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

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| *умение****:* применить математические понятия, фактов, действий и аргументации.** | | |
| **Задания** | **Умения** | **Примеры заданий в УМК** |
| Построить обобщение на основе результатов применения математических процедур в процессе решения задачи | Применить несложные формулы в простейших ситуациях повседневной жизни | **Student’s Book 5 Starter unit ex. 4** Ask and answer (asking about addresses).  **Student’s Book 5 Unit 1f ex.5** Look at the photos and the fact files. Then, complete the sentences with the adjectives in the comparative form.  **Student’s Book 6 Unit 1 Skills ex.2 b)** Listen to Sam comparing his house with his neighbour’s. Whose house is: bigger? more modern? noisier? cheaper? |
| Использовать различные представления информации в процессе решения задачи. Использовать цифровую, графическую информацию и данные статистики. | Извлечь, интерпретировать и преобразовать информацию, представленную в таблицах и на диаграммах, которая отражает свойства и характеристики реальных процессов и явлений | **Student’s Book 5 Unit 5i ex.4** Copy and complete the table about each tribe. Choose one tribe and use your notes to tell your partner about it.  **Student’s Book 5 Unit 3b ex.5** Anna and Yulian have busy weekends. Look at their timetables and correct the sentences. Use the verbs have, do, go, watch, play.  **Student’s Book 6 Unit 6d ex. 5** Imagine you and your family are on holiday in an English-speaking country. You want to send a parcel to your friend. Use the diagram to act out your dialogue.  **Student’s Book 6 WB4 to Unit 4 ex.1** Use the timeline below and the notes to write a short biography of the person. What tenses will you use?  **Student’s Book 7 Unit 2g ex. 1a)** The bar chart shows what types of reading material UK teens prefer. Use the language to read it.  **Student’s Book 7 Unit 3e ex.1** Look at the definition and look at the diagram. What causes high temperatures?  **Student's Book 8 Unit 2e ex.5** Read the text again and complete the web diagram to take notes about Joanne Massey's life. Then use your notes to describe Joanne's life to your partner.  **Student’s Book 8 VB6 to Unit 1 ex.7** Collect information from the Internet, then write a short weather forecast for tomorrow. Then read it to the class.  **Student’s Book 8 VB11 to Unit 2 ex. 1 a**) Study the table. Read the prices**. b)** What is the currency in your country?  **Student's Book 8 Unit 3b ex.1 a)** Listen and say. **b)** Are there any of these problems in your country? If so, what do you think can help the situation? Tell your partner. |
| Построить графики, диаграммы. Получить математическую информацию из них | Построить графики. Использовать графики реальных процессов для решения задач | **Student’s Book 7 Starter Module ex.4 a)** Copy and complete the spidergram. Use these words. Add one to each category. **b)** What food do you usually buy when you go shopping?  **Student’s Book 7 Russia 6 ex. 4 a)** Copy and complete the table with information from the text. |
| Оперировать алгебраическими выражениями.  Словесно интерпретировать алгебраические выражения. Использовать для решения задач арифметические операции и их условные обозначения. | Выполнить расчеты по формулам  1 |  |
| Выполнить несложные преобразования целых, дробно-рациональных выражений. | **Student’s Book 5 Starter Unit ex.5** Match the cardinal numbers to the ordinal numbers, then listen and check. Listen and repeat.  **Student’s Book 5 Unit 2i ex.2** Read the text. What do these numbers refer to: 184 m, 300 m, 43 seconds, 324 m, 10,000 tonnes, 6 million?  **Student’s Book 5 Unif 3d ex.1** Listen and say.  **Student’s Book 6 Unit 2 Language Review ex.2** Choose the correct numerals. |
| Сформированность представлений о пространстве и форме, о неопределённости данных | оперировать понятиями количества и величины, которые относятся к таким явлениям, как время, деньги, вес, температура, расстояние, площадь, объем, производные величины и их числовое описание | **Student’s Book 5 Unit 4d ex.5** Take roles. You are a customer and your partner is a snack bar cashier. Order something to eat and drink. Use the menu in Ex. 1 to act the dialogue.  Student’s Book 6 Starter Module ex.6 What time is it?  **Student’s Book 6 Unit 4c ex.3** Take the roles of a tourist and a tour guide. Use the information in the text to ask and answer questions about Yellowstone.  Example: A: How big is the park? B: It covers 8,980 square kilometres.  **Student’s Book 6 Unit 5i ex.5** Collect information about any of the five oceans. Use each ocean’s name as a key word in your search. Present your information to the class.  **Student’s Book 6 Unit 6d ex.3** Dina and her family are in Australia. Right now they are at the post office. Read the dialogue and answer the questions. What does Dina want to send? How much does it weigh? How much will she pay? |
| Применить проценты, соотношения и пропорции для решения проблем  1 | **Student’s Book 5 Unit 3b ex.8 a) Read the theory box. b) How often do you …** |
| Собрать, представить и интерпретировать данные | **Student’s Book 6 Unit 1i ex.3** Read the dictionary entry. In your opinion, what makes a good/bad citizen? Do you think you are a good citizen? Do the quiz to find out.  **Student’s Book 6 Unit 3b ex.2** Do the quiz to find out how much you know about these historical figures. Listen and check to find out.  **Student’s Book 6 Unit 4c ex.5** Find information about a national park or area of natural beauty in your country, describe the location, interesting sights, plants growing there and write a short pamphlet to advertise it. Use the pamphlet in Ex. 1 as a model. Look up the following names of trees on the Internet: oak, pine, birch, maple, willow, aspen, rowan.  **Student’s Book 9 Unit 5h ex.4** There are many tests on the Internet that tell you which side of your brain could be dominant. Use the key words: right or left brain quiz to find a test, complete it, then report back to class. Do you agree with the result? Why? |
| *Контексты задач* | | |
| ***Индивидуальный контекст*** | Решить задачи, которые сфокусированы на деятельности отдельного человека, его семьи или группы сверстников: приготовление пищи, покупки, игры, здоровье, личный транспорт, спорт, путешествия, расписание дня, личные финансы и др. | **Student’s Book 8 Unit 1d ex.6** It's 5:50. Decide what to watch on TV. Use the sentences in Ex. 2 and the TV guide to act out your own dialogue. Follow the plan.  **Student’s Book 8 Unit 2 (Focus on RNE) ex.7** Take part in a telephone survey. You have to answer six questions. Give full answers to the questions. Remember that you have 60 seconds to answer each question. |
| ***социальный контекст*** | решить задачи, которые сфокусированы на сообществе: системы голосования, общественный транспорт, государственная политика, демография, реклама, статистика, экономика и др. | **Student’s Book 8 Unit 2f ex.8** Why are vertical farms a good idea? How can they benefit society? In three minutes, write a few sentences on this topic. Read your sentences to the class.  **Student’s Book 8 Unit 5b ex.9** Khan Academy’s goal is to provide free education to anyone anywhere. How can it help people? In three minutes, write a few sentences. Tell the class. |