

Развитие функциональной грамотности учащихся на уроках английского языка

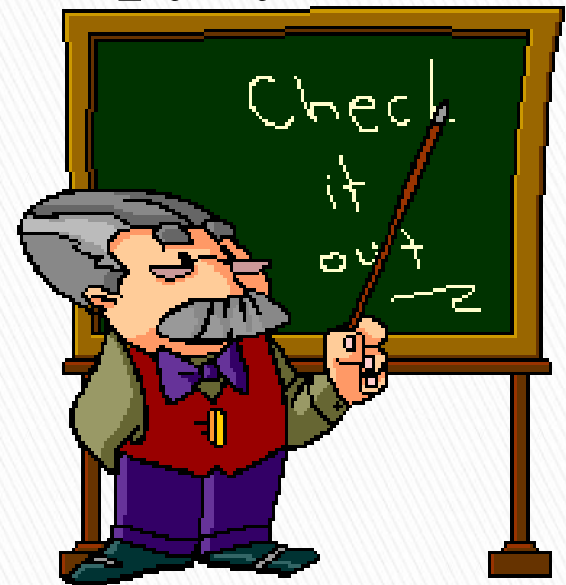


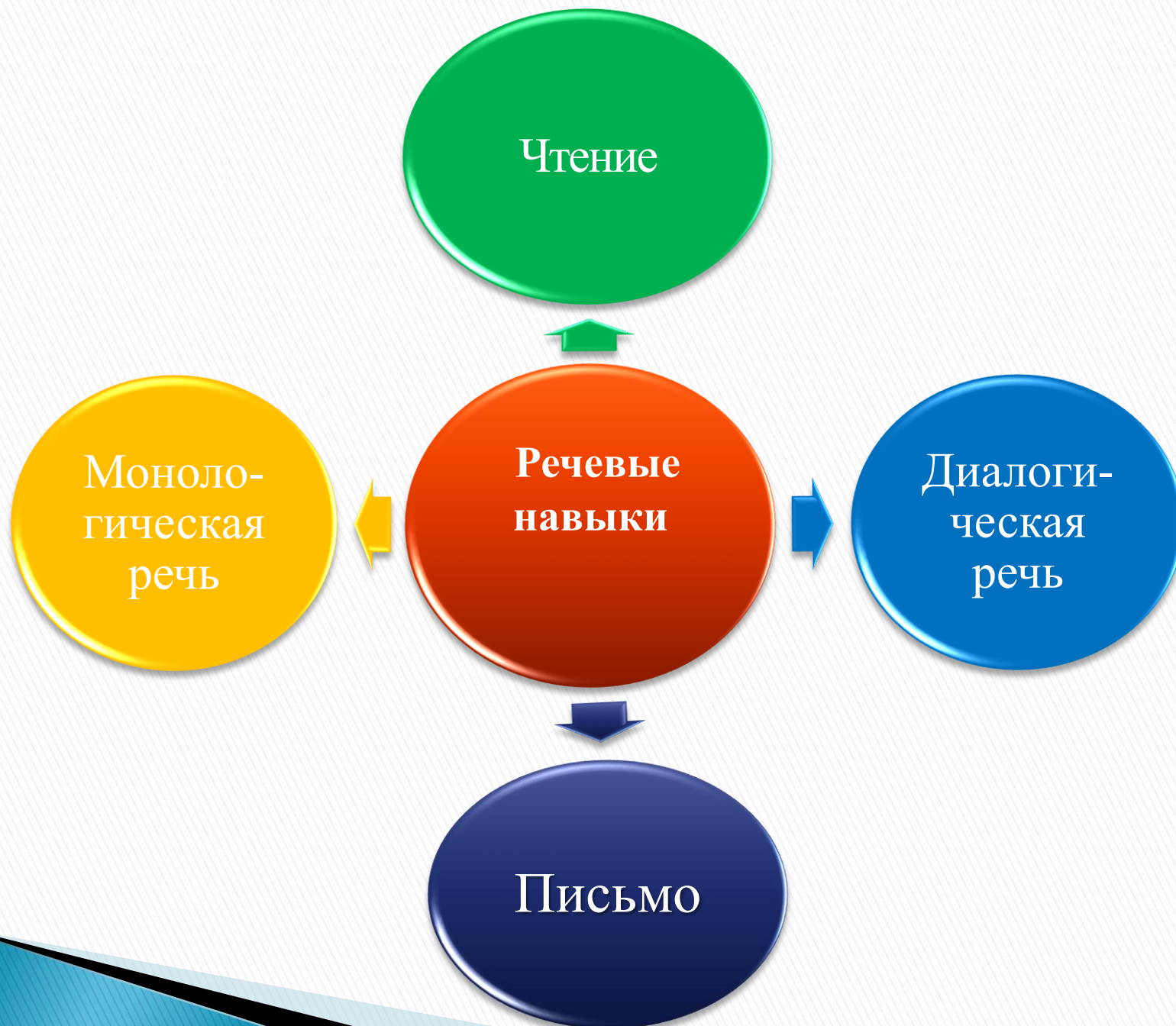
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Иностранный язык – средство жизнеобеспечения общества

Изучение иностранного языка и
иноязычная грамотность дают
возможность нести и распространять
свою культуру и осваивать другую






Проблемы и затруднения

- ▶ учащиеся не знают значений многих слов;
 - ▶ не умеют озаглавить текст;
 - ▶ не понимают смысла написанного;
 - ▶ не могут выделить ключевые слова;
 - ▶ не умеют сформулировать вопрос;
 - ▶ не могут выбрать способ решения задачи;
 - ▶ не в состоянии перенести знания и умения из одной области на другую.
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Функциональная грамотность

«способность человека использовать навыки чтения и письма в условиях его взаимодействия с социумом (оформить счет в банке, прочитать инструкцию, заполнить анкету обратной связи и т.д.), т.е. это тот уровень грамотности, который дает человеку возможность вступать в отношения с внешней средой и максимально быстро адаптироваться и функционировать в ней».

Программа обучения иностранным языкам

- ▶ умение осмысленно читать и воспринимать на слух;
 - ▶ продуцировать тексты разных типов (информационного и прикладного характера, литературные тексты);
 - ▶ умение извлекать информацию из разных источников;
 - ▶ способность находить и критически оценивать информацию из СМИ и Интернета;
 - ▶ умение пользоваться источниками и ссылаться на них;
 - ▶ умение читать таблицы, диаграммы, схемы, условные обозначения и применять их при подготовке собственных текстов;
 - ▶ способность реализовывать разные стратегии чтения при работе с текстом.
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Ученик, у которого сформированы навыки функционального чтения

это ученик, который может «свободно использовать навыки чтения и письма для получения информации из текста – для его понимания, сжатия, преобразования и т.д.». (А.А. Леонтьев). Ученик, у которого сформированы навыки функциональной грамотности, умеет пользоваться различными видами чтения (изучающим, просмотровым, ознакомительным). Он способен переходить от одной системы приемов чтения и понимания текста к другой, адекватной данной цели чтения и понимания и данному виду текстов



Исследование PISA

Грамотность чтения подразделяется на следующие уровни:


- ▶ поиск в тексте нужной информации по простому критерию (самый низкий уровень);
- ▶ поиск в тексте нужной информации по множественным критериям;
- ▶ поиск в тексте нужной информации, распознавание связи между отрывками информации, работа с известной, но противоречивой информацией;
- ▶ поиск и установление последовательности или комбинации отрывков, содержащих глубоко скрытую информацию, умение сделать вывод о том, какая информация в тексте необходима для выполнения задания;
- ▶ понимание сложных текстов и их интерпретация, формулирование выводов и гипотез относительно содержания текста.

Формулировки заданий на выбор альтернатив:

1. Отметь значком * правильный вариант ответа, согласно тексту.
2. Прочитай текст. Выбери правильный вариант ответа (один из предложенных), согласно тексту.
3. Какое из утверждений соответствует тексту?
4. Прочитай текст и отметь «галочкой» то, о чем НЕ сообщается в тексте.



Отличительные особенности текстов на проверку функционального чтения

- ▶ большой объем текста;
 - ▶ неадаптированный текст;
 - ▶ информация, представленная в виде рисунков, схем, диаграмм, таблиц, графиков;
 - ▶ задания, для выполнения которых требуется интеграция знаний из разных предметов;
 - ▶ задания, в которых неясно, к какой области знаний надо обратиться.
- 

Правила отбора сплошных текстов к заданиям на функциональное чтение:

1. Текст должен быть ученику интересен.
2. Текст должен содержать неизвестную ученику информацию.
3. Текст должен развивать кругозор.
4. Текст не должен быть перегружен цифрами, датами, терминами.
5. Иллюстрации не отвлекают, а помогают разобраться в содержании текста. Иллюстрации должны способствовать развитию познавательной активности.
6. Уровень трудности текста должен соответствовать возрасту ученика.

При необходимости нужно адаптировать текст.

7. Незнакомые слова должны «вычитываться» из текста или быть представлены в сносках.
8. Объем текста не должен превышать норму.
9. Шрифт должен помогать ученику легко читать текст.
10. Текст должен быть структурирован.
11. В тексте не должно быть ошибок



Виды работы с текстом



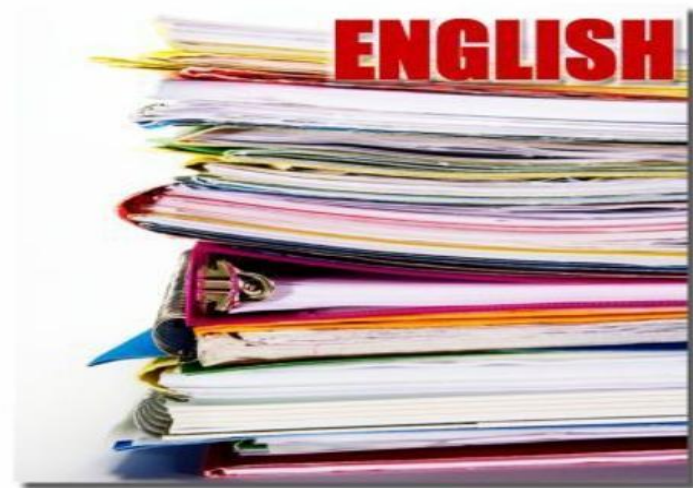
Предтекстовые задания

направлены на моделирование фоновых знаний, необходимых и достаточных для восприятия конкретного текста, на устранение смысловых и языковых трудностей его понимания и одновременно на формирование навыков и умений чтения, выработку "стратегии понимания", умения прогнозирования. Например:

- ▶ прочитай заглавие и скажи, о чем (о ком) будет идти речь в данном тексте;
- ▶ посмотри на фото; скажи, какую жизнь могут вести люди, изображенные на фото;
- ▶ опиши картинку (соответствующую тематике текста); затем прочти текст и найди ошибки в картинке;
- ▶ дай определение следующим словам;
- ▶ соедини слова с их определениями;
- ▶ определи различные значения одного и того же слова;
- ▶ найди в тексте предложения с определенной грамматической формой;
- ▶ прочти первые предложения абзацев и назови вопросы, которые будут рассматриваться в тексте.

Текстовые задания

учащимся предлагаются коммуникативные установки, в которых содержатся указания на вид чтения (изучающее, ознакомительное, просмотровое, поисковое), скорость и необходимость решения определенных познавательно-коммуникативных задач в процессе чтения. Кроме этого, учащиеся выполняют ряд упражнений с текстом, обеспечивающих формирование соответствующих конкретному виду чтения навыков и умений.



Примеры:

- ▶ прочти текст, раздели его на смысловые части, подбери названия к каждой из них;
- ▶ выдели в тексте элементы, которые несут ключевую информацию;
- ▶ составь план текста;
- ▶ заполни пропуски в тексте словами в определенной грамматической форме;
- ▶ передай основную идею текста несколькими предложениями



Послетекстовые задания


предназначены для проверки понимания прочитанного, для контроля степени сформированности умений чтения и использования полученной информации:

- ▶ ответь на вопросы по содержанию текста;
- ▶ выбери правильный ответ (тест по содержанию текста);
- ▶ заполни таблицу по содержанию текста;
- ▶ пронумеруй события в порядке их очередности;
- ▶ заполни предложения словами из текста;
- ▶ вырази свое отношение к прочитанному;
- ▶ составь вопросы к тексту;
- ▶ подготовь пересказ текста.



Текстовые задания

использование на уроках английского языка различного вида текстовых заданий способствует развитию *функциональной грамотности* учащихся, грамотности чтения и комплексному освоению учащимися основных видов речевой деятельности, а также развивает творческое мышление, приучает учащихся к внимательному и вдумчивому отношению к тексту.



1a Reading & Vocabulary

Reading

1 What does the title of the text mean? How would you start a conversation with someone you don't know? Read and check.

2 Read the text and mark the sentences 1-7, T (True), F (False) or DS (Doesn't Say). Correct the false sentences. Explain the words in bold.

- Breaking the ice means saying or doing something to start feeling relaxed with a new person.
- People feel uncomfortable when meeting someone new because they cannot predict their reactions.

- Some people don't have any passions.
- When you meet someone for the first time, it's better to look serious.
- Confident people don't postpone things.
- When you start a conversation, talk a lot about yourself.
- If you feel uncomfortable with new people, avoid being around them.

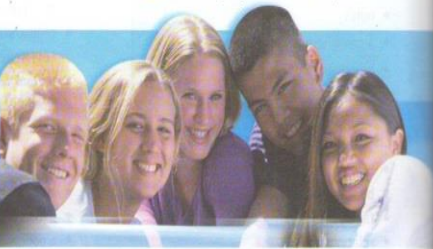
Study skills

Reading effectively

The author's purpose is the reason for writing the passage. This could be to entertain, persuade, inform, advise, narrate or describe. Recognising the author's purpose will help you understand the content of the text better.

3 Listen and read the text again. What is the author's purpose? Discuss in pairs.

BREAKING THE ICE



The new girl in your class seems very interesting and you would like to get to know her better. The guy at the skate park does some amazing tricks and you would like him to show you how. But, whenever the **opportunity** to talk to them comes up, you can't think of anything to say. Your palms sweat, you **blush**, and you look away.

Whether you are starting a new school, going to a party where you don't know anyone or want to **approach** a person you **fancy**, you often need to break the ice in order to start a friendly conversation. Breaking the ice means saying or doing something to stop feeling shy or uncomfortable around someone you don't know very well. The reason you feel this way is that you don't know how the other person will react, but don't let it get you down.

You shouldn't worry. Almost everyone feels uncomfortable when they first meet other people. If you feel this way, the following tips can help you out.

Smile: When you smile, people think you are friendly and easy to talk to. They are also very likely to smile back and help you feel more comfortable about starting a conversation.

Develop passions: The best way to have interesting conversations is to be an interesting person! Get involved in activities and talk about them. Make sure you have something to add to a conversation.

Be positive: Everybody likes to be around happy people. Try to always look on the **bright** side of life and to see something positive even in negative situations. People will enjoy your positive energy and **benefit** from it. Also, be confident. If you like yourself, others will probably like you too.

Be a good listener: Develop listening skills. Don't take over the conversation and don't only speak about yourself. Ask other people questions about themselves too. This way they'll know you're interested in them.

Get out there: Don't **avoid** being around new people just because you feel uncomfortable. If you stay in a situation, you'll get used to it. It's not easy, but it's worth it. After all, the other person may want to talk to you as well, but be too shy to break the ice!

CULTURE CORNER

Teenage Magazines

Vocabulary

Magazine features

1 Look at the covers of some typical UK magazines. Who are they for? What do they have inside?

2 Look at the feature titles (1-7). Match the titles to the categories (a-g). Think of more titles for each category.



British Teenage Magazines

About half of British young people aged 12 to 16 read teenage magazines! Two of the most **popular** magazines for girls are 'Top of the pops' and 'Shout'. They have **glossy**, colourful covers and include beauty and fashion, celebrity gossip, real life stories, horoscopes, quizzes and problem pages. Of course, boys don't usually find these magazines very interesting! **Instead**, they buy music magazines like 'Q magazine' or read web magazines about sport, like 'Shoot' or 'Match'.

Usually, teenage magazines contain a lot of language that only teenagers use! They might use 'celeb' instead of celebrity, for example, or 'fave' instead of favourite. They also say 'lads' instead of 'boys', 'dosh' instead of 'money' and 'natter' instead of 'talk to your friends'. This makes the magazines more **attractive** to teenagers and easier to understand.

On a more serious note though, a lot of these magazines can help teens find solutions to problems they don't feel comfortable discussing with their parents. That's why the problem pages in these magazines are very popular. In fact, many teens buy them just for the problem page.

How about you? What do you like most in magazines?

1 This month's horoscopes!

2 Get Perfect skin!

3 OUR TOP 10 SUMMER OUTFITS!

4 Win tickets to a Champion's League match!

5 Britain's hottest new boy bands!

6 Do your friends really know you?

7 The Generation Gap

a stars & celebrities

b health & beauty

Extensive Reading 4

ACROSS THE CURRICULUM: MATHS

Drawing numbers

It is not always easy to pass along¹ information about numbers using just words. One of 0) *the* best ways to do that is to use a graph or 1) chart. Some of them 2): the line graph, the bar graph and the pie chart.

The Line Graph

In this type of graph, 3) use a line to present information.

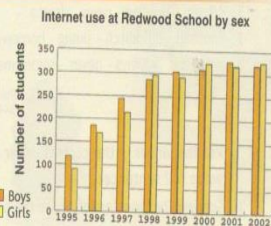
The line graph shows information, which changes over time.



The Bar Graph

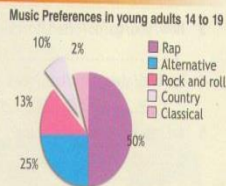
Bar graphs can 4) horizontal or vertical. This type of graph

5) very useful for comparing² two or more similar things.



The Pie Chart

In pie charts you can see 6) section is large and what sections are small. In many pie charts, the most important section is separated from the rest of the pie.



¹ give

² discovering differences and similarities between two things

CULTURE CORNER

5d

HIGH TECH TEENS

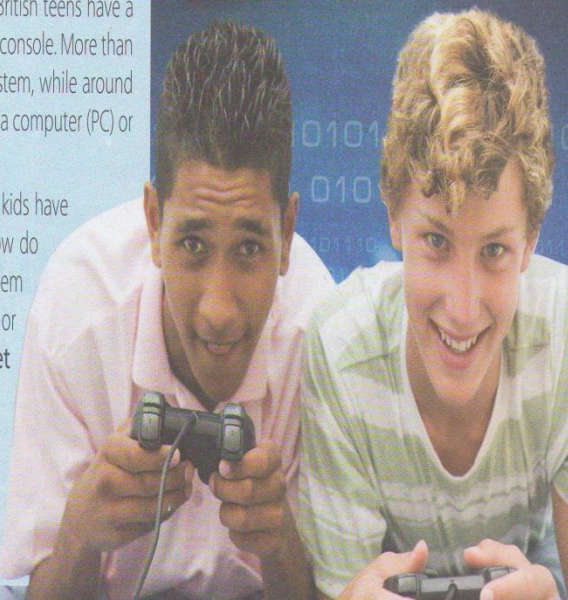
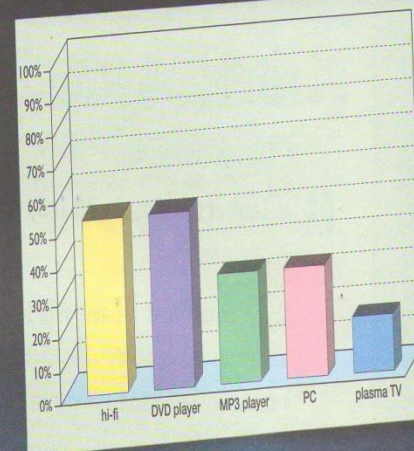
Teenagers spend a lot of time in their bedrooms hanging out with their friends, but your *average* teenager's bedroom has changed a lot in the past few years.

As until recently, teenagers had teddy bears, dolls, sports equipment, tape recorders, board games and the odd radio in their bedroom. Nowadays, these traditional toys are all but gone and innovations such as MP3 music players and games consoles are popular instead!

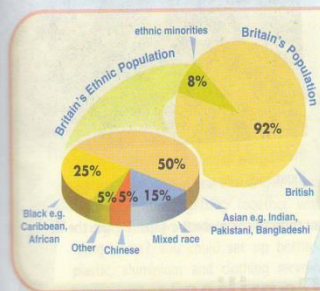
A recent survey showed that seven out of ten British teens have a TV in their room and six out of ten have a games console. More than half the children have a DVD player or a hi-fi system, while around one in three have a digital music player (MP3) or a computer (PC) or laptop, and 10% of teens have plasma TV.

So, it's not surprising that around a third of the kids have gadgets worth up to £2,000 in their rooms! How do they pay for them? Well, nine out of ten of them receive these hi-tech goods as Christmas or birthday presents, while others save their pocket money or earn the money through working.

Some parents might be shocked to find out that their son or daughter could be sleeping on a gold mine. It seems fair to say that as new technology increases so does the value of kids' bedrooms!



Multicultural Britain



"My grandparents first came to Britain from India in 1962 to work in a factory, so I'm third generation British-Indian. I speak Gujarati with my family and enjoy going to huge Indian weddings at the community centre or taking part in Hindu festival celebrations such as Diwali, but I have a lot of friends and interests outside the **community**. I've heard recently that more than a third of people living in my city, Leicester, today are migrants¹ or second or third **generation** migrants. So, it's set to be the first city in the UK where ethnic minority groups will **make up the majority**!"

Rupa, 16

¹people moving from place to place to find work

"When people ask me where I'm from, I say I'm British, even though I'm of Chinese origin. I used to live in a small town and I got **picked on** a bit because I looked different, but now I live in Newham in East London, which is the most culturally diverse place in the United Kingdom. At school, half of the pupils speak English as a second language. Our next door neighbours are from Poland. They came to Britain with their 15 year-old boy just after Poland became part of the E.U."

Li, 17

"My parents are from Jamaica, but they have been living in England since they were young. I was born and **brought up** in Birmingham, England. When the first Caribbeans were invited to come to Britain for work in the late 1940s, there was quite a lot of racism², and it was hard for Caribbeans to find well-paid work. Nowadays, the Caribbean community is one of the most **integrated** in Britain. Racism isn't **unheard of**, of course, but you only have to see how many **mixed-race marriages** there are now and how many second and third generation Caribbeans are **household names** on TV to understand how much things have changed."

Jerome, 18

²belief that people of some races are inferior to others

1 Look at the pie chart. What information does it give us about the ethnic population in Britain?

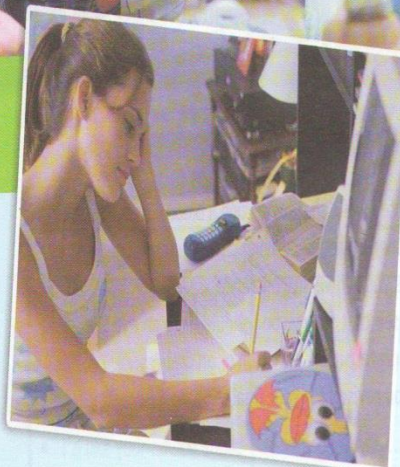
2 **RNE** Read the text. Who (Rupa, Jerome or Li):

- says their community experiences less racism now?
- has experienced racism?
- doesn't speak English at home?
- says their community has fit in well in Britain?
- likes to join in with community events?

3 Explain the words in bold. Make sentences using them.

4 Listen and read the text again. Work in groups of four. You are an interviewer, the others are the teens in the text (Jerome, Li and Rupa). Write questions and interview them.

5 **ICT Portfolio:** Work in groups. Collect information using the Internet and statistics about different ethnic groups in your country. Who are they? When did they come to your country? Why? Write a short article for an international school magazine.



UCLA'. Dividing your attention between too many activities makes the knowledge you gain harder to use later on. The researchers are not saying you shouldn't multi-task, just don't multi-task while you are trying to learn something new.

According to specialists, it is also essential to take time away from electronic media. "At the sound of the bell, all my students reach into their bags and grab their mobile phones to text message their friends. It is as if they're afraid of silence," says Casey Roberts, a secondary school teacher. "Their MP3 players, laptops and games consoles have become **extensions** of themselves. I really think that Generation M should take time to relax and reflect. There's life beyond the screen and the pleasure of face-to-

7 Look at the addresses. Which is a web address? Which is an email address? Use the key to read them to your partner.

Key

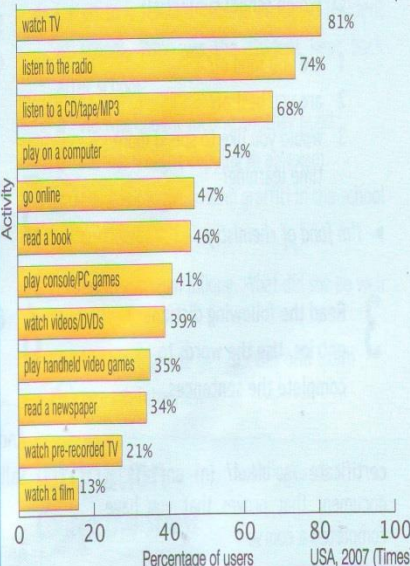
@	at	-	dash
.	dot	/	forward slash

- helen-green@gmail.com
- www.worldmedia.com/articles

8 Look at the graph carefully and answer the questions.

Media Young People Use

In a typical day, percentage of 8 to 18 year-olds who...



- Which type of media do young people use: the most? the least?
- What percentage of young people use the

A Perfect Day for a Carnival

▶ Rachel and I looked out of the window as the train started moving slowly away from the platform. It was a cloudless summer day, not what you would expect after last night's storm. "I don't think you'll be needing that!" I told Rachel, looking at her huge green and pink spotted umbrella. "It's a beautiful day – perfect for the Notting Hill Carnival."

▶ It was still early when we reached Notting Hill. We wandered happily around the stalls and admired the beautifully decorated floats. By the time the parade began, thousands of people had lined the streets to watch it. People in multi-coloured costumes were dancing to the rhythm of funky Caribbean music while others were taking photographs. "Look at that costume," I shouted to Rachel, but there was no answer. I looked around but she was nowhere in sight. I had no idea what to do!

▶ Just as I was beginning to panic, there was a huge clap of thunder. Minutes later, it started to pour with rain. "Oh no, that's all I need," I thought anxiously,

3 Which paragraph(s):

- develop(s) the story? • set(s) the scene?
- end(s) the story?

What tenses has the writer used?

4 Number the events in the order they happened (1-10). Then, tell the story from Rachel's point of view.

- A ☐ There was a violent storm.
- B ☐ The procession began.
- C ☐ The girls took a look around.
- D ☐ The girls arrived in Notting Hill.
- E ☐ The girls had coffee together.
- F ☐ Sarah saw Rachel's umbrella.
- G ☐ Thousands of people lined the streets.
- H ☐ The girls travelled to London by train.
- I ☐ Sarah got separated from Rachel.
- J ☐ The girls were reunited.

4d Literature

1 What do you know about Mark Twain? What else would you like to know about him? Think of two questions. Read the biography to check if your questions are answered.

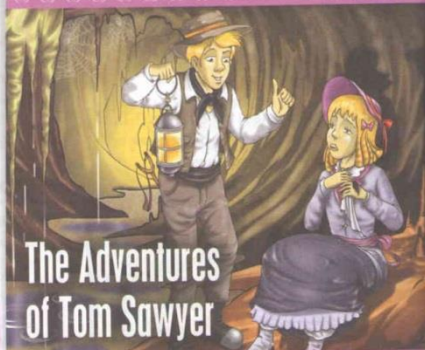


Mark Twain
(1835-1910)

(born Samuel Langhorne Clemens) was born in Missouri, USA. He was the best-known American author of his day. He grew up in a port town on the Mississippi River that became his inspiration for the town of St Petersburg in his most famous works, *The Adventures of Tom Sawyer* (1876) and *The Adventures of Huckleberry Finn* (1884). *The Adventures of Tom Sawyer* is a tale about an exciting series of events in the life of Tom Sawyer and his friend Huckleberry Finn. They include witnessing a murder, finding treasure and getting lost in a cave.

2 **RI** **NE** Read the text carefully and choose the correct answer A, B, C or D for questions 1-6.

- 1 How did Tom find his way out of the cave?
 - A He felt his way along the tunnel until he found the exit.
 - B He followed his kite-line.
 - C The sound of the Mississippi River guided him.
 - D He saw a light at the end of a tunnel.
- 2 At first, Tom couldn't convince Becky to follow him out of the cave because she
 - A was angry with him.
 - B had lost all hope.
 - C was afraid of dying.
 - D was too confused to understand him.



Tom lay upon a sofa with an eager audience about him and told the story of the wonderful adventure, putting in many striking additions; and closed with a description of how he left Becky and went on an exploring expedition; how he followed two avenues as far as his kite-line would reach; how he followed a third to the fullest stretch of the kite-line, and was about to turn back when he glimpsed a far-off speck that looked like daylight; dropped the line and fumbled toward it, pushed his head and shoulders through a small hole, and saw the Mississippi rolling by! And if it had only happened to be night he would not have seen that speck of daylight and would not have explored that passage any more! He told how he went back for Becky and broke the good news and she told him not to bother her with such stuff, for she was tired, and knew she was going to die, and wanted to. He described how he laboured with her and convinced her; and how she almost died for joy when she had groped to where she actually saw the blue speck of daylight; how he pushed his way out at the hole and then helped her out; how they sat there and cried for gladness; how some men came along in a skiff! and Tom hailed them and told them their situation; how the men didn't believe the wild tale at first, "because," said they, "you are five miles down the river below the valley the cave is in" – then took them aboard, rowed to a house, gave them supper, made them rest till two or three hours after dark, and then brought them home.

- 3 The first people that Tom and Becky saw when they emerged were surprised that
 - A they had managed to survive for so long without food.
 - B they had travelled so far from the mouth of the cave.
 - C they were passing by when the youngsters emerged.
 - D the searchers hadn't managed to find them.
- 4 Which of the following is NOT true about Tom and Becky during the week after the escape?
 - A They felt worse before they began to feel better.
 - B It took Becky longer to get better than Tom.
 - C Tom wasn't completely better when he went into town.
 - D They had both made a full recovery by Sunday.

*«Человек страшится только
того, чего не знает,
знанием побеждается всякий
страх!»*

Белинский В.Г.

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***БЛАГОДАРЮ ЗА
ВНИМАНИЕ!***

