

Муниципальное бюджетное образовательное учреждение

Гимназия № 44 имени Михаила Тальского

Социально-значимый проект

Тема: «Борьба с популяризацией табакокурения среди подростков и привлечение их к здоровому образу жизни»

Руководитель

Скляр Н.В.

учитель английского языка

МБОУ гимназия № 44

имени Михаила Тальского

Краснодар, 2020 г.

ПАСПОРТ ПРОЕКТА

1	Название проекта	«Борьба с популяризацией табакокурения среди подростков и привлечение их к здоровому образу жизни»
2	Цель проекта	Решить проблему курящих подростков гимназии, сокращая процент учащихся ,увлекающихся табакокурением
3	Направление деятельности	Направлен на борьбу с вредными привычками учащихся и приобщение подростков к здоровому образу жизни
4	Авторы проекта	Руководитель: Скляр Н.В.-учитель английского языка Автор: Фефелова Анна, учащаяся 7 «Б» класса
5	Муниципальное образовательное учреждение, представившее проект	Муниципальное бюджетное общеобразовательное учреждение гимназия № 44 имени Михаила Тальского
6	Адрес, телефон	г. Краснодар, ул. Старокубанская, 127, тел. 231-05-87
7	Место реализации	Муниципальное бюджетное общеобразовательное учреждение гимназия № 44 имени Михаила Тальского
8	Количество учащихся	100 человек
9	Возраст участников	12-15 лет
10	Сроки проведения	2019-2020 учебный год сентябрь-декабрь

Отчёт
учителя английского языка МБОУ гимназии № 44 имени
Михаила Тальского Скляр Натальи Викторовны о реализации
социально-значимого проекта
«Борьба с популяризацией табакокурения среди подростков и
привлечение их к здоровому образу жизни»

В течение 2019-2020 учебного года мною и ученицей 7 «Б» класса Фефеловой Анной был разработан и внедрён социально-значимый проект «Борьба с популяризацией табакокурения среди подростков и привлечение их к здоровому образу жизни».

Актуальность проблемы: Курение является большой проблемой современного человека и общества в целом. Данный проект создан для учащихся 7-9 классов, затрагивает серьёзный вопрос о здоровье нации и качестве физического самочувствия подрастающего поколения, на которое курение оказывает пагубное воздействие. Современная молодёжь начинает пробовать курить в среднем в 10-12 лет, из них большая часть продолжает курить постоянно, увеличивая количество выкуренных сигарет в день, что приводит к ярко выраженной зависимости от табака, несмотря на то, что подростки в общих чертах знают о вреде курения. Любую болезнь легче предупредить, чем лечить. Поэтому необходима широкая пропаганда среди учащихся здорового образа жизни, в том числе своевременная профилактика курения.

Цели и задачи проекта:

- выяснить причины, побуждающие подростков к курению;
- показать актуальность данной проблемы, поскольку количество курильщиков среди подростков неуклонно растёт;
- уменьшить процент курящих школьников;
- создание благоприятных условий для формирования компетентности в вопросах ориентации в информативном пространстве в процессе сбора и обработки информации;
- формирование условий, способствующих развитию творческого мышления учащихся, их познавательной активности;

Практический результат:

- были проведены тематические классные часы и беседы, на которых были затронуты вопросы о причинах, вреде и профилактике курения, проведён ряд акций «Скажи «НЕТ» сигарете, «Курить- это не модно!»;
- организован и проведён конкурс рисунков на тему «Пропаганда ЗОЖ»;
- был снят и показан видеоролик о вреде курения;
- разработаны и распространены буклеты «ЗОЖ», «Вредные привычки», «Как бросить курить», организован досуг подростков «группы риска».

Директор МБОУ гимназия №44
имени М.Тальского



Земскова Н.В.



Cambridge English Movers

Cambridge Young Learners English (YLE) Movers

BOGDAN GALUT
took YLE Movers
in **MAY 2016**
in **Krasnodar**

and was awarded the following:

Reading and Writing



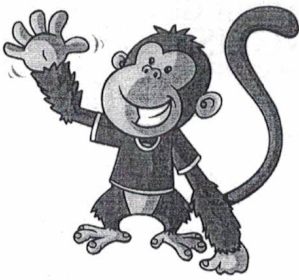
Listening



Speaking



Saul Nassé
Chief Executive



Cambridge English Young Learners

Cambridge English: Young Learners tests are produced by Cambridge English Language Assessment, part of the University of Cambridge. They are designed to help children achieve internationally recognised standards of English. There are three levels - *Starters*, *Movers* and *Flyers* - linked to the Council of Europe's Common European Framework of Reference for Languages at Levels A1 and A2.

The table below provides a summary of the type of activity that young learners at each of the levels are able to accomplish.

	Listening	Speaking	Reading & Writing
Starters (Pre-A1)	CAN understand simple sentences about things around them	CAN respond to personal questions on topics such as age, family and their home	CAN recognise the letters of the alphabet CAN write the letters of the alphabet and spell their name and simple words
Movers (A1 Breakthrough)	CAN understand when somebody talks about their family or friends in simple sentences	CAN ask somebody about how they are and what they like doing and answer similar questions	CAN understand simple stories and shorter texts with the help of pictures and drawings CAN continue a story or text that has been started in English or add words that are missing
Flyers (A2 Waystage)	CAN understand audio and video clips used in the English lesson	CAN talk about a problem in simple terms	CAN understand longer texts about everyday topics, even if they do not know all the words CAN write a short message on a postcard or in an email

What do the shields mean?

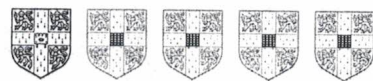
For each skill, test takers are awarded between one and five shields. Test takers who receive one shield need to improve a lot in this skill. Test takers who receive three shields answered many of the questions correctly but can still improve. Test takers who get five shields did very well and answered most of the questions correctly.

A total of 10 or more shields across three skills means that the test taker is ready to start preparing for the next Cambridge English test.

Further details

For further details about *Cambridge English: Young Learners* tests, please visit www.cambridgeenglish.org/younglearners

Any alteration to this award renders it invalid and use of an altered award could constitute a criminal offence. If there is any doubt about the details recorded on this award, contact the test centre for advice about verification procedures.



Few correct answers



Many correct answers



Most answers correct

Name: Sarova, Dayana
Last (Family/Surname) Name, First (Given) Name Middle Name

Email: diana.sarova1@gmail.com

Gender: F

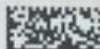
Date of Birth: 01 Jun 1998

Registration Number: 0000 0000 2617 8139

Test Date: 24 Oct 2015 **Sponsor Code:**

1110306008953

Sarova, Dayana
 Stavropolskaya 193, apt 42
 Krasnodar, Krasnodarskiy Krai 350058
 Russian Federation



TOEFL Scaled Scores	
Reading	30
Listening	30
Speaking	24
Writing	26
Total Score	110

Country of Birth: Russian Federation

Native Language: RUSSIAN

Test Center: STN14959A - Albion LLC

Test Center Country: Russian Federation

Inst. Code

Dept. Code

2275

00

2086

00

2361

00

5007

00

----- Security Identification -----

ID Type: Passport

ID No.: xxxxxxxxxxxxxxxxxxxxxx9286

Issuing Country: Russian Fd

30

Reading Skills	Level	Your Performance
Reading	High	<p>Test takers who receive a score at the HIGH level, as you did, typically understand academic texts in English that require a wide range of reading abilities regardless of the difficulty of the texts.</p> <p>Test takers who score at the HIGH level, typically</p> <ul style="list-style-type: none"> • have a very good command of academic vocabulary and grammatical structure; • can understand and connect information, make appropriate inferences, and synthesize ideas, even when the text is conceptually dense and the language is complex; • can recognize the expository organization of a text and the role that specific information serves within the larger text, even when the text is conceptually dense; and • can abstract major ideas from a text, even when the text is conceptually dense and contains complex language.
Listening Skills	Level	Your Performance
Listening	High	<p>Test takers who receive a score at the HIGH level, as you did, typically understand conversations and lectures in English that present a wide range of listening demands. These demands can include difficult vocabulary (uncommon terms, or colloquial or figurative language), complex grammatical structures, abstract or complex ideas, and/or making sense of unexpected or seemingly contradictory information.</p> <p>When listening to lectures and conversations like these, test takers at the HIGH level typically can</p> <ul style="list-style-type: none"> • understand main ideas and important details, whether they are stated or implied; • distinguish more important ideas from less important ones; • understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process); • recognize how pieces of information are connected (for example, in a cause-and-effect relationship); • understand many different ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly); and • synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.

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Speaking Skills	Level*	Your Performance
Speaking about Familiar Topics	Good	Your responses indicate an ability to communicate your personal experiences and opinions effectively in English. Overall, your speech is clear and fluent. Your use of vocabulary and grammar is effective with only minor errors. Your ideas are generally well developed and expressed coherently.
Speaking about Campus Situation	Fair	Your responses demonstrate an ability to speak in English about reading material and experiences typically encountered by university students. You are able to convey relevant information about conversations, newspaper articles, and campus bulletins; however, some details are missing or inaccurate. Limitations of grammar, vocabulary, and pronunciation at times cause difficulty for the listener. However, they do not seriously interfere with overall communication.
Speaking about Academic Course Content	Fair	Your responses demonstrate that you are able to speak in English about academic reading and lecture material, with only minor communication problems. For the most part, your speech is clear and easy to understand. However, some problems with pronunciation and intonation may occasionally cause difficulty for the listener. Your use of grammar and vocabulary is adequate to talk about the topics, but some ideas are not fully developed or are inaccurate.
Writing Skills	Level*	Your Performance
Writing based on Reading and Listening	Good	You responded well to the task, relating the lecture to the reading. Weaknesses, if you have any, might have to do with <ul style="list-style-type: none"> • slight imprecision in your summary of some of the main points and/or • use of English that is occasionally ungrammatical or unclear.
Writing based on Knowledge and Experience	Good	You responded with a well-organized and developed essay. Weaknesses, if you have any, might have to do with <ul style="list-style-type: none"> • use of English that is occasionally ungrammatical, unclear, or unidiomatic and/or • elaboration of ideas or connection of ideas that could have been stronger.

THIS IS THE ONLY PERSONAL RECORD YOU WILL RECEIVE. PLEASE RETAIN FOR YOUR RECORDS.

This score report provides four section scores and a total score. An analysis of your strengths and weaknesses in English is included. The level pertaining to each skill should not be generalized beyond the performance on this test. Skill levels and their associated descriptions are not intended for use by institutions as part of their admissions criteria and will not be shared unless you grant permission.

Information About Scores: The following scaled scores are reported for the TOEFL iBT test. A total score is not reported when one or more sections have not been administered. These scores have the following ranges:

Sections	Scaled Scores
Reading	0-30
Listening	0-30
Speaking	0-30
Writing	0-30
Total Score	0-120

Institution Code Numbers: The code numbers on this score report are the ones you selected at the time you registered. If any of the numbers you indicated are not shown, they were incorrect and the TOEFL office was unable to send those score reports. To have additional official score reports sent, follow the directions on the attached Score Report Request Form.

DEPT.	WHERE THE REPORT WAS SENT
00	Admissions office for undergraduate study or an institution or agency that is not a college or university
01, 04-99	Admissions office for graduate study in a field other than management (business) or law according to the codes selected when you registered
02	Admissions office of a graduate school of management (business)
03	Admissions office of a graduate school of law

Additional information about TOEFL iBT scores can be found on the Test Takers section of the TOEFL website at www.ets.org/toefl.

* Skill levels for speaking and writing individual skills are estimates of performance at the *item* level. The total writing and speaking scaled scores and ranges are more accurate. Therefore it is not appropriate to combine the individual skill levels. Doing so may lead to apparent inconsistencies between the diagnostic feedback and reported writing and speaking scores.

Score Legends:

Reading Skills	
Level	Total Scaled Score Range
High	22-30
Intermediate	15-21
Low	0-14

Speaking Skills	
Level	Total Scaled Score Range
Good	26-30
Fair	18-25
Limited	10-17
Weak	0-9

Listening Skills	
Level	Total Scaled Score Range
High	22-30
Intermediate	14-21
Low	0-13

Writing Skills	
Level	Total Scaled Score Range
Good	24-30
Fair	17-23
Limited	1-16
Score of Zero	0

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IMPORTANT NOTE TO INSTITUTIONS: Scores are valid **ONLY** if received directly from ETS. Photocopies should never be accepted. If you received this score report directly from an examinee, please provide your official TOEFL institution code to the examinee so he/she can request that an official score report be sent to you. If you need to contact ETS, use the toll-free number on the back of the official score report. Scores more than two years old cannot be reported or validated.