

# «Формирование читательской грамотности как базового навыка функциональной грамотности на уроках английского языка»

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**Цель обучения функциональной грамотности на уроках иностранного языка - это совершенствование иноязычной компетенции, способности и готовности школьников использовать язык для решения коммуникативных задач.**

## Функциональная грамотность

**Функционально грамотная личность**

Человек самостоятельный

Человек познающий

Человек умеющий жить среди людей

Функциональная грамотность в PISA - это набор определенных компетентностей. Компетентность проще всего определить как способность учащихся применять полученные в школе умения и знания в жизненных ситуациях.





# **Актуальность вопроса уровня развития функциональной грамотности в России**

**Язык является важнейшим средством человеческого общения. При обучении английскому языку на уроках особое внимание уделяется формированию и развитию коммуникативных способностей, навыка свободного общения и практического применения английского языка. Все формы работы, способы организации учебного процесса, каждый вид деятельности на уроке английского языка должны быть направлены на формирование компетенций, которые ученик может перенести в другие сферы своей жизнедеятельности, что в дальнейшем будет способствовать его саморазвитию и реализации как успешной личности.**

**Основные черты функционально-грамотной личности, формирование которой является приоритетной задачей современного образования – это человек самостоятельный, познающий; умеющий жить среди людей в соответствии с общественными ценностями; это человек, обладающий определенными качествами, ключевыми компетенциями, способный к самоопределению, самосовершенствованию и умеющий работать на результат; это человек, умеющий решать любые возникающие в жизни задачи, самостоятельно открывать новое, выбирать главное и интересное; это человек, способный вступать в отношения с внешней средой и максимально быстро адаптироваться и полноценно функционировать в ней.**

**Читательская грамотность** является базовым направлением функциональной грамотности. Читательская грамотность – это умение читать и извлекать необходимую информацию, понимать ее, размышлять над ней, применять её на своём собственном жизненном опыте. Именно поэтому на уроках английского языка работе над функциональным чтением уделяется много времени.

**Функциональное чтение** – это чтение текста с целью поиска информации для решения конкретной задачи или выполнения определенного задания. Ученик, у которого сформированы навыки функционального чтения, может свободно использовать их для получения информации из текста – его понимания, сжатия, преобразования и т.д., а также умеет пользоваться различными видами чтения (изучающим, просмотровым, ознакомительным).

Выделяют три группы читательских умений:

1. **Ориентация в содержании текста** (предполагает умение определять главную тему, общую цель или назначение текста; выбирать из текста или придумать заголовки; формулировать тезис, выражающий общий смысл текста; объяснять порядок частей, содержащихся в тексте; находить в тексте требуемую информацию и т.д.).

2. **Преобразование и интерпретация текста** (предполагает умение преобразовывать текст, используя новые формы представления информации: формулы, графики, диаграммы, таблицы; сравнивать и противопоставлять заключённую в тексте информацию разного характера; обнаруживать в тексте доводы в подтверждение выдвинутых тезисов и т.д.).

3. **Оценка информации** (предполагает умение откликаться на содержание текста; оценивать утверждения, сделанные в тексте, исходя из своих представлений о мире; находить доводы в защиту своей точки зрения и т.д.)

Овладение этими умениями и означает смысловое чтение, которое является фундаментом всех обозначенных в новом стандарте результатов образования.




# Этапы и стратегии работы с текстом

Основные этапы работы с текстом при формировании читательской компетенции учащихся: *предтекстовый* (pre-reading), *текстовый* (while-reading) и *послетекстовый* (post-reading).

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. 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!

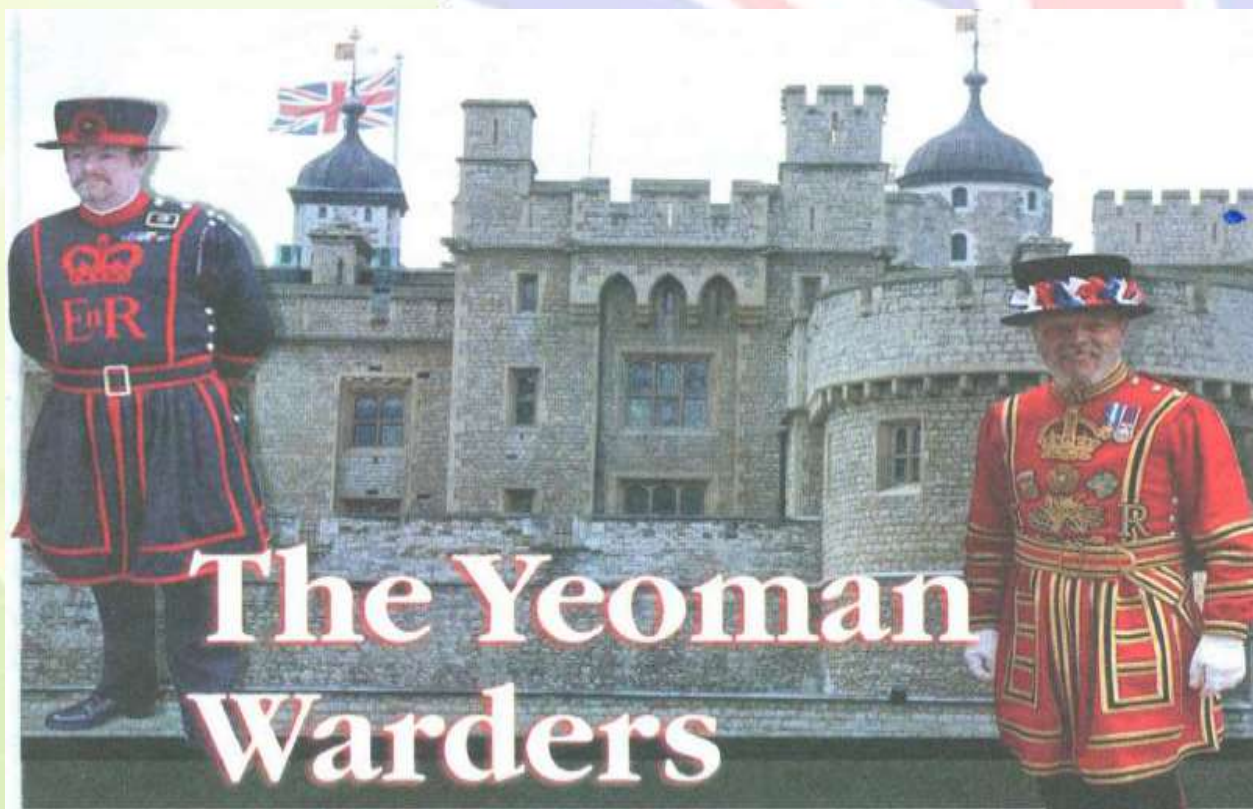
## Reading

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

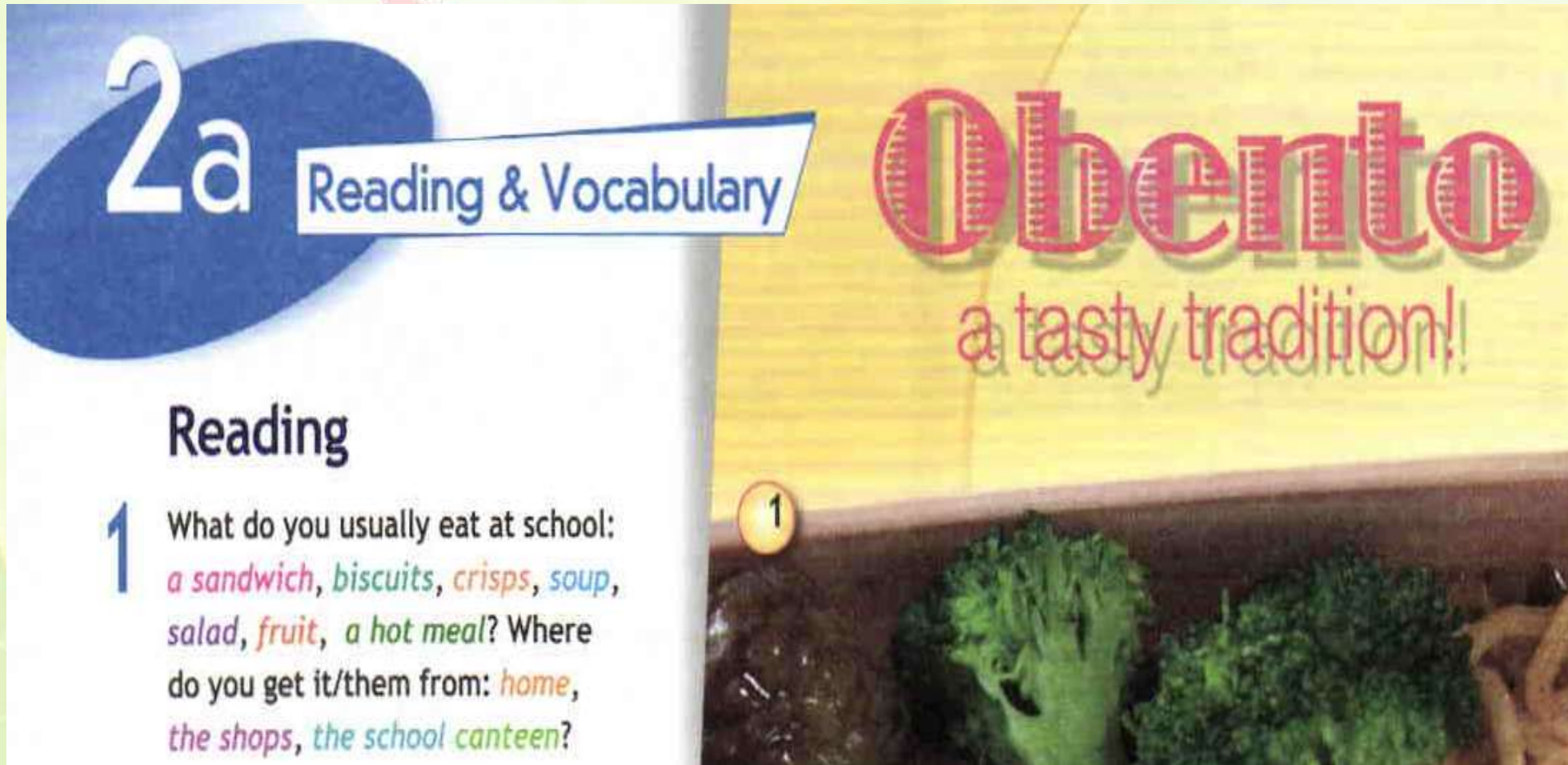
- формулирование предположений о тематике текста на основе имеющихся иллюстраций (задание 1a учебника «Spotlight»7, с. 42; задание 1 учебника «Spotlight»7, с. 31):



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):



**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*?

**1**

**O Bento**  
a tasty tradition!

The image shows a page from an English textbook. On the left, there is a blue oval with the number '2a' and a white banner with the text 'Reading & Vocabulary'. Below this, the word 'Reading' is written in a bold, black font. A large number '1' is positioned to the left of a question: '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?'. The words in the question are color-coded. To the right of the text is a photograph of a bento box. The box is divided into sections containing various foods, including a large piece of green broccoli. Above the photo, the word 'O Bento' is written in a large, stylized, red font with a shadow effect, and below it, the phrase 'a tasty tradition!' is written in a smaller, red font. A small yellow circle with the number '1' is placed on the left side of the photo.



# Предтекстовый этап: задания и приёмы

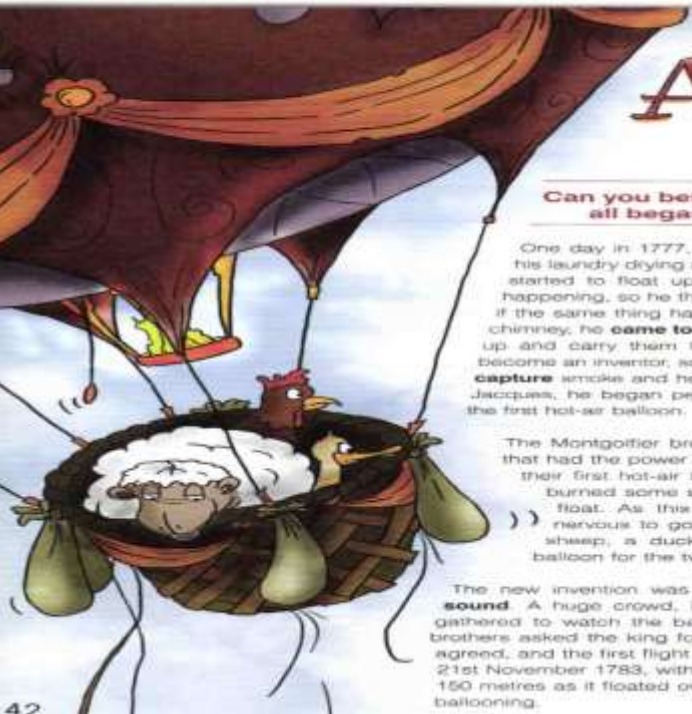
Возможные приёмы, используемые на первом этапе работы с текстом:

- *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 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

(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):



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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.



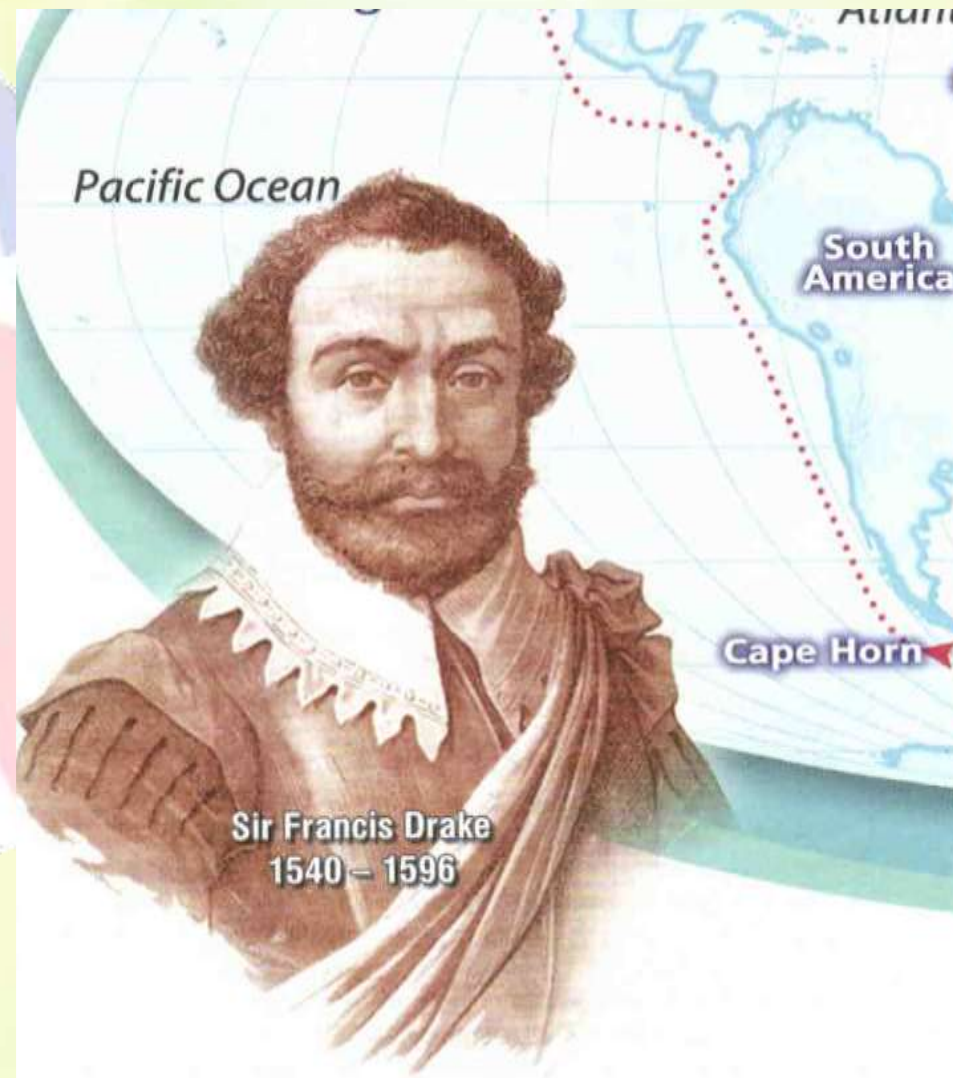
# Текстовый этап: задания и приёмы

- 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

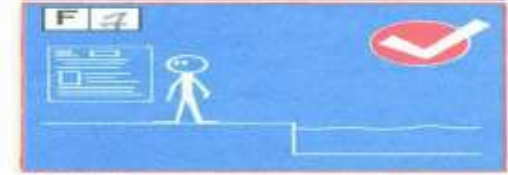
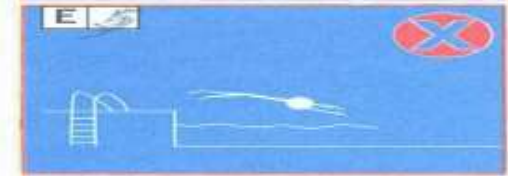
- найти соответствия («Spotlight»7, с.63, у.3)

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!



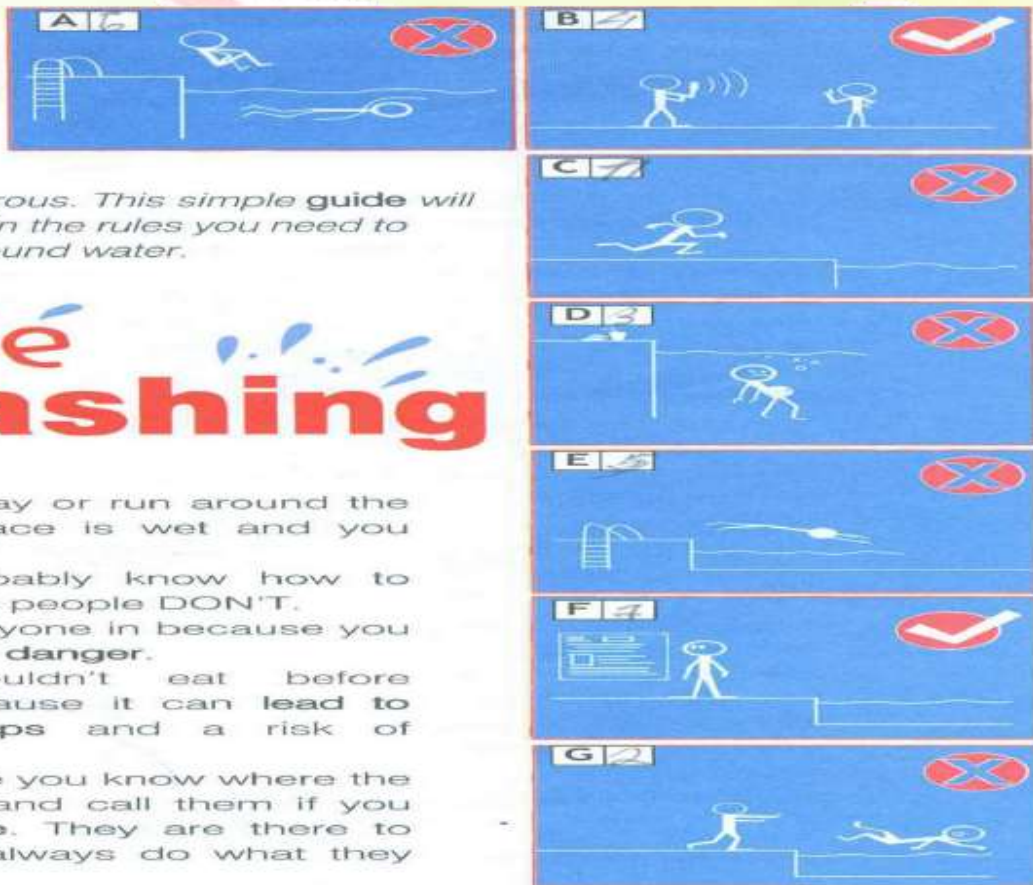


# Текстовый этап: задания и приёмы

- 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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- 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.

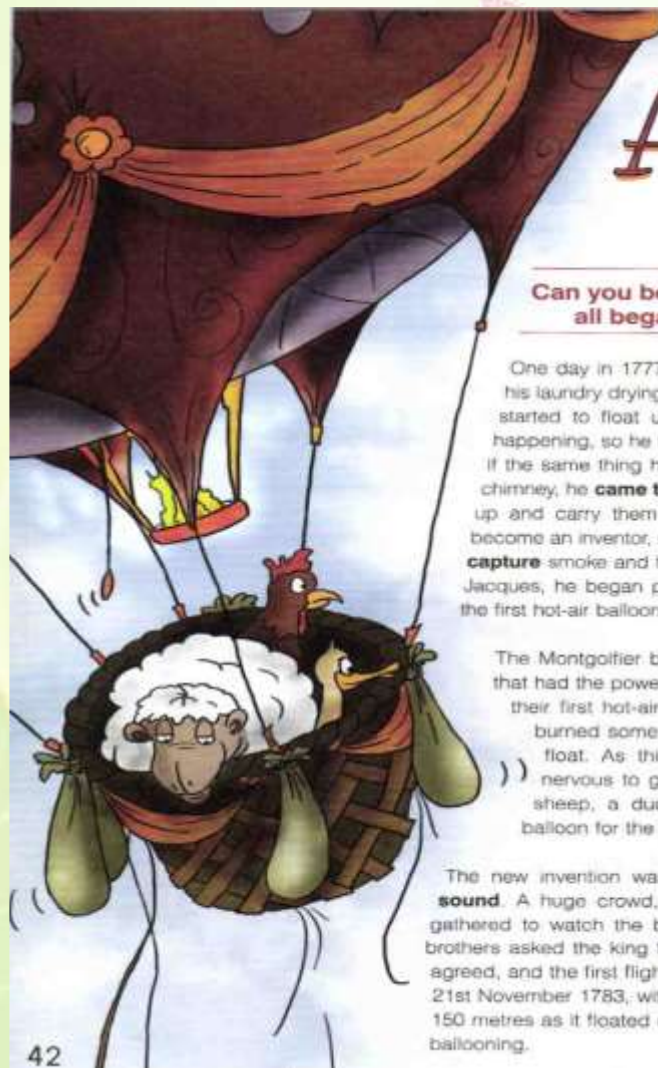
## Reading

- 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?

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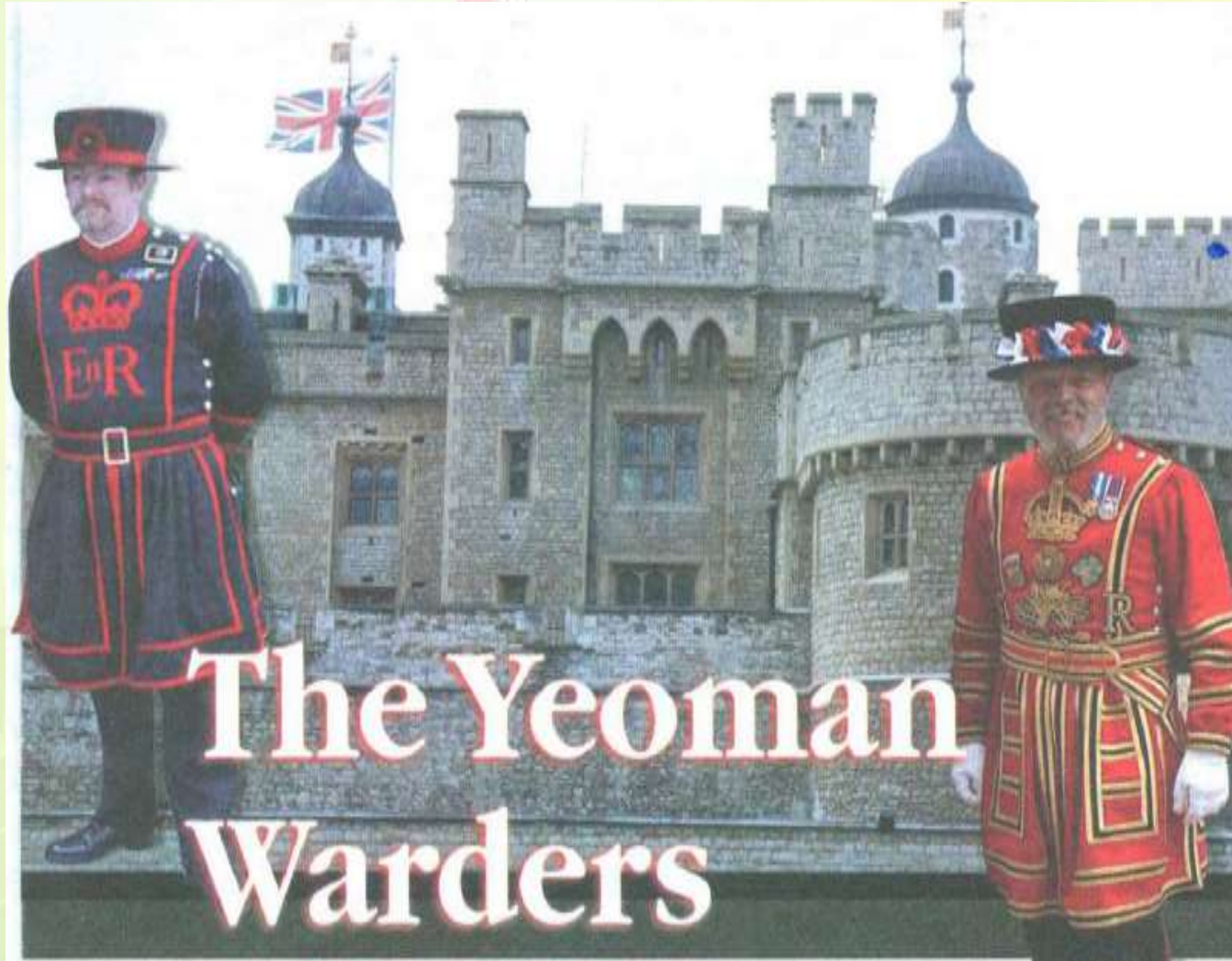
Fill in: *raise, lift, put up*. Check in the Word List.

- 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).



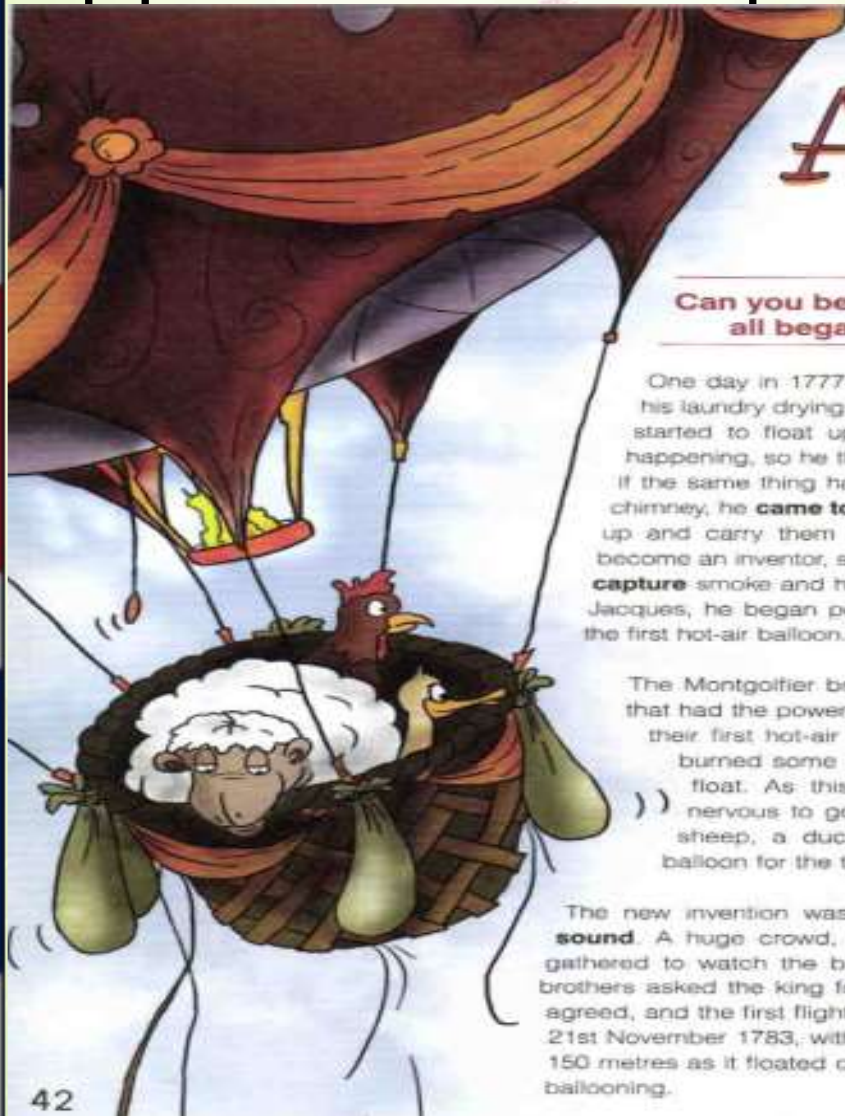
**3** Answer the questions *T* (true), *F* (false) or *DS* (doesn't say). Compare with your partner.

- 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.

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.

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-KIDS 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)*

**P**erhaps 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**.

**M**yths and legends are stories about giants, **saints**, **warriors** and kings. They are tales of heroes who **overcome** great obstacles<sup>1</sup>, fight with magical beasts and have incredible<sup>2</sup> 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

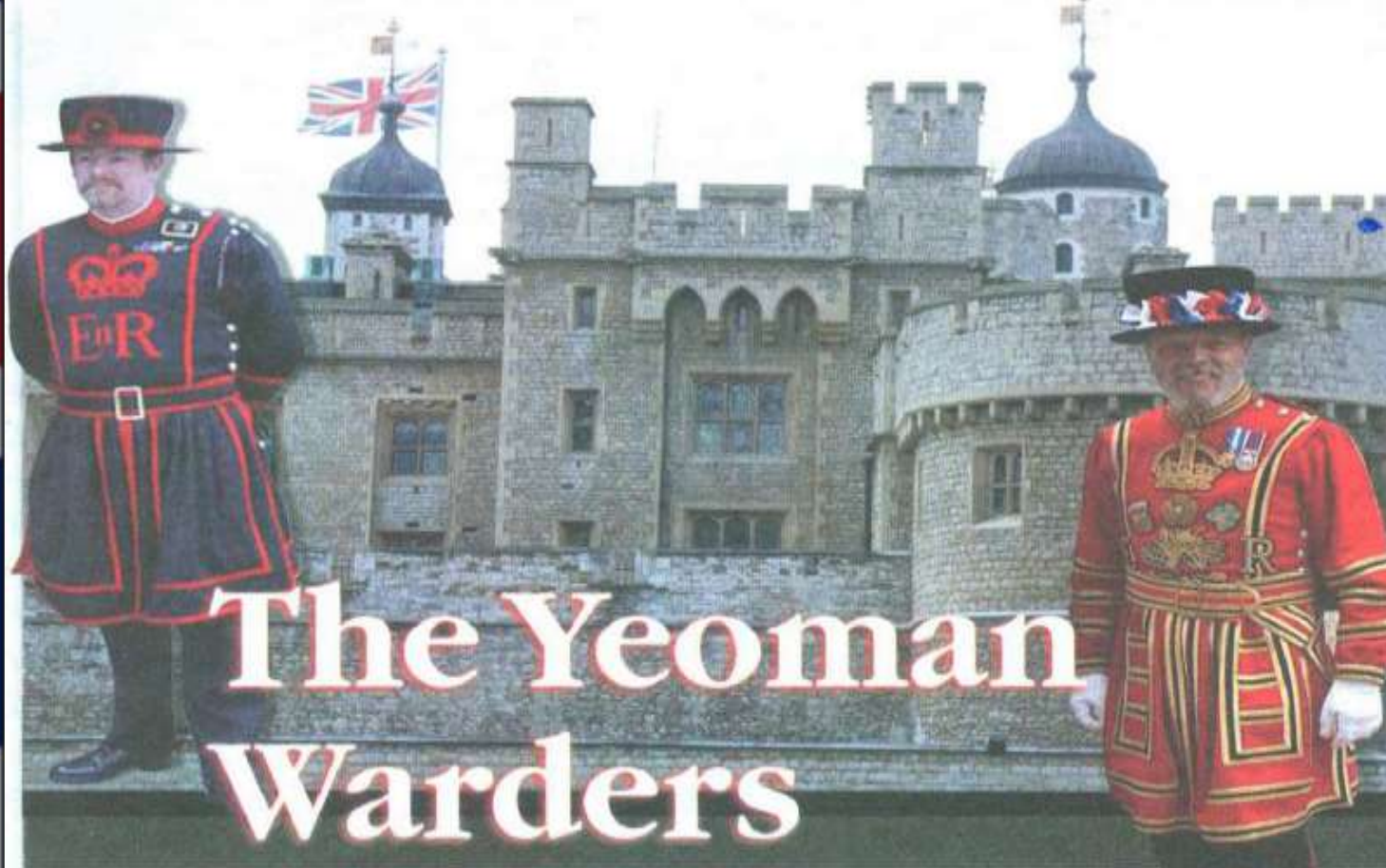


# Послетекстовый этап: задания и приёмы


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):



The Yeoman Warders

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)?



## CHILDREN IN VICTORIAN TIMES

**V**ICTORIA 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.



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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.





# 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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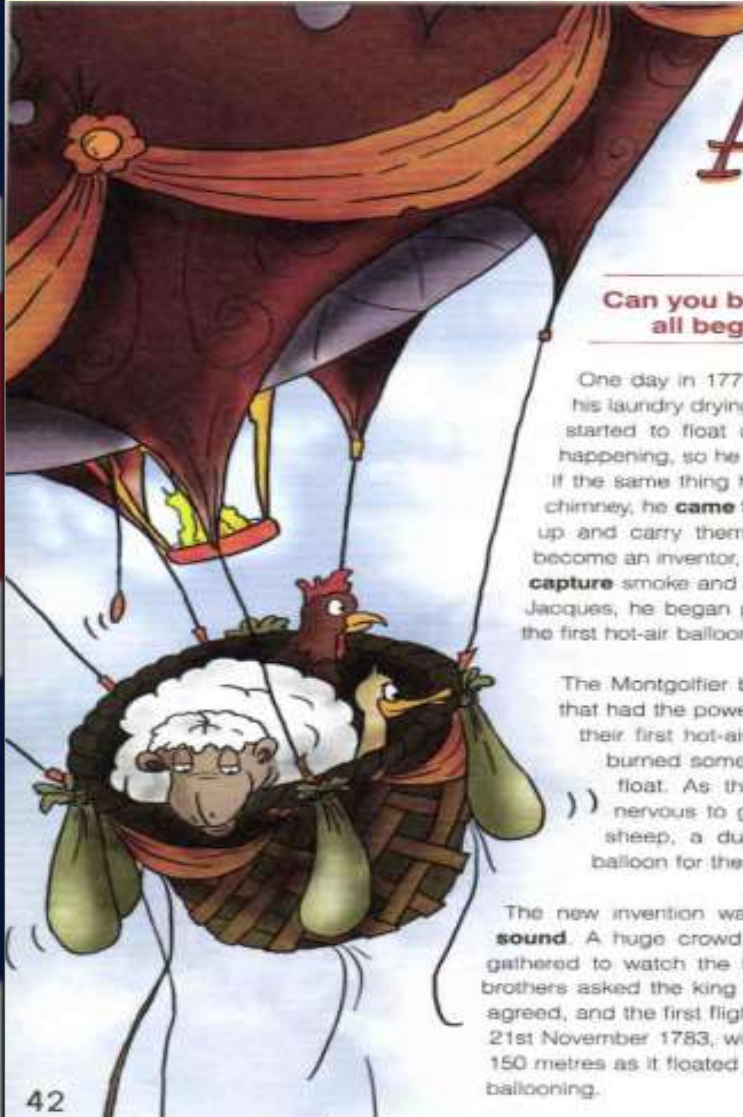


**7** Portfolio: Write a short plot for a book you read. Use the plot in Ex. 1 to help you.



# 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.

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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

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





**«Функциональная  
грамотность-залог  
успешности ученика»**



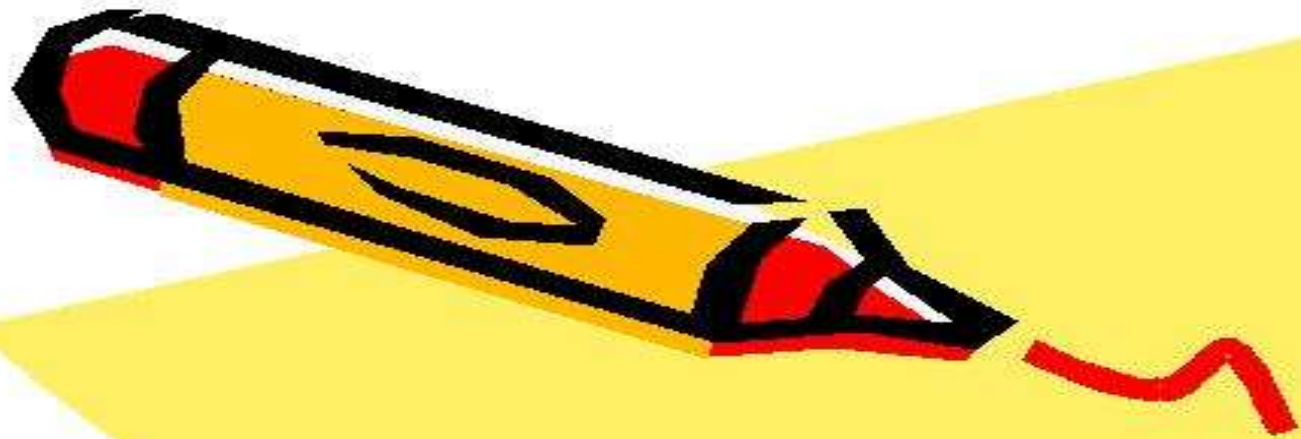
# Использованные источники:

- **Формирование читательской грамотности на уроках английского языка: методические рекомендации / Т.С. Чевычелова, О.Е. Шабалова. – Южно-Сахалинск, 2022.**
- **Читательская грамотность: пособие по развитию функциональной грамотности старшеклассников / Н.П. Забродина, И.Е. Барсуков, А.А. Бурдакова [и др.]; под общ. ред. Р.Ш. Мошниной. – Москва : Академия Минпросвещения России, 2021.**
- **Формирование читательской грамотности школьников на уроках английского языка: сборник методических материалов /под ред. канд. пед. наук О. В. Веселовой. – Димитровград, 2021**
- **Формирование функциональной (читательской) грамотности в основной школе на примере УМК «Английский в фокусе» (5-9) издательство «Просвещение» <https://iyazyki.prosv.ru/>**
- **Формирование читательской грамотности на уроках английского языка - английский язык, прочее ([korilkaurokov.ru](http://korilkaurokov.ru))**
- **УМК «Английский в фокусе» для 6-8 классов. Ваулина Ю.Е., Дули Дженни, Подоляко О.Е., Эванс В. –М.: Просвещение.**

## *Цифровые методические ресурсы:*

- <https://englishfull.ru/znat/fgos.html>
- <https://uchitel.club/conferences/pedsovet-2021-inyaz-conf-febr>
- <https://prosv.ru/pages/pisa.html>
- <https://media.prosv.ru/fg/>
- <https://learnenglish.britishcouncil.org>
- <https://resh.edu.ru>





Thank you for  
your attention!!!

