

Формирование
функциональной грамотности
учащихся на уроках
АНГЛИЙСКОГО ЯЗЫКА

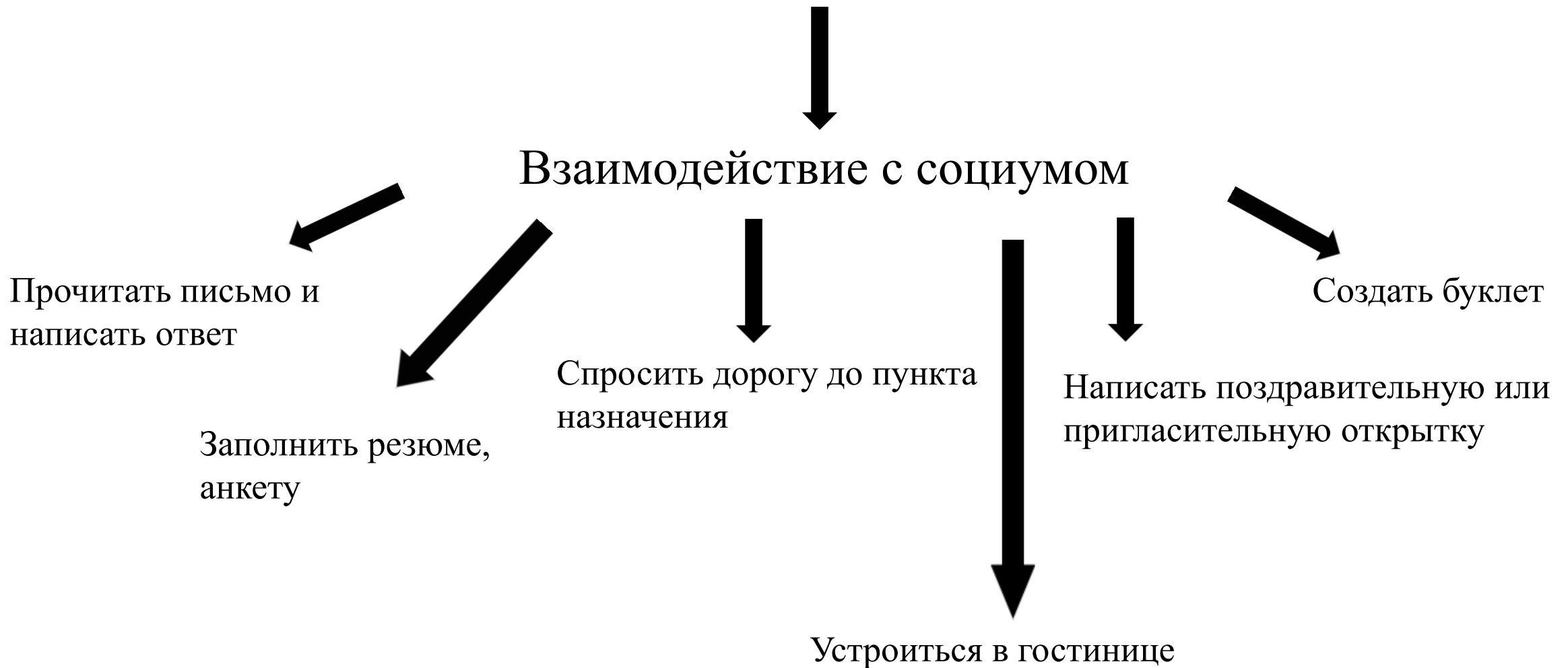
«Функционально грамотный человек — это человек, который способен использовать все постоянно приобретаемые в течение жизни знания, умения и навыки для решения максимально широкого диапазона жизненных задач в различных сферах человеческой деятельности, общения и социальных отношений»

Леонтьев А.А.

Основные составляющие функциональной грамотности в современном образовательном пространстве:

- Математическая грамотность
- Финансовая грамотность
- Естественнонаучная грамотность
- Глобальные компетенции
- Креативное мышление
- Читательская грамотность

Функциональная грамотность на уроке иностранного языка



Математическая грамотность

Numbers

1 Listen and repeat. Count from 1 to 10 and from 10 to 1.

1 one 2 two 3 three 4 four

5 five 6 six 7 seven

8 eight 9 nine 10 ten

2 Write the missing number.

1 one, two, ► three, four
2 one, four, , ten
3 , eight, six, four
4 two, , six, eight

3 Find the number.

1 EON 4 INNE
2 OUFK 5 NTE
3 IXS 6 EHETR

4 Do the sums.

1 $1 + 2 = \rightarrow 3$ (one plus two equals 3)
2 $7 - 4 = \rightarrow 3$ (seven minus four equals 3)
3 $6 + 2 =$
4 $9 - 1 =$
5 $5 + 1 =$
6 $3 + 2 =$
7 $10 - 1 =$
8 $3 - 2 =$
9 $6 + 4 =$
10 $8 - 1 =$

GAME

Play in pairs: Guess the number.

► A: (thinks of number 6)
B: seven
A: down
B: five
A: up
B: six
A: That's right.

20

Sing THE SONG

One, two. How are you? Seven, eight.
Three, four. It's late.
Fine and you! Nine, ten.
Five, six. Let's count again.
What time is it?

Names

6 a) List the names. Which are Russian names?

• Peter • Laura • Steve • Ann • Pat
• John • Tony • Bill • Anya • Olga
• Julia • Slava • Mary • Sasha
• William • Ivan • Daria

Boys	Girls

b) Listen and repeat.

c) Write your name in English.

7 Ask and answer.

► A: What's your name?

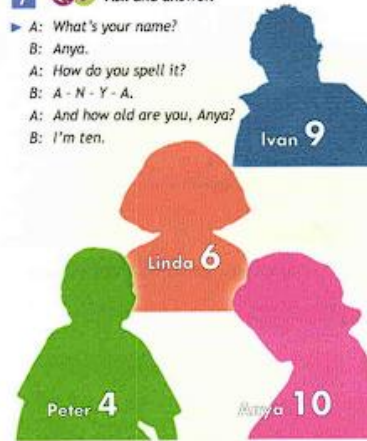
B: Anya.

A: How do you spell it?

B: A - N - Y - A.

A: And how old are you, Anya?

B: I'm ten.



Extensive Reading 2

ACROSS THE CURRICULUM: MATHS

1 Look at the title of the text and the drawing. What do you think the text is about? Read through and check.

2 Read the text and complete the missing words. Listen and check.

Draw a Map to Scale

A scale of a map is the relationship between the size of something in the map and its size in the real world. How can you draw a map to scale?

What you need: ruler, pencil, graph paper

What you have to do:

- Choose two objects 1) your bedroom, like your bed and the desk or the chair and the window.
- Use steps to measure the distance.
- Walk in a straight line. Place your feet from heel to toe. Count how many steps it takes to get from one object to 2) other. Write down the number of steps.
- Choose a scale, like one square on the graph is the same as one step. Draw a map of 3) room. Use the measurements in steps. Write the map scale at the bottom of the graph paper.
- This 4) a scaled map of your room.

3 Project: Use the information in the text to draw a scaled map of your room. Present it to the class.

23

4 How about ...?

Vocabulary

► TV programmes

1 a) Look at the TV programmes in the pie chart. Which ones exist in your country?
b) Listen to the music extracts. Which TV programme do they match?

Everyday English

► Expressing likes/ dislikes

2 Read the pie chart. What do American teenagers like watching on TV?
► 19% of American teenagers like watching dramas.

► 1 abbreviation for situation comedy.
► Making suggestions

5 a) Look at sentences 1-4. Which express suggestions?


Spotlight 5

Spotlight 6

Финансовая грамотность

English in Use 6

◆ Buying a present



- Do you go shopping for your friend's presents? What presents do you buy? What shops do you prefer?
- Read the sentences below and mark (S) for the shop assistant and (C) for the customer. What are they talking about? Listen, read and check.
 - How can I help you?
 - I am looking for a birthday present for a friend.
 - Is it for a girl or a boy?
 - What about a jigsaw puzzle then?
 - How much are they?
 - I'm afraid that's too expensive.
 - I have the perfect thing for you.
 - Would you like me to wrap it?
- Read the dialogue. What does Greg buy for Judy?

Shop Assistant: Good morning. How can I help you?
Greg: Good morning. I am looking for a birthday present for a friend.
Shop Assistant: Is it for a girl or a boy?
Greg: It's for my friend Judy. She is twelve tomorrow.
Shop Assistant: What does your friend like doing in her free time?
Greg: She likes playing board games and meeting friends.
Shop Assistant: What about a jigsaw puzzle then?
Greg: That's a good idea. How much are they?
Shop Assistant: This one has 5000 pieces and costs €18.
Greg: I'm afraid that's too expensive. I only have €15.
Shop Assistant: Let me see. Does she like painting?
Greg: Yes, she loves drawing and making things.
Shop Assistant: How about this puppet making set? It's only €13.
Greg: That's great. I'll take it.
Shop Assistant: Would you like me to wrap it?
Greg: Yes please.

4 Portfolio: Imagine it is your English friend's birthday and you want to buy him/her a present. In pairs, act out dialogues like the dialogue in Ex. 3. Use the toys and prices in the pictures above to help you. Record yourselves.

Pronunciation /ɑ:/ /ɜ:/
Reading Rules
 o + r - /ɜ:/ port
 a + l/k - /ɜ:/ chalk
 e - u, i + r + /ɜ:/ girl

	/ɑ:/	/ɜ:/		/ɑ:/	/ɜ:/
form			Turk		
firm			walk		
shirt			work		
short			war		
talk			were		

62


Spotlight 6

Everyday English

◆ Buying necessities


7 a) Complete the dialogue. Listen and check.

What type?
 International: £20
 Local: £12
 phone card




What factor?
 Low 2-7 £10.95
 Medium 8-19 £15.30
 High 20-30 £29.95
 sunscreen

What size?
 small
 medium
 large £28
 swimming trunks



What flavour?
 chocolate
 vanilla
 strawberry
 almond
 56p a SCOOP
 ice cream



A: Hello. I'd like a phonecard, please.
B: Sure. What?
A:, please.
B: Here you are.
A: How much is it, please?
B:
A: Sorry, how much did you say?
B:
A: Here you are.
B: Thank you.

b) **Portfolio:** Act out similar short dialogues for the rest of the items in the pictures. Record yourselves.

Spotlight 7

Естественнонаучная грамотность

Три уровня ситуации

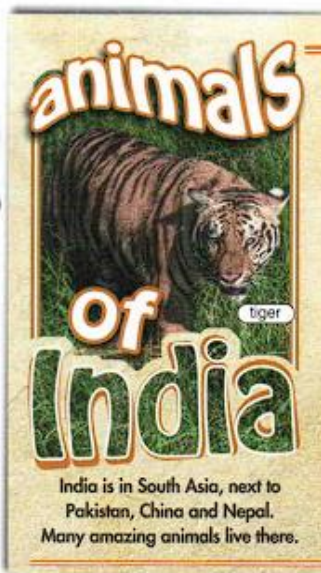
- Личностная (связанная с самим учащимся, его семьей, друзьями)
- местная/национальная (связанная с проблемами данной местности или страны)
- Глобальная (когда рассматриваются явления, происходящие в разных уголках мира)

Тематические области

- Здоровье
- Природные ресурсы
- Окружающая среда
- Опасности и риски
- Наука и современные технологии

5a

Amazing creatures



Vocabulary

Animals

- Look at the map. Which country can you see? Which continent is it in: Asia or Africa? What countries are next to it?
- Look at the pictures. Listen and repeat. Which of them sound similar in your language? Do you have them in your country?

Study skills

Learning new words
Revising new words helps you remember them. Start a vocabulary notebook. Label each section e.g. *animals, countries, family* etc. Write new words under the sections. Revise regularly.

Reading

- Look at the title of the text. What animals do you think it is about?
- Think of two questions you can ask about Indian animals. Listen and read. Can you answer them?
 - Read and find the name(s) of:
 - three countries
 - five animals
 - five colours
 - five other adjectives

Explain the words in bold.

Speaking

- What is new for you in the text? Tell your partner three facts you remember.

Extensive Reading

ACROSS THE CURRICULUM: SCIENCE

The Food Chain

- Look at the pictures. Which animal only eats plants (*herbivore*)? eats other animals (*carnivore*)? eats both plants and animals (*omnivore*)?

What's a producer?

All energy originally comes from 1) sun. Green plants can't hunt or shop for food, so they simply use sunlight and water to make it. Green plants usually start food chains. They 2) called producers.

What's a consumer?

Animals such 3) grasshoppers get their energy from eating green plants like leaves. As they only eat plants, 4) are called herbivores. Carnivores, like lions or some birds, only eat meat. Omnivores eat plants and animals. Anything that eats another plant or animal to get energy is called a consumer.

What's a decomposer?

The food chain ends with dead animals that fungi and bacteria use as food. 5) organisms break down the complex organic compounds which then return to the soil so that plants can use 6) again. That's how the food chain starts all over again.

Why is the food chain important?

The food chain provides the energy that all living things need in order to survive. If 7) is a break in the link in the chain, then all organisms above this link are in danger of extinction. Imagine 8) world without plants. How would animals survive?

Project (a diagram)

Portfolio: Make your own food chain. Draw a diagram and add pictures and labels. Present your food chain to the class.

food chain: /'tu:d tʃeɪn/ N-COUNT usu sing. a series of living things which are linked to each other because each thing feeds on the next one in the series

Глобальные компетенции

Are you a junk food junkie or a health food nut?

1 You're always **starving** when you get home from school! What snack do you choose?
 A A bowl of cereal or a banana.
 B It **depends**. One day a few biscuits, the next day a piece of toast!
 C A bar of chocolate or a packet of **crisps**.

2 You're having lunch in the school canteen today. What do you choose?
 A Grilled fish with rice and vegetables.
 B A tuna and mayonnaise sandwich and a small ice cream.
 C A hamburger, some chips and a can of fizzy drink.

3 There isn't any food in the house, so you decide to order a **takeaway**. What do you order?
 A A **grilled** chicken burger and a salad.
 B An Indian curry with rice.
 C A **family-sized** pizza and a bottle of cola.

4 Your parents send you to the supermarket to buy a **dessert**. What's in your basket?
 A Some yoghurt and a jar of honey.
 B A carton of **low-fat** ice cream.
 C Double chocolate cake and cream.

YOUR SCORE

Mostly A's: What a nut! You always make excellent food choices. Don't be afraid to **treat yourself** once in a while!

Mostly B's: You're neither a junkie nor a nut! You know that a little junk food **doesn't hurt**, but you don't go over the top!

Mostly C's: You're a total junk food junkie! Choose the healthy option from time to time **otherwise** your health will suffer!

Grammar Grammar Reference

Quantifiers

4 a) Read the examples. Which words do we use with countable/uncountable nouns? Which do we use in affirmative, in negative sentences, and in requests? Make sentences using them.

1 We've got some juice. We haven't got much sugar. We haven't got many apples.
 2 There aren't any/are no apples.
 3 There are a lot of bananas in the fridge.
 4 Is there any milk?
 5 Can I have some crisps?
 6 I'll have a little/some cream with my cake.
 7 Let's buy a few/some peppers.

Speaking

b) 😊 You want a snack. Discuss what there is to eat with your partner.

A: Is there any milk?
 B: Yes, a little. Are there any ...? etc

Phrasal verbs (take)

sth off (remove a piece of clothing etc (≠ put on))

sth back (return sth you)

TAKE

sb out (invite sb out with you)

away (order food and)

5 Complete the sentences using the correct particle.

1 Alan took his sunglasses before he dived into the pool.
 2 I'm taking you for your birthday.
 3 A burger to take please.
 4 There was a hole in the shirt so I took it to the shop.

Writing (a paragraph)

6 **Portfolio**: List all the foods/drinks you have had in the last two days. Has your diet been healthy? Write a short paragraph about it.

Spotlight 7

5b Listening & Speaking

5 endangered species

6 pollution

1 Look at the pictures. What are these words in your language?

2 Read the texts. Match them to five of the pictures. Which words helped you?

A Our planet is getting hotter and hotter. This causes changes in climate, sea levels are rising, ice caps are melting, animals and plants are dying. If we try, we can reduce the greenhouse gases that we put into the atmosphere, which make the Earth warmer. We can save on electricity by turning off the lights when we don't need them. We can also save energy by taking the bus, riding a bike or walking. Every little bit helps.

B In some countries there are just too many people to feed. It hardly rains so crops can't grow and animals die. Countries should help by sending food, tools and other things to help these people have better lives.

C In some families, everybody has to work or there won't be enough food to eat. Governments should support these families. They should also set up schools so children get an education that will help them find jobs when they are older.

D Animals' habitats are being destroyed. Also, lots of people hunt even when they are not allowed to. Governments should protect areas where animals live and hunters should be sent to prison.

Listening

3 **THINK** Listen and match the speakers to the statements. Which global issue is each talking about?

A The speaker thinks countries should stop fighting against each other.
 B The speaker thinks there should be a free house building programme.
 C The speaker thinks people are killing all the creatures on the planet.
 D The speaker thinks we can easily prevent many people from getting ill.
 E The speaker thinks young children shouldn't have to work.
 F The speaker thinks the planet is getting too hot.

Speaker 1 2 3 4 5 6
 Statement

1 war

2 poverty

3 famine

4 global warming

7 homelessness

8 child labour

Everyday English Interacting

4 Read the box. What are these expressions in your language?

Interacting	Keeping a conversation going
<ul style="list-style-type: none"> ... you know what I mean? Did you know that ...? It is, isn't it? It's true, and what's more, ... So, what can we ...? Exactly. 	<ul style="list-style-type: none"> Really? (I didn't know that.) Goodness me! That's terrible! No, I suppose it isn't. It's shocking! I think you're probably right. True. I agree.

5 a **THINK** Listen and read the dialogue. What do the following numbers represent? 2, 3 billion, 30,000 Which of the expressions in Ex. 4 can you find in the dialogue?

A: I saw a documentary on TV last night, and it really opened my eyes about poverty in the developing world.
 B: Really?
 A: Yes. It's shocking. For example, did you know that half the people in the world live on less than \$2 a day? That's nearly 3 billion people!
 A: It is, isn't it?
 B: Really? I didn't know that.
 A: It's true and what's more, 30,000 children die every day around the world because of lack of food and medicine and a permanent home.
 B: Goodness me! That's terrible!
 A: It is, isn't it?
 B: So what can we do to help?
 A: Well, I think the problem happens because people don't get a good education.
 B: Yes, I think you're probably right.
 A: And if people don't get a good education then they can't find jobs.
 B: True. And if they aren't able to find jobs, then they can't earn any money.
 A: Exactly. I think the government should set up better schools.
 B: I agree. They could also have a system which trains people for jobs.
 A: Yes, both solutions would certainly help the situation.

THINK! What do you think can be done to end child labour? Can you think of anything you can do to help? Why?/Why not?

Say it right

6 Choose the correct answer. Listen and check.

1 A: We shouldn't cut down forests.
 B: a What for?
 b I suppose you're right.

2 A: We need to recycle more.
 B: a Absolutely. You are right.
 b Goodness me.

3 A: You mustn't take pictures in here.
 B: a I had no idea.
 b Huh?

Intonation Tone groups

7 Read the study skills box. Listen to the sentences below and mark the tone groups as in the example.

study skills

Tone groups
 In English, the intonation patterns are based on groups of words. Tone groups can contain only one word, or as many as seven or eight.

1 *What are you looking at?*
 2 I didn't know such things existed!
 3 Yes, they have been around for a while now.
 4 For lots of reasons!
 5 They certainly can't all fit in there.
 6 And look, it is so small and easy to park.

Speaking

8 **Portfolio**: Work in pairs. Imagine you saw a documentary about child labour. Use the ideas below and phrases from Ex. 4 to act out a dialogue. Use the dialogue in Ex. 5 as a model. Record yourselves.

- 1 in 6 children is involved in child labour (246 million)
- 300,000 children around the world are currently serving as soldiers

Spotlight 8

Креативное мышление

Методы и приемы, направленные на развитие креативного мышления.

- Нахождение в ряде слов «лишнего слова» по отличающемуся признаку
- Группировка слов по какому-либо признаку
- Составление рассказа по картинкам
- Подбор антонимов и синонимов к слову
- Метод «мозгового штурма» - учащиеся предлагают идеи на определенную тему
- Составление синквейнов (небольшие стихотворения из 5 строк)
- Мини-проекты
- Решение ребусов, кроссвордов

В этом задании ученикам предлагается дополнить предложения про дружбу. В задании нет правильного ответа. Ученики сами решают, как дополнить каждое предложение.

<1> A good friend is a friend who...

<2> The best friend always knows where...

<3> A bad friend may not call you because...

<4> A false friend never knows when...

<5> A true friend cannot say how...

<6> A close friend can understand why...

<7> The best friend will always call if...

<8> An old friend usually remembers what...

Задание: ученикам нужно составить рецепт настоящей дружбы. Для этого они должны использовать пословицы. К каждой из этих пословиц они должны подобрать основное качество, которое пословица иллюстрирует. После выполнения этого задания можно попросить учеников добавить ещё несколько качеств, которые, по их мнению, необходимы для того, чтобы дружба считалась настоящей.

<1>A friend in need is a friend indeed. **reliability**

<2>A friend to all is a friend to none. **closeness**

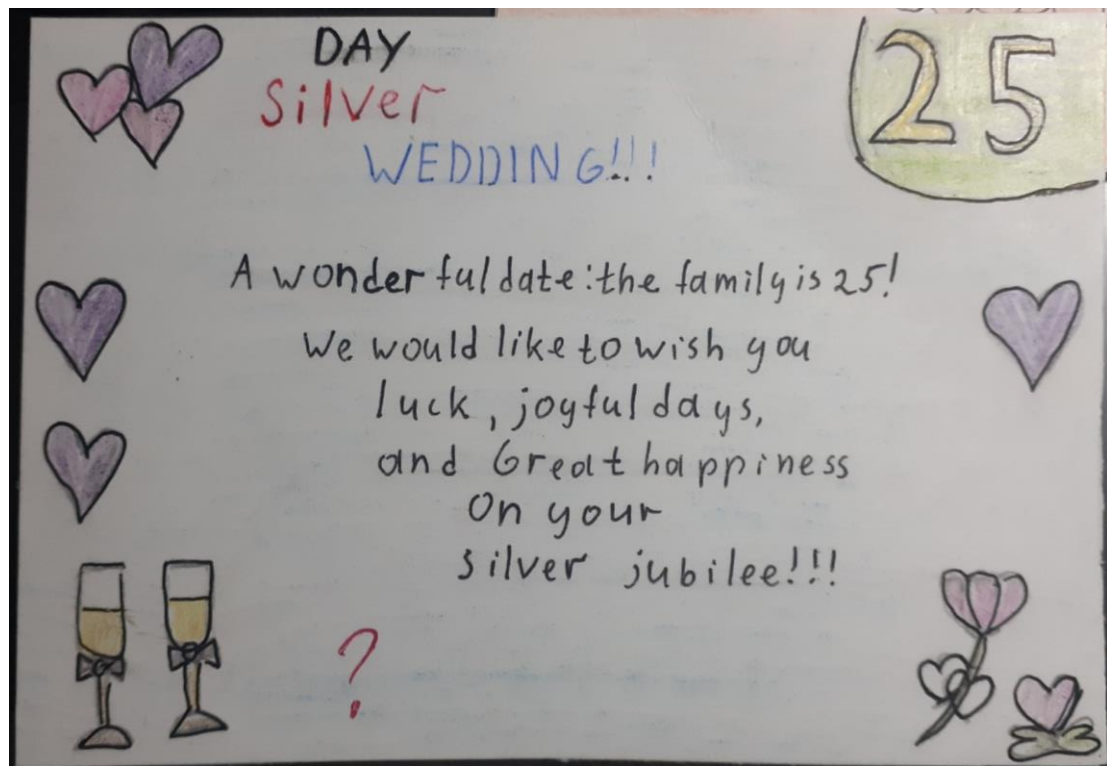
<3>A friend's eye is a good mirror. **honesty**

<4>False friends are worse than open enemies. **trust**

<5>Friendship is love with understanding. **respect**

<6>Strangers are friends waiting to happen. **hope**

Раздел «Portfolio»



Раздел «Portfolio»

Dear Ann,
How's it going? I'm really sorry
you got sick. I miss you.
Get well soon! Call me when
you feel better.
Hugs and kisses,
Varya ♡

The comic strip is divided into three panels. The first panel shows a woman hugging a child. The second panel shows three people at a dinner table. The third panel shows a woman hugging a man, with a picture of a family in the background.

Hi mom!
How are you?

I'm fine.
How was your day
at school?

When I meet
my parents
I hug them.

At dinner
we usually talk
about
our interests.

Are you
studying
well?

How are things
at the art
studio?

It's all
good!
I was praised
for my work!

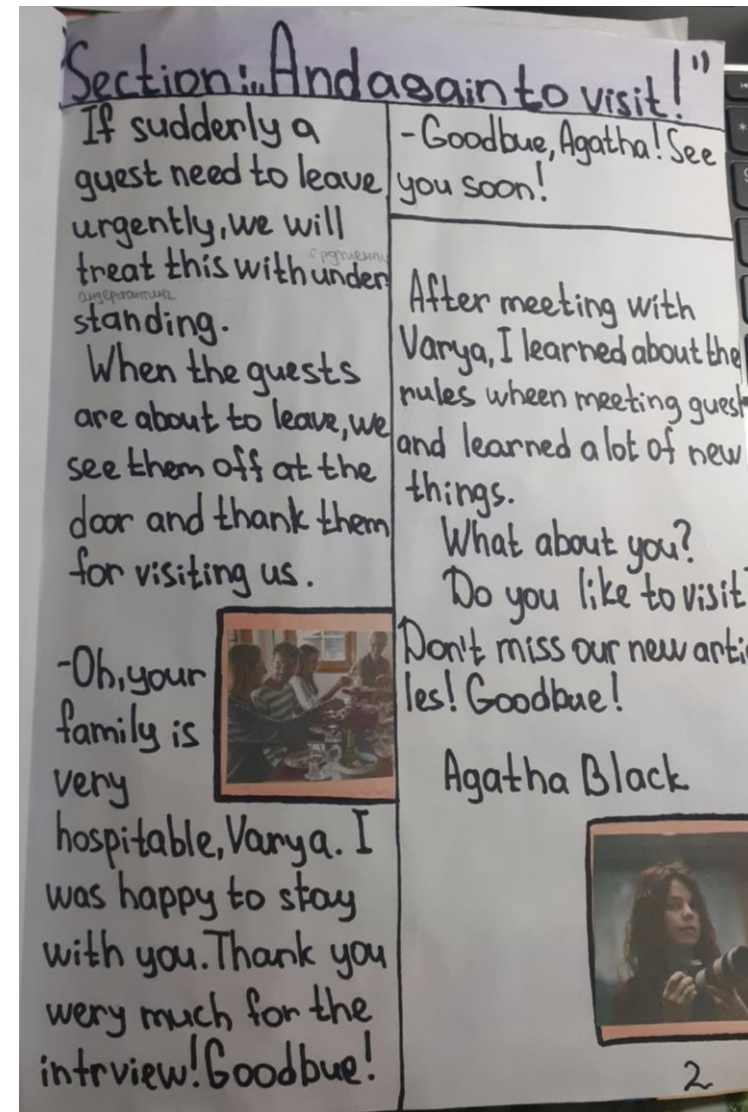
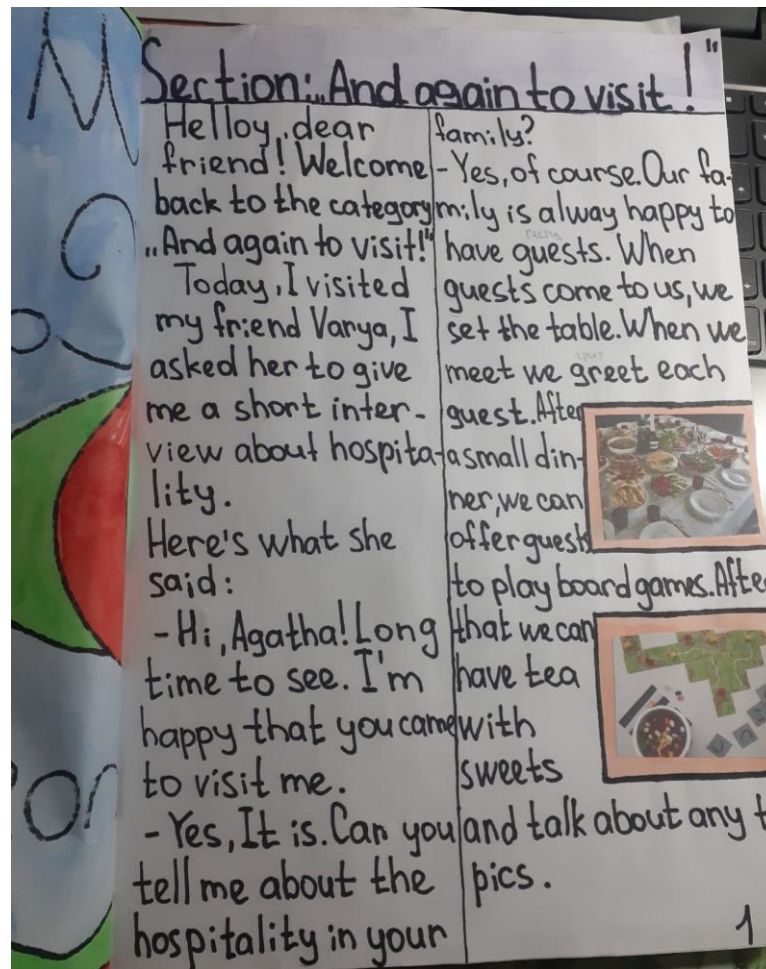
I missed
you!

Me too!

When we meet
relatives
we hug too!

It's fun in our family!

Раздел «Portfolio»



Читательская грамотность – базовый навык
функциональной грамотности

Спасибо за внимание!