***Естественно-научная грамотность в основной школе на примере УМК «Звездный английский» 5–9 из-во «Просвещение»***

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| *умение****:* научно объяснять явления.** | | |
| **Задания** | **Умения** | **Примеры заданий в УМК** |
| Определить, предложить и оценить объяснения широкого спектра научных и технологических явлений | Решить учебные задачи естественно-научного содержания, выявить причинно-следственные связи. | **Student’s Book 7 Unit 2b ex.4b)** Imagine Google went down for a week. How would this affect the lives of those who use it every day? In three minutes write a few sentences. Tell the class.  **Student’s Book 8 Unit 1c ex. 4** Find information about a disaster that happened in your/ another country. Find out: what kind of disaster it was, when/ why it happened, what happened, what the situation is now. Compare it to the disaster in New Orleans.  **Student’s Book 9 Unit 3f ex. 7b)** What can be a cause of stress for young people? What do you think is a good way to solve problems and conflicts with friends and family? Write a few sentences in your notebook, then tell the class. |
| Объяснить физические процессы и свойства тел.  Выявить причинно-следственные связи | **Student’s Book 7 Unit 3e ex. 1** Read the definition and look at the diagram. What causes high temperatures? |
| Установить взаимосвязь живых организмов в природных сообществах | **Student’s Book 8 Unit 6h ex.4** Find information about the ways other wildlife communicates, e.g., whales, elephants. Present your information to the class.  **Student’s Book 8 Unit 6f ex.1a)** What do you know about dolphins? Tell the class. b) How do dolphins communicate? Why are scientists trying to decode their language? |
| Привести примеры поведения человека в природе и объяснить значение природоохранной деятельности человека | **Student’s Book 6 Unit 5e ex.7a)** Read the text again. How has each person helped these animals? Make notes, then tell the class.  **Student’s Book 8 Unit 3h ex.4** Imagine plants and trees could talk. What could they tell us about deforestation? In three minutes, write a few sentences. Tell your partner or the class.  **Student’s Book 8 Unit 5f ex. 1a)** Listen & say. Which of these experiences give the chance to: help the environment? help a community? learn (a) new skill(s)? |
| *Умение:* **сформировать личную позицию по отношению к науке** | | |
| Сформировать личную точку зрения относительно науки, которая проявляется через интерес к науке и технике, к проблемам окружающей среды | Привести примеры практического использования естественно-научных знаний в повседневной жизни | **Student’s Book 8 Unit 2a ex.8** How do you think each invention in the text will improve our lives? In three minutes, write a few sentences. Tell the class or your partner about it. |
| Воспользоваться приобретенными знаниями и умениями в практической деятельности и повседневной жизни. | **Student’s Book 7 Unit 3a ex. 7a)** What did you know about Antarctica? What did you learn about it from the text? Make notes, then tell the class. |
| *Умение:* **формировать предметные естественно-научные знания** | | |
| Сформировать систему естественно-научных знаний | Сформировать ценностное отношение к живой природе, к своему организму | **Student’s Book 6 Unit 5b ex.2** Look at the animals (A-C) in the text. Where do you think we can find these animals? Why is each species endangered? Listen and read to find out.  **Student’s Book 7 Unit 3e ex. 6** Why is global warming such a serious problem for our world? In three minutes write a few sentences. Read your sentences to the class.  **Student’s Book 7 Unit 3e ex. 7** If animals could speak, what would they tell us about the problems they face because of global warming? In three minutes write a few sentences. Tell the class.  **Student’s Book 8 Unit 6a ex.8** The writer says that we should learn to accept ourselves as we are. In three minutes, write a few sentences expressing your opinion. Read them to the class. |
| Понимать, как формируются знания. Применить знания о методах научного познания. Понимать практическое применение знаний | Сформировать основы экологической грамотности. | **Student’s Book 6 Unit 4i ex.2** Read the text and answer the questions.  1 What should you do before setting out on a camping trip?  2 What water is the safest to drink while camping?  3 Why is canned food better for camping?  4 How do you put out a campfire properly?  5 What should you do with waste food?  **Student’s Book 7 Unit 3e ex. 2** Look at the photographs in the text. How can global warming affect life on our planet? What can we do?  **Student’s Book 8 Unit 3e ex.9** Prepare a slide show or a lecture to raise awareness about rainforests.  **Student’s Book 9 Unit 1e ex.6** Do some Internet research to find out about more ways to reduce consumer waste. Use the following key words: ways to reduce waste. Report back to the class. |
| Выбрать целевые и смысловые установки в своих поступках по отношению к природе, здоровью и здоровью окружающих | **Student’s Book 7 Revision 4 ex. 5** Write an article making suggestions about how young people can stay healthy while leading such busy lives (120-180 words).  **Student’s Book 7 VB7 to Unit 3 ex.3 a)** Complete with: conserve, turn off, take, public, recycle, throwing, reduce, save, insulate. b) Which of these do you do to help protect the environment?  **Student’s Book 8 Unit 2h ex. 4** Has the information in the text helped you see things from a different perspective? How might this help you become a responsible shopper? In three minutes, write a few sentences. Tell the class or your partner.  **Student’s Book 8 Unit 3g ex.1b)** Match the problems (1-6) to their solutions (A-F). Which problems are the most serious in your country?  **Student’s Book 8 Unit 3g ex.2b** Think of ideas for and against solution B in Ex. 1b. Use your ideas and the phrases for expressing opinion to discuss the topic.  **Student’s Book 8 Unit 3 (Russia 3) ex.5** What can we do to protect animals and make their lives better? Discuss in pairs.  **Student’s Book 8 Revision 3 ex.7** Write an opinion essay on the topic ‘All zoos should be banned (120-180 words). |
| Сделать выводы, интерпретировать результаты наблюдений и опытов. | **Student’s Book 8 Unit 3f ex.8** Listen to and read the article in Ex.3 again, then tell your partner three reasons why colonising space is difficult. |
| *Умение:* **научно интерпретировать данные и доказательства** | | |
| Преобразовать данные с помощью разных способов представления данных.  Проанализировать и интерпретировать данные, сделать соответствующие заключения.  Оценить научные рассуждения и доказательства из разных источников | Использовать схемы и схематичные рисунки изученных технических устройств, измерительных приборов и технологических процессов при решении учебно-практических задач | **Student’s Book 5 Unit 6i ex.1** Look at the picture. How do you think a mobile phone network works? Listen to and read the text to find out.  **Student’s Book 8 Unit 2f ex.1** Look at the picture, then listen and say. What do you think a skyscraper farm is? How does it work? Read the text to find out. |
| Создать собственные письменные и устные сообщения, обобщая информацию из нескольких источников, грамотно используя понятийный аппарат и сопровождая выступление презентацией | **Student’s Book 7 Unit 1 (Russia 1 p.24) ex.5** Find information about scientists and ecologists who worked or are working to solve Lake Baikal problems. Write a paragraph about some scientist. Present it to the class. |