Формирование функциональной грамотности на уроках английского языка

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В наше время изучение иностранных языков является важным аспектом жизни современного человека. Иностранный язык дает нам возможность знакомства с культурой и традициями других стран, способствует развитию мышления, воображения и памяти. Владение иностранным языком в наши дни – одно из условий профессиональной компетенции.

Мы знаем, что основной целью обучения иностранному языку является формирование навыков свободного общения и практического применения знаний, поэтому можно смело утверждать, что на уроках английского языка учитель работает по всем направлениям формирования функциональной грамотности.

Функциональная грамотность – одно из центральных понятий в образовательном процессе на сегодняшний день. Функционально грамотная личность способна использовать все приобретаемые знания, умения и навыки для решения максимально широкого диапазона жизненных задач в различных сферах человеческой деятельности, общения и социальных отношений.
Достичь функциональной грамотности в процессе обучения можно различными способами. Однако одной из главных составляющих преподавания иностранного языка является мотивация обучающихся.

Определение

Впервые термин «функциональная грамотность» введен ЮНЕСКО в 1957г. и понимался как «совокупность умений читать и писать для использования в повседневной жизни».

Функциональная грамотность (ФГ) – это способность человека использовать приобретаемые в течение жизни знания для решения широкого диапазона жизненных задач в различных сферах человеческой деятельности, общения и социальных отношений; А.А.Леонтьев

Функциональная грамотность – это уровень образованности, который может быть достигнут учащимися за время обучения в школе, и предполагает способность человека решать стандартные жизненные задачи в различных сферах жизни.

Функциональная грамотность есть целый ряд навыков и умений – познавательных, эмоциональных и поведенческих, которые позволяют людям:
- жить и работать в качестве человеческой личности;
- развивать свой потенциал;
- принимать важные и обоснованные решения;
-эффективно функционировать в обществе в контексте с окружающей среды и более широкого сообщества, чтобы улучшить качество своей жизни и общества.

Выделяют следующие направления формирования функциональной грамотности:

- **математическая грамотность;**
- **финансовая грамотность;**
- **естественнонаучная грамотность;**
- **глобальные компетенции;**
- **креативное мышление;**
- **читательская грамотность.**

Компоненты ФГ

- знания сведений, правил, принципов;

-усвоение общих понятий и умений, составляющих познавательную основу решения стандартных задач в различных сферах жизнедеятельности;

-умения адаптироваться к изменяющемуся миру; решать конфликты, работать с информацией;

-готовность ориентироваться в ценностях и нормах современного мира; принимать особенности жизни для удовлетворения своих жизненных запросов; повышать уровень образования на основе осознанного выбора

Отличительные черты ФГ

Функциональная грамотность:

1) является базовым уровнем для формирования навыков чтения и письма;
2) направлена на решение бытовых проблем;
3) обнаруживается в конкретных обстоятельствах и характеризует человека в определенной ситуации;
4) связана с решением стандартных, стереотипных задач;
5) используется в качестве оценки, прежде всего, взрослого населения.

Основные компетенции, связанные с ФГ

1. Способность выбирать и использовать различные технологии.
2. Способность видеть проблемы и искать пути их решения.
3. Способность учиться всю жизнь.

Международные сравнительные исследования ФГ

PISA (Programme for International Student Assessment) – оценка функциональной грамотности 15-летних учащихся в области математики, чтения и естествознанияю.

PIRLS (Progress in International Reading Literacy Study)– Международный проект "Исследование качества чтения и понимания текста" учащимися начальной школы (4 класс)

TIMSS – оценка качества математического и естественнонаучного образования в начальной, основной и средней школе (4, 8 и 11 классы)

ИНДИКАТОРЫ ФГ

1. Общая грамотность.
2. Компьютерная грамотность.
3. Информационная грамотность.
4. Коммуникативная грамотность.
5. Грамотность при овладении иностранными языками.
6. Бытовая грамотность.
7. Грамотность поведения в чрезвычайных ситуациях.
8. Общественно-политическая грамотность.

1. **Общая грамотность** – это владение элементарными навыками и умениями (чтение, письмо, счет).
2. **Компьютерная грамотность** – это владение навыками использования средств вычислительной техники, понимание основ информатики и значения информационной технологии в жизни общества.
3. **Информационная грамотность** – умение осуществлять поиск информации в учебниках и в справочной литературе, извлекать информацию из Интернета и компакт-дисков учебного содержания, а также из других различных источников, перерабатывать и систематизировать информацию и представлять ее разными способами;

4. **Коммуникативная грамотность** – это свободное владение всеми видами речевой деятельности; способность адекватно понимать чужую устную и письменную речь; самостоятельно выражать свои мысли в устной и письменной речи, а также компьютерной, которая совмещает признаки устной и письменной форм речи;

5. **Грамотность при овладении иностранными языками** – это овладение новыми языковыми средствами (фонет., грамм., лекс., орфограф.) в соответствии с темами, сферами и ситуациями общения, отобранными для основной школы.

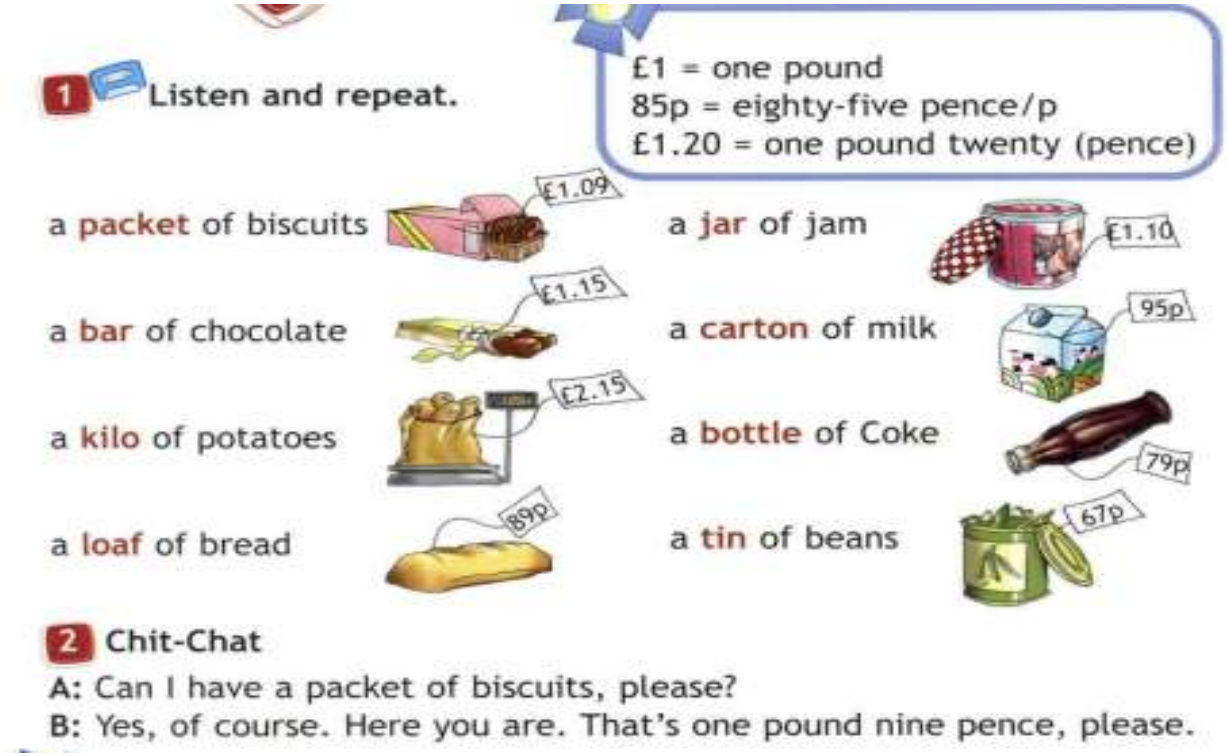
6. **Бытовая грамотность**

7. **Грамотность поведения в чрезвычайных ситуациях** – это владение достаточными знаниями в области чрезвычайных ситуаций, правилами поведения и определенными действиями в различных чрезвычайных ситуациях.

8. **Общественно-политическая грамотность** – это умение ориентироваться в незнакомом городе, пользуясь справочниками, картами и тд.; отстаивать свои права и точку зрения, умение объяснить функции и полномочия президента, парламента, правительства; разъяснить различия между уголовным, административным и дисциплинарным нарушением.

Финансовая грамотность

Способность человека управлять своими доходами и расходами, принимать правильные решения по распределению денежных средств это спектр финансовой грамотности. Через выполнение упражнения где учащимся необходимо составить диалог, может быть реализована задача на формирование финансовой грамотности.



4. **Answer your friend's questions. (AB ex. 1)**

5. One day Mrs Brown was going to cook Shepherd's Pie*.

Look at Mrs Brown's recipe[1] and say how much of each food she had and how much of each food she had to buy and why.

Shopping list

3 onions
1/2 pound of peas
2 pounds of meat
1 pound of potatoes
1 oz of oil
1/2 pound of tomatoes

I think Mrs Brown had ...
Perhaps she also had ...
But she didn't have ...
Perhaps Mrs Brown had ...
and ...

Mrs Brown had to buy a little ...
a few ...
a lot of ...
...

Salesperson: Can I help you?
Alice (*the customer*): I am looking for a pair of shoes.
S: What shoes would you like to buy?
A: Trainers. May I try them on, please?
S: Sure. Have a look at these ones.
A: Super! How much are they?
S: Thirty pounds.
A: All right. I'll take them. Here is the money. Thank you.
S: Thank *you*. Bye!
A: Bye!

Lesson 6 What is a progressive school like?

1. **Jigsaw reading.** Most schools in Britain are traditional, but there are progressive schools, too.

Read Learning to learn note No 5.

1) **In home groups.** **Read one of the texts (A, B, or C) and do the task.**

A Summerhill is a famous progressive school.

Read the text and write out the facts that show how different Summerhill is from traditional schools.

Summerhill is a **boarding school**[1] in Suffolk, England. A. S. Neill* opened this school in 1921. There are only eighty pupils, aged from five to eighteen. The children have classes usually **according to**[2] their age, sometimes according to their interests. Every week the pupils and the teachers have a **meeting**[3] where they make and change their rules. There is a timetable — but for the teachers. The pupils can go to the lessons or play, or spend their time in the art room. Children from other countries can study at Summerhill. Parents pay for the teaching. It costs about £6,000 a year.

Summerhill is a progressive boarding school.
First, ...
Second, ...
Besides ...
More than that ...

Естественнонаучная грамотность

При формировании естественнонаучной грамотности следует рассмотреть три уровня ситуации:
- Личностная (связанная с самим учащимся, его семьей, друзьями)
- Местная/национальная (связанная с проблемами данной местности или страны).
- Глобальная (когда рассматриваются явления, происходящие в различных уголках мира).

Можно выделить следующие тематические области, в контексте которых реализуется естественнонаучная грамотность:
- здоровье;
- природные ресурсы;
- окружающая среда;
- опасности и риски;
- связь науки и технологий.

Spotlight on Australia

A walk in the wild!

Fun at school

Animal tastes!

1 Read and answer.

Pine Walk Koala Park

TREAT YOURSELF TO A SPECIAL DAY OUT!

In Pine Walk Koala Park you can:

- Hug a cute koala anytime of the day!
- Feed friendly kangaroos and emus!
- Walk around the beautiful forest in the park!
- Have a picnic by the side of the river!
- Meet some fun-loving Australians!

Opening Times: 8:30 am – 5:00 pm
Cost: Adult $15
Child $11

WE HOPE TO SEE YOU SOON!

1 Which animals can you see in the park?
2 Where can you have a picnic?
3 Who can you meet?
4 What time is the park open?
5 How much is it for a child?

4 What are herbivores, carnivores and omnivores? Read and find out.

Animals are either herbivores, carnivores or omnivores.

- A **herbivore** eats only plants.
- A **carnivore** eats meat from animals.
- An **omnivore** eats meat and plants – usually fruits and vegetables.

5 Look and match.

6 Draw or find a picture of a herbivore, carnivore and omnivore. Present it to the class and talk about it.

Примеры заданий из учебника для 4 класса.

Lesson 1 What do the star signs say?

1. This is how astrologers describe people who are born under different signs of the Zodiac.

1) **Vocabulary.** **What are the characteristics of children who are born under your sign? Use the Word Box on p. 25 to find out the meaning of the highlighted words.**

22 Dec. — 20 Jan.
Capricorn ['kæprɪkɔ:n] children are **sociable**. They work a lot and have got a lot of friends.

21 Jan. — 19 Feb.
Aquarius [ə'kweərɪəs] children are cheerful and **clever**. They like reading books.

20 Feb. — 20 March
Pisces ['paɪsi:z] children are kind and **polite**, but a bit lazy. They are good at art.

21 March — 20 Apr.
Aries ['eəri:z] children are **bossy**. They like doing *experiments*.

21 Apr. — 21 May
Taurus ['tɔ:rəs] children are helpful. You can **trust** them. They like working in the garden.

22 May — 21 June
Gemini ['ʤemɪnaɪ] children are funny and **talkative**. They like travelling and **chatting** with friends.

22 June — 23 July
Cancer ['kænsə] children are **honest** and a bit **shy**. They like reading books.

24 July — 23 Aug.
Leo ['li:əu] children are a bit **boastful**. They like buying presents for their friends.

24 Aug. — 23 Sept.
Virgo ['vɜ:gəu] children are helpful. They **get on well with** other children. They like dancing.

24 Sept. — 23 Oct.
Libra ['li:brə] children are **sociable** and kind. They **are interested in** *history*.

24 Oct. — 22 Nov.
Scorpio ['skɔ:pɪəu] children are brave. They are good at *designing*.

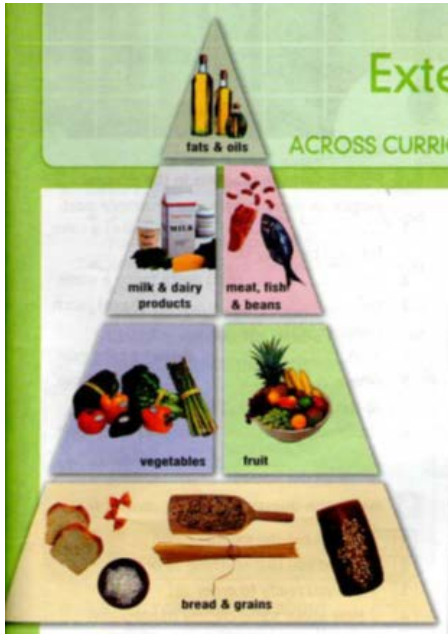
23 Nov. — 21 Dec.
Sagittarius [ˌsæʤɪ'teərɪəs] children are friendly but careless. They always **tell the truth**. They love playing sports.

Tips for getting better soon

stay in bed
drink a lot of juice
take medicine
have a *medical check*
put a warm *compress on* (*it*)
put a cold compress on
use *a plaster*
consult a doctor

Extensive Reading 9

ACROSS CURRICULUM: FOOD TECHNOLOGY



study skills

Using what you know
Before you read ask yourself what you know about the topic. This helps you guess the meaning of the text.

1 **Look at the food pyramid. What do you know about these foods? Which help us keep healthy?**

2 **a) Read the title of the text. How is it related to the food pyramid? Listen, read to find out.**

b) Read the article. Which food type contains the following:

- fibre • iron • vitamin
- potassium • calcium • protein

3 **Present the food pyramid in Ex. 1 to the class. Say what each food group gives us.**

Eat well, feel great, look great!

We all want to be healthy. What foods can help us with that?

Bread and Grains A balanced diet is based on bread and grains (foods like rice and cereal). These foods give you fibre, iron and vitamin B. At least 40% of what you eat every day should be types of food in this category.

Fruit and vegetables You should eat plenty of vegetables and fruit every day to make sure you get enough potassium and vitamins A, C and E.

Dairy products Types of food in this category, like milk and cheese, have lots of calcium and vitamin D. These two elements protect your bones. You should consume milk, cheese or yoghurt every day.

Meat, fish and beans This category also includes eggs and nuts. These types of food give you iron, magnesium and protein. While meat, such as chicken, is better for you than fatty, red meat.

Fats and oils A little oil every day (about five or six spoonfuls) is useful against heart disease.

Eat wisely. If you eat a balanced diet, you will feel great, look great, and always be healthy!

4 ***Project:*** **Work in pairs. Make a list of what you ate yesterday. Was it all healthy? Compare with your partner.**

Lesson 5 How to learn a language effectively?

1. Language teachers offer many tips to help students to learn a new language effectively.

1) What do the teachers recommend? Report their ideas.

They recommend/advise pupils to study regularly.

- Try to study regularly. It's more *effective* to study 30 minutes every day than 3 hours once a week.
- Listen to songs in your new language. You'll hear how the language is used in a real *context* and this will also help you to better understand a new culture.
- The fastest way to learn a language is *to practise* it. Speak English with your friends as often as possible. This will help you to speak more **fluently**.
- If possible, watch television and films in your new language. You'll get a good idea of where you are in your study and what else you need to work on. Besides, this way you can expand your vocabulary.
- By doing different exercises and taking tests, you can really improve your English. If you never test yourself, you will never know how much you are *progressing*.
- Take language courses by computer. They provide good practice of the language.
- Meet as often as you can with your classmates to do homework together. Learning with others gives you opportunities to discuss materials studied in class.
- A good way to have more practice and improve your language is to make friends with a speaker of the language you're learning and exchange letters or e-mail letters with him or her regularly.
- Find ways to make language learning fun.

fluent *a* — беглый, свободный *(о речи)*
fluently *adv* — ?

practice *n* — тренировка
practise *v* — ?

2) Which tips do you follow? Which tips do you think are useless?

4. Weather maps can help tourists to choose a place for their holidays.

1) What does the map say about the weather in Europe on July 22?

France [frɑ:ns]
Spain [speɪn]
Germany ['ʤɜ:mənɪ]
Austria ['ɔstrɪə]
Italy ['ɪtəlɪ]
Finland ['fɪnlənd]
Greece [gri:s]

2. Captain James Cook was a famous South seas explorer. He discovered many new lands for England.

What had Captain Cook done before he went to his last expedition to Hawaii? Match.

Before Captain Cook went to the Antarctic, he had been to Australia.

1755	1769	1772	1775	1776	1779
joined the **Navy**[1]	his first voyage to Australia	his second voyage to the Antarctic	his third voyage to the Arctic	explored Hawaii	his last expedition [ˌekspɪˈdɪʃən]

Before Captain Cook went to the Antarctic, ( )
Before Captain Cook went to his last expedition to Hawaii, ( )
Captain Cook had been to Australia before ( )
Before Captain Cook went to the Arctic in 1775, ( )

[1] the Navy ['neɪvɪ] — военно-морской флот

Глобальная компетенция

Глобально компетентная личность способна изучать местные, глобальные проблемы и вопросы межкультурного взаимодействия, понимать и оценивать различные точки зрения и мировоззрения, успешно и уважительно взаимодействовать с другими, а также действовать ответственно для обеспечения устойчивого развития и коллективного благополучия.

4. Animals need our help!

Spotlight on Russia

1 What does WWF mean? Read and answer.

WWF – World Wildlife Fund – helps to **save** the wildlife on our planet. In Russia there are 100 **reserves** and 33 national parks where different kinds of animals live.

Near Ryazan and Moscow there are bison reserves where WWF supporters have a special project, called "**Adopt** a Bison". People **donate** money to buy food, pay vets and **raise** a baby bison. They can give a name to it too. Every adopter gets a Certificate of Adoption. July 2 is a "A Day of Adopters" in the bison reserves.

2 Read the text again. What do the words in bold mean in your language?

3 Talk with your friend.

1 Are there any nature reserves and national parks where you live?
2 What animals live there? How do people help them?
3 How can you and your classmates help animals?

4 Draw pictures of animals that need our help. Present them to your classmates. Have a display at school.

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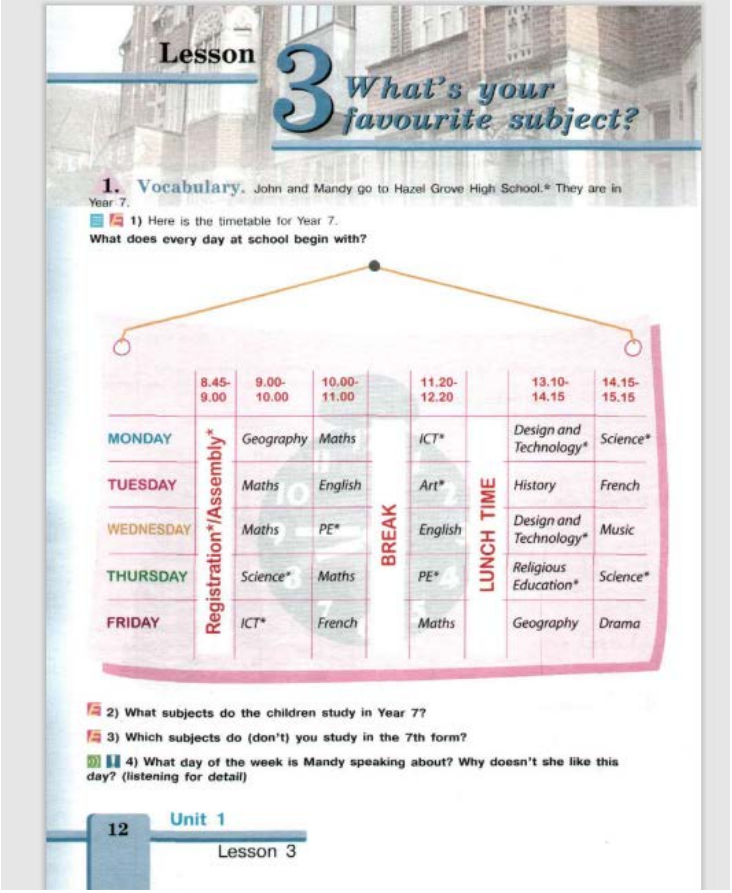


Lesson 3

What's your favourite subject?

1. Vocabulary. John and Mandy go to Hazel Grove High School.* They are in Year 7.

1) Here is the timetable for Year 7.

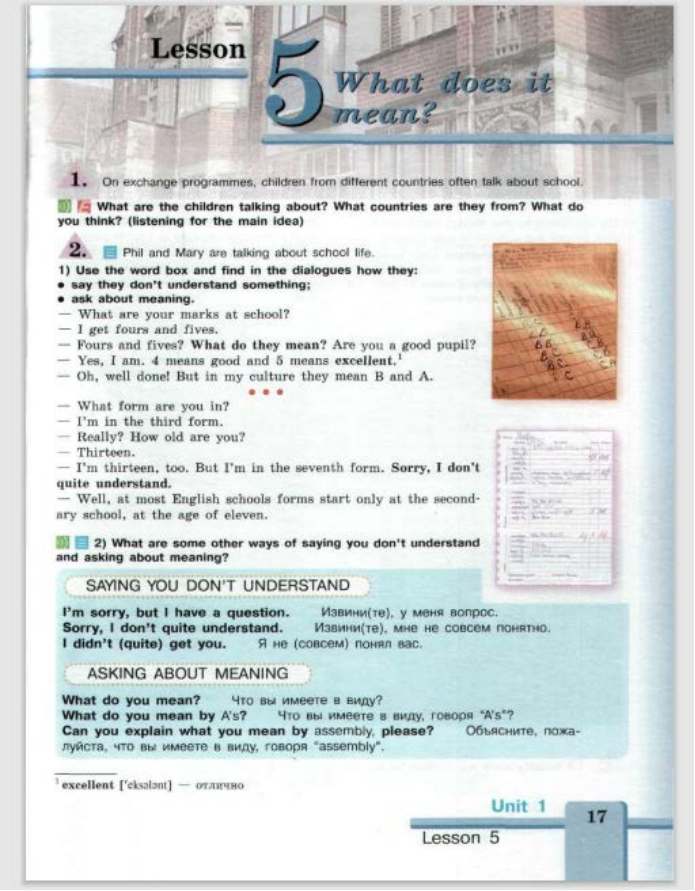
What does every day at school begin with?

	8.45-9.00	9.00-10.00	10.00-11.00		11.20-12.20		13.10-14.15	14.15-15.15
MONDAY	Registration*/Assembly*	Geography	Maths	BREAK	ICT*	LUNCH TIME	Design and Technology*	Science*
TUESDAY		Maths	English		Art*		History	French
WEDNESDAY		Maths	PE*		English		Design and Technology*	Music
THURSDAY		Science*	Maths		PE*		Religious Education*	Science*
FRIDAY		ICT*	French		Maths		Geography	Drama

2) What subjects do the children study in Year 7?

3) Which subjects do (don't) you study in the 7th form?

4) What day of the week is Mandy speaking about? Why doesn't she like this day? (listening for detail)



Lesson 5

What does it mean?

1. On exchange programmes, children from different countries often talk about school.

What are the children talking about? What countries are they from? What do you think? (listening for the main idea)

2. Phil and Mary are talking about school life.

1) Use the word box and find in the dialogues how they:
- **say they don't understand something;**
- **ask about meaning.**

— What are your marks at school?
— I get fours and fives.
— Fours and fives? **What do they mean?** Are you a good pupil?
— Yes, I am. 4 means good and 5 means **excellent.**[1]
— Oh, well done! But in my culture they mean B and A.

• • •

— What form are you in?
— I'm in the third form.
— Really? How old are you?
— Thirteen.
— I'm thirteen, too. But I'm in the seventh form. **Sorry, I don't quite understand.**
— Well, at most English schools forms start only at the secondary school, at the age of eleven.

2) What are some other ways of saying you don't understand and asking about meaning?

SAYING YOU DON'T UNDERSTAND

I'm sorry, but I have a question. Извини(те), у меня вопрос.
Sorry, I don't quite understand. Извини(те), мне не совсем понятно.
I didn't (quite) get you. Я не (совсем) понял вас.

ASKING ABOUT MEANING

What do you mean? Что вы имеете в виду?
What do you mean by A's? Что вы имеете в виду, говоря "A's"?
Can you explain what you mean by assembly, **please?** Объясните, пожалуйста, что вы имеете в виду, говоря "assembly".

[1] **excellent** ['eksələnt] — отлично

Lesson 8 My work is school

1. Ann, Jane and Mike are expressing their opinions about learning at school.

1) Do they have similar or different opinions about learning at school? (listening for the main idea)

2) Which of these children thinks that learning at school is work?

Ann

For some pupils learning at school is hard work. First of all, they always do their homework. Then, they prepare interesting reports and projects and it takes them a lot of time! More than that, they take an active part in after-school activities. For some other pupils, school is not work at all. They don't do anything. They even don't always do their homework. They just have fun.

School is work! It's hard work like any other work. I'm sure of it! We have to do a lot of different things. We must do our homework every day. We have to go to school five or six days a week. We are often tired after the lessons. We have to work more than eight hours a day! Besides, we have to get up early in the morning and that's not easy.

Mike

Jane

Who says that school is work? It's not work at all! We don't have to do what our parents have to do in their work. We have to learn and that is all. Our parents produce something or do important things for other people. What do we produce? Nothing. When people work, they get money for their work and we don't. Some pupils get money for good marks from their parents. But they are few. So... Who is right? Mike or me?

Lesson 6 What is a progressive school like?

1. Jigsaw reading. Most schools in Britain are traditional, but there are progressive schools, too.

Read Learning to learn note No 5.

1) **In home groups. Read one of the texts (A, B, or C) and do the task.**

A Summerhill is a famous progressive school.

Read the text and write out the facts that show how different Summerhill is from traditional schools.

Summerhill is a **boarding school**[1] in Suffolk, England. A. S. Neill* opened this school in 1921. There are only eighty pupils, aged from five to eighteen. The children have classes usually **according to**[2] their age, sometimes according to their interests. Every week the pupils and the teachers have a **meeting**[3] where they make and change their rules. There is a timetable — but for the teachers. The pupils can go to the lessons or play, or spend their time in the art room. Children from other countries can study at Summerhill. Parents pay for the teaching. It costs about £6,000 a year.

Summerhill is a progressive boarding school.
First, ...
Second, ...
Besides ...
More than that ...

[1] **a boarding** ['bɔ:dɪŋ] **school** — школа-интернат
[2] **according to** [ə'kɔ:dɪŋ tə] — в соответствии с
[3] **a meeting** — собрание

2. Paul and his friends like using the Internet.

1) What do they think about using the Internet?
a) What are they sure of? Translate the sentences.
b) What are they not sure of? Translate the sentences.

It may be dangerous to give your address on the Internet.

A stranger on the Internet might trick you.

It may be safer to give your **nickname**,[1] not your *real* name.

You must be silly if you tell anyone your name and address.

Not all information on the Internet may be **true**.[2]

E-mail may be **useful**.[3]

Lesson 3 Are the British and US systems of education similar?

1. The system of education in the USA is different from the system of education in England.

1) What have you learnt about the main features of education in England? Complete the missing information.

1. Most children attend _____ where education is free.
2. Some children attend either _____ or _____ where parents pay for their children's education.
3. Schools where children not only study but also live are called _____
4. Education is compulsory between the ages _____
5. At the age of 5 most children start _____
6. Comprehensive schools provide _____
7. At the end of each stage pupils take _____
8. Children can get higher education at _____
9. To enter a university you have to take _____

2) Listen to the information about the US system of education and circle the sentences in ex. 1.1) that can be used to characterize the US system of education. (listening for specific information)

3) Listen to the information about the system of education in the USA and for questions 1-6 choose the correct answer. (listening for specific information)

1. The USA free schools are called
   - a state schools.
   - b public schools.
   - c private schools.
2. The education is compulsory between the ages of
   - a 5 and 16.
   - b 7 and 18.
   - c 6 and 18.
3. At elementary school a student spends
   - a either 5 or 8 years.
   - b usually 3 years.
   - c 6 years.

Lesson 6 Should teenagers work while they are in school?

1. Is it a good idea for teenagers to take part-time jobs while still in school? Opinions about teenagers working while in school differ.

1) Are Kate's and David's opinions similar or different? (listening for the main idea)

2) What are the benefits of a part-time job[1]? What are the disadvantages? What do Kate and David say?

Some adults ask if schoolchildren should have jobs. I say yes, they should. Some people worry that teens with after-school jobs will not find time for homework. Actually, having a job helps teens to organise their time. The biggest reason why teens should be allowed to work is because it is a healthy way of earning money. You value things more if you are financially responsible for them. Jobs are not only a good way to earn money but it is also a great way to learn and develop qualities that can help you to get on in life. Jobs introduce teenagers into the real world. Jobs teach teenagers responsibility along with respect. Jobs give teenagers confidence. My job (I work in a shop) has improved my communication skills. It has taught me how to speak to people professionally.

Kate

I think we don't have to decide which is better, if a teenager should work or should not work. Every person has a different situation. If my parents don't have a lot of money to pay for my education, I will work. When my friend wanted to be independent, he started to work.

Schools often don't like their pupils to have part-time jobs. Teachers complain that these pupils don't prepare their homework well and do tests poorly. Besides, many teens who work miss something others can experience. They don't have time to take part in extracurricular activities and mix with people of their age.

However, part-time jobs can be useful experience for teens. Teenagers who can keep studying successfully have the right to take part-time jobs.

David

3) Here are some other ways of expressing these functions.
Replace the phrases in the conversation with the phrases from the box.

ASKING IF YOU MUST DO SOMETHING	CALMING AND REASSURING SOMEONE (Успокоить и подбодрить кого-либо)
Do I (really) have to ... **Do I (really) need to ...** **Aren't I expected to/supposed to ... ?** (От меня ждут/я должен ...?)	**There is nothing to worry about.** (Не о чем беспокоиться.) **You (really) needn't worry about ...** **I shouldn't worry/get upset if I were you.** (На твоем месте я бы не беспокоился.) **I'm sure things will turn out fine in the end.** (Я уверен, все будет хорошо.) **Try and look on the bright side.** (Попытайся смотреть на вещи оптимистически.)

4) Complete the conversations using the functions from ex. 1.3). Listen to check.

1) — There are 50 subjects to study! _____ to study all of them?
— _____ You have to study only 5 compulsory subjects and you can choose the others.
2) — I'm really afraid that I'll fail the test again.
— _____ Wait until you get the results of the test.
3) — Science is one of the most difficult subjects for me. Especially I hate chemistry. I'm frightened to take an exam in it.
— _____ You can choose what exam to take: Science as a whole or three different exams in Biology, Chemistry and Physics.

2. Children sometimes worry about different things.

Listen to children's worry and calm or reassure them.

3. Pair work. How often do you worry or are afraid of anything?

Pupil card 1

1) Tell your partner that you are afraid of or worry about one of the following:
- **your future exam;**
- **the lost mobile;**
- **school competitions in athletics.**

2) Listen to your partner.
Calm your partner or reassure him/her.

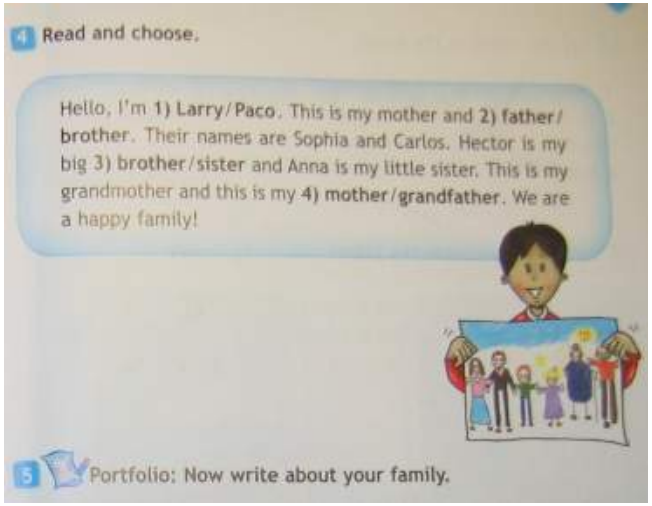
Pupil card 2

1) Listen to your partner. Calm your partner or reassure him/her.

2) Tell your partner that you are afraid of or worry about one of the following:
- **your test results;**
- **your further education;**
- **your unwritten report in history.**

Креативное мышление

Привычка размышлять и мыслить креативно — важнейший источник развития личности учащегося. Способность к креативному мышлению базируется на знаниях и опыте и может быть предметом целенаправленного формирования. Важно предлагать задания, которые могут постепенно стимулировать привычку креативно мыслить и отзываться на проблемы. Самый большой спектр возможностей для развития творческого потенциала учащихся, у раздела Portfolio. Учащимся предлагается создать презентации, доклады, постеры, альбомы, коллажи.



Project 1

Life in this country 50 years ago

- Find some pictures or photos that show life 50 years ago. Label the pictures.
- Describe:
  houses people lived in;
  conveniences they had;
  furniture they had;
  work they did about the house.

Project 2

Life in this country in 50 years' time

- Imagine what houses people will live in.
- Draw a plan of a future house with some furniture. Label the pictures.
- Draw some machines for your house. Explain what the machines will do.

Project 1

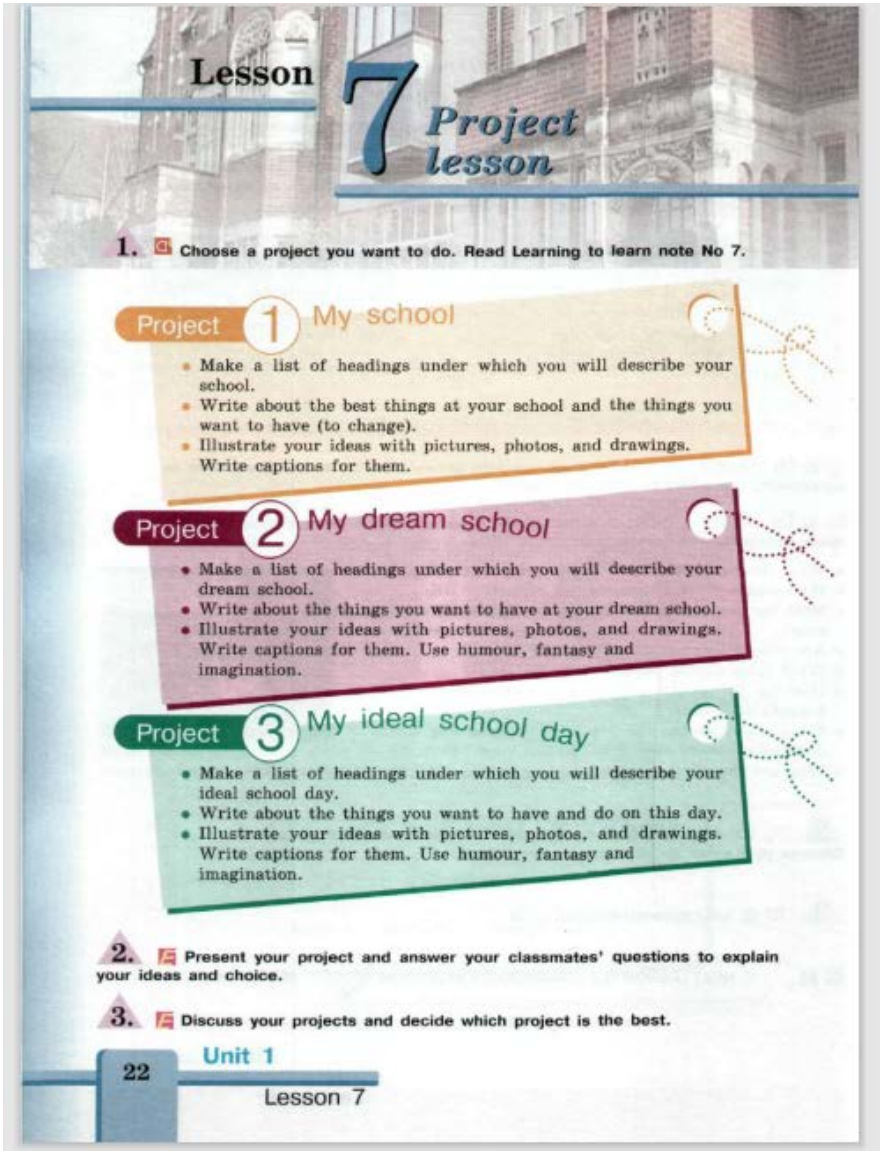
My favourite shop

- Draw your favourite shop or stick the photo.
- What is the name of your favourite shop?
- What is the address of the shop?
- What are the working hours of the shop?
- What departments has the shop got?
- What things does the shop sell?
- What are the prices in the shop?

Project 2

A shop I would like to have

- Draw your shop or a window display.
- Give it a name.
- Write down the working hours.
- Name the things you would like to sell and write down prices.
- Write an ad.



Lesson 7 Project lesson

1. Choose a project you want to do. Read Learning to learn note No 7.

Project 1 My school

- Make a list of headings under which you will describe your school.
- Write about the best things at your school and the things you want to have (to change).
- Illustrate your ideas with pictures, photos, and drawings. Write captions for them.

Project 2 My dream school

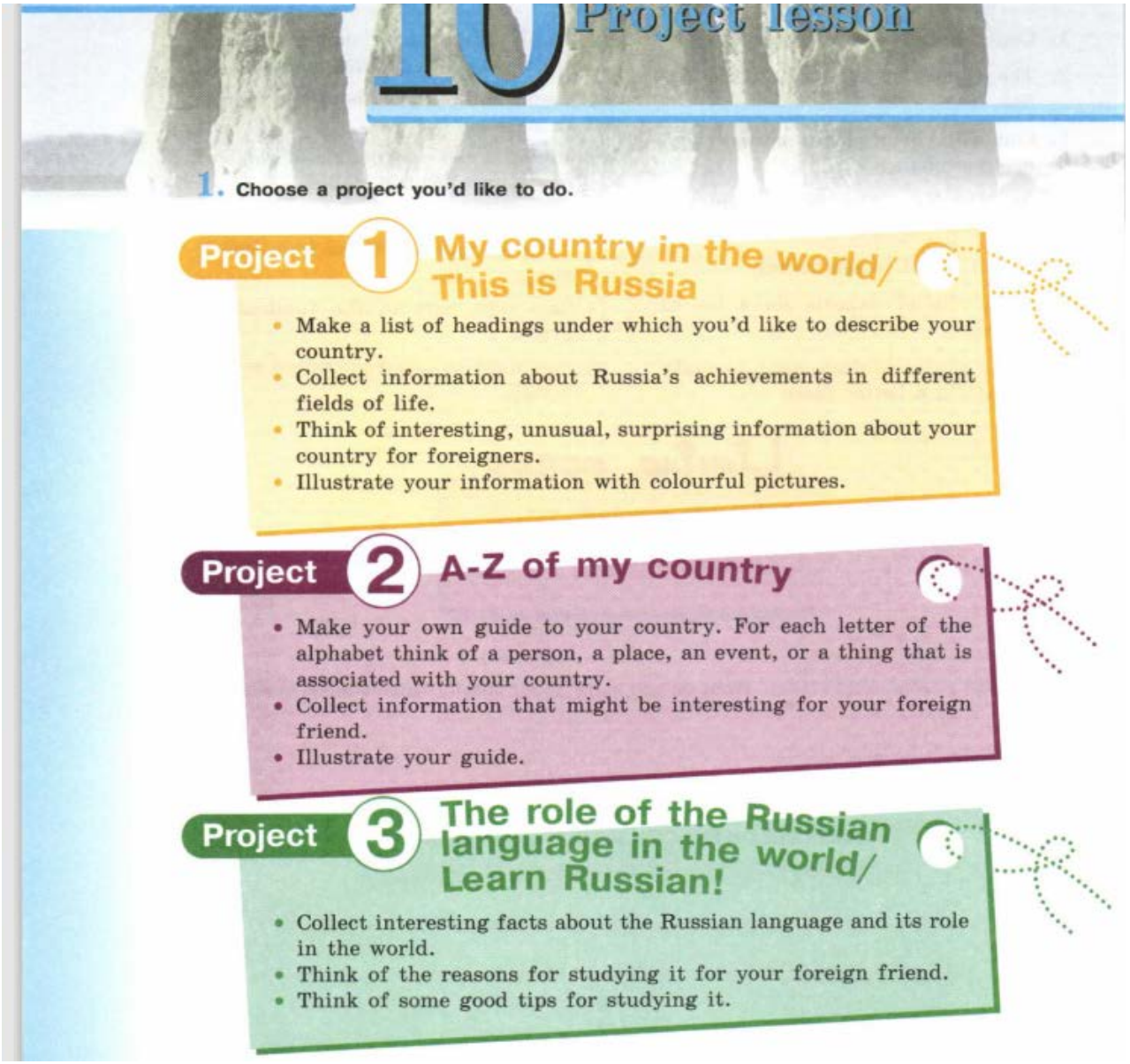
- Make a list of headings under which you will describe your dream school.
- Write about the things you want to have at your dream school.
- Illustrate your ideas with pictures, photos, and drawings. Write captions for them. Use humour, fantasy and imagination.

Project 3 My ideal school day

- Make a list of headings under which you will describe your ideal school day.
- Write about the things you want to have and do on this day.
- Illustrate your ideas with pictures, photos, and drawings. Write captions for them. Use humour, fantasy and imagination.

2. Present your project and answer your classmates' questions to explain your ideas and choice.

3. Discuss your projects and decide which project is the best.


10 Project lesson
1. Choose a project you'd like to do.
Project 1 My country in the world/ This is Russia
• Make a list of headings under which you'd like to describe your country.
• Collect information about Russia's achievements in different fields of life.
• Think of interesting, unusual, surprising information about your country for foreigners.
• Illustrate your information with colourful pictures.
Project 2 A-Z of my country
• Make your own guide to your country. For each letter of the alphabet think of a person, a place, an event, or a thing that is associated with your country.
• Collect information that might be interesting for your foreign friend.
• Illustrate your guide.
Project 3 The role of the Russian language in the world/ Learn Russian!
• Collect interesting facts about the Russian language and its role in the world.
• Think of the reasons for studying it for your foreign friend.
• Think of some good tips for studying it.

1. Choose a project you would like to do.

Project 1 What makes our school special

- Design an album or a poster with some photos and/or pictures about your school life.
- Make captions for the pictures.
- Write about special events you enjoyed most at your school.

Project 2 The most outstanding pupils of my class

- Think of a heading under which you would describe the most outstanding students of your class: *Pupil Showing Excellence in Maths, Outstanding Sportsman, Most Remarkable Musician*, etc.
- Describe the most outstanding pupils of your class.
- Make a poster with all necessary captions.
- Think of a story, a poem or a song to support your ideas.

Project 3 Our plans and ambitions

- Write about your ambitions and future plans.
- Write your wishes for your classmates.
- Describe how you see yourself and your classmates in ten years.
- Write a story, a poem or a song to support your ideas.

Читательская грамотность

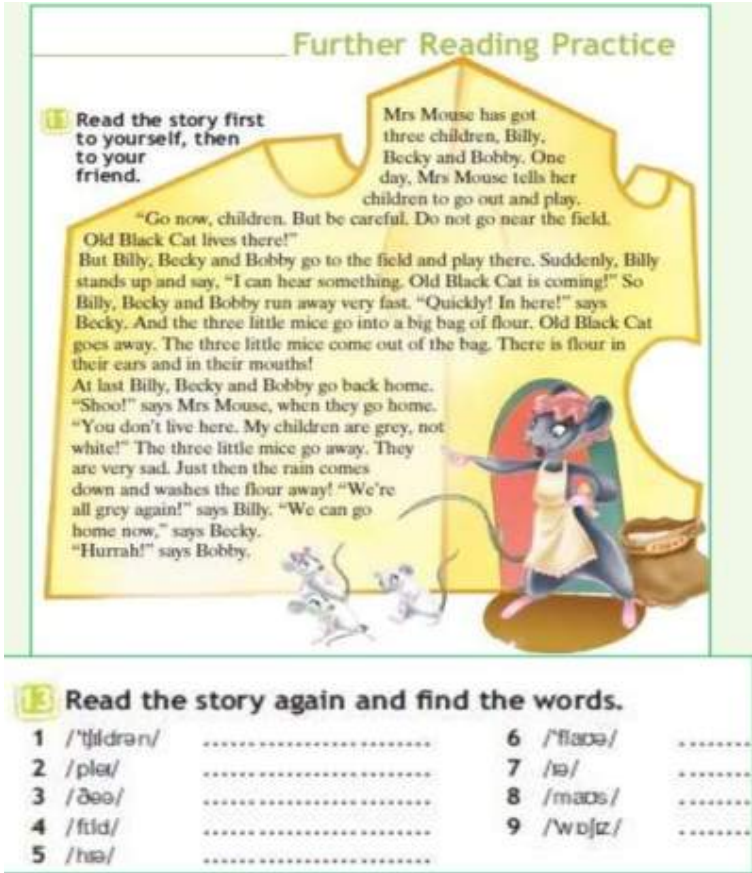
Одно из направлений функциональной грамотности и базовое направление – это читательская грамотность.
На уроках при работе с текстом можно использовать современную педагогическую технологию, которая сделает урок интересным – это технология развития критического мышления через чтение и письмо.

1 Read and complete.

A: Hello, can I help you?
B: Oh, yes, please. My children want to join Playtime. What do you do every day?
A: Well, on Mondays we 1) make toys.
B: What do you do on Tuesdays?
A: On Tuesdays we 2) ... .
B: Do you read stories on Fridays?
A: No, we 3) ... on Fridays. We read stories on Wednesdays.
B: I see. 4) ... on Thursdays?
A: Yes, we do.
B: Oh, good. My children love cartoons!

Playtime

Here's our programme:
Monday: make toys
Tuesday: play games
Wednesday: read stories
Thursday: watch cartoons
Friday: sing songs



Further Reading Practice

E Read the story first to yourself, then to your friend.

Mrs Mouse has got three children, Billy, Becky and Bobby. One day, Mrs Mouse tells her children to go out and play. "Go now, children. But be careful. Do not go near the field. Old Black Cat lives there!"
But Billy, Becky and Bobby go to the field and play there. Suddenly, Billy stands up and say, "I can hear something. Old Black Cat is coming!" So Billy, Becky and Bobby run away very fast. "Quickly! In here!" says Becky. And the three little mice go into a big bag of flour. Old Black Cat goes away. The three little mice come out of the bag. There is flour in their ears and in their mouths!
At last Billy, Becky and Bobby go back home. "Shoo!" says Mrs Mouse, when they go home. "You don't live here. My children are grey, not white!" The three little mice go away. They are very sad. Just then the rain comes down and washes the flour away! "We're all grey again!" says Billy. "We can go home now," says Becky. "Hurrah!" says Bobby.

F Read the story again and find the words.

1	/ˈʧɪldrən/	6	/ˈflaʊə/ .....
2	/pleɪ/	7	/ɪə/ .....
3	/ðeə/	8	/maʊs/ .....
4	/fɪld/	9	/ˈwɒʃɪz/ .....
5	/hɪə/		

2. Look at the portraits of some famous people.

What made these people famous? Match.

1) She is a professional writer and she writes wonderfully. She wrote eight stories about the character Harry Potter and became famous fast. Her books got a lot of awards.

2) She studied physics and chemistry seriously, discovered two chemical elements and won two Nobel* prizes.

3) He can swim very fast. At the Olympics in China he set a new record for winning the most gold medals at one Olympics.

4) Her acting ability was excellent. She acted very well in the film *Gone with the Wind* (1939).

5) He fought bravely and won several important battles at sea.

Lesson 1 How much do you do for charity?

1. Vocabulary. A lot of children in Britain do something for charity. Emily, Jack, Tom, Jennifer and Rose are talking about what they and their schoolmates do for charity.

1) How much do Emily, Jack, Tom, Jennifer and Rose do for charity? Use the word box to learn the meaning of the highlighted words.

B.

Name	**Emma Barton**
Address	12 Walton Street, Oxford OX5 9RG
Telephone	01764 867655
Date of Birth	10 March 1992

Education/Qualifications

St Mary's Comprehensive School
2003-2008

Work Experience

July 2007
Shop, High Street
(part-time summer holiday job)
I was responsible for checking in and serving holidaymakers.

Skills/Qualities

Hard-working and reliable
Always on time for school
Cheerful and work well with others
Basic IT

Interests

Netball
Music
Yoga

C.

12 Walton Street
Oxford
OX5 9RG
18 March 2008

Mrs M Lloyd
Director of Human Resources
The Body Shop
Great Clarendon Street
Oxford
OX2 6DP

Dear Mrs Lloyd

I would like to apply for the position of *trainee* shop assistant advertised in yesterday's "Observer". Please find enclosed a copy of my CV.

Lesson 4 Why study a foreign language?

1. Students throughout the world study different foreign languages, each chooses the language most important for his or her interests and needs.

1) What languages have Mark, Sally and Alex chosen to study? Are they happy with their choice?

I started learning German at school. I've chosen it because in Europe, more people speak German than English, French, Italian, or Spanish as their native language. Germany plays a central role in the European Union,* and is a major economic and political state. German has been and remains an international language in many fields, including *philosophy*, social sciences, physics, engineering, medicine, music, art and history. I've been studying it for three years and I don't feel sorry about it. I think knowing German will *open up* more career opportunities for me.

Mark

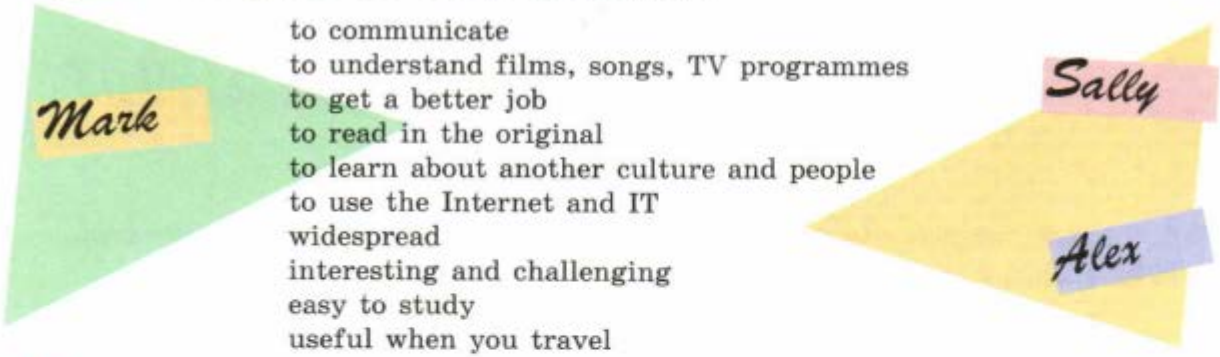
My parents tell me that Spanish is one of the easiest foreign languages to learn. I agree and I would add that it's very useful when travelling in Spanish-speaking countries. Of course, it's possible to visit Mexico, Spain without knowing a word in Spanish. But it isn't much fun. When I travelled to Spain last year, I was happy to realize that I understood more things than people who did not speak Spanish. Besides, when I read Spanish magazines or newspapers, I can understand how other people think and feel. Spanish also offers good literature, both modern and traditional.

Sally

I chose Russian because I wanted to study a beautiful and challenging language. My studies have opened up a new world to me. Russia is an exciting, constantly changing country. My year abroad in Russia was one of the best years of my life. I could learn a lot about Russian culture and people. Besides, knowing Russian gives me an opportunity to better understand the world in which such great people as Dostoevsky, Tolstoy, Pushkin, and Sakharov* lived.

Alex

2) Which were the teens' reasons for their choice of the language to study? What arguments do they give in favour of each language?



to communicate
to understand films, songs, TV programmes
to get a better job
to read in the original
to learn about another culture and people
to use the Internet and IT
widespread
interesting and challenging
easy to study
useful when you travel

3) What do you think are the most important reasons for choosing a language to study?

4) Why do you study English?

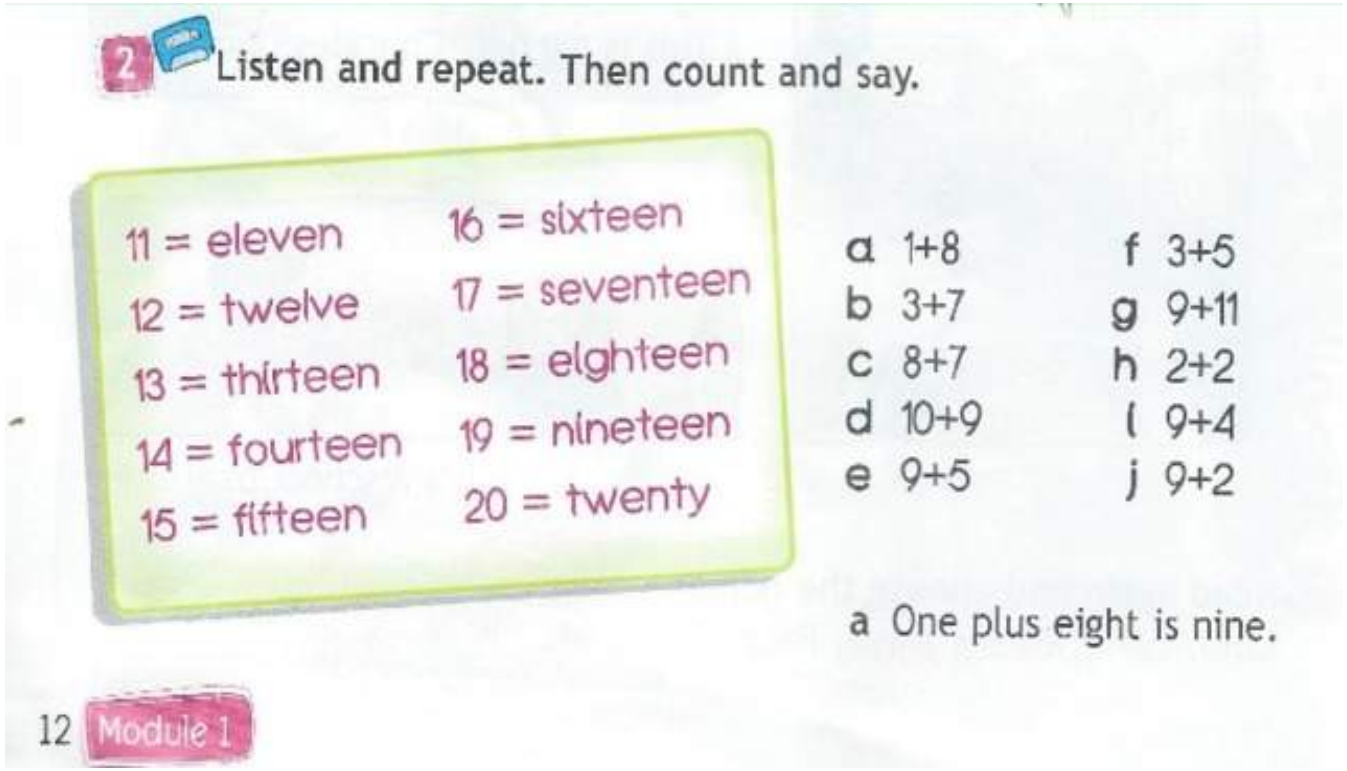
My main reason for studying English is that ...
Knowing English will help me to ...
I also study English because ...
English will be useful when I ...

5) Would you continue studying English after finishing school? Why? Why not?

Математическая грамотность – способность человека определять и понимать роль математики в мире, в котором он живет, высказывать хорошо обоснованные математические суждения и использовать математику так, чтобы удовлетворять в настоящем и будущем потребности, присущие созидательному, заинтересованному и мыслящему гражданину. Современный мир все меньше нуждается в физической силе, все больше – в грамотности и интеллекте. Математика как школьный предмет обладает достаточным потенциалом для формирования и развития этих качеств. На первое место выходит потребность быстро реагировать на все изменения, происходящие в жизни, умение самостоятельно находить, анализировать, применять информацию. Главным становится функциональная грамотность, так как это «способность человека решать стандартные жизненные задачи в различных сферах жизни и деятельности на основе прикладных знаний». Одним из ее видов является математическая грамотность.
Математическая грамотность – это способность учащихся:
распознавать проблемы, возникающие в окружающей действительности и которые можно решить средствами математики;
формулировать эти проблемы на языке математики;
решать эти проблемы, используя математические факты и методы;
анализировать использованные методы решения;
интерпретировать полученные результаты с учетом поставленной проблемы;
формулировать и записывать результаты решения.
Из вышесказанного возникает термин функциональная математическая грамотность, которая предполагает использовать математические знания, приобретенные обучающимся за время обучения в школе, для решения разнообразных задач межпредметного и практико-ориентированного содержания, для дальнейшего обучения и успешной социализации в обществе.

Математическая грамотность

Формирование математической грамотности проходит на разных этапах обучения. Например, задание из учебника для 3 класса, где ученикам предлагают произвести простые вычисления на иностранном языке, характерные для обычной проверки математической подготовки учащихся.



2 Listen and repeat. Then count and say.

11 = eleven	16 = sixteen
12 = twelve	17 = seventeen
13 = thirteen	18 = eighteen
14 = fourteen	19 = nineteen
15 = fifteen	20 = twenty

a 1+8	f 3+5
b 3+7	g 9+11
c 8+7	h 2+2
d 10+9	i 9+4
e 9+5	j 9+2

a One plus eight is nine.

Word Box

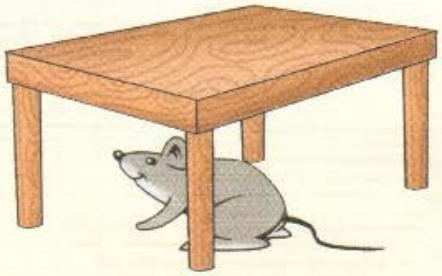
in the middle of в центре
next to рядом
between между

behind сзади, позади
on на (*поверхности предмета*)
in front of перед
opposite напротив
in the **corner** (of the room) в углу (*комнаты*)
near рядом
in внутри, в

4 **Прочитай вопросы и ответы, выбрав правильные предлоги.**

0 Where's the yo-yo?

It's **on** / **in** the table.



1 Where's the mouse?

It's **under** / **in** the table.

2 Where's the puppet?

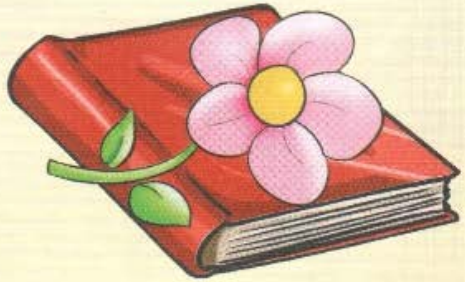
It's **on** / **in** the cupboard.

3 Where's the cat?

It's **on** / **in** the cupboard.

4 Where's the ghost?

It's **on** / **under** the bed.



5 Where's the flower?

It's **on** / **in** the book.

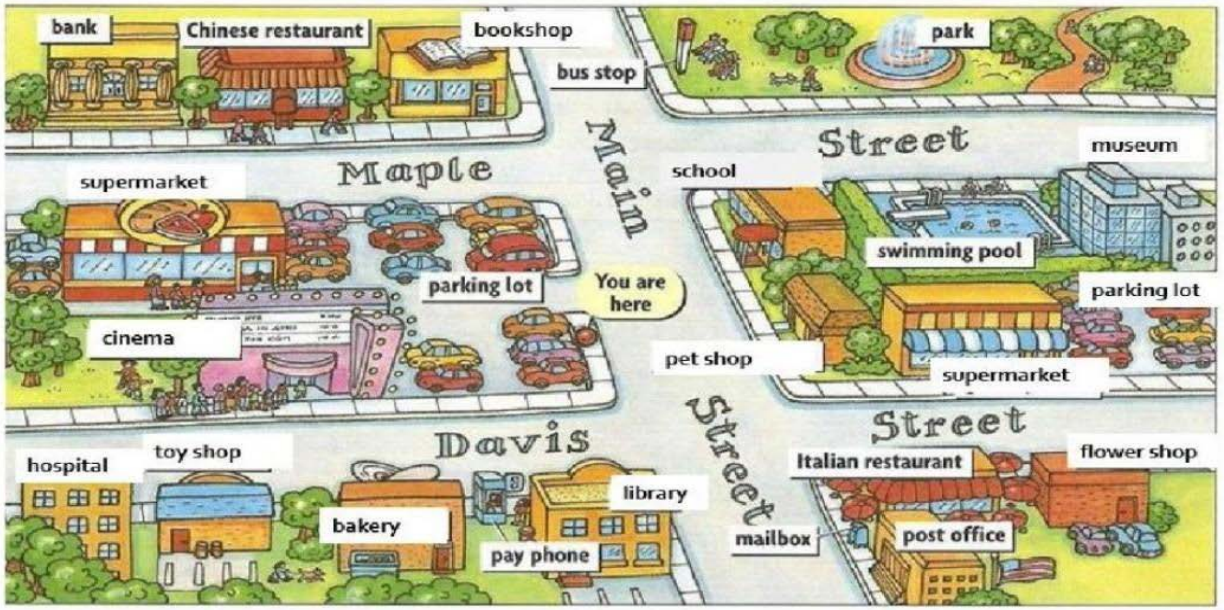
2. Here is a picture of the living room in Alice's old house.

1) What pieces of furniture were there?

There was	a	cosy	a sofa	on the wall.
There were	any	comfortable	a table	on the floor.
There wasn't	some	beautiful	an armchair	on the window.
There weren't	no	big	chairs	near ...
		small	a TV set	in the corner ...
		colourful	a carpet	next to ...
		bright	a DVD player	...
			pictures	
			flowers	
			a wall unit	
			a cupboard	
			...	

Look at the picture and complete the sentences using:

NEXT TO IN FRONT OF BEHIND BETWEEN OPPOSITE



1. THE HOSPITAL IS _____ THE TOY SHOP.
2. THE SWIMMING POOL IS _____ THE PARK.
3. THE CHINESE RESTAURANT IS _____ THE BANK AND THE BOOKSHOP.
4. THE CINEMA IS _____ THE TOY SHOP.
5. THE CARS ARE _____ THE FLOWER SHOP.
6. THE TOY SHOP IS _____ THE HOSPITAL AND THE BAKERY.
7. THE MUSEUM IS _____ THE SWIMMING POOL.
8. THE MAILBOX IS _____ THE POST OFFICE.

How to Ask for & Give Direction

Asking For Direction

- Where is...?
- How do I get to ...?
- How do you get to the ...?
- Where can I find the...?
- Is there...near here?
- How can I get to...from here?
- Can you show me the way to...?
- Can you tell me how to get to...?
- What's the best way to get to ...?

Giving Directions

- Go+ direction (right/left/downup/through)
- Turn left/right
- Take the first (turning) to the left/right.
- Go past the restaurant/school...
- The...is beside/in front of/next to...the...
- The easiest way is to...
- The quickest way is to...
- The best way is to...

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	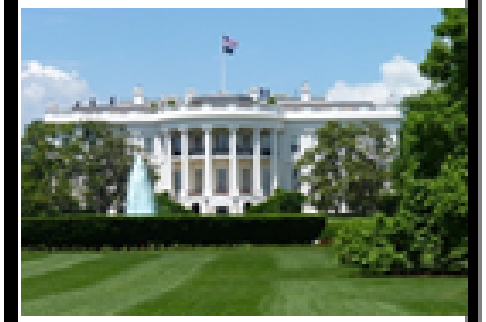	

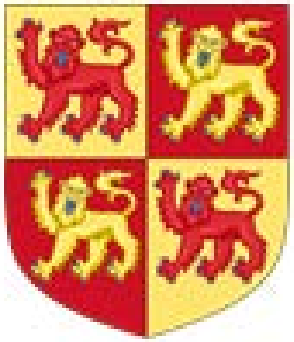

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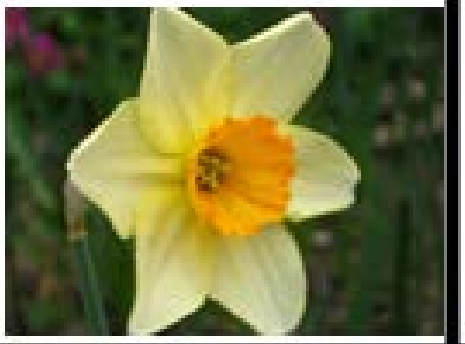

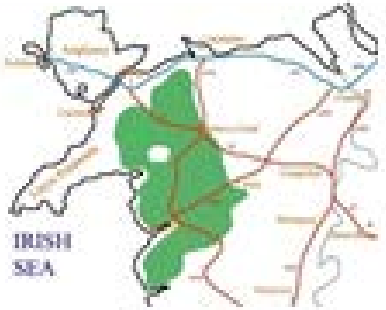
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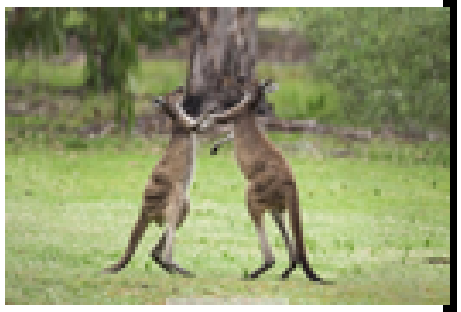		

Анаграмма

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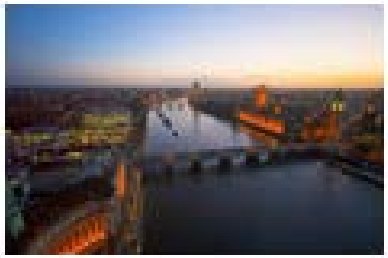
Криптограмма

РАСШИФРУЙТЕ «КРИПТОГРАММУ». ДЛЯ ЭТОГО НАДО ОТГАДАТЬ КЛЮЧЕВЫЕ СЛОВА ПОД
РИСУНКАМИ И ВПИСАТЬ БУКВЫ ИЗ ЭТИХ СЛОВ В КЛЕТОЧКИ. ЕСЛИ ВЫ ПРАВИЛЬНО РАЗГАДАЕТЕ СЛОВА, У ВАС ПОЛУЧИТСЯ НАЗВАНИЕ БЛАГОТВОРИТЕЛЬНОЙ ОРГАНИЗАЦИИ



RSPCA - The Royal Society for the Prevention of Cruelty to Animals - Королевское общество предотвращения жестокого обращения с животными

Делая вывод, можно сказать, что функциональная грамотность ученика – это цель и результат образования. Применяя задания на формирование функциональной грамотности, учитель способствует повышению мотивации учащихся, расширяет их кругозор, развивает творческие способности, помогает осознать ценности современного мира. Формирование функциональной грамотности – обязательное условие работы учителя. Работа должна быть хорошо продумана, тщательно спланирована, проводиться системно, а не «по запросу»,должна быть возможность оценивания результатов во времени. В итоге, ребёнок должен обладать: готовностью успешно взаимодействовать с изменяющимся окружающим миром, возможностью решать различные (в том числе нестандартные) учебные и жизненные задачи, способностью строить социальные отношения, совокупностью рефлексивных умений, обеспечивающих оценку своей грамотности, стремлением к дальнейшему образованию.

Thanks for your attention!