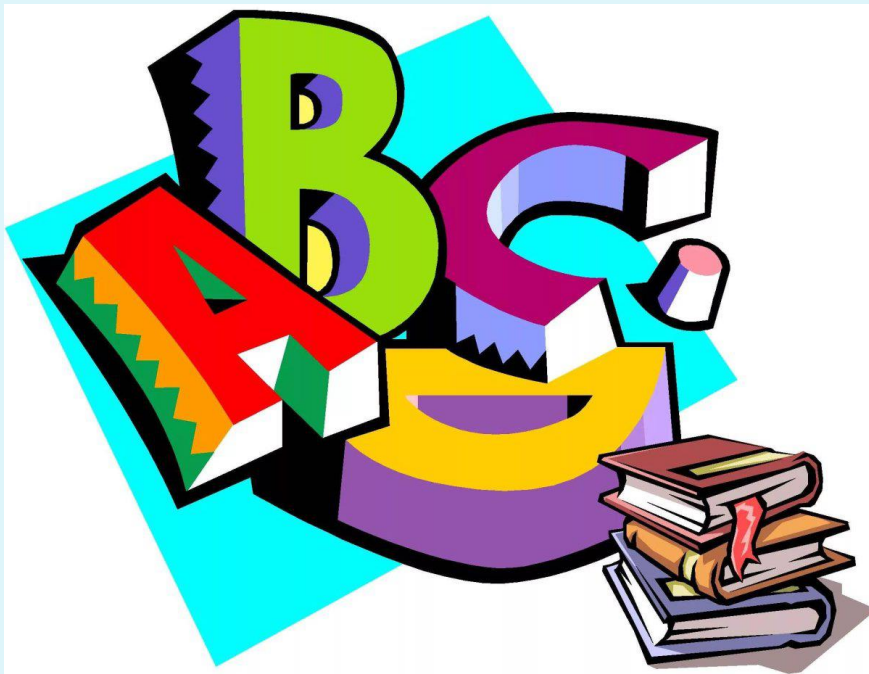


**ФОРМИРОВАНИЕ  
ФУНКЦИОНАЛЬНОЙ  
ГРАМОТНОСТИ ИНТЕРАКТИВНЫМИ  
МЕТОДАМИ ОБУЧЕНИЯ НА УРОКАХ  
АНГЛИЙСКОГО ЯЗЫКА.**



*Учитель английского языка  
МБОУ СОШ 8  
Стародубова С.М.*

*Функциональная грамотность - способность человека использовать приобретаемые в течение жизни знания для решения широкого диапазона жизненных задач в различных сферах человеческой деятельности, общения и социальных отношений.*

*Таким образом, основным запросом государства становится формирование и развитие навыков функциональной грамотности обучающихся.*

*При организации современной образовательной деятельности становится очевидным, что предметом, обладающим огромным потенциалом для развития навыков функциональной грамотности, является иностранный язык. В арсенале педагога имеется большое количество современных технологий, которые могут быть использованы для формирования у обучающихся навыков функциональной грамотности.*

# *Зачем нужна функциональная грамотность?*

*На самом же деле в мире происходят глобальные процессы, и мир кардинально меняется. И чтобы жить в этой сложной реальности, школьникам потребуются новые навыки, знания и умения.*





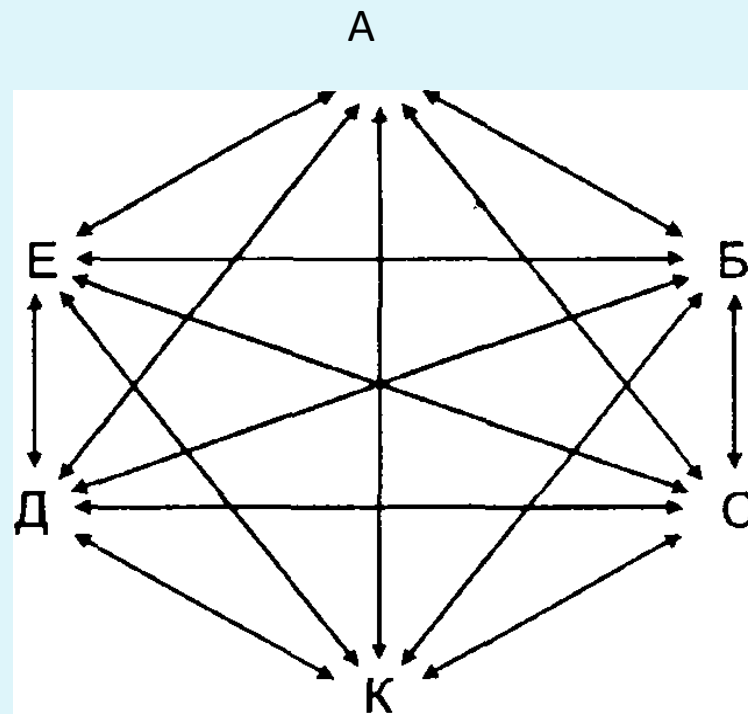
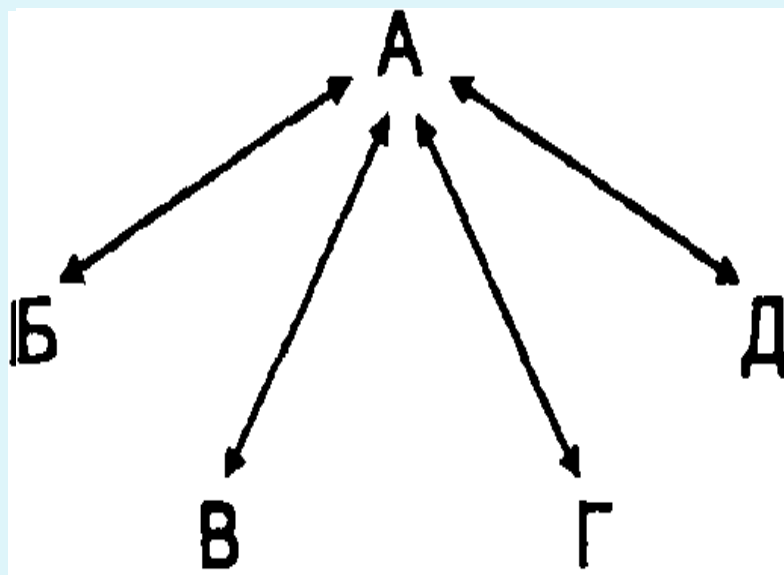


***Формирование функциональной грамотности школьников на уроках английского языка осуществляется через использование интерактивных методов обучения.***



- ***Интерактивные методы – методы, позволяющие учиться взаимодействовать между собой;***
- ***Интерактивное обучение – обучение, построенное на взаимодействии всех обучающихся, включая педагога.***
- ***Однако в последнем случае меняется характер взаимодействия: активность педагога уступает место активности обучаемых.***

# *Модели коммуникаций*



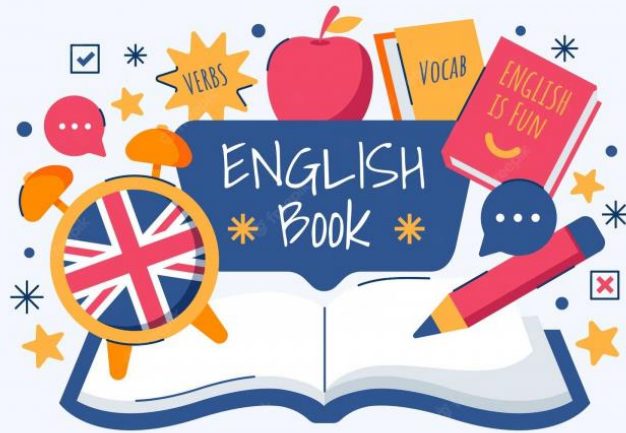
***Интерактивные методы обучения позволяют решать следующие задачи:***

- Активное включение каждого ученика в процесс усвоения учебного материала***
- Повышение познавательной мотивации***
- Обучение навыкам успешного общения(умения слушать и слышать друг друга, выстраивать диалог, задавать вопросы на понимание)***

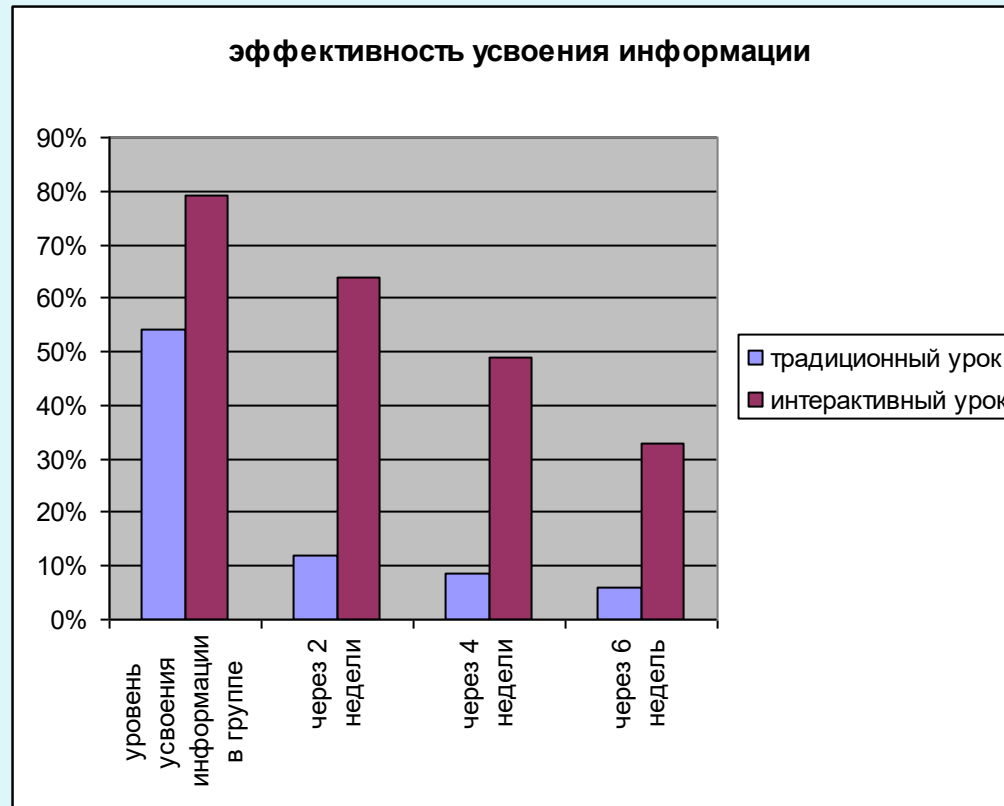




- *Развитие навыков самостоятельной учебной деятельности: определение ведущих и промежуточных задач, умение предусматривать последствия своего выбора, его объективная оценка*
- *Воспитание лидерских качеств*
- *Умение работать с командой и в команде*
- *Принимать на себя ответственность за совместную и собственную деятельность по достижению результата.*



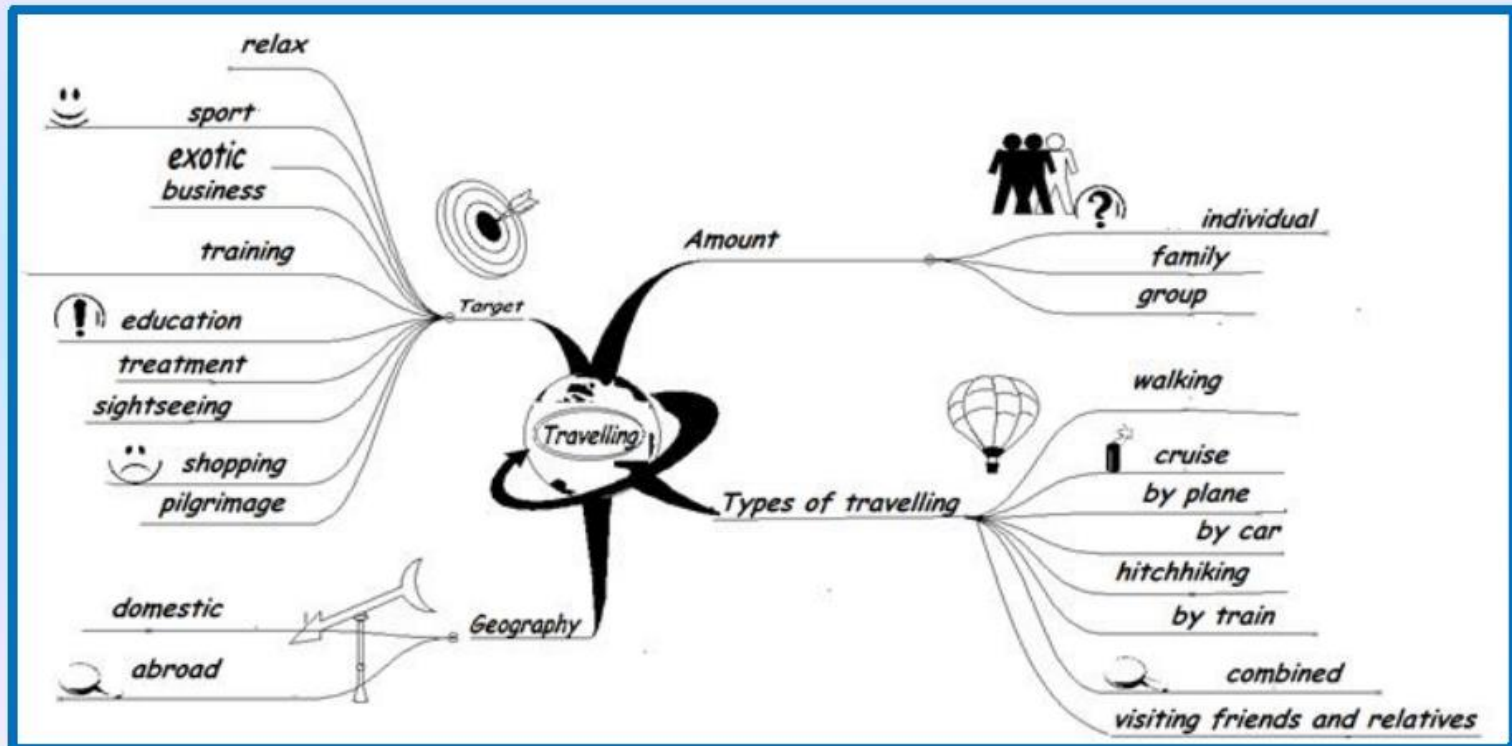
# Эффективность усвоения информации

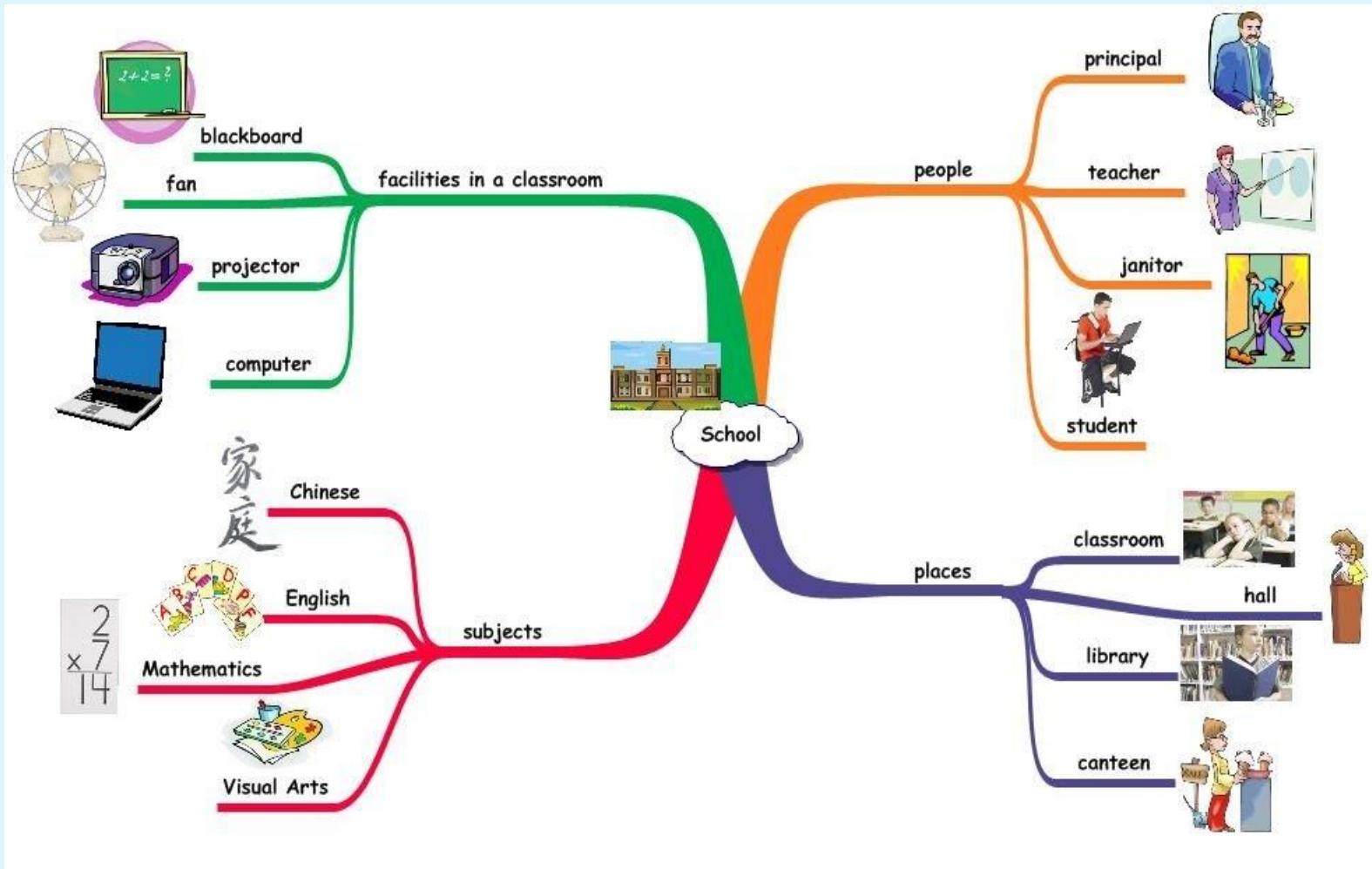


***В рамках урока иностранного языка я использую  
разные интерактивные методы и приемы,  
одним из которых является:***

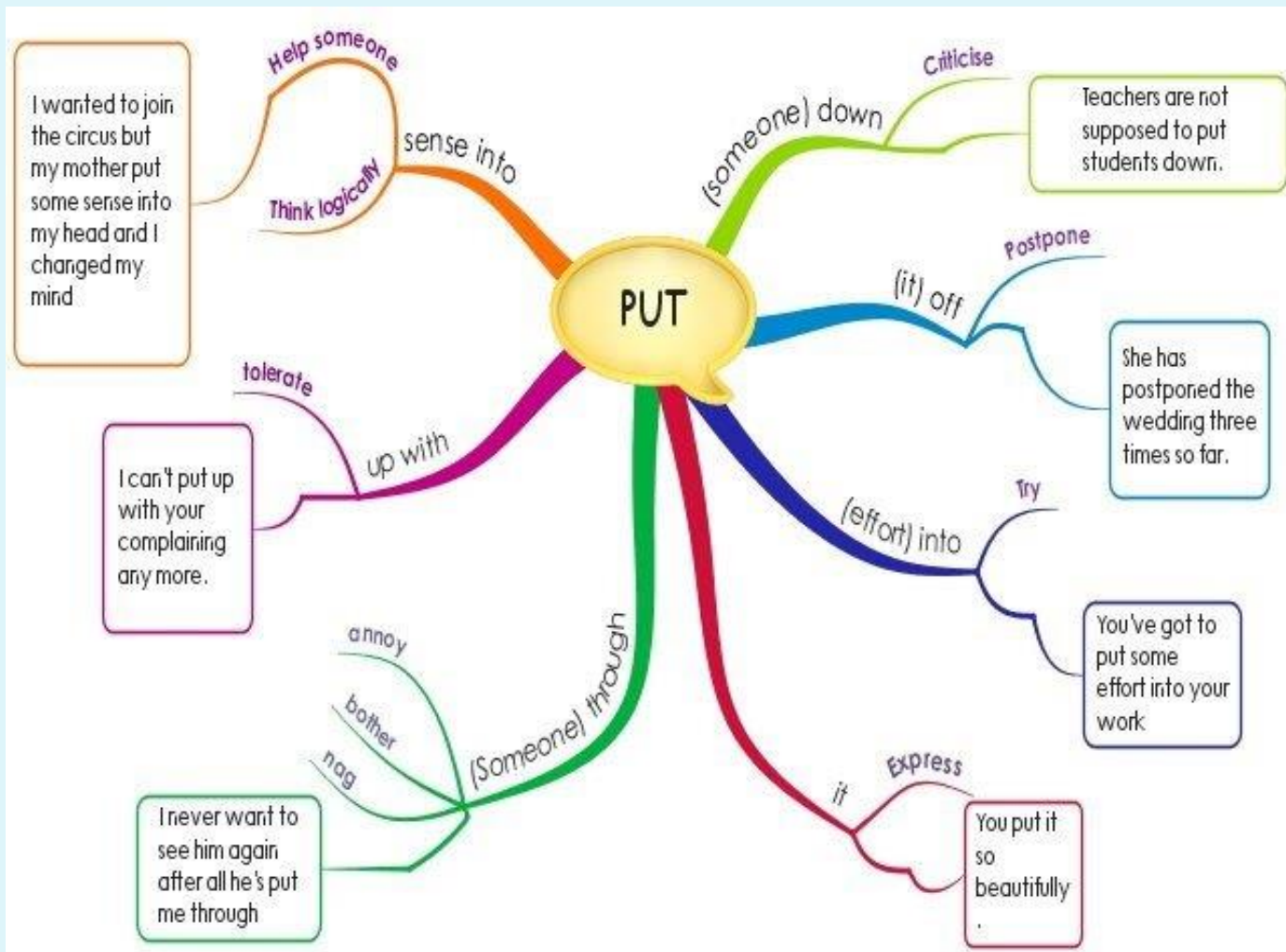
***прием составления ментальной  
(интеллектуальной) карты***

# Интеллект – карта по английскому языку









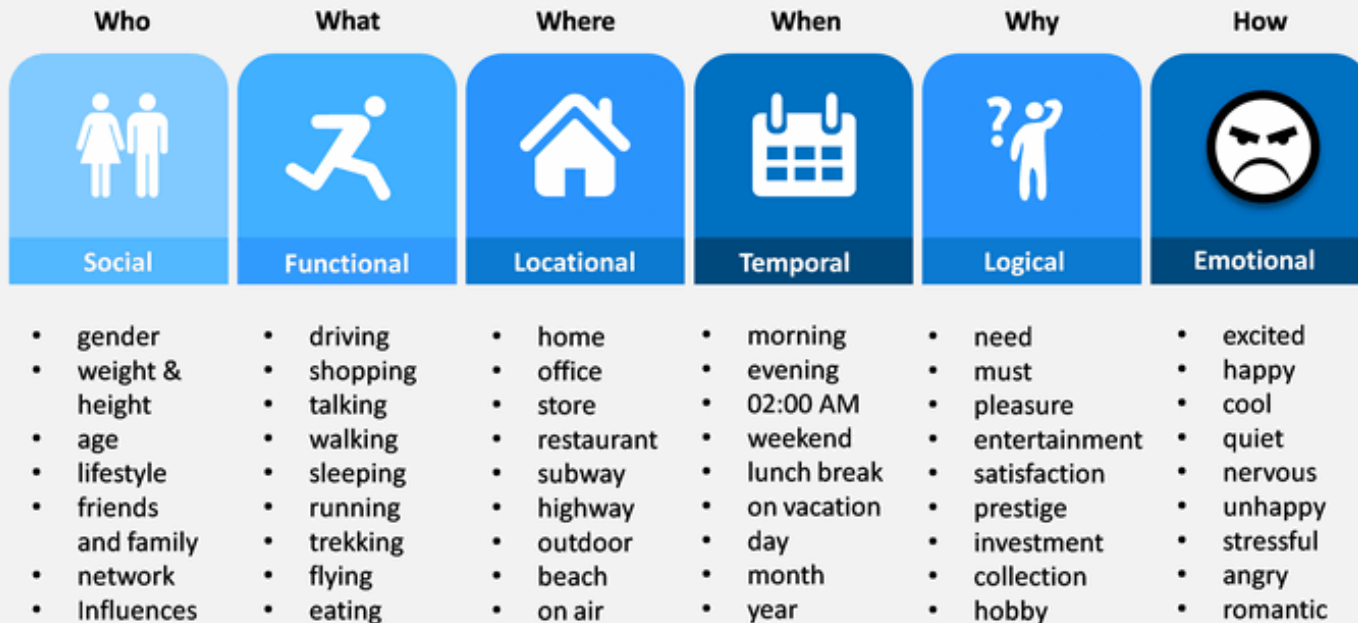
# «5W» - Method



# 5W1H

## 5W1H

Customer's 5W's & 1H



# 5W2H



- ***Среди основных принципов интерактивного обучения выделяют:***
- ***диалогическое взаимодействие;***
- ***работу в малых группах на основе кооперации и сотрудничества;***
- ***активно-ролевую (игровую) организацию обучения;***
- ***тренинговую организацию учебного процесса.***



- Читательская грамотность – базовое направление функциональной грамотности
- В формировании функциональной грамотности учащихся способствуют задания с использованием сплошных и несплошных текстов. Мы чаще всего используем сплошные тексты. Важно соблюдать некоторые правила отбора сплошных текстов к заданиям на функциональное чтение.



- текст должен быть интересен;
- текст должен содержать неизвестную, но актуальную информацию;
- уровень трудности текста должен соответствовать возрасту обучающегося, при необходимости нужно адаптировать текст;
- незнакомые слова должны быть представлены в сносках;
- объем текста не должен превышать норму;
- шрифт должен помогать легко читать текст;
- текст должен развивать кругозор;
- текст не должен быть перегружен цифрами, датами, терминами;
- иллюстрации должны не отвлекать, а помогать разобраться в содержании текста;
- текст должен быть структурирован;
- содержание текста должно опираться на жизненный опыт

# 2 D

**G** so, because, but, although  
**V** verb phrases  
**P** the letter a

## One October evening

She was going very fast because she was in a hurry.

### 1 READING

**A** Next day Jamie phoned Hannah and invited her to dinner. He took her to a very romantic French restaurant and they talked all evening. After that Jamie and Hannah saw each other every day. Every evening when Hannah finished work they met at 5.30 in a coffee bar in the High Street. They were madly in love.

**B** Suddenly, a man ran across the road. He was wearing a dark coat so Hannah didn't see him until it was too late. Although she tried to stop, she hit the man. Hannah panicked. She didn't stop and she drove to the coffee bar as fast as she could. But when she arrived Jamie wasn't there. She phoned him, but his mobile was turned off, so she waited for ten minutes and then went home.

**C** **7 Hannah met Jamie in the summer of 2004.** It was Hannah's 21st birthday and she and her friends went to a club. They wanted to dance, but they didn't like the music so Hannah went to speak to the DJ. 'This music is awful,' she said. 'Could you play something else?' The DJ looked at her and said, 'Don't worry, I have the perfect song for you.'

**D** Two hours later a police car arrived at Hannah's house. A policewoman knocked at the door. 'Good evening, Madam,' she said. 'Are you Hannah Davis? I'd like to speak to you. Can I come in?'

**E** One evening in October, Hannah was at work. As usual she was going to meet Jamie at 5.30. It was dark and it was raining. She looked at her watch. It was 5.20! She was going to be late! She ran to her car and got in. At 5.25 she was driving along the High Street. She was going very fast because she was in a hurry.

**F** Two minutes later he said: 'The next song is by Coldplay. It's called *Yellow* and it's for a beautiful girl who's dancing over there.' Hannah knew that the song was for her because she was wearing a yellow dress. When Hannah and her friends left the club, the DJ was waiting at the door. 'Hi, I'm Jamie,' he said to Hannah. 'Can I see you again?' So Hannah gave him her phone number.



a **2.11** Read the story and order the paragraphs 1–6. Listen and check.

b Read the story again and answer the questions.

- 1 When did Hannah meet Jamie?
- 2 Why did Hannah go and speak to Jamie in the club?
- 3 Why did Jamie play *Yellow*?
- 4 What happened when Hannah left the club?
- 5 Where did they go on their first date?
- 6 Where did they go every evening?
- 7 What was the weather like that evening?
- 8 Why was Hannah driving fast?
- 9 Why didn't she see the man?
- 10 What did she do after the accident?
- 11 Was Jamie at the coffee bar?
- 12 What happened two hours later?

### 2 GRAMMAR *so, because, but, although*

a Complete these sentences from the story with *so, because, but, or although*.

- 1 She was going very fast \_\_\_\_\_ she was in a hurry.
- 2 \_\_\_\_\_ she tried to stop, she hit the man.
- 3 They wanted to dance, \_\_\_\_\_ they didn't like the music.
- 4 He was wearing a dark coat \_\_\_\_\_ Hannah didn't see him.

b **p.128 Grammar Bank 2D** Read the rules and do the exercises.



# 2 The way we live

Present tenses • have/have got • Collocation – daily life • Making conversation 1

## STARTER

What's your morning routine?

Complete these sentences about you. Then compare with a partner.

- |                 |                         |
|-----------------|-------------------------|
| I always ...    | I usually ...           |
| I often ...     | I don't ... very often. |
| Sometimes I ... | I never ...             |

## TWO DIFFERENT LIVES

Present tenses and have/have got

- Look at the pictures. Who are the people? Where are they?
- Read the paragraphs and match them with the correct person. Write the letters *a-h* in the boxes for Anne-Marie and Lien.

**T 2.1** Listen and check.



**Anne-Marie Boucher** has a small family hotel with her husband, Pascal, near Quebec City, Canada.

- 1  2  3  4



- She lives in a room with 14 other women in the factory dormitory, seven hundred miles from her family. The factory where she works employs 15,000 workers, nearly all of them women in their twenties.
- It's situated on the coast outside the town and near two national parks. She says, 'Our hotel has got wonderful views of the St Lawrence River and the Isle of Orleans.'
- She works from 8 a.m. to 7 p.m. She has just an hour for lunch. She says, 'I work five and a half days a week, but I usually do overtime in summer. It's very tiring. When I'm not working or studying, I sleep.'
- Her monthly wage is about \$65, enough to send a little back home to her family, and to pay for computer classes and English classes in town. She says, 'I haven't got any money left to buy things for me.'

- Answer the questions.
  - What are their jobs?
  - What's good about their jobs? What's not so good?
  - Who has the better job?
  - What languages do they speak?
  - What are they doing now?
  - What do they want to do?

**GRAMMAR SPOT**

- Which two tenses are used in the texts? Give examples of both.
- Look at the sentences. Which refers to *all time*? Which refers to *now*?
  - He works in a bank.
  - He's working hard for his exams.
  - She has a hotel.
  - She's having a computer lesson.
- Underline *have* and *have got* in the texts. Find negatives. Is *have got* more formal or informal?

**T 2.2** Listen and check.

▶ Grammar Reference 2.1–2.4 p128

- Read Lien's and Anne-Marie's answers. Complete the questions with *you*.
  - 'Do \_\_\_\_\_ job, Lien?'  
'No, I don't like it much. My hands hurt all the time.'
  - 'What \_\_\_\_\_ at the moment?'  
'I'm having a computer lesson.'
  - '\_\_\_\_\_ any brothers or sisters?'  
'I've got a brother. He lives with my parents in Hunan province.'
  - 'Where \_\_\_\_\_, Anne Marie?'  
'Well, we don't usually go on holiday, so we're lucky to live in this beautiful place.'
  - 'Why \_\_\_\_\_ the dogs so hard at the moment?'  
'Because I want to race in a competition next year.'
  - 'How many \_\_\_\_\_?'  
'I've got twelve! They don't live in the hotel, of course.'

**T 2.2** Listen and check.

**Lien Xiaohong** is 22. She lives and works in a toy factory in Guangdong province, China.

- 1  2  3  4



- She has visitors from all over the world. She says, 'We speak French, English, and a little Italian, which is very useful! Our guests keep us busy both summer and winter, so we've always got lots to do.'
- They don't have much free time. 'But I like it that way,' she says. 'And I love meeting new guests.' In winter it's very cold, -10°C. Their guests go skiing or snowmobiling in Mont Sainte-Anne Park.
- It's the evening now, and she is having a computer lesson in a private school. 'There are two skills that are essential these days,' she says. 'English and computers. One day I want to be my own boss.'
- It's January now, and she is enjoying her favourite sport, dog-sledding. She's got twelve dogs, and she's racing them across the snow. She says, 'I'm working the dogs very hard at the moment. Next year I want to race in a dogsled competition. It's really exciting.'



## UNIT 7 A BIOGRAPHY – Paragraphing: Two princesses

- Write down the names of three people alive today who were born famous, and three who have become famous. Share your ideas with the class. Why are they famous?
- What do you know about Princess Caroline of Monaco? Discuss with a partner.
- Read these six paragraphs about Princess Caroline. Work together to put the paragraphs in the correct order. Did you find any of the facts you and your partner discussed?
- Here are some facts about the life of Caroline's sister, Princess Stephanie of Monaco. Divide the information into five paragraphs. Use this and the text about Caroline to help write Stephanie's biography. Use *and*, *then*, *but*, and relative pronouns to help link your ideas.



### THE LIFE OF A PRINCESS (1)

#### Caroline

**a** However, just one year after her mother's death, Caroline married Italian businessman Stefano Casiraghi and, with the birth of their three children, found real happiness. Then tragedy struck again. In October 1990, Stefano died in a powerboat accident. The shock caused Caroline to lose her hair. She moved from Monaco to St Rémy and for five years she stayed at home with her children.

**b** Princess Caroline of Monaco was born on January 23, 1957. She was the first child of Prince Rainier III and Princess Grace of Monaco. Her brother Albert followed 14 months later, and seven years after that her sister Stephanie was born. Prince Rainier and Princess Grace wanted their children to have a normal life. However, this proved impossible. The paparazzi have followed their lives since they were small. The activities of the two princesses have been of particular interest.

**c** The divorce was the first of many misfortunes in Caroline's life. In 1982, her mother, Princess Grace, died in a terrible accident while she was driving with Stephanie down the narrow Monaco roads. The death of this once famous film star was a huge tragedy for the family.

**d** Caroline was a bright, beautiful child, and after school in England, she went to study in Paris. She adored the Paris nightlife but of course, she was followed everywhere. Her parents were furious. They the paparazzi followed her everywhere. Her parents were furious. They became even more upset when Caroline met and wanted to marry French banker and playboy Philippe Junot, aged 38. When Caroline, aged 21, married Junot in 1978, Princess Grace said, 'This won't last two years', and she was absolutely right. They divorced in 1980.

**e** However, the pain of the past showed again on her face when her father, Prince Rainier, died in 2005. Prince Albert is now Monaco's head of state. Caroline's son, Andrea, is the heir. Her eldest daughter, Charlotte, who looks very like her mother, already stars in celebrity magazines. The paparazzi have started again with the next generation.

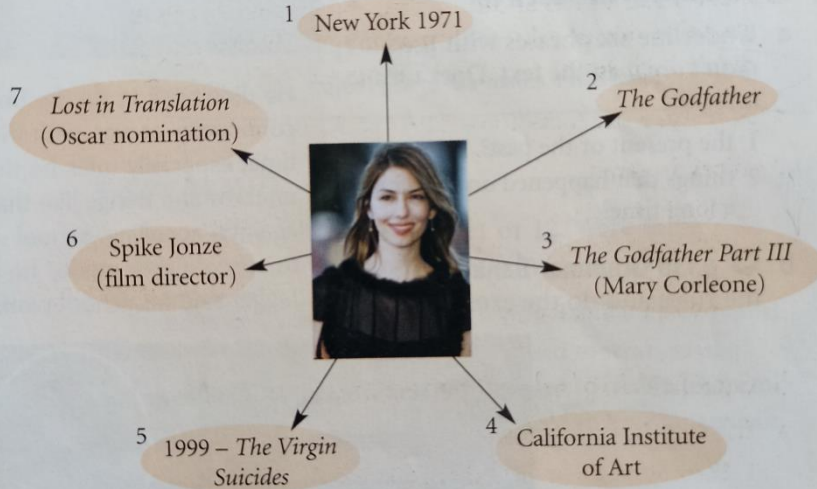
**f** Then, in 1995, she met Prince Ernst of Hanover again, the man her mother had always wanted her to marry. Although he was already married, they began a relationship and finally married in 1999. Caroline's happiness seemed complete with the birth of a daughter, Alexandra.

### THE LIFE OF A PRINCESS (2)

#### Stephanie

- ★ Born: 1 February 1965 ... third and last child of ...
- ★ Often called the 'wild-child princess'
- ★ Aged just 17 in 1982 when her mother died while ... She was a passenger in the car.
- ★ Some people said that Stephanie was driving.
- ★ After crash ... went wild
- ★ Had two children by her bodyguard, Daniel Ducret: Louis, b. 1992, Pauline, b. 1994
- ★ Married Ducret 1995
- ★ Divorced 1996 ... paparazzi photographed Ducret with Belgian beauty queen
- ★ Third child 1998, Camille. She has never named the father.
- ★ Stephanie has always loved circuses. Next boyfriend an elephant trainer, Franco Knie.
- ★ In 2003, married again – Adans Lopez Peres, a Portuguese acrobat 10 years her junior, from the same circus as Knie.
- ★ Divorced 2004
- ★ Father died 2005. Stephanie distraught. She was his favourite.

- 5 Write a biography of a celebrity that interests you.



- c **7.5** Now listen and make notes. Compare with a partner.  
d In pairs, ask and answer the questions.

Have you seen any of the films in **b**? Which one(s)? Did you like them?  
Have you seen a good film recently? Which one? Who was in it?  
What's the best film you've seen this year? Who directed it?  
What's the worst film you've seen this year? Who directed it?



animals

- ons with a partner.
- have a pet? What?
- dangerous animal in
- rite film about an animal?
- rite cartoon animal?
- safari, what animal
- like to see?
- imals or insects you are
- imal, what would you like

ulary Bank Animals.

- hich animal can you hear?
- stions
- rtner.
- do...
- mouse
- om?
- iving
- a wasp
- e car?
- spider in the bath?
- n a beach that was famous
- acks?
- ffered to buy you a fur coat?
- o your friends' house for
- hey gave you horse meat?
- abour's dog barked all night?
- sked you to look after
- dog?



6 READING

- Can you remember the best way to survive a crocodile attack?
- Read the article about crocodiles and mark the sentences T (true), F (false), or DS (doesn't say).
  - The Australian crocodile is bigger than all other kinds.
  - Crocodiles can run faster than horses.
  - Crocodiles only attack you if you are in the water.
  - The German tourist didn't know that there might be crocodiles in the lake.
  - The crocodile also attacked the girl's friends.
  - The Australian boy was killed when he and his friends went swimming in a river.
  - His friends escaped by climbing a tree.
  - Norman Pascoe's aunt was attacked by a crocodile.
  - She hit it on the nose, and it opened its mouth.

NATURE'S PERFECT KILLING MACHINE

**T**HE AUSTRALIAN CROCODILE is the largest crocodile in the world. It can grow up to seven metres long and the biggest can weigh up to 1000 kilos. It has only two muscles to open its mouth but 40 to close it!

What makes crocodiles so dangerous is that they attack incredibly quickly and they take their victims under the water to drown them. They usually

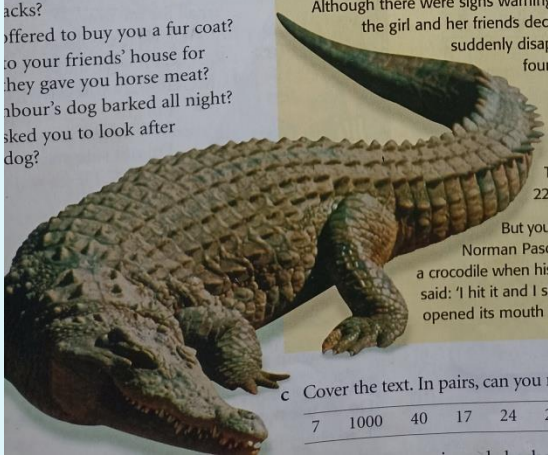
attack in the water, but they can suddenly come out of a river and attack animals or people, and they can run on land at 17 km/h.

Every year in Australia there are crocodile attacks on humans. Two years ago a 24-year-old German tourist died when she went for a swim in a lake.

Although there were signs warning people that there might be crocodiles, the girl and her friends decided to have a midnight swim. The girl suddenly disappeared and next morning her body was found. Near it was a four-metre crocodile.

And only last month two Australian boys watched in horror as their friend was killed by a crocodile when they were washing their mountain bikes in a river. They climbed a tree and stayed there for 22 hours while the crocodile waited below.

But you CAN survive a crocodile attack. Last year Norman Pascoe, a 19-year-old, was saved from a crocodile when his aunt hit it on the nose. Norman's aunt said: 'I hit it and I shouted, "Help!" The crocodile suddenly opened its mouth and my nephew escaped.'



Adapted from a British newspaper

c Cover the text. In pairs, can you remember what these numbers refer to?

- 7
- 1000
- 40
- 17
- 24
- 22
- 19

6 A

- G if + present, will + infinitive (first conditional)
- V confusing verbs
- P long and short vowels

If you change queues, the other one will move faster.

If something bad can happen, it will

1 GRAMMAR if + present, will + infinitive

- Read the beginning of the story. Why do you think the Italian doesn't want to lend his newspaper to the American?

**Murder on the Orient Express?**

A young American was travelling to Venice on the Orient Express. It was a long journey. He was bored. Sitting opposite him there was an Italian man. He was about 50 years old. He had an English newspaper on the seat next to him.

'Excuse me,' the American said. 'Can I borrow your newspaper?'

'No,' said the Italian. 'I'm sorry. You can't.'

'Why not?' asked the American.

'Well,' said the Italian, 'it's quite simple...'

- Look at the pictures. Number the rest of the story 1-9.

- 'If you meet Nicoletta, you'll fall in love with her.'
- 'If we start talking, we'll become friends.'
- 'If I invite you to my house, you'll meet my beautiful daughter, Nicoletta.'
- 'So that's why I won't lend you my newspaper.'
- 'If I find you, I'll kill you.'
- 'If you fall in love with her, you'll run away together.'
- 'If we become friends, I'll invite you to my house in Venice.'
- 'If I lend you my newspaper, we'll start talking.'
- 'If you run away, I'll find you.'

- 6.1 Listen and check. Then cover sentences 1-9 and look at the pictures. Try to remember the sentences.

- Look at the sentences again. What tense is the verb after #3?

2 VOCABULARY confusing verbs

- What's the difference between *know* and *meet*, and *borrow* and *lend*? Underline the right verb.
    - You'll know / meet my beautiful daughter Nicoletta.
    - Do you know / meet my sister's boyfriend?
    - Can I borrow / lend your newspaper?
    - If I borrow / lend you my newspaper, we'll start talking.
- b p.149 Vocabulary Bank Verbs. Do part 2.

3 READING

- If you are in a supermarket and you change queues...

**Новый стандарт, предъявив новые требования к результатам обучения, дал нам возможность по-новому взглянуть на урок, воплощать новые творческие идеи. Но это не значит, что традиционные приемы и методы работы нужно отвергать. Их можно применять в новом ключе, наряду с современными технологиями.**





Спасибо

за

**ВНИМАНИЕ!!!**