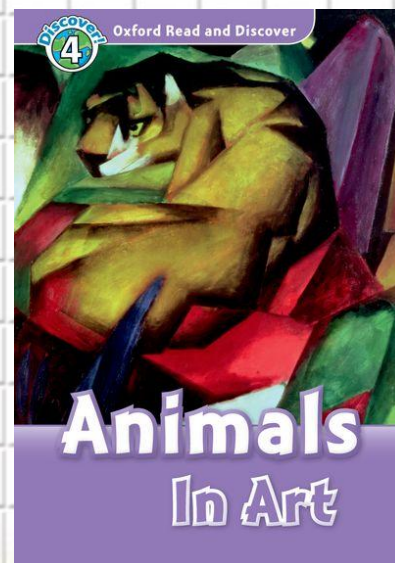
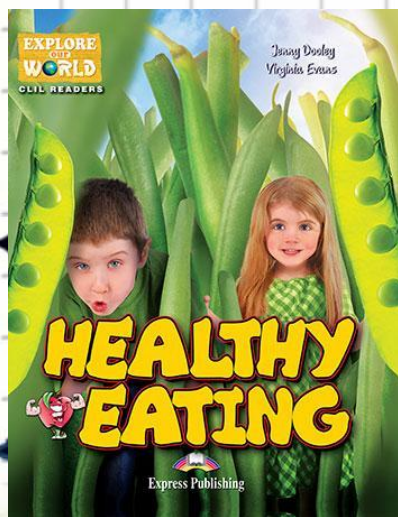
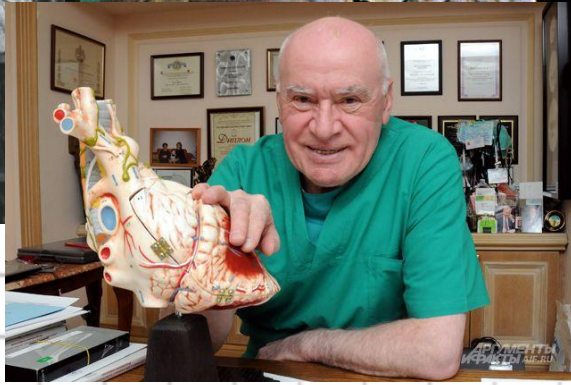
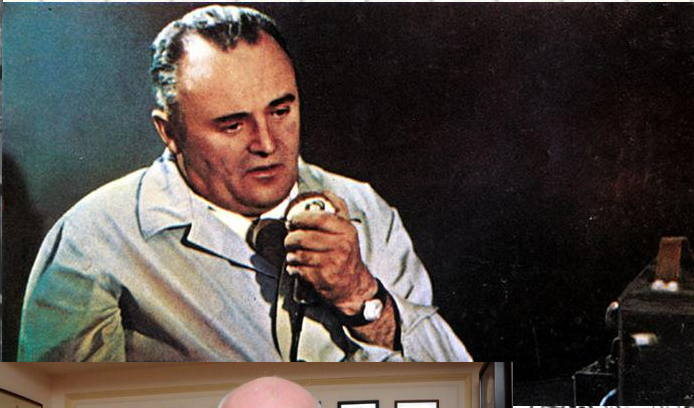


Диалог школьных предметов

Формирование метапредметной
компетенции школьников на уроке
английского языка и предметно-
языковое интегрированное обучение





Мы обсудим:

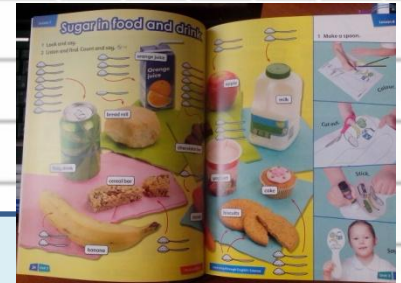


- От предмета -к мета предметности и обратно
- Навыки 21 века - наступил ли у нас 21 век?
- Бесконечный потенциал короткого урока
- Прогрессоры и регрессоры
- Аспектные программы обучения
- Основные и дополнительные программы обучения



«Особенностью английского языка, как учебного предмета, является то, что он как бы «беспредметен».

И.А. Зимняя



Метапредметный подход в образовании и, соответственно, метапредметные образовательные технологии были разработаны для того, чтобы решить проблему разобщенности, расколотости, оторванности друг от друга разных научных дисциплин и, как следствие, учебных предметов.

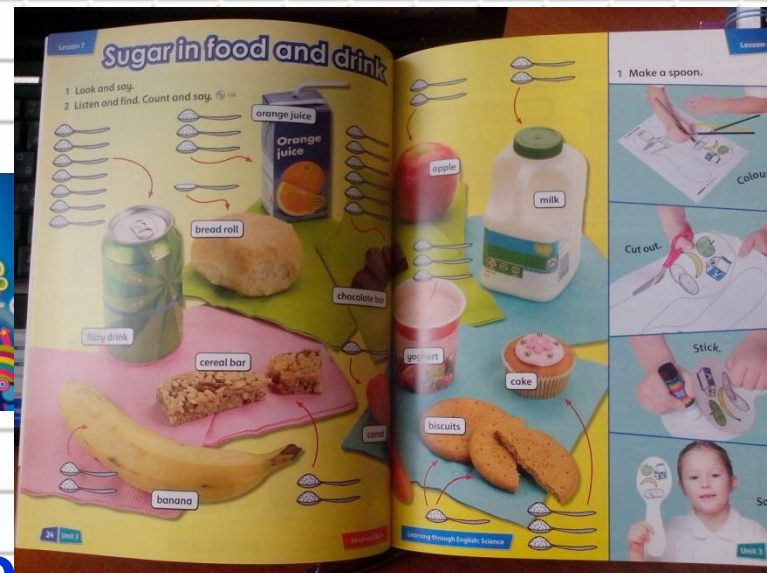
Метапредметные результаты обучения ИЯ:

- ▶ Регулятивные:
- ▶ управление своей деятельностью;
- ▶ контроль и коррекция;
- ▶ инициативность и самостоятельность
- ▶ Коммуникативные:
- ▶ речевая деятельность;
- ▶ навыки сотрудничества



▶ Познавательные

- ▶ работа с информацией;
- ▶ работа с учебными моделями,
- ▶ использование знаково – символических средств, общих схем решения;
- ▶ выполнение логических операций сравнения, анализа, обобщения, классификации, установления аналогий, подведения под понятие



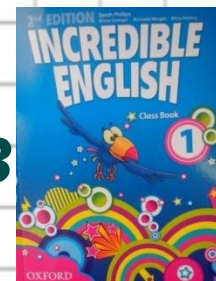
21 century skills

- **Communication**
- **Collaboration**
- **Critical thinking**
- **Creativity**



CLIL – Content and Language Integrated Learning

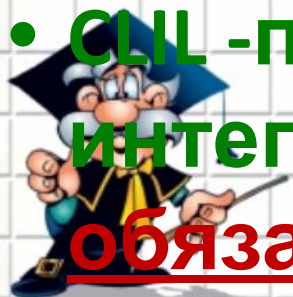
- Термин CLIL был введён Дэвидом Маршем из Финляндии (1994): *«Это метод обучения, в рамках которого изучаются самые разнообразные предметы программы посредством изучения иностранного языка»*



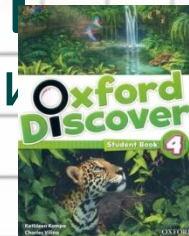
- CLIL -предметно-языковое интегрированное обучение

но не

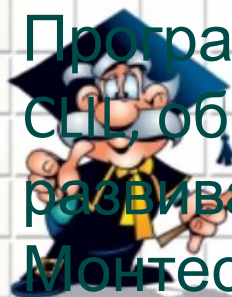
обязательно изучение другого предмета на английском языке



Основные характеристики CLIL

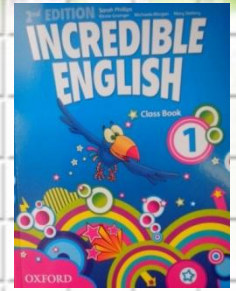


- Иностранный язык становится средством для освоения предметного или метапредметного содержания
- Изучение иностранного языка интегрировано с другими предметами школьной программы и отраслями знания
- Изучение иностранного языка становится более интересным. Так как параллельно с языковым содержанием появляется предметное и метапредметное
- Иностранный язык предъясняется в реалистичных ситуациях и усвоение языковых навыков происходит естественно
- Программы изучения иностранного языка, основанные на CLIL, обычно долговременные – они интегрируются с развивающими программами (например, системой Монтессори) и программами по развитию критического мышления (см. Oxford Q skills)



В рамках этой системы развивается беглость речи «Есть о

CLIL pages как аспектный компонент курса



Lesson 7 **Sugar in food and drink**

1 Look and say.
2 Listen and find. Count and say. 1.55

orange juice
orange juice
bread roll
fizzy drink
cereal bar
banana
chocolate bar
apple
milk
yoghurt
cake
biscuits
carrot

Lesson 8

1 Make a spoon.

Colour.

Cut out.

Stick.

Say

24 Unit 3

Food and drink

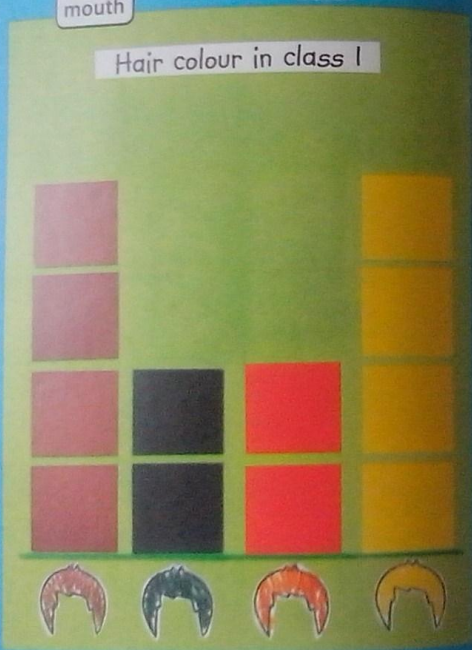
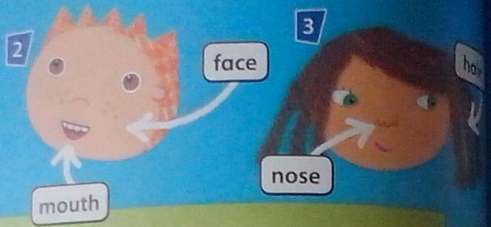
Learning through English: Science

Unit 3

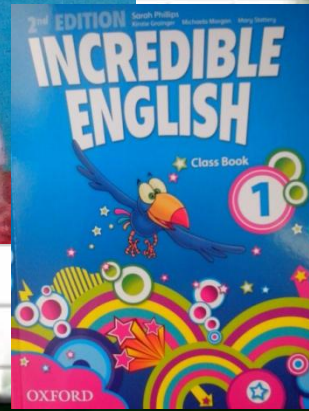
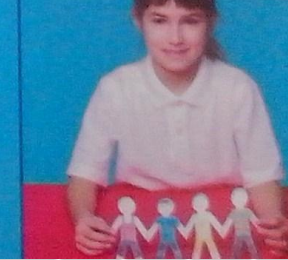
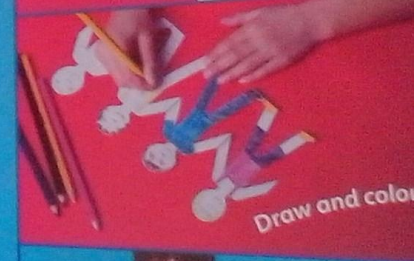
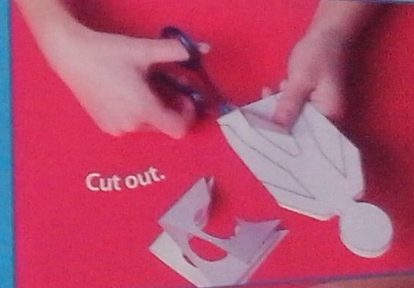


Block graphs


- 1 Look and say.
- 2 Listen and find.



1 Make paper people.



The weather in art

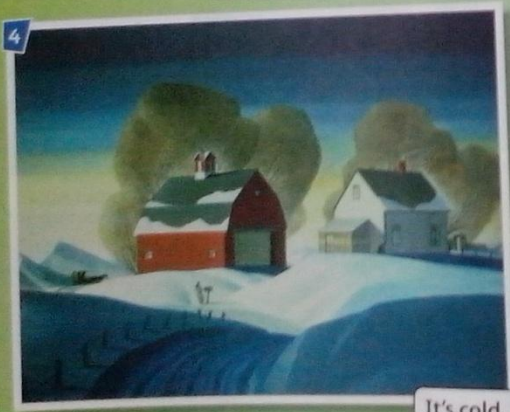
1 Look and say. 2 Listen, find and say.  312



It's raining.



It's cloudy.



It's cold.

- 1 *Bridge, Sudden Shower at Atake*
Ando Hiroshige
- 2 *Clouds*
Thomas Cooper Gatch
- 3 *Wind*
Georges Barbier
- 4 *Bitter Cold*
Dale William Nichols
- 5 *The Sun*
Edvard Munch



It's windy.



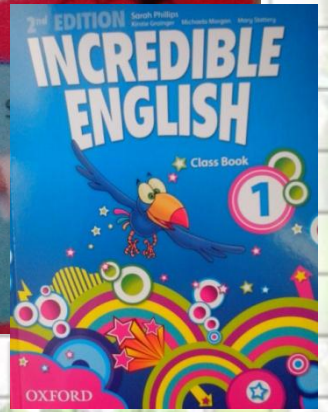
It's hot.

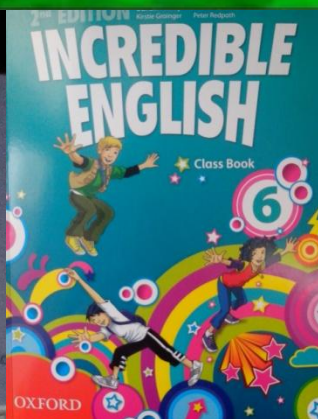
Make a weather mobile.

Colour and write.

Cut out.

Fold and stick.

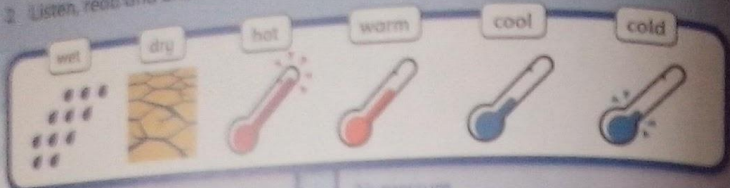




Weather maps

- 1 Look, listen and repeat. 2:18
- 2 Listen, read and answer. 2:24

★ Listen to the weather map.



Weather maps
Weather maps tell us about temperature, precipitation, wind, and air pressure. These things all contribute to the weather.

Air pressure
Air presses all around us. This is called air pressure.
H This is the symbol for an area of high air pressure. High pressure usually means dry weather.
Where is there high pressure?



Temperature
The sun heats the earth. The sun's rays hit the earth at different angles. This means it is hot at the equator and cold at the poles. The temperature is shown on weather maps in °C (degrees Centigrade).
Where is it 30°C? Point to a place.

L This is the symbol for an area of low air pressure. Low pressure usually means cloudy, wet weather.
Where is there low pressure?

Air masses, fronts and weather
Air moves around the world in big blocks or masses. They can be cold, warm, wet or dry. When a cold air mass and a warm air mass meet, a front forms and the weather changes.

Precipitation
Water moves from earth to sky in the water cycle. When water falls from clouds, it is called precipitation. Precipitation is rain, snow, sleet or hail, depending on the temperature.

- These are the symbols for clouds.
- | | | | |
|--|-------------------------------|--|---------------------------|
| | sunny, no cloud | | clouds with some sunshine |
| | clouds with rain and sunshine | | clouds with rain |
| | clouds with snow | | thunder clouds and storms |

Where is it snowing? Point to a place.

This is the symbol for a warm front. Warm fronts bring wet weather.
Find a warm front.

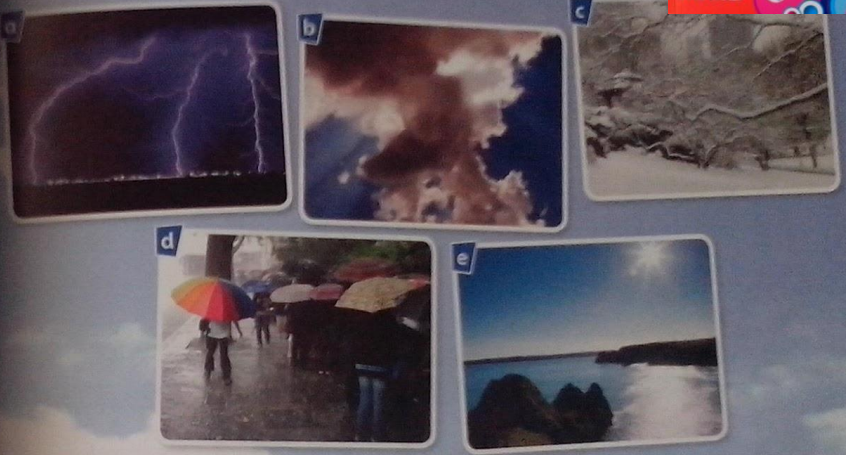
This is the symbol for a cold front. Cold fronts bring cold weather.
Find a cold front.

Wind is moving air. This is the symbol for wind - the number shows the speed in kilometres per hour (kph) and the arrow shows the direction of the wind.
Where is the wind speed 15? Point to a place.

Read the text again and make sentences.

- 1 Weather maps
 - 2 Precipitation is
 - 3 We measure temperature
 - 4 High pressure usually means
 - 5 Low pressure usually means
 - 6 A cold front usually means
 - 7 A warm front usually means
 - 8 We measure wind speed
- a cold weather.
 - b in kilometres per hour.
 - c cloudy, wet weather.
 - d wet weather.
 - e in degrees Centigrade.
 - f tell us about the weather.
 - g dry weather.
 - h the water that falls from clouds.

2 Listen and say which picture. 2:18



Talk about it!

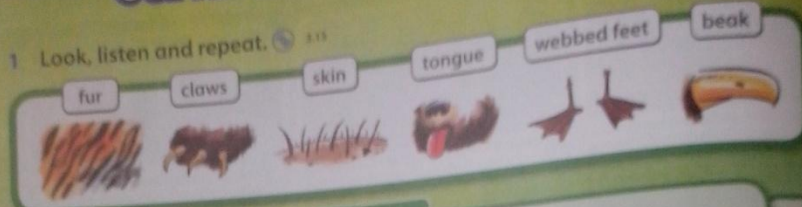
3 Talk about the weather map.

- What's the weather like here?
It's a nice day to play sport.
- It isn't
to go for a walk to go sailing
low
snowing rainy sunny
- There's an area of high pressure.
It's cloudy.
There's a thunderstorm.
The temperature is 5°C.
The wind speed is 15 kilometres per hour.

Survival features

Learn to identify animals and survival features

1 Look, listen and repeat. 3.13



2 Listen and read. 3.15

There are many different environments on the planet. For example, the poles are very cold, some deserts are hot and dry, and rainforests are warm and wet. It is difficult for humans to survive in extreme environments, but we find animals and plants everywhere.

All animals have to find food, protect themselves and move around. Animals survive because they slowly adapt to the place where they live. There are eight different kinds of bear in the world. They live in different places. They look different and have different habits.

Polar bears live in the Arctic. It is very cold and there is snow on the ground for most of the year. They are **carnivores**. They hunt and eat fish, seals and sea birds.

Sun bears live in tropical forests in Asia. The forests are hot and wet. Sun bears are **omnivores**. They eat insects, small animals, fruit and leaves. They spend a lot of time in trees.

Polar bears

The skin under their fur is black. It absorbs the heat from the sun and helps to keep the bears warm.

They have big claws. They are good for catching and killing animals.



They have big feet. Their feet help them to swim fast and to walk easily on snow.

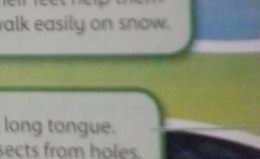
Sun bears

They have got a very long tongue. They use it to take insects from holes.

They are small so they can climb trees easily.

They have got thick fur. It protects them against the rain and branches, or if they fall out of trees.

Their dark fur is good camouflage in trees



They have a lot of fat under their skin. It keeps them warm.

Their fur looks white and it is difficult to see them in the snow. It is good camouflage.

They have thick fat. It keeps them warm.

They have got big claws and they haven't got any fur on the bottom of their feet. This helps them moving in trees easily.

Read the text again and make sentences.

- Animals in different environments
 - Polar bears
 - Sun bears
 - Polar bears' feet are good for swimming and walking on snow
 - Polar bears use their claws for catching and killing animals
 - Sun bears use their claws for catching insects
 - Polar bears' fur is good for camouflage
 - Sun bears catch insects
- a when they hunt.
 - b when they climb trees.
 - c need different kinds of bodies
 - d swimming and walking on snow
 - e living in a snowy environment
 - f with their tongues.
 - g live in a hot, wet environment.
 - h live in a cold environment.

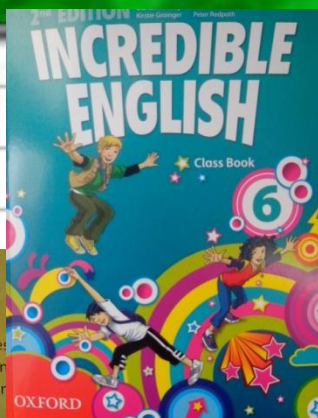
Listen and say which bird. 3.15

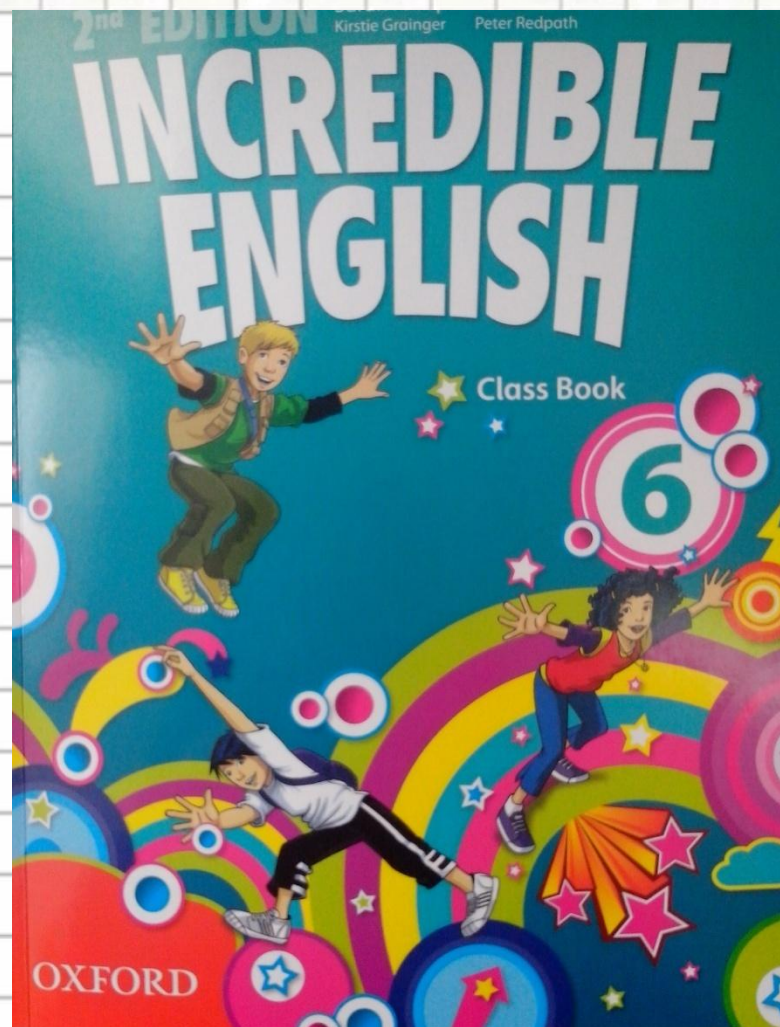
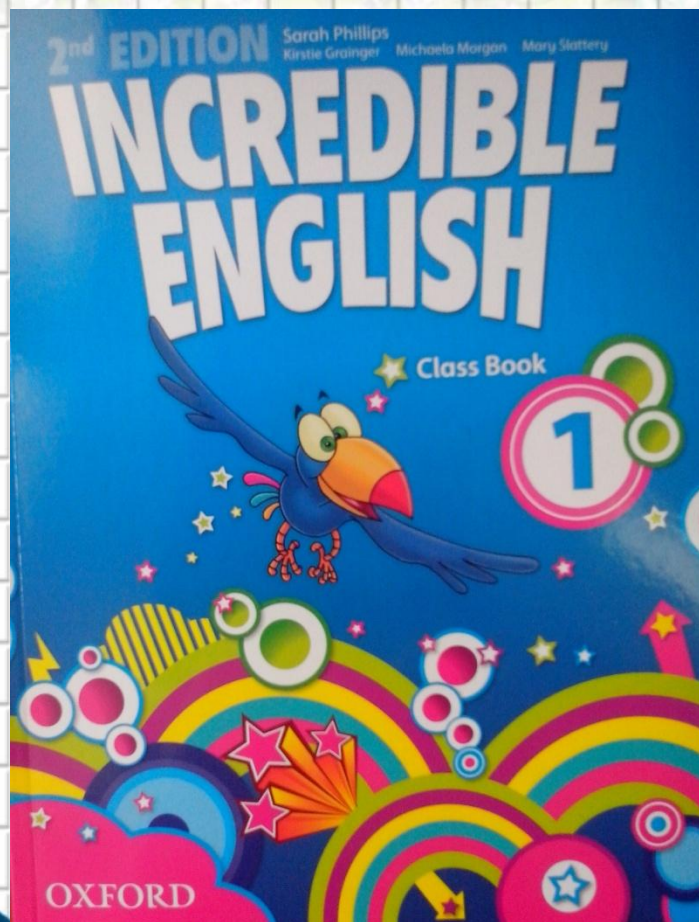


Talk about it!

3 Talk about the bears and the birds.

- It needs strong claws to hunt with.
 - It must swim well, because it's got webbed feet.
 - Its white feathers are good camouflage.
 - I think it might be nocturnal because it's got big eyes.
- a strong beak
 - fly well
 - run fast
 - big wings
 - strong legs
 - bright fur
 - is
 - live in trees
 - eat meat
 - strong claws
 - big teeth





<https://elt.oup.com/teachers/incredibleenglish/?cc=ru&sellLanguage=ru>
сайт для учителей по программе Incredible English

**СИЛ КАК МЕТОДОЛОГИЯ
ОСНОВНОГО КУРСА –идеи
для организации учебной
деятельности, типы
упражнений и источники
вдохновения**



UNIT 5

Get Ready

Words

A Listen and read the words. Listen again and say the words. 1-30



sugar cane



wheat



cinnamon



butter



vanilla



ingredients



bark



plantation



steamship



spoil



leopard

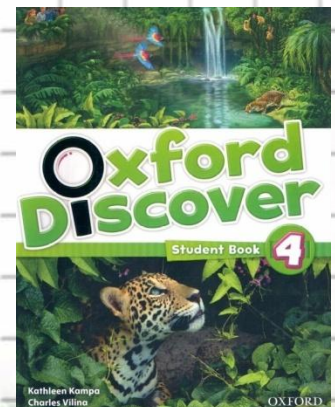
B Match each clue to a word. Write the correct letter.

- | | |
|--|---------------|
| 1 This is alive and can be dangerous. ____ | a steamship |
| 2 You can see and feel this on the outside of a tree. ____ | b plantation |
| 3 This carries people and things on water. ____ | c sugar cane |
| 4 You need these to make a pie. ____ | d leopard |
| 5 Most bread is made from this. ____ | e wheat |
| 6 On this land, people grow plants to eat or use. ____ | f spoil |
| 7 Something sweet comes from this plant. ____ | g ingredients |
| 8 If food does this, don't eat it. ____ | h bark |

C What foods have butter, vanilla, or cinnamon? Why do you think foods have these ingredients? Talk about your answers with your partner.

Изучаем новые слова, учимся строить определения

Метапредметные результаты учебной деятельности / регулятивные

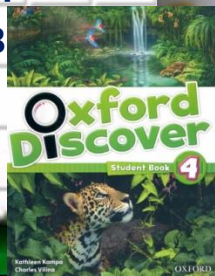
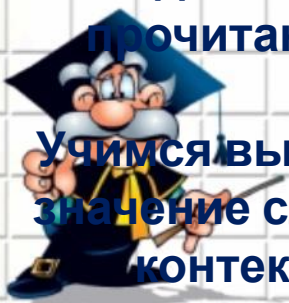


Метапредметные
результаты учебной
деятельности
\познавательные:
работа с
информацией

Метапредметные
результаты учебной
деятельности
\регулятивные (управляем своими стратегиями чтения)

Учимся строить
выводы на основе
прочитанного

Учимся выводить
значение слов
контекста



Before You Read

Think What ingredients are in your favorite dish or meal? Can you make that dish or meal? Why or why not?

Learn Conclusions

Use information in a reading together with your own knowledge to make a decision about something. This decision is a **conclusion**.

Read each paragraph. Then circle the correct conclusion.

1 Vanilla comes from a bean. It is used to make vanilla ice cream, vanilla pudding, and other tasty snacks. Many people like the taste of chocolate, but some people prefer the taste of vanilla.

- a Vanilla comes from cows.
- b People use vanilla to make food taste good.
- c Vanilla is the same as chocolate.

2 Wheat is an important plant. It grows in many places around the world, but it is originally from the Middle East. People use wheat to make many foods, such as bread, pasta, and cake. Many people eat wheat every day.

- a Everyone eats wheat.
- b Wheat grows in every country.
- c Wheat is very popular.

Words in Context Scan the story on pages 50–51 and circle these words. As you read, guess what the words mean.

gather introduce peel coax

Answer the questions before you read.

- 1 Do you travel to other places? If so, where did you go? What did you see? What did you eat?
- 2 How is food different in other countries across the world?

PREVIEW

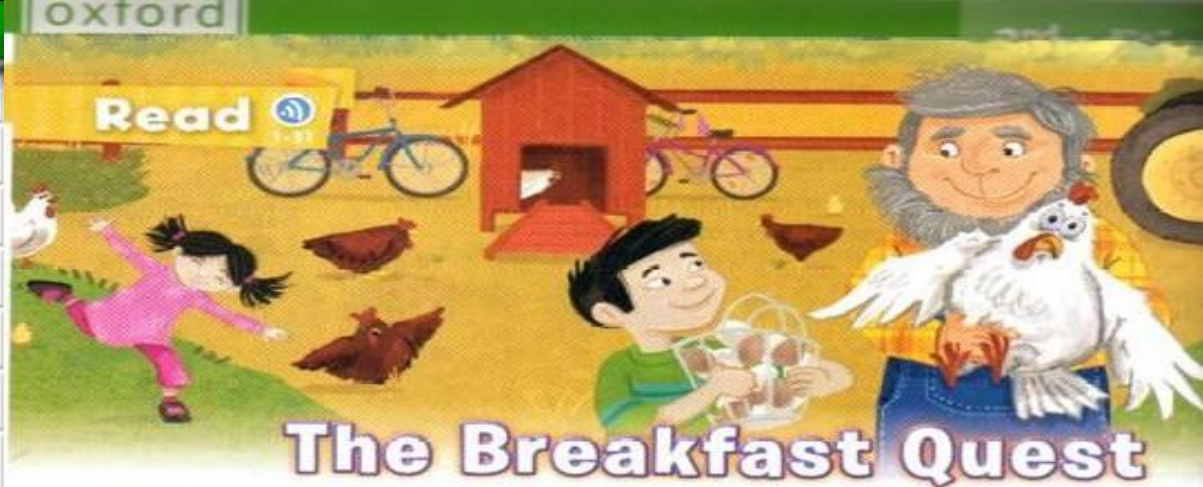
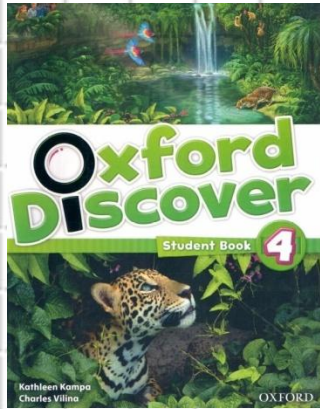
The Breakfast Quest

In this *humorous fiction* story, a young boy travels the world in search of ingredients. Humorous fiction stories have characters and events that are funny. As you read, stop and ask, *What is my conclusion?*

Author Charlotte Spektor writes children's stories that take place all across the world. She loves food and traveling, and these topics often show up in her stories.



Учимся строить умозаключения



I'm making a special breakfast today: Granny's Famous Cinnamon Buns. "To make the best buns, you need the best ingredients," I tell my sister Sam. So we hop on my bike and ride across town to Farmer Ray's.

"You've come to the right place," says the farmer, pulling on his bushy beard. "My chickens lay wonderful eggs."

At the chicken coop, I gather two smooth, brown eggs and a nervous chicken.

"Cinnamon buns, you say?" Farmer Ray smiles slyly. "If it's butter you're after, you'll need to pack your bags. The best butter I know comes from Denmark."

We all hop on his tractor, catch a plane, and watch as we zoom over the Atlantic Ocean.

In Demark, we head to rolling green fields where we find an enormous, sleepy cow. I introduce myself, my sister Sam, Farmer Ray, and the chicken to the cow's owner, explaining that my grandmother's cinnamon buns are not to be missed.

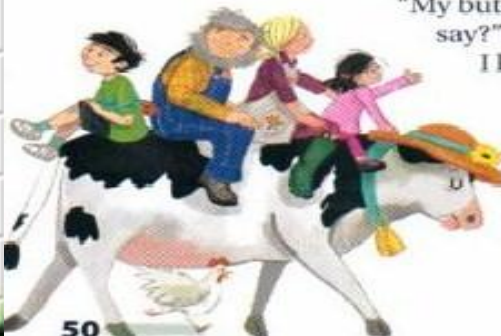
"Well, you've come to the right place," says Farmer Lena, spilling some milk from a pail. "My butter is the creamiest in the world. Cinnamon buns, you say?" She pauses. "If it's flour you need, the heartiest wheat I know comes from France."

We all ride the cow to the train to France, where we find an amber field of warm, dry grain and meet a French farmer who listens very closely to our plan.

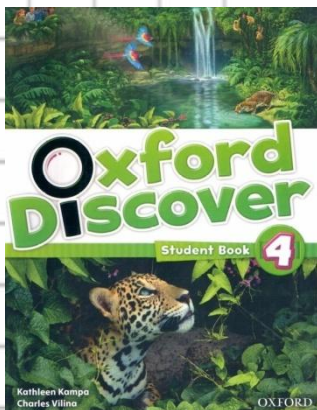
"Well you've come to the right place," says Farmer Francois, twirling his mustache.



Draw a conclusion.
Could this story really happen?



Метапредметные результаты учебной деятельности познавательные: работа с информацией



Understand

Comprehension

Think What makes this story funny? Tell your partner about three funny events in the story. Then tell your partner if you think these events could really happen or not.

- A** Match the food to where it comes from. Use information from the story. You have to draw conclusions to match some of the items.

Where Do They Come From?

- | | | |
|------------|---|----------------|
| 1 eggs | • | • a cows |
| 2 butter | • | • b bark |
| 3 flour | • | • c chickens |
| 4 cinnamon | • | • d beans |
| 5 sugar | • | • e wheat |
| 6 vanilla | • | • f sugar cane |



- B** Answer the questions.

- 1 Why does the boy go to so many different places?

- 2 How did everyone get from Denmark to France?

- 3 Why did the boy climb a tree in Madagascar?

- C** **Words in Context** Match each verb to a definition.

- | | | |
|-------------|---|---|
| 1 gather | • | • a to meet someone and tell them your name |
| 2 coax | • | • b to come or bring together in a group |
| 3 introduce | • | • c to take the outside part off of something |
| 4 peel | • | • d to try to get someone to do something |

Listening

Speaking 1-35

Learn Giving a Reason for a Preference

Give a reason why you prefer one thing to another.

I like oranges, but I **prefer** bananas **because** they are easier to peel.

Think of two similar foods that you like. Which do you prefer and why? Tell your partner.



Do you want some fruit?

Sure. I love fruit.
Thank you.

I have ... or ... Which one do you like?

I like ... , but I prefer ... because ... What about you?

Give a reason why you prefer one thing to another.

I like oranges, but I **prefer** bananas **because** they are easier to peel.

Think of two similar foods that you like. Which do you prefer and why? Tell your partner.



Sure. I love fruit.
Thank you.

I have ... or ... Which one do you like?

I like ... , but I prefer ... because ... What about you?

<https://elt.oup.com/teachers/oxforddiscover/?cc=ru&sellLanguage=ru&mode=hub>
ссылка на ресурсы к программе 'Oxford Discover'

Регулятивные метапредметные результаты обучения: инициативность и самостоятельность

Управление своей
деятельностью
при подготовке
проектов

Идея для проекта: 'My
favourite possession'

*Даже у скучного материала
есть шанс превратиться в
актуальный !!*



Дано: отработка прилагательных, обозначающих цвет, материал, фактуру и способ производства

3
Vocabulary
• Describing Objects

6 a) Look around your class and make true sentences using the colours on the right.
The desks are brown.

b) Look at the pictures. Use the prompts to make sentences, as in the example.
1 It's a blue plastic frame with glass stones on it.

1. plastic frame
glass stones

2. silk scarf
leopard print

3. canvas rucksack
metal lock

4. cotton shorts
plastic strap

5. gold watch
leather strap

6. china vase
floral design

7. gold brooch
pearls

8. glass ashtray
brass bird

9. gold bracelet
charms

10. (unlabeled)

• Shapes

7 When Mrs Adams came home last night she found out that some of her jewellery was missing. Look at the pictures, then use the prompts to describe Mrs Adams' jewellery, as in the example.

round triangular oval rectangular square

pair of earrings
sapphires

gold necklace
emeralds

white gold ring
emerald & diamonds

platinum ring
rubies & diamonds

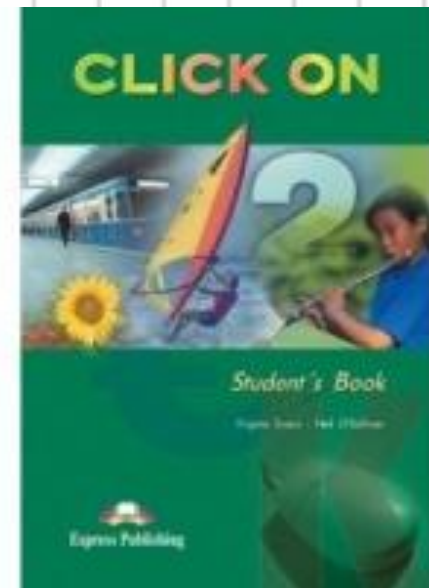
platinum ring
diamonds in a triangular pattern

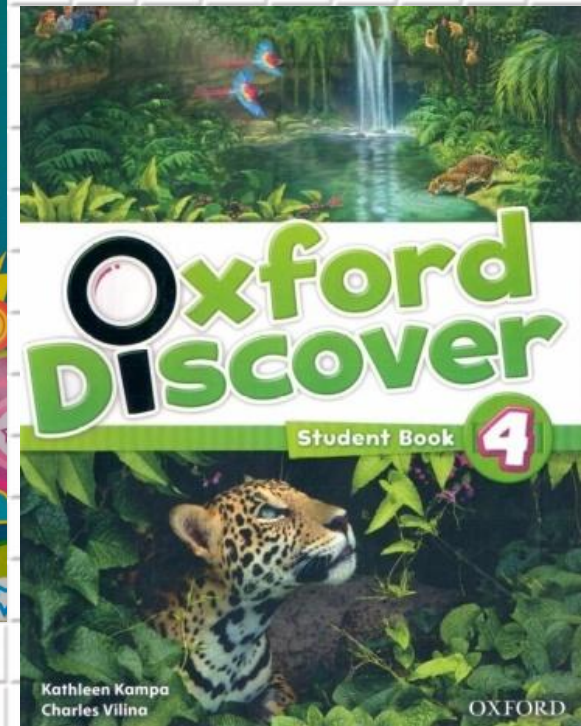
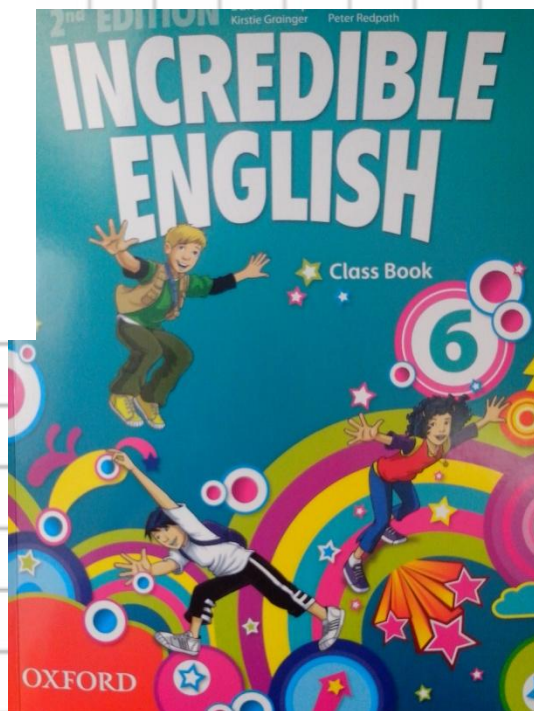
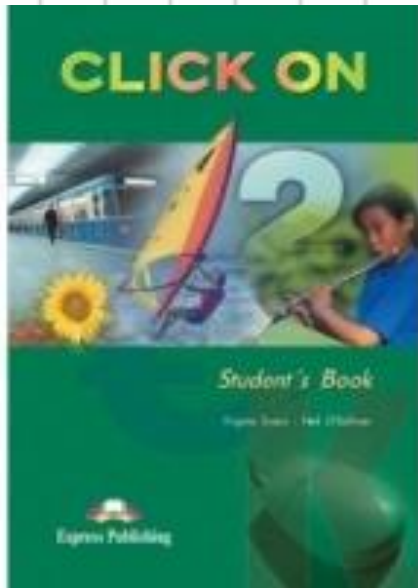
silver bracelet
amethysts



Вещь, которая имеет для меня особое значение

- Рефлексивный вопрос: почему?
- Useful tip: не обязательно рассказывать лично о себе – можно сделать это от лица какого-то персонажа





СПИ В ПРОГРАММАХ ВНЕУРОЧНОЙ ДЕЯТЕЛЬНОСТИ НА ИНОСТРАННОМ ЯЗЫКЕ



- Под **внеурочной деятельностью** в масштабах реализации ФГОС понимается **образовательная работа**, исполняемая в формах, **отличных от классно-урочной**, и **нацеленная на достижение намечаемых результатов**
- (**личностных, метапредметных и предметных**) освоения основной образовательной программы.
- «Очевидны и **преимущества в использовании внеурочной деятельности** для закрепления и практического использования отдельных аспектов содержания программ учебных предметов, курсов»



- Часть, формируемая участниками образовательного процесса предусматривает:
- учебные занятия для углубленного изучения отдельных обязательных учебных предметов;
- учебные занятия, обеспечивающие различные интересы обучающихся, в том числе этнокультурные.



реализацию индивидуальных проектов

И внеурочную деятельность

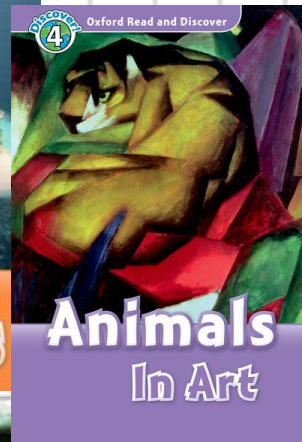
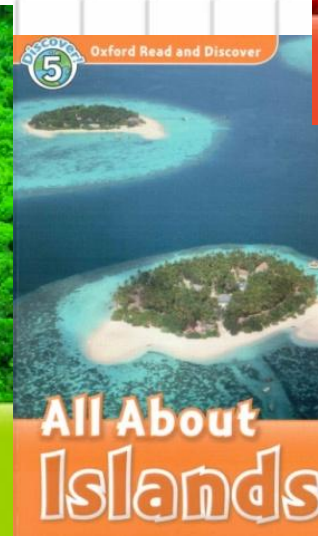
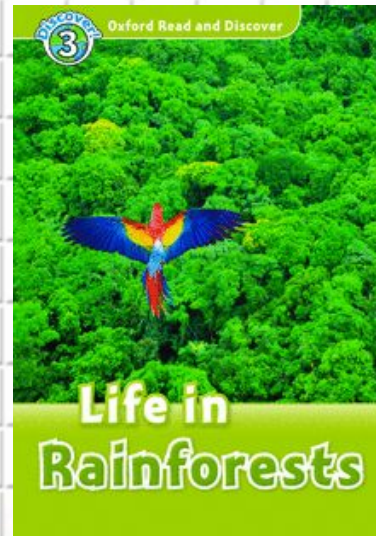
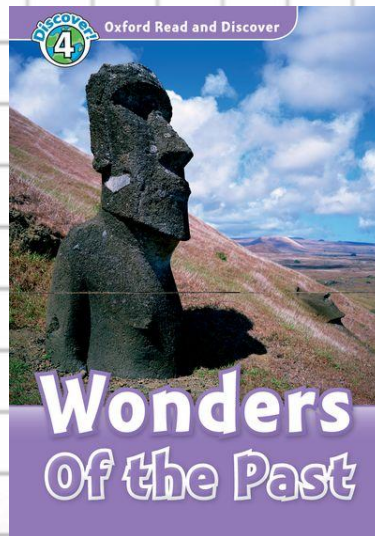
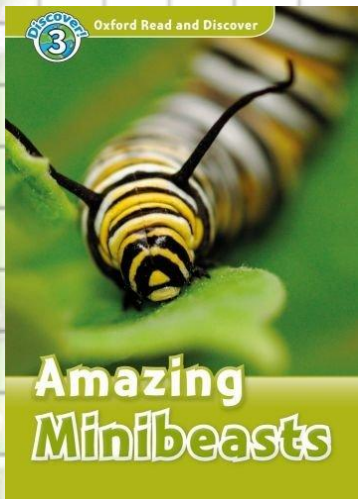
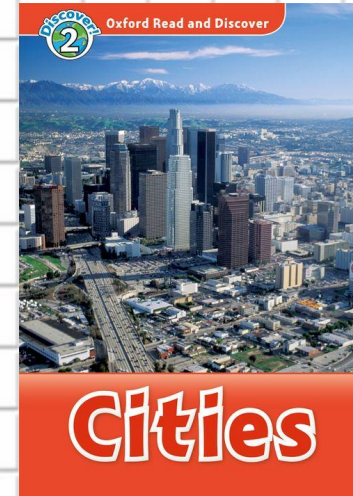
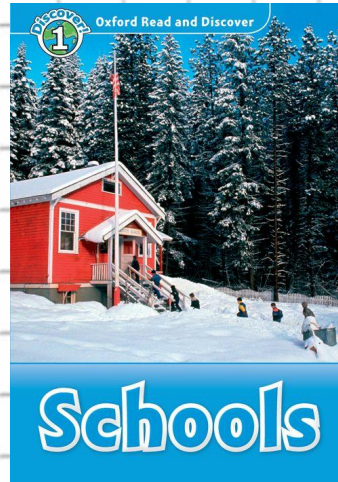
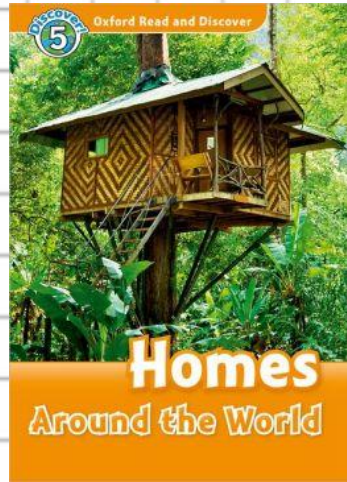
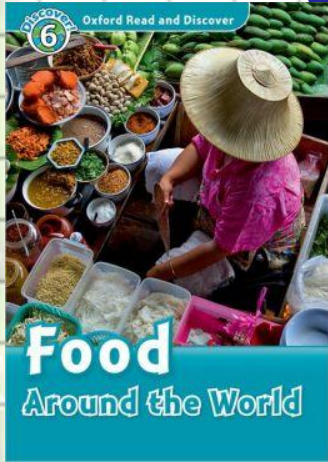
- Осуществлена интеграция учебной и внеурочной деятельности при реализации

**Формирование основ
алгоритма научного
исследования при
выполнении учебного
проекта на иностранном
языке – проекты, НПК и**



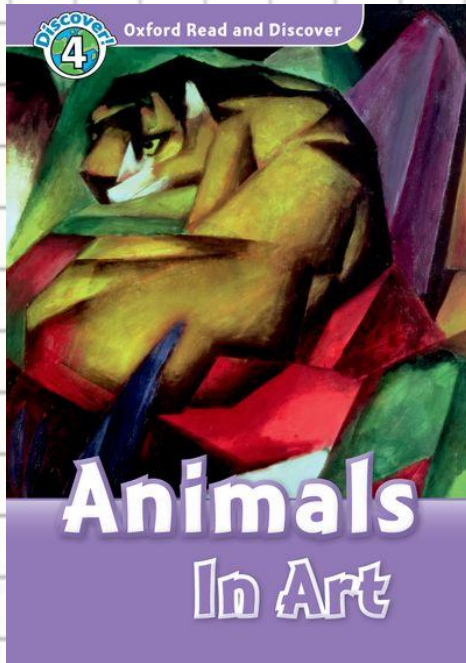
**...адаптированные
научно-популярные книги
для чтения**

Что нам интересно ?



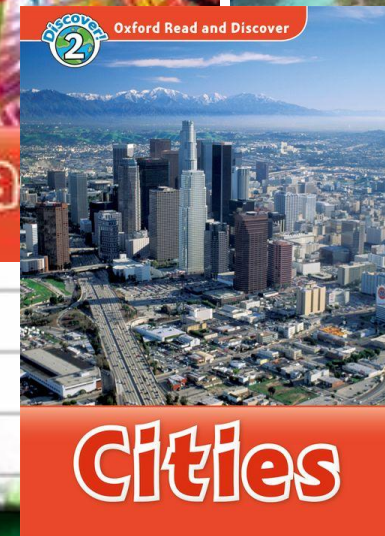
В чём проблема?

В чём воп

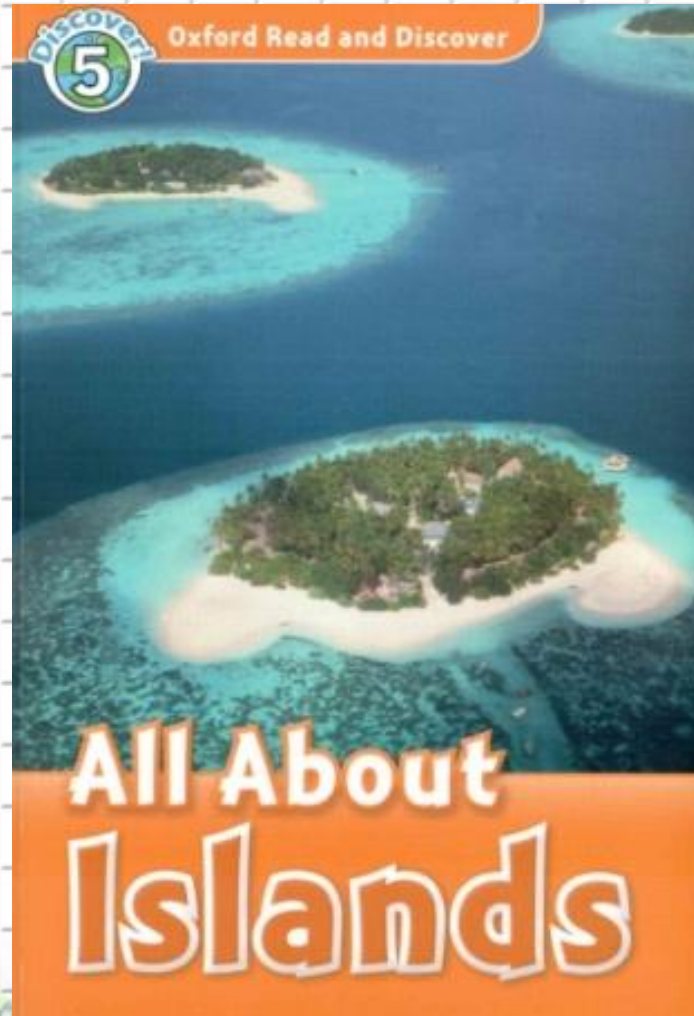


Как привлечь туристов в город?
(вопрос из сферы социальной практики)

Зачем рисовать, если можно фотографировать? И тем более животных? (вопрос из сферы теории искусства и познания)



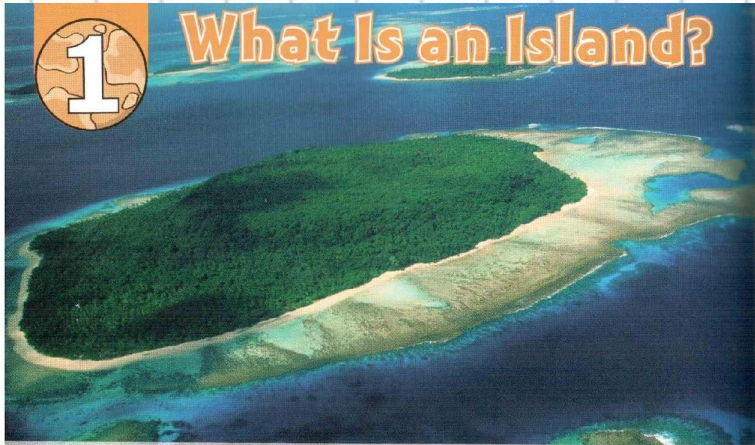
Острова? Почему – острова? Что интересного в островах?



Начнём с определений

1

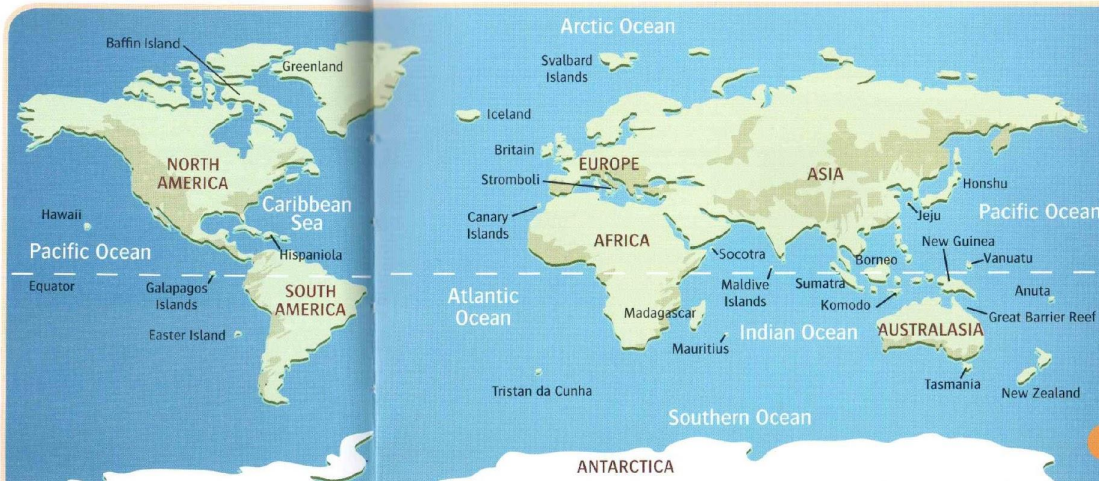
What Is an Island?



An island is a piece of land with water all around it. There are many different types of island.

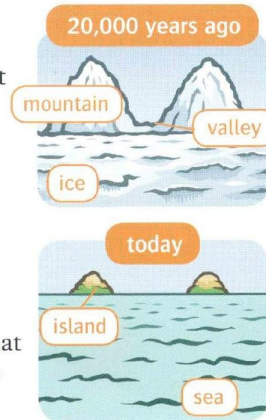
Where Are Islands?

Less than 30% of Earth's surface is land – there are seven continents and thousands of islands. Some islands are in the middle of an ocean, and others are near the mainland. Many islands are so small that you can't see them on this map.

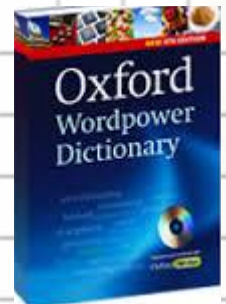
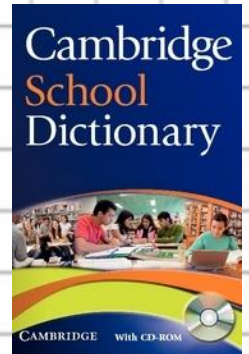


How Do Islands Form?

Islands can form in a lot of different ways. Some islands formed a long time ago. About 20,000 years ago, Earth was very, very cold. Lots of water from the oceans froze into ice, and the sea level went down everywhere. Later, Earth became warmer and a lot of the ice melted, and the sea level went up. Places that were valleys and mountains 20,000 years ago became seas and islands.



Sometimes, land can move away from the mainland to form an island. It takes thousands of years for islands to form in this way.



Это интересно! Классификации и характеристики объектов и процессов

4

Amazing Island Species

Some islands have amazing species of animals and plants that don't live anywhere else. Most wild animals are scared of people, but some animals on islands aren't scared of anything. Do you know why?

Komodo Island

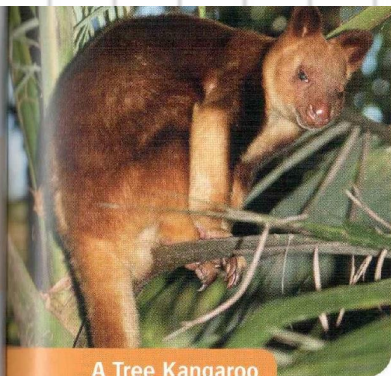
The Komodo dragon is the largest lizard on Earth. It's about 3 meters long. It has strong legs and a long tail. It only lives on Komodo Island and on three other small islands in Indonesia. The Komodo dragon can run and swim fast. It has sharp teeth and it has poison in its mouth. It eats deer and buffaloes – it even eats other Komodo dragons. Young Komodo dragons have to live in trees so that the adults can't eat them.

A Komodo Dragon

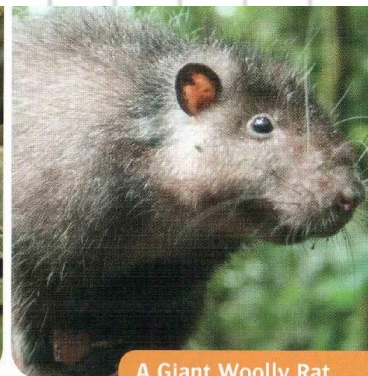


The Komodo dragon can smell things with its tongue!

16



A Tree Kangaroo



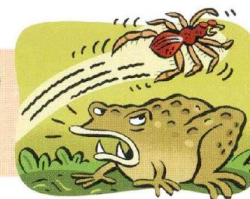
A Giant Woolly Rat

New Guinea

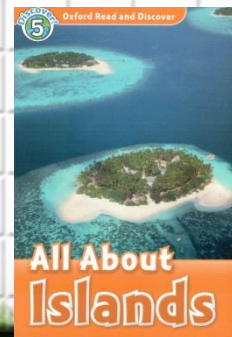
New Guinea is a big island in the Pacific Ocean, near Australia. The forests on this island are very wild, and there are places that people have never visited. Scientists keep discovering amazing, new species here. There's a kangaroo that lives in trees, and a giant woolly rat. The woolly rat is as big as a cat and it's the biggest rat on Earth! Most wild animals run away from people, but the woolly rat and the tree kangaroo aren't scared. This is because they have never seen people before, and they don't know that people hunt some animals.



On New Guinea, scientists have also found a giant jumping spider and a frog with teeth like Dracula's!

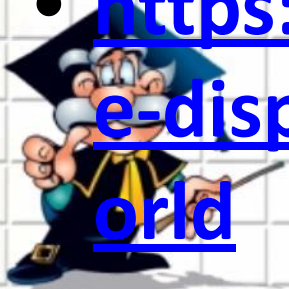


17



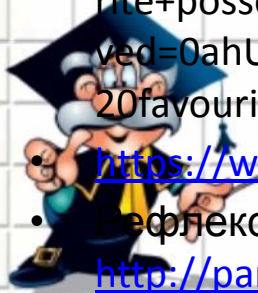
Бесплатные ресурсы по адаптированным научно-популярным книгам для чтения

- <https://elt.oup.com/teachers/oxforddiscover/?cc=ru&selLanguage=ru>
- <https://www.expresspublishing.co.uk/ru/title-display/clil-readers-discover-our-amazing-world>
- <https://www.expresspublishing.co.uk/ru/title-display/clil-readers-primary-explore-our-world>



Ресурсы



- <http://multiurok.ru/teryaeva/files/mietapriedmietnyie-i-priedmietnyie-riezul-taty-obuchieniia-in-ostrannomu-iazyku.html> **Метапредметные и предметные результаты обучения иностранному языку**
- Что такое CLIL? <http://www.onestopenglish.com/clil/what-is-clil/>
- Ещё раз о CLIL
<https://www.teachingenglish.org.uk/article/content-language-integrated-learning>
- CLIL как программа обучения, CLIL в учебниках
<http://proenglish-blog.ru/metody-i-metodiki/chto-takoe-clil-ili-poznaem-mir-cherez-anglijskij.html>
- <https://infourok.ru/prakticheskie-i-teoreticheskie-materialirazvitie-refleksii-mladshih-shkolnikov-282291.html> рефлексия школьников
- <https://www.youtube.com/watch?v=iEhk2hJTqRs> видео – кандидат на экзамене рассуждает о ‘My favourite possession’
- https://books.google.ru/books?id=j44cu5HW-i8C&pg=PA24&lpg=PA24&dq=describe+your+favourite+possession&source=bl&ots=4JdzyKwpDc&sig=lsDs87euXdAQgJ_Y-rglBXESshY&hl=ru&sa=X&ved=0ahUKEwio45zc26TPAhVJVSWKHRaSB5I4ChDoAQg2MAQ#v=onepage&q=describe%20your%20favourite%20possession&f=false раздаточный материал к уроку ‘My favourite possession’
- <https://www.lotsofessays.com/viewpaper/1709690.html> эссе ‘my favourite possession’
- рефлексия как элемент ключевой познавательной компетенции
<http://pandia.ru/text/78/211/3795.php>





Межрегиональный Лингвистический Центр



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