Математическая грамотность в основной школе на примере УМК "Английский в фокусе" (5-9) издательство «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 9 Module 6 (C) ex.5**. Read the two examples. Which sentence is illustrated in the picture? Which means that someone else did something for Tom?  **Student’s Book 8 Module 5 (D) ex.10**. Look at the two pictures and compare them.  Follow the plan in the Study Skills box.  **Student’s Book 7 Module 6 (C) ex. 1.** a) Look at the postcard. Who is sending it? To whom? Where is each person?  **Student’s Book 7 Module 4 (English in Use) ex.1**. 7) Look at the TV guide. 2) What type of programmes can you watch? |
| 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 7 Module 5 (D) ex.3.** Use the graph to tell the class what high-tech gadgets British teenagers have in their bedrooms.  **Student’s Book 7 Module 2 (Going Green) ex.2**. Look at the chart below and copy it into your notebooks. Read the title of the text and complete the first two rows of the chart.  **Student’s Book 6 Module 4 (B) ex.2.** Read the pie chart. What do American teenagers like watching on TV?  *19%of American teenagers like watching dramas.*  **Student’s Book 6 Module 4 (Extensive Reading) ex.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.  **Student’s book 9 Module 4 (D) ex. 6.** Read the statistics. Which of the activities do you and other members of your family use the Internet for? Do you use it for anything else?  **Student’s Book 7 Module 5 (D) ex.2.** a)Read the text again and study the  graph. Then, answer the questions. 1) What percentage of teens own a DVD player? 4) What percentage of kids own a digital TV?  **Student’s book 9 Module 2 (C) ex. 8.** Study the table. Then look at the chart. Choose the correct words in bold to complete each sentence below. Make more sentences using the chart and appropriate quantifiers.  **Student’s Book 7 Module 5 (D) ex.1**. Look at the graph and the title of the  text. What do you think the text is about? Listen, read and check.  **Student’s Book 8 Module 7 (A) ex.8**. Look at the graph carefully and answer the questions. 2) What percentage of young people use the Internet on a daily basis? 2)  How many of the types of media mentioned are electronic media?  **Student’s Book 7 Module 5 (D) ex.4**. Carry out a survey on what high-tech equipment your classmates own. Write a questionnaire and ask the rest of the class to complete it. Then make a bar graph like the one in Ex. 1 showing the results. Your graph should contain the following information. Report the results using the graph. |
| Построить графики, диаграммы. Получить математическую информацию из них | Построить графики. Использовать графики реальных процессов для решения задач | **Student’s Book 7 Module 9 (Extensive Reading) ex.5.** Work in groups. Conduct a survey to find out what your classmates have bought lately and the reasons why they bought it. Make a graph and present the results to the class.  **Student’s book 6 Module 4 (B) ex. 11.** Carry out a class survey. Ask your classmates about their favourite TV programmes. Keep notes then write a paragraph. |
| Оперировать алгебраическими выражениями.  Словесно интерпретировать алгебраические выражения. Использовать для решения задач арифметические операции и их условные обозначения. | Выполнить расчеты по формулам | **Student’s Book 9 Module 6 (B) ex.2**. Look at the symbols below. Which of them  relate to: sightseeing, transport, services? |
| Выполнить несложные преобразования целых, дробно-рациональных выражений. | **Student’s Book 9 Module 6 (F) ex.3.** Find the correct word, then make a sentence with the other one.  **Student’s Book 7 Module 1 (D) ex.1.** Look at the map of the United Kingdom. What is the capital of each country (part)?  **Student’s Book 7 Module 5 (Extensive Reading) ex.2**. a) Read the text and choose the correct answer for each gap 1-5. Listen and check. b) Answer the questions in your notebooks. 1) What is a computer simulation? 2) Why are simulations useful? 3) Who can use simulations?  **Student’s book 9 Module 8 (E) ex. 1.** Read the advert and find the most important information, then answer the questions. 1) What is the purpose of the advert? 4) What qualities/experience do you need if you want to apply? |
| 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 Module 6 (A) ex. 2**.b) Work in pairs. Use the table and the clocks to ask each other the time.  **Student’s book 8 Module 3 (Culture Corner) ex. 1.** Do you know who any of these people are? How are they related to money in Britain? Read to find out.  **Student’s book 5 Module 4 (Extensive Reading) ex. 5.** Which animal simile best matches you? Which similes match other members of your family?  **Student’s book 7 Module 1 (Extensive Reading) ex.4.** Collect information using the Internet, then write a ‘special report’ on Moscow/St. Petersburg or your town/city for the Geo-Kids website. Include positive and negative points. |
| Применить проценты, соотношения и пропорции для решения проблем | **Student’s book 9 Module 4 (D) ex.6**. a) Read the statistics. Which of the activities do you and other members of your family use the Internet for? Do you use it for anything else? Compare answers with your partner. |
| Собрать, представить и интерпретировать данные | **Student’s book 5 Module 9 (A) ex.6.** Write a short paragraph about your/your friend’s favourite shop. Write: where it is, what it sells, when you/your friend were last there.  **Student’s book 9 Module 1 (C) ex.12.** Exchange school news with your partner. Find out about recent events, things going on at the moment and anything planned for the near future. Use present tenses and the adverbs in the list.  **Student’s book 6 Module 2 (A) ex.7. a)** Interview your classmates about their birthdays and write down the answers  **Student’s book 7 Module 9 (Extensive Reading) ex.5.** Work in groups. Conduct a survey to find out what your classmates have bought lately and the reasons why they bought it. Make a graph and present the results to the class. |
| *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 6 Module 3 (A) ex.9**. Make a leaflet of dos and don’ts to tell school students what to do when playing outside.  **Student’s book 7 Module 4 (D) ex.5.** In small groups, do a survey on favourite teenage magazines for boys&girls in your class. Make a graph. Use it to report the results. |
| ***социальный контекст*** | решить задачи, которые сфокусированы на сообществе: системы голосования, общественный транспорт, государственная политика, демография, реклама, статистика, экономика и др. | **Student’s book 8 Module 6 (D) ex.12.** Project: Sapsan is a high-speed train from Moscow to Saint Petersburg and back. Why is it very popular in Russia? Look for information and tell the class about it. Use the new words from the lesson.  **Student’s book 8 Module 5 (B) ex.5. b)** What do you think can be done to end child labour? Can you think of anything you can do to help? Why?/Why not? |