



АВГУСТОВСКОЕ
СОВЕЩАНИЕ
2022

Формирование функциональной грамотности на уроках английского языка

(Особенности формирования функциональной грамотности, метапредметность, взаимосвязь урочной и внеурочной деятельности)



Функциональная грамотность – это умение применять знания и навыки в практических жизненных ситуациях

Обычно в это понятие включают:

- читательскую грамотность
- математическую грамотность
- естественно-научную грамотность
- глобальные компетенции
- финансовую грамотность
- креативное мышление





Требования к сплошным текстам

- текст должен быть интересен;
- текст должен содержать неизвестную, но актуальную информацию;
- уровень трудности текста должен соответствовать возрасту обучающегося, при необходимости нужно адаптировать текст;
- незнакомые слова должны быть представлены в сносках;
- объем текста не должен превышать норму;
- шрифт должен помогать легко читать текст;
- текст должен развивать кругозор;
- текст не должен быть перегружен цифрами, датами, терминами;
- иллюстрации должны не отвлекать, а помогать разобраться в содержании текста;
- текст должен быть структурирован;
- содержание текста должно опираться на жизненный опыт ребенка



Несплошные тексты

Графики, диаграммы, таблицы, схемы (клusterы), географические карты, афиши, входные билеты, расписание движения транспорта, карты сайтов, анкеты, визовые формы, бланки, разнообразные информационные листы (каталоги, расписания, прейскуранты), дипломы, сертификаты, аттестаты, приглашения, объявления.

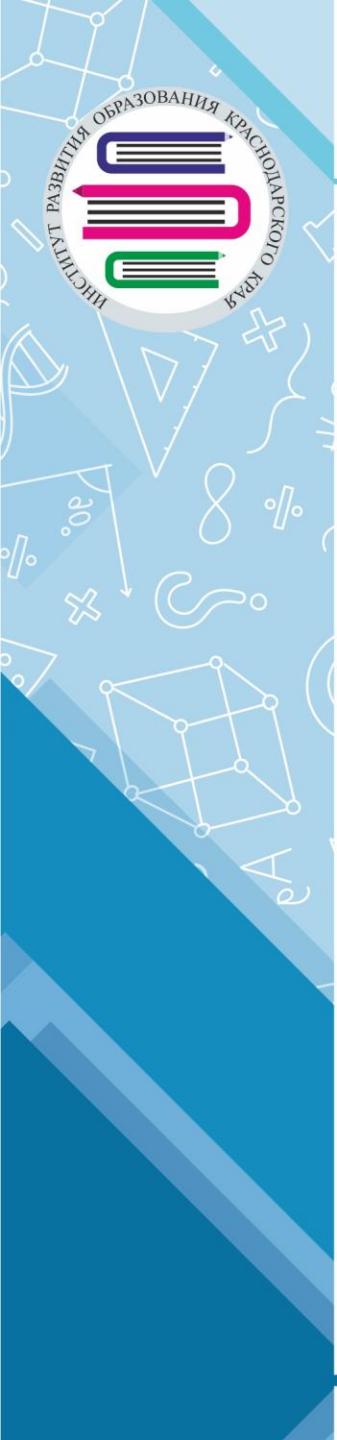




Читательская грамотность

Читательская грамотность - способность понимать и использовать письменные тексты, размышлять о них и заниматься чтением для того, чтобы достигать своих целей, расширять свои знания и возможности, участвовать в социальной жизни.



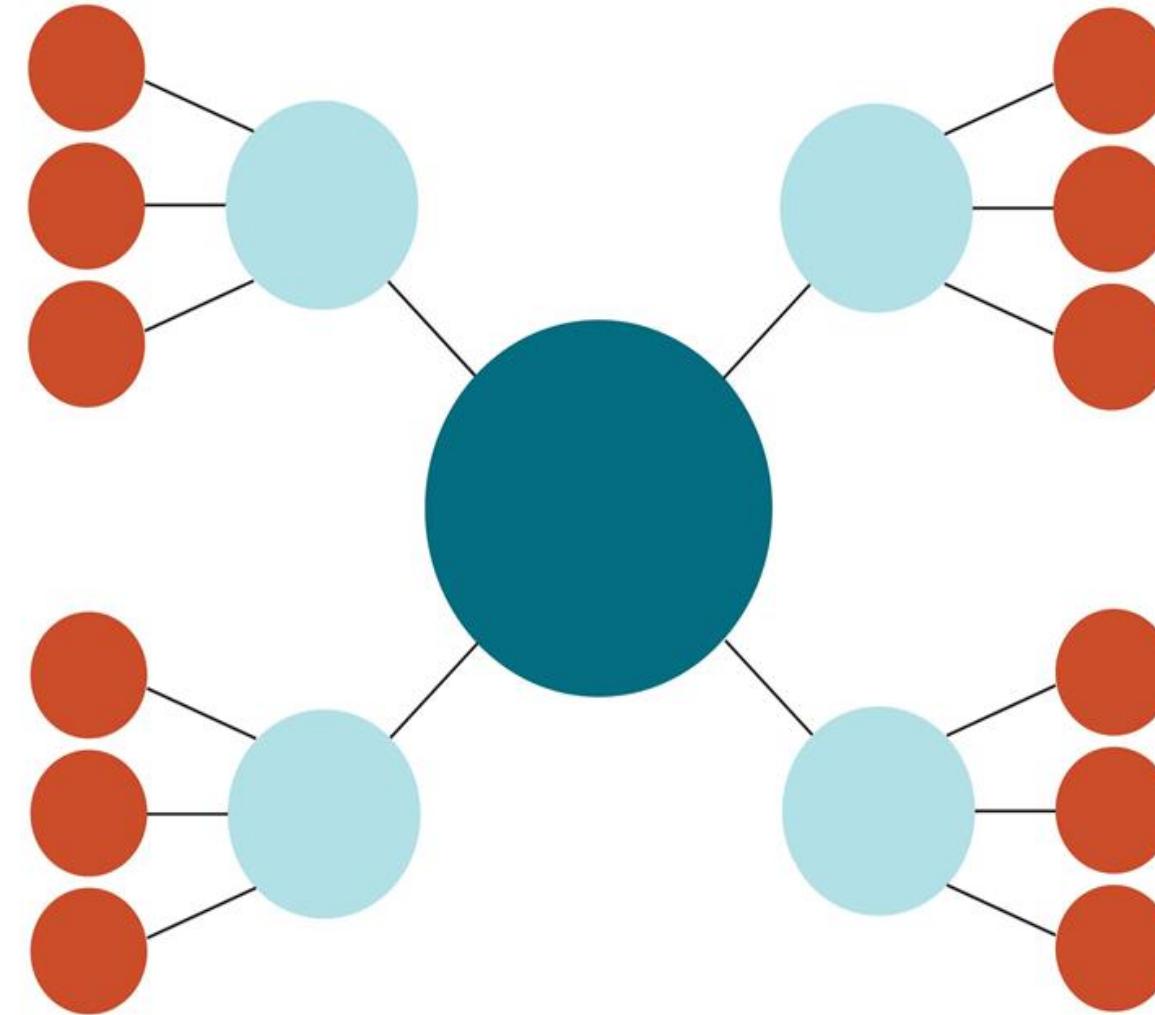


Основные читательские умения

- находить и извлекать информацию;
- интегрировать и интерпретировать сообщение текста;
- осмыслить и оценить содержание и форму текст

Приемы ТРКМ

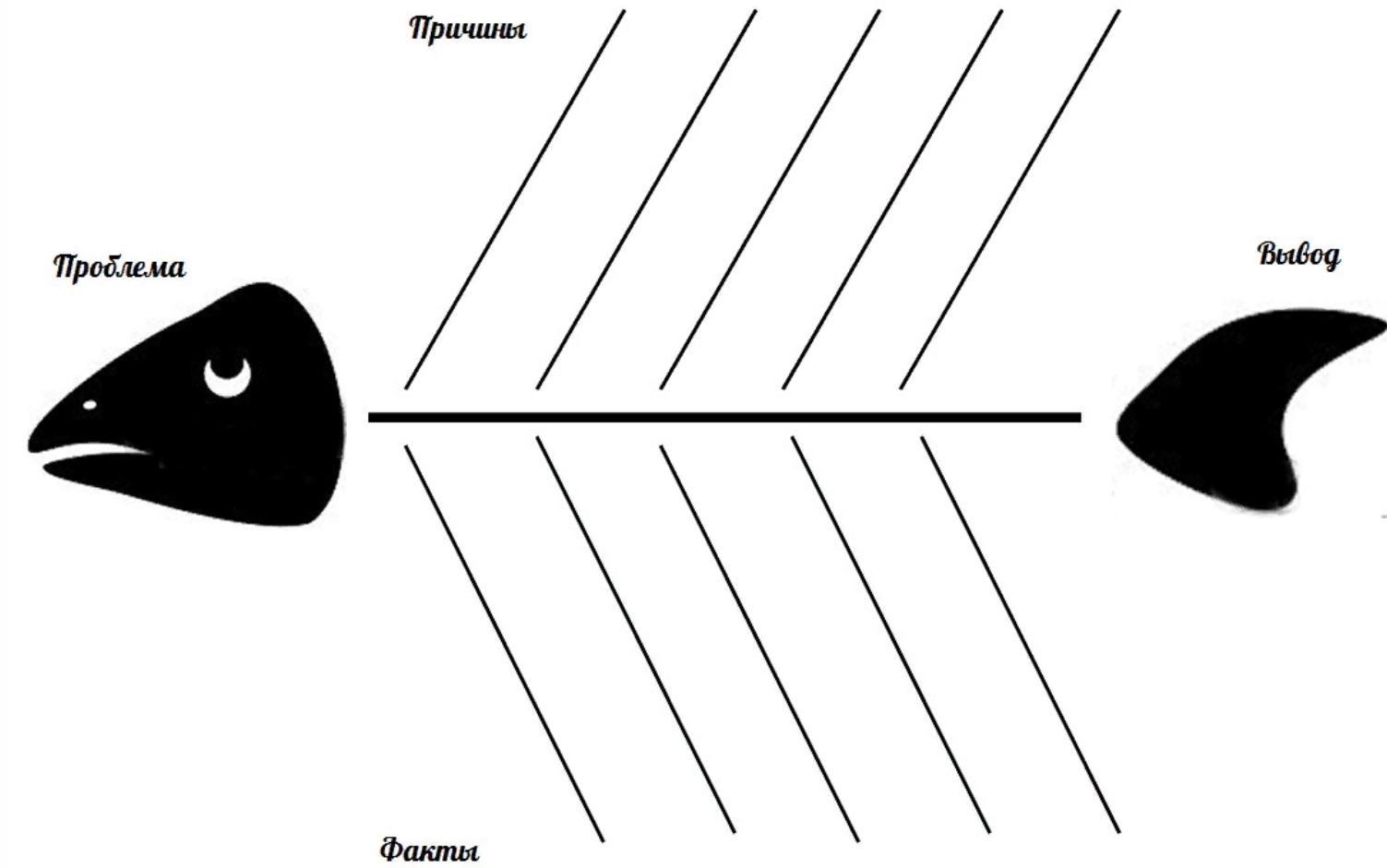
- Кластер





Приемы ТРКМ

- Фишбоун



Приемы ТРКМ

Таблица «З-Х-У»

Знаю	Хочу узнать	Узнал
I know	I want to know	I have learnt

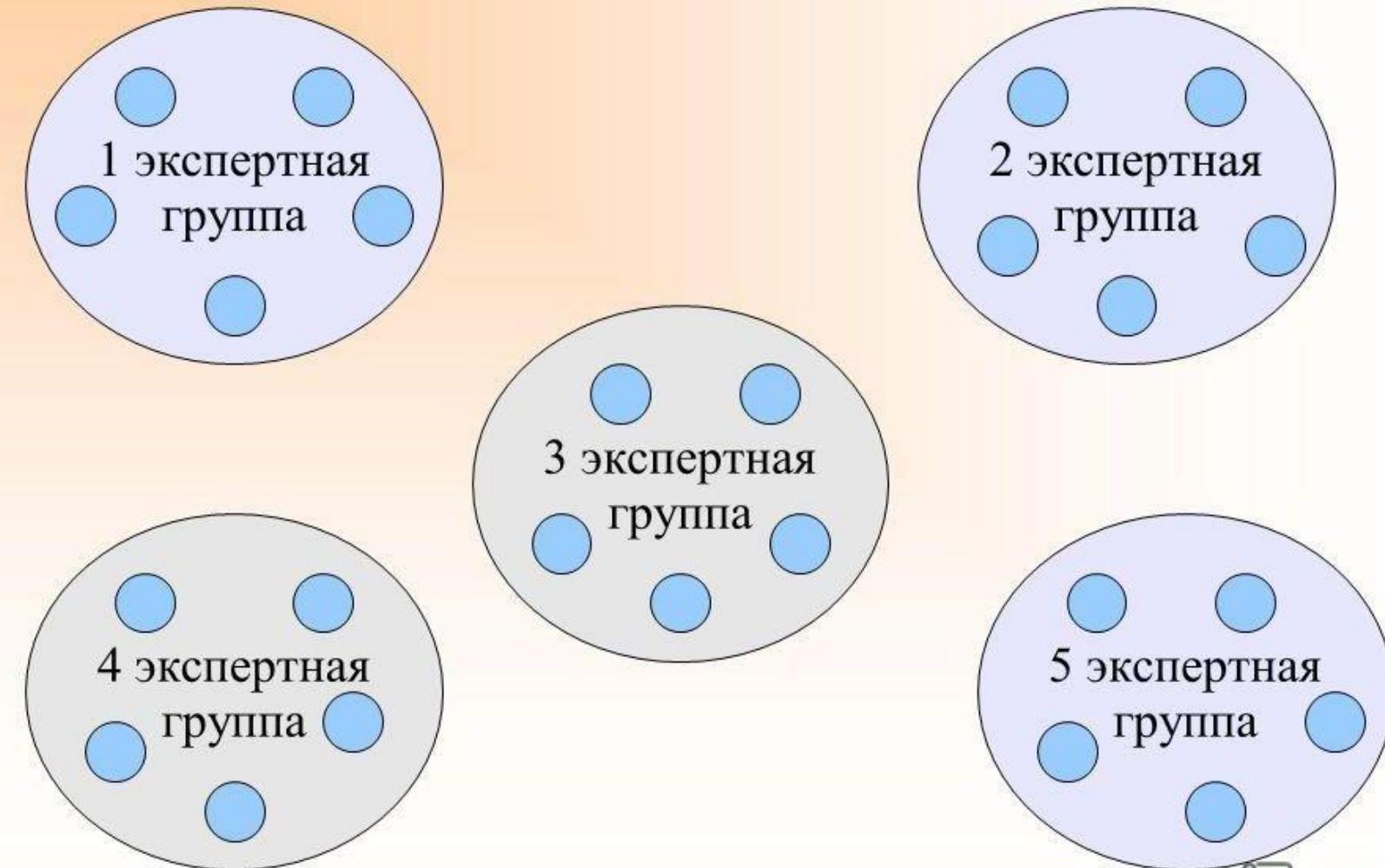


Инсерт

V (осознать новые знания)	+	-	?
Я это знал	Это для меня абсолютно новое	Это противоречит тому, что я знал	Я хочу знать об этом больше



Зигзаг





Примеры текстов

GO!

A

There are many types of schools in the world. Some are expensive, private boarding schools, like Rugby School in England where the game of rugby was **invented**! There are also some specialist schools, like drama schools, dance schools or the 40 acrobatic schools in Wuqiao, China. It might sound like fun, but, as 13-year-old Zhang Li explains, "Our training starts at 5:30 am. It's very hard, but these **skills** will help me 3) ____ a living when I leave." There are also a wide range of school subjects at different schools. At Holden High School in the USA, subjects include comic book art, photography, song writing and yoga.

B

At a school in the Annapurna mountains in Nepal, classes don't start until 10 am because a lot of students have to walk for about an hour to get there. In Japan, it isn't **unusual** for students to 4) ____ two hours or more getting to school on **public transport**. "It's not so bad," says 15-year-old Keiko from Tokyo. "I sometimes sleep or study on the train, and it's a great way to catch 5) ____ with my friends."



C

The average school day in the UK and the US is 6.5 hours for high school students. Students in Korea and Greece, 6) ____ are not so lucky! After school they **attend** extra classes in private schools. "On a typical day," says Jie Kim from Seoul, South Korea, "I don't get home until midnight, but if I don't study hard, I won't 7) ____ into a good university."

D

All schools have rules, but sometimes they are really **strict**. At Eton College, a very famous boys' boarding school in England, the students have a **smart** but very **old-fashioned uniform** with a long jacket, trousers and shirt. In Japan, everyone has to **participate** in 'soji', or the cleaning of the school, before they go home, whereas at Summerhill School in England, it's the students who 8) ____ the rules!

E

So, is your school better or worse than schools in other parts of the world? No matter what your answer is, we shouldn't forget that 300 million children in the world don't have any schools to go to. So even if you'd like to change some things about your school, you really are one of the lucky ones!

5a

Reading Skills

BEAUTIFUL Nepal!



Sun 5th April – *Kathmandu*

We arrived safely in a very foggy Kathmandu after our short but **delayed** flight from India. We caught a local bus to the hotel, passing street vendors, beggars, shoeshine boys and even a barber with his chair and cracked mirror out on the **pavement**! This morning we **escaped** the dust, noise and pollution of the city to visit the incredible Monkey Temple up in the hills. There really were hundreds of monkeys there – they were running around everywhere. There were lots of steps to climb but it was worth it – the view of the snowy peaks of the Himalayas in the distance was absolutely **breathtaking**!

Tues 7th April – *The Himalayas*

We woke up yesterday morning feeling so excited! Finally the day we would begin our 2-day trekking excursion to the Himalayas had arrived! We took a small plane journey from Kathmandu and then trekked for hours up and down the rocky mountain trail. It was hot in the bright mountain sun but quite cold wherever there was **some shade**. You can't imagine how **spectacular** the **scenery** was! We finally reached a village called Phakding where we put up our tent and camped outside a teahouse. We tried some local dishes, which were delicious, and then got into our sleeping bags. It got cold very quickly once the sun had gone down! I awoke the next morning to the most amazing sunrise I had ever seen! I took a walk down

to the river where I ran into two young boys playing. They were really friendly. Nepalese villages are very poor, but everyone we met in the mountains seemed happy.

Thurs 9th April – *Bhaktapur*

Returning from the mountains, Kathmandu seemed even busier than when we left! We took a taxi to the ancient town of Bhaktapur today as we had heard that its annual festival Bisket Jatra was taking place. When we got there, we hired a guide, who took us to see the noisy **tug-of-war** contest that kicks off the festival every year. Apparently, the festival is **based** on a fairy tale and continues for days. It includes a wild parade, a candlelit procession and two more **tugs-of-war**! Later in the day, we went on a guided tour of Bhaktapur's magnificent temples, then we went shopping for souvenirs. The city is full of **craftsmen** selling paintings and handicrafts. I bought some beautiful pottery and Jake found a fantastic pair of hand-made drums!

Sat 11th April – *Home Sweet Home!*

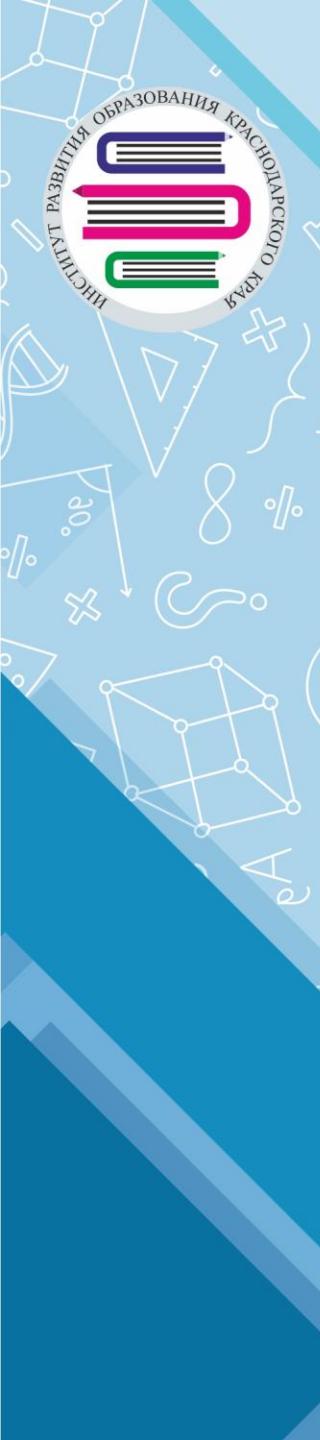
Jake and I finally put on our **backpacks** for the last time and flew home today after 5 weeks, 4 countries, 2 nasty **viruses** and **countless** temples, mountains, beaches and cheap campsites and hotels! I'll never forget the amazing experiences I've had **backpacking** through Asia, but right now I'm looking forward to some **home comforts** and a good night's sleep ...



Ромашка Блума

- Простой вопрос – «Назовите...» «Что?», «Когда?», «Где?», «Как?».
- Уточняющий - уточните понятие.
- Практический вопрос- как решить данную задачу «Где можно увидеть в жизни...?»
- Интерпретирующий вопрос - обычно начинается со слова «Почему?»
- Оценочный вопрос- «дайте оценку явлению, событию, факту»
- Творческий вопрос- содержит формулу будущего «Если бы...»

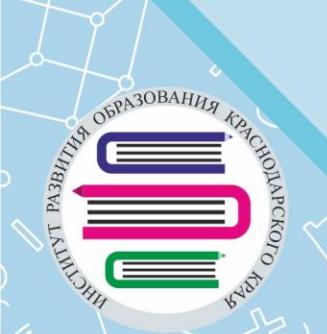




Математическая грамотность

Математическая грамотность – это способность человека мыслить математически, формулировать, применять и интерпретировать математику для решения задач в разнообразных практических контекстах.





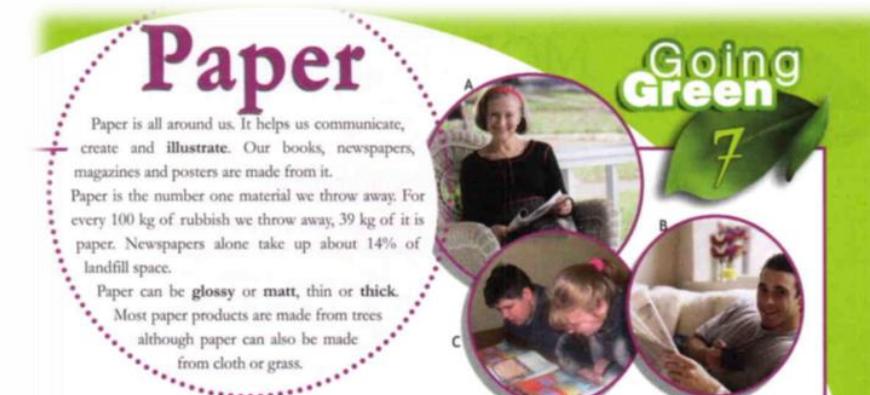
Естественно - научная грамотность

Естественно - научная грамотность – это способность человека занимать активную гражданскую позицию по общественно значимым вопросам, связанным с естественными науками, и его готовность интересоваться естественнонаучными идеями.

3 a  Read the text. Ask and answer comprehension questions. Then explain the words in bold.

b Give two reasons why we need to recycle paper.

4 Portfolio: Imagine you work in a paper factory. Explain to visitors how paper is made and suggest ways to save paper. Use ideas from the text above. Record your presentation.



Paper

Paper is all around us. It helps us communicate, create and **illustrate**. Our books, newspapers, magazines and posters are made from it. Paper is the number one material we throw away. For every 100 kg of rubbish we throw away, 39 kg of it is paper. Newspapers alone take up about 14% of landfill space.

Paper can be **glossy** or **matt**, thin or **thick**. Most paper products are made from trees although paper can also be made from cloth or grass.

How paper is made

After the trees have been **harvested**, they are taken to a paper factory. The bark and the roots are burned and used to produce energy. The rest of the tree is washed and then **chopped** into small chips for pulping. Pulping is the chemical process that separates the wood fibres from lignin¹ and other wood parts. After pulping, paper is a light brown colour.

Recycled paper

Recycled paper is made from waste paper mixed with fresh wood pulp. Almost all paper can be recycled today. Waste paper must be sorted as some types are harder to recycle than others, such as cardboard boxes compared to newspapers. Old newspapers are usually made into new newsprint (the paper used in newspapers), egg cartons or **paperboard**. Unlike most other recyclables, paper cannot be recycled over and over again, as the fibres **eventually** become too weak and short to be used again.

¹ the glue that holds a tree together. ² kW = kilowatt

How to save paper

- Don't throw away magazines or newspapers. Use them to clean the windows.
- Keep paper that is printed on one side only. The **blank** side can be used to **scribble** messages, shopping lists, etc.
- Share magazines and newspapers with friends or borrow them from the library.
- **Tear out** pages from old magazines to line the shelves of a **shoe cabinet**, for example.
- Use old magazines to make **confetti** with a **hole punch**.
- Use paper from magazines to **wrap** things.
- Take any unwanted magazines to the nearest recycling centre. 1,000 kg of paper made from recycled fibres **conserves** about 27,000 litres of water, 18-34 trees, over 4,000 kW² of electricity and 27 kg of air pollutants.



Глобальные компетенции

Глобальные компетенции- это сочетание знаний, умений, взглядов и ценностей, применяемых при личном или виртуальном взаимодействии с людьми, которые принадлежат к иной культурной среде, и при участии в решении глобальных проблем, не имеющих национальных границ и оказывающих влияние на жизнь нынешнего и будущих поколений.

Citizenship ACROSS THE CURRICULUM

1 Look at the following statements. Do you agree with them? Why? Discuss.

All children in the world should be able to go to school.
Classes should not have more than 30 children.
Teachers do a very difficult job and should be paid well.
All children should expect to be helped when they have difficulties in school.

2 a Look at the letter. Who is it from? Where is the writer?

b Read the first paragraph. What is the letter about? What do you expect to read? Listen and check.

3 a Read the letter. Are the children that Mrs Myles met receiving a good education? Why? Why not?

b Explain the words/phrases in bold.

4 You are Mrs Da Silva or Eliane. Tell your partner about your school, your feelings and your hopes and dreams for the future.

5 Listen to some students discussing a child's right to a free education. What do they say about:

- the benefits of going to school
- the problems some children have (e.g. lack of schools/teachers etc)
- who can help (e.g. government, media, students etc) and how (e.g. raising money, bringing problems to people's attention etc)

6 Use ideas from the transcript in Ex. 5 to write a short paragraph expressing your opinion about a child's right to a free education!

MY FRIEND NEEDS A TEACHER

Saô Sebastião de Jaçara, Brazil
20th April

To all the pupils and teachers at Mill House Secondary School, Greetings from Brazil! I've been here for just a week, but already I have so much to share with you about the children and teachers I've met here!

Sadly, conditions at the village school here are much worse than I expected. For example, there are pupils here from 7 to 11 years old, and there is only one teacher, Mrs Da Silva, and she teaches them all at the same time. For this reason, they only go to school for four hours a day. Mrs Da Silva tries really hard and she is so busy that it's impossible for her to give everyone the help they need. She is also not very well-paid and gets no support.

What is more, if the children want to continue school after Year 4, then they have to go and live in Porto de Moz, the town where the nearest large school is. Unfortunately, though, this means that they have to stay with another family and get a job to pay for their rent and food because it is quite far away. An 11-year-old student called Eliane told me that's what his brothers and sister do and he only sees them twice a year when they come home for the holidays. He wants to finish school, but he doesn't want to leave his family. He wouldn't have to make this tough decision if his school had more teachers.

Did you know Brazil is not the only country that needs more teachers? Over 15 million teachers are needed around the world so that children can go to school and get an education. I think we should do something to help. We could write a letter to the Prime Minister or we could organise some sponsored events to raise money. Why don't you all think of some ideas and when I come back we can put them into action?

See you all in a couple of weeks!

Regards,
Ann Myles

CITIZENSHIP ACROSS THE CURRICULUM

1 Read the dictionary entry. What kinds of discrimination can people suffer from? (e.g. skin colour, nationality ... etc)

discrimination treating a person or group of people less fairly or well than other people or groups e.g. racism, sexism, ageism

2 a Read the case studies (A-C). Who is discriminating against each person? Why?

Paolo, 15 Paolo is teased at school because he is Italian. He has to have extra lessons for his English reading and writing. He often feels nervous about going to school. His teacher knows he is unhappy but isn't doing anything about it.

Meg, 49 Meg was made redundant from her job as a secretary last year at the age of 49. She loved her job and would like to find a similar one. She keeps applying for secretarial positions and has joined a placement agency. However, she has only been called to a couple of interviews which she feels didn't go very well even though she is highly qualified. She suspects that employers are looking for younger secretaries. She doesn't know what to do.

Julie, 17 Julie has always been a bit of a tomboy. She loves the outdoors and enjoys climbing and cycling. She often wears combat trousers and trainers and isn't keen on fashion or make-up. Unfortunately, the girls at school don't talk to her and never invite her out. They sometimes even make fun of her. She feels hurt and thinks that people don't always accept her for who she is, but she is reluctant to talk to anyone about it.

b Now read the advice about stopping discrimination. What should Paolo, Meg and Julie do? Why?

A: I think Paolo should talk to a teacher because ...
B: I agree. He can also ...

3 Explain the underlined words/phrases in the texts. Use appropriate ones to complete the sentences 1-4 below.

- They laughed at her. They all her.
- She is upset by what they said. She feels
- She was asked to leave her job. She was
- She loves boys' games. She's a

4 Project: Imagine you visit schools to give talks about fighting discrimination. Make notes about:

- what discrimination is
- examples (from the case studies or your own ideas)
- how to fight/ end discrimination

Use your notes to give a two-minute talk. Record your presentation.



Финансовая грамотность

Финансовая грамотность - способность человека принимать разумные, целесообразные решения, связанные с финансами, в различных ситуациях собственной жизнедеятельности.



Writing

7

 **Portfolio:** Write a short paragraph about yourself (40-50 words). Include:

- how much money you get
- where you get your money from
- what you spend your money on
- whether you are good with money

2

Prepare a survey with yes/no answers to find out how responsible your class is with money.
You find a wallet in the street with an address in it. Do you keep the wallet? Yes/No

Write a paragraph about your findings.

Most of the class seem to be quite responsible with money. Almost everyone would ...

PSHE ACROSS THE CURRICULUM

Personal, Social & Health Education

How responsible are you with your money?

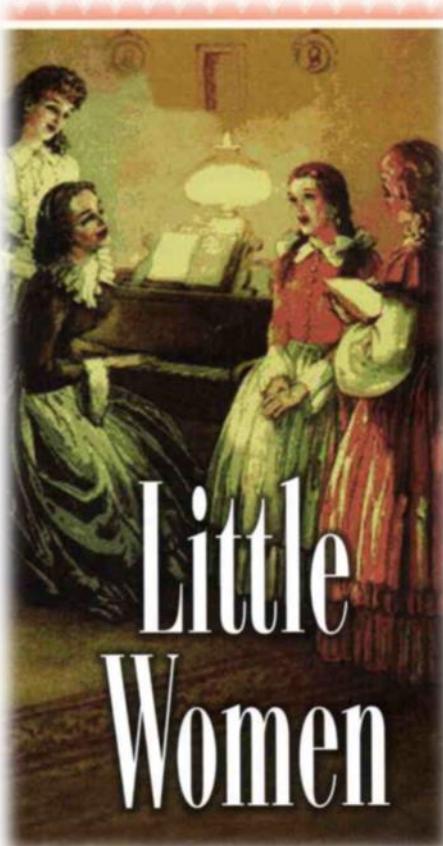
Money choices can be difficult. What would you do in the following situations?

 1 You lend part of your pocket money to a friend. Your friend promises to pay you back tomorrow, but doesn't. What should you do? a) Forget it b) Ask for the money c) Other	 4 You go to the cinema with your best friend. Your friend wants to buy popcorn but doesn't have enough money. You've got some spare money with you. What would you do? a) Lend some money to him/her b) Nothing c) Other
 2 Your friend borrows money from you. He pays you back. A week later, he pays you back again. What would you do? a) Take the money again b) Tell your friend c) Other	 5 You use the pay phone at school to call home. When you put the phone down, £6 comes out of the coin return. What would you do? a) Keep the money b) Hand it in c) Other
 3 You spend your whole week's pocket money on video games at the arcade on Monday afternoon. Now you don't have enough money for lunches and bus tickets for the rest of the week. How would you solve this problem? a) Borrow money b) Take sandwiches and walk c) Other	 6 Your mum asks you to go to the shop to buy some bread and milk. She gives you a £10 note. What would you do with the change? a) Give it back to her b) Keep it c) Other



Креативное мышление

Креативное мышление - способность продуктивно участвовать в процессе выработки, оценки и совершенствовании идей, направленных на получение инновационных и эффективных решений, и/или нового знания, и/или эффектного выражения воображения



7



Imagine the March sisters nowadays. How would their appearance be different? Where could they be living?
Discuss.

8

a *Portfolio: Work in groups of four. Take roles and continue the sisters' conversation.*



Функциональная грамотность и метапредметность

Метапредметные результаты

МЕТАПРЕДМЕТНЫЕ ДЕЙСТВИЯ

регулятивные

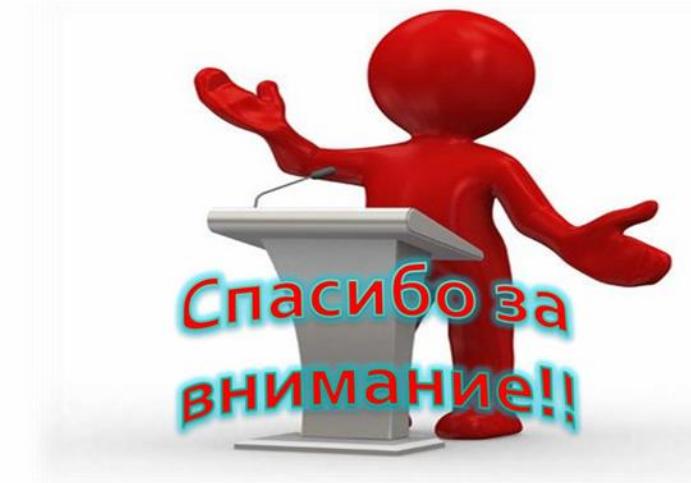
коммуникативные

познавательные

- целеполагание
- планирование
- контроль
- коррекция

- речевые средства, в т.ч. опорой на ИКТ

- работа с информацией
- использование моделей, знаков и символов
- логические операции



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