



ИННОВАЦИОННАЯ
ШКОЛА

ФГОС



ОСОБЕННОСТИ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ
ДЕТЕЙ С **ДИСЛЕКСИЕЙ** ПРИ РАБОТЕ
С УМК ИЗДАТЕЛЬСТВА "РУССКОЕ СЛОВО"



АНГЛИЙСКИЙ ЯЗЫК. 2–11 КЛАССЫ

Авторы: **Комарова Юлия Александровна**, доктор педагогических наук, профессор, член-корреспондент РАО, проректор по международному сотрудничеству РГПУ им. А.И. Герцена (Санкт-Петербург), **Ларионова Ирина Владимировна**, старший преподаватель кафедры иностранных языков Санкт-Петербургской академии постдипломного педагогического образования, почетный работник общего образования

При участии: Ж. Перретт, К. Гренджер, К. Макбет, Р. Араванис, Дж. Вассилакис, С. Кокрейн, П. Рейлли, Р. Норрис

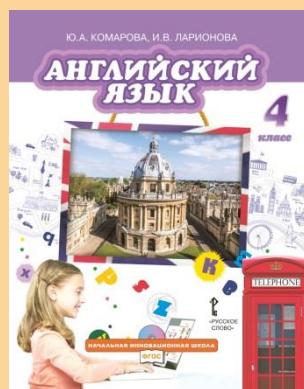
Базовый уровень



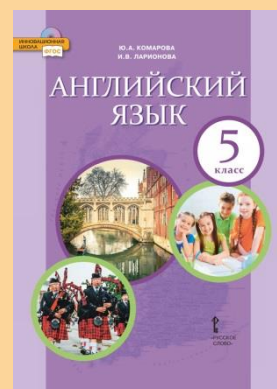
ФП 1.1.1.2.1.6.1



ФП 1.1.1.2.1.6.2



ФП 1.1.1.2.1.6.3



ФП 1.1.2.2.1.7.1



ФП 1.1.2.2.1.7.2

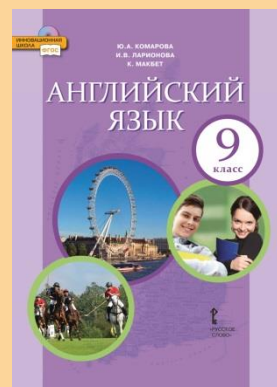
Базовый уровень



ФП 1.1.2.2.1.7.3

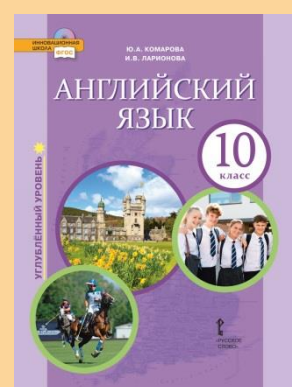


ФП 1.1.2.2.1.7.4

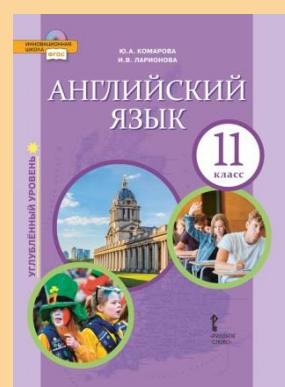


ФП 1.1.2.2.1.7.5

Углубленный уровень



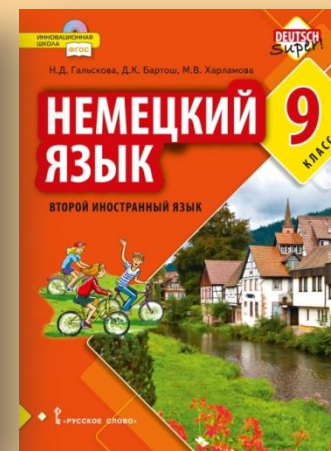
ФП 1.1.3.2.1.10.1



ФП 1.1.3.2.1.10.2

НЕМЕЦКИЙ ЯЗЫК. 5–9 КЛАССЫ

Авторы: Н.Д. Гальскова, Д.К. Бартош, М.В. Харламова, М.А. Демьяненко, О.Ф. Сереброва,
Л.В. Компаниец, И.М. Компаниец



ФП 1.1.2.2.6.2.1

ФП 1.1.2.2.6.2.2

ФП 1.1.2.2.6.2.3

ФП 1.1.2.2.6.2.4

ФП 1.1.2.2.6.2.5



Состав УМК

- Учебники в печатной форме
- Электронные формы учебников
- Рабочие тетради
- Методические пособия для учителя
- Программа курса «Немецкий язык. Второй иностранный язык»
- Рабочие программы
- Аудиоприложения



Culture today

When you suffer from dyslexia, people sometimes think that you must be lazy or stupid. But in fact, dyslexia has nothing to do with intelligence. Actually, quite the opposite might be true ...

Dyslexia

The word *dyslexia* comes from Greek and means 'difficulty with words'. Dyslexia gives people problems with reading, writing or spelling. In Britain, about one in ten young people have some form of dyslexia.

The Gift of Dyslexia?

① Many dyslexic people are very creative, musical or sporty. This might be because the right side of their brain is often bigger. The right side of the brain controls your creative and artistic skills, and the left side controls logic and mathematics. Famous dyslexics include Orlando Bloom, Robbie Williams and Keira Knightley. The famous scientist Albert Einstein was also dyslexic. It seems that people with unusual talents often have the 'gift' of dyslexia!

② So, how do you know if dyslexia is something which affects you? If you answer 'Yes' to most of these questions, you might be dyslexic. You should talk to someone about it at your school or college.

- Does ...
- When ...

and
times

- Do you have difficulty taking notes quickly?
- When you're writing, do you sometimes put letters or numbers the wrong way round, such as '15' for '51' or 'saw' for 'was'?
- Do you find mental arithmetic difficult?
- Do you have problems with left and right when following directions?

③ If you're dyslexic, you don't have to suffer in silence! There are lots of things you can do to make life easier. The following devices might be useful.

- A calculator is essential if you have problems with numbers.
- A spell-check facility on your computer is great if you have difficulty with spelling.
- You can record your notes on a dictation machine, then listen to them when you're revising.

'I remember going for an audition when I was eight, and it was the most excruciating experience because I couldn't read my lines. My desire to act was my driving force. I got really good help from some amazing teachers, so I overcame the dyslexia and now it's not really a problem.'

Keira Knightley



Dyslexia

The word dyslexia comes from Greek and means 'difficulty with words'. Dyslexia gives people problems with reading, writing or spelling. In Britain, about one in ten young people have some form of dyslexia.

ДИСЛЕКСИЯ –

избирательное нарушение способности к овладению навыком чтения при сохранении общей способности к обучению.

<https://dic.academic.ru/dic.nsf/ruwiki/111759>

«... в России 10% детей имеют серьезные нарушения чтения. В других странах приводятся иные показатели. Например, в англоязычных странах называют цифру 17-20%»

<https://www.mk.ru/social/health/2017/10/05/pokolenie-disleksii-kazhdyy-desyatyy-rebenok-v-rossii-imeet-rastroystva-chteniya.html>

В России около 30% школьников младших классов страдают дислексией, более 37% – дисграфией...

<https://rg.ru/2018/05/17/gadzhety-mogut-stat-prichinoj-razvitiia-disleksii-u-detej.html>

РЕКОМЕНДАЦИИ ПСИХОЛОГО-МЕТОДИЧЕСКОГО ХАРАКТЕРА ПО ОБУЧЕНИЮ ДЕТЕЙ С ПРОЯВЛЕНИЕМ ДИСЛЕКСИИ



Characteristics of dyslexic students

Main strategies for teaching
dyslexic students

Dyslexia and language learning

Dyslexia tips

Teacher's Book provides additional support for teaching dyslexic students. Helpful tips precede activities which dyslexic students are likely to find difficult. These tips provide teachers with ideas on how they can further encourage their students.

This page provides a summary of strategies that can be used to help dyslexic students in your lessons.

Characteristics of dyslexic students

Dyslexic students may have some or all of these characteristics:

- easily distracted
- short attention span
- poor short term memory
- poor reading skills
- weak reading comprehension skills
- poor spelling
- poor handwriting
- difficulty in remembering sequences, including instructions
- slow to complete tasks
- slow and often inaccurate copying (eg, from the board)

They may also face repeated failure on a daily basis and can have very low self-esteem and extreme lack of confidence.

How can teachers help?

- Be understanding and sympathetic towards students' difficulties.
- Show that you are willing to help.
- Accept and respect all their efforts.
- Bear in mind that dyslexic students are often highly intelligent despite their difficulties.

Main strategies for teaching dyslexic students

- Sit dyslexic students at the front of the class where they can see the board and hear the teacher most easily.
- Give new information more than once and check that it has been understood in a way that does not embarrass the student.
- Teach in short chunks and change activities frequently to keep attention and motivation. Keep spoken instructions short, simple and in the correct sequence.
- Give information on a sheet to be stuck into books rather than being copied from the board.
- Give instructions for homework in writing, preferably on a handout.
- Be very cautious about asking dyslexic students to read aloud as this can cause great anxiety. Keep reading activities within small ability groups or pairs.
- Give students sufficient time to complete each task or make the task shorter according to abilities.
- Reward for content and effort. When marking, focus on one or two mistakes for correction rather than marking all errors, as this is very discouraging.

- Revise frequently and in different ways to help transfer information from short to long-term memory. One third of each lesson should consist of revision.
- Allow students to demonstrate knowledge orally.
- All teaching should be multi-sensory. That is, students should see, hear and be able to touch or do something with the information being taught.
- Allow students to experience success and avoid tasks that may lead to failure. Don't ask your dyslexic student to do anything you are not sure they will be able to do.

Dyslexia and language learning

Learning a language can be broken down into two elements: comprehension (listening and reading) and production (speaking and writing). Normally, comprehension develops first and students require confidence in order to be able to produce spoken or written language. Dyslexic students find reading and writing particularly difficult. Thus slowing their production.

- Ask questions that only need a nod, simple action or a yes/no, true/false response to show understanding.
- Give new information in small chunks followed by plenty of practice.
- Keep written work to a minimum.
- English spelling is exceptionally difficult for dyslexic students. Accept a phonic equivalent of the word in written work and allow students to use wall displays, vocabulary lists and individual word cards for independent writing.
- Use objects and pictures as much as possible to teach vocabulary and grammar. Students will memorise more if they are able to see, touch, hold, wear, smell or even taste as appropriate.
- Use singing, chanting and rapping to practise vocabulary and grammar. These are particularly helpful as an aid to long-term memory.
- Help students' listening comprehension by giving the main meaning-carrying words a slight emphasis.
- When doing a listening comprehension, get students to use drawing instead of writing to indicate understanding (this is particularly useful for descriptions and stories).
- Help students' reading comprehension by underlining the main meaning-carrying words in a text. For listening comprehensions, give these words a slight emphasis.
- Students are likely to be most comfortable in pairs or small ability groups for reading and speaking activities.
- Don't expect production from your dyslexic students straight away.

Remember: The most significant factor affecting the learning of dyslexic students is their teacher's attitudes towards them and their difficulties.



CHARACTERISTICS	STRATEGIES
<i>short attention span</i>	Teach in short chunks and change activities frequently to keep attention and motivation.
<i>poor reading skills</i>	Keep reading activities within small ability groups or pairs... / Help students' reading comprehension by underlining the main meaning-carrying words in a text.
<i>poor spelling</i>	Allow students to use wall displays, vocabulary lists and individual word cards for independent writing.
<i>difficulty in remembering sequences, including instructions</i>	Keep spoken instructions short, simple and in the correct sequence.
<i>slow to complete tasks</i>	Give students sufficient time to complete each task or make the task shorter according to abilities

ALL TEACHING SHOULD BE MULTI-SENSORY.

Dyslexia tip: Reading aloud

Instead of asking individuals to read the dialogue in pairs, get dyslexic students to read each role in groups of three or four. They can then join in without embarrassment.

Dyslexia tip: Using pointers in reading

Pointers, such as a pencil or a bookmark, help dyslexic students visually track written words on a page. Ask students to move the pointer along the line as they are reading and listening to the recorded reading text. They should move the pointer steadily, without hesitating, and make their eyes follow. They should not worry about words they do not understand and should not go back to reread them, they can ask about them later or




Listening and reading

3  Listen and read. What are the missing words?

- Mandy** This is a photo of my family.
Kate Oh, right. Who are Gordon and Vera?
Mandy They're my grandparents. Gordon's my grandfather and Vera's my (1) ...
Kate Wow! How old are they?
Mandy Gordon's a hundred and one and Vera's ninety-nine.
Kate And Martha and Vincent are your parents, right?
Mandy That's right. Martha's my (2) ... and Vincent's my (3) ...
Kate Great. And who's Bernard?
Mandy He's my (4) ... and Cynthia's my (5) ...
Kate And who are Sam and Pam?
Mandy They're my (6) ...
Kate Cool. Are they twins?
Mandy Yes, they are. And they're four years old.
Kate And Bernard and Cynthia are their parents.
Mandy That's right. And Rudolph's my (7) ... and Helga's my (8) ...
Kate And Bonnyhead and Cactus are your (9) ...
Mandy Yes, that's right.



4 Work with a classmate. Look at the picture and ask and answer about Mandy's family.

-  Who's Gordon?
-  He's Mandy's grandfather. How old is he?
-  He's a hundred and one. Wow!



Real English


Great. Wow! Cool. Right.

5  Listen to the dialogue again. Then read it in pairs.

2. Hör zu und lies schön.

Augen, Ohren, Mund und Nase
 haben alle, auch die Hasen,
 sind verschieden: groß und klein,
 breit und schmal, mein und dein.
 Damit essen wir und sehen,



riechen  , sprechen und verstehen
 Wenn das alles ist gesund,
 ist das Leben immer bunt!

Dyslexia tip: *Preparing for listening*

Before you play the recording, help dyslexic students by reading the questions aloud or asking a non-dyslexic student to read them aloud. Make sure that everyone understands each question before you do the listening activity. Encourage students to get their answers from pictures to ease comprehension.



5. Hör über den Berliner Zoo. Was ist laut dem Hörtext richtig?

- a) Der Zoologische Garten in Berlin ist der älteste Zoo in Deutschland.
- b) Im Zoo wohnen etwa 50.000 Tiere.
- c) Hier gibt es ein Vogelhaus.
- d) Im Nachttierhaus schlafen die Tiere nicht.
- e) Im Pinguinhaus kann man mit Pinguinen schwimmen und tauchen.
- f) Im Zoo wohnen viele Affen: Gorillas, Orang-Utans, Schimpansen.
- g) Im Zoo gibt es leider kein Aquarium.
- h) Den Zoo besuchen drei Millionen Tierfreunde jedes Jahr.



Listening

4 Listen to Sandrine talking about her school in Cameroon in Africa. Then answer the questions.

- 1 How old is she?
- 2 What year is she in?
- 3 How many school subjects has she got?
- 4 What are her favourite subjects?
- 5 How many girls are there in her class?
- 6 What are her favourite things in the classroom?

Check your English

- 9 Students put the words in order to make questions and answer these about themselves. Check the questions with the whole class and ask a few students to tell their answers to the whole class.

Dyslexia tip: *Asking questions to dyslexic students*

A lot of dyslexic students are non-verbal thinkers. Remember to be silent immediately after asking them a question. They need additional time to concentrate on changing words into mental pictures, coming up with the answer and changing it back to words and finally to speaking. Teach other students to be patient and give their classmates time to answer.



Check your English

- 9 Make questions with these words. Then answer the questions about you.

- 1 tonight/watch/are/TV/you/going to ?
- 2 you/on Saturday/meet/going to/are/your friends ?
- 3 do/are/this evening/your homework/going to/you ?

- 10 Give three answers to each question.

- 1 What are you going to do this summer?
- 2 What aren't you going to do tomorrow?

9. Möchtest du Im Zoo helfen oder nicht und warum?



Ja, gerne.
Ich möchte

einen Elefanten / Löwen / ...
ein Kamel / Zebra / ...
eine Giraffe / Antilope / ...
Pinguine / Schlangen / ...

pflügen.

Ich möchte das Tier putzen / waschen / füttern / kämmen / ...

Ich möchte

ihm
ihr
ihnen
Wasser bringen.
Fleisch / Fisch / Obst / ... geben.
...

Ich finde das interessant / cool / super / ...



Nein, danke.
Ich möchte kein Tier pflügen.
Ich putze / wasche / füttere / käme / ... nicht gern.

ПИСЬМО

Dyslexia tip: Learning spelling with a chart

As some of the adjectives in this activity are long and difficult to spell, you can encourage students to practise their spelling at home by drawing a chart with three columns and folding out the last one. They say the target word and write it in the first column, repeating it slowly letter by letter. They should use a model to ensure correct spelling. Next they write the word in the second column, again saying it as they are writing. They repeat the procedure with up to three words at a time. Then they fold the page over and try to write the words in the third column. Finally, they unfold the page and compare with the first two columns.

Dyslexia tip: Writing for an audience

At home students write in L1 text messages and emails and get responses to these. However, at school in their language classes they tend to forget the audience, because they struggle so much to make their spelling and grammar correct. They feel that they have to write to satisfy the teacher. To motivate students and develop their interest in writing give them opportunities to write for their classmates. Promise to help them with spelling as this will allow them to focus on making their content clear, organized and interesting. Make sure they get to present their work to their classmates.



25 Friends

Pronunciation and vocabulary

1 59 Listen to the words and match them with the pictures in exercise 3. Listen again and practise saying the words.
talkative – picture 3

talkative tall good at sport friendly
hard-working funny

2 Find opposites and remember them.
talkative – silent

talkative tall good friendly
hard-working funny

lazy serious short bad silent
unfriendly

5. Schreibe ohne Fehler ab.

Das Schneeflockenmuseum

Das Museum liegt auf der Insel Hokkaido in Japan. Der Gründer¹ des Museums ist der Wissenschaftler² Nakaya Ukitiro. Man kann natürlich die Werke der Natur, die 95 % aus Luft bestehen, nicht behalten³, deshalb gibt es im Museum die Fotos der schönsten und ungewöhnlichsten⁴ Exponate. Die Säle des Museums liegen in den Schneehöhlen⁵. In den Museumssälen ist es kalt, deshalb sollen die Besucher die warme Kleidung mitnehmen.



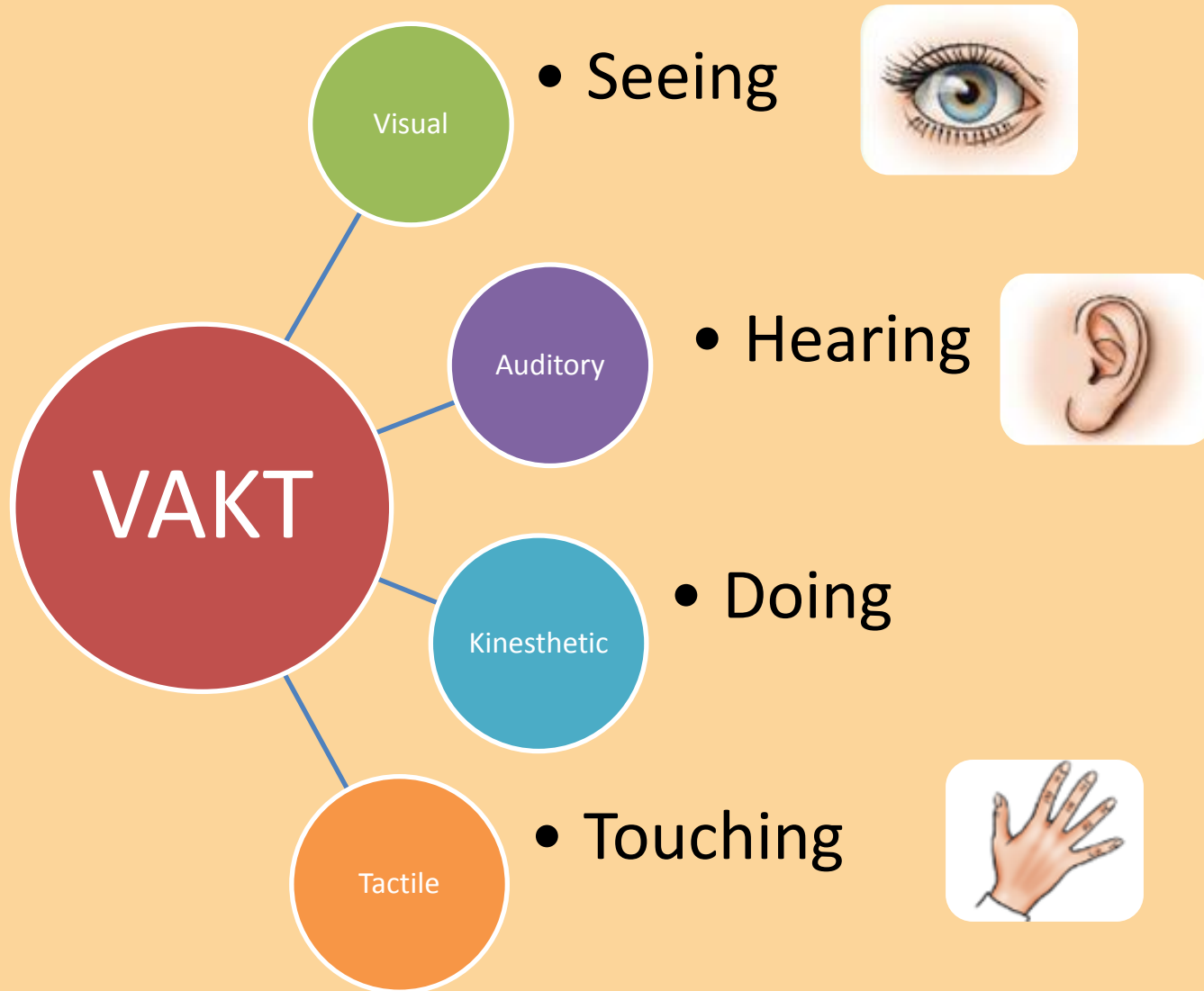
TIPP

Чтобы не сделать ошибок при написании сложных слов:

- прочитай про себя слово медленно и внимательно;
- подумай, что в этом слове тебе кажется сложным;
- подели слово на составные части и обрати внимание на те части слова, которые новые для тебя;
- спиши слово;
- проверь букву за буквой в тетради и в книге.

Если совсем хочешь быть уверен, что правильно списал, то проверь ещё раз, но теперь начиная с последней буквы.

КАНАЛЫ ВОСПРИЯТИЯ



МЕТОДЫ РАБОТЫ

Visual

- Использование картинок, флеш-карт
- Использование цвета для выделения информации
- Работа с печатным текстом
- Использование инструментов визуализации

Auditory

- Использование аудиозаписей
- Работа с видео, песнями, чантами, стихами
- Использование языковых игр
- Чтение в парах

Tactile

- Работа с пазлами
- Моделирование
- Рисование пальцами

Kinesthetic

- Физкультминутки
- Двигательная активность

6 Послушай и повтори. А затем прочитай. **Dd** [d]

dog, a dog
friend, a friend
A dog is a friend.
A dog is a good friend.

**Tt** [t]

ten, two
ten and two
twelve, is twelve
Ten and two is twelve.

$$10 + 2 = 12$$
Ff [f]

five, five
fish, fish
Fred, for Fred
Five fish for Fred.

**Vv** [v]

Vicky, Vicky's
Vera, Vera's
seven, eleven
Vicky's seven,
Vera's eleven.

7 Послушай и повтори. Прочитай. 

[d] [t]

den – ten
bad – bat

do – to
cod – cot

[f] [v]

fan – van
fast – vast

safe – save
life – live

Air writing

- Попросите детей посмотреть на букву *L*. Продемонстрируйте на доске верное начертание прописной буквы *L*. Напишите букву дважды. Попросите детей в воздухе крупно написать букву *L*. Внимательно проследите, насколько правильно они это делают (помните, что для вас эта буква будет прописываться в «зеркальном» отражении). Далее попросите учащихся дважды написать заглавную букву *L* в Рабочих тетрадях.
- Прodelайте ту же работу по введению строчной буквы *l*.



Мнемотехника

3. Буквенный хоровод. Найди и обведи в кружок все **D** и **d**.

D, d, b, d, P, p, R, r, b, d, D, o, B, P, p,
R, r, B, d, D, d, p, R, r, b, d, D, O, d, o

4. Нарисуй забавным собачкам ушки и лапки: обведи **D** и **d**.



5. При чтении буква **Dd** произносится как звук **[d]**. Соедини стрелками буквы с соответствующим им звуком.

D [p] **B** **P** [d]
[b] d b p

3. Буквенный хоровод. Найди и обведи в кружок все **W** и **w**.

W, w, V, v, N, w, n, M,
W, w, V, w, v, N, n, W, w,

4. Обведи волны по пунктирным букве у тебя получилась?



5. При чтении буква **Ww** произносится как звук **[w]**. Соедини буквы с соответствующим им звуком.

V [kw] **W** **Q** [v]
[w] v q w



Песни и игры

Sing and do.



Put your left hand up and wave, wave, wave.
Put your right hand up and wave, wave, wave.
Put your left leg out and shake, shake, shake.
Put your right leg out and shake, shake, shake.

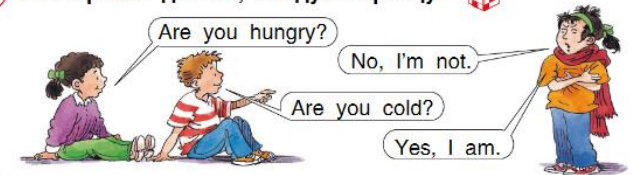
Wave your left hand,
Wave your right hand,
Shake your left leg,
Shake your right leg.



9 Прочитай. Запомни новые слова.



10 Разыграйте диалог, следуя образцу.



Водяной

- Окуните палец в чашку с водой и напишите мокрым пальцем на доске букву или слово. Дети должны вспомнить и назвать букву / слово до того, как буква или слово исчезнут.
- Как только дети освоят принцип игры, предложите им самим по очереди написать на доске «мокрые» буквы или слова.

C. Eine harte Nuss!

1. Zeit zum Spielen!

Einzelspiel/Gruppenspiel bis zu 4 Personen 1 Würfel, 1 Spielfigur pro Spieler Spielregeln:
 Der erste Spieler würfelt und geht auf das Feld vor. Wer eine 6 würfelt, darf noch einmal würfeln.
 Zu dem Verb macht er das Partizip II. Ist die Lösung falsch, muss er einmal stehen bleiben. Kommt der Spieler auf ein grünes Feld, darf er 2 Felder nach vorne, kommt er auf ein graues Feld, muss er 3 Felder zurück, kommt er auf das schwarze Feld, muss er von Anfang an beginnen, kommt er auf ein leeres Feld, muss er von dem Verb nach und vor dem leeren Feld das Partizip bilden. Gewonnen hat, wer zuerst am Ziel ist.



2. Wo liegen die Schulsachen in Ihrem Zimmer? (Где лежат школьные принадлежности в вашей комнате?)

Meine Lehrbücher liegen

Meine Filzstifte

Meine Hefte

...



3. Spiel «Wo ist der Ball?». Ein Schüler (eine Schülerin) hat einen Ball.

Er (sie) legt den Ball dort, wohin die anderen Mitschüler sagen. (Игра «Где мяч?». У одного ученика или одной ученицы мяч. Он (она) кладёт его туда, куда скажут другие одноклассники.)



6. Super Ideen von der 5. Klasse „Fantastische Schulsachen“!

- ◆ Das ist ein/eine ...
- ◆ Der/die/das ... ist aus ... (Schokolade, Marmelade, Eis...)
- ◆ Er/sie/es ist ... (groß, klein, rund, gelb, grün ...)
- ◆ Er/sie/es kann ... (tanzen, Musik machen, mein Deutsch machen, massieren, sprechen, in die Schule gehen / fliegen ...)
- ◆ Der/die/das ... kostet ... Euro.



7. Zeig in der Klasse deine fantastische Schulsache. Wer möchte das kaufen?

Muster: Ich möchte das kaufen / nehmen.
 Das finde ich super / toll / interessant.



Новая лексика

3 Послушай и повтори. Прочитай. 

river flower swing favourite beautiful

4 Подумай и скажи, куда попадают Брилл и его друзья. Что в это время происходит с Бerti?

5 Послушай и прочитай. 



A. Was liegt in deinem Rucksack?

1. Schau die Bilder und antworte. (Посмотри на картинки и ответь.)



Das Heft
(die Hefte)



Der Radiergummi
(die Radiergummis)



Die Mappe
(die Mappen)



Das Handy
(die Handys)



Der Kugelschreiber
(die Kugelschreiber)



Das Lehrbuch
(die Lehrbücher)



Das Tablet
(die Tablets)



Die Schere
(die Scheren)



Der Filzstift
(die Filzstifte)



Das Lineal
(die Lineale)



Die Geldtasche
(die Geldtaschen)



Der Bleistift
(die Bleistifte)



Das Magazin
(die Magazine)



Der MP3-Player
(die MP3-Player)



Die Federmappe
(die Federmappen)



Der Spitzer
(die Spitzer)

 2. Hör und sprich nach. (Послушай и повтори слова за диктором.)



Speaking

- 5 Think of a possible ending to the dialogue in exercise 2. Act out the dialogue with a classmate.
- 6 Imagine you are Wayne. Speak about your morning.
 - Oh, I had a really bad start to the day. ...

Grammar

7 Copy and complete these lists.

Regular verbs		Irregular verbs	
close	closed	eat	ate
clean	...	leave	...
switch off	...	put on	...
open	...	make	...
pick up	...	feed	...
arrive	...	drink	...
		wake up	...

8 Make sentences in the past simple.

- 1 I / switch off the light.
- 2 you / wake up early?
- 3 he / not feed the pet.
- 4 you / leave your English homework at home?
- 5 I / put on my gloves.
- 6 they / arrive on time?
- 7 she / not clean her teeth.

Listening

9 a) Listen. How many of these things did you do this morning?

- | | | | |
|--|-----------|--|--------------|
| | 1 wake up | | 6 eat |
| | 2 put on | | 7 switch off |
| | 3 make | | 8 leave |
| | 4 feed | | 9 clean |
| | 5 drink | | 10 pick up |

b) Work with your classmates. Ask and answer:

- Did you wake up late?
- Yes, I did. / No, I didn't.

Remember!
Phrasal verbs

switch off put on pick up wake up

10 Play the Memory game with your classmates. Mime the actions.

I woke up this morning and cleaned my teeth.

I woke up this morning and cleaned my teeth. Then I combed my hair.

I woke up this morning, cleaned my teeth and combed my hair. Then I got dressed ...

Check your English

11 Ask a classmate what he or she did this morning. Use these verbs:

wake up switch off clean close pick up
leave put on make open feed drink eat

- Did you wake up early this morning?
- Yes, I did.

Make notes of his / her answers.
wake up early – yes

12 Now write about what your friend did or didn't do this morning.

Philip wake up early this morning. He ...

Скрайбинг

PHRASAL
VERBS

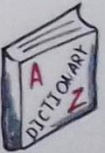
LOOK + FOR

+ UP

LOOK FOR

ГЛАГОЛ +
ПРЕДЛОГ
ЗНАЧЕНИЕ
МЕНЯЕТСЯ

LOOK UP



Dyslexia tip: *Non-verbal thinking*

Dyslexic students are often graphical and three-dimensional in their thinking, ie they must see a picture in their mind to learn new words or grammar. To help dyslexic students learn comparatives and superlatives, instead of writing sentences, ask them to draw pictures illustrating the structure, eg, to represent *A tortoise is faster than a snail* they can draw a racing track with a tortoise way ahead of a snail, for *A mosquito is the most dangerous insect* they can draw the globe with a scary looking mosquito, etc.

Dyslexia tip: *Mind mapping*

Encourage students to make mind maps to brainstorm qualities of a perfect friend. Tell them not to focus on spelling. Reward mind maps with good marks. Explain the meaning of new vocabulary by using demonstration and example sentences.



Ассоциограмма – это графическое, словесное отображение ассоциаций, связанных с изучаемым понятием.

«**Грозди**» – графический приём систематизации материала.

С. И. Заир-Бек, И. В. Муштавинская

A **spidergram** (spidergraph) is a drawing that shows a summary of facts or ideas, with the main subject in a central circle and the most important facts on lines drawn out from it.

www.macmillandictionary.com

A **diagram** is a chart or graph explaining or illustrating ideas, statistics, etc.

www.collinsdictionary.com

G

Ich höre viel Musik
 Mein Kopf tut weh, **weil** ich viel Musik höre.
 Ich **mu**ss Hausaufgaben machen.
 Ich komme nicht mit, **weil** ich Hausaufgaben machen muss.



G

ich	komme	tanze	heiße
du	kommst	tanzst	heißt
er/sie/es	kommt	tanzt	heißt
wir	kommen	tanzten	heißen
ihr	kommt	tanzt	heißt
sie/Sie	kommen	tanzten	heißen

4. Was haben Sie im Sommer gemacht?

Muster: In den Ferien bin ich ans Meer gefahren und habe viel gebadet.

A. Gesund sein

1. Lies das Interview und ergänze das Assoziogramm.

Reporter: Was bedeutet für euch gesund leben?

Frau Krause (67 Jahre): Viel Bewegung. Jeden Tag im Sommer fahre ich Rad, im Winter fahre ich Ski, außerdem gehe ich sehr viel zu Fuß. Morgens jogge ich eine halbe Stunde bei jedem Wetter.

5. Fragen Sie einander nach den Sommerferien.

Was hast du im Sommer gemacht?

Wo? Was?

In den Ferien bin ich ans Meer gefahren und habe viel gebadet.

Mit wem? Wie oft?

Writing dossier

A personal description

1 Read Natasha's description. Where should paragraphs 2 and 3 start?

- paragraph 1: introduction
- paragraph 2: physical description
- paragraph 3: character

This picture was taken last summer when I was 14 years old. I think the picture was taken by my mother. As you can see, I'm in the park behind the Kunstkamera museum. I was on holiday with my family in Saint Petersburg. In this photo I'm wearing a flowery dress. I'm also wearing a silver chain and silver earrings which were given to me by my best friend. I think they were made in Asia. In this picture I'm wearing a bracelet which I bought in a craft shop in Peterhof. I really like it. I think I look happy in this picture. I was on holiday so I was feeling very relaxed. This picture reflects my personality because I'm usually quite easy-going and I don't get stressed very often. I've kept the picture because it reminds me of being on holiday!

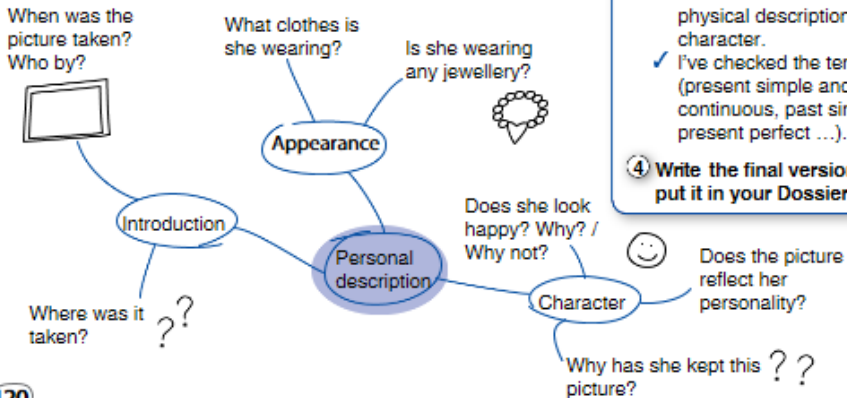


2 Read the Language focus. Then look at the text again and answer the questions in the diagram below.

Language focus: planning your writing

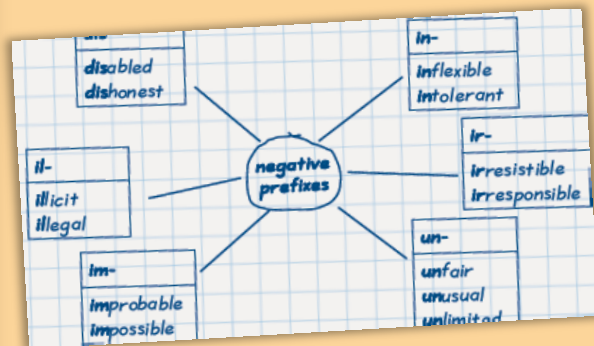
Always plan your composition before you start writing. Follow these steps:

- 1 Decide how many paragraphs to use.
- 2 Make notes for each paragraph (you can use a diagram to help organize your ideas).
- 3 Decide where you can include some vocabulary and grammar from the unit.

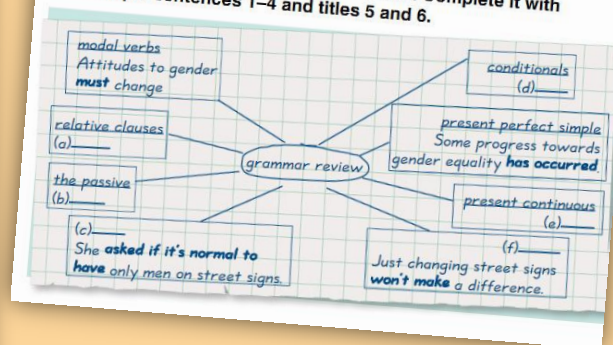


Writing plan

- 1 Plan a description of a picture of you. Make a diagram like the one in exercise 2 and answer the questions about your picture.
- 2 Write a first version. Organize your work into three paragraphs.
 - ♦ introduction
 - ♦ physical description
 - ♦ character
- 3 Check your writing. Use the checklist to help you.
 - ✓ I've written three paragraphs.
 - ✓ I've used an example of the passive.
 - ✓ I've included vocabulary for physical descriptions and character.
 - ✓ I've checked the tenses (present simple and continuous, past simple, present perfect ...).
- 4 Write the final version and put it in your Dossier.



1 Copy the mind-map into your notebook. Complete it with example sentences 1-4 and titles 5 and 6.



Study skills

How can you remember new words?
Draw a picture and write the initial letters.



h...



r...

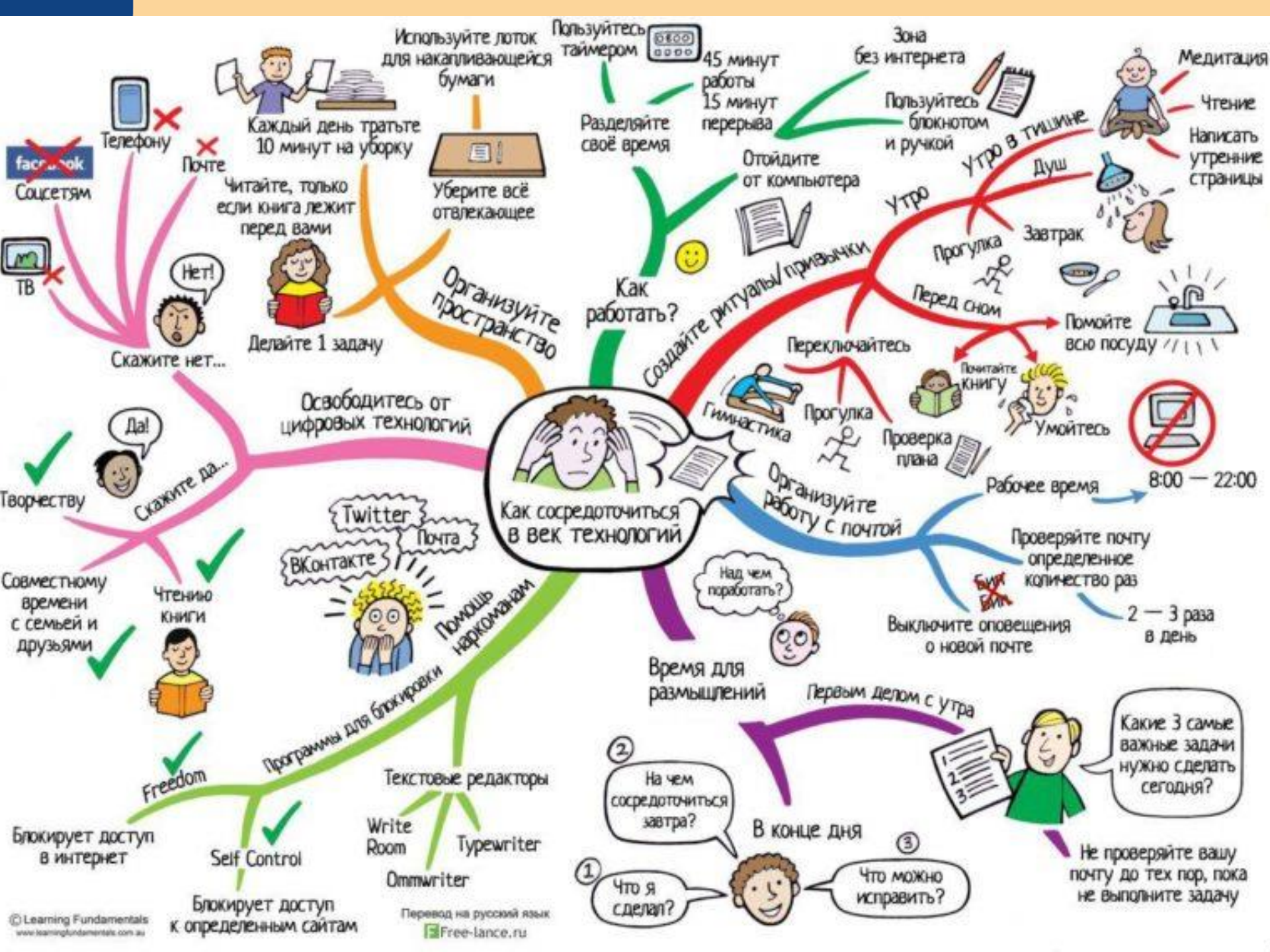
Интеллект-карта – «это наглядный, графический инструмент мышления, который может применяться по отношению ко всем когнитивным функциям, особенно к памяти, творчеству, учебе и всем формам мышления...»

Тони Бьюзен



«Чем больше креативности вы проявляете при создании интеллект-карты, тем лучше»

Тони Бьюзен



Компоненты интеллект-карты

⑩ Рисунок

- Слово
- Цвет
- Шрифт
- Размер
- Объем

Центральный образ

⑩ Пространство

- Структура
- Логика
- Ассоциации
- Связи
- Формы

Иерархия

Графические образы

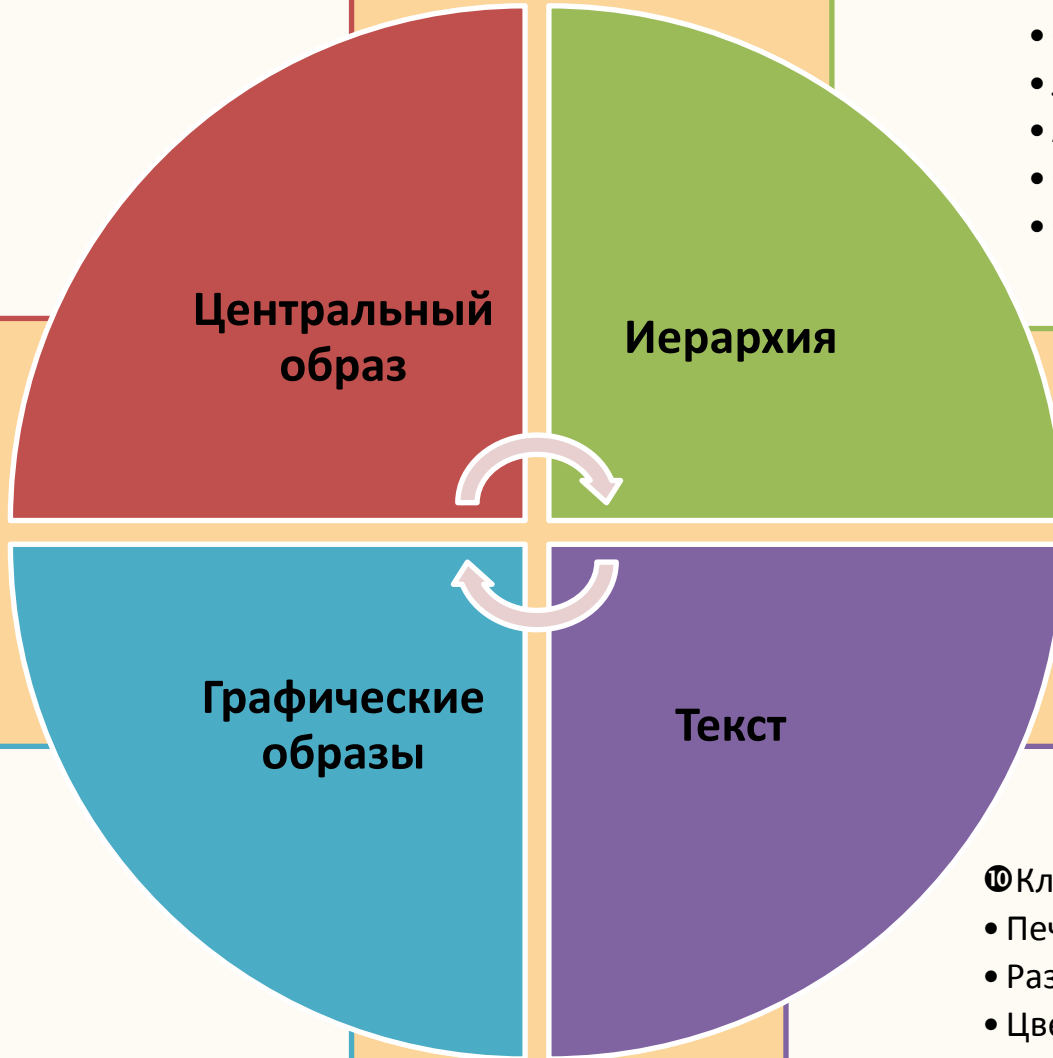
⑩ Объем

- Тень
- Движение
- Размер
- Цвет

Текст

⑩ Ключевые слова

- Печатный шрифт
- Размер
- Цвет
- Горизонтальное расположение



HOW CAN TEACHERS HELP?

- Be understanding and sympathetic towards students' difficulties.
- Show that you are willing to help.
- Accept and respect all their efforts.
- Bear in mind that dyslexic students are often highly intelligent despite their difficulties.

Remember: The most significant factor affecting the learning of dyslexic students is their teacher's attitudes towards them and their difficulties.

ИСТОРИЯ

ОБЩЕСТВОЗНАНИЕ

ЛИТЕРАТУРА

РУССКИЙ ЯЗЫК

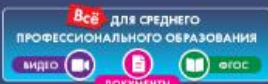
ИНОСТРАННЫЕ ЯЗЫКИ

НАЧАЛЬНАЯ ШКОЛА

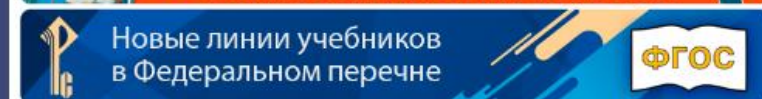
ЭЛЕКТРОННЫЕ РЕСУРСЫ

ИЗДАТЕЛЬСКИЕ ПРОЕКТЫ

МОЗАИЧНЫЙ ПАРК

АНО ДПО «ОБРАЗОВАНИЕ —
РУССКОЕ СЛОВО»

Техническая поддержка электронных ресурсов: +7 (499) 689-0265, доб. 575 mediacenter@russlo.ru



НОВОСТИ

03.08.2021

Русская живопись. Новинки «Русского слова» покажут дошкольникам натюрморты и сюжетные картины

Издательство «Русское слово» представляет новые комплекты демонстрационных материалов для дошкольного образования: «Русская живопись. Натюрморты» и «Русская живопись. Сюжетные картины». Репродукции картин художников XVIII – начала XX века, сопроводительные материалы и творческие задания помогут педагогам решить задачи художественно-эстетического воспитания и приобщить детей к искусству.



02.08.2021

Окружающий мир. Какие маршруты для путешествий представлены в учебниках для начальных классов?

Летняя пора предоставляет возможности для разнообразных путешествий родителей с детьми. Выбор маршрута зависит от интересов и предпочтений всех членов семьи. Поездки по городам России, посещение памятников истории и культуры, уникальных природных объектов, знакомство с другими странами... Летние поездки — это не только отдых. Как они связаны с изучением предмета «Окружающий мир»? Подробнее об этом расскажет Ирина Емельянова, кандидат педагогических наук, доцент, методист издательства «Русское слово».



30.07.2021

Учение о силе точек.

Как и для чего появились знаки препинания? Почему знаки препинания так называются? Какой знак в современном русском языке считается самым распространённым? В каких случаях от постановки запятой зависит не только оценка за диктант? Об истории знаков препинания, важности правил пунктуации в учебниках по русскому языку и русскому родному языку – в материале издательства «Русское слово».



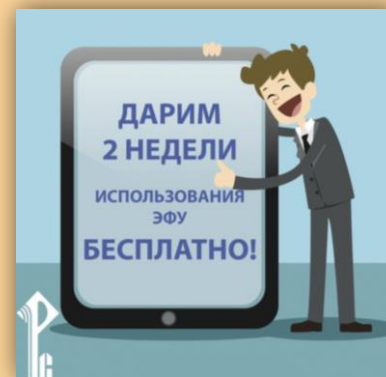
28.07.2021

 Сохраняя историческую память.
 День Крещения Руси и памяти


Сайт издательства

РУССКОЕ-СЛОВО.РФ

- Новости
- Акции
- Расписание вебинаров
- Записи в архиве вебинаров
- Информация об ЭОР
- Аудиозаписи и рабочие программы



КОНТАКТЫ

Слепова Наталья Борисовна,
методист информационно-методического
центра издательства «**Русское слово**»



+7 (906) 062 – 83 – 42



slapova@russlo.ru

<https://vk.com/astronat14>



ИЗДАТЕЛЬСТВО «РУССКОЕ СЛОВО»

ИЗДАТЕЛЬСТВО «РУССКОЕ СЛОВО»

115035, Москва, Овчинниковская наб., д. 20, стр. 2

Тел./факс: (495) 969-2454 (многоканальный)

E-mail: rs@russlo.ru

КОММЕРЧЕСКИЙ ОТДЕЛ

115035, Москва, Овчинниковская наб., д. 20, стр. 2

Тел./факс: (499) 689-0165 (многоканальный)

E-mail: info@russlo.ru

ОТДЕЛ РЕАЛИЗАЦИИ

115035, Москва, Овчинниковская наб., д. 20, стр. 2

Тел./факс: (499) 689-0265 (многоканальный)

E-mail: sale@russlo.ru

РУССКОЕ-СЛОВО.РФ

МЫ В СОЦИАЛЬНЫХ СЕТЯХ — ПРИСОЕДИНЯЙТЕСЬ!

