

# Формирование и оценка функциональной грамотности на уроках английского языка

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**Функциональная грамотность в иностранном языке – это способность использовать язык для успешного выполнения коммуникативной задачи в ситуации, приближенной к жизненной.**





## Иноязычная компетенция

общий уровень знания и  
понимания языка

## Функциональная грамотность

фокусируется на  
использовании языка



# Формирование читательской грамотности на уроках иностранного языка



## Группы читательских умений:

1. Находить и извлекать информацию
2. Интегрировать и интерпретировать информацию
3. Осмысливать и оценивать содержание и форму текста
4. Использовать информацию из текста





# Тексты

<b>сплошные</b> (описание, повествование, рассуждение)	<b>несплошные</b> (графики, билеты, карты, таблицы, постеры...)
<b>множественные</b>	<b>немножественные</b>



# Требования к заданиям

1. Контекстуальность
2. Коммуникативная проблемная задача
3. Аутентичность
4. Оценка коммуникативной компетенции





# **Функциональная грамотность на уроках иностранного языка**

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Оглавление

Функциональная грамотность на уроках  
английского языка

3 класс

4 класс

5 класс

6 класс

7 класс

8 класс

9 класс

10 класс

11 класс

Задания для 8 класса на французском языке

# 3 класс



**ЧЕЛЯБИНСКИЙ ЗООПАРК**

**OPENING HOURS OF THE ZOO:**  
summer time 10: 00-20: 00 (ticket office is open until 19: 00)  
winter time: 10: 00-18: 00 (ticket office is open until 17: 00)  
Every last Monday of the month - closed on sanitary day.

**VERSION FOR THE VISUALLY IMPAIRED**

ABOUT THE ZOO | NEWS | SERVICES AND PRICES | SESSION RULES | ANIMALS | GUARDIANSHIP | ONLINE

Home • Zoo Services

- ZOO SERVICES
  - BENEFITS FOR VISITING THE ZOO
  - EXCURSIONS
  - QUESTS IN THE ZOO
  - CHILDREN'S PETTING ZOO
  - HORSE AND PONY RIDING
  - CONTACT CLASSES WITH ANIMALS

### ZOO SERVICES

**The zoo is open to visitors:**  
**from 10: 00 to 20: 00** — in summer (the ticket office is open until 19: 00)  
**from 10: 00 to 18: 00** — in winter (the ticket office is open until 17: 00)  
**Every last Monday of the month - closed on sanitary day.**

**Summer period from April 15 to October 14.**  
**Winter period is from October 15 to April 14.**

**Pony riding schedule**  
Tue-Sun - from 13.00 to 18.00, Mon-day off  
**The schedule may be changed due to weather conditions.**

Type of services	Terms of Service	Price (rub)
Entrance ticket to the zoo	children under 4 years of age inclusive	free of charge
Entrance ticket to the zoo	children from 12 years and adults	300
Entrance ticket to the zoo	children from 5 to 11 years old inclusive (upon presentation of a birth certificate/passport of one of the parents in which the child is registered)	150
Entrance ticket to the zoo	students enrolled in the main professional educational programs of full-time education (upon presentation of a student ID card)	200
Entrance ticket to the zoo	old-age pensioners (upon presentation of an old-age pension certificate/certificate of appointment of an old-age pension with a passport)	150
Zoo Tour	Additional to the entrance ticket	50

2. Study the information from Chelyabinsk Zoo website and write the answers to the questions.

- 1) When does the Zoo begin to work?  
\_\_\_\_\_
- 2) When does it close in winter?  
\_\_\_\_\_
- 3) What street is the Zoo situated in?  
\_\_\_\_\_
- 4) How much is the ticket for a 10-year-old child?  
\_\_\_\_\_

**Читательские умения:**

Умение толковать информацию, не сообщаемой напрямую

Умение формулировать и строить развернутое предложение



# 4 класс

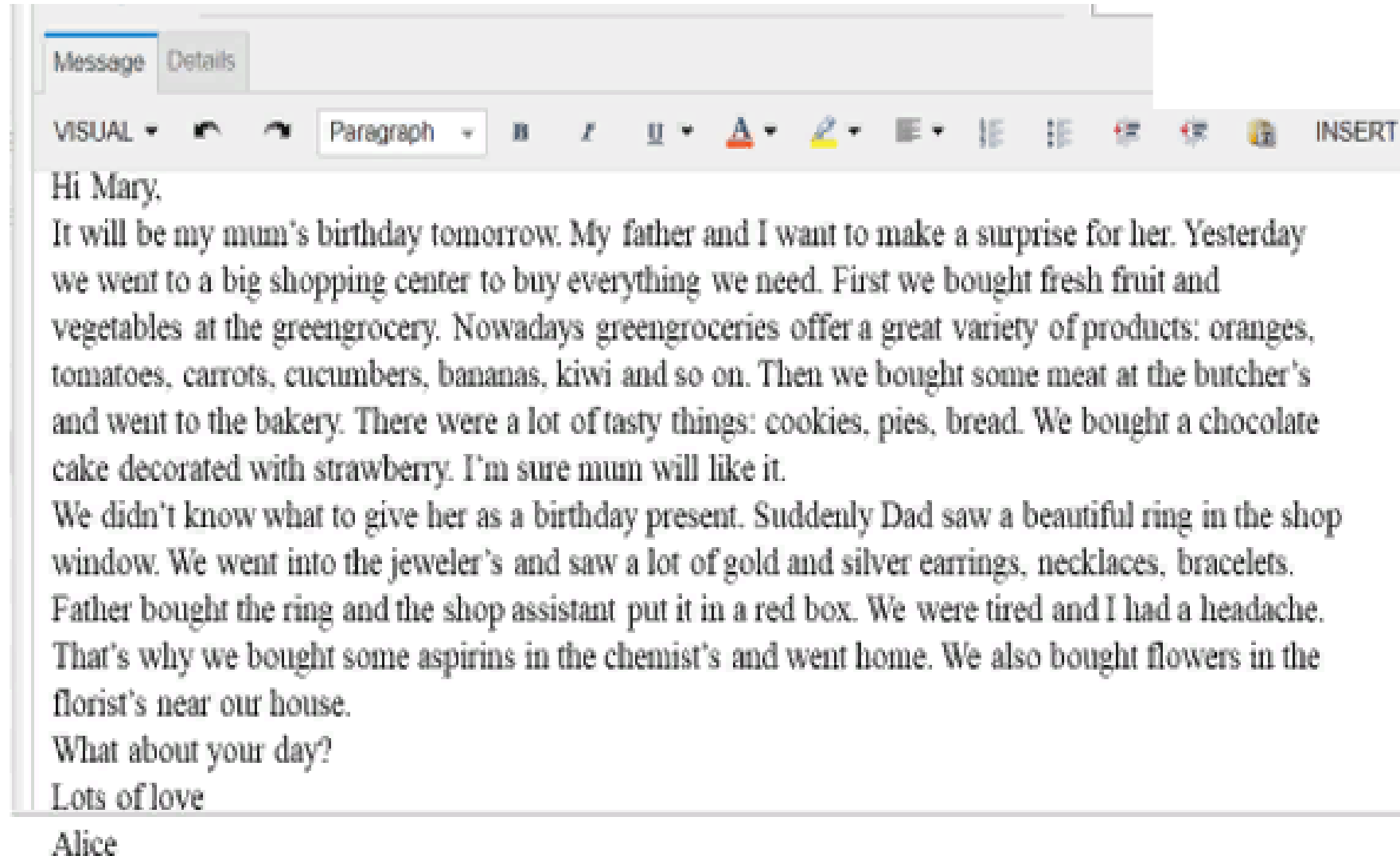
## Читательские умения:

Интерпретирование информации, не сообщаемой напрямую

Умение находить информацию, расположенную в разных фрагментах текста

## 2. Read the e-mail and say:

- 1) Who is writing an e-mail?
- 2) Who is she writing to?
- 3) What is the subject?



The screenshot shows an email client interface. At the top, there are tabs for 'Message' and 'Details'. Below the tabs is a rich text editor toolbar with various icons for text formatting (bold, italic, underline, color, background color, bulleted list, numbered list, link, unlink, indent, outdent) and an 'INSERT' button. The email body contains the following text:

Hi Mary,

It will be my mum's birthday tomorrow. My father and I want to make a surprise for her. Yesterday we went to a big shopping center to buy everything we need. First we bought fresh fruit and vegetables at the greengrocery. Nowadays greengroceries offer a great variety of products: oranges, tomatoes, carrots, cucumbers, bananas, kiwi and so on. Then we bought some meat at the butcher's and went to the bakery. There were a lot of tasty things: cookies, pies, bread. We bought a chocolate cake decorated with strawberry. I'm sure mum will like it.

We didn't know what to give her as a birthday present. Suddenly Dad saw a beautiful ring in the shop window. We went into the jeweler's and saw a lot of gold and silver earrings, necklaces, bracelets. Father bought the ring and the shop assistant put it in a red box. We were tired and I had a headache. That's why we bought some aspirins in the chemist's and went home. We also bought flowers in the florist's near our house.

What about your day?

Lots of love

Alice

# 5 класс

## Читательские умения:

Умение устанавливать причинно-следственные связи

Умение извлекать, выбирать и предъявлять запрашиваемую в вопросе информацию

Умение определять наличие или отсутствие информации

3. Read the information from the timetable and mark the sentences below as true/false.

### UK TRAINS mini-timetable

Departs	From	To	Arrives	Duration	Changes
10:43	Oxford Platform 1	London Paddington Platform 11	11:54	1h 11m	1
11:01	Oxford Platform 1	London Paddington Platform 2	11:59	58m	0
11:07	Oxford Platform 1	London Paddington Platform 3	12:14	1h 07m	1
11:16	Oxford Platform 1	London Paddington (PAD) Platform 4	12:23	1h 07m	1

- 1) You need to depart at 10:43 from Oxford to arrive to London at 11:54. \_\_\_\_\_
- 2) There are 2 changes if you depart at 11:01. \_\_\_\_\_
- 3) The duration of the journey from Oxford to London is more than 2 hours. \_\_\_\_\_
- 4) The train leaves from Platform 1 to Platform 3 at 11:07. \_\_\_\_\_
- 5) The train leaves at 11:16 and arrives to Platform 3 \_\_\_\_\_

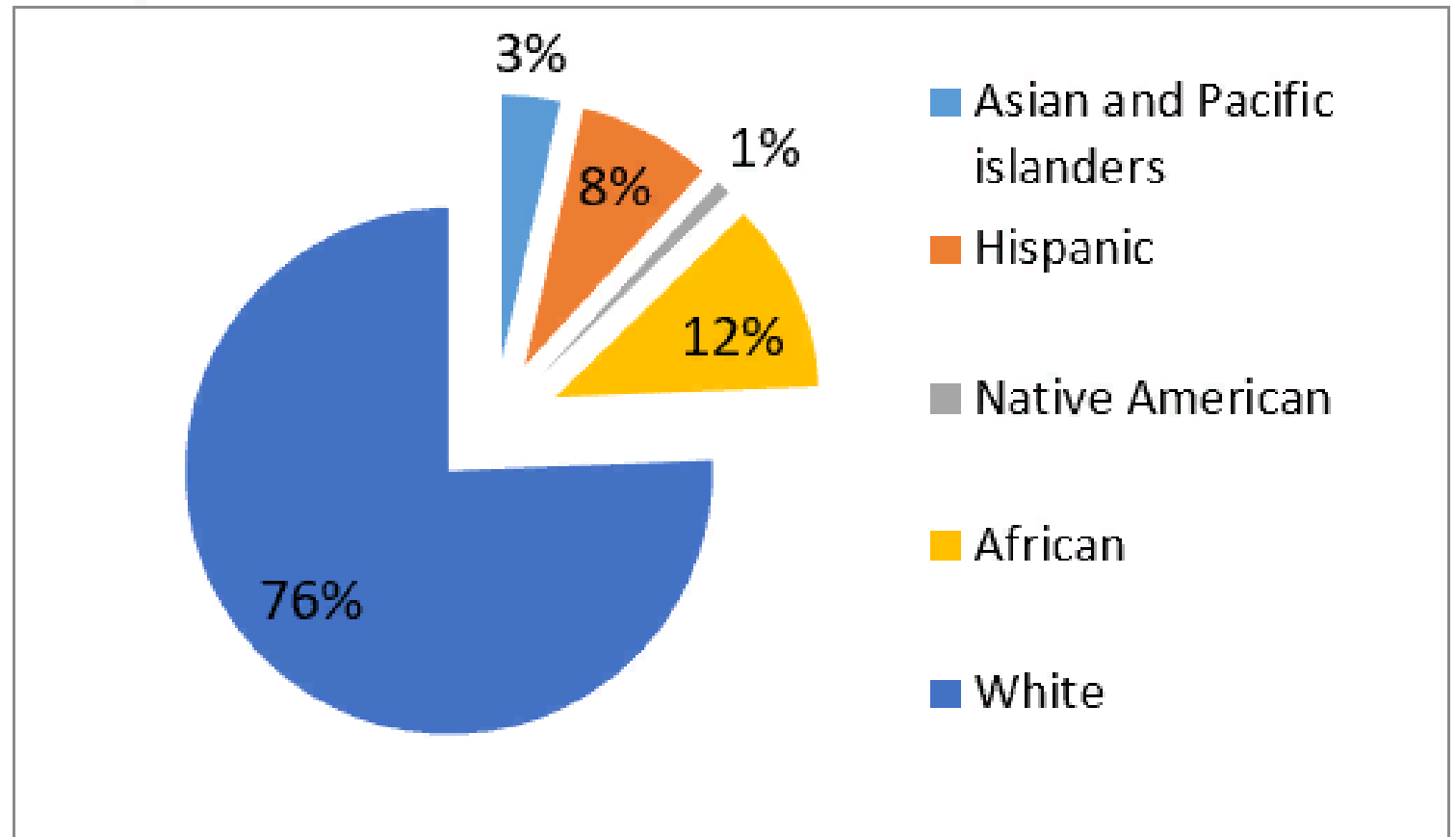
# 6 класс

*Читательские умения:*

Умение соотносить  
графическую и вербальную  
информацию

**5. Look at the chart and complete the sentences:**

- 1) The majority of the people living in the USA are...
- 2) The...ethnic group is the Native Americans.
- 3) ...form 12 percent of the population.
- 4) There are ... Spanish-speaking people than people of Asian and Pacific Island origin.
- 5) People who came from ... form the least but one ethnic group.



# 7 класс

*Читательские умения:*

Умение извлекать информацию из различных источников

Соотнести графическую и вербальную информацию

Использовать информацию из текста для решения практической задачи с привлечением фоновых знаний

9. Look at the pictures below and write their authors are. Remember the information from the text, you can also ask your parents for help.

The artist	The piece of art
Michelangelo	
Raphael	
Leonardo da Vinci	
Monet	
Renoir	
Cezanne	
Picasso	
Matisse	
V. Kandinsky	



*The Last Judgment*



*The Dance*



*The Last Supper*



*Actress Jeanne Samary*



*Madonna Sixtina*



*Yellow-Red-Blue*



*The Poppy Flowers*



*Girl on the Ball*



*Still Life with Fruit Basket*

# 8 класс

## 5. Fill in the table what advantages and disadvantages these kinds of mass media have:

*Читательские умения:*

Формулировать на основе полученной из текста информации собственную гипотезу

Различать факт и мнение

Находить и извлекать несколько единиц информации, расположенных в разных фрагментах текста

<i>Mass media type</i>	+	-
<b>Press</b>		
<b>Radio</b>		
<b>TV</b>		
<b>Internet</b>		



# 9 класс

## Читательские умения:

Умение писать личное (электронное) письмо в ответ на электронное письмо-стимул с использованием информации и аргументации из текстов

You have received an email message from your English-speaking pen-friend Ben:

**From: Ben@mail.uk**

**To: Russian\_friend@oge.ru**

**Subject: Exam stress**

*... I am having exams soon. I can't sleep, I am really afraid of failing them.*

*... Do you feel anxiety before exams, why or why not? What do you usually do to reduce exam stress? What advice can you give me to get over my fears? ...*

Write a message to Ben and answer his **3** questions.

Write **100–120 words**.

Remember the rules of email writing.

# 10 класс

## ECOTOURISM

### 1. Read the text and do the exercise after it.

Ecotourism is now defined as “responsible travel to natural areas that conserves the environment, sustains the well-being of the local people”. **Ecotourism** also involves interpretation and education.

Ecotourism usually means travelers make their own travel arrangements, leaving out travel agents and tour operators, use sustainable transport. Ecotourism activities are usually nature-related (such as hiking and exploring trails, birdwatching or reef diving) and, therefore, tend to be more physically demanding whereas typical tourism is more comfortable and less physical. Small groups and long-term stays are also common in ecotourism.



### *Читательские умения:*

Предлагать интерпретацию нового явления, принадлежащего к тому же классу явлений, который обсуждается в тексте

Обнаруживать противоречия, содержащиеся в одном или нескольких текстах

### 3. Read about *greenwashing*.

+ Greenwashing is a marketing strategy which occurs when a company makes a lot of noise about the significance of sustainability but doesn't



actually do anything about it. One common form of greenwashing is to include misleading labeling or hide environmentally harmful practices. A cynical example is as Coca-Cola did with Coca-Cola Life – that with 6.6% sugar was far from a healthy drink.

### Tick the examples of greenwashing in tourism and ecotourism:

- An advertisement for a tour shows a person planting a tree in a forest. On the tour travelers appear not to plant anything.
- The tour to a wildlife sanctuary which educational elements and an opportunity to volunteer at the location.
- The label on an antique shop says: “Support locals here”. You come inside and find a unique ivory tusk intricately designed.
- Visitors of safari park pay fees going to support the local community.
- The hotel calls tourists to reuse bath towels to reduce ecological damage on the oceans and reefs. When you come to the hotel at night, see that it leaves all the light on in the lobby and corridors.
- You go to an elephant rescue and rehabilitation center where you can ride an animal with a local.

# 11 класс

*Читательские умения:*

Понимать фактологическую информацию

Устанавливать причинно-следственные связи

Понимать чувства, мотивы, характеры героев

## **4. Say WHY...**

- 1) ... Gavin thought of Lucy and Nathan that evening.
- 2) ... Gavin knew that Lucy would recover from the shock of his absence.
- 3) ... it was important that Lucy should destroy the note he had sent her.
- 4) ... Gavin wished Nathan had not changed his mind.
- 5) ... Gavin smiled thinking about the guards.
- 6) ... Gavin checked and calculated his money for many times.
- 7) ... it would be difficult for Gavin to find Paul in Memphis.
- 8) ... Gavin looked at his watch from time to time.
- 9) ... Gavin was a bit disappointed when listening to the news.
- 10) ... Gavin was sure that no one would instantly recognize him.

**5. Give the summary of the text. Write no more than 5 sentences.**

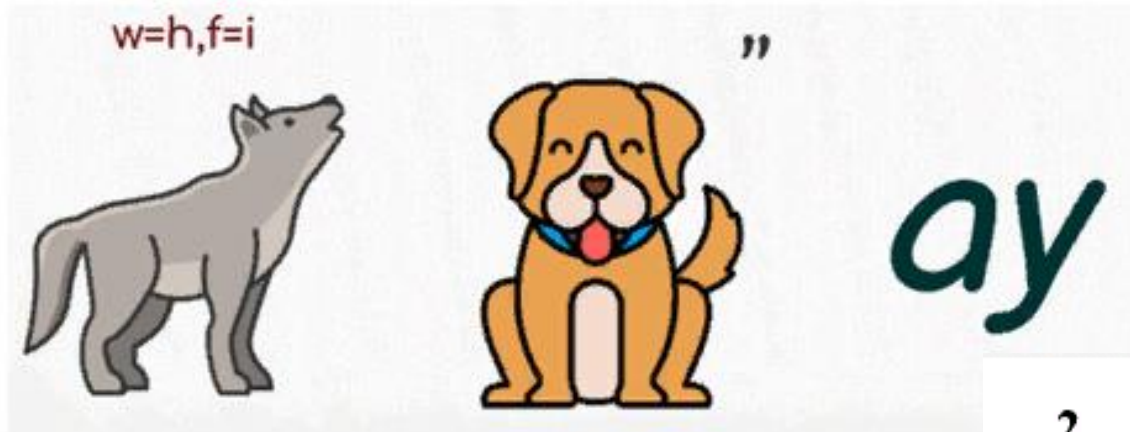
**6. Where do you think Gavin had escaped from? Explain your ideas in a few phrases (3-5 sentences).**

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# Диагностическая контрольная работа по функциональной грамотности 3 класс



1. Solve the puzzle (Реши ребус).



2. Odd one out (Найди лишнее слово в каждой строчке).

- |    |             |            |              |            |
|----|-------------|------------|--------------|------------|
| 3. | A)Christmas | B)holiday  | c)New Year   | D)flower   |
| 4. | A)present   | b)card     | c)send       | d)holiday  |
| 5. | A)visit     | b)invite   | c)write      | d)letter   |
| 6. | A)turkey    | b)potatoes | c)vegetables | d)carrots  |
| 7. | A)often     | b)usually  | c)always     | d)bring    |
| 8. | A)week      | b)month    | c)year       | d)busy     |
| 9. | A)balls     | b)toys     | c)lights     | d)decorate |





3. Complete the dialogue. Use words from the box. (Закончи диалог, выбрав выражения из рамки)

- a) New year.    b) My sister and me.    c) Yes, I do.  
d) On the 31<sup>st</sup> of December.    e) Certainly, there is.    f) I got many presents.

Jack: Do you like holidays?

Bill: (1) ...

Jack: What holiday do you like best of all?

Bill: (2) ...

Jack: When do you usually celebrate it?

Bill: (3) ...

Jack: Is there a Christmas tree at your home?

Bill: (4) ...

Jack: Who usually decorates a Christmas tree?

Bill: (5) ...

Jack: What did you get on New Year's Day last year?

Bill: (6) ...

5. Write what these things are.





#### 4. Read the text and do the tasks.

### Christmas

It's 8 o'clock in the evening on Christmas Eve. People are happy, but they are busy too. There's a lot of work to do.

The Phillips are at home. What are they all doing?

Emma is going to bed now. She is putting her stocking near her bed. She is thinking of the presents from Father Christmas. She wants to open all the presents now. But she can't. She can open them only in the morning.

And what is Mark doing? He is taking a shower. He is going to a party.

And what about Jane? What is she doing? She is writing a letter on a table in the room.

Mr Phillips is putting all the presents under the Christmas tree on this busy day. Parents always have a lot of work at Christmas.

And where is Mrs Phillips? In the kitchen of course! The Christmas pudding and the turkey are on the table. And now she is making the Christmas cake and decorating it.

So you can see that all the people in the family are busy on Christmas Eve.

And for Father Christmas it is a busy day too. He wants to visit many families and give all the children Christmas presents.

Say True or False (T, F) (Определить, верно или неверно суждение).

1. People aren't happy on Christmas Eve.
2. Emma is thinking of presents.
3. Emma can open presents only in the morning.
4. Mark is washing up.
5. Jane is writing greetings cards.
6. Mr Phillips is cooking Christmas dinner.
7. Mrs Phillips is busy.
8. Father Christmas wants to visit a lot of families.



# Читательские умения

- Определять место, где содержится искомая информация
- Находить и извлекать несколько единиц информации, расположенных в разных фрагментах текста
- Определять наличие/отсутствие информации
- Понимать значение слова или выражения на основе контекста
- Соотносить графическую и вербальную информацию
- Обнаруживать противоречия, содержащиеся в одном или нескольких текстах
- Использовать информацию из текста для решения практической задачи с привлечением фоновых знаний



# Уровни владения учащимися навыками функциональной грамотности:

*Недостаточный:* 0 – 29%

*Низкий:* 30 – 59%

*Средний:* 60 – 74%

*Повышенный:* 75 – 89%

*Высокий:* 90 – 100%



# Анализ результатов диагностики функциональной грамотности



## I. Результаты диагностики

Классы (парал- лель)	Всего	Кол-во писавши х	Уровень									
			Высокий		Повы- шенный		Средний		Низкий		Недоста- точный	
			К-во	%	К-во	%	К-во	%	К-во	%	К-во	%
3	97	84	36	43%	26	31%	13	15%	8	10%	2	2%
4	87	74	17	23%	19	26%	21	28%	11	15%	6	11%
5	92	78	6	8%	18	23%	23	30%	31	39%	0	0%
6	88	70	33	47%	18	26%	15	21%	4	6%	0	0%
7	77	69	15	22%	20	29%	25	36%	8	12%	1	1%
8	69	59	9	15%	19	33%	22	37%	9	15%	0	0%
9	74	63	13	20%	31	50%	17	26%	2	4%	-	-
10	71	50	22	44%	17	34%	3	6%	6	12%	2	4%
11	61	39	3	8%	16	41%	15	38%	3	8%	2	5%



# Проблемы и затруднения обучающихся при работе с иноязычным текстом:

- Сложно устанавливать взаимосвязи между элементами/частями текста или текстами
- Неумение использовать информацию из текста для решения практической задачи с привлечением фоновых знаний
- Недостаточно хорошо развито умение осмысливать содержание текста, определять правдивость суждения
- Неумение рационально использовать время для выполнения заданий
- Неумение формулировать и строить развернутый ответ на основе информации текста
- Слабо развиты навыки контекстуальной догадки
- Сложности в осмысливании и анализе содержания и формы несплошного текста
- Недостаточно хорошо истолковывают информацию, не сообщаемую напрямую
- Не могут перенести знания и умения из одной области на другую
- Часто подменяют задание на более привычное, знакомое






## Выводы:

- Необходима продуманная и целенаправленная работа над формированием читательской грамотности
- Внедрение нацеленных разнообразных и увлекательных заданий





# Формирование и оценка функциональной грамотности на уроках английского языка

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