

**Муниципальное казённое общеобразовательное учреждение – основная общеобразовательная школа № 8**

**«Формирование функциональной грамотности на уроках английского языка»**

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**«Мои ученики будут узнавать новое не от меня; Они будут открывать это новое сами. Моя задача - помочь им раскрыться и развить собственные идеи.» (И. Г. Песталоцци)**

# Функциональная грамотность на уроках иностранного языка –

это умение применить полученные знания иностранного языка на  
практике



*Уметь свободно общаться*

*Говорить, читать и писать на иностранном  
языке.*

*Использовать полученные на уроках знания, умения и навыки в  
рамках взаимодействия с социумом: прочитать письмо и  
написать ответ, заполнить  
резюме или анкету, открыть счет в банке, спросить дорогу до  
пункта в незнакомом городе, устроиться в гостинице, вызвать  
мастера по ремонту, написать приглашительную или  
поздравительную открытку другу и создать буклет.....*

## **Особенности заданий для оценки функциональной грамотности:**

- задача, поставленная вне предметной области и решаемая с помощью предметных знаний;
- в каждом из заданий описывается жизненная ситуация;
- контекст заданий близок к проблемным ситуациям, возникающим в повседневной жизни;
- ситуация требует осознанного выбора модели поведения;
- вопросы изложены простым и ясным языком;
- используются иллюстрации, таблицы, схемы, диаграммы.

**Направления  
формирования  
функциональной  
грамотности**

читательская  
грамотность

математическая  
грамотность

естественнонаучная  
грамотность

финансовая  
грамотность

глобальные  
компетенции

креативное  
мышление

# Математическая грамотность

## Формирование математической грамотности

Данное упражнение предлагается в учебнике «Spotlight» за 6 класс. Здесь необходимо нарисовать карту в масштабе, изучив упражнения 1 и 2.

**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) I ... 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) I ... other. Write down the number of steps.
- Choose a scale. Use one square on the graph to be the same as one step. Draw a map of 3) I ... room. Use the measurements in steps. Write the map scale at the bottom of the graph paper.
- 3) This 4) I ... 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. Explain how you made it.

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### 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 OUFN .....    5 NTE .....  
3 IXS .....    6 EHETR .....

**4** Do the sums.

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

### 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.

### 5 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?

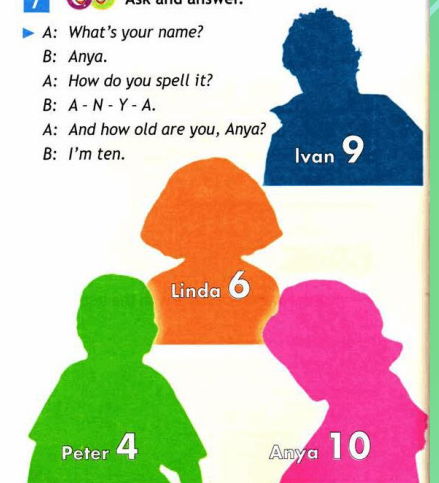
B: Anya.

A: How do you spell it?

B: A - N - Y - A.

A: And how old are you, Anya?

B: I'm ten.

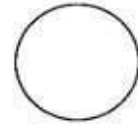




# Shapes

My name is \_\_\_\_\_

Color the shapes



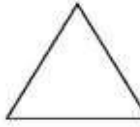
A green circle



A yellow square



A pink rectangle



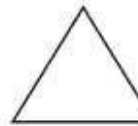
A blue triangle



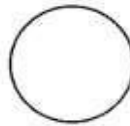
An orange square



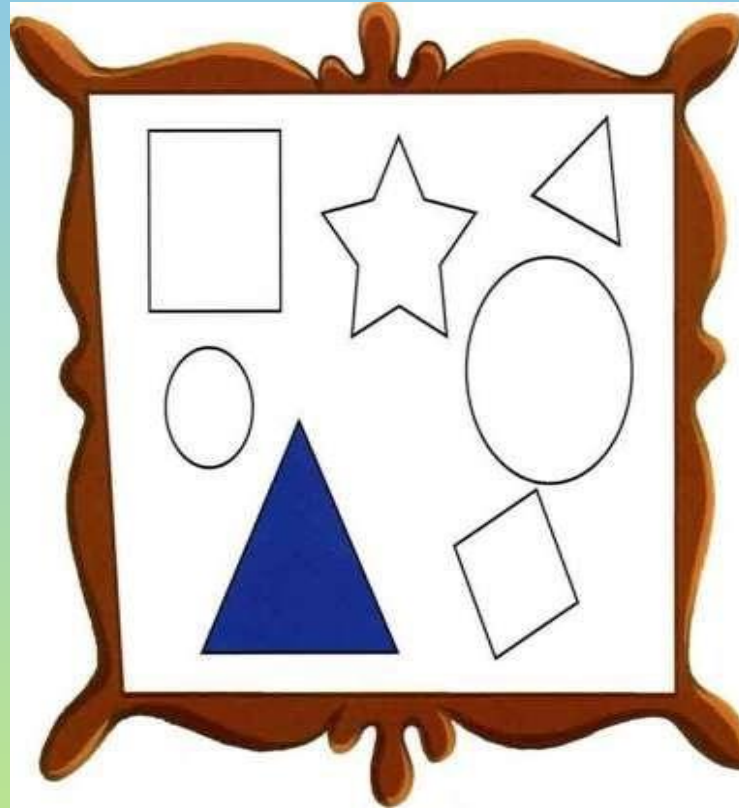
A purple rectangle



A red triangle



A brown circle



# Telling the time



It's ... o'clock

It's five to ...

It's five past ...

It's ten to ...

It's ten past ...

It's (a) quarter to ...

It's (a) quarter past ...

It's twenty to ...

It's twenty past ...

It's twenty-five to ...

It's twenty-five past ...

It's half past ...



2:00 - It's two o'clock.

2:30 - It's half past two.

2:05 - It's five past two.

2:35 - It's twenty-five to three.

2:10 - It's ten past two.

2:40 - It's twenty to three.

2:15 - It's a quarter past two.

2:45 - It's a quarter to three.

2:20 - It's twenty past two.

2:50 - It's ten to three.

2:25 - It's twenty-five past two.

2:55 - It's five to three.

We use AT + TIME when giving the time of a specific event.

We use IT IS or IT'S to answer a question that asks for the time right now.

- The class starts at nine o'clock.

What time is it? - It is half past four.

- The flight leaves at ten to three.

What's the time? - It's twenty to five.

## Формирование финансовой и математической грамотности на примере упражнений из учебника «Spotlight» за 5 класс

1 Put the coins A-G in order of value (from lowest to highest).



2 How much do the coins A-F add up to

В данном упражнении предлагается расположить монеты по возрастанию стоимости, а также рассказать о российских монетах, после этого составить диалог о покупке товаров и решить какими монетами за них заплатить. Цена указана на товаре.





Shop assistant: Good afternoon. How can I help you?

Marta: Good afternoon. I want to buy a souvenir.

Shop assistant: How about this key ring?

Marta: That's a good idea. How much is it?

Shop assistant: It's £ 4.00.

Marta: Can I have two, please?

Shop assistant: Sure. That's £ 8.00.


Marta: Here you are.

В данном упражнении предлагается на основе готового диалога составить собственный диалог между продавцом и посетителем о покупке сувениров, используя картинки. Цена указана на товаре.

# Формирование естественнонаучной грамотности

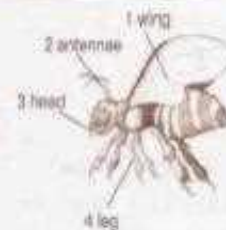
В данном упражнении из учебника «Spotlight» за 5 класс предлагается 1) по заголовку определить о чем текст 2) прослушать и узнать о чем текст 3) прочитать текст и ответить на вопросы. Данный текст о насекомых, где они обитают, об их строении и о том, какое значение они имеют в природе и в жизни человека.

2 a) Read the title of the text.  
What do you expect to read about? Listen and read to find out.

 b) Read the text and answer the questions.

- 1 How many insects are there in the world?
- 2 Where do they live?
- 3 Why are insects important?
- 4 What can bees do?

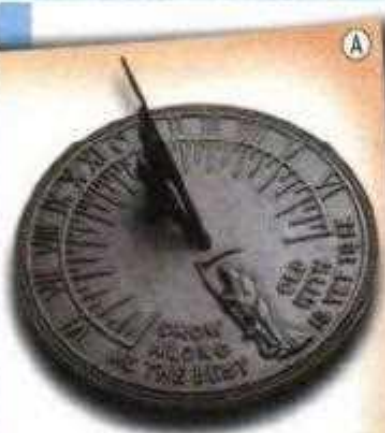
## *It's an insect's life!*



There are about 10 million types of insects in the world. These little creatures live in our homes and gardens. Some live near water, others live in fields, parks, and forests. Some insects come out during the day while others come out at night.

Insects are really important. They keep our gardens clean because they eat dead leaves and other waste<sup>1</sup>. They are also an important food for birds and other animals. Some insects, like bees, even make food – honey.

<sup>1</sup> unwanted things, rubbish



## SUNDIALS

Go outside on a sunny day and look 1) at/on your shadow!<sup>1</sup> Early 2) in/at the morning and late in the afternoon, it is long. At lunchtime, it 3) has/is very short. This is because the Earth moves around the sun and the sun is in a different place 4) in/on the sky at different times of the day. Sundials use shadows to tell the time. They 5) have/are the oldest way to tell the time!

<sup>1</sup> dark shape of an object between a light and a surface

am = from midnight to midday  
pm = from midday to midnight



Обучающиеся выполняя задания по изучающему чтению актуализируют знания о солнечных часах и одновременно могут применить эти знания для изготовления собственной модели солнечных часов.

# Упражнения на формирование естественнонаучной грамотности

**Going Green 8**

**1** Look at the pie chart. Which energy sources does the world use the most to produce electricity?

**2** a Look at the pictures, title and subtitles in the text. Think of two questions you would like to ask about alternative energy. Read the text and see if you can answer them. What else did you learn from the text?  
b **LISTEN** Read again and complete the gaps (1-10) with the correct word formed from the words in brackets. Listen and check, then explain the words in bold.

**Alternative Energy**

64% of the electricity we need comes from **1)** ..... (burn) fossil fuels such as oil, gas and coal. These resources **pollute** and are not **2)** ..... (renew), so once we have burned **3)** ..... (they) all up, there will be no more. This means that the world **MUST** find and use alternative sources of energy. ... **FAST!** The alternative energy needs to use no fuel and create no waste or **4)** ..... (pollute).

**Sun (solar power)**  
Enough of the sun's energy **5)** ..... (hit) the Earth every minute to power the world for a whole year! In sunny countries, solar cells can be put on rooftops to convert sunlight. **6)** ..... (direct) into electricity. We could even build solar power stations like Solar One in California. This uses the sun's heat to make steam, which then drives a **7)** ..... (generate) to produce electricity.

**Wind (wind power)**  
We can use the power of the wind by **8)** ..... (build) wind turbines. These are tall towers with a big propeller on top. The wind blows the propeller, which turns a generator in order to create electricity. If we build a number of wind turbines together in a **9)** ..... (wind) place, we can make a 'wind farm' and produce quite a lot of electricity!

**Water (hydroelectric power)**  
A dam can be used to trap a large area of water, like a reservoir in a lake. This water then flows through tunnels in the dam, turns turbines and drives generators to create electricity. Hydroelectric power stations can produce a lot of power very **10)** ..... (cheap).

**3** Make notes on the text, then use them to give a two-minute talk about alternative energy.

**4** Project! Work in groups. Find out which sources of energy are used to make electricity in your country/area. Present your findings to the class.

**Green Wisdom**  
Modern technology saves ecology an apology.  
(Alan M. Gilbert)

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**Going Green 4**

**M**ost people believe that natural fabrics are **1)** ..... (good) for the environment than synthetic fibres, but this isn't always true. For example, while it only takes a pound of cotton to make one T-shirt, it takes a **2)** ..... (three) of a pound of pesticides to grow the cotton in the first place! Then, the cotton may be treated with all kinds of chemicals to change the colour. **3)** ..... (a hundred) of these chemicals end up as waste, which contaminates our rivers and soil.

So what is the best thing to do? Well, when it comes to buying new clothes three days you don't have to worry, as you can simply choose to buy organic! This means buying clothes that are produced in a way that causes as little harm to the environment as possible. Here are some of the **4)** ..... (other) options on offer.

**Bamboo clothing**  
Is as soft as cashmere and allows your skin to breathe. It also keeps you cool in hot weather and warm in cold weather.

**Flax**  
grows more **5)** ..... (quick) than cotton and needs fewer chemicals to produce it.

**Eco fleece**  
Is a kind of polyester from recycled plastic bottles. At the recycling centre, the plastic is washed, chopped and turned into flakes, which are then melted, made into fibres and woven into cosy pullovers.

It doesn't take a lot of effort to be naturally **6)** ..... (fashion), so why not give it a try!

**6** **RESEARCH** Project! Work in pairs. Use the information in the text to persuade your friend to buy eco-friendly clothes.

**7** **TALK** Discuss the saying.

**Green Wisdom**  
We save the environment.  
Charles Penatt  
(US physicist)

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### ***Предтекстовый (Pre-reading)***

создание мотива чтения;  
развитие умения прогнозирования;  
активизация фоновых знаний и снятие языковых трудностей.

### ***Текстовый (While-reading)***

Осмысленное понимание прочитанного

***Послетекстовый (Post-reading)*** проверка понимания прочитанного и служат средством контроля формирования умений смыслового чтения и возможным использованием полученной информации в будущем.

# 1. ПРЕДТЕКСТОВЫЙ (PRE-READING)

**5 a** Amazing creatures

**animals of India**  
India is in South Asia, next to Pakistan, China and Nepal. Many amazing animals live there.

**Vocabulary**  
• Animals

**1** Look at the map. Which country can you see? Which continent is it in: Asia or Africa? What countries are next to it?

**2** Look at the pictures. Listen and repeat. Which of them sound similar in your language? Do you have them in your country?

**Reading**

**1** Look at the title of the text. What animals do you think it is about?

**2** a) Think of two questions you can ask about Indian animals. Listen and read. Can you answer them?  
b) Read and find the name(s) of:  
• three countries • five animals  
• five colours • five other adjectives  
Explain the words in bold.

**Speaking**

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

**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.

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**5 c** What's your opinion?

**Reading & Listening**

**1** Read the speech bubbles. Which opinion do you agree with? Why?

Computers will replace teachers in the future.  
Teachers will never stop teaching children.

**2** Read the title of the article. What do you think it is going to be about? Read, listen and check.

**3** a) Read the article and list viewpoints for and against computers.  
b) Look at the words in *italics*. Which ones are used to: add points? show contrast? conclude? What are they in your language?

**4** a) Match the paragraphs to the headings.  
• Conclusion (summary of the topic)  
• Introduction (presentation of the topic)  
• Viewpoints & examples  
• Opposing viewpoints & examples  
b) Explain the words in bold.

**Writing** (an opinion essay)

**6** a) Read the rubric. Use the topic sentences below to think of appropriate supporting sentences. Compare with your partner.

Your school magazine asked its readers to send in articles expressing their opinions on the following question. *Computers: A blessing or a curse?* (120-150 words)

- It is true that computers can save a lot of space and time.
- On the other hand, the use of computers can lead to problems.

b) **Portfolio:** Use your own ideas to write the essay.

**study skills**  
Using topic/supporting sentences  
Main body paragraphs should begin with a topic sentence which introduces or summarises the main topic of the paragraph. This helps the reader understand what the paragraph will be about. The topic sentences should be followed by supporting sentences which provide reasons or examples to support the topic sentences.

**5** a) Underline the topic sentences. Replace them with other appropriate ones.  
b) What supporting sentences does the writer give for each topic sentence?

**ONLINE or IN class?**  
Many people believe that there won't be any schools in the future. Instead, students will learn at home with the help of a personal computer and the Internet. It is true that technology plays a big part in learning today. In many parts of the world, students use personal computers to write their school assignments or keep notes of lectures. What's more, students go online to look up useful information or do an online course. However, computers will never be able to replace teachers. Teachers motivate their students, help them out with difficult tasks, answer their questions and give clear explanations. Moreover, teachers show young children how to behave and act as role models for them. To sum up, technology can help students learn things. Unfortunately, it cannot offer them the inspiration and support that teachers can.

## 2.Текстовый (While-reading)

**3** Прослушай диалог и прочитай его. **1a**



**1** Lulu: Grandma, Grandpa, look at our tree house!  
Grandpa: Oh, a red chair!  
Grandma: That's nice!

**2** Larry: Look, Grandma! A yellow table!  
Grandma: Oh, yes! It's lovely!


**3** Grandpa: What's this, Larry?  
Larry: It's a radio, Grandpa! Listen!

**4** Прочитай диалог ещё раз и выбери правильный ответ.

a Oh, a red chair!  
b Oh, a blue chair!

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**3** Прослушай диалог и прочитай его. **9a**



**1** Larry: Wow, the circus! Look, a clown.  
Lulu: Cherry, Cherry, where are you?  
Magician: Cherry, Cherry, where are you?

**2** Nanny: Cherry's here!  
Magician: Oh, thank you! Do you want to come to the circus today?  
Larry & Lulu: Ooh, yes, please!

**3** Magician: Now, boys and girls! Look at Cherry. And...  
Abracadabra, Alacazam! Look!

**4** Nanny: Bravo! Bravo!

**4** Прочитай диалог ещё раз и выбери правильный ответ.  
Now, boys and girls, look at ... a Chuckles. b Cherry.

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# 3. ПОСЛЕТЕКСТОВЫЙ (POST-READING).

*Проверка понимания прочитанного и служат средством контроля формирования умений смыслового чтения и возможным использованием полученной информации в будущем. Ex. 5.*

**5d Vocabulary & Speaking**

**Films**

1 Spend one minute writing down as many words as you can think of related to films. List them under the appropriate headings. Compare with your partner. Which is your favourite type of film?

**WORDS** → perform  
**FILMS**  
**TYPES** → action  
**PEOPLE** → actor

2 Look at the picture. What do you know about Bollywood? What else would you like to learn about it? Write three questions. Read the text and see if you can answer them.


3 Read the text again and fill in the gaps (1-10) with the correct word. Compare with your partner. Listen and check.

4 a Why are the following mentioned in the text?  
• 1899 • colourful costumes  
• Hollywood • kidnappers  
• Britain

b The first Indian short film was made in 1899.

b Have you ever seen any Indian films? Did you like them? Why (not)? Tell your partner.

5 Spend five minutes writing a short summary of the text. Read your summary to the class.



## Bollywood

What do you get when you take the 'B' from the Indian city of Bombay and exchange it 1) ..... the 'H' in Hollywood? Bollywood, of course!

Bollywood is the nickname for the Indian film industry. It's 2) ..... new – the first Indian short film was made in 1899 – and 3) ..... days it's massive! It is the largest film industry in the world, making up to eight hundred films a year – twice as many 4) ..... Hollywood. Sometimes, the films are made so fast that the same actors shoot scenes for four different films on the same set 5) ..... the same time!

So, 6) ..... are actually plenty of differences between Bollywood and Hollywood! Firstly, Bollywood films are actually more like musicals, with lots of singing, dancing and colourful costumes. They are usually in the Hindi language and last three 7) ..... four hours. They can be 8) ..... family relationships, unusual coincidences or kidnappers and villains, but most often they are classic romantic tales of 'boy meets girl'. In fact, some young people say that they find the storylines a 9) ..... too predictable.

Bollywood's biggest audience outside India is in Britain, 10) ..... many Indians went to live about fifty years 11) ..... It's not just Indians who watch the films, though. There have been some popular Bollywood films in English, such 12) ..... 'Bride and Prejudice' and 'Monsoon Wedding'. There are even Bollywood waxworks at Madame Tussauds!

# Формирование читательской грамотности

Данное упражнение предлагается в учебнике «Spotlight» за 7 класс в рубрике «Литература».

Упражнение 1. Прочитать краткую информация об авторе и его работах.

Упражнение 2а. Необходимо прочитать заголовки рассказа и прослушать звуки, прогнозировать, что происходит в данном отрывке.

Упражнение 2б, 3. Прослушать текст и заполнить пропуски.

Упражнение 4. Описать и нарисовать портрет мужчины, которого встретил мистер Отис (формирование креативного мышления).

Упражнение 5. Разыграть диалог между мистером Отисом и Кентерберийским привидением.

Упражнение 6. В группах продолжить рассказ (формирование креативного мышления).

**Extensive Reading 2**  
ACROSS THE CURRICULUM: LITERATURE

**Oscar Wilde (1854-1900)** was a popular Irish poet, novelist and dramatist. His most famous works include 'The Picture of Dorian Gray', 'The Importance of Being Earnest', as well as some excellent short stories like 'The Canterville Ghost'. This story is about an American ambassador and his family who try to ignore the locals who think that ghosts live in a house. After several incidents, the Otis family begins to notice the Canterville Ghost.

**1** Who was Oscar Wilde? Read text A to find out.

**Reading & Listening**

**2** a) Read the title of the story and listen to the sounds. What do you think happens in this extract?  
b) Listen, read and check.

**3** Complete the sentences. Explain the words in bold.

- Mr Otis was the .....
- Mr Otis bought .....
- People said that Canterville Chase .....
- Mr Otis woke up because .....
- Outside his bedroom, he saw .....
- Mr Otis gave the ghost .....

**4** What did the man Mr Otis met look like? Draw a picture.

**Speaking**

**5** **Pairwork:** Act out a short dialogue between Mr Otis and the Canterville ghost.

**Project**

**6** **Pairwork:** What do you think happened afterwards? In groups, continue the story. Then, listen and check.

**Oscar Wilde**  
**The Canterville Ghost**

**W**hen Mr Heron B. Otis, the American ambassador, bought Canterville Chase, every one told him it was a very foolish thing to do, as the place was haunted.

At eleven o'clock the family went to bed, and by half past all the lights went out. Some time after, Mr Otis woke up because of a noise inside his room. It sounded like the clank of metal. He got up at once, struck a match, and looked at the time. It was exactly one o'clock. Mr Otis was quite calm. The strange noise continued, and with it he heard the sound of footsteps. He put on his slippers, took a small bottle out of his dressing case, and opened the door. Right in front of him he saw an old man. He looked terrible. His eyes were red; his hair was long and grey; his clothes were old-fashioned and dirty, and there were handcuffs and rusty chains on his wrists and ankles.

"My dear sir," said Mr Otis, "those chains need oiling. Here take this small bottle of lubricant; I will leave it here for you and I will give you more if you need it." With these words the ambassador put the bottle down on a marble table, and went back to bed, closing the door behind him.

## Формирование глобальной компетентности на примере упражнения из учебника «Spotlight» за 8 класс

The image shows two pages from an English textbook. The left page is titled 'World monuments in DANGER' and features a large illustration of the Sphinx. The right page is titled 'Going Green' and features a large illustration of the Statue of Liberty. The text on the left page discusses the Sphinx and the Great Sphinx of Giza, mentioning their historical significance and the damage they have suffered over time. The text on the right page discusses environmental issues, including the use of wood and the impact of deforestation. There are several exercises and activities on both pages, including matching words to definitions, reading a text, and using ICT to find information about world heritage sites.

**World monuments in DANGER**

1 What do you know about the pictures? Why do they look like this?

2 Read the text and match the words with the pictures.

**The Sphinx**  
The Sphinx is a mythical creature with the head of a lion and the body of a woman. It is located in Giza, Egypt. It was built by the pharaoh Khafre around 2500 BC. The Sphinx is one of the most famous monuments in the world. It has been damaged by fire and erosion over the centuries.

**The Great Sphinx**  
The Great Sphinx is a massive limestone statue with a human face and a lion's body. It is located in Giza, Egypt. It was built by the pharaoh Khafre around 2500 BC. The Sphinx is one of the most famous monuments in the world. It has been damaged by fire and erosion over the centuries.

**The Statue of Liberty**  
The Statue of Liberty is a massive copper statue of a woman holding a torch and a tablet. It is located in New York City, USA. It was built by the French people as a symbol of freedom and democracy. It was dedicated in 1886. The Statue of Liberty is one of the most famous monuments in the world. It has been damaged by fire and erosion over the centuries.

**The Great Wall of China**  
The Great Wall of China is a massive stone and brick wall that stretches across northern China. It was built by the Chinese government to protect the country from invasions. It is one of the most famous monuments in the world. It has been damaged by fire and erosion over the centuries.

**Study skills**

1 Read and work in pairs. Connect the words with the pictures.

2 The Statue of Liberty is a symbol of freedom and democracy.

3 The Sphinx is a mythical creature with the head of a lion and the body of a woman.

4 The Great Wall of China is a massive stone and brick wall that stretches across northern China.

5 The Great Sphinx is a massive limestone statue with a human face and a lion's body.

**Going Green**

6 Match the words in bold in the text to their definitions.

1 deposit or dump that is made of waste or rubbish

2 gradual attraction of rock or soil caused by water or weather

3 very small parts of something

4 mixture of fog and smoke

5 work of art shaped from a material

6 fuel burned after decomposition, usually of plants and animals

7 ICT Collect information about other world heritage sites. Find out what they are and where they are. Present your findings to the class. You can visit the website <http://www.unesco.org> and click on 'Science world heritage sites on 10 pages'.

8 **Opinion** Do you agree with this proverb? Discuss.

**Green Wisdom**  
We do not inherit the earth from our ancestors; we borrow it from our children. (Native American Proverb)

В данном УМК за 8-11 классы есть рубрика «Going Green», где описываются различные экологические проблемы во всем мире. Конкретно здесь говорится о том, что мировые памятники архитектуры находятся в опасности. Учащимся предлагается ответить на вопрос Почему?. Далее необходимо прослушать текст и выполнить упражнения. В качестве домашнего задания предлагается найти информацию о других памятниках мировой архитектуры, которым грозит какая-либо опасность и дается адрес сайта, где можно найти необходимую информацию.

# Методы и приемы, направленные на развитие креативного мышления

1. Нахождение в ряде слов «лишнего слова» по отличающемуся признаку.
2. Группировка слов по какому-либо признаку.
3. Составление рассказа на определенную тему.
4. Составление текста или рассказа по предложенным вопросам или изображениям.
5. Образование слов из одного слова.
6. Подбор антонимов и синонимов к слову.
7. Метод «мозгового штурма». Учащиеся генерируют идеи на определенную тему.
8. Составление синквейнов. Синквейн – небольшое стихотворение, состоящее из 5 строк, обладающее определенной формой и структурой.
9. Метод проектов. Метод проектов – это такая организация обучения, при которой обучающийся включен в активный познавательный процесс, обучающийся самостоятельно формулирует учебную проблему, собирает информацию по проблеме, находит пути решения проблемы, проводит анализ собственной деятельности, делает определенные выводы, тем самым обучающийся приобретает новые знания и учебный опыт.
10. Проведение интервью.
11. Прием «ассоциаций». Обучающиеся называют как можно больше слов на определенную тему.
12. Написание творческих диктантов. Обучающиеся прослушивают текст на иностранном языке, затем изображают услышанное в виде рисунка или схемы.
13. Решение ребусов, викторин, кроссвордов.
14. Конкурс сочинений, сообщений.

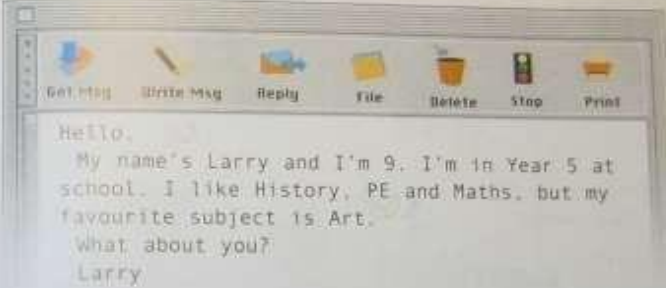
# Письма и эссе

**4 Read and say.**

- 1 I am Bob.  
I'm Bob.
- 2 What's your name?  
What is your name?
- 3 He's 12.
- 4 I'm in year 8.  
5 What is this?
- 6 My name is Peter.
- 7 They are at school.
- 8 It's a ruler.

I am Mike.  
I'm Mike.

**5 Read and answer the questions.**



Get Mail Write Mail Reply File Delete Stop Print


Hello,  
My name's Larry and I'm 9. I'm in Year 5 at school. I like History, PE and Maths, but my favourite subject is Art.  
What about you?  
Larry

- 1 How old is Larry?
- 2 What year is he in at school?
- 3 What's Larry's favourite subject?

**6 Portfolio: Now write an e-mail about yourself.**

**7 Let's play!**

A: Guess the subject.  
B: Music!



Лабиринт.ру

## What's your opinion?

**Reading & Listening**

- 1 Read the speech bubbles. Which opinion do you agree with? Why?  
Computers will replace teachers in the future.  
Teachers will never stop teaching children.
- 2 Read the title of the article. What do you think it is going to be about? Read, listen and check.  
**ONLINE or IN class?**
- 3 a) Read the article and list viewpoints for and against computers.  
b) Look at the words in *italics*. Which ones are used to: *add points*? *show contrast*? *conclude*? What are they in your language?
- 4 a) Match the paragraphs to the headings.
  - Conclusion (summary of the topic)
  - Introduction (presentation of the topic)
  - Viewpoints & examples
  - Opposing viewpoints & examplesb) Explain the words in bold.

**study skills**

*Using topic/supporting sentences*  
Main body paragraphs should begin with a topic sentence which introduces or summarises the main topic of the paragraph. This helps the reader understand what the paragraph will be about. The topic sentences should be followed by supporting sentences which provide reasons or examples to support the topic sentences.

**Writing (an opinion essay)**

- 6 a) Read the rubric. Use the topic sentences below to think of appropriate supporting sentences. Compare with your partner.  
Your school magazine asked its readers to send in articles expressing their opinion on the following question. Computers: A blessing or a curse? (120-150 words)
  - It is true that computers can save a lot of space and time.
  - On the other hand, the use of computers can lead to problems.b) Portfolio: Use your own ideas to write the essay.

**«Функциональная грамотность** сегодня — это базовое образование личности. Ребенок 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, стремление к дальнейшему образованию...»

[Виноградова Н. Ф., Кочурова Е. Э., Кузнецова М. И. и др. Функциональная грамотность младшего школьника: книга для учителя / под ред. Н. Ф. Виноградовой. М.: Российский учебник: Вентана-Граф, 2018. 288 с. , с. 16–17].

# Образовательные платформы как современные условия для развития функциональной грамотности

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**БЛАГОДАРЮ ЗА ВНИМАНИЕ**

Thank you for your listening!

~ END ~

