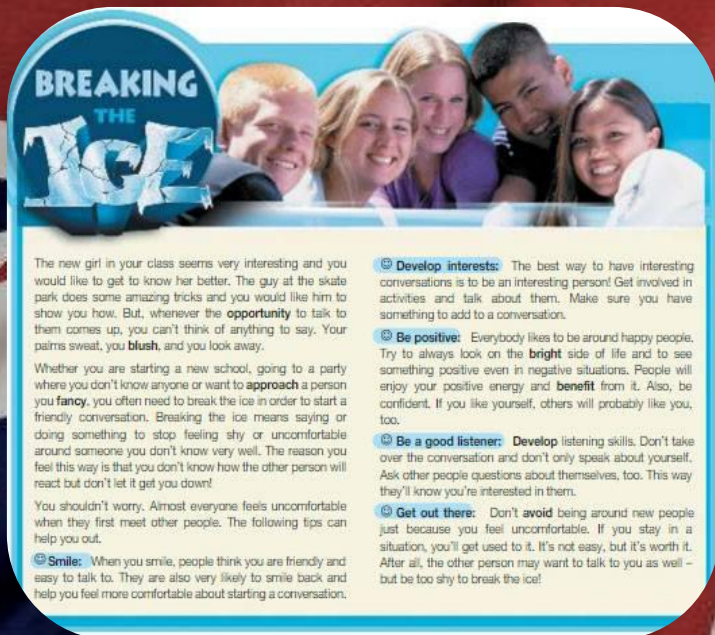
При работе с текстом можно выделить три основных этапа при формировании читательской компетенции учащихся:

- предтекстовый (Pre-reading), на котором нужно определить речевую задачу для первого прочтения; создать необходимый уровень мотивации у учащихся; сократить уровень языковых и речевых трудностей;
- текстовый (While-reading), на котором нужно проконтролировать степень сформированности различных языковых навыков и речевых умений; продолжить формирование соответствующих навыков и умений;
- послетекстовый (Post-reading), на котором нужно использовать ситуацию текста в качестве языковой (речевой), содержательной опоры для развития умений устной и письменной речи.

# 1. Цели предтекстового этапа: создание мотива чтения; развитие умения прогнозирования; активизация фоновых знаний и снятие языковых трудностей.

## Задания предтекстового этапа:

- работа с заголовком: определить тематику текста, перечень поднимаемых в нем проблем (задание 1 учебника «Spotlight»8, с. 10):



**BREAKING THE ICE**

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. 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 interests:** 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!

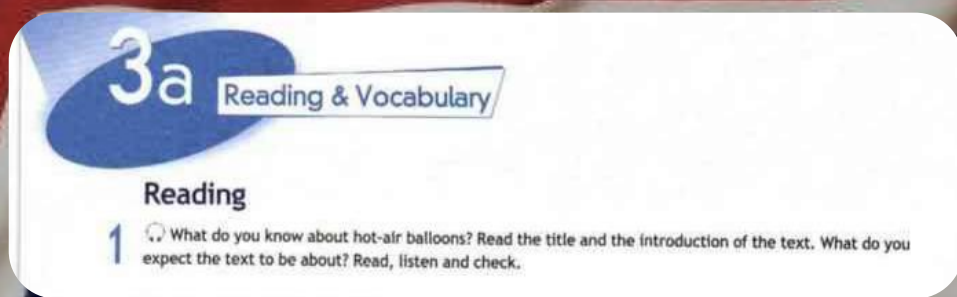
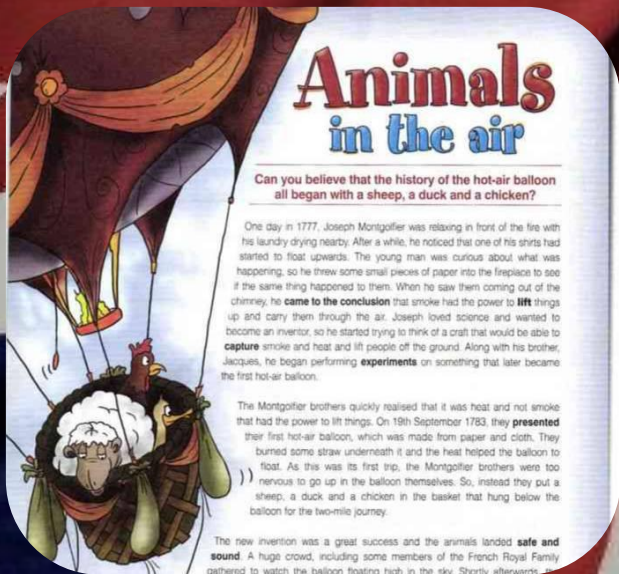
1 What does the title of the text mean? How would you start a conversation with someone you don't know? Read and check.

## 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?
- (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):

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)

## Reading

- 1 a) Look at the pictures and the texts by school children. How are they related to the title of the unit?  
b) Which of the following can you see in pictures (1-4)?

- online schools
- special suits
- glass domes
- flying cars
- underwater cities
- robotic housemaid

- 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



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

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

*'Journey to the Centre of the Earth' by Jules Verne is an adventure story about a professor, Otto Lidenbrock, and his nephew Axel. After they find a mysterious message from explorer Arne Saknussemm in an old book, they go on a dangerous journey to look for the centre of the earth. During their adventure, their raft is broken against rocks and they discover an amazing place ...*

### The Plot:

*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 Saknussemm's!

*The Professor finds initials on a cave wall.*

⑥ Professor: Saknussemm was here! The compass must be broken.  
Professor: We found it! This must be the last part of Arne Saknussemm'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

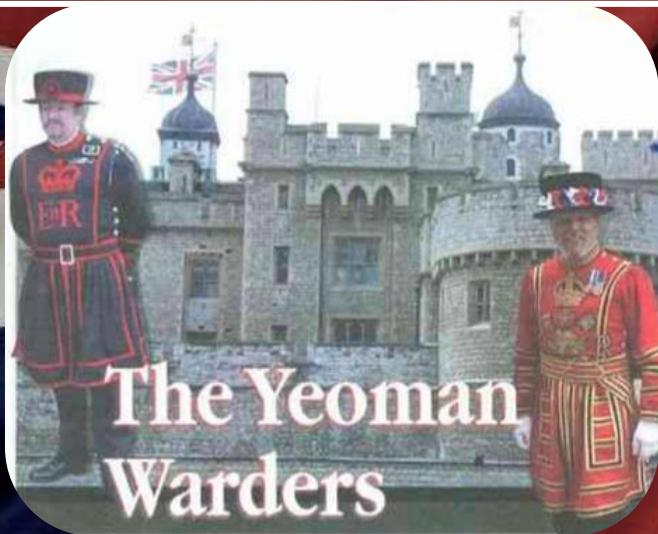
Speaking

## 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):



**Speaking**

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

## Послетекстовый этап: задания и приёмы

- высказать свое мнение по поводу прочитанного (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.



OTHER CHILDREN worked in coal mines. They pushed **trucks** of coal or they opened and closed doors to let air through **tunnels**.

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)?

## Источники:

- 1. Письменная Л., Янкевич М. Культура. Работа со сплошным текстом. [Электронный ресурс]. – Режим доступа:<https://docs.google.com/document/d/1hAAqir-39-drK1Tcbpr1scMddbZ-2OUNQTq7TIPhKOs/edit?pli=1>
- 2. Рождественская Л., Логвина И. Формирование навыков функционального чтения. Пособие для учителей. Курс для учителей русского языка как родного. [Электронный ресурс]. – Режим доступа: <http://umr.rcokoit.ru/dld/metodsupport/frrozhdest.pdf>
- 3. Особенности формирования функциональной грамотности учащихся основной школы при освоении дисциплин общественно-гуманитарного цикла. Методическое пособие. – Самара, 2019
- 4. Сметанникова, Н.Н. Стратегический подход к обучению чтению: междисциплинарные проблемы чтения и грамотности / Н.Н. Сметанникова. – Москва : РШБА, 2005. – 512 с.: схемы, табл. – (Профессиональная б-ка школьного библиотекаря). – Текст: непосредственный
- 5. Читательская грамотность: пособие по развитию функциональной грамотности старшеклассников / Н.П. Забродина, И.Е. Барсуков, А.А. Бурдакова [и др.]; под общ. ред. Р.Ш. Мошниковой. – Москва : Академия Минпросвещения России, 2021. – 79, [1] с. : ил., табл.

The image features a background of a Union Jack flag, with its characteristic red, white, and blue colors and diagonal stripes. In the center, there is a solid red square. Inside this red square, the text "Thanks for your attention" is written in a white, serif font. The text is arranged in two lines: "Thanks for your" on the top line and "attention" on the bottom line. Both lines of text are underlined. The red square is framed by a thin white border, and there are faint, light-colored lines extending from the corners of the square towards the edges of the image.

Thanks for your  
attention