

Формирование функциональной грамотности на уроках английского языка на примере упражнений из УМК «Spotlight» для 5-11 классов, авторы Ю.Е. Ваулина, Д. Дули, О.Е. Подоляко, В. Эванс

«Почему понятие функциональной грамотности стало актуальным для современной школы и что означает понятие «функциональная грамотность»?»



ФК ГОС (2004 год)



ФГОС второго поколения



ФГОС

Введение Федерального государственного образовательного стандарта нового поколения

ФГОС НОО в разделе 3 «Требования к условиям реализации программы НОО» п. 34.2 «В целях обеспечения реализации программы НОО в Организации для участников образовательных отношений должны создаваться условия, обеспечивающие возможность: .. – формирования функциональной грамотности обучающихся (**способности решать учебные задачи и жизненные проблемные ситуации на основе сформированных предметных, метапредметных и универсальных способов деятельности**), включающей овладение ключевыми компетенциями, составляющими основу готовности к успешному взаимодействию с изменяющимся миром и дальнейшему успешному образованию

ФГОС ООО в разделе 3 «Требования к условиям реализации программы ООО» п. 35.2 «В целях обеспечения реализации программы ООО в Организации для участников образовательных отношений должны создаваться условия, обеспечивающие возможность: .. - формирования функциональной грамотности обучающихся (**способности решать учебные задачи и жизненные проблемные ситуации на основе сформированных предметных, метапредметных и универсальных способов деятельности**), включающей овладение ключевыми компетенциями, составляющими основу дальнейшего успешного образования и ориентации в мире профессий

«Функциональная грамотность – 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





Основными составляющими функциональной грамотности в современном образовательном пространстве являются:

- 1. математическая грамотность,**
- 2. читательская грамотность,**
- 3. естественнонаучная грамотность,**
- 4. финансовая грамотность,**
- 5. креативное мышление**
- 6. глобальные компетенции**

Формирование математической грамотности

Формирование математической грамотности -
*это способность человека мыслить математически,
формулировать, применять и интерпретировать
математику для решения задач в разнообразных
практических контекстах.*

Формирование математической грамотности

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 DUFR 5 NTE

3 IXS 6 EHETR

4 Do the sums.

1 $1 + 2 = 3$ (one plus two equals 3)

2 $7 - 4 = 3$ (seven minus four equals 3)

3 $6 + 2 = 8$

4 $9 - 1 = 8$

5 $5 + 1 = 6$

6 $3 + 2 = 5$

7 $10 - 1 = 9$

8 $3 - 2 = 1$

9 $6 + 4 = 10$

10 $8 - 1 = 7$

Sing THE SONG

One, two. How are you? Seven, eight. It's late.

Three, four. Fine and you? Nine, ten. Let's count again.

Five, six. 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 • Darla

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.

Ivan 9

Linda 6

Peter 4

Bobby 10

20

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) t _ _ 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) y _ _ _ room. Use the measurements in steps. Write the map scale at the bottom of the graph paper.
- 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.

23

Extensive Reading 4

ACROSS THE CURRICULUM: MATHS

Drawing numbers

It is not always easy to pass along information about numbers using just words. One of 0) the best ways to do that is to use a graph or 1) chart. Some of them 2) the line graph, the bar graph and the pie chart.

1 Read the title. How is it related to the pictures? What do you think the text is about? Read and check.

2 Use the words below to fill in the gaps 1-6. Listen and check.

• which • we • are
• a • is • be

3 Which type of graph is best for comparing things? Why do you think the third chart is called a pie chart? What can you read in these graphs?

4 Which type of chart would you use to present the following information:

Things teenagers spend their money on

- food: 50%
- clothes: 20%
- entertainment: 30%

5 Close your books and tell the class why we use graphs and what the most important types are.

6 In pairs carry out a survey about an important aspect of your school life (sports, clubs, school meals). Make a graph to show the results. Present it to the class.

7 ICT Project: Find various types of graphs. Bring them to the class and explain them.

The Line Graph

In this type of graph, 3) use a line to present information. The line graph shows information, which changes over time.

The Bar Graph

Bar graphs can 4) horizontal or vertical. This type of graph 5) very useful for comparing two or more similar things.

Internet use at Redwood School by sex

The Pie Chart

In pie charts you can see 6) section is large and what sections are small. In many pie charts, the most important section is separated from the rest of the pie.

Music Preferences in young adults, 14 to 19

give discovering differences and similarities between two things

Либрифт.ру

Формирование финансовой грамотности

Финансовая грамотность - способность человека управлять своими доходами и расходами, принимать правильные решения по распределению денежных средств. (жить по средствам) и грамотно их приумножать; знание ключевых финансовых понятий и умение использовать их на практике, позволяющее достичь финансового благополучия и оставаться на этом уровне всю свою жизнь.

Формирование финансовой грамотности

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

British Coins

1p = one penny
2p = two pence
100p = 1 (one pound)

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

a packet of crisps 20p

a bar of chocolate 35p

a jar of jam 60p

a carton of orange juice £1.10

a bottle of cola 26p

a box of chocolates £3.48

1 Do you know who any of these people are? How can they be related to English banknotes? Read to find out.

Queen Elizabeth II Elizabeth Fry Edward Elgar Adam Smith

ENGLISH BANKNOTES

All the banknotes in the UK have a portrait of Queen Elizabeth II on the front and a 0) famous (fame) historical person on the back. Read on to find out more...

The five-pound note, or five, is blue and green in colour and has a portrait of Elizabeth Fry on the back. Fry made her name by **improving** living conditions for women in European prisons. The main 1) (illustrate) on the note shows her reading to female 2) (prison) in Newgate Prison.

The ten-pound note, or tennet, is orange in colour. It was first issued in 1759. Since 2000, Victorian naturalist, Charles Darwin, who **developed** the theory of **evolution**, has been on the back of the note. You can also see Darwin's ship the HMS Beagle as well as 3) (very) flowers and animals he came across on his travels, in particular the humming bird.

The twenty-pound note is purple and up until very 4) (recent), it had a picture of British 5) (compose), Sir Edward Elgar, on the back. The new twenty-pound note shows **Adam** Smith, one of the fathers of modern day economics.

The fifty-pound note is red and has a picture of Sir John Houbton on the back. Houbton was the first **governor** of the Bank of England. This note also shows an image of Houbton's house in Threadneedle Street, London which is the site of the bank's present day 6) (build).

2 a) Read again and complete the gaps with the derivatives of the words in brackets.

b) Listen and read the text again. On which banknote can you see the people in Ex. 1? What is each person famous for?

3 Match the words in bold to their meanings.

director making butter
location invented
gradual development

4 Fill in: name, call, make. Explain the phrases. Are there similar ones in your language?

- 1 She was crying because some rude boys her names.
- 2 He a name for himself as a painter.
- 3 Have you chosen a for the baby?

5 Collect information on the history and development of banknotes/coins in your country. Present it to the class.

English in Use 2

Buying a souvenir

1 Listen and repeat.

- 1 How can I help you?
- I want to buy a souvenir.
- How about this key ring?
- How much is it?
- It's £4.
- How nice are...

2 Who says each sentence 1-4 above? A shop assistant or a customer? Listen and read to check.

3 Read again. What is Maria buying?

Shop assistant: Good afternoon. How can I help you?
Maria: Good afternoon. I want to buy a souvenir.
Shop assistant: How about this key ring?
Maria: That's a good idea. How much is it?
Shop assistant: It's £4.00.
Maria: Can I have two, please?
Shop assistant: Sure. That's £8.00.
Maria: Here you are.

4 Read the dialogue about...

English in Use 7

Shopping for clothes

1 Listen and repeat.

- How can I help you?
- I'm looking for a shirt.
- Any particular colour?
- What size are you?
- Here you are.
- What about this one?
- That's fine.
- How much is it?
- That's £15, please.

2 a) The sentences are from the dialogue between a shop assistant and a customer. Which sentences does each person say? Listen, read and check.

Shop assistant: Good morning, Sir. How can I help you?
John: I'm looking for a shirt.
Shop assistant: The shirts are over here. Any particular colour?
John: A blue one, please.
Shop assistant: What size are you?
John: I'm a size 16 collar.
Shop assistant: What about this one?
John: That's fine. Thank you.
Shop assistant: You're welcome!
John: How much is it?
Shop assistant: That's £15, please.
John: Here you are.
Shop assistant: Thank you. Have a nice day!

b) Read again, and answer the questions.

- 1 What is John looking for?
- 2 What colour does he want?
- 3 What size is he?
- 4 How much does it cost?

3 Look at the UK clothing sizes. Are sizes the same in your country?

WOMEN'S SIZES										
8	10	12	14	16	18	20	22			

MEN'S SIZES							
Shirts	14	14½	15½	16	16½	17	17½
Trousers	30	32	34	36	38		

CHILDREN (ages 1-14)										
1-2	2-3	3-4	4-6	7-8	9-10	11-12	13-14			

T-SHIRTS				
S	M	L	XL	XXL

4 Portfolio: You want to buy some clothes. Use the pictures to act out the dialogue between you and the shop assistant. Use the sentences from Ex. 1. Record yourselves.

Pronunciation /ɪ/

5 Listen and repeat. sh - /ɪ/ shirt

she, shop, fish, wish, short, shoe, sheep, fashion, cushion

Формирование читательской грамотности

Читательская грамотность – способность человека понимать и использовать письменные тексты, размышлять о них и заниматься чтением для того, чтобы достигать своих целей, расширять свои знания и возможности, участвовать в социальной жизни.

Формирование читательской грамотности

Функциональное чтение - это чтение с целью поиска информации для решения конкретной задачи, выполнения определенного задания или для получения информации из текста для понимания, преобразования текста и т.д.

Формирование читательской грамотности

ПЕРВАЯ ГРУППА – это ориентация в содержании текста, в рамках которой учащиеся научились:

- определять главную тему, общую цель или назначение текста;
- выбирать из текста или придумать заголовки;
- формулировать тезис, выражающий общий смысл текста;
- объяснять порядок частей, содержащихся в тексте;
- находить в тексте требуемую информацию и т.п.

Формирование читательской грамотности

ВТОРАЯ ГРУППА – это преобразование и интерпретация текста, для которой характерны:

- умение преобразовывать текст, используя новые формы представления информации: формулы, графики, диаграммы, таблицы;
- сравнивать и противопоставлять заключённую в тексте информацию разного характера;
- обнаруживать в тексте доводы в подтверждение выдвинутых тезисов и т.п.

Формирование читательской грамотности

ТРЕТЬЯ ГРУППА – это оценка информации, содержащей умения:

- откликаться на содержание текста;
- оценивать утверждения, сделанные в тексте, исходя из своих представлений о мире;
- находить доводы в защиту своей точки зрения и т.п.

Формирование читательской грамотности



1. Russian millionaire cities

1 What is a millionaire city? Read and answer.

Everybody knows that Moscow and St Petersburg are very big cities. But there are other Russian cities with more than one million people in them. They are called millionaire cities. Here are some pictures of some of them. In these pictures you can see famous sights: monuments, theatres, museums, churches and streets.



«Ассоциации»

Посмотрите на картинку/
прочитайте заглавие текста.

1. О чём может пойти речь в тексте?
2. Какая ассоциация у вас возникает, когда вы слышите словосочетание...?
3. Что могут означать числительные на фото?

Формирование читательской грамотности

2

a) Read the factfile and complete the diagram.

The United Kingdom

Country: The United Kingdom includes England, Scotland, Wales and Northern Ireland.

Capital: London is the capital of the UK but also the capital of England. Cardiff is the capital of Wales, Edinburgh is the capital of Scotland and Belfast is the capital of Northern Ireland.

Flag: The Union Jack includes the flags of England and Scotland as well as the old flag of Ireland. Each country has its own flag as well as the Union Jack.

Population: 60,441,457

Currency: British Pound

b) Explain the words in bold. Then, look at the map and say where Swansea, Portsmouth, Newcastle and Aberdeen are.

► *Portsmouth is in the south of the UK.*

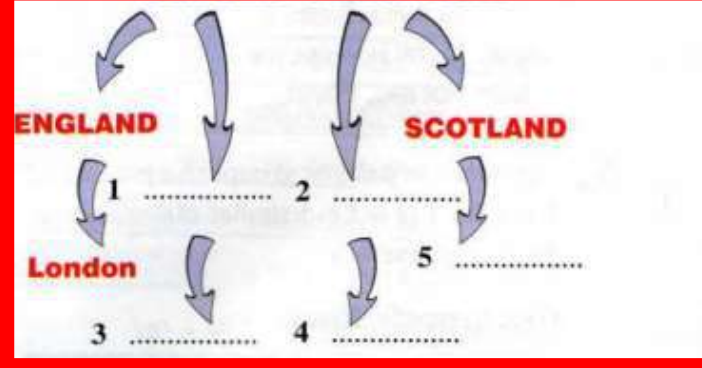
c) Use the diagram to talk about the UK.

study skills

Using graphic organisers

Use graphic organisers to record the key information in a text. This helps you understand the main points better.

UNITED KINGDOM



Project (a factfile about your country)



3 **Portfolio:** Make a factfile about your country. Draw the flag then write a short text. Write: *name of country, capital city, description of flag (30-50 words).*


«Кластер»

Прочитайте текст, заполните схему.

Формирование читательской грамотности


Reading

- 1  Look at the pictures and read the title and the introduction to the texts. What do you know about these people? What challenges do you think each person faced?
 Listen and read to find out.

- 2  (T (True), F (False) or NS (Not stated)). Correct the false sentences.
- 1 Bethany was a professional surfer by 2003.
 - 2 Bethany didn't see the shark before it attacked her.
 - 3 People were surprised when Bethany started surfing again soon after her accident.
 - 4 Bethany doesn't worry about sharks any more.
 - 5 Bethany never questions why she lost her arm.
 - 6 Tom can't move his arms or legs.
 - 7 Tom's dad has always loved film making.
 - 8 Tom's dad controls the camera for him.
 - 9 Tom believes that his disability gives him an advantage when filming.

Vocabulary

- 3 **a** Match the highlighted words/phrases to their meanings.
- encouragement • concentrate on
 - frightening them away • give up
 - soon • appear • without moving at all
 - huge • understood • face • place firmly



Never Give Up!

Bethany Hamilton and Tom Conaway both found themselves facing extremely difficult challenges – but they refused to give up ...

A Eighteen-year-old Bethany Hamilton paddles **furiously** into the **gigantic** wave. As she feels the back of the board lift, she leans forward, then quickly pushes herself up, **plants** her feet on her board and **carefully** rides the wave as it moves quickly towards the beach. All this is nothing unusual for a champion surfer, but for Bethany it is a total miracle! In 2003, Bethany had already won several competitions and had plans to become a professional surfer. Then, one sunny October morning, she was surfing with her friends on a beach near Kauai, Hawaii. Suddenly, a four-metre-long tiger shark attacked her, **ripping off** her arm. Most people would have become very depressed after such a tragedy, but Bethany amazed everyone. They couldn't believe their eyes when they saw her

«True/ False/ Not Stated»

Прочитайте текст, определите, какие утверждения верны, какие неверны, а в каких содержащаяся информация не указана в тексте.

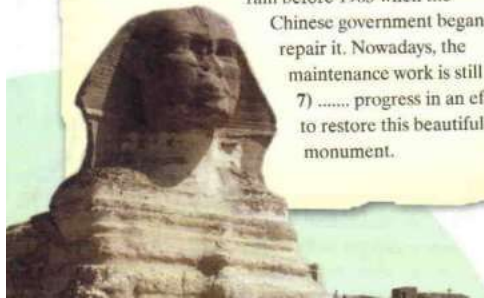
Формирование читательской грамотности

«Восстановление / заполнение пропусков»

World monuments in DANGER

Acid rain is rain that contains **particles** of acid. It is mainly caused 1) burning fossil fuels. Acid rain is bad for the environment and many of the world's historic monuments are 2) damaged by it.

- The **Statue of Liberty** in New York was a gift 3) the French people to the American people and is a universal **symbol** of freedom and democracy. Millions of people visit this great monument every year. For many years now, acid rain has 4) damaging the statue and has even changed its colour.
- The **Leshan Giant Buddha** is located 5) the eastern side of the Mui River in the Sichuan Province of China. It is 70.7 metres high. Begun in 713 AD and finished in 803 AD, the statue took people more than 90 years to carve from stone. It is the world's largest stone Buddha. It 6) nearly destroyed by wind **erosion** and acid rain before 1963 when the Chinese government began to repair it. Nowadays, the maintenance work is still 7) progress in an effort to restore this beautiful monument.



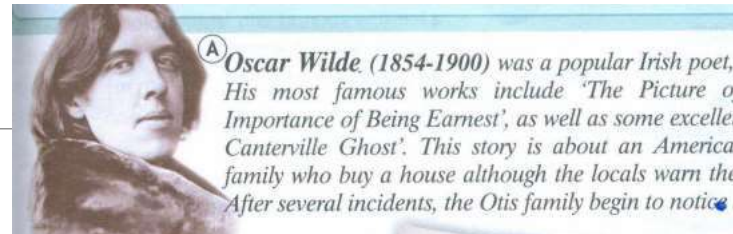
1 What do you know about the monuments in the pictures? Why do you think they are in danger? Read to find out.

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

- The **Great Sphinx in Giza** is one of the 8) fascinating historical monuments of all and a national symbol of 9) ancient and modern Egypt. It was built about 4,500 years 10) and is the biggest stone **sculpture** made by man. Every year, millions of tourists come to see the Sphinx. Unfortunately, wind, **smog** and acid rain are putting this wonderful monument in danger. If we want to reduce acid rain we must burn less fossil fuels. Burning coal, oil and gas releases huge amounts of sulphur* into the atmosphere. This is what creates acid rain. The best way 11) solve the problem is to use alternative energy sources to produce our electricity. Factories which use solar and wind power instead of the traditional fossil fuels can really help the environment. Another thing we can do is make cars and other vehicles more environmentally friendly. We need to stop using petrol. Instead, we can use cars 12) are electrically powered or run on some other fuel. In this way, the atmosphere will be cleaner and our monuments will stay beautiful.

*sulphur is a yellow chemical with a strong smell.

3 Read and mark the sentences T (true) or F (false). Correct the false statements.



A **Oscar Wilde (1854-1900)** was a popular Irish poet. His most famous works include 'The Picture of Importance of Being Earnest', as well as some excellent 'Canterville Ghost'. This story is about an American family who buy a house although the locals warn them. After several incidents, the Otis family begin to notice...

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.

- 1 Mr Otis was the
- 2 Mr Otis bought
- 3 People said that Canterville Chase
- 4 Mr Otis woke up because
- 5 Outside his bedroom, he saw

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

B Oscar Wilde The Canterville Chase

When Mr Hiram B Otis, bought Canterville Chase was a very foolish thing to do, as...

At eleven o'clock the family were all the lights were out. Some time because of a noise outside his house he looked at the time. It was exactly quite calm. The strange noise he heard the sound of footsteps. He took a small bottle out of his **dressing case**. Right in front of him he saw an old man. His eyes were red; his hair was white. He wore old-fashioned and dirty, and **rusty chains** on his wrists and ankles. "My dear sir," said Mr Otis, "Here take this small bottle of lubricating oil for you and I will give you more if...

Прочитайте текст, заполните пропуски.

Формирование читательской грамотности

«Установление соответствий»

1 a) Look at the picture. What are these students doing?

b) Do you listen to the radio? What type of shows do you like? Music? News? Chat? Sport?

Reading & Listening


2 a) Look at the title of the article. What do you think it is about? Listen or read and check.

b) Read again and match the titles (A-E) to the paragraphs (1-4). One title does not match.

A Good Work Experience
B Up-to-date News
C Music & Fun
D Different Roles
E Hard Work

3 What does each person do at a radio station?

- DJ • Journalist
- Producer • Engineer



Lots of universities in Great Britain offer radio courses or hope to work in radio stations.

1 The radio stations enter the latest music and chart hits. They also play new CDs among other things.

2 On a more serious note, some radio stations offer students about all the news on campus.

3 A radio station needs several different roles. Firstly, there's a DJ who presents the music. Secondly, there is a journalist who writes the news. A technician or engineer is always present to make sure the show breaks down. Lastly, the producer controls the show.

4 Working for the radio station is a useful experience. They gain useful practical skills that they can use when they find a job in the future.

If you want to find out more about radio, visit <http://www.radiofe.com>. You can even listen to the radio online.

Reading & Listening

1 How are the pictures related to the title of the text? Are they about swimming in the sea/pool?

2 Read the introduction to the text. What is it about? What do you expect to read in the rest of the text? Read and check.

3 a) Read the text again and match the headings (a-h) to the rules (1-7). There is one extra heading. Listen and check.


a DON'T SWIM AFTER EATING
b FOLLOW THE RULES
c NO GLASS BOTTLES
d NO DIVING
e DON'T RUN
f NO DIVE-BOMBING
g OBEY THE LIFEGUARDS
h NO PUSHING

Study skills

Visual context clues
Pictures, drawings, charts and other types of visuals help the reader understand the meaning of words.

b) Match the instructions (1-7) to the pictures (A-G). Which words helped you? Explain the words in bold.

When it comes to sporting activities, swimming in the pool can be great exercise but also very dangerous. This simple guide will show and explain the rules you need to follow in and around water.



Safe Splashing

1 Do not play or run around the pool. The surface is wet and you might slip.

2 YOU probably know how to swim, but some people DON'T. Do not push anyone in because you can put them in danger.

3 You shouldn't eat before swimming because it can lead to stomach cramps and a risk of drowning.

4 Make sure you know where the lifeguards are and call them if you get into trouble. They are there to save lives so always do what they

Формирование естественнонаучной грамотности

Естественнонаучная грамотность - это способность

обучающихся использовать естественнонаучные знания для отбора в реальных жизненных ситуациях тех проблем, которые могут быть исследованы и решены с помощью научных методов, для получения выводов, основанных на наблюдениях и экспериментах, необходимых для понимания окружающего мира и тех изменений, которые вносит в него деятельность человека, а также для принятия соответствующих решений.

Формирование естественнонаучной грамотности

Extensive Reading 5

ACROSS THE CURRICULUM: SCIENCE



1 Listen and repeat. What do you call these insects in your language?

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.

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

3 Which facts from the text do you find interesting? Tell the class.

4 Project: Become a garden detective - go on an insect hunt.

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 waste¹. They are also an important food for birds and other animals. Some insects, like bees, even make food - honey.

¹ unwanted things, rubbish

5 Sing the song!

SONG

Bees, bees buzzing in fields
huzzing around
whenever they please
There's nothing so sweet
as a honey bee.

- Make a list of insects that you expect to find.
- Write down any insects you find on the ground.
- List any flying insects you find.
- Take pictures of each insect. Describe the insects.
- Talk about your insects to the class.

Extensive Reading 1

ACROSS THE CURRICULUM: GEOGRAPHY



1 Look at the text. How is it related to the map?

2 a) Use the table to read the numbers below.

- 12,756.3 km
- 71%
- 4.5
- 509,600,000 km²
- 149,573,000 km
- 6
- 4
- 6,441,131,400 (approx)

READING NUMBERS

- 200 = two hundred
- 2,000 = two thousand
- 2,000,000 = two million
- 1.2 = one point two
- 5% = five per cent

b) How are these numbers related to the text? Listen, read and say.

3 Read again and label the continents on the map.

4 Portfolio: Look at the map. Use the information in the factfile to present Earth to the class. Record yourselves.

EARTH

Earth is the planet we live on. It is the fifth largest planet of our solar system¹ and the only planet with conditions suitable for life.

Diameter:	12,756.3 km
Age:	4.5 - 4.6 billion years old
Total Surface Area:	509,600,000 km ²
Surface covered by water:	71% (land 29%)
Distance from the Sun:	149,573,000 km
Continents:	6 (Africa, Antarctica, Eurasia ² , Australia, North America, and South America)
Oceans:	4 (Atlantic, Pacific, Arctic, Indian)
World Population:	6,441,131,400 (approx)

¹ the sun & its planets

² Asia and Europe

Extensive Reading 9

ACROSS CURRICULUM: FOOD TECHNOLOGY



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!

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.

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

Формирование глобальной компетентности

Креативное мышление – это компонент функциональной грамотности, под которым понимают умение человека использовать свое воображение для выработки и совершенствования идей, с которыми он не сталкивался раньше.

Формирование креативного мышления

CULTURE CORNER 3

American Senior High Schools

1 a Read about the school system in the USA. How old are students when they start school, go to junior high/middle school, go to senior high school, leave school?
b How is the system similar/different to the one in your country? Create a table of information like the one to the right.

2 Read the title of the leaflet. What is it about? Look at the picture and headings and say what you think life in an American senior high school is like. Read to find out.

Are you aged 14 to 18?



Why not spend a year in the USA and experience life in an American senior high school?

We help you get the most out of your American experience!

1) ... (relax) and informal teaching style.
American schools encourage students to think independently and take part in class. 2) ... (discuss). The American 3) ... (educate) system also offers a great range of subjects, so you could get the chance to study American history, journalism, business studies or drama. Some high schools offer driving lessons too, so you could get your American driving licence while you're in the USA!

School life
If you take part in our exchange programme, you'll experience what's unique about an American high school. On a typical day, you might travel to school by yellow school bus, then chat with friends while you eat away your coat and lunch in your 4) ... (lock). You'll then have around five hours of classes! You'll get a report card about twice a year. Your grades will depend on your 5) ... (perform) in class discussions, homework and projects.

Sports and extra-curricular activities
Sporting activities are a major part of high school life, and your school will expect you to participate! Of course, there's cheerleading and football, but other popular sports include soccer, basketball and baseball. If you're not the 6) ... (sport) type, there are also many other things to do such as join the school newspaper, the debating club or the 'prom' committee. The prom is a special dance for seniors at the end of the school year.

• 5 or 10-month programmes • Live with an American host family

contact sport similar to rugby ¹The American name of football

USA SCHOOL SYSTEM



Kindergarten
(age 5)

Elementary School
Grades 1-6 (ages 6-12)

Junior High School/Middle School
Grades 7 & 8 (ages 12-14)

Senior High School
Grades 9-12 (ages 14-18)
ninth graders = freshmen
tenth graders = sophomores
eleventh graders = juniors
twelfth graders = seniors

3 a    Form cognates from the words in brackets to make them match the contents of the text grammatically and lexically. Compare with your partner. Listen and check.

b Explain the underlined words/phrases. Are there any words which are the same/similar in your language?


4  Would you like to spend a year in an American senior high school? What would you like/not like? Discuss.

• A: *Would you like to spend a year at an American senior high school?*
B: *I don't know. / ...*

5 **Portfolio:** Work in groups. Design a leaflet inviting students from abroad to spend a year at your school. Write about: *subjects, a typical day at school, sports & extra-curricular activities.*

57

CULTURE CORNER
The Alaskan Climate



Alaska is the north-west corner of the USA. Temperatures in Alaska in the summer vary from 10°C to 20°C. Daily average and night time are from 4°C to 10°C. Late August and September are best. Visitors are told with care of snow. If you decide to visit 'The Great Land', make sure you pack the right clothes.

Click on the regions on the map to see what clothes you need for each season.

Season	What should you wear?	What should you wear?	What should you wear?	What should you wear?	What should you wear?	What should you wear?
Spring
Summer
Autumn

1 Listen to the music. What images come to mind? How does the music make you feel? Happy, sad, calm, stressed?

2 You are going to Alaska. Decide what clothes to pack for different seasons.

3 To visit, pack a long-sleeved shirt, jeans, a warm hat, sunglasses, boots, a windbreaker and a winter coat.

4 Look at the text. Where is Alaska? What do you know about the weather there? Discuss. Listen and check.

5 **ICT Portfolio:** Work in groups. Collect information from the Internet to prepare a similar web page for people who want to visit your country/region. Write a few words about the weather, then recommend clothes for each season.

- 4 **ICT Portfolio:** Work in groups. Collect information from the Internet to prepare a similar web page for people who want to visit your country/region. Write a few words about the weather, then recommend clothes for each season.

Project

- 4 **ICT Portfolio:** In groups draw or paint a picture of a famous building in your own country. Think about: *floors, colour, material, rooms, inside/outside, special features.* Use the internet to find the information. Present it to the class.

Project (a tourist brochure)


- 5 **Portfolio:** Do research. Make a tourist brochure for tourists about the capital city of your country. Write: *places to visit; things to see.* (60-80 words)

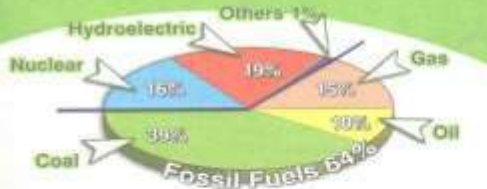
Формирование креативного мышления

Глобальная компетентность – это


способность критически рассматривать с различных точек зрения проблемы глобального характера и межкультурного взаимодействия.

Формирование глобальной компетентности





Going Green 8

- Look at the pie chart. Which energy sources does the world use the most to produce electricity?
- 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?
 - TRUE**  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!** This 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 or 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).



153



TROPICAL RAINFORESTS

What are tropical rainforests?

Tropical rainforests grow in the hot, wet, humid places near the Equator. The plants and trees in the rainforest grow to different heights. The forest can be divided into four layers: the forest floor, the understory, the canopy and the emergent (layer of larger trees which stick out above all the rest).

Why are they important?

They are important for various reasons. Firstly, they clean and renew the Earth's air supply by absorbing carbon dioxide and producing oxygen. Secondly, they provide a home to thousands of animal and plant species.

What grows there?

South American rainforests are the home of the wild cocoa plant, from which chocolate is made. The medicines quinine and aspirin come from tree bark and cough mixture is from tree resin, both found in rainforests. Some other important products that come from rainforest plants are mahogany wood, rattan, bananas, paprika, pepper and coffee.


Why are they in danger?



People are destroying the rainforests at a rate of 115 square miles a day. The trees are cut down and used as building material or fuel. The land on which these forests grow is being used for homes and factories and roads.


What can we do to save them?

There are lots of things that we can do to help protect the rainforests. Join an organisation which tries to save the rainforests, like Greenpeace. Write letters to politicians in countries where there are rainforests, asking them to stop allowing companies to cut down the trees. Don't buy furniture which is produced from rainforest wood.

By acting together, we can really make a difference!



-  Imagine you are in a tropical rainforest. Listen to the sounds. Describe the scene. What can you see, hear, feel, taste?
-  Try to answer the questions in the text. Listen and check.
- Read the text and answer the questions.
 - Where do tropical rainforests grow?
 - How do tropical rainforests renew the Earth's air supply?
 - Why are tropical rainforests important to wildlife?
 - Name two medicines that come from trees.
 - Name two ways we can help protect rainforests.
 - Explain the words in bold.
- You belong to an environmental protection organisation. Prepare a five-minute presentation for your class about rainforests.
- Project:** Work in groups. Prepare a poster for the school art class entitled *Save the Rainforests*. Alternatively, write a poem about rainforests. Use the words *rainforest, things, sings, rest* and your own ideas.



77

**Спасибо за
внимание!**