

Пречистенская средняя школа
Первомайский МР

Формирование функциональной грамотности на уроках английского языка



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Функциональная грамотность

Сущность понятия «функциональная грамотность»



«Функциональная грамотность — способность человека использовать приобретаемые в течение жизни знания для решения широкого диапазона жизненных задач в различных сферах человеческой деятельности, общения и социальных отношений»

А. А. Леонтьев



Международные оценочные исследования

PISA

«Международная программа оценки учебных достижений 15-летних учащихся»

оценивает способности подростков использовать знания, умения и навыки, приобретенные в школе для решения широкого диапазона жизненных задач в различных сферах человеческой деятельности, а также в межличностном общении и социальных отношениях

TIMSS

«Оценка математической и естественнонаучной грамотности учащихся 4 и 8-х классов»

изучаются особенности содержания школьного математического и естественнонаучного образования в странах-участницах, особенности учебного процесса, а также факторы, связанные с характеристиками образовательных учреждений, учителей, учащихся и их семей

PIRLS

«Изучение качества чтения и понимание текста»

изучает читательскую грамотность учащихся, проучившихся четыре года. В благоприятной образовательной среде между третьим и пятым годом школьного обучения происходит качественный переход в становлении важнейшего компонента учебной самостоятельности: заканчивается обучение чтению (технике чтения), начинается чтение для обучения – использование письменных текстов как основного ресурса самообразования

СОСТАВЛЯЮЩИЕ ФУНКЦИОНАЛЬНОЙ ГРАМОТНОСТИ. МОДЕЛЬ PISA





REN TV НОВОСТИ

**Путин: РФ должна войти в число
мировых лидеров по качеству
образования**

**Как организовать работу на уроке
английского языка, чтобы в
процессе обучения была
сформирована функциональная
грамотность у обучающихся?**



Возможности формирования функциональной грамотности школьников (ФГОС)

- за счёт достижения планируемых УУД
- за счёт реализации системно-деятельностного подхода
- за счёт включения школьников в исследовательскую и проектную деятельность
- за счёт включения школьников в процесс решения учебно-познавательных и учебно-практических задач, задач на применение или перенос знаний и умений в нестандартные ситуации
- за счёт формирования оценочной самостоятельности.

Особенности заданий для формирования функциональной грамотности

- задача, поставленная вне предметной области и решаемая с помощью предметных знаний;
- в каждом из заданий описывается жизненная ситуация;
- контекст заданий близок к проблемным ситуациям, возникающим в повседневной жизни;
- ситуация требует осознанного выбора модели поведения;
- вопросы изложены простым и ясным языком;
- используются иллюстрации, таблицы, схемы, диаграммы

Формирование функциональной грамотности - это сложный, многосторонний, длительный процесс. Достичь нужных результатов можно лишь умело, грамотно сочетая различные современные образовательные педагогические технологии.

**Технология
проектной
деятельности**

**Технология
проблемного
обучения**

**Уровневая
дифференциация
обучения**

**Технология
оценивания
учебных
достижений
обучающихся**

**Обучение на
основе
«учебных
ситуаций»**

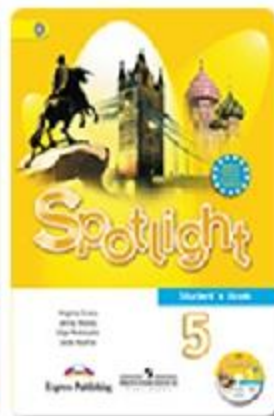
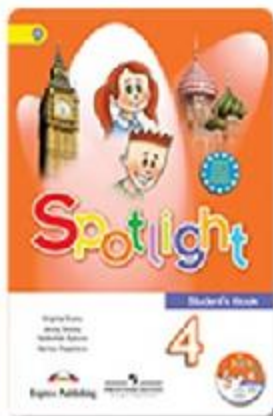
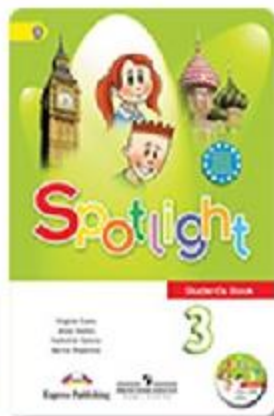
**Информационные и
коммуникационные
технологии**

**Технология
использования
игровых методов**

**Технология
развития
«критического
мышления»
через чтение и
письмо**

**Технология
формирования типа
правильной
читательской
деятельности**

YMK «Spotlight»



Банк Заданий на формирование ФГ

DAYS OUT

HOW FAMILIES SPEND FREE TIME

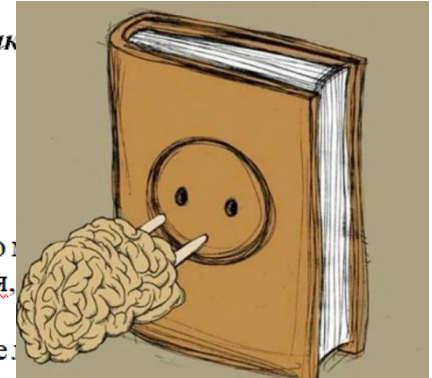
Attractions visited in a six-month period

Attraction	Feb. (%) 2015	June (%) 2018	Attraction	Feb. (%) 2015	June (%) 2018
Shopping, garden centre	41	58	Zoo	7	15
Restaurant, cafe	42	50	Large exhibitions	7	15
Seaside resort	14	24	Country show	8	12
Stately home, castle	14	23	Museum	10	11
Theme, leisure park	8	20	Art gallery	n/a*	9
National park	16	20	Special interest	5	9
Sports event	17	19	Activity centre	4	7

* usually stands for not applicable or not available

A big shoe company *Eccoborost* decided to increase their sales by branching out into new leisure industry locations. It carried out market research to find out which kinds of leisure activities are most popular at present. The market research firm Mintel provided them with the results of the survey (shown above), based on a sample of 884 adults who were asked about their leisure activities in the six months up to January 2018. The results were then compared with a previous survey carried out in 2015.

Разработка фрагмента урока английского языка
Единого текста.



Тема занятия: «Рыбинск»

Класс: 5-6

Учитель: Калинина Ольга Сергеевна

Цель урока: Введение и отработка лексического материала, развитие навыков чтения, говорения, аудирования.

Задачи урока:

1) Учебно-познавательный аспект: формирование

грамматических навыков, навыков поискового чтения, активизация материала по теме «My city».

2) Социо-культурный аспект: Развивать социо-культурные компетенции, познакомить учащихся с достопримечательностями Рыбинска.

3) Развивающие: Расширять кругозор учащихся, развивать умение быстро

Prechistenskaya Secondary School

The Day of the text 2021. The 155th Anniversary of Prechistenskaya Secondary School

There is a note in the region archive about opening a nursery school in Prechistoe in 1866. From this date the history of Prechistenskaya Secondary school starts.

First time 60 students are learnt at school. There were some school subjects, such as Russian, Maths, Church-Slavenish language and God's Law. But the education was not free. A child had to pay 2 rubles for ink, paper, pencils.

In 1917 there were about a hundred pupils in the school. In 1918 a new building of school was started to build. In 1935 the school changed its status and it became a secondary school. More than 400 students learnt at school.

The first output was in 1940.

In 1941 all boys went to the war. During the war our school invited students from Leningrad. There were a lot of difficulties during the studying those days but teachers did their best.

The teachers who defended our motherland were Alexandr Morshchinin, Boris Morshchinin, Ivan Lapin, Sergey Dundin, Gennady Kamalvaigin, Alexandr Korolev,

What do you know about our school?

- Is situated – располагается
- Years old – лет
- Pupils – дети, ученики
- Study - учиться



Математическая грамотность

Numbers

1 Listen and repeat. Count from 1 to 10 and from 10 to 1.

- | | | | |
|------------|-----------|------------|-----------|
| 1
one | 2
two | 3
three | 4
four |
| 5
five | 6
six | 7
seven | |
| 8
eight | 9
nine | 10
ten | |

2 Write the missing number.

- 1 one, two, ► *three*, four
 2 one, four,, ten
 3, eight, six, four
 4 two,, six, eight

3 Find the number.

- | | |
|--------------|---------------|
| 1 EON | 4 INNE |
| 2 OUFN | 5 NTE |
| 3 IXS | 6 EHETN |

4 Do the sums.

- | | |
|--|--------------------|
| 1 $1 + 2 =$ ► <i>3</i> (one plus two equals 3) | 5 $5 + 1 =$ |
| 2 $7 - 4 =$ ► <i>3</i> (seven minus four equals 3) | 6 $3 + 2 =$ |
| 3 $6 + 2 =$ | 7 $10 - 1 =$ |
| 4 $9 - 1 =$ | 8 $3 - 2 =$ |
| | 9 $6 + 4 =$ |
| | 10 $8 - 1 =$ |

GAME

Play in pairs: Guess the number.

- A: (thinks of number 6)
 B: seven

5 Sing THE Song

One, two. How are you? Seven, eight.
 Three, four. It's late.
 Fine and you? Nine, ten.
 Five, six. Let's count again.
 What time is it?

Names

6 a) List the names. Which are Russian names?

- Peter • Laura • Steve • Ann • Pat
- John • Tony • Bill • Anya • Olga
- Julia • Slava • Mary • Sasha
- William • Ivan • Daria

Boys	Girls

b) Listen and repeat.

c) Write your name in English.

7 Ask and answer.

- A: What's your name?
 B: Anya.
 A: How do you spell it?
 B: A - N - Y - A.
 A: And how old are you, Anya?
 B: I'm ten.



Virginia Evans
 Jenny Dooley
 Olga Podolyako
 Julia Vautina

Class CD

5

Express Publishing

ПРОСВЕЩЕНИЕ
 ИЗДАТЕЛЬСТВО

Финан- совая грамот- ность

Spotlight MP3
Class CD

Virginia Evans
Jenny Dooley
Olga Podolyako
Julia Vaulina

Express Publishing

ПРОСВЕЩЕНИЕ
ИЗДАТЕЛЬСТВО

6

English in Use 6

◆ Buying a present

- 1** Do you go shopping for your friend's presents? What presents do you buy? What shops do you prefer?
- 2** Read the sentences below and mark (S) for the shop assistant and (C) for the customer. What are they talking about? Listen, read and check.
- How can I help you?
 - I am looking for a birthday present for a friend.
 - Is it for a girl or a boy?
 - What about a jigsaw puzzle then?
 - How much are they?
 - I'm afraid that's too expensive.
 - I have the perfect thing for you.
 - Would you like me to wrap it?
- 3** Read the dialogue. What does Greg buy for Judy?

Shop Assistant: Good morning. How can I help you?
Greg: Good morning. I am looking for a birthday present for a friend.

Shop Assistant: Is it for a girl or a boy?
Greg: It's for my friend Judy. She is twelve tomorrow.

Shop Assistant: What does your friend like doing in her free time?
Greg: She likes playing board games and meeting friends.

Shop Assistant: What about a jigsaw puzzle then?
Greg: That's a good idea. How much are they?

Shop Assistant: This one has 5000 pieces and costs €18.
Greg: I'm afraid that's too expensive. I only have €15.

Shop Assistant: Let me see. Does she like painting?
Greg: Yes, she loves drawing and making things.

Shop Assistant: How about this puppet making set? It's only €13.
Greg: That's great. I'll take it.

Shop Assistant: Would you like me to wrap it?
Greg: Yes please.



- 4** **Portfolio:** Imagine it is your English friend's birthday and you want to buy him/her a present. In pairs, act out dialogues like the dialogue in Ex. 3. Use the toys and prices in the pictures above to help you. Record yourselves.

Pronunciation /ɔ:/-/ɜ:/

- 5** Listen and tick (✓). Listen again and repeat.

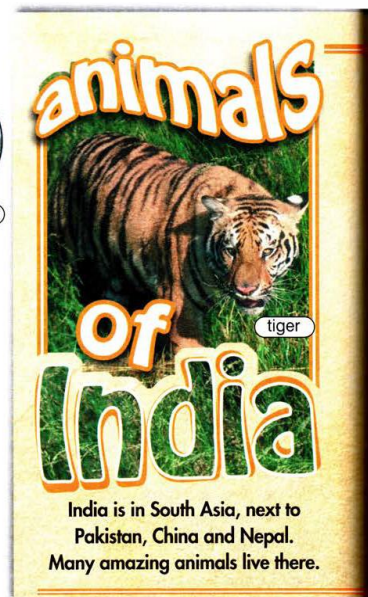
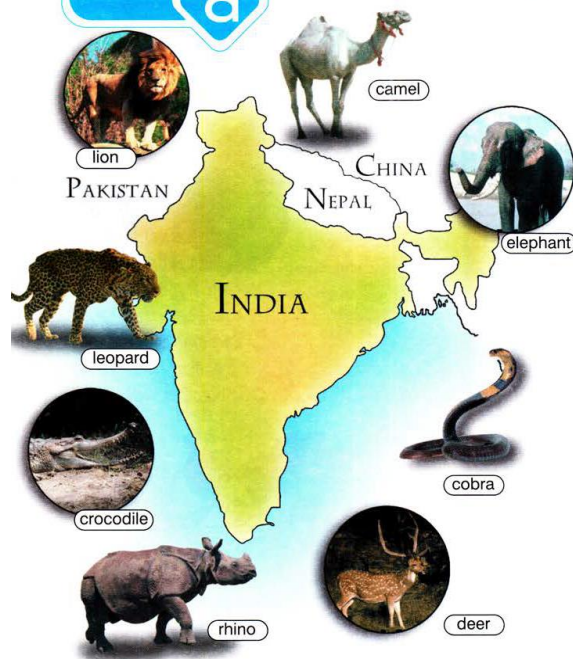
Reading Rules
 o + r - /ɔ:/ port
 a + l/k - /ɜ:/ chalk
 e - u, i + r = /ɜ:/ girl

	/ɔ:/	/ɜ:/		/ɔ:/	/ɜ:/
form			Turk		
firm			walk		
shirt			work		
short			war		
talk			were		

Естественно -научная грамотность

5 a

Amazing creatures



Vocabulary

Animals

- 1 Look at the map. Which country can you see? Which continent is it in: Asia or Africa? What countries are next to it?
- 2 Listen and repeat. Which of them sound similar in your language? Do you have them in your country?

Study skills

Learning new words

Revising new words helps you remember them. Start a vocabulary notebook. Label each section e.g. *animals*, *countries*, *family* etc. Write new words under the sections. Revise regularly.

Reading

- 3 Look at the title of the text. What animals do you think it is about?
- 4 a) Think of two questions you can ask about Indian animals. Listen and read. Can you answer them?
b) Read and find the name(s) of:
 - three countries
 - five animals
 - five colours
 - five other adjectives

Explain the words in bold.

Speaking

- 5 Use the smiley face icon. What is new for you in the text? Tell your partner three facts you remember.



Virginia Evans
Jenny Dooley
Olga Podolyako
Julia Vautina

Class CD

5

Express Publishing

ПРОСВЕЩЕНИЕ
ИЗДАТЕЛЬСТВО

Тематическая область «Здоровье»

Extensive Reading 9
ACROSS CURRICULUM: FOOD TECHNOLOGY

Study skills
Using what you know
Before you read ask yourself what you know about the topic. This helps you guess the meaning of the text.

- 1 Look at the food pyramid. What do you know about these foods? Which help us keep healthy?
- 2 a) Read the title of the text. How is it related to the food pyramid? Listen, read to find out.
b) Read the article. Which food type contains the following:
 - fibre • iron • vitamin
 - potassium • calcium • protein
- 3 Present the food pyramid in Ex. 1 to the class. Say what each food group gives us.

Eat well, feel great, look great!
We all want to be healthy. What foods can help us with that?

Bread and Grains A balanced diet is based on bread and grains (foods like rice and cereal). These foods give you fibre, iron and vitamin B. At least 40% of what you eat every day should be types of food in this category.

Fruit and vegetables You should eat plenty of vegetables and fruit every day to make sure you get enough potassium and vitamins A, C and E.

Dairy products Types of food in this category, like milk and cheese, have lots of calcium and vitamin D. These two elements protect your bones. You should consume milk, cheese or yoghurt every day.

Meat, fish and beans This category also includes eggs and nuts. These types of food give you iron, magnesium and protein. While meat, such as chicken, is better for you than fatty, red meat.

Fats and oils A little oil every day (about five or six spoonfuls) is useful against heart disease.

Eat wisely. If you eat a balanced diet, you will feel great, look great, and always be healthy!

4 **Project:** Work in pairs. Make a list of what you ate yesterday. Was it all healthy? Compare with your partner.

93

Личностный уровень

Локальный уровень

Глобальный уровень

Глобальные компетенции

Глобально компетентная личность способна изучать местные, глобальные проблемы и вопросы, понимать и оценивать различные точки зрения



Vocabulary

♦ Helping out

1 Look at the picture. What is each person in the picture doing?

- plant flowers
- recycle cans
- collect rubbish
- build nesting boxes
- teach the cycle of life
- clean out a pond
- read a book about ecology

▶ Dave is planting flowers.

2 Who is using the tools/equipment below? What are they using them for?

- a ladder
- a hammer and nails
- a spade
- a watering can
- a rake
- a net
- gardening gloves
- a plastic bag

▶ Sally is using a ladder to collect rubbish from the tree house.

Reading & Listening

3 a) Look at the title and the picture. What does "eco-helpers" mean? Listen, read and check.

Dave: Hi Tim. What's up?

Tim: Oh, hi Dave! What are you doing here?

Dave: Oh, I've joined the Eco-helpers club.

Tim: Oh yeah, I've heard about that. Sally collects rubbish for recycling in the park every Saturday morning, doesn't she?

Dave: That's right. She's been doing that for a month. I've been building nesting boxes.

Tim: Nesting boxes?

Dave: Well, there aren't many trees left in the city for birds to build their nests. If we don't help them, they will have to leave the city.

Tim: That's interesting. What else have you been doing?

Dave: We've been planting trees and cleaning out ponds for a week now that the weather's good.

Tim: Your club sounds wonderful. I could join as well, couldn't I?

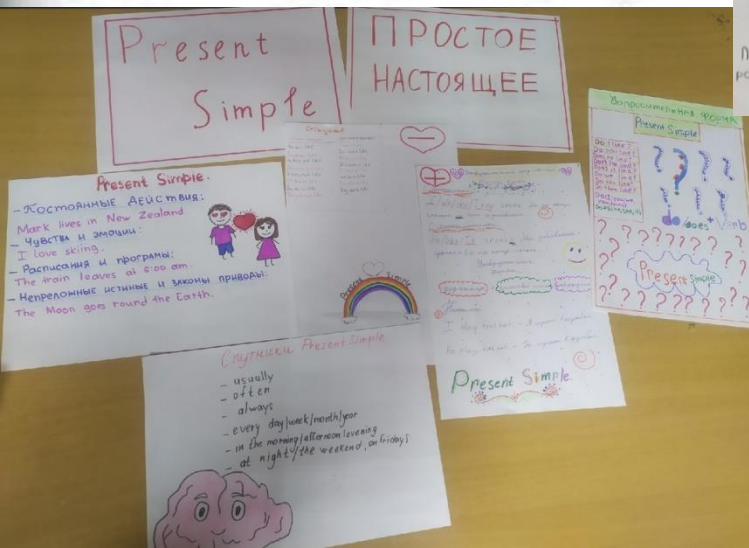
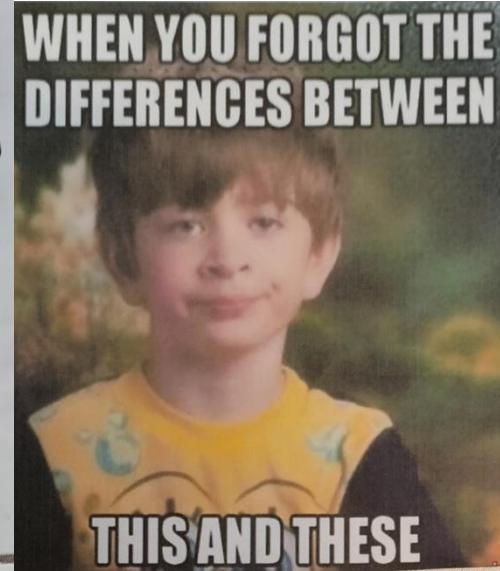
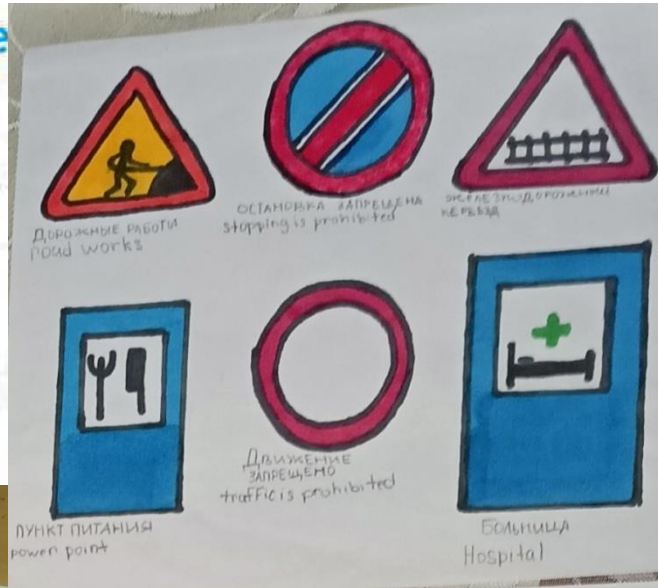
Dave: Of course you could. We really need volunteers, but you have to see Miss Jackson first. She'll tell you what to do.

Tim: Sounds great! I'll join first thing Monday morning.

Креативное мышление

Project (a tourist brochure)

- 5** Portfolio: Do research. Make a tourist brochure for tourists about the capital city of your country. Write: places to visit; things to see. (60-80 words)



Project

- ICT** Portfolio: In groups draw or paint a picture of a famous building in your own country. Think about: floors, colour, material, rooms, inside/outside, special features. Use the internet to find the information. Present it to the class.

Читательская грамотность

- Подобрать антонимы или синонимы к словам.
- Перефразировать предложения, используя определенную грамматическую структуру.
- Прочитать заглавие и сказать, о чём (ком) будет идти речь в данном тексте.
- Прочитать текст, разделить его на смысловые части, подобрать названия к каждой из них.
- Прочитать текст и выделить основные темы повествования.
- Прочитать текст, отметить (выписать) места, раскрывающие разные аспекты проблемы.
- Пересказать текст от лица различных персонажей.
- Написать свои вопросы к персонажам, если бы была возможность оказаться там.
- Дать совет герою (героине)

4

How about ...?

Vocabulary

TV programmes

- 1 a) Look at the TV programmes in the pie chart. Which ones exist in your country?
b) Listen to the music extracts. Which TV programme do they match?

Everyday English

Expressing likes/ dislikes

- 2 Read the pie chart. What do American teenagers like watching on TV?
▶ 19% of American teenagers like watching dramas.
- 3 What do you like watching on TV? Use the table and the adjectives to tell the class.

We use certain suffixes at the end of verbs, nouns etc to form adjectives in English. These are: *-ful* (*wonder* - *wonderful*), *-ing* (*disgust* - *disgusting*), *-able* (*enjoy* - *enjoyable*), *-ic* (*fantasy* - *fantastic*)

love	don't like
like	hate
great, exciting, delicious, enjoyable, interesting, fantastic, fine, wonderful	boring, awful, terrible, disgusting, dull, horrible

▶ I don't like reality shows. I think they're boring.

- 4 What do you like? Discuss.

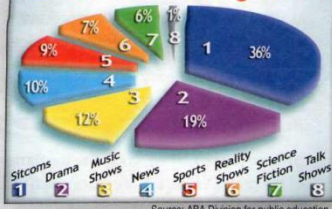
Food: pizza, hamburgers, spaghetti, fish, chicken

Sports: football, basketball, skiing, windsurfing

Pastimes: going/cinema, eating out, dancing

- ▶ A: What's your favourite food?
B: I love pizza! I think it's great. What about you?
A: I like hamburgers. They are fantastic.

US Teens TV viewing Habits



▶ 1 abbreviation for situation comedy.

Making suggestions

- 5 a) Look at sentences 1-4. Which express suggestions?
b) Match the sentences (1-4) with the responses (a-d). Listen and check.

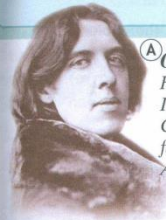
- | | | | |
|---|----------------------------|---|-----------------------------------|
| 1 | Are you free tonight? | a | I think so. |
| 2 | Would you like to join me? | b | Count me in! |
| 3 | What about a pop concert? | c | Pop music is not really my thing. |
| 4 | How about a pizza? | d | No, thanks. |

Reading

- 6 a) Read the first exchange in the dialogue. What do you expect to read? Read through and check.
b) Read and listen to the dialogue and complete sentences 1-5.
- 1 Tony wants to go to with David tonight.
 - 2 David doesn't like, and
 - 3 David wants to watch a on TV.
 - 4 Tony decides to go to David's at 7:30.
 - 5 David suggests for dinner.

Extensive Reading 2

ACROSS THE CURRICULUM: LITERATURE



A Oscar Wilde (1854-1900) was a popular Irish poet, novelist and dramatist. His most famous works include 'The Picture of Dorian Gray', 'The Importance of Being Earnest', as well as some excellent short stories like 'The Canterville Ghost'. This story is about an American ambassador and his family who buy a house although the locals warn them that ghosts live in it. After several incidents, the Otis family begin to notice the Canterville Ghost.

- 1 Who was Oscar Wilde? Read text A to find out.

Reading & Listening

- 2 a) Read the title of the story and listen to the sounds. What do you think happens in this extract?
b) Listen, read and check.
- 3 Complete the sentences. Explain the words in bold.

- 1 Mr Otis was the
- 2 Mr Otis bought
- 3 People said that Canterville Chase
- 4 Mr Otis woke up because
- 5 Outside his bedroom, he saw
- 6 Mr Otis gave the ghost

- 4 What did the man Mr Otis met look like? Draw a picture.

Speaking

- 5 Portfolio: Act out a short dialogue between Mr Otis and the Canterville ghost.

Project

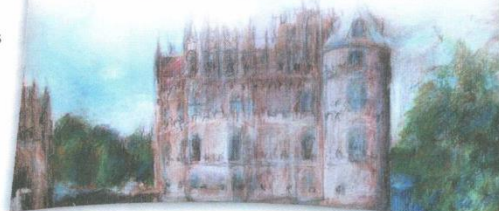
- 6 Portfolio: What do you think happened afterwards? In groups, continue the story. Then, listen and check.

Oscar Wilde The Canterville Ghost

When Mr Hiram B Otis, the American ambassador, bought Canterville Chase, every one told him it was a very foolish thing to do, as the place was haunted.

At eleven o'clock the family went to bed, and by half-past all the lights were out. Some time after, Mr Otis woke up because of a noise outside his room. It sounded like the **clank** of metal. He got up at once, **struck** a match, and looked at the time. It was exactly one o'clock. Mr Otis was quite calm. The strange noise continued, and with it he heard the sound of footsteps. He put on his slippers, took a small bottle out of his **dress** case, and opened the door. Right in front of him he saw an old man. He looked terrible. His eyes were red; his hair was long and grey; his clothes were old-fashioned and dirty, and there were **handcuffs** and **rusty chains** on his wrists and ankles.

"My dear sir," said Mr Otis, "those chains need **oiling**. Here take this small bottle of lubricant. I will leave it here for you and I will give you more if you need it." With these words the ambassador put the bottle down on a marble table, and went back to bed, closing the door behind him.



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*Спасибо за
внимание.*

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