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**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ
ПО РАЗВИТИЮ ФУНКЦИОНАЛЬНОЙ ГРАМОТНОСТИ
ОБУЧАЮЩИХСЯ НА УРОКЕ АНГЛИЙСКОГО ЯЗЫКА**

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Методические рекомендации предназначены для развития функциональной грамотности обучающихся на уроке английского языка. Приведенные примерные задания представлены в соответствии с учебными целями типовой учебной программы.

В методических рекомендациях по развитию функциональной грамотности обучающихся на уроке английского языка содержится анализ исследований и обзор современных подходов к развитию функциональной грамотности на уроках английского языка. В работе рассматривается каждый компонент функциональной грамотности – математическая, читательская, естественнонаучная, финансовая, глобальные компетенции и креативное мышление. Материалы могут быть полезны для руководителей организаций основного среднего образования, учителей учебного предмета «Английский язык», методистов управлений и отделов образования, учебно-методических центров.

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ВВЕДЕНИЕ

Актуальность проблемы обучения иностранным языкам в современном образовательном контексте обусловлена стремительными изменениями в мировом обществе, где владение английским языком становится неотъемлемой частью личного и профессионального развития. Однако, чтобы быть успешными общественными и деловыми личностями, обучающимся необходимо развивать не только лингвистические навыки, но и функциональную грамотность, способность эффективно использовать языковые средства для решения коммуникативных задач.

Одним из ключевых аспектов развития функциональной грамотности учащихся является эффективное проведение уроков английского языка. Учитывая многообразие подходов и методик в преподавании языка, вопрос о том, как сделать уроки более функционально направленными, становится предметом данной работы. Настоящее методическое руководство предназначено для педагогов, стремящихся интегрировать принципы и методы развития функциональной грамотности в процесс обучения английскому языку.

Целью данных методических рекомендаций является обобщение и распространение инновационного педагогического опыта в сфере формирования и развития функциональной грамотности у обучающихся на уроке английского языка. Рекомендации направлены на стимулирование творческой инициативы и поддержку профессионального развития учителей английского языка образовательных организаций, реализующих образовательные стандарты. В работе предоставлены задания и методы и приемы обучения для эффективного их выполнения, оказывающие влияние на формирование функциональной грамотности учащихся.

Методическое руководство нацелено на реализацию следующих задач:

1. Методическая поддержка учителей
2. Стимулирование профессионального роста
3. Исследовательская деятельность
4. Обновление учебного процесса
5. Координация с обновленным ГОСО

В свете современных требований к образованию становится все более важным интегрировать в учебный процесс методы, способствующие развитию коммуникативных навыков и способностей к языковому взаимодействию. Это включает в себя не только умение корректно строить предложения и правильно использовать грамматические конструкции, но и способность применять их в контексте, адаптировать свою речь к различным обстоятельствам и слушать, понимать собеседника.

Обучение функциональной грамотности на уроках английского языка также направлено на формирование у обучающихся критического мышления и аналитических способностей. Способность анализа информации, выделение ключевых моментов и формулирование аргументированных выводов становятся важными навыками в современном обществе, где важно уметь ориентироваться в информационном потоке.

Руководство базируется на актуальных подходах в области преподавания иностранных языков и функциональной грамотности, а также на передовом опыте, накопленном педагогическим сообществом. Материалы пособия включают в себя методические рекомендации и практические задания направленных на развитие глобальных компетенций, коммуникативных навыков, критического мышления, умения анализировать и интерпретировать тексты различных жанров, а также на формирование способности адаптироваться к новой информационной среде.

В данном контексте, разработка методических рекомендаций для учителей английского языка становится ключевым элементом учебного процесса. Эти рекомендации помогут педагогам использовать разнообразные методы и приемы, направленные на активизацию функциональной грамотности учащихся и реализацию целей ГОСО, с учетом потребностей и возможностей обучающихся и их возрастных особенностей, что обеспечит им оптимальные условия для развития навыков коммуникации на английском языке. Развитие коммуникативных умений, создание ситуаций для практики реального общения, и использование современных образовательных технологий – все это необходимо для эффективного достижения поставленных целей.

1. РАЗВИТИЕ ФУНКЦИОНАЛЬНОЙ ГРАМОТНОСТИ ОБУЧАЮЩИХСЯ: АНАЛИЗ ИССЛЕДОВАНИЙ

Современный мир характеризуется стремительными изменениями, связанными с глобализацией, технологическим прогрессом и увеличением информационного потока. В этом контексте важным является развитие языковых компетенций, особенно на фоне доминирования английского языка в сфере международных коммуникаций. Однако лишь владение лексикой и грамматикой недостаточно для успешного общения в современном обществе. Функциональная грамотность становится ключевым элементом, позволяющим применять языковые навыки в различных коммуникативных ситуациях.

Как отмечал древнегреческий философ Аристипп (ок. 435-ок.355 до н.э.) «Детей надо учить тому, что пригодится им, когда они вырастут». Если раньше жизнь была более предсказуема, мы знали, как примерно сложится наша жизнь, то сегодня в связи с развитием технологий мир меняется так быстро, что перед нами стоит неопределенность, мы сталкиваемся с противоречиями и перед нами открываются различные альтернативы. Картинки ниже были сгенерированы нейросетью ChatGPT, использование которой в корне меняет парадигму среднего образования. Использование искусственного интеллекта, в частности чат-ботов на базе GPT открывает новые возможности, необходимые для внедрения на уроках, чтобы обучающиеся были способны использовать все возможности информационного мира в полном объеме.

Изображения, сгенерированные нейросетью ChatGPT

Раньше



Сейчас



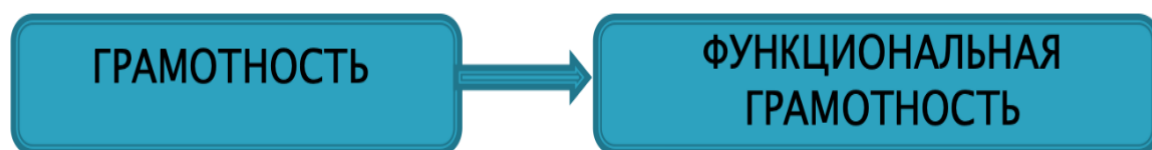
Функциональная грамотность — это способность индивида использовать знания, умения и компетенции для решения различных задач в повседневной жизни. В контексте глобализации и информационной эры, важность функциональной грамотности непрерывно возрастает, особенно в обучении иностранным языкам. Английский язык, будучи лингва франка современного мира, играет ключевую роль в этом процессе. Развитие функциональной грамотности на уроках английского языка включает в себя не только освоение языка как такового, но и формирование у обучающихся комплекса социально значимых компетенций.

Термин «грамотность» традиционно определяется как способность читать и писать. Это базовое определение, закреплённое в образовательных стандартах многих стран и социальных ожиданиях, обычно связано с начальным образованием и первоначальными навыками, необходимыми для общения и функционирования в обществе. Однако с течением времени требования к грамотности менялись и в последние десятилетия возникла концепция «функциональной грамотности», которая расширяет традиционное понимание грамотности. Функциональная грамотность включает в себя не только способность читать и писать, но и применять эти навыки в повседневной жизни для достижения конкретных целей, решения проблем и участия в экономической, культурной, гражданской и социальной жизни общества. Это означает, что функционально грамотный человек способен понимать и использовать информацию в различных формах, включая печатные и цифровые медиа, для управления собственным здоровьем, финансами, законными правами и обязанностями, а также для обучения и профессионального развития.

Важным аспектом развития функциональной грамотности по английскому языку является способность адаптировать свои языковые навыки к разным ситуациям общения. Это включает овладение грамотной устной и письменной речью для участия в формальных и неформальных ситуациях, умение писать тексты различного характера, воспринимать и анализировать разнообразные тексты (сплошные и несплошные), а также использование языка для самостоятельного выявления проблемы и решения практических задач.

Таким образом, необходимость развития функциональной грамотности учащихся на уроке английского языка обусловлена требованиями современного общества и образования. Освоение этого аспекта языковой компетенции не только улучшит качество обучения, но и подготовит будущих граждан к успешной интеграции в глобальный мир.

Понятия грамотность и функциональная грамотность



Схеме ниже представляет краткий путь эволюции концепции грамотности: от её первоначальных основ, ограничивающихся умением читать и писать, до более широкого и глубокого понимания, известного как функциональная грамотность. Она визуально представляет изменение через развитие и расширение грамотности, учитывая её роль и значимость в меняющемся социокультурном контексте, иллюстрируя, как она трансформировалась в инструмент для полноценного участия в обществе, охватывающем все аспекты жизни — от личного роста и профессионального развития до гражданского участия и культурного обмена.

Рисунок 1. Изменения понятия функциональной грамотности

До конца XIX века грамотным называли человека, умеющего читать и писать. («Толковый словарь живого великорусского языка» В.И. Даля)

Термин «функциональная грамотность» введен ЮНЕСКО в 1957 году.

1965 г. – «совокупность умений читать и писать для использования в повседневной жизни и решения житейских проблем» (Всемирный конгресс министров просвещения в Тегеране)

1978 г. – «функционально грамотным считается только тот, кто может принимать участие во всех видах деятельности, в которых грамотность необходима для эффективного функционирования его группы и которые дают ему также возможность продолжать пользоваться чтением, письмом и счётом для своего собственного развития и для дальнейшего развития общины (социального окружения)»

2002 г. – 2012г. «Десятилетие грамотности ООН» – функциональная грамотность становится больше, чем просто базовая грамотность: теперь это «...полноценно и эффективно функционировать как члены сообщества, родители, граждане и работники». По новым требованиям теперь оцениваются метапредметные результаты обучения, которые являются ее составными элементами.

Функциональная грамотность учитывает не только способности личности, но и контекст, в котором эти способности используются, что делает её более динамичной и применимой к реальной жизни. К тому же кроме личностных

качеств и предметного знания необходимо учитывать и универсальные компетентности [26]. Основываясь на работах исследователей вроде В.Н. Максимовой и Н.В. Груздевой, можно выделить, что функциональная грамотность также подчеркивает важность предметных и контекстуальных знаний, которые позволяют людям успешно интерпретировать и использовать тексты в разнообразных ситуациях. Как отмечают авторы межпредметные умения — это «способность ученика устанавливать и усваивать связи в процессе переноса и обобщения знаний и умений из смежных предметов» [18].

ЮНЕСКО определяет функциональную грамотность как набор реальных навыков чтения и письма, что в контексте глобализированного мира означает от простого процесса приобретения базовых когнитивных навыков до использования этих навыков, способствуя социально-экономическому развитию, до развития способности к социальной осведомленности и критическому размышлению как основой для личных и социальных изменений [27]

По А.А.Леонтьеву «Функционально грамотный человек — это человек, который способен использовать все постоянно приобретаемые в течение жизни знания, умения и навыки для решения максимально широкого диапазона жизненных задач в различных сферах человеческой деятельности, общения и социальных отношений» [14].

Атутов П.Р выделяет два аспекта функциональной грамотности:

- первый связан с получением обучающихся необходимого и достаточного объема знаний, умений, навыков, обеспечивающих возможность вхождения школьников в будущую деятельность.
- второй аспект связан с формированием мотивов для непрерывного совершенствования своих знаний, умений и качеств личности [21].

Исследования по развитию функциональной грамотности обучающихся: национальный и зарубежный опыт

год	Авторы и название работы	содержание
2016	Johnson L.R. Cultural and social uses of orality and functional literacy: A narrative approach	Грамотность – это сила и способность сознательно и бессознательно упорядочивать социальные процессы в социальном, экономическом и политическом плане [10]
2016	Lineo R. Johnson in D.Surwanti, I.Hikmah (2019) Повышение осведомленности учащихся о функциональной грамотности	Функционально грамотный человек должен быть способен выполнять моральные обязательства, в том числе уметь обеспечивать себя в обществе (Джонсон, 2016). [25]
2019	D.Surwanti, I.Hikmah Повышение осведомленности учащихся о	Грамотность и базовые знания невозможно четко отделить друг от друга. Хотя термин «грамотность» является частью базовых знаний, он является предпосылкой, а также результатом базовых знаний. [25]

	функциональной грамотности	
2016	Mukan and Olena in D.Surwanti, I.Hikmah (2019) Повышение осведомленности учащихся о функциональной грамотности	Грамотность развивается на протяжении всей жизни. Это не тот навык, который приобретают только в школьные годы. Это дает людям возможность использовать печатную и письменную информацию для функционирования в обществе, достижения личных целей и развития личных знаний и потенциала [25]
2001	Smagorinsky in D.Surwanti, I.Hikmah (2019) Повышение осведомленности учащихся о функциональной грамотности	Когда люди обсуждают грамотность, она включает в себя продуктивные навыки (письмо и устная речь), а также навыки восприятия (чтение и слушание) [25]
2006	Biza, Irene, et al An approach to the use of English in the teaching of mathematics	Проведение уроков, на которых учащиеся обсуждают математические концепции на английском языке, способствует их пониманию и уверенности в использовании соответствующей лексики [8]
2011	Lusardi, Annamaria, and Olivia S. Mitchell Financial literacy around the world: an overview.	Использование материалов, посвященных экономике и финансам на английском языке, помогает учащимся понять основные понятия и термины. [15]
2015	UNESCO	Функциональная грамотность – это набор реальных навыков: чтения и письма, что в контексте глобализированного мира означает от простого процесса приобретения базовых когнитивных навыков до использования этих навыков, способствуя социально-экономическому развитию, до развития способности к социальной осведомленности. и критическое мышление как основа личных и социальных изменений [27]
2012	Mullis et al. TIMSS 2011 international results in mathematics	Математическая грамотность на уроках английского языка может быть развита через включение задач, требующих аналитических умений и умения работать с данными. Использование статистических данных, графиков и диаграмм на английском языке способствует не только развитию языковых навыков, но и математической грамотности [17]
2019	OECD	Читательская грамотность на уроках английского языка охватывает развитие навыков критического чтения, анализа текстов различных жанров и форматов. Важным аспектом является работа с ненаучной и научной литературой, анализ аргументов и выводов [20]
2019	Dita Surwanti, Isti'anatul Hikmah. Improving Students' Awareness of Functional Literacy	Функциональная грамотность имеет решающее значение для понимания и взаимодействия с различными формами письменной информации в повседневной жизни, способствуя социально-экономическому развитию, социальному осознанию и личностному росту. Результаты исследования показывают, что функциональная грамотность включает не только

		<p>способность читать и писать, но и понимание и применение письменной информации в реальных контекстах.</p> <p>Выводы, сделанные в результате исследования, подчеркивают важность практики, привыкания и необходимость постоянного вовлечения в задачи грамотности вне класса. Предполагается, что устойчивые практики, интегрирующие понимание чтения и владение языком, имеют решающее значение для улучшения функциональной грамотности. Кроме того, исследование подчеркивает роль педагогов в создании среды, которая поощряет активное участие в деятельности по грамотности, тем самым улучшая способность студентов эффективно взаимодействовать с письменной информацией.</p> <p>Существует три уровня программ, которые можно реализовать для улучшения навыков функциональной грамотности: искоренение, коучинг и независимое обучение:</p> <ul style="list-style-type: none"> · мероприятия по развитию базовых навыков должны быть сосредоточены на потребностях людей, которым не хватает базовых навыков чтения, письма и математики. · направляемая (guided) учебная деятельность предоставляет учащимся возможность развивать функциональные компетенции, позволяющие использовать навыки грамотности в повседневной жизни. <p>самостоятельная учебная деятельность направлена на то, чтобы помочь учащимся развить способность удовлетворять свои собственные потребности в обучении посредством поиска собственных потребностей в материалах для чтения, присоединения к программам развития сообщества, планирования собственной доходной деятельности и т. д.[25]</p>
2016	<p>Низаева Л.Ф. Коммуникативная компетенция: сущность и компонентный состав</p>	<p>В литературе часто проводят различие между терминами "компетенция" и "компетентность". Компетентность относится к способности осуществлять определённую деятельность, включая речевую. При этом, компетенция описывает содержательный компонент такой способности, представленный знаниями, навыками, и умениями, которые человек получает в процессе обучения.</p> <p>Лингвистическая компетенция определяется как владение знаниями о системе языка, о принципах функционирования языковых единиц в речи и способность использовать эти знания для понимания идей других людей, а также для выражения собственных суждений в устно и письменно.</p> <p>Социолингвистическая компетенция включает в себя осведомлённость о способах формирования и формулирования мыслей с помощью языка, что позволяет организовывать и осуществить речевое</p>

		<p>действие, а также способность использовать эти приемы для понимания идей других и выражения своих мыслей, учитывая условия речевого акта: контекст речевого общения, коммуникативные цели и намерения говорящего.</p> <p>Социокультурная компетенция – это знание национально-культурных характеристик социального и речевого поведения носителей языка, включая их обычаи, этикет, социальные стереотипы, историю и культуру, а также умение применять эти знания в процессе коммуникации. [19]</p>
2023	Кшеновская У. Л. Формирование функциональной грамотности на уроках английского языка	<p>Функциональная грамотность определяется как набор жизненных навыков, включающий когнитивные, профессиональные, личностные и социальные компетенции, которые необходимы для успешной адаптации и функционирования в современном быстро меняющемся мире.</p> <p>Автор предлагает использовать подход, основанный на функциональной грамотности, для разработки образовательных программ по иностранному языку, моделируя реальные жизненные ситуации в классе английского языка. Это позволит повысить культурную осведомленность учащихся, развить их когнитивные и учебные навыки, а также личностные и социальные умения, способствующие успешному функционированию в повседневной жизни и обеспечивающие навыки для будущей профессиональной деятельности.</p> <p>В Казахстане функциональная грамотность реализуется в рамках использования четырехмерной модели обучения: когнитивное измерение (thinking skills), Инструментальное измерение (performing skills), Индивидуальное измерение (personal skills), Социальное измерение (soft skills). [13]</p>
2023	К.Э.Безукладников, Е.С. Мелехина Формирование функциональной грамотности на уроках английского языка в рамках учебно-исследовательской деятельности	<p>Авторы обращают внимание на важность формирования у учащихся умений анализировать, планировать и нести ответственность за принятие решений, а также развивать навыки самообучения на протяжении всей жизни.</p> <p>Статья подчеркивает значимость учебно-исследовательской деятельности как средства развития критического мышления, способности ставить правильные вопросы и успешно справляться с разнообразными задачами [6]</p>
2016	Панфилова Е. И Формирование функциональной грамотности в области чтения на уроках английского языка через организацию работы с несплошным текстом	<p>Статья посвящена вопросам развития у учащихся навыков работы с различными типами текстов для улучшения их читательской грамотности. Основное внимание уделяется заданиям, направленным на развитие способности анализировать, понимать и применять информацию из текстов разных форматов, включая графики, таблицы, диаграммы и другие нелинейные источники. Автор подчеркивает важность формирования у школьников умений эффективно взаимодействовать с информацией в современном мире, где чтение и понимание разноплановых текстов играют</p>

		ключевую роль. Рассматриваются различные методики и подходы к обучению, способствующие развитию критического мышления и способности самостоятельно извлекать и анализировать необходимую информацию из текстовых и визуальных материалов [22]
2018	K.H. Perry , D.M. Shaw, L. Ivanyuk, and Y.S.Sarah Tham The “Ofcourseness” of Functional Literacy: Ideologies in Adult Literacy Journal of Literacy Research	Авторы подчеркивают идеологическое разделение между когнитивными и социокультурными перспективами функциональной грамотности, демонстрируя, как эти перспективы влияют на то, что считается легитимным знанием и практикой в исследованиях и оценке грамотности. Когнитивные перспективы, как правило, отдают приоритет базовым навыкам грамотности и используют количественные методы исследования, согласуясь с государственными и институциональными оценками, которые подчеркивают измеримые результаты. В отличие от этого, социокультурные и критические перспективы подчеркивают социальные и культурные аспекты грамотности, выступая за качественные подходы, которые учитывают контекст, практики и динамику власти [23]
2021	Alm A., Watanabe Y. Functional caption literacy development through intra-formal L2 viewing	Автор рассматривает развитие функциональной грамотности при работе с субтитрами как форму мультимодальной грамотности, улучшающую учебный опыт учащихся, занимающихся самостоятельным изучением второго языка через просмотр. Предполагается, что способность эффективно использовать субтитры на первом (L1) и втором (L2) языках для изучения языка требует определенных навыков цифровой грамотности, включая технические или механические навыки поиска и активации субтитров, а также функциональные навыки принятия стратегий просмотра с субтитрами, необходимые индивидуальным обучающимся для оптимизации их учебного и просмотрного опыта [4]
2020	Ж.Бейсенова К.Канафиева, С.Молдахметова, Ж.Куандыкова Вопросы развития функциональной грамотности студентов	Современные образовательные реалии требуют от высшего образования сосредоточения на развитии навыков, способствующих реализации концепции "образование на протяжении всей жизни". Основным условием формирования таких навыков является наличие определенного уровня функциональной грамотности [7]
2020	Л.Рождественская, И.Логвина. Формирование навыков функционального чтения	Функциональная грамотность – это способность человека использовать приобретенные знания и навыки в условиях его взаимодействия с социумом (оформить счет в банке, прочитать инструкцию, заполнить анкету обратной связи и т.д.), то есть это тот уровень грамотности, который дает человеку возможность вступать в отношения с внешней средой и максимально быстро адаптироваться и функционировать в ней [24]
2020	М. С. Добрякова (ред) и другие	Грамотность в традиционном узком смысле слова относится к приобретению и применению способности читать, писать и считать, так называемых 3Rs (Reading, wRiting, aRithmetic). В

	<p>Универсальные компетентности и новая грамотность: от лозунгов к реальности</p>	<p>современном узком смысле грамотность — способность общаться с миром, понимать его сигналы, обрабатывать информацию. Компетентность — это набор полномочий какого-либо должностного лица или учреждения, или уровень знаний, навыков и деятельных установок, предъявляемых системой образования к обучаемому</p> <p>Универсальные компетентности — это компетентности, которые необходимы каждому человеку для личного развития и самореализации, успеха на рынке труда, социальной включенности и активной гражданственности. Они развиваются в процессе непрерывного обучения на протяжении всей жизни, в том числе с помощью формального, неформального обучения и спонтанного образования.</p> <p>Все универсальные (ключевые) компетентности способствуют полноценной и успешной жизни человека в обществе. Компетентности можно применять в разных контекстах и комбинациях, они пересекаются и переплетаются при решении конкретной задачи. [26]</p>
2020	<p>Методические рекомендации по развитию грамотности Чтения учащихся</p>	<p>Уровень развития функциональной грамотности проверяется международным исследованием PISA (Programme for International Student Assessment) по трем основным направлениям: грамотность чтения, математическая грамотность и естественнонаучная грамотность [16]</p>

Исследования в области функциональной грамотности подчеркивают ее комплексный и многоаспектный характер, включающий в себя как базовые навыки чтения и письма, так и более широкие компетенции, такие как критическое мышление, коммуникация и сотрудничество, а также ее важность в социальном, экономическом и политическом контекстах, а именно роль функциональной грамотности в упорядочивании социальных процессов и обеспечении индивидуального развития в современном мире.

Авторы выделяют необходимость развития функциональной грамотности на протяжении всей жизни, начиная с школьных лет и продолжая взрослое обучение, подчеркивая, что грамотность не ограничивается умением читать и писать, но также включает в себя умения анализировать, применять и интерпретировать информацию в различных контекстах. Обзор литературы подчеркивает важность развития компетенций, необходимых для эффективной интеграции обучающихся в современное общество, посредством включения их в содержание английского языка. Это позволит укрепить уверенность и поспособствует пониманию обучающимися релевантной лексики и концепций.

Существуют множество локальных и международных исследований оценки уровня функциональной грамотности, одним из которых является PISA (Programme for International Student Assessment)

Компетенции и новые грамотности как составляющие функциональной грамотности

На современном этапе общественного развития в связи со значительными изменениями обучающимся нужно научиться эффективно действовать в информационном обществе, воспринимать и обрабатывать большие объемы данных, освоить самые передовые технологии, методы и процедуры работы. Обучение иностранным языкам в общеобразовательных школах направлено на развитие функциональной грамотности обучающихся, таких как математическая грамотность, читательская грамотность, естественно-научная, финансовая, креативное мышление, глобальные компетенции, что способствует естественной адаптации в современной языковой среде. Обучающиеся с высоким уровнем функциональной грамотностью смогут активно участвовать в диалоге культур, решать практические задачи, ориентированные на использование языка в реальных ситуациях, моделируя различные языковые ситуации.

Функциональная грамотность выходит за рамки базовой способности читать и писать, подразумевая овладение обучающимися ключевыми (универсальными) компетенциями, которые как результаты образования должны быть конкретными, измеримыми, достижимыми, реалистичными и определенными по времени. С целью развития у обучающихся компетентностей, необходимых для успешного функционирования в современном обществе, содержание образования реализуется через компетентностный подход в обучении, что подразумевает переориентацию с традиционного акцента на знаниевой подход к формированию ключевых компетентностей и необходимых грамотностей.

Компетентностный подход в образовании призван сформировать у обучающихся ключевые компетенции и грамотности, как, например, коммуникативные, информационные, профессиональные, и другие, которые обеспечат обучающимся возможность применять полученные навыки для решения жизненных задач, повысят их конкурентоспособность на рынке труда, способствует их активному участию в жизни общества и содействуют стремлению к самореализации в различных сферах жизни.

Компетентность представляет собой интеграцию знаний, навыков и деятельностных установок [26]. Ниже представлена схема развития компетентностей, где показан процесс трансформации от знаний, навыков и умений через целенаправленную практику, умелое выполнение заданий до мастерства овладения деятельностью, что и приводит к формированию компетентности, под влиянием таких личностных характеристик обучающегося, как склонности, черты характера и мотивационные черты:

Рисунок 2. Развитие компетентностей [26]



Универсальные (ключевые) компетентности — это компетентности, которые необходимы каждому человеку в целях его личностного роста и самовыражения, достижения профессионального успеха, интеграции в общество и участия в гражданской жизни [26]. Выделяют следующие ключевые компетентности, формирование которых является первостепенной задачей школьного образования:

- компетентность мышления (познания);
- компетентность взаимодействия с другими людьми;
- компетентность взаимодействия с собой.

В докладе ЮНЕСКО «Образование для всех» (Education for All Global Monitoring Report) [28] выделяет следующие требования к компетенциям, которыми должен обладать современный гражданин для эффективного участия в глобализированном мире:

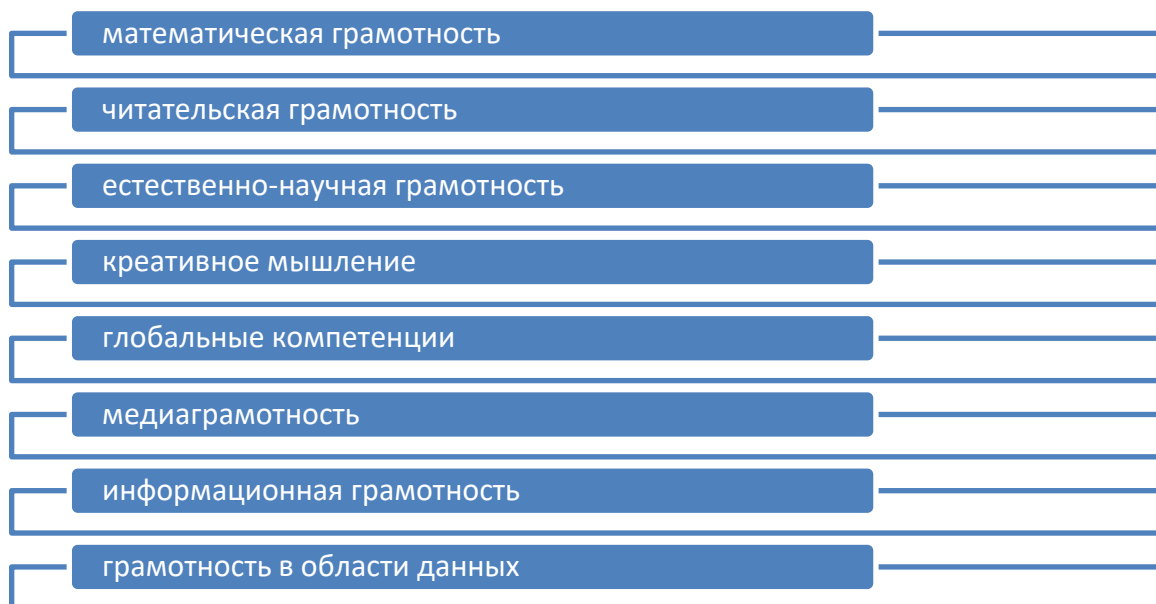
- креативность, коммуникация, критическое мышление, решение задач, любопытство, метапознание;
- цифровая грамотность, ИТ-навыки, навыки использования технологий;
- базовая читательская, медиа, информационная, финансовая, научная, математическая грамотность;
- навыки межкультурного общения, лидерские навыки, глобальная осознанность;
- инициативность, самостоятельность, упорство, ответственность, адаптивность;
- предметные знания, инженерно-инновационное мышление и понимание естественных наук.

Эти требования направлены на понимание и принятие мер по устойчивому развитию, знание прав человека, гендерное равенство, продвижение культуры мира и ненасилия, глобальное гражданство, а также на оценку культурного разнообразия. Учитывая это учебные программы и материалы необходимо адаптировать с учетом знаний об этих аспектах, поддерживая при этом развитие когнитивных и социальных навыков (универсальных компетентностей), необходимых для формирования функционально-грамотной личности.

В современном узком смысле грамотность — способность общаться с миром, понимать его сигналы, обрабатывать информацию, подача которой с развитием технологического прогресса претерпевает изменения. Так, если раньше информационная грамотность требовала от человека умения работать только с бумажными носителями, то сегодня цифровой мир предъявляет свои требования, как, например, умение работать с цифровой информацией и обрабатывать большие данные. На сегодняшний день насчитывается около 50 различных видов грамотности, среди которых цифровая, коммуникативная, информационная, правовая, предпринимательская и другие грамотности [26]. Все виды грамотностей подразделяются на такие категории, как фундаментальные и узкие. Так, например, читательская и математическая грамотности являются фундаментальными, а сосредоточенные на конкретных областях, таких как, например, финансы, право, предпринимательство — называются узкими. Их еще называют предметные и инструментальные грамотности [26].

Инструментальные (фундаментальные) грамотности подразумевают использование знаковых систем и сигналов, способность понимать их и обрабатывать информацию. Другими словами, это навыки чтения, письма и счета, которые, однако, со смещением общемировой парадигмы к технологичности, изменили свой вектор коммуникации и обмена информации с «человек — человек» на «человек — машина» [26]. Таким образом сюда также можно отнести и медиаграмотность, грамотность в области данных и информационных технологий. Инструментальные грамотности являются универсальными для любой из сфер жизни.

Рисунок 3. Инструментальная грамотность



Читательская грамотность

- Это способность понимать и анализировать тексты различных жанров и стилей. Эта компетенция включает в себя умение понимать основную идею текста, выделять ключевые аргументы, анализировать информацию, определять авторский посыл и критически оценивать информацию.

Математическая грамотность

- Это умение применять математические концепции, навыки и методы в решении повседневных задач. Это включает в себя понимание базовых математических операций (сложение, вычитание, умножение, деление), умение работать с процентами, анализировать данные, решать проблемы и принимать обоснованные решения на основе математических вычислений.

Естественно-научная грамотность

- Это способность понимать основы естественных наук, таких как физика, химия, биология и т.д. Это включает в себя понимание основных законов природы, научного метода, способность анализировать и интерпретировать научные данные и выводы, а также применять научные знания для объяснения окружающего мира и принятия обоснованных решений.

Глобальные компетенции

- Это навыки и умения, необходимые для успешной адаптации и работы в глобальном масштабе. Это включает межкультурное понимание, умение работать в многонациональных командах, владение иностранными языками, готовность к культурному разнообразию и толерантность.

Креативное мышление

- Это способность мыслить нестандартно, находить новые идеи и решения, видеть проблемы с различных точек зрения и применять инновационные подходы к решению задач. Креативное мышление включает в себя гибкость мышления, способность к ассоциативному мышлению, умение преодолевать привычные рамки мышления и творчески подходить к решению проблем.

Медиаграмотность

- это умение критически анализировать различные медиаисточники, понимать их цели и методы, распознавать предвзятость и фальсификацию, а также создавать медиаконтент. Это навык, позволяющий пользователям медиа осознанно подходить к потреблению информации, критически оценивать ее и различать между достоверной информацией и дезинформацией.

Информационная грамотность

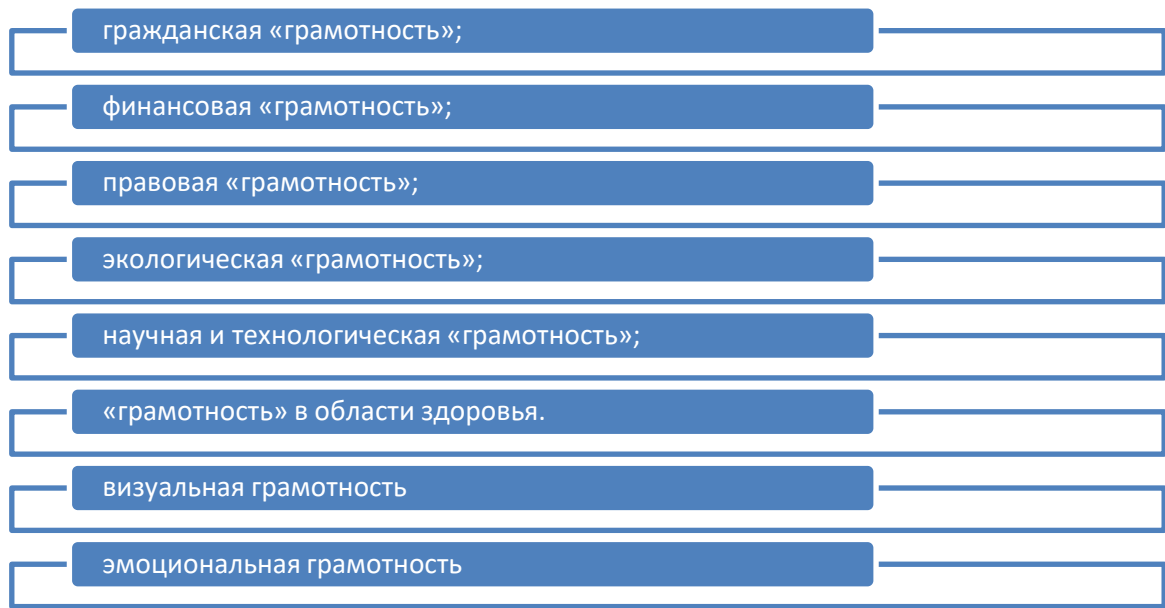
- это навык, позволяющий человеку эффективно находить, оценивать, использовать и представлять информацию в различных формах. Этот термин часто используется в контексте образования и библиотек, подчеркивая важность умения работать с информационными ресурсами в современном мире, где информация растет экспоненциальными темпами.

Грамотность в области данных

- это способность понимать, анализировать, работать с данными и принимать на их основе обоснованные решения. Этот навык включает в себя ряд компетенций, начиная от базового понимания того, что такое данные и как они могут быть использованы, до более сложных навыков, таких как анализ данных, интерпретация статистических выводов и создание данных для конкретных целей.

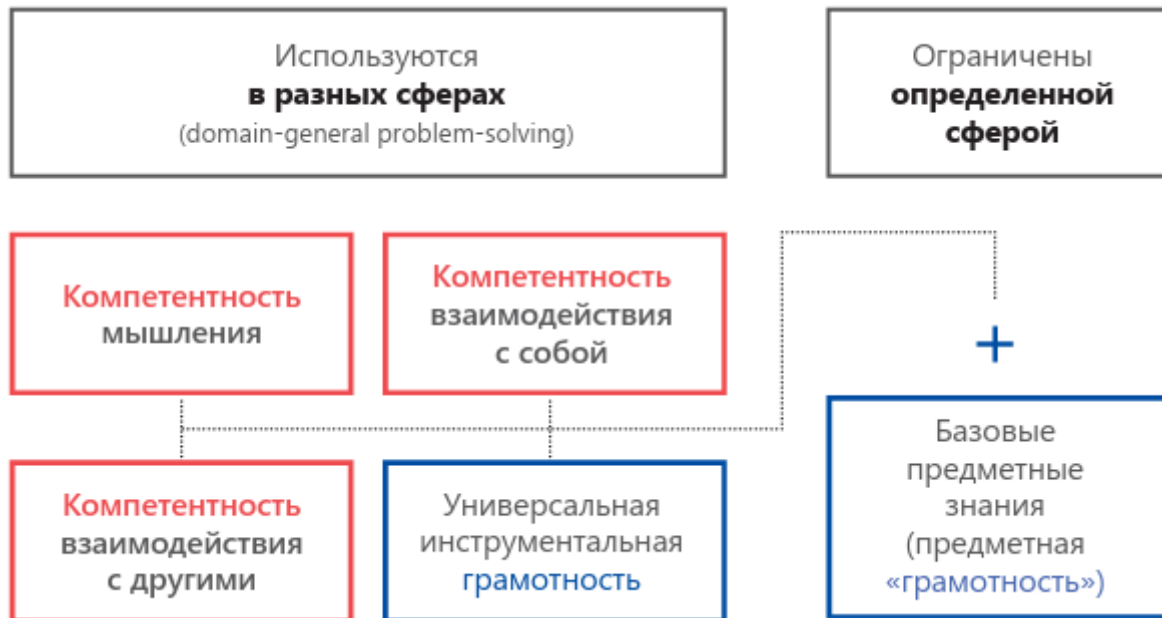
Под предметной (узкой) грамотностью понимают знания и навыки в конкретных сферах современной жизни. Так, например, финансовая грамотность относится к специальному умению управлять своими финансами эффективно и ответственно, что включает в себя понимание основных финансовых понятий для того, чтобы управлять деньгами и принимать разумные финансовые решения для достижения личного финансового благополучия. Гражданская грамотность означает наличие целого ряда знаний и навыков в сфере гражданской деятельности, которые в совокупности формируют социальную компетенцию человека и способствуют его эффективному вхождению в гражданское общество и способствует развитию его гражданских качеств. Экологическая же грамотность — это осведомленность и понимание взаимосвязей между человеком и окружающей его природной средой, а также знание принципов и практик устойчивого развития. Это включает в себя способность распознавать экологические проблемы, понимать их причины и возможные последствия, а также знание способов их решения.

Рисунок 4. Предметная грамотность



Ключевые компетенции и универсальная инструментальная грамотность находят свое применение в широком спектре жизненных контекстов, в то время как базовая предметная грамотность ориентирована на решение задач, специфических для определенной дисциплинарной области.

Рисунок 5. Рамка применений компетенций и грамотности



Для эффективной интеграции данной рамки в содержание школьного образования в нее следует включить предметные знания и навыки, некогнитивные (личностные) качества, ценности и активную самостоятельность (agency) обучающихся [26].

Современный мир, постоянно подвергающийся изменениям, требует адаптации образовательной системы к новым условиям. В этом контексте, подготовка выпускника школы выходит за рамки традиционного формирования предметных знаний и умений, акцентируя внимание на развитии функциональной грамотности учащихся. Функциональная грамотность предполагает способность индивида применять полученные знания в различных, в том числе и близких к реальным, ситуациях. Это необходимо для активного участия выпускника в жизни общества и обеспечивает его способность к непрерывному обучению на протяжении всей жизни.

Международное исследование PISA (Программа международной оценки учебных достижений) выступает одним из инструментов проверки уровня развития функциональной грамотности учащихся. PISA оценивает компетенции в трех ключевых направлениях: грамотность чтения, математическая грамотность и естественнонаучная грамотность. Эти направления выбраны не случайно, так как они отражают основные сферы, в которых выпускник школы должен быть грамотным для успешного функционирования в современном мире. Грамотность чтения необходима для понимания и интерпретации текстовых информационных материалов; математическая грамотность позволяет математически мыслить, анализировать, рассуждать и решать проблемы в различных контекстах; естественнонаучная грамотность предполагает понимание природных явлений и способность принимать обоснованные решения на основе научных знаний.

Рисунок 6. Основные направления исследования PISA



С 2000 года исследования PISA проводятся каждые три года. В 2000, 2009 и 2018 годах основное внимание уделялось оценке читательской грамотности. В рамках PISA оценка понимания текста включает анализ по трем измерениям: способ организации текста (линейная или нелинейная организация), компетенции, необходимые для его понимания, и контексты, в которых текст может быть использован. Цель тестирования читательской грамотности – проверить умения обработки текстов различного формата, интеграции и интерпретации информации, а также критическому мышлению. Целью тестирования математической грамотности является измерение использования обучающимися математики во всех аспектах их личной, общественной и

профессиональной жизни. Исследования PISA по направлению естественно-научной грамотности нацелены на оценку способности учащихся понимать и применять научные знания для объяснения явлений в окружающем мире, а также на оценивание их умений использовать научный метод мышления для формулирования гипотез, проведения анализа и выводов на основе доказательств, критически оценивая научную информацию и аргументы, что является важной частью грамотного восприятия научных и технологических разработок в современном обществе.

В ответ на глобальные изменения и тенденции в области образования формат исследования PISA также подвергается трансформации, что отражается в расширении области оценивания исследования:

Рисунок 7. Область оценивания исследования PISA

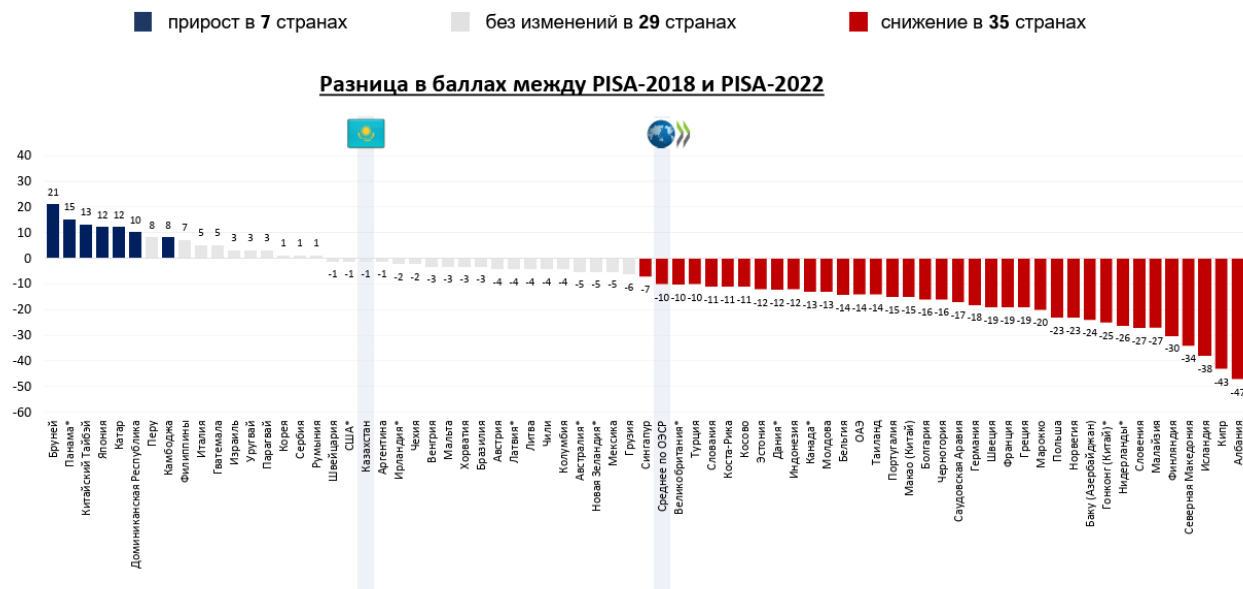


Казахстан принимает участие в PISA с 2009 года и участвовал в исследованиях PISA-2009, PISA-2012, PISA-2015, PISA-2018 и PISA-2022 годов. Результаты PISA-2015 ввиду возможной технической ошибки не подлежат интерпретации. В таблице ниже представлено количество участников Казахстана в PISA-2022 по регионам.

Рис. Участники Казахстана в PISA-2022

подсказках, касающихся содержания или источника информации» [12]. Как показывают результаты PISA-2022, обучающиеся из Казахстана продемонстрировали устойчивые показатели.

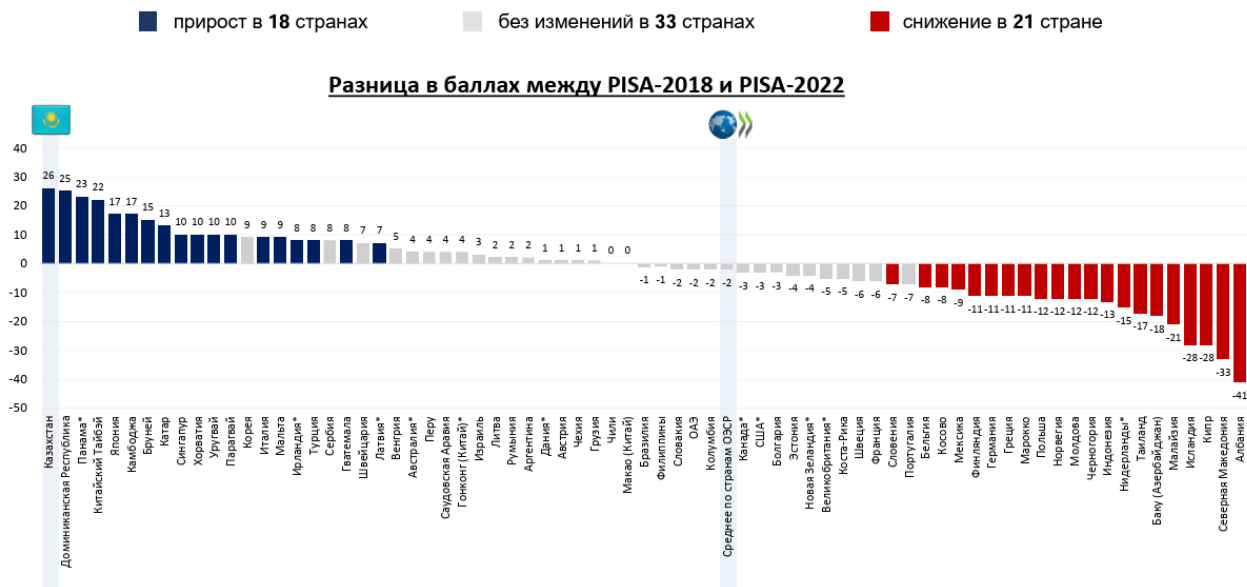
Рисунок 9. Динамика результатов за период 2018-2022 по чтению



Источник: OECD, 2023, Figure I.5.1

По сравнению с 2018 годом казахстанские обучающиеся, участвовавшие в PISA-2022, продемонстрировали улучшение своих показателей по естественно-научной грамотности на 26 баллов.

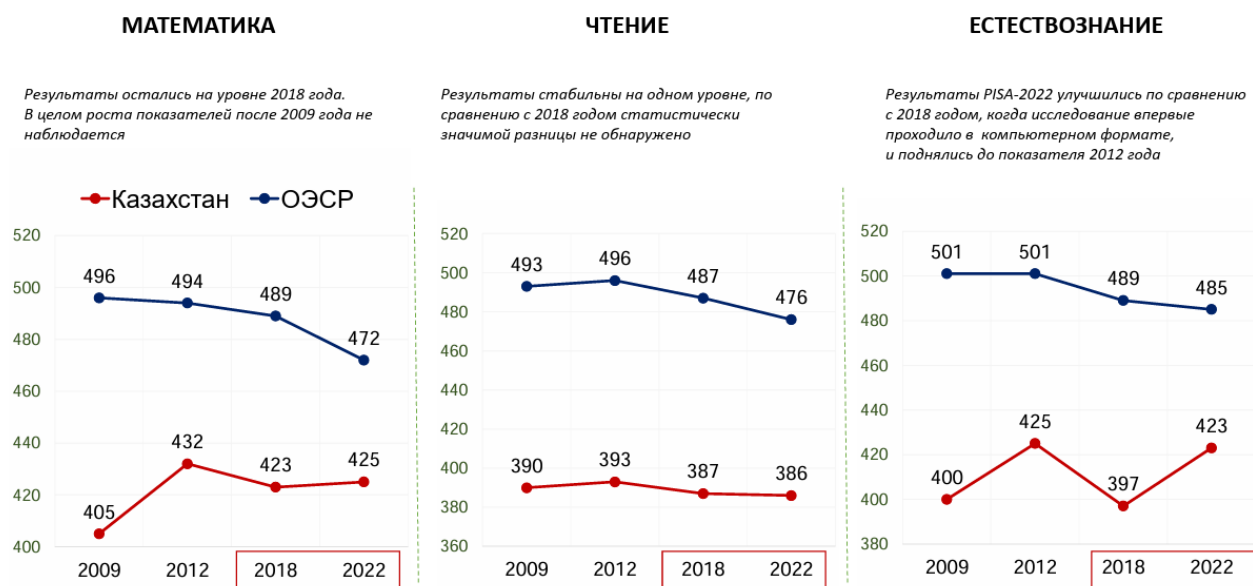
Рисунок 10. Динамика результатов за период 2018-2022 по естествознанию



Источник: OECD, 2023, Figure I.5.1

Как показывают результаты, уровень функциональной грамотности обучающихся из Казахстана значительно уступает среднему показателю стран-участниц ОЭСР: наши школьники отстают от своих сверстников на три года.

Рисунок 11. Результаты Казахстана в сравнении с ОЭСР



Источник: OECD, 2023, Таблица I.B1.5.4, I.B1.5.5 и I.B1.5.6.

В контексте исследования PISA, которое определяет шесть уровней читательской грамотности и считает второй уровень минимально необходимым для эффективного функционирования, анализ за период с 2009 по 2022 год показал, что учащиеся из Казахстана в основном демонстрируют результаты, соответствующие этому пороговому уровню. Они способны применять полученные знания и навыки в реальных жизненных контекстах.

Рис. Уровни грамотности

Чтение	Математика	Естествознание	Уровень
698	669	708	6
626	607	633	5
553	545	559	4
480	482	484	3
407	420	409	2
335	358	335	1

Могут мыслить самостоятельно, проявлять высокие когнитивные способности в сложной незнакомой обстановке

Могут использовать знания и навыки в незнакомых ситуациях

Пороговый уровень. Могут использовать свои знания и навыки в реальных жизненных ситуациях

Могут найти решение заданиям в знакомой обстановке с четкими инструкциями

Развитие функциональной грамотности в школе требует от образовательной системы нашей страны интеграции предметных знаний с реальными жизненными ситуациями, применения активных и интерактивных методов обучения, которые способствуют формированию у обучающихся критического мышления, умения работать с информацией, анализировать и принимать решения, а также мыслить самостоятельно, адаптироваться к новым условиям и успешно справляться с задачами в сложных и нестандартных ситуациях. Это подразумевает не только изменение подходов к обучению, но и

модификацию содержания образовательных программ, посредством инкорпорирования в них развития цифровой грамотности, экологической культуры, финансовой грамотности и других компонентов функциональной грамотности, важных для современного общества. Акцент на функциональной грамотности в современном образовании отражает понимание необходимости подготовки обучающихся для успешной интеграции в общество в условиях быстроменяющегося мира, для чего каждая страна проводит оценивание на национальном уровне, как МОДО (Казахстан), EQAO (Канада), Общероссийская оценка по модели PISA.

Развитие коммуникативной компетентности на уроках английского языка

Развитие различных видов функциональной грамотности, в частности, глобальных компетенций, эмоциональной и гражданской грамотности, зависит от грамотного использования коммуникативных навыков. Способность налаживать взаимодействие с другими людьми, что включает использование языковых и неязыковых средств, «умения и навыки межличностного общения и знания об основных его закономерностях и правил» называют коммуникативной компетентностью [11].

Согласно документу «Общеввропейские компетенции владения иностранным языком: Изучение, обучение, оценка», в рамках коммуникативной языковой компетенции выделяют следующие ключевые элементы: лингвистическая, социолингвистическая, и прагматическая компетенции [9]:

Лингвистическая компетенция	Социолингвистическая компетенция	Прагматическая компетенция
<ul style="list-style-type: none"> • охватывает знание лексики, фонетики, грамматики и других особенностей языка • включает не только объем и качество лингвистических знаний, но и способ их когнитивной организации и хранения, а также легкость доступа к ним, что может варьироваться от человека к человеку и зависеть от индивидуальных и культурных различий 	<ul style="list-style-type: none"> • связана с пониманием и применением языка в контексте его социокультурных условий, учитывая социальные нормы, различия между группами населения, языковые традиции и ритуалы, что имеет значительное влияние на межкультурное общение. 	<ul style="list-style-type: none"> • заключается в использовании языка для достижения конкретных коммуникативных целей, включая способность к ведению диалога, обеспечивая связность и последовательность высказываний, а также понимание и применение различных текстовых структур, обнаружение иронии и пародии. Важную роль в развитии прагматической компетенции играют социальные взаимодействия и культурный контекст

Н.И.Гез рассматривает коммуникативную компетенцию как «способность человека понимать и порождать ино язычные высказывания в разнообразных социально де терминированных ситуациях с учетом лингвистических и социальных правил, которых придерживаются носители языка», выделяя следующие ее компоненты: [in 19]

Рисунок 12. Компоненты коммуникативной компетенции (по Н. И. Гезу) [19]

лингвистический компонент	прагматический компонент	социолингвистический компонент
•знания о системе изучаемого языка и сформированные на их основе навыки оперирования лексико-грамматическими и фонетическими средствами общения;	•знания, навыки и умения, позволяющие понимать и порождать иноязычные высказывания в соответствии с конкретной ситуацией общения, речевой задачей и коммуникативным намерением;	•знания, навыки и умения, позволяющие осуществить речевое и неречевое общение с носителями изучаемого языка в соответствии с национально-культурными особенностями чужого лингвосоциума.

Сегодня в связи с быстрым обменом информацией, и необходимостью обрабатывать большие объемы данных, изменились и требования, предъявляемые к преподаванию. Соответственно, в современных реалиях приоритетной задачей обучения иностранному языку в школе является повышение уровня коммуникативной компетентности через выполнение заданий средствами иностранного языка способствующих достижению поставленных целей. Это определенно означает, что коммуникативная компетентность обучающихся наряду с лингвистическим, социолингвистическим и прагматическим компонентами должна включать ряд новых компонентов, адекватных современным требованиям.

Нишаева выделяет несколько компонентов коммуникативной компетенции:

- Лингвистическая компетенция определяется как владение знаниями о системе языка, о принципах функционирования языковых единиц в речи и способность использовать эти знания для понимания идей других людей, а также для выражения собственных суждений в устно и письменно.
- Социолингвистическая компетенция включает осведомленность о способах формирования и формулирования мыслей через язык, что позволяет организовывать и осуществить речевое действие, а также способность использовать эти приемы для понимания идей других и выражения своих мыслей, учитывая условия речевого акта: контекст, коммуникативные цели и намерения говорящего.
- Социокультурная компетенция – это знание национально-культурных характеристик социального и речевого поведения носителей языка, включая их обычаи, этикет, социальные стереотипы, историю и культуру, а также умение применять эти знания в процессе коммуникации
- Социальная компетенция отражает умение адаптироваться к обстоятельствам общения, формируя свои высказывания таким образом, чтобы они соответствовали целям говорящего и контексту ситуации.

- Стратегическая компетенция предоставляет возможность учащимся компенсировать недостатки в знаниях языка, а также в опыте общения и социальных взаимодействиях в среде иностранного языка.
- Дискурсивная компетенция заключается в способности создавать связные тексты и высказывания на иностранном языке, организовывая речь логично и убедительно, и выбирать подходящие стратегии для эффективного общения.
- Предметная компетенция описывает способность разбираться в тематическом содержании дискуссии в рамках определённой области деятельности.
- Профессиональная компетенция, развиваемая через образовательный процесс, обеспечивает готовность к успешной профессиональной работе, включая специализированные знания и личные качества, способствующие эффективности в профессиональной сфере [19].

Развитие коммуникативных навыков учащихся представляет собой ключевую задачу для образовательной науки на современном этапе. Анализ элементов коммуникативной компетенции показывает их тесную связь с аспектами функциональной грамотности, подчеркивая важность этих компетенций для формирования функционально грамотной личности. Грамотность формируется под воздействием различных социальных, культурных, экономических и политических факторов, однако сама она также оказывает существенное влияние на эти факторы [10]. Развитие функциональной грамотности в образовании, особенно в контексте изучения английского языка на основе реальных жизненных ситуаций, способствует развитию грамотного и компетентного выпускника, который сможет успешно функционировать в изменяющемся англоязычном мире. Таким образом, функциональная грамотность служит не только инструментом обучения, но и основой, «компасом обучения» для развития способности адаптироваться к новым условиям [13].

Обучающийся, обладающий развитыми коммуникативными навыками, имеет более высокие шансы на успешную социализацию в обществе. Для их оценивания и развития ученые предлагают использовать индикаторы коммуникативной компетенции, которые отражены в следующей таблице [11]:



Неравномерное развитие у обучающегося перечисленных качеств может привести к возникновению сложностей в эффективном общении и трудностей в обучении, а также низкие шансы на успешную интеграцию в современном обществе. Для гармоничного развития и успешной социализации в современной школе на уроках английского языка педагоги ориентируются не только на передачу знаний о языке, но также уделяется внимание готовности и способности обучающихся применять полученные знания для решения коммуникативных задач в повседневной, учебной и трудовой деятельности.

Achugar et al. акцентируют внимание на критической потребности учащихся, как изучающих английский, так и носителей языка, в развитии академического языка для успешной адаптации к новым учебным и профессиональным контекстам. Они подчеркивают роль педагогов в обеспечении доступа учащихся к специализированному языку различных

дисциплин, что расширяет их академические и профессиональные возможности [5].

Панфилова акцентирует внимание на освоении школьниками навыков эффективного взаимодействия с информацией в эру господства текстовой и визуальной коммуникации, подчеркивая роль чтения и понимания разнообразных текстов. Автор предлагает использование различных методик и подходов, направленных на стимулирование развития критического мышления обучающихся и их способности к самостоятельному извлечению и анализу информации [22]. Для стимулирования мыслительной активности учащихся и развития их глобальных компетенций некоторые из них представлены в диаграмме:

Рисунок 13. Современные методы и подходы обучения



В 2016 году Совет министров образования Канады (СМЕС) утвердил общенациональную концепцию глобальных компетенций. В этом контексте были представлены определения и детализированные описания ключевых компетенций, необходимых учащимся для успешной адаптации к динамично меняющимся социальным, технологическим, экономическим и культурным условиям. Эти компетенции были разработаны в целях достижения Цели 4: «Качественное образование» в области устойчивого развития ООН до 2030 года [26].

Рисунок 14. Общеканадская рамка компетенций

Компонент	Определение	Дескриптор
Критическое мышление и решение задач	Получение, обработка, анализ и интерпретация информации для принятия обоснованных решений	Умеет решать значимые, реальные, сложные задачи, участвовать в исследованиях, видеть закономерности
Инновационность, креативность и предпринимательские установки	Способность переходить от идеи к действию для обеспечения потребностей сообщества, усовершенствовать концепции, идеи, продукты	Умеет находить точные вопросы и выражать свое мнение, участвовать в решении сложных экономических, социальных и экологических проблем
Умение учиться / самосознание и саморегуляция	Осознанность, способность к самостоятельным действиям, развитие мотивации, настойчивости, упорства и саморегуляции, установка на развитие	Умеет использовать метапознание, ставить цели, сохранять независимость, самостоятельно регулировать свое обучение на протяжении всей жизни
Способность к сотрудничеству	Взаимодействие когнитивных, межличностных и внутриличностных компетентностей	Развивает позитивные и уважительные отношения, умеет учиться у других и помогать другим
Коммуникация	Умение считывать и выражать смысл, понимание местных и глобальных перспектив, цифровая грамотность	Умеет эффективно общаться в устной и письменной форме с использованием соответствующих инструментов
Глобальная гражданственность и ориентация на устойчивое развитие	Приобретение навыков вовлеченного гражданина на местном и глобальном уровнях, признание ценности разнообразия	Понимает переплетение разнообразных и взаимосвязанных сил, дискриминацию, умеет участвовать (в жизни сообщества) и вносить позитивный вклад

В Китае ядро «всестороннего развития» состоит из трех составляющих: развитие личности, социальная вовлеченность и культурная основа, а также охватывает шесть видов грамотности: умение учиться, приверженность к здоровому образу жизни, ответственность, инновационность, знание гуманистического наследия и научный дух.

Рисунок 15. Рамка универсальных компетентностей обучающихся в Китае



Рисунок 16. Основные элементы и характеристики универсальных компетентностей

Универсальные компетентности	Основные элементы	Характеристики
Культурный фундамент	Гуманитарная культура	Накопление базовых знаний и достижений в гуманитарной сфере в разные периоды истории; понимание и освоение путей познания в гуманитарной области
	Гуманистические чувства	Гуманистическое сознание, уважение человеческого достоинства; обеспокоенность вопросами выживания, развития и счастья человека
	Эстетический вкус	Накопление знаний и навыков в области искусства; способность понимать и уважать разнообразие культуры и искусства; обладание базовой способностью открывать, чувствовать, ценить и оценивать красоту; иметь здоровую эстетическую ценностную ориентацию; интерес к художественному мышлению и творчеству и его понимание; способность расширять красоту в жизни
Научный дух, приверженность научному подходу	Рациональное мышление	Стремление к подлинному знанию, умение понимать и осваивать основные научные принципы и методы; уважение к фактам и доказательствам; эмпирическое сознание; тщательный подход к обучению; демонстрация четкого логического мышления; решение задач и управление поведением в соответствии с научным образом мышления
	Готовность критиковать и подвергать сомнению	Навыки решения задач; способность думать и выносить суждения самостоятельно; думать предусмотрительно, анализировать задачу с разных точек зрения, принимать правильные решения
	Смелость делать открытия	Любознательность и воображение; способность не бояться трудностей, быть исследователем; способность смело пробовать новое, активно искать эффективные методы решения задач
Саморазвитие	Умение учиться	Понимание ценности обучения; развитие полезных привычек в обучении; овладение наиболее подходящим методом обучения; способность учиться самостоятельно, понимать ценность непрерывного обучения на протяжении жизни

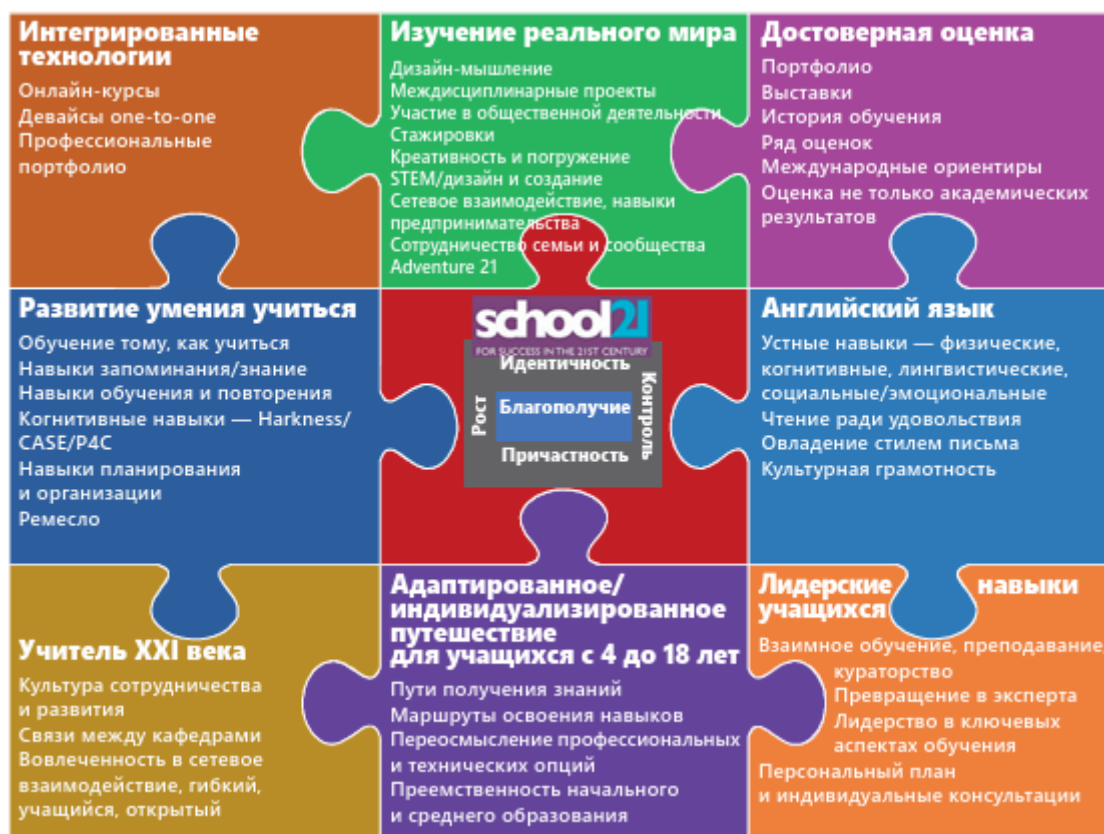
Универсальные компетентности	Основные элементы	Характеристики
	Привычка к размышлению	Привычка осмысливать обучение, уметь хорошо обобщать опыт; уметь выбирать или корректировать стратегии и методы обучения в зависимости от ситуации и условий
	Информационная грамотность и осознанность	Способность получать, оценивать, находить и использовать информацию сознательно и эффективно; способность ориентироваться в цифровом мире и адаптироваться к тенденциям социальной информатизации («Интернет плюс»); знать о нормах поведения в Интернете, об информационной безопасности
Здоровый образ жизни	Забота о своей жизни	Понимание смысла и ценности жизни; понимание безопасности, способность защитить себя; овладение соответствующими спортивными методами и навыками; способность придерживаться здорового образа жизни
	Здоровая личность	Положительный психологический настрой, уверенность, понимание собственной ценности, устойчивость, оптимизм; самоконтроль, способность управлять эмоциями, преодолевать фрустрацию
	Саморегуляция	Способность правильно понимать и оценивать себя; выбирать правильное направление развития в соответствии с особенностями своей личности и своим потенциалом; разумное распределение времени и энергии, постоянная работа, направленная на достижение целей
Социальная вовлеченность	Социальная ответственность	Самоуважение, самодисциплина, вежливость, открытость для критики, честность, дружелюбие, щедрость по отношению к другим; уважение к старшим; энтузиазм в отношении общественной и волонтерской деятельности, приверженность профессиональным целям; ответственность перед собой и другими; четкое понимание, что правильно, а что нет; понимание правил и законов; активное выполнение гражданских обязательств и рациональное пользование гражданскими правами; стремление к свободе и равенству, способность защищать социальную справедливость; любовь и уважение к природе, «зеленый» образ жизни и понимание принципов устойчивого развития
	Национальная идентичность	Национальное сознание, понимание национальных условий развития и истории, осознание своей национальной идентичности, сознательная защита национального суверенитета, достоинства и интересов; культурная уверенность и уважение к достижениям китайской нации, продвижение традиционной культуры Китая и социалистической культуры; понимание истории и славных традиций Коммунистической партии Китая, любовь к партии и ее активная поддержка; понимание, принятие и сознательное следование основным ценностям социализма, поддержка общих идеалов социализма с китайской спецификой, вера в китайскую мечту великого возрождения китайской нации и стремление действовать для ее достижения

Универсальные компетентности	Основные элементы	Характеристики
	Глобальная грамотность	Глобальная осведомленность, непредвзятость, понимание развития человеческой цивилизации и мира; способность уважать разнообразие и различия мировых культур; активное участие в межкультурной коммуникации, внимание к глобальным вопросам, понимание ценности человеческого сообщества и судьбы человека
Практические инновации	Отношение к труду	Уважение и позитивное отношение к труду, хорошие трудовые привычки; практические трудовые навыки; осознание необходимости улучшений и инноваций в сфере труда, повышения эффективности домашнего и производственного труда, общественной деятельности и социальной практики; понимание и действия, направленные на построение успешной жизни с помощью честного и законного труда
	Решение задач	Уметь выявлять проблемы; интерес и энтузиазм в решении задач; способность находить разумное решение в зависимости от условий задачи, способность действовать в сложных ситуациях
	Применение технологий	Понимание органической связи технологий и человеческой цивилизации, интерес и желание учиться овладевать технологиями; демонстрация практического прикладного мышления, способность трансформировать идеи и программы в материальные объекты, улучшать и оптимизировать существующие объекты

В Великобритании следует отметить такие яркие кейсы, как «Школа 21» и Лондонская учебная программа, нацеленные на развитие ключевых компетентностей. Учебная программа проекта «Школа 21» (рис.17) строится на «балансе головы, рук и сердца». Она направлена на развитие у обучающихся когнитивных навыков (голова), ценностей и установок (сердце), навыков решения задач, практических и творческих навыков (руки) [26].

Мэрия Лондона разработала бесплатные образовательные ресурсы и планы уроков, соответствующие содержанию национальной учебной программы для уровней KS2 и KS3, предлагая использовать городскую среду Лондона с ее богатым культурным, научным и историческим наследием как образовательный инструмент. Созданные в сотрудничестве с академическими экспертами и профессионалами в области образования, эти ресурсы направлены на стимулирование интереса учащихся к исследованию городского пространства через активное обучение. Веб-сайт Лондонской учебной программы выделяет три ключевых принципа использования данных ресурсов: «Открывай» — (планы уроков и ресурсы для обучения); «Исследуй» — (возможность перенести обучение за пределы класса в городское пространство); «Соединяй» — создание итоговых проектов для обобщения результатов. Эти подходы способствуют развитию ключевых компетенций учащихся и повышению их мотивации к обучению, делая учебный процесс релевантным опыту обучающихся [26].

Рисунок 17. Учебная программа проекта «Школа 21»



В Корее образовательная система строится на принципе *Hongik Ingan*, который предполагает жизнь и труд в интересах всего человечества. Ее задача — обеспечить каждому гражданину условия для достойного существования, способствовать прогрессу демократии и достижению благополучия через формирование личностных качеств, развитие навыков для самостоятельной жизни и воспитание осознанных граждан в духе гуманистических ценностей (Министерство образования, 2015а–m) [26]. В рамках реализации Стандарта 2015 года применяются междисциплинарные темы (рис.18) и предметное обучение (рис.19), направленные на развитие функционально-грамотной личности.

В корейских средних школах реализуется практика «семестра без экзаменов» для обучающихся первого года в средней школе (7 класс), целью которой является расширение образовательного пространства за пределы традиционного академического обучения. Данная инициатива предоставляет школьникам возможности для участия в широком спектре образовательных активностей, включая просмотр документальных фильмов, участие в дебатах, посещение промышленных предприятий, встречи со спортивными деятелями и активное занятие спортом, тем самым освобождая их от выполнения академических заданий и сдачи тестов в течение данного периода. В частности, в средней школе *Bundang* программа «семестра без экзаменов» сосредоточена на профессиональном развитии в сфере спорта и предлагает учащимся комплексное взаимодействие с физической культурой через различные формы деятельности как в помещении, так и на открытом воздухе, объединяя физические упражнения с искусством, поэзией и музыкой, основываясь на гуманитарном подходе к физическому воспитанию. Программа направлена на повышение

осведомленности учащихся о профессиональных путях в спорте, формирование культурного восприятия спорта и стимулирование интереса к регулярным физическим нагрузкам, обогащая образовательный процесс кинопросмотрами, творческими работами и дискуссиями.

Рисунок 18. Междисциплинарные темы

Тема	Акценты
Безопасность и охрана здоровья	Поведение в случае стихийных бедствий
Воспитание характера	Традиционная этика (сыновний и дочерний долг, уважение к старшим) Уважение к жизни в целом
Карьера	Изучение карьерных возможностей Распоряжение свободным временем
Гражданин демократического государства	Противодействие коррупции Приверженность духу Конституции Закон и порядок
Права человека	Человеческое достоинство, уважение прав человека Предотвращение жестокости
Мультикультурализм	Понимание ценности разнообразия Принципы мирового гражданства, понимание международных вопросов
Объединение	Понимание необходимости объединения* Национальная идентичность Патриотический дух
Остров Докдо	Понимание территориальных вопросов Признание Докдо территорией Республики Корея**
Экономика и финансы	Ответственность и права потребителя Предпринимательский дух Социальная защита и налоги Финансовая грамотность в повседневной жизни Уважение прав интеллектуальной собственности
Окружающая среда и устойчивое развитие	Понимание проблем низкой рождаемости и стареющего общества Экономия воды и энергии Морское образование Сельское хозяйство, жизнь в сельских районах

Рисунок 19. Универсальные компетентности и грамотность по предметным областям

Предмет		Универсальные компетентности
Корейский язык		Критическое мышление, использование информации, межличностные отношения, удовольствие в познании культуры, самоанализ/саморазвитие
Обществознание	Социальные науки	Креативное мышление, критическое мышление, способность решать задачи и принимать решения, навыки коммуникации, использование информации
	История	Понимание фактов, их анализ и интерпретация, применение информации к коммуникации, анализ, принятие решений, навыки решения задач, понимание и уважение к различным точкам зрения
Этика		Самоуважение, управленческие навыки, этическая основа в мышлении, этическая основа в межличностных отношениях, чувство этической общности, этический самоанализ, практическая этика
Математика		Решение задач, логическая аргументация, креативное совмещение данных, коммуникация с использованием данных, обработка информации, практические навыки использования знаний
Естественно-научные дисциплины		Научное мышление, навыки научного исследования и решения задач, навыки презентации, вовлеченность в обучение на протяжении всей жизни

Исследование успешных кейсов в области формирования функциональной грамотности выявляет ключевые факторы эффективности, включая стимулирование самостоятельности обучающихся, развитие критического и творческого мышления, а также необходимость комплексной интеграции различных компетенций и видов грамотности в учебные программы.

Подводя итог, необходимо подчеркнуть важность создания образовательной среды, способствующей использованию компетентностного подхода, где учебный процесс организован таким образом, чтобы способствовать глубокой интеллектуальной работе учащихся через применение и синтез знаний. Это предполагает использование на уроках заданий, которые обеспечивают применение теоретических знаний в контексте жизненных ситуаций, тем самым укрепляя связь между знаниями и навыками, полученными на уроках английского языка и реальной жизнью. Так, на занятиях обучающиеся развивают способности к аналитическому мышлению, критической оценке информации, ее применению и творческому решению проблем, что является фундаментальным для адаптации к быстро меняющимся социальным и технологическим условиям современного мира.

2. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО РАЗВИТИЮ УЧЕБНОЙ ГРАМОТНОСТИ УЧАЩИХСЯ 5-9 КЛАССОВ

Tasks for the development of functional literacy for Grade 3

Fill the table:

1. get up
2. go to school
3. have lunch
4. make the bed
5. have dinner
6. read a book
7. brush your teeth
8. go to bed
9. do your homework



I do this.....

in the morning	in the afternoon	in the evening	at night

Correct answer:

in the morning	in the afternoon	in the evening	at night
get up make the bed	go to school have lunch do your homework	have dinner read a book	go to bed

Class	3
Theme	Time/ Daily routine
Level	mid A1
Aims	3.3.2.1 read and follow familiar instructions with a little support when completing tasks at the lesson.
Skills	Reading literacy
Type of reading	Skimming (reading for gist)
Categories of cognitive activities	Remembering

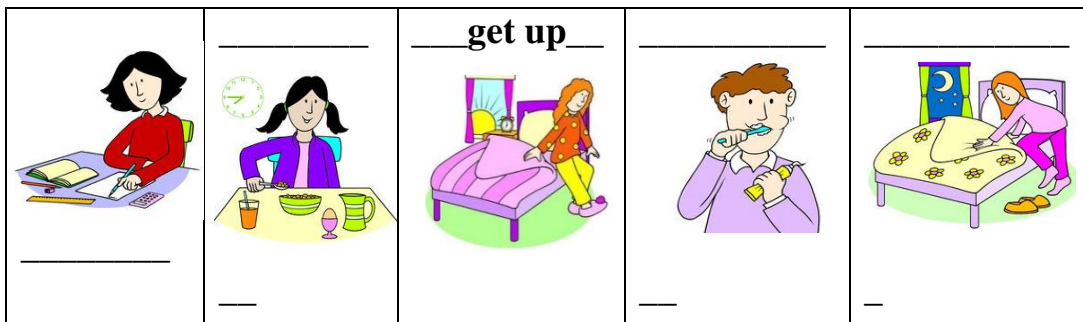
Task. Match the words with the picture:

brush teeth, ~~get up~~, go to bed, have breakfast, do homework

Correct answer: 1.do homework, 2. have breakfast, 3.get up, 4. brush teeth, 5. go to bed.

Understanding

Task . Listen and read



Daily routine

Hi! I'm Ali. I get up very early in the morning. I brush my teeth and wash my face. Then I have breakfast with my family. I go to school by bus, because I live far from school. School starts at 8:15 am. We have four or five lessons a day. I return home in the afternoon. Then I have lunch and do my homework. At 8 pm I have dinner with my parents. I go to

bed at 10 o'clock.

Choose the correct answer:

1.He has breakfast with....

- A. his friends.
- B. his family.
- C. along.

Correct answer: B. his family

2. Usually he has lessons a day.

- A. three or four.
- B. five or six.
- C. four or five

Correct answer: C four or five

Applying:

Put the sentences in correct order:

A	1. I have lunch and do my homework.
B	2. I have dinner with my parents.
C	3. I have breakfast with my family.
D	4. I go to bed at 10 o'clock.
E	5. We have four or five lessons a day.
Correct answer: A3, B5, C1, D2, E4.	

Analyzing

Answer the questions:

Why does Ali go to school by bus?

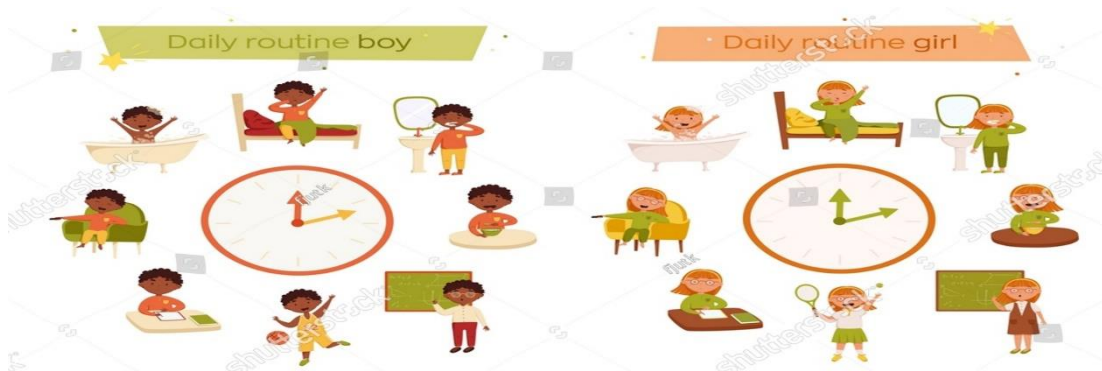
Correct answer: Ali goes to school by bus, because he lives far from school.

Class	3
Level	A1
Aims	3.2.1.1 make simple statements about yourself within a limited range of common topics.
Skills	Creative thinking
Categories of cognitive activities	Creating

Make up a story about your daily routine using these pictures:



What is the difference between boys' and girls' Daily routine:



Class	3
Theme	Time/Days of the week
Level	A1
Aims	3.3.6.1 understand, with considerable support, factual information and details in short, uncomplicated texts on a limited range of general and educational topics.
Skills	Reading literacy
Bloom's taxonomy	Remembering, Understanding, Creating

Timetable of cartoons

- on Monday - "The Fixies" - 15:00
- on Tuesday - "The Pooches" - 14:00
- on Wednesday-"My little pony"- 17:00
- on Thursday-"Captain Kraken"- 15:00
- on Friday - "KikoRiki" - 14:00
- on Saturday - "Phineas and Ferb"-13:00
- on Sunday- "Mickey Mouse" - 11:00



Read the timetable and Match the days (a–g) with the Cartoon(1–7).

1	"KikoRiki"	A	on Monday
2	"My little pony"	B	on Tuesday
3	"Mickey Mouse"	C	on Wednesday
4	"Phineas and Ferb"	D	on Thursday
5	"The Fixies"	E	on Friday
6	"The Pooches"	F	on Saturday
7	"Captain Kraken"	G	on Sunday

Correct answers: 1E, 2 C, 3 G, 4 F, 5 A, 6 B, 7D;

Complete the sentences

1. The Fixies cartoon starts at _____ o'clock on _____.
1. On Sunday at _____ o'clock will be _____.
2. The funniest cartoons are _____, _____, _____.

Correct answers:

1. The Fixies cartoon starts at 15:00 o'clock on Monday.
2. On Sunday at 11:00 o'clock will be "Mickey Mouse".
3. The funniest cartoons are "KikoRiki", "The Pooches", The Fixies.

Make a list of your favorite cartoons :

1. _____
2. _____
3. _____

Class	3
Theme	Time
Level	mid A1
Aims	3.5.2.1 use cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10
Skills	Mathematical literacy
Bloom's taxonomy	Evaluating

Do the sums and write:

1. $105 - 50 =$ fifty five
2. $20 - 11 =$ _____
3. $144 + 66 =$ _____
4. $220 - 180 =$ _____
5. $35 + 11 =$ _____
6. $78 - 53 =$ _____

Correct answer: 2) nine; 3) two hundred and ten; 4) forty; 5) forty six ; 6) twenty five;

Count and say:

1. $1 + 8 =$ (one plus eight is nine)
2. $90 - 11 =$ (ninety minus eleven is seventy nine)
3. $23 + 19 =$ _____
4. $86 - 63 =$ _____

Correct answer: 3. 42 (twenty three plus nineteen is forty two);

4.23 (eighty six minus sixty three is twenty three)

Class	3
Theme	Time

Level	mid A1
Aims	3.5.2.1 use cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10
Skills	Mathematical literacy
Bloom's taxonomy	Applying

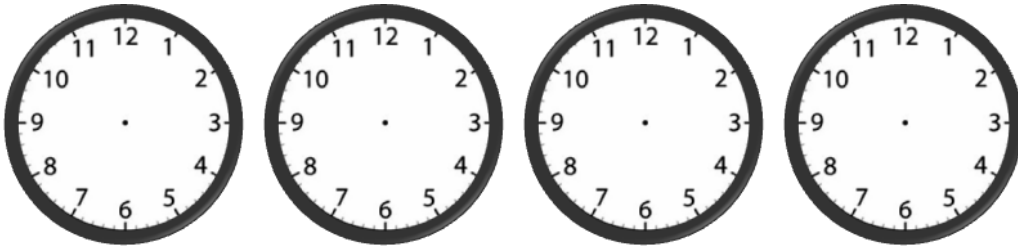
Write the time meant by each phrase.

- | | |
|-----------------------|-------------------------|
| 1) 5 o'clock _____ | 5) 2 o'clock _____ |
| 2) Ten past 9 _____ | 6) Quarter past 7 _____ |
| 3) Half past 12 _____ | 7) Five to 10 _____ |
| 4) Quarter to 6 _____ | 8) Half past 4 _____ |

Correct answer:

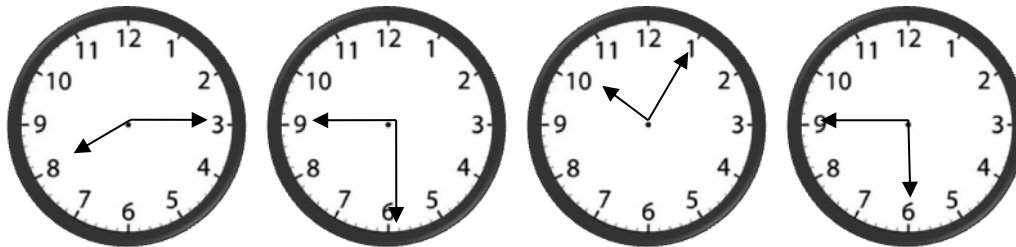
- | | | | |
|---------|----------|----------------|---------|
| 1) 5:00 | 3) 12:30 | 5) 2:00 /14:00 | 7) 9:55 |
| 2) 9:10 | 4) 5:45 | 6) 7:15 | 8) 4:30 |

Draw the time:



- a) 8:15 b) 9:30 c) 10:05 d) 6:45

Correct answer :



Class	3
Theme	Time
Level	mid A1
Aims	3.5.2.1 use cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10
Skills	Mathematical literacy
Bloom's taxonomy	Applying

Fill in the blanks with an ordinal number (in numeric form e.g. “fifth”).

1. January is the _____ month of the year.
2. March is the _____ month of the year.
3. November is the _____ month of the year.
4. February is the _____ month of the year.
5. August is the _____ month of the year.
6. April is the _____ month of the year.

Correct answer: 1 first, 2 third, 3 eleventh, 4 second, 5 eighth, 6 forth;

Class	3
Theme	Time
Level	mid A1
Aims	3.2.4.1 answer the questions within a limited range of general and educational topics;
Skills	Science literacy
Bloom’s taxonomy	Understanding

Right or Wrong?

1. There are twenty- eight days in January. _____
2. Winter is the coldest season of the year. _____
3. There are twenty four hours in a day. _____
4. There are thirteen month in a year. _____
5. There are six minutes in an hour. _____

Correct answer: 1 Wrong ; 2 Right; 3 Right; 4 Wrong; 5 Right.

Class	3
Theme	Time
Level	mid A1
Aims	3.5.2.1 use cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10
Skills	Financial literacy
Bloom’s taxonomy	Applying

Write the amount of money:



1. Twenty five dollars and thirty five cents "\$ 25. 35"
2. Six dollars and fifteen cents. " _____ "
3. Ten dollars and fifty cents. " _____ "
4. Thirteen dollars and twenty cents. " _____ "
5. Eight dollars and forty four cents. " _____ "

Correct answer: 2) \$ 6.15; 3) \$10.15; 4)\$13.20; 5) \$8.44;

Class	3
Theme	Time
Level	mid A1
Aims	3.5.2.1 use cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10
Skills	Mathematical literacy
Bloom's taxonomy	Understanding

Color the house:



- **Forth floor is red**



- **Second floor is blue**



- **First floor is green**



- **Third floor is yellow**



- **Ninth floor is orange**



- **Fifth floor is purple**



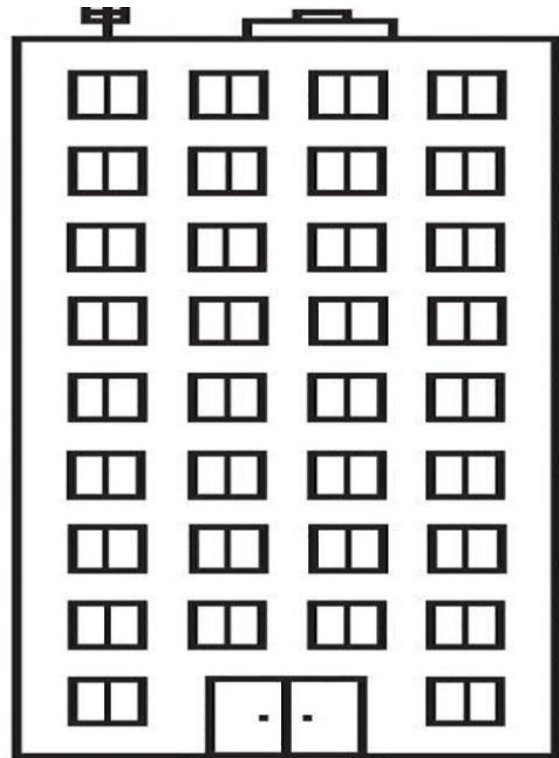
- **Eighth floor is brown**



- **Sixth floor is black**



- **Seventh floor is white**



Answer the questions:

1. How many floors are there in that house? a) 7 b)8 c)9
2. How many floors are there in your house? There are _____ floors in my house.

Correct answer: 1) 9; 2)Your own answer

Class	3
Theme	Time
Level	mid A1
Aims	3.1.5.1 distinguish between phonemically distinct words;
Skills	Science literacy
Bloom's taxonomy	Remembering

Find the 7 days of the week then put them in correct order:

SUNDAY

FRIDAY

TUESDAY

SATURDAY

W	E	E	T	S	D	W	A	G
O	T	S	F	A	Y	E	U	T
T	R	U	R	T	E	D	A	H
U	P	N	I	U	E	N	E	U
E	O	D	D	R	A	E	F	R
S	J	A	A	D	P	S	R	S
D	O	Y	Y	A	R	D	A	D
A	G	K	L	Y	R	A	S	A
Y	M	O	N	D	A	Y	O	Y

WEDNESDAY

MONDAY

THURSDAY

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Correct answers:

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday

6. Saturday

7. Sunday

W	E	E	T	S	D	W	A	G
O	T	S	F	A	Y	E	U	T
T	R	U	R	T	E	D	A	H
U	P	N	I	U	E	N	E	U
E	O	D	D	R	A	E	F	R
S	J	A	A	D	P	S	R	S
D	O	Y	Y	A	R	D	A	D
A	G	K	L	Y	R	A	S	A
Y	M	O	N	D	A	Y	O	Y

Class	3
Theme	Time/ Daily routine
Level	mid A1
Aims	3.3.2.1 read and follow with limited support familiar instructions for classroom activities
Skills	Reading literacy
Type of reading	Skimming (reading for gist)
Categories of cognitive activities	Remembering. Understanding. Analysing.

Read the text:

My favourite Day



Hi, my name is Betty and Sunday is my favourite day because there is no school. My parents don't go to work on Sunday and we spend our free time together. I like to wake up late on Sunday, so I don't eat breakfast. When it's nice, sunny day I usually go to the park with my friends or go for a walk with my parents. I ride a bike or roller skate. At one o'clock, we go home or go to the cafe and have lunch together.

In the afternoon, I watch TV, listen to music or chat with my friends. I love Sunday.

Choose the correct answer:

1. What is the name of the girl?

a) Betty b) Bella c) Alice

2. She likes Sunday because

a) It's a nice day b) It's a holiday It's a funny day

3. When it's nice, sunny day Betty likes.....

a)to swim in the river b)go to the cinema c)go to the park with friends

Correct answer: 1a, 2b, 3c

True or False:

1. Betty's favourite day is Sunday _____
2. Her parents go to work on Sunday _____
3. She likes to wake up early on Sunday _____
4. Usually She rides a bike or roller skate _____
5. In the afternoon She reads books or plays computer games.

Correct answer: 1 True, 2 False, 3 False, 4 True, 5 False

Answer the question:

1. What is your favourite day of the week ? Why?

Correct answer: My favourite day of the week is Wednesday, because I have a dance group on this day.

Class	3
Theme	Time/ Daily routine
Level	mid A1
Aims	3.3.2.1 read and follow with limited support familiar instructions for classroom activities
Skills	Creative thinking
Categories of cognitive activities	Remembering

Puzzle Time

1. -a	11.- k	21.- u
2. -b	12.- l	22.- v
3. - c	13.- m	23. -w
4. -d	14.- n	24. -x
5. -e	15. - o	25. -y
6. -f	16.- p	26. -z
7. -g	17. -q	
8. -h	18.- r	
9. - i	19. - s	
10.- j	20. - t	



What's the proverb ?This is the key to the code!

20,9,13,5 , 9,19 13,15, 14,5,25

Correct answer : "Time is money"

Class	3
Theme	Time/ Daily routine
Level	mid A1
Aims	3.3.2.1 read and follow with limited support familiar instructions for classroom activities
Skills	Reading literacy
Categories of cognitive activities	Remembering

Make up sentences using the timetable:

Asel and Anel 	Olzhas 
Monday have dancing classes Tuesday play table tennis Wednesday go to see grandparents Saturday go to the cinema	Monday play football Wednesday play the guitar Thursday go to the cafe with friend Sunday go to the museum

Мысалы: Asel and Anel have dancing classes on Monday.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Correct answer:

1. Olzhas play football on Monday.
2. Asel and Anel play table tennis on Tuesday.
3. Olzhas plays the guitar on Wednesday.

4. The girls go to see grandparents on Wednesday.
5. He goes to the cafe with his friend Arlan on Thursday
6. Asel and Anel go to the cinema on Saturday.

Class	3
Theme	Animals
Level	mid A1
Aims	3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;
Skills	Reading literacy/ Science literacy
Bloom's taxonomy	Understanding

Look, listen, repeat and remember:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1. 8:00	Maths	Kazakh	Maths	Kazakh	Russian
2. 8:50	Kazakh	Literature	English	Maths	Maths
3. 9:40	English	Maths	PE	Russian	Music
4. 10:30	PE	Art	Handicraft	Computing	Literature

1. Write your timetable in English for Monday, Tuesday, Wednesday, Thursday and Friday.

2. Interview your classmate about his/ her favourite subject.

Class	3
Theme	Time
Level	mid A1
Aims	3.5.2.1 use cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10
Skills	Financial literacy
Bloom's taxonomy	Applying

Read, count and choose the correct answer:



1.A

notebook, a rubber and two pencils, please. How much are they?

- A. £3.30 B. £2.50 C.£1.20

2. Two pencils, a notebook and two rulers, please. How much are they?

- A. £1.10 B. £3.90 C.£4.80

3. Three rubbers, a pencil and two notebooks, please. How much are they?

- A. £5.10 B. £4.70 C.£7.60

Correct answer: 1.A; 2.C; 3.B

Class	3
Theme	Time
Level	mid A1
Aims	3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;
Skills	Reading literacy
Bloom's taxonomy	Remembering



People in the UK love drinking tea. Teatime is usually the best time of the day! Traditionally, teatime is at about four or five o'clock in the afternoon. People drink hot tea with milk or sugar and eat cakes or sandwiches. Many people drink tea all through the day – from breakfast to bedtime!

Teatime in Kazakhstan is a big part of the day. Kazakh people like drinking black tea with milk a lot. They drink tea from teacups called kesse, but they don't fill the teacup to the top with tea. Why? Because you must always drink tea hot, never cold! When you visit a home in Kazakhstan, there is always hot tea for you!

Read and write the country:

1. Usually the best time of the day is "teatime" in _____
2. Teatime is a big part of the day in _____
3. People like drinking black tea with a lot of milk in _____
4. People eat cakes or sandwiches with hot tea in _____

Class	3
Theme	Time
Level	mid A1
Aims	3.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues
Skills	Reading literacy
Bloom's taxonomy	Understanding

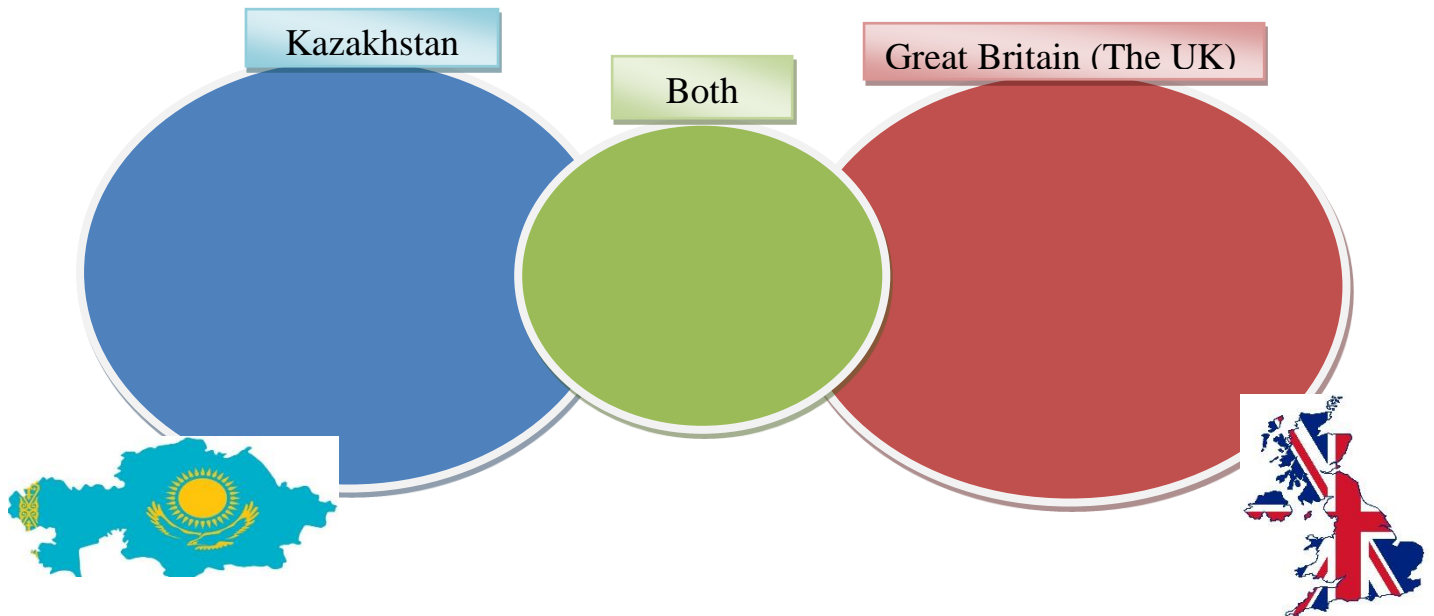
Answer the questions:

1. What do people in the UK love? _____
2. What kind of tea do people of Kazakhstan drink? _____
3. When do people in the UK usually drink tea? _____
4. What do people in the UK eat with tea? _____

5. What does teacup called in Kazakhstan? _____

Class	3
Theme	Time
Level	mid A1
Aims	3.2.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics .
Skills	Reading literacy
Bloom's taxonomy	Analysing:

Compare Kazakhstan and Great Britain:



Example: It is big

Astana

The population 19,5 mln

Hot and cold weather

both are beautiful

both like tea

It is small

London

The population 67,3 mln

Rainy and foggy weather

Class	3
Theme/ topic	Exploring space
Level	mid A1
Aims	31.8.1 understand short, narratives on a limited range of general and some curricular topics;
skills	mathematical literacy
Bloom's Taxonomy	COMPREHENSION

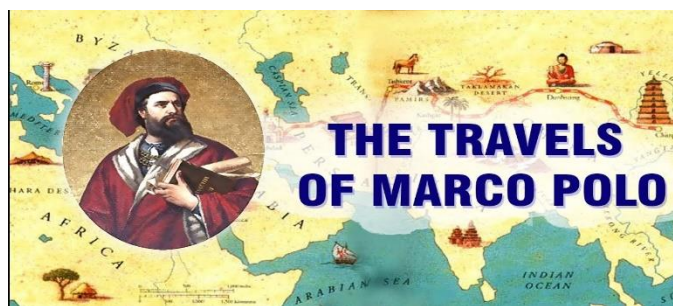


Look at the picture and read the sentences. Some of them are wrong, write about five more differences.

You can see three planets in the picture. The Earth is square in shape. There are two rockets in the picture. Five astronauts are exploring the moon. There are three small craters and five large craters on the moon. There are no aliens in the picture.

1. There aren't three planets in the picture. There are six planets in the picture.
2. _____
3. _____
4. _____
5. _____
6. _____

Class	3
Theme/ topic	Marco Polo
Level	mid A1
Aims	3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;
skills	science literacy
Bloom's Taxonomy	COMPREHENSION



Marco Polo.

Marco Polo was explorer. He was born in Venice, Italy in 1254. He was only 17 years old when started exploring the world! Marco Polo travelled to many places, but spent most of his time in China. He wrote a book about his adventures called «The Travels of Marco Polo».

Complete the sentences. Choose the correct answer.

1. Marco Polo was born in the year _____
a) 1354 b) 1254 c) 1264
2. At what age did he begin his travel.
a) 13 b) 12 c) 17
3. Marco Polo spent most of his time exploring _____
a) China b) Kazakhstan c) Japan

Answer the question.

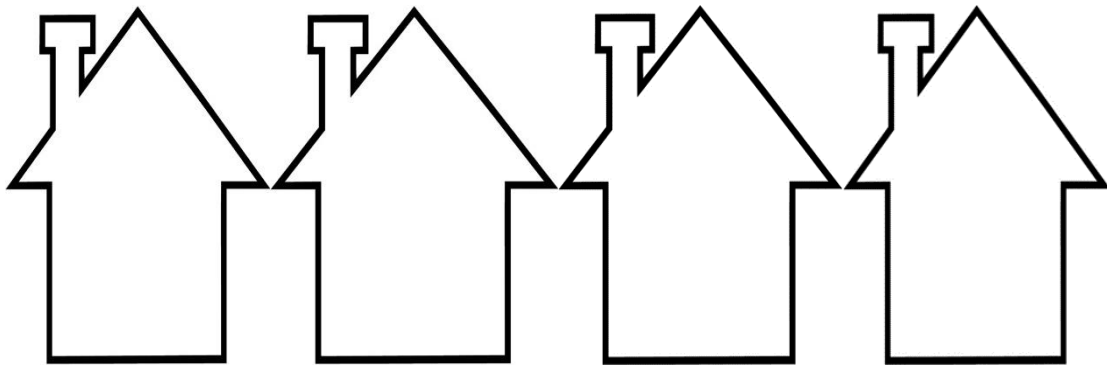
What book did Marco Polo write about his travels?

class	3
Theme/ topic	Musical instruments
Level	mid A1
Aims	3.3.2.1 read and follow with limited support familiar instructions for classroom activities;
skills	reading literacy
Bloom's Taxonomy	COMPREHENSION

Musical instruments are divided into families.

Each family has its own house. You have to write the words in the right house.

Saxophone, dombra, tambourine, violin, horn, xylophone, recorder, trombone.



The String

The Woodwind

The Percussion

The Brass

Family

Family

Family

Family

Guitar

Flute

Drum

Trumpet

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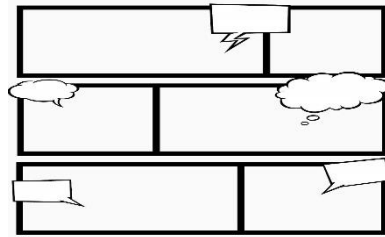
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class	3
Theme/ topic	Musical instruments
Level	mid A1
Aims	3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;
skills	Creative thinking
Bloom's Taxonomy	APPLICATION

Task: Read the story and create a comic strip based on it

There was a magic trumpet. The music of trumpet could be heard everywhere. However, one day, the trumpet disappeared, and boys and girls were sad. One girl wanted to find the trumpet. She asked everywhere, and went to the mountains. One man told her that the trumpet was in the Well of Shadows, and he give her a violin.

When the girl arrived at the Well, she found some musicians. They were playing sad music and she played with them. So she started to play the cheeriest, happiest music she could. All musicians were very happy. Suddenly the trumpet came out, more joyful than ever.



class	3
Theme/ topic	Shadow puppet show
Level	mid A1
Aims	3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;
skills	reading literacy
Bloom's Taxonomy	COMPREHENSION



1. Complete the sentences with the words from the box.

People	China	Stories
	Theatres	Modern

Shadow puppet _____ first started in _____ thousands of years ago. Shadow puppets tell _____ about important events and describe traditional _____. Nowadays there are some new and _____ stories, too.

2. Answer the questions.

Which country had the first shadow theatre?

How many years ago did shadow theatre start?

3. Find the numerals in the text and underline them

class	3
Theme/ topic	Drawing chairs
Level	mid A1

Aims	3.5.11.1 use has got/have got there is/are statement and question forms including short answers and contractions;
skills	reading literacy
Bloom's Taxonomy	APPLICATION

Complete the poem using Has or Have



Have

I _____ got a dog.

You _____ got a frog.

They _____ got a fox.

We _____ got a box.

He _____ got an owl.

She _____ got a doll.

It _____ got a ball.

That's all !



class	3
Theme/ topic	Drawing chairs
Level	mid A1
Aims	3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines;
skills	Creative thinking
Bloom's Taxonomy	APPLICATION

Picture dictation

The teacher describes a picture in English and the students have to listen carefully and draw what they hear.

The picture shows a classroom.

There are two desks and four chairs in the classroom.

There are three books and a laptop on the desk.

There is a school bag under the chair.

There are two large windows in the classroom.

There is a vase on the window.

There is a blackboard in the classroom.

There is a teacher standing next to the blackboard.

class	3
Theme/ topic	Inventions in Kazakhstan
Level	mid A1
Aims	3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;
skills	reading literacy
Bloom's Taxonomy	COMPREHENSION

1. Read the text .

Nazifa Baktybaeva is a student from Kazakhstan and an inventor of a spacecraft. In her free time, Nazifa likes skating and going hiking. She wants to be in first woman astronaut in Kazakhstan!

2. Correct the mistakes in the sentences


- Nazifa Baktybaeva is a teacher.
- Nazifa Baktybaeva is an inventor of a smartphone.
- Nazifa likes dancing and going hiking.
- Nazifa Baktybaeva is from Kyrgystan .
- She wants to be in first woman president in Kazakhstan!

class	3
Theme/ topic	Musical instruments
Level	mid A1
Aims	3.3.2.1 read and follow with limited support familiar instructions for classroom activities;
skills	reading literacy
Bloom's Taxonomy	COMPREHENSION

Read the text about Mia and write the words instead of the pictures

(four, piano, teacher, two, orchestra, ten)

My name is Mia. I began studying the  when I was three years old. I am

10 years old now. I play the piano in the  at the community college. We give a concert **2** times a year. I am always practicing new music for the next

concert. During the  year, I take **4** piano lessons every week from my piano

 ,Mrs. Taylor.

class	3
Theme/ topic	Exploring space
Level	mid A1
Aims	3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;
skills	Creative thinking
Bloom's Taxonomy o	APPLICATION

1. Write about an alien.

Name	
Planet	
Job	
Hobbies	
Favorite food	
Favorite sport	
Favorite animal	
Favorite subject	

2. Look at the aliens and complete the sentences with Has\ Hasn't



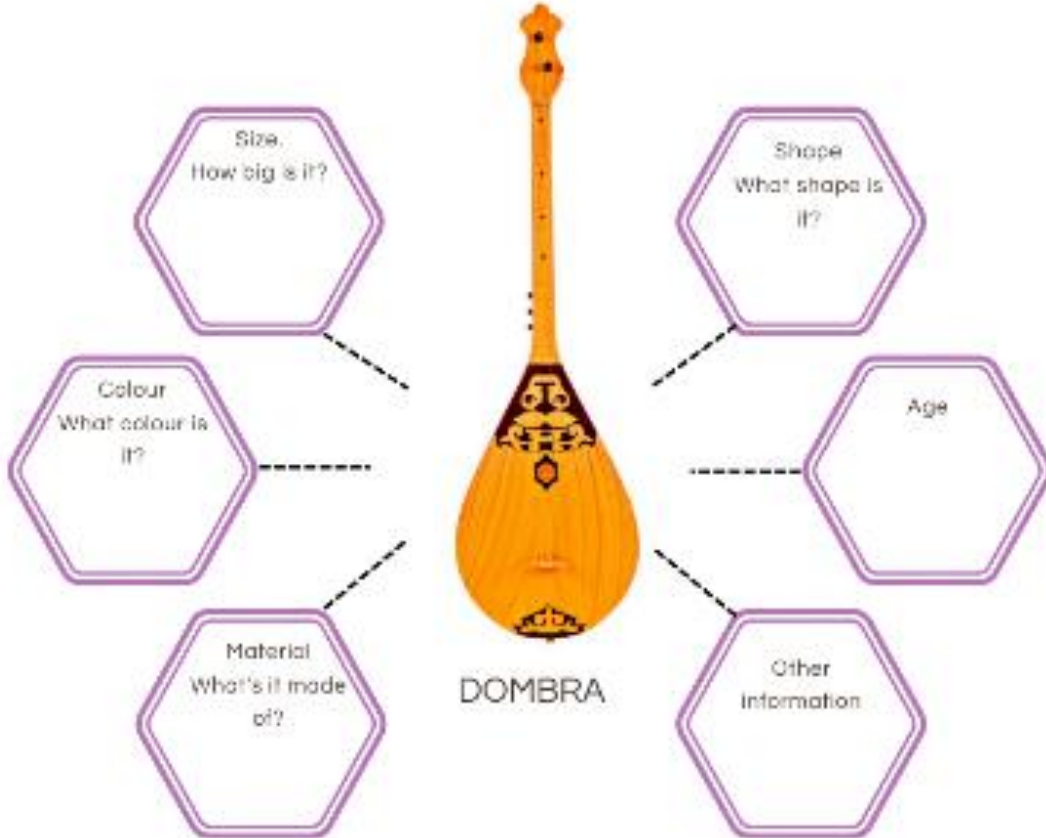
1. _____ one eye.
2. _____ small mouth.
3. _____ four legs.



1. _____ three eyes.
2. _____ two arms
3. _____ big mouth

class	3
Theme/ topic	Musical instruments
Level	mid A1
Aims	3.2.3.1 give short, basic description of people and objects, begin to describe past experiences on a limited range of general and some curricular topics;
skills	Creative thinking
Bloom's Taxonomy	COMPREHENSION

Describe the Kazakh national instrument, fill in the diagram.



class	3
Theme/ topic	Bright ideas
Level	mid A1
Aims	3.1.9.1 recognise short basic words that are spelt out
skills	science literacy
Bloom's Taxonomy	COMPREHENSION

Move the letters around and you'll find out what these people invented.

1. Martin Cooper invented the **boMeli Pnheo**.
2. Charles Babbage invented the **Crpuomet**
3. Ralph Baer invented the **Voedi Gmase**.
4. The Wright brothers (Orville and Wilbur Wright) invented the **Aepnlroae**.
5. Alexander Graham Bell invented the **Thenepelo**.

class	3
Theme/ topic	Bright ideas
Level	mid A1
Aims	3.5.6.1 use demonstrative pronouns this, these, that, those in open and closed questions
skills	reading literacy
Bloom's Taxonomy	APPLICATION

Listen to the dialogue

<https://www.elllo.org/class/A1/A1-11-Demonstratives.html>

Conversation 1

Man: Is this your book?

Woman: Yes, that is my book.

Man: And is this your pencil?

Woman: No, that is not my pencil.

Man: Whose pencil is it?

Woman: I am not sure.

Find the mistakes. Correct them.

Conversation 1

Man: This is your book?

Woman: Yes, this is my book.

Man: And is that your pencil?

Woman: No, this is not my pencil.

Man: Whose pencil is it?

Woman: I am not sure.

class	3
Theme/ topic	My music
Level	mid A1
Aims	3.4.5.1 link with support words or phrases using basic coordinating connectors;
skills	
Bloom's Taxonomy	APPLICATION

Fill in the gaps with SO ,BUT, OR,AND

I can play the guitar (.....) the dombra.

Do you like jazz (.....) hip hop?

I want to play guitar (.....) I'm studying with a teacher.

I can't play the kobyz (.....) I can sing.

Class	3
Theme	Four Walls
Level	A1
Aims	3.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues;
Skills	Reading literacy
Strategies and techniques	Paying attention to visual details
Bloom's taxonomy	Analyzing

1. Read the text and write True or False.



My house

I live in a house. Our house is very big and beautiful. There are five rooms in it. There is a living room and two bedrooms in our house. There is also a kitchen and a bathroom. There is a swimming pool in front of it. There is a big garden around our house.

1. Our house is small and beautiful. _____
2. There is one bedroom in it. _____
3. There is a pool in front of it. _____

Correct answers

a) F, b) F, c) T

Class	3
Theme	Four Walls
Level	A1
Aims	3.5.11.1 use has got/have got there is/are statement and question forms including short answers and contractions;
Skills	Mathematical literacy
Strategies and techniques	Logical-mathematical thinking
Bloom's taxonomy	Understanding

2. Look at the house and answer the questions:

- How many rooms are there?
- What rooms are they?
- How many rooms are there in your house? Name them.



Correct answers

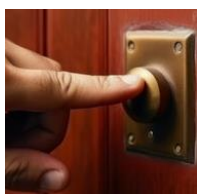
- There are five rooms.
- There is a living room, two bedrooms, a kitchen and a bathroom.

c) Student's answer

Class	3
Theme	Four Walls
Level	A1
Aims	3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics
Skills	Science literacy
Strategies and techniques	Applying world knowledge
Bloom's taxonomy	Understanding

3. Listen and match the sounds in the house.

doorbell **telephone** **washing machine** **vacuum**
cleaner









Correct answers

- 1) Telephone sound
- 2) Vacuum cleaner sound
- 3) Doorbell (elevator) sound
- 4) Washing machine sound

Note: Teachers may use such applications to find audio, as YouTube, Audacity, Freesound.org.

Class	3
Theme	Four Walls
Level	A1
Aims	3.2.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics
Skills	Financial literacy
Strategies and techniques	Paying attention to visual details

Bloom's taxonomy	Understanding
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4. Imagine that you have got \$10 000. Choose one house and explain your choice.

1) \$10 000



2) \$9 000



3) \$6 000



Correct answer - Student's answer

Class	3
Theme	Four Walls
Level	A1
Aims	3.4.4.1 write with support short basic sentences with appropriate spaces between words
Skills	Global competencies
Strategies and techniques	Applying world knowledge
Bloom's taxonomy	Understanding

5. The best place to start being green is your own house. Write 4 ways to save the Earth and then discuss.

1. _____
2. _____
3. _____
4. _____

Correct answer - Student's answer

Class	3
Theme	Four Walls
Level	A1

Aims	3.5.11.1 use has got/ have got there is/are statement and question forms including short answers and contractions
Skills	Creative thinking
Strategies and techniques	Applying world knowledge
Bloom's taxonomy	Creating

6. Design your dream house. How many rooms would it have? How big would it be? What furniture will you include?

Correct answer - Student's answer

Class	3
Theme	Our Town
Level	A1
Aims	3.1.9.1 recognise short basic words that are spelt out 3.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues;
Skills	Reading literacy
Strategies and techniques	Paying attention to visual details
Bloom's taxonomy	Understanding

Listen and label the pictures then read and write what place is it.

shopping center museum cinema café library market park



- a) We can see old things there. _____
- b) We can drink coffee there. _____
- c) We can walk and play there. _____
- d) We can watch a film there. _____
- e) We can buy clothes there. _____
- f) We can read books there. _____
- g) We can buy food there. _____

Correct answer

- a) museum
- b) café
- c) park
- d) cinema
- e) shopping center
- f) library
- g) market

Class	3
Theme	Our Town
Level	A1
Aims	3.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues;
Skills	Mathematical literacy
Strategies and techniques	Paying attention to visual details
Bloom's taxonomy	Understanding

Read the letter and write *T* or *F*.

My Town

This is my town. It's big and very old. In my town there are lots of shops and houses. There's a train station, bus station, fire station and police station. There are six markets and five banks. There are also four shopping centers. There is a big park in my town. There are seven schools. There is a cinema, museum and library, but there isn't a zoo.

1. There are two markets and five banks. _____
2. There are fourteen shopping centers. _____
3. There is a big park. _____
4. There isn't any zoo. _____

Correct answers

1)F, 2) F, 3) T, 4) T

Class	3
Theme	Our Town
Level	A1
Aims	3.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events, use common past simple forms to describe actions and feelings;
Skills	Science literacy
Strategies and techniques	Applying world knowledge
Bloom's taxonomy	Creating

Make a poster about ecological problems in our city. What do you find more important? What should we do for our city it would be greener?

Correct answer - Student's answer

Class	3
Theme	Our Town
Level	A1
Aims	3.2.6.1 take turns when speaking with others in a limited range of short, basic exchanges 3.5.14.1 use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are, use prepositions of time: on, in, at to talk about days and times and no preposition last week
Skills	Financial literacy
Strategies and techniques	Paying attention to visual details
Bloom's taxonomy	Understanding

Look at the pictures of homes A and B for sale. Make up the dialogue. Describe each picture to your partner and he/she should choose one.

1. What is made of?
2. How much does it cost?
3. How many rooms are there?
4. Where is it located?



Correct answer - Student's answer

Class	3
Theme	Our Town
Level	A1
Aims	3.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events, use common past simple forms to describe actions and feelings;
Skills	Global competencies
Strategies and techniques	Applying world knowledge
Bloom's taxonomy	Creating

Make a poster about ecological problems in our city. What do you find more important? What should we do for our city it would be greener?

Correct answer - Student's answer

Class	3
Theme	Our Town
Level	A1
Aims	3.2.4.1 respond to questions on a limited range of general and some curricular topics 3.5.14.1 use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are, use prepositions of time: on, in, at to talk about days and times and no preposition last week
Skills	Creative thinking
Strategies and techniques	Paying attention to visual details

Examine the map and speak, using prepositions of the place.

- 1) Where is the cinema?
- 2) Where is the cafe?
- 3) Where is the library?



Correct answer - Student's answer

Choose the building and draw the way to it. Explain it to your partner and ask them to find out the building.

Class	3
Theme	Around the House
Level	A1
Aims	3.1.9.1 recognise short basic words that are spelt out
Skills	Reading literacy
Strategies and techniques	Paying attention to visual details

Listen and match the words to the pictures.

1. bookcase
armchair

2. TV

3. picture

4. bed

5. plant

6.

7. table
window

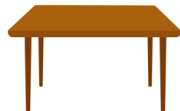
8. chair

9. lamp

10. cushion

11. sofa

12.

**Correct answer**

1. armchair
2. bookcase
3. chair
4. picture
5. lamp
6. plant
7. sofa
8. table
9. TV
10. window
11. cushion
12. Bed

Class	3
Theme	Around the House
Level	A1
Aims	3.5.11.1 use has got/have got there is/are statement and question forms including short answers and contractions
Skills	Mathematical literacy
Strategies and techniques	Paying attention to visual details
Bloom's taxonomy	Applying

1. Look at the picture and describe it, using there is / there are.



Correct answer - Student's answer

Class	3
Theme	Around the House
Level	A1
Aims	3.2.6.1 take turns when speaking with others in a limited range of short, basic exchanges
Skills	Science literacy
Strategies and techniques	Applying world knowledge
Bloom's taxonomy	Understanding

3. Discuss the questions with your partner.

- 1) How much does it cost to buy a home in your city?
- 2) Do you prefer living in the city or the country? Why?
- 3) Describe your neighbourhood.

Correct answer - Student's answer

Class	3
Theme	Around the House
Level	A1
Aims	3.2.6.1 take turns when speaking with others in a limited range of short, basic exchanges
Skills	Financial literacy
Strategies and techniques	Making decisions
Bloom's taxonomy	Analyzing

4. Your new home needs to be furnished! You and your partner have a budget of \$ 10 000 to buy the things needed for your home. You should spend \$ 5000! Decide what you will buy.

Single bed - \$400

Double bed - \$550

Double sofa – \$760

Three seater sofa -\$960

Bookcase - \$230

Table - \$190

Picture - \$100

TV - \$350

Chair - \$60

Lamp – \$50

Plant - \$ 30

Cushion – \$40

Armchair - \$450



Correct answer - Student's answer

Class	3
Theme	Around the House
Level	A1
Aims	3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;

Skills	Global competencies
Strategies and techniques	Recalling information
Bloom's taxonomy	Understanding

5. Discuss the questions with your partner.

- 1) What is there in your living room?
- 2) Have you got any furniture from abroad?
- 3) Explain the proverb "Home sweet home".

Correct answer - Student's answer

Class	3
Theme	Around the House
Level	A1
Aims	3.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events, use common past simple forms to describe actions and feelings
Skills	Creative thinking
Strategies and techniques	Applying world knowledge
Bloom's taxonomy	Creating

6. Design your living room and present it.

Correct answer - Student's answer

Class	3
Theme	Fun Places
Level	A1
Aims	3.3.1.1 recognise, identify and sound with support a limited range of familiar words in simple sentences
Skills	Reading literacy
Strategies and techniques	Paying attention to visual details

Read and match the words to the pictures.

1. Zoo



a) It's a place where you can swim.

2. cinema



b) It's a place where you can do sport.

3. aqua park



c) It's a place where you can observe animals.

4. sport center



d) It's a place where you can walk.

5. park



e) It's a place where you can skate.

6. skating rink



f) It's a place where you can watch the film.

Correct answer

1. c; 2. f; 3. a; 4. b; 5. d; 6. e.

Class	3
Theme	Fun Places
Level	A1
Aims	3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics
Skills	Mathematical literacy
Strategies and techniques	Logical-mathematical thinking
Bloom's taxonomy	Understanding

Read the text and answer the questions:

A day at the zoo

Today we are going to the amazing zoo in London. This zoo is called “The London Zoo”. It is located in Regents park. There are around 17480 animals and around 592 species. These are lions, tigers, penguins, gorillas, giraffes, horses. These are some of the animals in the zoo and there are many more.

- 1) How is the zoo called?
- 2) How many animals are there?
- 3) How many species are there?
- 4) What animals are there?

Correct answer

- 1) “The London Zoo”
- 2) 17480
- 3) 592
- 4) Lions, tigers, penguins, gorillas, giraffes, horses.

Class	3
Theme	Fun Places
Level	A1

Aims	3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics;
Skills	Science literacy
Strategies and techniques	Applying world knowledge
Bloom's taxonomy	Understanding

Match the rules in the zoo with pictures.

1) Don't litter.



a)

2) Don't scream.



b)

3) Don't take photos using flash.



c)

4) Don't feed the animals.



d)

5) Don't disturb the animals.



e)

6) Don't bring pets.



f)

Correct answer - 1.c; 2. f; 3. a; 4. e; 5. d; 6. b.

Class	3
Theme	Fun Places
Level	A1
Aims	3.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple

	future timetabled events, use common past simple forms to describe actions and feelings;
Skills	Global competencies
Strategies and techniques	Applying world knowledge
Bloom's taxonomy	Understanding

Discuss the questions with your partner.

- 1) Where do you go for fun?
- 2) Do you know the best places in town to go for fun?
- 3) Tell your classmates where you plan to go for your next vacation.

Correct answer - Student's answer

Class	3
Theme	Fun Places
Level	A1
Aims	3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics
Skills	Financial literacy
Strategies and techniques	Paying attention to visual details Logical-mathematical thinking
Bloom's taxonomy	Evaluating

Investigate from the given information:

- a) How much do you spend to feed animals at the zoo?
- b) How much do you spend if you go with your parents?
- c) How much do you spend if you take a tour guide?



Correct answer:

- a) \$1800
- b) \$4500
- c) \$3000

Class	3
Theme	Fun Places
Level	A1
Aims	3.2.1.1 make basic statements which provide personal information on a limited range of general topics
Skills	Creative thinking
Strategies and techniques	Paying attention to visual details Making decisions
Bloom's taxonomy	Creating

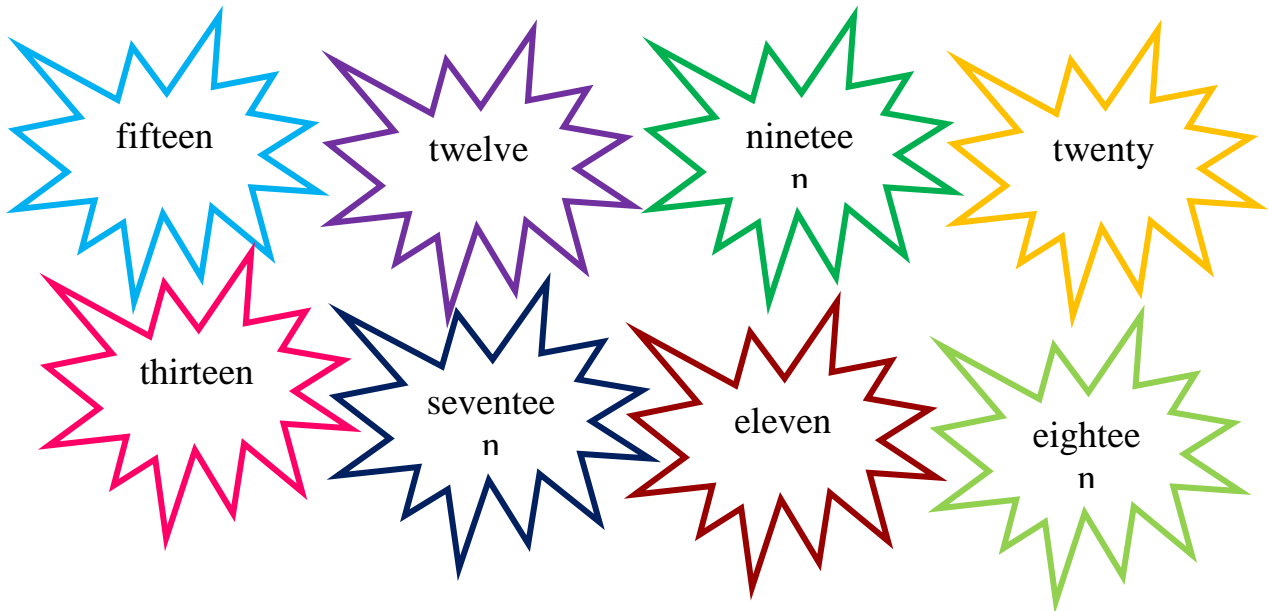
5. Work in pairs. Select the place, where would you like to go with your friend at the weekend. Decide why?



Correct answer - Student's answer

Class	3
Theme	Number games
Level	A1
Aims	3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.5.2.1 use cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10
Skills	Reading literacy
Strategies and techniques	Paying attention to visual details
Bloom's taxonomy	Understanding

Read the number words and write the number.



Correct answer:

Fifteen – 15, twelve – 12, nineteen – 19, twenty – 20.

Thirteen – 13, seventeen – 17, eleven – 11, eighteen – 18.

Class	3
Theme	Number games
Level	A1
Aims	3.5.2.1 use cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10;
Skills	Mathematical literacy
Strategies and techniques	Logical-mathematical thinking
Bloom's taxonomy	Evaluating

Solve and write.

1. $25 + 30 =$ _____
2. $16 + 34 =$ _____
3. $90 - 50 =$ _____
4. $70 + 13 =$ _____
5. $80 - 44 =$ _____
6. $12 + 11 =$ _____

Correct answer:

1. 55 fifty-five
2. 50 fifty
3. 40 Fourty
4. 83 Eighty-three
5. 36 thirty-six
6. 23 twenty three

Class	3
Theme	Number games
Level	A1
Aims	3.5.11.1 use has got/have got there is/are statement and question forms including short answers and contractions
Skills	Science literacy
Strategies and techniques	Logical-mathematical thinking
Bloom's taxonomy	Understanding

Work in pairs. You are visiting your grandma. Say your partner how many domestic animals are there in your grandma.

Correct answer - Student's answer

Class	3
Theme	Number games
Level	A1
Aims	3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics
Skills	Financial literacy
Strategies and techniques	Logical-mathematical thinking
Bloom's taxonomy	Analyzing

Read the text and answer the questions.

English Banknotes and Coins

The official currency of the United Kingdom is the pound sterling which is equal to one hundred pence. English banknotes are issued by the Bank of England. As to coins they are minted also by this state bank. The following coins are in circulation: one penny, two pence, five pence, ten pence, twenty pence, fifty pence, one pound and two pounds. The singular of pence is "penny". The symbol for the penny is "p".

- 1) What is the official currency of the U.K.?
- 2) What is the smallest unit?
- 3) How many pence are there in one pound?
- 4) What banknotes in the U.K. now?

Correct answer:

- 1) The pound sterling
- 2) One penny
- 3) One hundred pence
- 4) 5 pounds, 10 pounds, 20 pounds and 50 pounds

Class	3
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Theme	Number games Flying kites
Level	A1
Aims	3.3.2.1 read and follow with limited support familiar instructions for classroom activities
Skills	Global competencies
Strategies and techniques	Logical-mathematical thinking
Bloom's taxonomy	Analyzing

“My neighbourhood” complete the map. Solve, find and draw.

- 1) Draw it in 2B. It's a place where you can walk.
- 2) Draw it in 3C. It's a place where you can swim.
- 3) Draw it in 1A. It's a place where you can do sport.
- 4) Draw it in 3B. It's a place where you can observe animals.
- 5) Draw it in 1C. It's a place where you can skate.
- 6) Draw it in 3A. It's a place where you can watch the film.
- 7) Draw it in 1B. It's a place where you can study.
- 8) Draw it in 2C. It's a place where you can buy clothes.
- 9) Draw it in 2A. It's a place where you can see exhibitions.

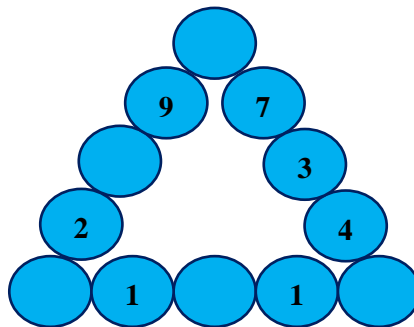
	A	B	C
1			
2			
3			

Correct answer:

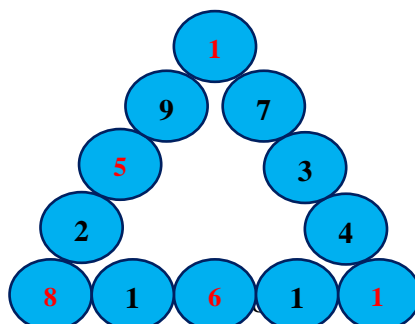
- 1) 2B – park.
- 2) 3C – aquapark.
- 3) 1A – sport center.
- 4) 3B – zoo.
- 5) 1C – skating rink.
- 6) 3A – cinema.
- 7) 1B – school.
- 8) 2C – shopping center.
- 9) 2A – museum.

Class	3
Theme	Number games Flying kites
Level	A1
Aims	3.5.2.1 use cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10
Skills	Critical thinking
Strategies and techniques	Logical-mathematical thinking
Bloom’s taxonomy	Analyzing

Place the number 5, 6, 8, 10, and 12 in the empty circles below, so the sum of each side of the triangle is 36. (Each number can only be used once.) Create your own.



Correct answer:



Class	3
Theme	Flying kites
Level	A1
Aims	3.3.1.1 recognise, identify and sound with support a limited range of familiar words in simple sentences
Skills	Reading literacy
Strategies and techniques	Logical-mathematical thinking
Bloom's taxonomy	Understanding

1. Read and match.

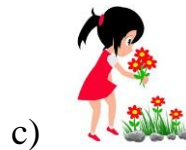
1) eat an ice cream



2) sleep



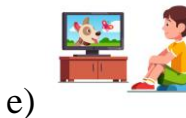
3) listen to music



4) watch TV



5) tidy my room



6) drink milk



7) pick flowers



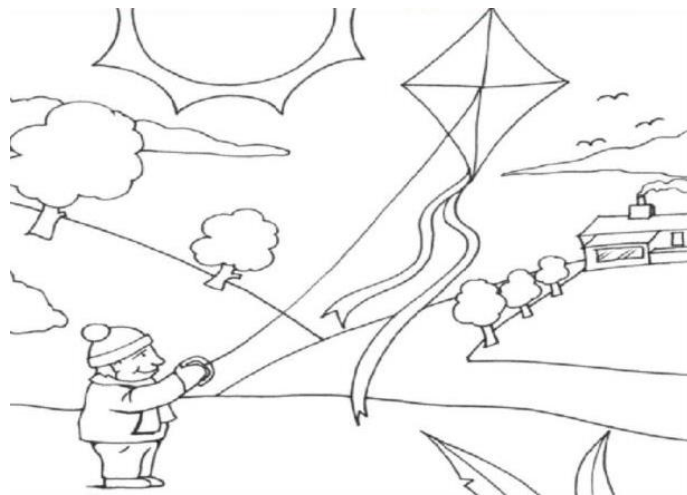
Correct answer – 1) d, 2) a, 3) f, 4) e, 5) b, 6) g, 7) c.

Class	3
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Theme	Flying kites
Level	A1
Aims	3.5.11.1 use has got/ have got there is/are statement and question forms including short answers and contractions
Skills	Reading literacy
Strategies and techniques	Logical-mathematical thinking
Bloom's taxonomy	Analyzing

Look at the picture and answer the questions, then colour it.

- How many trees are there?
- How many birds are there in the sky?
- How many kites are there?
- How many houses are there?



Correct answer:

- There are five trees.
- There are three birds.
- There is one kite.
- There is one house.

Class	3
Theme	Flying kites
Level	A1
Aims	3.2.1.1 make basic statements which provide personal information on a limited range of general topics
Skills	Critical thinking

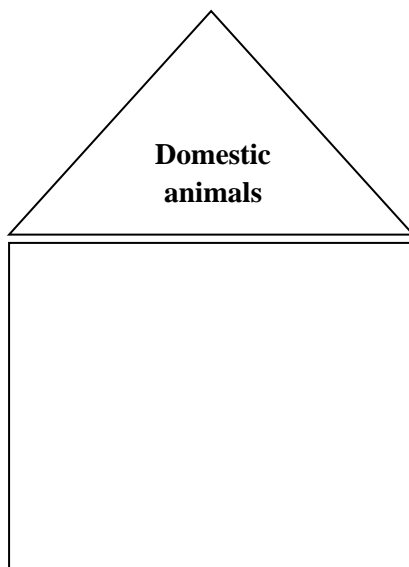
Strategies and techniques	Logical-mathematical thinking
Bloom's taxonomy	Creating

Design your own kite.

Class	3
Theme	Animals
Level	A1
Aims	3.1.5.1 distinguish between phonemically distinct words;
Skills	Creative thinking
Bloom's taxonomy	Remembering Creating

Divide the words into 2 groups.

Cat, snake, dog, elephant, cow, goat, penguin, giraffe, zebra, chicken, duck, frog.



Wild animals

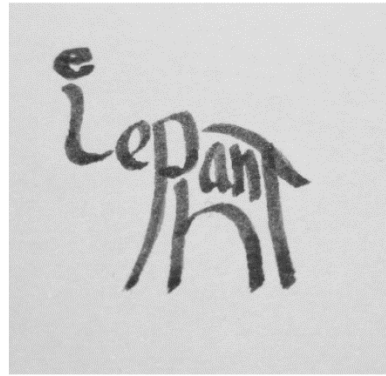


Answers: Domestic animals: cat, dog, cow, goat, chicken, duck.

Wild animals: snake, elephant, penguin, giraffe, zebra, frog.

Draw a picture of an animal

(Note: Ask students to use the calligram technique, as shown below)



Class	3
Theme	Animals
Level	A1
Aims	3.1.5.1 distinguish between phonemically distinct words;
Skills	Creative thinking
Bloom's taxonomy	Remembering Creating

Find the words.

1. cow, 2. dog, 3. rabbit, 4. duck, 5. fish, 6. bear, 7. horse, 8. cat, 9. goat.





c	o	w	d	o	g
r	a	b	b	i	t
c	d	u	c	k	g
a	f	i	s	h	o
t	b	e	a	r	a
h	o	r	s	e	t

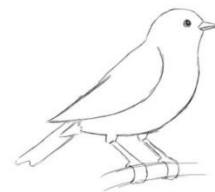
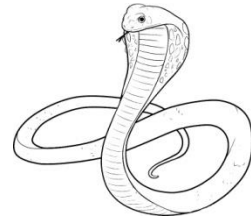
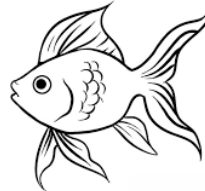
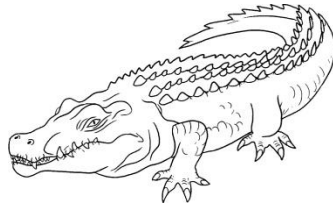
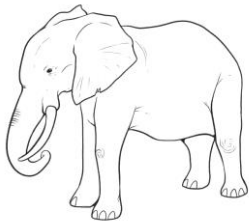
Make your own crossword

Answers:					
c	o	w	d	o	g
r	a	b	b	i	t
c	d	u	c	k	g
a	f	i	s	h	o
t	b	e	a	r	a
h	o	r	s	e	t

Colour the animals

Class	3
Theme	Animals
Level	A1
Aims	3.1.5.1 distinguish between phonemically distinct words;
Skills	Creative thinking
Bloom's taxonomy	Remembering

	Reptiles
	Mammals
	Fish
	Birds



Class	3
Theme	Animals

Level	A1
Aims	3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;
Skills	Reading literacy
Bloom's taxonomy	Understanding

Read and find what animal is it?

1. It is big and grey. It has got big ears and a long nose. What animal is it?

2. It is small and green. It has got a big mouth and small eyes. It can jump. What animal is it? _____
3. It is a domestic animal. It has got a long tail. It likes milk. What animal is it?

4. It is small. It can climb trees. It likes bananas. What animal is it?

5. It is green and long. It has got a big mouth and a long tail. What animal is it?

Answers: 1. An elephant; 2. A frog; 3. A cat; 4. A monkey; 5. A crocodile.

Class	3
Theme	Animals
Level	A1
Aims	3.5.14.2 use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are;
Skills	Reading literacy
Bloom's taxonomy	Applying

Look at the picture and write the prepositions: in, on, behind, between, next to, in front of.



1. Where is the elephant? It is behind the bear.
2. Where is the parrot? It is _____ the tree.
3. Where is the crocodile? It is _____ the lion.
4. Where is the monkey? It is _____ the bear and the tortoise.
5. Where is the grasshopper? It is _____ the crocodile.
6. Where is the lion? It is _____ the giraffe.

Answers: 2.in; 3. in front of; 4.between; 5.on;6. next to

Look at the picture and write True or False.

1. There is a parrot in the tree. _____
2. There is a tortoise in front of the giraffe. _____
3. There is a monkey next to the bear. _____
4. There is a zebra behind the lion. _____
5. There is a mouse in the crocodile. _____

Answers: 1.T; 2.T; 3.T; 4.F; 5.F.

Class	3
Theme	Animals
Level	A1
Aims	3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;
Skills	Mathematical literacy
Bloom's taxonomy	Evaluating

Look at the picture, count, write the numbers and answer the question.

Hello! I am Andy. I have got a farm. I have got ___ dog and ___ cat. There are ___ chickens and ___ ducks. There are ___ sheep and ___ pigs. There is ___ cow, ___ donkey and ___ horse on my farm.

How many animals are there on Andy's farm? _____

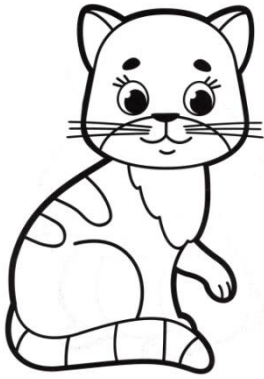


Answers: one dog, one cat, nine chickens, four ducks, five sheep, three pigs, one cow, one donkey, one horse

There are 26 animals on Andy's farm.

Class	3
Theme	Animals
Level	A1
Aims	3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;
Skills	Creative thinking
Bloom's taxonomy	Creating

Read and colour.



This is my cat. It is black and white. It is small. It has got a long tail and a small nose.

Draw and write.

	Its nose is ...

Class	3
Theme	Animals
Level	A1
Aims	3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;
Skills	Mathematical literacy
Bloom's taxonomy	Evaluating

Read and write the numbers.

1. On the farm there are fifteen cows and eleven horses. How many animals are there? _____
2. At the zoo there are two elephants, five monkeys, four lions, three zebras, six bears. How many animals are there? _____

Answers: 1. 26 animals on the farm; 2. 20 animals at the zoo.

Class	3
Theme	Light and dark
Level	A1
Aims	3.1.5.1 distinguish phonemically different words;
Skills	Creative thinking
Techniques	Scrambled words
Bloom's taxonomy	Remembering

Correct the words.

a p c	cap
f a r c s	
v s e g l o	
o o b t s	
p e r j u m	
s e r d s	

Answers: scarf, gloves, boots, jumper, dress

Divide the words into two groups.

Class	3
Theme	Light and dark
Level	A1
Aims	3.1.5.1 distinguish phonemically different words;
Skills	Creative thinking
Bloom's taxonomy	Understanding

Cap, scarf, gloves, boots, jumper, jeans, dress, hat, shorts, shoes.

Singular	Plural

Answers:

Singular: cap, scarf, jumper, dress, hat.

Plural: gloves, boots, jeans, shorts, shoes.

Class	3
Theme	Light and dark
Level	A1
Aims	3.2.4.1 answer the questions within a limited range of general and educational topics;
Skills	Creative thinking
Bloom's taxonomy	Understanding

Look at the picture and answer the question.



What is she wearing?

She is wearing_____.

What is he wearing?

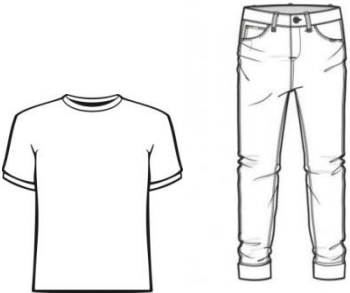
He is wearing_____.

Answers: *She is wearing a yellow blouse, a blue skirt, white socks and red shoes.*

He is wearing a blue shirt, red shorts, white socks and black shoes.

Class	3
Theme	Light and dark
Level	A1
Aims	3.3.5.1 understand the main ideas of short, simple texts on general familiar topics and some educational topics context clues;
Skills	Reading literacy
Bloom's taxonomy	Creating

Read and colour.

	<p>These are my clothes. This is my T-shirt. It is red. These are my jeans. They are blue.</p>
--	--

Draw, colour and write.

These are my clothes.

Class	3
Theme	Light and dark
Level	A1

Aims	3.3.5.1 understand the main ideas of short, simple texts on general familiar topics and some educational topics context clues;
Skills	Reading literacy
Bloom's taxonomy	Applying

Read and colour.



Tom

Polly

Tom has got blue jeans and a green T-shirt.
His shoes are black.

Polly has got a pink blouse and a purple skirt.
Her shoes are brown.

Class	3
Theme	Light and dark
Level	A1
Aims	3.1.7.1 Use contextual cues to predict the content of short dialogues with support on general and educational topics.
Skills	Reading literacy
Bloom's taxonomy	Remembering

Look and read. Write the name of the shop.



Mr Black



Mr White



Mr Brown

I have got some dresses and I have got some hats. I haven't got any T-shirts but I have got some scarves. _____

I have got some dresses and scarves. I haven't got any hats, but I have got some jeans. _____

Tasks for the development of functional literacy for Grade 4

Subject	English
Grade	4
Level (CEFR)	High A1
Aims	4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information 4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics 4.2.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly 4.1.7.1 use contextual clues to predict content and meaning in short supported talk on an increasing range of general and some curricular topics 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information
Skills	Mathematical literacy
Theme	Treasure and numbers
Resource	https://leverageedu.com/blog/english-speech-topics/

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Task format
Remembering	1	4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues	Memorization of specific information.	Read the online conversation. Complete the chart.
Understanding	2	4.4.4.1 write with support a sequence of short sentences in a	Understanding of the material	Choose the appropriate

		paragraph to give basic personal information	independently of the other material.	question word
Applying	3	4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics	Using the methods, concepts, principles and theories in new situations.	Order the words to make questions
Analyzing	4	4.2.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly	The division of information on the constituent elements	Compare the difference between the numbers. Practise saying all the numbers and then circle its
Evaluating	5	4.1.7.1 use contextual clues to predict content and meaning in short supported talk on an increasing range of general and some curricular topics	Making the integer of the particular parts.	Choose the best title for the dialogue
Creating	6	4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information	Determining the value of the materials and methods when aims, standards and criteria are defined	Create your own application form

Mary: Hi, John. I'm looking for your contact information. Do you have a business card?

John: Sure, here you go.

Mary: Thanks. Let me just enter your information into my phone. What's your email address?

John: It's john.smith@example.com.

Mary: Got it. And your phone number?

John: It's (555) 123-4567.


Mary: Perfect. Thanks again.

John: You're welcome.

Mary: (to herself) Okay, now I have John's phone number, email address, and physical address. I'm all set!

REMEMBERING:

Task 1. Read the online dialogue. Complete the chart.

	Name: <input type="text"/>	
	phone number: <input type="text"/>	email address: <input type="text"/>

Correct answers: John, (555) 123-4567, john.smith@example.com.

UNDERSTANDING:

Task 2. Choose the appropriate question word: ***How, What, or Who***.

1. <i>Where</i> are you from?	- I'm from Kazakhstan.
2. _____ are you?	- Fine, thanks.
3. _____ is he?	- He's a friend.
4. _____'s your name?	- Mary
5. _____ old are you?	- 26
6. _____'s your phone number?	- (555) 123-4567

Correct answers: 2.How, 3.Who, 4.What, 5.How, 6.What.

APPLYING:

Task 3. Order the words to make questions.

1. she who is? _____
2. what phone your number is? _____
3. is where room 5? _____
4. your number is phone (555) 123-4567? _____
5. is his email what? _____

Correct answers: 1. Who is she?, 2. What is your phone number?, 3. Where is room 5?, 4. Is your phone number (555) 123-4567?, 5. What is his email?.

ANALYZING:

Task 4. Compare the difference between the numbers. Practise saying all the numbers and then circle it.

1. 13-30
2. 14-40
3. 15-50
4. 16-60
5. 17-70
6. 18-80
7. 19-90

Correct answers: Remind students of the rule about stress on numbers like ***thirteen*** and ***thirty***.

EVALUATING

Task 5. Choose the best title for the dialogue:

1. What's your phone number?
2. About John.
3. About Mary.

Correct answers: "What's your phone number?".

CREATING:

Task 6. Create your own application form.

First name	
Surname	
Title	Mr____ Ms____ Mrs_____
Age	
Address	
Postcode	
Email	
Phone number	Home _____ Mobile _____

Task

Subject	English
Grade	4
Level (CEFR)	High A1
Aims	4.3.4.1 find with support books, worksheets and other print materials in a class or school library according to classification 4.3.1.1 recognize, identify and sound with support a growing range of language at text level 4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.2.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics 4.5.9.1 use common simple present forms, including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions
Skills	Global competencies, Creative thinking
Theme	Machines
Resource	https://www.toppr.com/guides/english/speech-topics-for-students-children/

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Task format
Remembering	1	4.3.4.1 find with support books, worksheets and other print materials in a class or school library according to classification	Memorization of specific information.	Match the words with the definitions

Understanding	2	4.3.1.1 recognize, identify and sound with support a growing range of language at text level	Understanding of the material independently of the other material.	Complete the sentences with the information from the text
Applying	3	4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues	Using the methods, concepts, principles and theories in new situations.	Prove that electric cars benefit the environment
Analyzing	4	4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	The division of information on the constituent elements	Compare and identify differences and similarities between machines using a Venn Diagram
Evaluating	5	4.2.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics	Determining the value of the materials and methods when aims, standards and criteria are defined	Justify that gasoline cars are harmful to the environment
Creating	6	4.5.9.1 use common simple present forms, including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions	Making the integer of the particular parts	Design your electric car

Electric Cars in Kazakhstan: Pros and Cons

More and more people in Kazakhstan are choosing electric cars. These cars have some good things about them, but there are also some bad things to think about.

Here are the good things:

1. They cost less to fuel: Electricity is cheaper than gasoline, so you can save money by driving an electric car.
2. They don't pollute: Electric cars don't make any bad stuff come out of their pipes, so they help keep the air clean and stop gases that make the earth too warm.

3. They're quiet: Electric cars are not as loud as cars that use gasoline, so it's more peaceful to drive them.

But here are the bad things:

1. They cost more to buy: Electric cars usually cost more money when you first buy them.

2. You can't drive far: Electric cars can only go a certain distance on just one charge, so they're not very good for long trips.

3. They take a long time to charge: It can take a few hours to completely charge an electric car, which can be annoying.

REMEMBERING:

Task 1. Match the words with the definitions. (1-f)

1. Electric car	a. is a car that is powered by gasoline, also known as petrol.
2. Gasoline-powered car	b. are the gases and pollutants that are released into the air from the pipe of a vehicle.
3. Fuel	c. is a car that is powered by electricity instead of gasoline.
4. Air pollutants	d. means to supply electricity to a battery or other device.
5. Charging	e. is a gasoline that is burned in the car's engine to create power.

Correct answers: 1-c, 2-a, 3-e, 4-b, 5-d.

UNDERSTANDING:

Task 2. Complete the sentences with the information from the text.

1. Electricity is cheaper than gasoline, so you _____

2. Electric cars don't make any bad stuff come out of their pipes, so they _____

3. Electric cars are not as loud as cars that use gasoline, so it's _____

4. Electric cars usually cost more money _____

5. Electric cars can only go a certain distance on just one charge, so they're not very

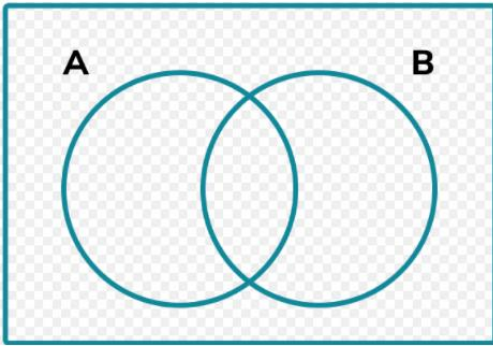
Correct answers: 1) can save money by driving an electric car. 2) help keep the air clean and stop gases that make the earth too warm. 3) more peaceful to drive them. 4) when you first buy them. 5) good for long trips.

APPLYING:

Task 3. Prove that electric cars benefit the environment.

ANALYZING:

Task 4. Compare and identify differences and similarities between machines using a Venn Diagram.



EVALUATING

Task 5. Tell that gasoline cars are harmful to the environment.

CREATING:

Task 6. Make your electric car.

Task

Subject	English
Grade	4
Level (CEFR)	High A1
Aims	4.3.3.1 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.4.3.1 write with support short sentences which describe people, places and objects 4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics 4.5.9.1 use common simple present forms, including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions 4.2.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics 4.2.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics
Skills	Global competencies
Theme	Healthy world
Resource	https://ischoolconnect.com/blog/english-speech-topics-best-topics-to-engage-your-audience/

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Task format
Remembering	1	4.3.3.1 recognize basic opinions in short, simple texts on an increasing range of general range	Memorization of specific information.	Read the text and answer the questions

		of general and some curricular topics		
Understanding	2	4.4.3.1 write with support short sentences which describe people, places and objects 4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics	Understanding of the material independently of the other material.	Fill in the gaps
Applying	3	4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics	Using the methods, concepts, principles and theories in new situations.	Choose the best answer
Analyzing	4	4.5.9.1 use common simple present forms, including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions	The division of information on the constituent elements	Find all the verbs in the story and make sentences with them in Past Simple
Evaluating	5	4.2.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics	Determining the value of the materials and methods when aims, standards and criteria are defined	Work with your classmate. How good are your habits
Creating	6	4.2.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics	Making the integer of the particular parts	Look at the pictures and tell the story.

Once there was a little boy. His name was Nick. He didn't like washing at all. Every morning he got up but he didn't brush his teeth. He didn't comb his hair. He didn't have a shower or bath. Every time when his mom said to him, "Nick, have a bath", he answered, "No, no, no."

He liked playing in the garden with his dog. He ate his food and he didn't wash his hands before or after eating the food. Children at school didn't like that and didn't

play with him. Only dogs liked playing with him because he smelled bad. Nick was very sad.

One day he had a bath, he brushed his teeth, he combed his hair. He was clean. Children played with him at school. "Now I always want to be clean. And it's healthy", said Nick.

REMEMBERING

Task 1. Read the text and answer the questions.

1. Who is this story about?
2. What is this story about?

Correct answers: 1. About Nick, 2. About hygiene.

UNDERSTANDING

Task 2. Fill in the gaps.

1. He _____like washing at all.
2. He liked _____in the garden with his dog.
3. Children at school didn't like that and didn't _____with him.
4. Only dogs _____playing with him because he smelled bad.
5. Children _____with him at school.
6. He _____clean.

Correct answers: 1.didn't, 2. playing, 3. play, 4. liked, 5.played, 6. was.

APPLYING

Task 3. Choose the best answer.

1. The boy's name in the story was _____
a) Tom b) Jack c) Nick
2. Nick didn't brush his _____
a) teeth b) face c) hands
3. Nick didn't comb his _____
a) hair b) head c) legs
4. Nick didn't _____a shower
a) see b) have c) go

Correct answers: 1) c, 2) a, 3) a, 4) b.

ANALYSING

Task 4. Find all the verbs in the story and make sentences with them in Past Simple.

Correct answers: like, got up, brush, comb, have, answered, ate, wash, play, smelled, had, want.

EVALUATING

Task 5. Work with your classmate. How good are your habits?

1. Do you brush your teeth in the morning and in the evening?
2. Do you have a shower/ bath every day?
3. Do you wash your hands before you eat?
4. Do you wash your face?
5. Do you eat healthy food?
6. Do you comb your hair?
7. Do you go to bed early?

CREATING

Task 6. Look at the pictures and tell the story.



Task

Subject	English
Grade	4
Level (CEFR)	High A1
Aims	<p>4.3.1.1 recognize, identify and sound with support a growing range of language at text level</p> <p>4.5.9.1 use common simple present forms, including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions</p> <p>4.2.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics</p> <p>4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics</p> <p>4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues</p> <p>4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information</p>
Skills	Global competencies, Creative thinking
Theme	Professions and Ways of Communication

Resource	https://kinogo.media/31054-djaval-nosit-prada.html
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Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Task format
Remembering	1	4.3.1.1 recognize, identify and sound with support a growing range of language at text level	Memorization of specific information.	Read the conversation and mark the sentences True or False
Understanding	2	4.5.9.1 use common simple present forms, including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions	Understanding of the material independently of the other material.	Complete the chart
Applying	3	4.2.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics	Using the methods, concepts, principles and theories in new situations.	Think of two people you know who have jobs. Ask and answer with a partner
Analyzing	4	4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics	The division of information on the constituent elements	Put the sentences in the order the dialogue happened
Evaluating	5	4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues	Making the integer of the particular parts	Choose the best title for the dialogue
Creating	6	4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information	Determining the value of the materials and methods when aims, standards and criteria are defined	Write two paragraphs about the people



Alice: Who's that?
 Melanie: Anna Crawley.
 Alice: Does she work for our magazine?
 Melanie: No, she doesn't. She works for Armani.
 Alice: OK. Ah, hello Anna. How are you?
 Anna: I'm fine. Great to see you, Alice. Nice party!

Alice: Thanks. And who's that man over there?
 Melanie: Andrew York. He's a journalist.
 Alice: Where does he work?
 Melanie: He works for HELLO magazine.
 Alice: Hi, Andrew. Nice to see you here
 Andrew: Hello, Alice. Beautiful dress!
 Alice: Thank you.

REMEMBERING

Task 1. Read the dialogue and mark the sentences True or False.

- 1) Anna Crawley works for their magazine.
- 2) Andrew York is a journalist.
- 3) He works for Vogue magazine.

Correct answers: 1) False, 2) True, 3) False.

Task 1.1. Can you remember?

- 1) What does Alice do?
- 2) What about Melanie, Anna, and Andrew?

UNDERSTANDING

Task 2. Complete the chart.

Present Simple, third person

	I/you	he/she
+	I work for Hello magazine.	He _____ for Hello magazine.
-	I don't have an assistant	She _____ an assistant
?	Do you work for our magazine?	_____ she work for our magazine?
x	No, I don't .	No, she _____.
Wh	Where do you work?	Where _____ he work?

APPLYING

Task 3. Think of two people you know who have jobs. Ask and answer with a partner.

- 1) What / he (she) do?
- 2) Where/ he (she) work?

/he (she) speak English at work?
/he (she) like his (her) job? Why?

ANALYSING

Task 4. Put the sentences in the order the dialogue happened

- 1) Hello, Alice. Beautiful dress!
- 2) Does she work for our magazine?
- 3) Hi, Andrew. Nice to see you here
- 4) I'm fine. Great to see you, Alice. Nice party!
- 5) He works for HELLO magazine.

Correct answers: 2), 4), 5), 3), 1).

EVALUATING

Task 5. Choose the best title for the dialogue.

- A) Hello magazine
- B) Good Friends
- C) About Fashion
- D) The Devil Wears Prada
- E) About Alice

Correct answer : D) The Devil Wears Prada

CREATING

Task 6. Write two paragraphs about the people in Task 3.

TEXT

Class	4
Theme/ topic	Hot and Cold
Level (CEFR)	high A1
Aims	4.2.1.1 составлять простые высказывания о себе в рамках более широкого круга общих и учебных тем 4.2.4.1 отвечать на вопросы в рамках более широкого круга общих и учебных тем 4.3.5.1 понимать основные идеи коротких стандартных текстов в рамках более широкого диапазона общих и учебных тем с помощью контекстных подсказок 4.3.6.1 понимать с некоторой поддержкой фактическую информацию и детали в коротких несложных текстах на более широкий круг общих и учебных тем 4.5.10.1 использовать формы настоящего продолжительного времени, включая короткие ответы и сокращения для описания действий происходящих в данный момент и будущие договоренности для составления коротких инструкций на общие темы, использовать форму -ing для описания общих

	действий
Skills	Reading/ listening, speaking/writing, use of English
Strategies and techniques	Skimming, scanning, pair work
Resource	https://helenadailyenglish.com/short-stories-in-english-a-windy-day.html
Functional literacy	reading literacy science literacy creative thinking

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Type of reading	Task format
Remembering	1	4.3.5.1 понимать основные идеи коротких стандартных текстов в рамках более широкого диапазона общих и учебных тем с помощью контекстных подсказок	Memorization of specific information	Skimming (reading for gist)	Make a list of two things
Understanding	2	4.3.6.1 понимать с некоторой поддержкой фактическую информацию и детали в коротких несложных текстах на более широкий круг общих и учебных тем	Understanding of the material independently of the other material	Scanning (reading for specific information and detail)	Questions that require an extended answer
Applying	3	4.2.4.1 отвечать на вопросы в рамках более широкого круга общих и учебных тем	Using the methods, concepts, principles and theories in new situations	Scanning (reading for specific information and detail)	Questions that require an extended answer
Analysing	4	4.5.10.1 использовать формы настоящего продолжительного времени, включая короткие ответы и сокращения для описания действий происходящих в данный момент и будущие договоренности для	The division of information on the constituent elements. Identifying and analysing; Organization of ideas;	Intensive	Compare

		составления коротких инструкций на общие темы, использовать форму -ing для описания общих действий			
Evaluating	5	4.2.1.1 составлять простые высказывания о себе в рамках более широкого круга общих и учебных тем	Determining the value of the materials and methods when aims, standards and criteria are defined	Intensive	Justify the fact
Creating	6	4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics	Making the integer of the particular parts. Predicting; Composing		Design a poster

Short Stories in English: A Windy Day

It's a windy day. The wind is blowing hard. Paper is blowing everywhere. The wind blew the man's hat off. It blew the woman's hat off. It blew a bird off the telephone wire. The other birds laughed. The wind keeps blowing. The trees are bending over. The people outside are bending over. The wind makes it hard to walk. The wind makes it hard to drive. The big trucks have to stop on the side of the freeway.

One driver did not stop. He was in a hurry. The wind blew his truck over. The big truck is on its side. The wheels are spinning in the wind. The driver was not hurt. He is waiting for a crane. The crane will pick up the truck. The crane will put the truck on its wheels again. The driver learned his lesson. He will never drive in the wind again.

Remembering:

List two things that the wind blew in the story off.

Correct answer: a hat, a bird

Understanding:

Explain what lesson did the driver learn when the wind blew his truck over.

Correct answer: He will never drive in the wind again.

Applying:

Use the information you know about wind to explain why the big trucks have to stop when it is very windy.

Correct answer: Big trucks have to stop because the wind is very strong and it is dangerous to keep moving.

Analysing:

Compare how the wind affects things that don't move, like trees, and things that can move, like trucks.

Correct answer: The trees are bending over. The wind can blow the truck over.

Evaluating:

Say why it is important for drivers to understand weather forecast about extreme weather conditions.

Creating:

In pairs make a poster about safety steps for people and drivers during windy weather.

TEXT

Class	4
Theme/ topic	Healthy World. Save our animals.
Level (CEFR)	high A1
Aims	4.2.3.1 описывать людей и предметы простыми словами в рамках ограниченного круга общих и учебных тем, описывать прошлый опыт в рамках более широкого круга общих и некоторых учебных тем 4.2.7.1 использовать большее количество слов, фраз и предложений при обсуждении в парах, группах и всем классом 4.3.2.1 читать и понимать с некоторой поддержкой короткие несложные художественные и научно-популярные тексты 4.4.1.1 составлять, записывать и проверять с поддержкой предложения на ряд личных, общих и учебных тем 4.5.5.1 использовать вопросительные местоимения who, what and where, how many, how much, how often, how big, what kind of при составлении вопросов на более широкий круг знакомых тем
Skills	Reading/ listening, speaking/writing, use of English
Strategies and techniques	Skimming, scanning, pair work, group work
Resource	https://animalia.bio/snow-leopard?custom_list=937
Functional literacy	reading literacy mathematical literacy creative thinking global competencies

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Type of reading	Task format
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Remembering	1	4.2.3.1 описывать людей и предметы простыми словами в рамках ограниченного круга общих и учебных тем, описывать прошлый опыт в рамках более широкого круга общих и некоторых учебных тем	Memorization of specific information	Scanning (reading for specific information and detail)	Question that requires an extended answer
Understanding	2	4.3.2.1 читать и понимать с некоторой поддержкой короткие несложные художественные и научно-популярные тексты	Understanding of the material independently of the other material	Skimming (reading for gist)	Question that requires an extended answer
Applying	3	4.4.1.1 составлять, записывать и проверять с поддержкой предложения на ряд личных, общих и учебных тем	Using the methods, concepts, principles and theories in new situations	Intensive	Complete the sentences
Analysing	4	4.5.5.1 использовать вопросительные местоимения who, what and where, how many, how much, how often, how big, what kind of при составлении вопросов на более широкий круг знакомых тем	The division of information on the constituent elements. Identifying and analysing; Organization of ideas;	Intensive	Compare
Evaluating	5	4.2.7.1 использовать большее количество слов, фраз и предложений при обсуждении в парах, группах и всем классом	Determining the value of the materials and methods when aims, standards and criteria are defined	Intensive	Explain your opinion
Creating	6	4.2.7.1 использовать большее количество слов, фраз и предложений при обсуждении в парах, группах и всем классом	Making the integer of the particular parts. Predicting; Composing	Intensive	Draw, write a slogan, make up a plan, make a poster

The snow leopard



The snow leopard is a big cat that lives in the mountains of Central and South Asia. It has a furry white coat with yellow and brown spots that help it hide in the snow. The fur keeps it warm in the cold weather. The snow leopard has a small head with small ears and a long tail to help it balance on the snowy mountains.

Snow leopards are in danger of disappearing. There are not many of them left in the world. People hunt them for their fur. People also use the bones and body parts of the snow leopard in traditional medicine in Asia. This beautiful animal is also facing problems because of climate change, which is making its home smaller.

There are around 2,710-3,386 snow leopards in the world, but their numbers are going down. We need to protect them and their homes so that they can continue to live in the wild.

Population of the snow leopard in some countries:

Afghanistan	100-200 individuals
China	2,000-2,500 individuals
India	200-600 individuals
Kazakhstan	180-200 individuals
Kyrgyzstan	150-500 individuals
Mongolia	500-1,000 individuals
Russia	150-200 individuals
Tajikistan	180-220 individuals
Uzbekistan	20-50 individuals

Remembering:

What color is the snow leopard's coat? How does it help them in their snowy environment?

Correct answer: It has a furry white coat with yellow and brown spots that help it hide in the snow. The fur keeps it warm in the cold weather.

Understanding:

Why snow leopards are in danger? Why is the snow leopard's home getting smaller?

Correct answer: People hunt them for their fur. The snow leopard's home is getting smaller because of climate change.

Applying:

Look at the saiga antelopes. Complete the sentences about them with the words from the text.

1. The saiga antelope is in danger of _____.

2. People _____ the saiga antelopes for their horns, meat and skin.

3. The saiga horns are the main ingredients in the traditional _____ of China.

Correct answer: 1. Disappearing. 2. Hunt. 3. Medicine.



Analysing:

Compare the numbers of the snow leopards and fill in the table.

What country has got the most snow leopards?	
What country has got the least snow leopards?	
How many snow leopards in total are in the world?	

Correct answer: China. Uzbekistan. 3480-5470 individuals.

Evaluating:

Why is it important to protect snow leopards and their habitats? Do you agree with the statement that climate change is a problem for snow leopards? Explain your opinion.

Correct answer: The numbers of snow leopards are going down. We need to protect them and their homes so that they can continue to live in the wild.

Creating:

Choose one task:

- 1. Draw the ideal habitat for snow leopards. Write the main ways of their survival.**
- 2. In pairs write a slogan to show the people the importance of saving the snow leopards.**
- 3. Discuss with your classmates and make up a plan with three actions people can do to save the snow leopards.**
- 4. In groups make a poster about the problems snow leopards face in Kazakhstan. Include phrases about protecting them.**

TEXT

Class	4
Theme/ topic	Healthy world. Healthy bodies.
Level (CEFR)	high A1
Aims	4.2.5.1 отчетливо произносить большее количество слов, короткие фразы и простые предложения 4.2.6.1 обмениваться репликами в небольших диалогах на более широкий круг тем 4.5.3.1 использовать прилагательные и притяжательные местоимения при описании и сравнении предметов в рамках более широкого круга общих и учебных тем, использовать простые и

	сложные прилагательные [сравнительная форма] для описания сравнений 4.5.9.1 использовать формы настоящего времени для предоставления информации о себе и описания того, что им нравится, своих желаний и привычек, представления фактов и событий, запланированных в будущем, продолжать использовать формы прошедшего времени для описания действий, чувств, а также событий 4.4.7.1 правильно записывать большинство часто используемых слов при самостоятельной письменной работе
Skills	Reading, speaking, use of English
Strategies and techniques	Skimming, scanning, pair work, group work, survey
Resource	https://www.qub.ac.uk/elearning/public/HealthyEating/TheEatwellPlate/ https://www.metro-kz.com/promo
Functional literacy	reading literacy mathematical literacy financial literacy creative thinking global competencies

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Type of reading	Task format
Remembering	1	4.2.5.1 отчетливо произносить большее количество слов, короткие фразы и простые предложения	Memorization of specific information	Scanning (reading for specific information and detail)	Question that requires an extended answer
Understanding	2	4.2.5.1 отчетливо произносить большее количество слов, короткие фразы и простые предложения	Understanding of the material independently of the other material	Skimming (reading for gist)	Matching
Applying	3	4.2.6.1 обмениваться репликами в небольших диалогах на более широкий круг тем	Using the methods, concepts, principles and theories in new situations	Intensive	Role play
Analysing	4	4.5.3.1 использовать прилагательные и притяжательные местоимения при описании и сравнении предметов в рамках более широкого круга общих и учебных тем, использовать простые и	The division of information on the constituent elements. Identifying and analysing; Organization of ideas;	Intensive	Compare

		сложные прилагательные [сравнительная форма] для описания сравнений			
Evaluating	5	4.5.9.1 использовать формы настоящего времени для предоставления информации о себе и описания того, что им нравится, своих желаний и привычек, представления фактов и событий, запланированных в будущем, продолжать использовать формы прошедшего времени для описания действий, чувств, а также событий	Determining the value of the materials and methods when aims, standards and criteria are defined	Intensive	Survey
Creating	6	4.4.7.1 правильно записывать большинство часто используемых слов при самостоятельной письменной работе	Making the integer of the particular parts. Predicting; Composing	Intensive	Make a healthy meal plan



The eatwell plate

All the foods we eat belong to five groups. For a healthy diet, it's important to balance what you eat from each group. The eatwell plate helps with this. It shows how much of each food group you should eat. The plate has got five parts, each representing one of the five food groups.

1. Bread, rice, potatoes, pasta and other starchy foods.

2. Fruit and vegetables.
3. Milk and dairy foods.
4. Meat, fish, eggs, beans and other non-dairy sources of protein.
5. Foods and drinks high in fat and/or sugar.

Remembering:

How many groups have the eatwell plate got? Write the names of the food in each group.

Understanding:

Match the food and the group of eatwell plate.

1) chocolate and sweets, cakes, biscuits, sugary drinks	a) Meat, fish, eggs, and other non-dairy sources of protein
2) apple, carrot and banana	b) Bread, rice, potatoes
3) pasta and other starchy foods	c) Fruit and vegetables
4) beans	d) Milk and dairy foods.
5) cheese, yoghurt	e) Foods and drinks high in fat and/or sugar

Correct answers: 1) e, 2) c, 3) b, 4) a, 5) d.

Applying:

Role play: Two friends discuss the eatwell plate and healthy eating.

Task: Act out a dialogue with your partner. Use the information about the eatwell plate and its five food groups. Switch roles during the dialogue. Use the questions:

1. How many groups have the eatwell plate got?
2. What food is in the ... group?
3. What do you usually eat?

Analysing:

Compare the food price. What group of food is cheaper? What group of food is more expensive? Which group is healthier?

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Evaluating:

In small groups of 3 students ask your classmates about their eating habits.

Decide whose diet is healthier? Use the interview questions:

Survey

Questions	Name 1	Name 2	Name 3
1. How often do you eat fruits and vegetables?			
2. What is your favorite food?			
3. How much dairy do you eat a day?			
4. Do you eat sugary food?			

Creating:

Make a healthy meal plan for Kazakhstani children. Create a simple healthy meal plan for a day with food from all five groups on the eatwell plate.

TEXT

Class	4
Theme/ topic	Journey into Space. Aliens.
Level (CEFR)	high A1
Aims	4.2.4.1 отвечать на вопросы в рамках более широкого круга общих и учебных тем 4.3.6.1 понимать с некоторой поддержкой фактическую информацию и детали в коротких несложных текстах на более широкий круг общих и учебных тем 4.4.1.1 составлять, записывать и проверять с поддержкой предложения на ряд личных, общих и учебных тем 4.5.3.1 использовать прилагательные и притяжательные местоимения при описании и сравнении предметов в рамках более широкого круга общих и учебных тем, использовать простые и сложные прилагательные [сравнительная форма] для описания сравнений 4.5.9.1 использовать формы настоящего времени для предоставления информации о себе и описания того, что им нравится, своих желаний и привычек, представления фактов и событий, запланированных в будущем, продолжать использовать формы прошедшего времени для описания действий, чувств, а также событий
Skills	Reading, speaking, writing, use of English
Strategies and techniques	Skimming, scanning, pair work, group work

Resource	https://www.austromir.at/en/biographies-of-all-cosmonauts-from-the-austromir-91-mission/
Functional literacy	reading literacy science literacy mathematical literacy creative thinking global competencies

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Type of reading	Task format
Remembering	1	4.2.4.1 отвечать на вопросы в рамках более широкого круга общих и учебных тем	Memorization of specific information	Scanning (reading for specific information and detail)	Question that requires an extended answer
Understanding	2	4.3.6.1 понимать с некоторой поддержкой фактическую информацию и детали в коротких несложных текстах на более широкий круг общих и учебных тем	Understanding of the material independently of the other material	Skimming (reading for gist)	Complete the sentences
Applying	3	4.2.4.1 отвечать на вопросы в рамках более широкого круга общих и учебных тем	Using the methods, concepts, principles and theories in new situations	Intensive	Question that requires an extended answer
Analysing	4	4.5.3.1 использовать прилагательные и притяжательные местоимения при описании и сравнении предметов в рамках более широкого круга общих и учебных тем, использовать простые и сложные прилагательные [сравнительная форма] для описания сравнений	The division of information on the constituent elements. Identifying and analysing; Organization of ideas;	Intensive	Compare in pairs
Evaluating	5	4.4.1.1 составлять, записывать и проверять с поддержкой предложения на ряд личных, общих и учебных тем	Determining the value of the materials and methods when aims, standards and criteria are defined	Intensive	Write a short paragraph
Creating	6	4.5.9.1 использовать формы настоящего времени для	Making the integer of	Intensive	Make the biography

		предоставления информации о себе и описания того, что им нравится, своих желаний и привычек, представления фактов и событий, запланированных в будущем, продолжать использовать формы прошедшего времени для описания действий, чувств, а также событий	the particular parts. Predicting; Composing		profiles in groups
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Toktar Aubakirov

Read the profile



Name	Toktar Aubakirov
Date of birth:	27 July 1946
Place of birth:	Kolkhoz "1. May" / Oblast Karaganda / Kazakhstan
Family status:	married
Children:	2
Selection:	21 January 1991
Function:	Board engineer
Spacecraft	Soyuz TM-13
Mission	Experiments for Kazakhstan.
Duration of the flight in space	02.10.1991 – 10.10.1991 7d 22h 12m

Remembering:

Answer the questions:

1. When was Toktar Aubakirov born?
2. Where was he born?
3. How many children does he have?
4. How many days was he in the space?

Understanding:

Complete the sentences with the information from the profile.

1. Toktar Aubakirov is an astronaut who was born on _____ in _____ oblast, Kazakhstan.
2. Aubakirov spent _____ days in _____ on a single spaceflight.

3. In 1991 Aubakirov flew aboard _____ spacecraft.

Correct answers:

- 1) 27 July 1946, Karaganda
- 2) 7, space
- 3) Soyuz TM-13

Applying:

Imagine you are Toktar Aubakirov. Tell about your feelings about being a board engineer on a space mission?

Analysing:

In pairs compare Toktar Aubakirov's mission and duration with the mission and duration of other astronauts.

	Main information	Mission	Duration
Toktar Aubakirov	the first Kazakh who went to space	He carried out a lot of experiments in medicine.	He spent 7 days, 22 hours and 12 minutes in space.
Talgat Musabayev	the most experienced Kazakh astronaut	He took three rocket rides to space stations	He spent a total of 438 days in space over three missions.
Aidyn Aimbetov	the third Kazakhstani cosmonaut to be in space.	He carried out a lot of experiments.	He spent 9 days 20 hours and 14 minutes in space.

Evaluating:

Write a short paragraph about what you find most interesting about Toktar Aubakirov's space mission.

Creating:

In groups make the biography profiles of other famous astronauts of the world. Include the date of birth, place of birth, family status, career details, and the duration of spaceflights.

Tasks for the development of functional literacy for Grade 5

TEXT

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Task format
Remembering	1	5.5.3.1 write supported, text-level factual information	Memorization of specific information	Make the list of things Ben wants to

		describing people, places and objects		get as presents for his birthday.
Understanding	2	5.4.2.1 understand, with little support, specific information and details in short, simple texts within the framework of some general and educational topics	Understanding of the material independently of the other material	Match the questions with the answers.
Applying	3	5.5.3.1 write supported, text-level factual information describing people, places and objects;	Using the methods, concepts, principles and theories in new situations	Rewrite the sentences using the given synonyms
Analysing	4	5.3.5.1 attempt to interact at a basic level of information exchange on various general and educational topics;	The division of information on the constituent elements. Identifying and analysing; Organization of ideas;	Compare the information about Ben, Sue and Mark. Work in pairs.
Evaluating	5	5.3.4.1 respond with some flexibility at the sentence level to unexpected comments within various general and educational topics;	Determining the value of the materials and methods when aims, standards and criteria are defined	<u>Prove that it is important to invite guests to your birthday.</u>

Creating	6	5.4.8.1 use familiar paper and digital resources, with some support, to test meaning and expand understanding	Making the integer of the particular parts. Predicting; Composing	Write a birthday invitation.
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Ben's birthday.

My name is Ben. My birthday is on the 12th of June. I like my birthday because I get a lot of presents and my relatives and friends visit me. Two years ago I got a new bike. This year I hope to get a new mobile phone, colored pencils, a new cage for my parrot and white trainers as birthday presents. I usually have a birthday party at home. First we invite our relatives. My mother prepares delicious meal. We buy a birthday cake with candles on it. We all gather around a big table. All my relatives sing "Happy

1	When is Ben's birthday?	a he gets a lot of presents and his relatives visit him.
2	Why does he like his birthday?	b	They sing songs, organize games and quizzes, play jokes.
3	What does he hope to get as present this year?	c	...on the 12 th of June.
4	How does he celebrate it with his friends?	d	a new bike.
5	What did he get 2 years ago?	e	a new mobile phone.

birthday" to me. Next day we invite my friends and schoolmates. We organize games and quizzes, sing songs and play jokes. We usually have fun. I enjoy my birthday party very much.

Remembering:

Task 1. Make the list of things Ben wants to get as presents for his birthday.

Understanding:

Task 2. Match the questions with the answers.

Correct answers: 1-c; 2-a; 3-e; 4-b; 5-d;

Applying:

Task 3. Rewrite the sentences using the given synonyms




Mother and father / gifts / bicycle

1. I get a lot of presents.
2. Two years ago I got a new bike.
3. This year I hope my parents will give me a new mobile phone as a birthday present.

Correct answers: 1. Gifts; 2. bicycle; 3. mother and father;

Analyzing:

Task 4. Compare the information about Ben, Sue and Mark. Work in pairs.

	 Ben	 Sue	 Mark
Age	8	12	14
Birthday	July 12 th	March 6 th	October 1 st
Place for party	home	restaurant	granny's house
Desired gifts	a new mobile phone, colored pencils, a new cage for my parrot and white trainers	a journey with her family, a kitten	a bike, skates and a watch
Guests	Relatives, friends and schoolmates	Relatives and schoolmates	Best friends

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<https://images.app.goo.gl/9u3LswGUMEQ4xJwN9>

Evaluating:

Task 5. Prove that it is important to invite guests to your birthday. (Note: You may ask them to find some arguments from ChatGPT and discuss the arguments)

Creating:

Task 6. Write a birthday invitation. Group work.

TEXT

Subject	English
Grade	5
Level (CEFR)	A2
Theme	Values
Skills	financial literacy; reading literacy; Creative thinking ; mathematical literacy
Resource	

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Task format
Remembering	1	5.4.1.1 understand the main points in some short, simple texts on general and educational topics	Memorization of specific information	Choose words describing Nauryz
Understanding	2	5.4.2.1 understand, with little support, specific information and details in short, simple texts within the framework of some general and educational topics	Understanding of the material independently of the other material.	Read the sentences and write TRUE or FALSE
Applying	3	5.3.7.1 use specific vocabulary and syntax within certain general topics	Using the methods, concepts, principles and theories in new situations	Explain how to make Nauryz kozhe using the given words
Analysing	4	5.3.7.1 use specific vocabulary and syntax within certain general topics	The division of information on the constituent elements	Answer the question
Evaluating	5	5.3.6.1 express thoughts clearly and clearly at the sentence level during pair, group and whole class work	Determining the value of the materials and methods when aims, standards and criteria are defined	Speak on the following point

Creating	6	5.1.6.1 organize and present information clearly in a form that others can understand;	Making the integer of the particular parts	Find the information about celebrating a traditional holiday in Great Britain.
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Nauryz



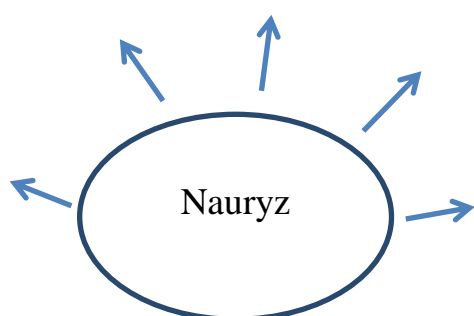
The most important holiday in Kazakhstan is Nauryz. It is celebrated on the 21st of March. Before the celebration day, people clean their houses and buy some new clothes.

There are a lot of yurts and rich *dastarhan* is laid down in them this day. Everyone can come inside and eat some traditional meal. The most popular dish is Nauryz *kozhe*. It consists of seven ingredients: 500 g - meat, water, 1L - Kefir, salt, 50g - rice, 100g - barley and 50g - noodles/pasta. These ingredients symbolize joy, intelligence, health, wealth, success, agility and security. Many performances take place in the centres of cities and villages. People wear traditional clothes, sing songs, play traditional games. Moreover, you can buy some souvenirs and gifts there.

Nauryz is a great holiday.

Remembering:

Task 1. Choose words describing Nauryz



31st of December / Nauryz Kozhe / beautiful clothes / 21st of March / seven ingredients / Christmas tree / sing songs / rabbit / souvenirs / joy / health / wealth / get presents



Correct answers: Nauryz Kozhe, beautiful clothes, 21st of March, seven ingredients, sing songs, souvenirs, joy, health, wealth

Understanding:

Task 2. Read the sentences and write TRUE or FALSE

1. Nauryz is on the twenty- first of March. _____
2. Nauryz kozhe consists of eight ingredients. _____
3. People sing songs, play traditional games and wear traditional clothes. _____
4. In the yurts you can eat some traditional meal. _____

Correct answers: 1.True 2.False 3.True 4.True

Applying

Task 3. Explain how to make Nauryz kozhe using the given words

boil / add / slice / cool down

Analysing:

Task 4. Answer the question

1. How much money do you need to buy the products to make “Nauryz Kozhe”?

Products	Price
1 kg meat	2300tg
1L - Kefir	320tg
salt	80tg
100g - rice	150tg
100g -barley	150tg
100g - noodles/pasta	300tg

Correct answers: 1850tg

Evaluating:

Task 5. Speak on the following point

1. What do you think why Nauryz Kozhe has seven ingredients? Why do they symbolize joy, intelligence, health, wealth, success, agility and security? Give your reasons.

Creating

Task 6. Find the information about celebrating a traditional holiday in Great Britain.

TEXT

Subject	English
Grade	5
Level (CEFR)	A2
Theme	Creativity
Skills	reading literacy; creative thinking; science literacy; global competencies;
Resource	

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Task format
Remembering	1	5.4.2.1 understand, with little support, specific information and details in short, simple texts within the framework of some general and educational topics	Memorization of specific information	Match the definitions (a–f) with the vocabulary (1–6).
Understanding	2	5.5.3.1 write supported, text-level factual information describing people, places and objects;	Understanding of the material independently of the other material	Complete the sentences with the information from the leaflet
Applying	3	5.3.3.1 express opinions at the sentence level within the framework of certain general and educational topics;	Using the methods, concepts, principles and theories in new situations	Prove that everyone is interested in going to our camp party.

Analysing	4	5.3.5.1 attempt to interact at a basic level of information exchange on various general and educational topics;	The division of information on the constituent elements	Compare the leaflets of two summer camps and decide which camp may be more popular and why.
Evaluating	5	5.3.6.1 express thoughts clearly and clearly at the sentence level during pair, group and whole class work	Determining the value of the materials and methods when aims, standards and criteria are defined	Speak on one of the following points
Creating	6	5.4.8.1 use familiar paper and digital resources, with some support, to test meaning and expand understanding	Making the integer of the particular parts	Make a leaflet of your own camp.



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Remembering:

Task 1. Match the definitions (a–f) with the vocabulary (1–6).

1	a camp	A	facts provided or learned about something or someone.
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2	activities	B	Someone who points out the way
3	information	C	skill or ability, esp in handiwork
4	tourist guide	D	the foundation of everything we do in life
5	craft	E	a <u>place</u> where <u>people</u> <u>stay</u> in <u>tents</u> or other <u>temporary structures</u> :

Correct answers: 1E, 2 D, 3 A, 4 B, 5 C;

Understanding

Task 2. Complete the sentences with the information from the leaflet

4. The name of the summer camp is _____.

5. It will be on _____ on the _____ of _____.

6. The phone number is _____.

7. Our camp will be open from _____ am to _____ pm.

8. You can register _____ on our website _____.

Applying

Task 3. Prove that everyone is interested in going to our camp party.

Analyzing

Task 4. Compare the leaflets of two summer camps and decide which camp may be more popular and why.



Kids Summer Camp

Activities:

- Storytelling
- Painting
- Arts & Craft
- Fun Games
- Music & Dance
- Clay Work
- Pool Party

Register Online Today

Sat, May 20
10:00am - 05:00pm

For more information:
+1 012 345 6789
www.yourwebsitename.com



SUMMER CAMP

AGES 10-15

July 15-22

animal care, horse riding, storytelling, fun games, nature walk, scavenger hunt, music and a lot more

hello@reallygreatsite.com

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Evaluating

Task 5. Speak on one of the following points.

1. What do you think about camping? Which one would you recommend your friend to visit? Why?
2. Why it is good to go there?

Creating:

Task 6. Make a leaflet of your own camp. Group work.

Text

Subject	English
Grade	5
Level (CEFR)	A2
Theme	Creativity
Skills	creative thinking; science literacy; global competencies;
Resource	

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Task format
Remembering	1	5.2.2.1 understand simple questions about providing personal information	Memorization of specific information	Listen and circle the correct information.
Understanding	2	5.2.4.1 understand, with support, the main points in a long conversation on general and educational topics	Understanding of the material independently of the other material	Listen to the dialogue and write True or False. Correct the false sentences.
Applying	3	5.3.6.1 express thoughts clearly and clearly at the sentence level during pair, group and whole class work;	Using the methods, concepts, principles and theories in new situations	Explain why many people

				prefer to travel by plane
Analysing	4	5.2.4.1 understand, with support, the main points in a long conversation on general and educational topics	The division of information on the constituent elements	Put the questions in the order in which you heard them.
Evaluating	5	5.5.1.1 plan, write, edit and proofread text-level work on some general and educational topics;	Determining the value of the materials and methods when aims, standards and criteria are defined	Write "Cinquain"
Creating	6	5.5.3.1 write supported, text-level factual information describing people, places and objects;	Making the integer of the particular parts	Work in pairs. Plan your journey and act out the dialogue.

Listening

<https://youtu.be/kXNZRoWpRqY?si=XFVyUdgElrX4p7cg> (from 6:02 to 6:50)

Tapescript:

1. Where are they going? - To the South of France.
2. A When are you they going? - On May the 21st
3. A How are they travelling? - By plane and hired car.
4. A How long are they staying? - For ten days.
5. A Where are they staying? - In a house in a village.
6. A What are they going to do? - They're going to swim, go shopping in the markets, read and relax, and eat in good restaurants.
7. They are hoing to have a great time. - Yes, They really are.

Remembering:

Task 1. Luke and Tina are going on holiday. Listen and circle the correct information.

1	South of France	The USA	Canada	Switzerland
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2	21 st March	22 nd June	21 st May	23 rd July
3	plane and train	hitch-hiking	Hired car and boat	plane and hired car
4	10 days	10 days and 9 nights	11 days	a month
5	at friend's house	a house in a village	in a tent	in a hotel
6	shop in the markets, read and sunbathe, go sailing;	swim, walk, play tennis and relax, eat in good restaurants;	swim, shop in the markets, read and relax, eat in good restaurants;	go fishing, shop in the markets, read and relax, eat in good cafes;

Correct answers:

1	South of France	The USA	Canada	Switzerland
2	21 st March	22 nd June	21 st May	23 rd July
3	plane and train	hitch-hiking	Hired car and boat	plane and hired car
4	10 days	10 days and 9 nights	11 days	a month
5	at friend's house	a house in a village	in a tent	in a hotel
6	shop in the markets, read and sunbathe, go sailing;	swim, walk, play tennis and relax, eat in good restaurants;	swim, shop in the markets, read and relax, eat in good restaurants;	go fishing, shop in the markets, read and relax, eat in good cafes;

Understanding:

Task 2. Listen to the dialogue and write *True* or *False*. Correct the false sentences.

1. Luke and Tanya are going on holiday in summer. _____
2. They are staying in a house in a village. _____
3. They are going on an expedition for 10 days. _____
4. They are travelling by their own car. _____

Correct answers: 1. False / June; 2. True; 3. False / holiday; 4. False / hired car;

Applying:**Task 3. Explain why many people prefer to travel by plane****Analysing:****Task 4. Put the questions in the order in which you heard them.**

1. What are they going to do?
2. How long are they staying?
3. Where are they going?
4. How are they travelling?
5. When are they going?
6. Where are they staying?

Correct answers: 3, 5, 4, 2, 6, 1;

Evaluating:**Task 5. Write “Cinquain”**

1. The theme: Journey / Holiday / Travelling
2. Two adjectives;
3. Three verbs;
4. Make up a phrase of 4 words related to the theme.
5. Write a synonym

Creating:**Task 6. Work in pairs. Plan your journey and act out the dialogue.**

Questions	Answers
Where/go?	
When/go?	
How/travel?	
How long/stay?	
Where/stay?	
What/do?	

TEXT

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Type of reading	Task format
Remembering	1	5.4.1.1 understand the main points in some short, simple texts on general and educational topics	Memorization of specific information	Skimming (reading for gist)	Questions
Understanding	2	5.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;	Understanding of the material independently of the other material	Scanning (reading for specific information and detail)	Multiple-choice task
Applying	3	5.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics;	Using the methods, concepts, principles and theories in new situations	Scanning (reading for specific information and detail)	Question that requires an extended answer
Analysing	4	5.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics;	The division of information on the constituent elements. Identifying and analysing; Organization of ideas;	Intensive	Questions
Evaluating	5	5.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and	Determining the value of the materials and methods when aims, standards and criteria are defined	Intensive	Justify... Evaluate...

		curricular topics;			
Creating	6	5.4.5.1 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding	Making the integer of the particular parts. Predicting; Composing	Intensive	Write a text

My house



Hi! My name is Tim. I'm eleven. I live in a big light house with my family. I do not live in a flat. Our house is very cozy. There are six rooms in it. There is a living-room, a dining room, a study and three bedrooms in our house. There is also a kitchen. There is a big garden near our house. There are a lot of apple and pear trees in it. I like my house very much.

Remembering:

Look through the text. Answer the questions:

1. Who's the main hero of the text?
2. What's his name?
3. Where does he live?

Correct answers: 1) a boy 2) Tim 3) in a big house

Understanding:

Read the text and choose the right answer

1. The boy's name is... .
a) Max b) Tom c) Tim
2. He lives with
a) family b) friends c) parents
3. The boy is ... years old.
a) 10 b) 12 c) 11
4. Tim lives
a) in a house b) in a flat c) in a hotel
5. There are ... rooms in his house.

a) 5 b) 6 c) 7

Correct answers: 1C, 2 A, 3 C, 4 A, 5 B

Applying:

Answer the questions using the map.

1. What country do you live?
2. What city/town do you live?
3. Do you live in a flat/ house?
4. How many rooms are there?

Analyzing:

Complete the table:

No		answers
1	Name	
2	Where does he live	
3	What is his home like?	
4	How many rooms are there?	
5	How he feels about it?	

Retell about your own house using the table above.

Evaluating:

How do you think the boy is... person? Why?

a) happy b) unhappy

Creating:

Write a text about your house.

Subject	English
Grade	5
Level (CEFR)	A2
Theme	Talking about homes
Resource	https://reallanguage.club/anglijskie-teksty-dlya-nachalnogo-urovnnya/my-house/

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Type of reading	Task format
Remembering	1	5.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Memorization of specific information	Skimming (reading for gist)	Find information
Understanding	2	5.2.2.1 understand simple questions about providing personal information	Understanding of the material independently of the other material.	Scanning	Question that requires extended answer
Applying	3	5.4.3.1 understand the detail of an argument on a range of familiar general and curricular topics, including some extended texts	Using the methods, concepts, principles and theories in new situations	Scanning	Draw
Analysing	4	5.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics	The division of information on the constituent elements	Intensive	Questions that requires extended answers
Evaluating	5	5.4.3.1 understand the detail of an argument on a range of familiar general and curricular topics, including some extended texts	Determining the value of the materials and methods when aims, standards and criteria are defined	Intensive	Justifying the choice
Creating	6	5.4.5.1 use familiar and some unfamiliar paper and digital	Making the integer of the particular parts	Intensive	Act out

		reference resources to check meaning and extend understanding			
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About homes

- What a beautiful house you have!
- Thank you! Welcome!
- Do you prefer to live in a house?
- Oh, yeah, there is too much place!
- And do you also have a big backyard?
- Yes, there are pool and playground. All we need!
- Oh, that’s cool. I can tell you everything about schools.
- Thank you. That would be great.

Remembering

Find in the dialogue and explain the word “backyard”.

Translate into Russian the phrase “All we need”.

Understanding

Read and answer questions

1. Is a house beautiful?
2. What do they have?
3. Do the neighbors have children?

Applying

Draw a picture of the house by the dialogue.

Analysing

Compare living in house and flat using Venn’s diagram.

Evaluating

Choose the best title for the text:

- A) Welcome
- B) Good Friends
- C) Good neighbors
- D) New place

Creating

Make and act out your own dialogue.

Listening

Subject	English
Grade	5
Level (CEFR)	A2
Theme	My house
Resource	https://reallanguage.club/anglijskie-teksty-dlya-nachalnogo-urovnya/my-house/

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Task format
Remembering	1	5.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;	Memorization of specific information	Multiple-choice task
Understanding	2	5.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics;	Understanding of the material independently of the other material	Make sentences
Applying	3	5.2.5.1 understand with support most specific information and details in a short conversation	Using the methods, concepts, principles and theories in new situations activities	Match the words with definitions
Analysing	4	5.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics;	The division of information on the constituent elements	Compare and decide
Evaluating	5	5.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including	Determining the value of the materials and methods when aims, standards and criteria are defined	Justify the choice

		some extended texts; 5.3.3.1 express an opinion at the sentence level in some general and academic topics		
Creating	6	5.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts; 5.1.9.1 use imagination to express their thoughts, ideas, experiences and feelings	Making the integer of the particular parts	Imagine and draw

Remembering

Say true or false:

1. Speaker`s house is big.
2. Speaker`s house has two bedrooms.
3. Speaker`s parents cook dinner every night.
4. Speaker shares his room with his brother.

Correct answers: 1 F, 2 T, 3 T, 4 F

Understanding

Make sentences using the words: house, bedroom, brother, watch TV

Applying

Match the words with definitions:

1	basement	a	a room that is used for sleeping
2	kitchen	b	a room for meeting friends, talking, watching TV
3	bedroom	c	a part of building that is below the first floor
4	living room	d	a room where you cook food

Correct answers: 1 C, 2 D, 3 A, 4 B

Analyzing

Give some reasons to live in a house.

Evaluating

Can you describe your future house?

Creating

Draw your dream house.

Text

Subject	English
Grade	5
Level (CEFR)	A2
Theme	Fantasy world
Resource	https://reallanguage.club/anglijskie-teksty-dlya-nachalnogo-urovnya/my-house/

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Type of reading	Task format
Remembering	1	5.4.4.1 read with little assistance some short fiction and nonfiction texts	Memorization of specific information	Skimming (reading for gist)	Questions that require extended answers
Understanding	2	5.5.3.1 write with support evidence at the text level describing people, places, and objects	Understanding of the material independently of the other material	Scanning	Make a list
Applying	3	5.4.5.1 determine meaning from context in short texts within some familiar general and academic topics	Using the methods, concepts, principles and theories in new situations activities	Scanning	Read and guess
Analysing	4	5.3.4.1 respond with some flexibility at the sentence level to unexpected comments under a variety of general	The division of information on the constituent elements	Intensive	Justify the choice; decide

		and instructional topics			
Evaluating	5	5.5.3.1 write with support evidence at the text level describing people, places, and objects; 5.3.3.1 express an opinion at the sentence level in some general and academic topics	Determining the value of the materials and methods when aims, standards and criteria are defined	Intensive	Imagine and compose
Creating	6	5.3.6.1 express thoughts clearly and concisely at the sentence level during pair, group, and whole-class work.	Making the integer of the particular parts	Intensive	To value the progress



Remembering

Look at the picture and say what are we going to talk about today?

Correct answers: London, London`s sightseeing

Welcome to London

There are a lot of interesting places in London. There are: Westminster Abbey, the Houses of Parliament,

Buckingham Palace, Big Ben and the Tower of London.

The Tower of London is one of the oldest buildings of the city. Not far from the Tower of London, you can see Westminster Palace, or the Houses of Parliament. It is the seat of the British government and it is one of the most beautiful buildings in London. In one of its towers there is famous Big Ben, the largest clock of England.

Buckingham Palace is the Queen`s official London residence. Tourists always go to see the ceremony of changing the Guard there.

Understanding

Make a list of interesting places in London.

Find synonyms for each place from the text.

Correct answers: Westminster Abbey- the House of Parliament, Big Ben-clock, Buckingham Palace- Queen`s residence, The Tower of London-the oldest building.

Applying

Read and try to guess what place in London is it.

1. One of the most famous landmarks in London (Big Ben).
2. A historic castle on the north bank of the River Thames in central London (The Tower of London).
3. A historical and political building in central London (the House of Parliament).
4. A royal residence in London and the administrative headquarters of the monarch of the United Kingdom (Buckingham Palace).

Analysing

Give some reasons to visit London.

Evaluating

Imagine that you are a tourist. Use the map. Add more interesting places to visit in London.

Creating

Value your progress you have known before and at the end.

Text

Subject	English
Grade	5
Level (CEFR)	A2
Theme	Hollywood
Resource	https://reallanguage.club/anglijskie-teksty-dlya-nachalnogo-urovnya/my-house/

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Type of reading	Task format
Remembering	1	5.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;	Memorization of specific information	Skimming (reading for gist)	Multiple-choice task
Understanding	2	5.2.3.1 understand without support simple questions on general and	Understanding of the material independently of	Scanning	Explain

		academic topics	the other material		
Applying	3	5.3.5.1 attempt to interact at a basic level of information exchange across a variety of general and curricular topics	Using the methods, concepts, principles and theories in new situations activities	Scanning	Make a plan
Analysing	4	5.3.6.1 express thoughts clearly and concisely at the sentence level during pair, group, and whole-class work.	The division of information on the constituent elements	Intensive	Compare and decide
Evaluating	5	5.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;	Determining the value of the materials and methods when aims, standards and criteria are defined	Intensive	Describe
Creating	6	5.4.5.1 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding; 5.3.3.1 express an opinion at the sentence level in some general and academic topics	Making the integer of the particular parts	Intensive	Justify the choice



Hollywood is a district within the city of Los Angeles, whose name is synonymous

with the American film industry. It is



Hollywood is a village in west County

Wicklow, Ireland. It is situated on the Wicklow Gap Road, near its junction

<p>also called Tinseltown. Hollywood is in Los Angeles, California. Over 152,000 people live here. It's a fast and noisy place. You can meet film stars in cafes and restaurants. Shops and houses here are very expensive.</p>	<p>with the N81 national secondary road. A population of less than 100 people. It's quite and nice place to live. There aren't any big shops and cafes there.</p>
---	---

Remembering:

Answer the questions:

1. How many people live in Hollywood?
2. What is the Wicklow Gap?
3. Where you can meet film stars?

Understanding

Read the texts. Answer the questions True or False:

1. Hollywood in the USA is a quiet place.
2. 1 million people live in Hollywood in the USA.
3. Los Angeles is in California.
4. Hollywood in Ireland is a noisy place to live.
5. You can meet film stars in Hollywood in Ireland.
6. There are no big shops in Hollywood in Ireland.

Correct answers: 1.F 2.F 3.T 4.F 5.F 6.T

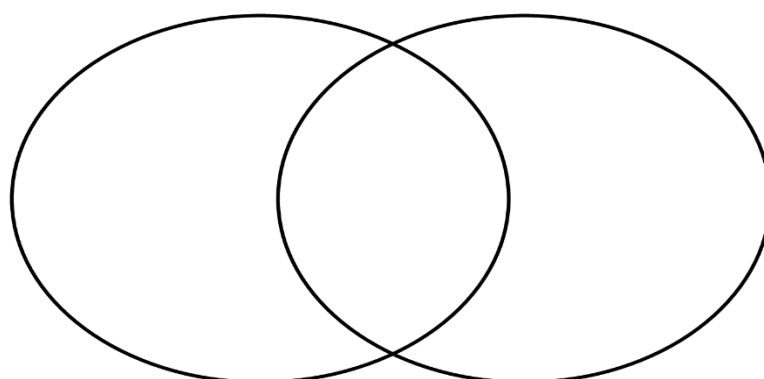
Applying:

Work in pairs. Choose one text and make a plan for it.

Analysing:

Compare two Hollywood

Venn Diagram



Evaluating:

Describe one Hollywood that you like.

Creating:

What Hollywood would you like to visit? Why?

Tasks for the development of functional literacy for Grade 6

Subject	English
Grade	6
Level (CEFR)	B1
Theme	Our neighborhood
Resource	features 1489388903.pdf

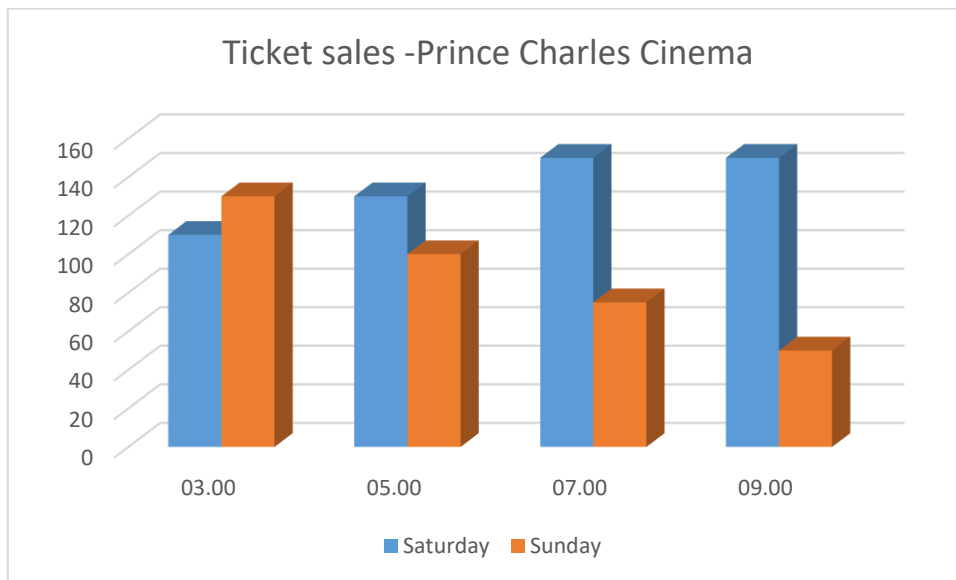
TEXT

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Type of reading	Task format
Remembering	1	6.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Memorization of specific information	Skimming (reading for gist)	Match the definitions with the vocabulary

Understanding	2	6.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;	Understanding of the material independently of the other material	Scanning (reading for specific information and detail)	Complete the sentences with the information from the bar graph
Applying	3	6.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics;	Using the methods, concepts, principles and theories in new situations	Scanning (reading for specific information and detail)	Questions that require extended answers
Analysing	4	6.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics;	The division of information on the constituent elements. Identifying and analysing; Organization of ideas;	Intensive	Compare and decide
Evaluating	5	6.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics;	Determining the value of the materials and methods when aims, standards and criteria are defined	Intensive	Justify the choice
Creating	6	6.4.8.1 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding	Making the integer of the particular parts. Predicting; Composing	Intensive	Imagine and compose

Ticket sales- Prince Charles Cinema

The bar chart shows how many movie tickets were sold at Prince Charles Cinema at different times of the weekend in London. On Saturday sales were highest in the evening, and on Sunday sales were highest in the afternoon. On Saturday, the best times to see a movie were in the evening. Sales started out relatively low, with 110 tickets sold for the 3.00 show and 130 tickets sold for the 5.00 show. After that, sales rose to 150 tickets sold for both the 7.00 and 9.00 shows. On Sunday, on the other hand, the best time to see a movie was in the afternoon. Sales started out highest for the 3.00 show, when 130 tickets were sold. Then sales dropped steadily, and they reached their lowest for the 9.00 show, when just tickets were sold. In general, moviegoers at the Prince Charles Cinema seem to prefer later shows on Saturday and earlier on Sunday.



Remembering

Match the definitions (a–f) with the vocabulary (1–6).

1	a ticket	A	the process of selling something
2	a cinema	B	to like one thing or person better than another
3	sale	C	a piece of paper that allows you to see a show, participate in an event, travel on a vehicle,
4	popular	D	something falling down stably
5	drop steadily	E	a building in which films are shown
6	prefer	F	liked or enjoyed by a large number of people

Correct answers: 1C, 2 E, 3 A, 4 F, 5 D, 6 B.

Understanding

Complete the sentences with the information from the bar graph.

9. On Saturday sales were highest in _____.
10. On Sunday sales were highest in _____.
11. On Sunday, the most popular time to see a movie was in _____.
12. On Sunday, sales started out highest for the ___ show, when ___ tickets were sold.
13. On Saturday, sales rose to ___ tickets sold for both the ___ and ___ shows.

Correct answers:

1. in the evening
2. in the afternoon
3. in the afternoon
4. 3.00, 130
5. 150, 7.00-9.00

Applying

Prove that it is convenient for anyone to buy a ticket for the 3.00 show on Saturday.

Analyzing

Compare selling tickets at different times of the weekend and decide which day of the week is more popular and why.

Evaluating

Speak on one of the following points

1. Is going to the movies too expensive? How much are you willing to pay to see a movie at the cinema?
2. How do you choose which movie to watch? By the genre? The director? The main star?
3. What is better for you? Going to the cinema or streaming a movie at home?

Creating

Make a poster of an ideal cinema.

Subject	English
Grade	6
Level (CEFR)	B1
Theme	Our neighborhood
Resource	https://www.softschools.com/

TEXT 2

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Type of reading	Task format
Remembering	1	6.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Memorization of specific information	Skimming (reading for gist)	Questions with multiple choice answers
Understanding	2	6.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;	Understanding of the material independently of the other material	Scanning (reading for specific information and detail)	Match the parts of the sentences
Applying	3	6.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics;	Using the methods, concepts, principles and theories in new situations	Scanning (reading for specific information and detail)	Question that requires an extended answer
Analysing	4	6.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics;	The division of information on the constituent elements. Identifying and analysing; Organization of ideas;	Intensive	Reorder the sentences
Evaluating	5	6.4.5.1 deduce meaning from context in short texts and some extended texts on a growing	Determining the value of the materials and methods when	Intensive	Justify... Evaluate...

		range of familiar general and curricular topics;	aims, standards and criteria are defined		
Creating	6	6.4.8.1 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding	Making the integer of the particular parts. Predicting; Composing	Intensive	Write a story

Recycling

Recycling means to use something old or unwanted again in a new or different way. Recycling waste into new products decreases the amount of materials that would need if the product made all over again.

For example, most paper is made from trees, but if old paper is recycled, less trees would be needed. Recycling uses less energy, and helps with pollution control.

There are three important steps for recycling to be successful:

Firstly, the items to be recycled must be collected. Many communities require residents to recycle and collect the materials using large bins or cans. These ones are picked up regularly, just like the other trash and waste products.

Secondly, the materials for recycling must be sorted into the different materials. The most common materials include paper, plastic, glass, and aluminum, which must be separated from each other.

Thirdly, the recycled items must be processed at a recycling plant. Since there are different materials that need to be recycled, each has its own method of turning the old into the renewed.

In summary, three steps for recycling include collecting, sorting, and processing. Each material also has several more steps that must happen in order for each it to be reused as a useful product.

Remembering:

Choose correct answers

1. The step after collecting in the recycling process involves which of the following?

- A) Processing
- B) Sorting
- C) Collecting
- D) Reusing

Correct answer: B) Sorting

2. The last step in recycling happens at a plant is which of the following?

- A) Processing
- B) Sorting
- C) Collecting
- D) Reusing

Correct Answer: A) Processing

Understanding:

Match the parts of the sentences:

1	Which of the following is taking used materials and waste and then turning it into new, useful products?	A	Processing
2	Which step for recycling involves items picked up regularly, just like the other trash and waste products?	B	Collecting
3		C	Reusing
		D	Sorting

Correct answers 1D, 2 C

Applying:

Explain how items must be recycled in the correct way.

Analysing:

Put the sentences in the order the story happened

1. To sum up, three steps for recycling include collecting, sorting, and processing.
2. The materials for recycling must be sorted into the different materials.
3. Recycling means to use something old or unwanted again in a new or different way.
4. Recycling uses less energy, and helps with pollution control.
5. Many communities require residents to recycle and collect the materials using large bins or cans.
6. The recycled items must be processed at a recycling plant

Correct answers 3, 4, 2, 5, 6, 1.

Evaluating:

Justify the fact that recycling is one of the easiest ways to help the environment.

Creating:

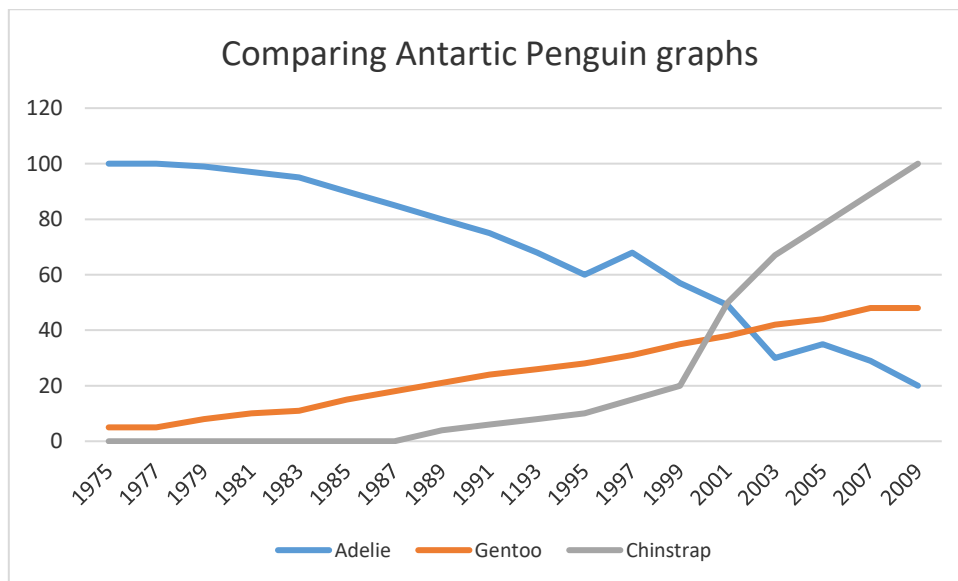
Write how to minimize wastage of food, water and electricity.

TEXT 3

Subject	English
Grade	6
Level (CEFR)	B1
Theme	Our countryside
Resource	Antarctica-Penguin-populations-Google-Docs.pdf (d1e7mq055r7tid.cloudfront.net)

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Type of reading	Task format
Remembering	1	6.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;	Memorization of specific information	Skimming (reading for gist)	Match the definitions of the words
Understanding	2	6.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics;	Understanding of the material independently of the other material	Scanning	Complete the sentences with the information from the line graph
Applying	3	6.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics;	Using the methods, concepts, principles and theories in new situations	Scanning	Question that requires extended answer/Explanation
Analysing	4	6.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular	The division of information on the constituent elements	Intensive	Questions that requires extended answers

		topics;			
Evaluating	5	6.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;	Determining the value of the materials and methods when aims, standards and criteria are defined	Intensive	Justify... Evaluate ...
Creating	6	6.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;	Making the integer of the particular parts	Intensive	Act out



Adelie penguin (% decrease)

Chinstrap and Gentoo (% increase)



Gentoo penguin



Chinstrap penguin



Adelie penguin

<https://www.shutterstock.com/ru/image-photo/gentoo-penguin-117261976>

https://www.shutterstock.com/shutterstock/photos/1188921472/display_1500/stock-photo-chinstrap-penguin-isolated-on-white-background-1188921472.jpg

https://www.shutterstock.com/shutterstock/photos/56822233/display_1500/stock-photo-adelie-penguin-isolated-on-white-56822233.jpg

Remembering

Match the definitions (a–f) with the vocabulary (1–2).

1	decrease	A	to make something become less
2	increase	B	to become larger in amount or size
		C	to become less
		D	to grow

Correct answers: 1A,C, 2 B, D

Understanding

Complete the sentences with the information from the line graph.

1. The population of Gentoo penguin was ... between 1997 and 2009.
2. The population of Adelie penguin was ... between 1985 and 1995.
3. The population of Chinstrap penguin was ... between 1999 and 2009.

**Correct answers: 1 increased
2 decreased
3 increased**

Applying

Look at the line graph and make a statement about the differences between Gentoo penguins and the other two species of penguins.

Analysing

Answer the questions

What do you think is happening to the Adelie penguins to cause such a fall in their population?

Evaluating

Speak on one of the following points

What question is in the line graph trying to answer?

Creating

If a graph were to continue at its current rate, what would happen to penguin populations by 2030?

Tasks for the development of functional literacy for Grade 7

TASK

class	7
Theme/ topic	Holidays and travel
Level	B1

Categories of cognitive activities	Task	Type of skills	Learning objectives	Specification of cognitive activities	Task format/ Strategies and techniques
Remembering	1	Reading	7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics	Memorization of specific information	Questions with multiple choice answers
Understanding	2	Reading Scanning (reading for specific information and detail) Descriptive writing	7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 7.5.2.1 write with some support about	Interpreting material to scheme	Make a mind map

			real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics		
Applying	3	Speaking and listening Conversational skills	7.1.6.1 organize and present information clearly to others 7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics	Using learned material in new and concrete situations; construct graphs and charts, demonstrate the correct usage of a method or procedure	Question and answer that requires an extended answer Illustrate the information in a short form Make a dialogue
Analysing	4	Critical writing	7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	Distinguishing between facts and inferences, evaluate the relevancy of data. Identification of parts, analysis of the relationship between parts, and recognition of the organizational principles involved. Identifying and analysing; Organization of ideas;	Organize information on the circles of Venna
Evaluating	5	Evaluating writing	7.5.5.1 develop with some support coherent arguments supported when necessary by examples and	Justification of the choice made by evaluation	Justify... Evaluate ... Design...

			reasons for a limited range of written genres in familiar general and curricular topics		Make a conclusion
Creating	6	writing	7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings	Predicting; Drawing a conclusion Constructing Composing	Write a plan

Remembering



INVITATION!
SAMBROOK SCHOOL
cordially invites you



OUR CONGRATULATIONS!

Your application to study at our school
has been approved

**YOU HAVE A UNIQUE CHANCE
TO TRAVEL FOR STUDYING**

Please join us in London
on Saturday 13 September 2024
from 10 am until 12 pm

Contact Helen Brown on 1 23-456-7890

Address: Winkfield Row, Bracknell RG42 6LU

JUNE 1, 2025

3:00 A.M.

LEARNING CONDITIONS

- PERSONAL DOCUMENTS
- PARENTAL PERMISSION
- HEALTH CERTIFICATE
- ENGLISH LANGUAGE PROFICIENCY LEVEL B2

Don't forget to register by visiting

WWW.REALLYGREATSITE.COM

1. When is the Class of 2025 invited to Sambrook School?

- A) June 1, 2025
- B) September 13, 2024
- C) September 13, 2025

2. How can students register for Sambrook School?

- A) By contacting Helen Brown
- B) By visiting www.reallygreatsite.com

C) By sending an email to the school

3. What documents are required for learning conditions at Sambrook School?

A) Birth certificate and school records

B) Personal documents, parental permission, and health certificate

C) Proof of residency and vaccination records

4. What is the English language proficiency level required at Sambrook School?

A) A1

B) B2

C) C1

5. Where is Sambrook School located?

A) London

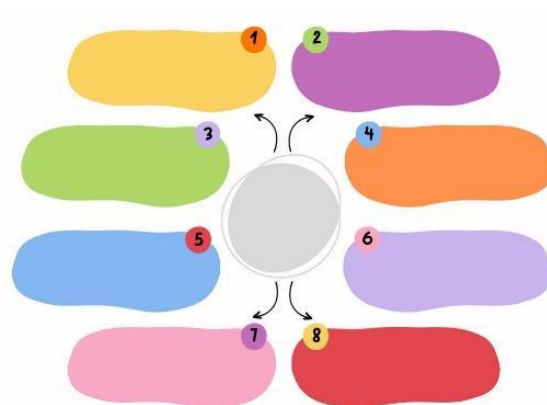
B) Astana

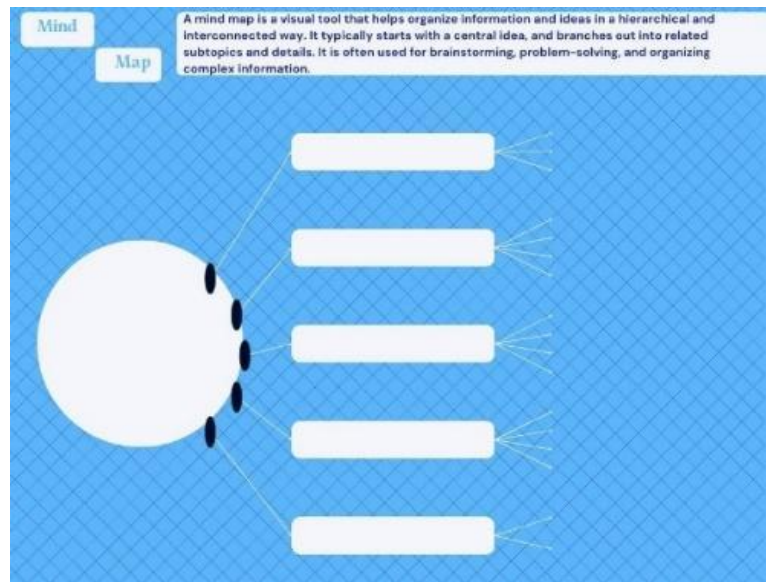
C) New York

Correct answers: 1a 2b 3b 4 b5 a

Understanding

Represent the information in the invitation in the mind map. You can use the suggested scheme





Applying

- A. Suppose you have received an invitation to Lambrook school. What questions would you ask the conversation with Helen Brown? Make a list of questions.

Topics for discussion

- Tuition fees
 - Rights and obligations of students
 - Communication and meetings with parents
 - Schedule of studying and travelling
 - Using gadgets at school
 - Daily routine
 - Subjects
 - Leisure at school
 - Meals at school
 - Entertainments at school
 - Hobby at school
 - Additional classes
 - Conditions of living in a boarding school
- B. Use the information you receive and add it to the back of your invitation
- C. Conduct role plays with your classmates (make a dialog between student and Helen Brown)

LAMBROOK SCHOOL

LEARNING CONDITIONS

- -----
- -----
- -----

STUDENT'S RESPONSIBILITIES

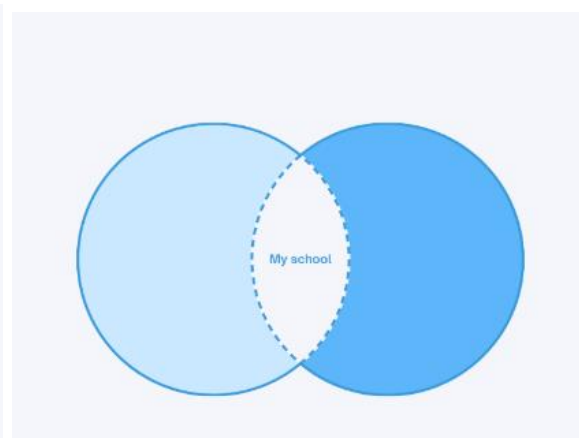
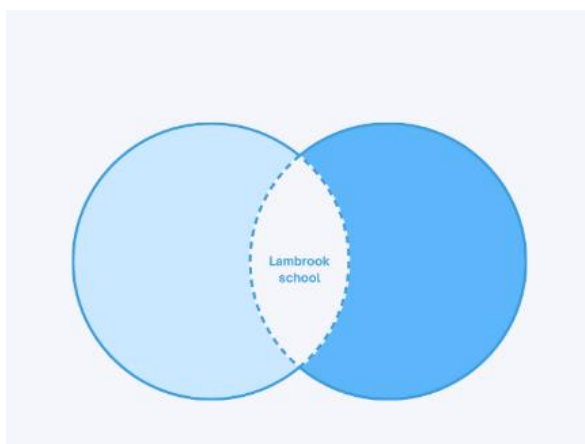
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STUDENT'S RIGHTS

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- -----

Analizing

Summarize the information received and compare the pros and cons of studying at your school and at Sambrook School. For contrast, you can use Venn circles



Evaluating

Reflect on the above information, make a choice of a school for your studying, justify your choice and draw a conclusion. Choose the form of writing:

- A. argumentative essay You may use the structure and phrases bellow.
- B. write down the flow of your thoughts in flow chart

ARGUMENTATIVE ESSAY	
WHY I CHOOSE _____	SCHOOL
NAME _____	CLASS _____
Introduction	Body
Hook	Paragraph 1
_____	_____
_____	_____
Background	Paragraph 2
_____	_____
_____	_____
_____	Paragraph 3
_____	_____
_____	_____
Thesis Statement	Conclusion
_____	_____
_____	_____
_____	_____

Creating


- A. Generate a successful action plan that will guide you towards achieving your goal efficiently. You can use a study planner or construct your own
- B. Design a leaflet of your school. Follow the criteria
 - name of school
 - address
 - contacts
 - age of students
 - forms of education
 - learning conditions
 - student’s responsibilities and rights
 - successful graduates of the school
- C. Create a slogan for your school and effective education.**

For example, just learn=problem solved. Your training = your willpower=your results.

ARGUMENTATIVE WRITING

WORD BANK

<h3>ADDING IDEAS</h3> <ul style="list-style-type: none"> Also In addition Furthermore One point that shows Another way An implication is An important detail As a case in point Moreover Not to mention 	<h3>COMPARING / CONTRASTING</h3> <ul style="list-style-type: none"> Similarly Like / unlike In comparison to In contrast to However Although Likewise On the contrary Whereas On the other hand
<h3>GIVING EXAMPLES</h3> <ul style="list-style-type: none"> For example For instance Specifically To illustrate To be specific we see this when This is clearly shown Such as An example being Like 	<h3>EXPLAINING EVIDENCE</h3> <ul style="list-style-type: none"> Shows illustrates Demonstrates Emphasises Highlights Can be seen Can be observed Is made apparent Is indicated by Hinges on
<h3>COMMONALITY / RARITY</h3> <ul style="list-style-type: none"> Several Numerous Most Mainly Usually Seldom Rarely Few Scarcely Barely 	<h3>CONCESSIONS & REBUTTALS</h3> <ul style="list-style-type: none"> Some people think It has been argued Some may say While it's true that Many people assume Admittedly However But Let's take another look The problem with that
<h3>SEQUENCE / TIME ORDER</h3> <ul style="list-style-type: none"> Firstly, secondly, thirdly, lastly To begin with, another reason, one last reason In the first place, pursuing this further accordingly, consequently, therefore, thus Next, then, finally 	<h3>CONCLUDING</h3> <ul style="list-style-type: none"> Finally In brief In conclusion On the whole To summarize Ultimately All things considered By and large To restate Overall



ARGUMENTATIVE ESSAY
WHY I CHOOSE _____ SCHOOL

NAME _____ CLASS _____

Introduction

Hook

Background

Thesis Statement

Body

Paragraph 1

Paragraph 2

Paragraph 3

Conclusion

Today is: _____ ★

6:00	
7:00	
8:00	
9:00	
10:00	
11:00	
12:00	
1:00	
2:00	
3:00	
4:00	
5:00	
6:00	
7:00	
8:00	
9:00	

Assignments

Chores

Notes



TASK

class	7
Theme/ topic	Holidays and travel
Level	B1

Categories of cognitive activities	Task	Type of skills	Learning objectives	Specification of cognitive activities	Task format/ Strategies and techniques
Remembering	1	Reading	7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics	Memorization of specific information	Matching

Understanding	2	Writing	7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics	Interpreting material to scheme	Answer the questions
Applying	3	Writing and speaking	7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics 7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpecte d comments on a growing range of general and curricular topics	Using learned material in new and concrete situations; Acting out the situation	Filling out the information. Case method. Making a dialog.

Analysing	4	Speaking	7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics	Identifying and analysing; Organization of ideas;	Organize information on the example
Evaluating	5	Speaking	7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges	Rreport and justification of the choice made by evaluation	Justify... Evaluate... Design... Make a conclusion
Creating	6	writing	7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general	Compose and design.	Design project

			and curricular topics		
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Remembering

Match the definition (a-f) with the vocabulary (1-6)

1	plane	a	a <u>vehicle</u> designed for air travel, with wings and one or more engines:
2	flight	b	a journey in an aircraft:
3	gate	c	a part of an airport where travellers are allowed to get on or off a particular aircraft:
4	passenger	d	a person who is traveling in a vehicle but is not operating it or working as an employee in it
5	boarding time	e	to get onto or allow people to get onto a boat, train, or aircraft:
6	arrive	f	to reach a place, especially at the end of a journey:

Understanding

Complete the sentences with the information from the ticket.

AEROFLOT AIRLINES BOARDING PASS

NAME OF PASSENGER	DATE	SEAT	FLIGHT	GATE
IVANOVA ALEKSANDRA	08 OCT	18	A1234	1

MOSCOW DUBAI

BUSINESS CLASS

BOARDING TIME 09.00 AM ARRIVING TIME 14.00 AM

PLEASE WATCH THE DEPARTURE BOARD FOR THE BOARDING & GATE UPDATE
BOARDING ENDS 15 MIN BEFORE DEPARTURE

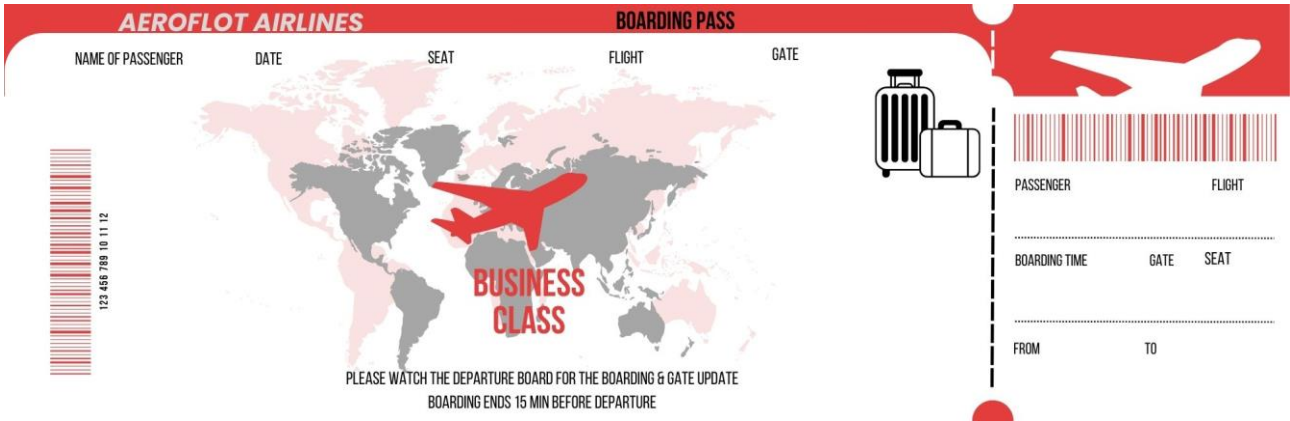
PASSENGER	FLIGHT	
IVANOVA ALEKSANDRA	A1234	
BOARDING TIME	GATE	SEAT
09.00 AM	11	18
FROM	TO	
MOSCOW	DUBAI	
ARRIVING TIME 14.00 AM		

1. What is your name?
2. Where are you flying from?
3. Where are you flying to?
4. When does your flight depart?
5. When does your flight arrive?
6. What is your flight number?

7. What is your seat number?
8. What is your gate number?
9. What time is your flight boarding?

Applying

A) You need to return home and buy ticket. Fill out a ticket for the return trip.



- B) Solve the case. You are in a foreign English-speaking country. You have lost your wallet, which contained money, credit cards, and documents. Your phone balance has expired and you can't use it. You need to purchase a return ticket. How will you solve the situation? Who can help you in this situation? What phrases will you need to solve the situation?
- C) Solve the case. You are in a foreign English-speaking country. You need to purchase a return ticket at the ticket office. Your phone balance has expired and you can't use it. What phrases will you need to solve the situation? Make a dialog

Analysing

Compare two tickets and decide which ticket is more popular and why



BORCELLE AIRLINES



123 456 789 10 11 12

Passenger
NAME PASSENGER

Boarding Time Gate Flight
4.00 PM 1 A1 234

Date From
15.12.2025 NEW YORK

To
ASTANA

Seat
17

FIRST CLASS



Please watch the departure board for the boarding & gate update boarding ends 60 min before departure



Passenger
NAME PASSENGER

Boarding Time Gate Flight
09.00 AM 12 A1 234

From To
NEW YORK ASTANA

Evaluating

- A. Tell about you trip according tickets bellow.**
- B. Work in pairs, create your tickets to an English-speaking country. Compare your tickets, analyse information and make a dialog.**

Creating

Make a ticket where you would like to travel and tell about your real or imaginary journey.

AEROFLOT AIRLINES
BOARDING PASS


NAME OF PASSENGER

DATE

SEAT



FLIGHT

GATE



BUSINESS CLASS

PLEASE WATCH THE DEPARTURE BOARD FOR THE BOARDING & GATE UPDATE
BOARDING ENDS 15 MIN BEFORE DEPARTURE

PASSENGER FLIGHT

BOARDING TIME GATE SEAT

FROM TO

Subject	English
Grade	7
Level (CEFR)	B1
Theme	Hobbies and Leisure

Skills	Reading literacy
Strategies and techniques	Brainstorming, critical thinking method, problem-search method
Resource	https://www.tutoringhour.com/files/reading-comprehension/6th-grade/winter-weather-wm.pdf

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Type of reading	Task format
Remembering	1	7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics	Memorization of specific information	Skimming (reading for gist)	Question with the multiple choice
Understanding	2	7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics	Understanding of the material independently of the other material	Scanning (reading for specific information and detail)	Answer for the question
Applying	3	7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts	Using the methods, concepts, principles and theories in new situations	Scanning (reading for specific information and detail)	Complete the sentences.

Analyzing	4	7.4.5.1 deduce meaning from context in short texts on a growing range of familiar general and curricular topics	The division of information on the constituent elements. Identifying and analyzing; Organization of ideas;	Intensive	Answer for the question
Evaluating	5	7.4.6.1 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics	Determining the value of the materials and methods when aims, standards and criteria are defined	Intensive	Make a list of values
Creating	6	7.4.9.1 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects	Making the integer of the particular parts. Predicting; Composing	Intensive	

Look at the picture and discuss what you see.

Guess the topic of the text.



Read the text in groups.

Note: use the Jigsaw reading technique to organize reading in groups

A Trip to the Science Museum

Veronica counted the heads of the kids she was helping chaperone. She'd been asked by her neighbor, Ms. Elliot, to help take a group of kids to the local children's science museum. Veronica was in charge of the oldest kids, who were all nine years old. Currently, they were busy learning about weather patterns in the weather room. There was a machine that could replicate a tornado, and there was even a pretend news desk where the kids could embark on giving the weather report. "It's your turn, Veronica!" one of the kids said. The kids giggled. Veronica smiled. This wasn't too bad. "Tomorrow, it will heat up. The higher temperatures will cause the water to evaporate. The clouds will once again fill with moisture, and it is my assumption that we will end up with more precipitation." "What about condensation?" one of the kids asked. Veronica glanced around to make sure no one was watching. She didn't want anyone to reprimand her. With a sigh, she stepped behind the weather desk. "Today we have a lot of moisture in the atmosphere. Expect precipitation throughout the night." "That happens when you leave your hot chocolate in the refrigerator," Veronica said with a smile. The kids laughed again. After a few minutes, the kids grew tired of the weather room, so they moved to a different section of the museum. When they got hungry, they met up with the rest of the group and had a snack at the concession stand.

They drank hot chocolate, and all the nine-year-olds smiled at Veronica. Next, they went to the architecture area, and they "nished up at the magnetic energy section. By the end of the afternoon, Veronica had even stopped worrying someone would see her playing with little kids. She was having too much fun to be self-conscious. Ms. Elliot approached her as they put on coats and got ready to leave. "Thank you so much for helping out today, Veronica. You were a lifesaver." Veronica smiled. "No problem. I had a lot of fun." "I'm glad," said Ms. Elliot. "Snow is like rain, only colder," she said. "It's precipitation." "Wow!" they said. Then they spontaneously stuck out their tongues and tried to catch the flakes. Veronica pulled on her hat and gloves, and they stepped outside. Huge white flakes fell from the sky. The kids cheered, and the nine-year-olds gathered around Veronica. "What kind of weather is this?" they asked. Veronica turned to Ms. Elliot. "Do you think I can come next time, too?" Ms. Elliot nodded. "That can certainly be arranged."

TASK 1. Remembering: In which order did the children visit the different sections of the science museum?

- A) architecture area, concession stand, weather room, another section of the museum, magnetic energy section
- B) magnetic energy section, weather room, another section of the museum, architecture area, concession stand
- C) weather room, another section of the museum, concession stand, architecture area, magnetic energy section

TASK 2. Understanding:

What did the kids drink at the concession stand?

TASK 3. Applying: Complete the sentences.

1. Veronica _____ around to make sure no one was watching.
2. The kids _____ again.
3. "That can certainly be _____."

Answer: 1. Glanced 2. laughed 3. arranged

TASK 4. Analyzing: Answer for the question

What did the children do when they saw snow?

TASK 5. Evaluating: Make a list of values

What values does Veronica have?

TASK 6. Creating: How would you estimate Veronica's attitude towards children?

Tasks for the development of functional literacy for Grade 8

Subject:	English
Grade:	8
Level (CEFR):	B1
Theme:	Reading for pleasure
Learning objectives:	8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts; 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom task; 8.1.3.1 respect different points of view 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics; 8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings
Skills:	understand the problem identify relevant information, record observations in a journal



	work collaboratively to collect data plan and design a butterfly garden
Competences:	Mathematical Literacy and Creative Thinking
Strategies and techniques:	Provide a real-life situation requiring students to apply social skills to solve practical problems and practice writing (keeping a journal) and speaking

Task

Saint Patrick's Day

Saint Patrick's Day is the national holiday of Ireland. Irish people celebrate it on 17th March. People from all over the world celebrate this special day, too. It is especially popular in Australia and in North America.

It is a celebration of Irish culture and people listen to Irish music, eat traditional Irish food and take part in parades. On this day, everywhere you look you can see the colour green. People wear green clothes, paint their faces green and they even eat green food. In Chicago, the USA, the city uses special colours to make the river green. That's right, the whole river is green!

In Dublin, Ireland, the Saint Patrick's Day parade is part of a five-day festival and over 500,000 people attend the parade. In the USA, Saint Patrick's Day is also very special. The first Saint Patrick's Day parade was in Boston in 1737. In Chicago, the parade lasts all day and in New York, a parade of 150,000 people marches up the 5th Avenue.

Read the text. Decide if the statements are true or false. Write T-for true and F-for false.

1. Saint Patrick's day is celebrated on the 7th of May
2. People wear green clothes on Saint Patrick's Day.
3. The people of Dublin celebrate for 10 days.
4. The first parade was held in 1737.
5. About 500,000 take part in this festival every year

Answers: 1.F 2. T 3. F 4.T 5. T

Task

name of the festival	time of year	place	activities

Group Work Task: Creating unusual festival

1. Form groups: Divide class into small groups of 3-5 students per group.
2. Research: Each group will create an information about festival, place, time, date, activities. They can use books, websites, or individual digital resources to gather information.
3. Brainstorming: In their groups, students will brainstorm ideas about their festival.
4. Presentation: Each group will present their festival design to the class.
5. Discussion: After all groups have presented their designs, have a class discussion about the similarities and differences between the designs.

Subject:	English
Grade:	8
Level (CEFR):	B1
Theme:	Daily Life and Shopping
Learning objectives:	8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics; 8.3.5.1 interact with peers to negotiate, agree and

	organise priorities and plans for completing classroom task; 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings
Skills:	understand the problem, identify relevant information, apply appropriate mathematical operations to find solutions, create a saving plan to achieve your goal present a savings plan
Competences:	Global Competence
Strategies and techniques:	Immersive Learning - providing a real-life situation requiring students to solve practical problems and practice speaking

Task

Complete the text with the appropriate words: agree, sight, expected, changed, other, keen, sure, easily

In practically any country in the world, you are (1) _____ to find a market somewhere. Since ancient times, markets have been with us and arose wherever people needed to exchange the goods they produced. For example, a farmer might have exchanged a cow for tools. But just as times have (2) _____, so have market practices. So, whereas in early times the main activity associated with markets would have been 'bartering' - in (3) _____ words exchanging goods - today most stall-holders wouldn't be too (4) _____ on accepting potatoes as payment, for instance, instead of cash.

In contrast, what might be a common (5) _____ in the modern market in some countries is a certain amount of 'haggling', where customer and seller eventually (6) _____ on a price, after what can sometimes be quite a heated debate. However, (7) _____ behaviour in a market in one country may not be acceptable in another. Even within one country, there may be some markets where you could haggle quite (8) _____ and others where it would be advisable not to try!

Answers: 1. Sure 2. changed 3. Other 4. Keen 5. Sight 6. Agree 7. Expected 8. easily

Task

Read the text and decide whether the sentences 1-4 are T (true) or F (false):

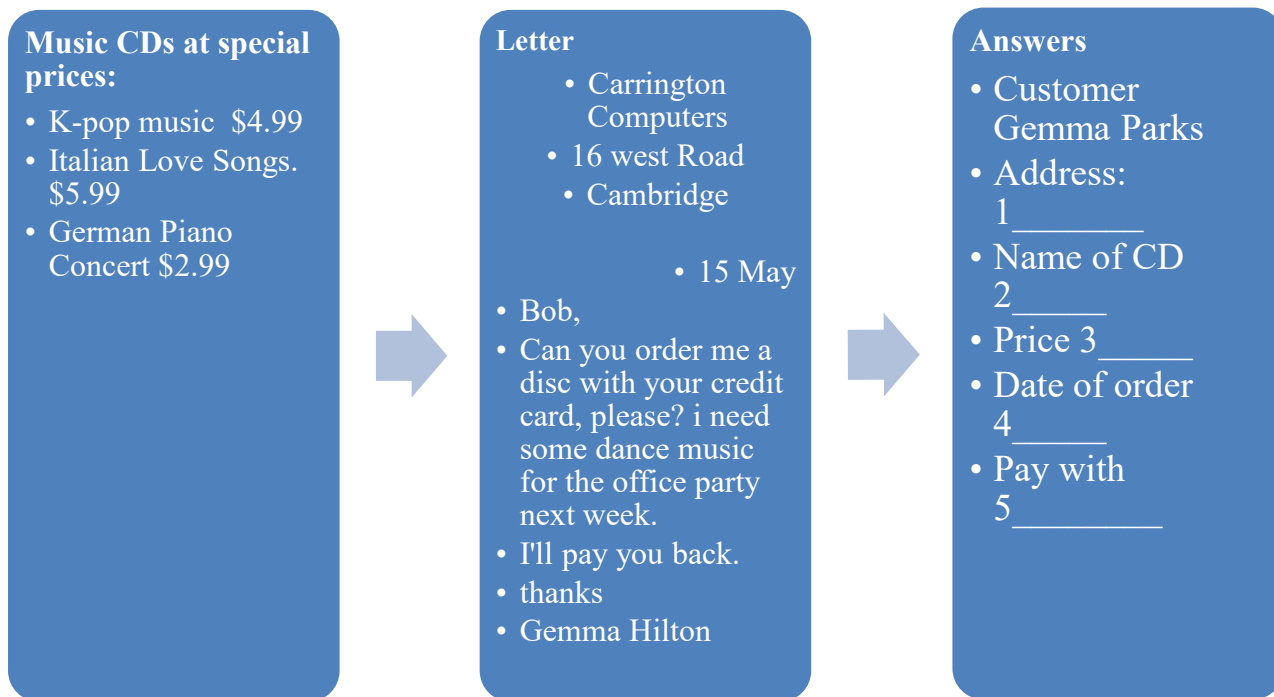
1. You can find a market in any country in the world
2. Since modern times markets have been with us
3. People needed to exchange the goods they produced
4. The word 'bartering' means only for cash

Answers: 1 True 2 False 3 True 4 False

Task

Read the information about CDs and the note to Bob.

Complete the customer order form



Answers: 1. 16 West Road, Cambridge. 2. K-pop music. 3. \$4.99 4. 15 May. 5. Credit card

Subject:	English
Grade:	8
Level (CEFR):	B1
Theme:	Travel and Transport
Learning objectives:	8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts; 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom task; 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics;

	8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.1.3.1 respect different points of view
Skills:	understand the problem, identify relevant information, compare and contrast information create a chart in your culture work cooperatively https respect other opinions and culture
Competences:	Global Competence
Strategies and techniques:	Immersive Learning - providing a real-life situation requiring students to solve practical problems in inquiry-based classroom and practice speaking and writing.

Resource: [https://harrisbu\]rg.psu.edu/international-student-support-services/guide-american-culture-etiquette](https://harrisbu]rg.psu.edu/international-student-support-services/guide-american-culture-etiquette)

Task

1. Read the text and match the information with the words in blue in the text.

Virtual tourism

Auckland is the largest city in **New Zealand**. It has a population of just under a million and is located on **North Island**. This seaport is an important centre for **business** and **industry**. It is also the most dynamic and multicultural city in New Zealand.

The **history of the city** goes back 650 years when the Maoris settled in the area. European settlement began in 1840 when the British arrived. New Zealand's first governor, Captain William Hobson, made Auckland the capital. Later, the capital moved to **Wellington**, because it was more central. Since 1945, the city of Auckland has grown and it now has large modern suburbs. In 1985, the New Zealand government made the whole country a **nuclear free zone** and since then Auckland has been a centre for protest against nuclear testing in the Pacific.

Famous sights include **Mt Eden**, one of many large volcanic hills, as well as the **Auckland Harbour Bridge**. At the **Parnell Village** you can visit some of the first European settlers' homes. In the city is the beautiful **Auckland Domain** which is famous for its large palm trees and exotic plants. You can see Maoris perform their traditional dances at the **Auckland Museum**.

1. New Zealand produces iron and syeel, machinery, textiles and motor vehicles.

2. The original people of New Zealand came by canoe from other Pacific Islands.
3. The capital of New Zealand is on the Cook Strait, which separates the two islands.
4. This bridge is one of the city's most distinctive landmarks. It was built in 1959.
5. New Zealand does not allow nuclear materials anywhere in the country

Answers: 1. Business and industry. 2. Maoris. 3. Wellington. 4. Auckland Harbour Bridge. 5. Nuclear free zone

Task

Writing task: analyzing survey results

Imagine you are reporter for school magazine, and you are given task to write an article for a tourist to visit in your area and make a list of places. (120-180)

A. Introduction	<ul style="list-style-type: none"> • Introduce the topic of the survey • Write about background information
B. Overview of survey questions	<ul style="list-style-type: none"> • Explain why each question is important for tourists
C. Analysis of survey results	<ul style="list-style-type: none"> • Analyze the responses to each survey question • Find interesting and unexpected results
D. Interpretation of findings	<ul style="list-style-type: none"> • how visitors can find interesting places
E. Conclusion	<ul style="list-style-type: none"> • Summarize ideas • Express your opinion

Task

Speaking: Round Table Discussion: Discuss the following questions as a whole class. Support your answers with reasons and examples. Students use the phrases for expressing their opinion.

1. If you could time travel and visit any historical event or period, where and when would you go, and why?
2. Imagine you could have a conversation with any fictional character while travelling. Who would it be, and where would you meet them?

3. Picture yourself in a world where teleportation is possible. What would be your top three destinations to visit an instant, and why?
4. If you were given the opportunity to live in any city around the world for a year, which one would you pick, and what aspects of its lifestyle appeal to you the most?
5. Imagine a travel experience that combines your favourite book, movie and music. What would it entail, and how would these elements shape your journey?

25 PHRASES FOR EXPRESSING OPINIONS

I think....	I believe....
I feel....	I suppose....
I guess....	According to me....
In my view....	In my opinion....
In my eyes....	It seems to me that....
From my perspective....	From my point of view....
From my view point....	As far as I'm concerned....
Personally, I think....	I'd like to point out that....
What I mean is....	Generally it is thought that....
Some people say that....	Well, it is considered that....
It is generally accepted that....	My impression is that....
It goes without saying that....	I hold the view that....
I'm of the opinion that....	

Subject:	English
Grade:	8
Level (CEFR):	B1
Theme:	The Natural World
Learning objectives:	<p>8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;</p> <p>8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom task;</p> <p>8.1.3.1 respect different points of view</p> <p>8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics;</p> <p>8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics;</p> <p>8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings</p>

Skills:	understand the problem identify relevant information, record observations in journal work collaboratively to collect data plan and design a butterfly garden
Competences:	Science Literacy and Creative Thinking
Strategies and techniques:	Provide a real-life situation requiring students to apply social skills to solve practical problems and practice writing (keeping a journal) and speaking

Task

1. Read the text and select the correct answer:

The natural world is a vast and diverse tapestry of life, where countless species of animals inhabit various ecosystems across the globe. From the dense rainforests to the vast savannas, the animal kingdom exhibits an extraordinary array of forms, behaviors, and adaptations.

In tropical rainforests, a cacophony of chirps, roars, and rustling leaves unveils a hidden world of biodiversity. Exotic creatures like the resplendent quetzal, vibrantly colored poison dart frogs, and elusive jaguars navigate the lush undergrowth. Each species plays a unique role in maintaining the delicate balance of this rich ecosystem.

Venturing to the polar extremes, the Arctic and Antarctic present a stark contrast. Here, resilient animals like polar bears and penguins have adapted to survive in frigid temperatures. The icy landscapes host a breathtaking display of wildlife, from the majestic humpback whales breaching through the frozen seas to the hardy Arctic foxes camouflaged against the snow.

Oceans, covering more than 70% of the Earth's surface, harbor an astonishing variety of marine life. Coral reefs teem with colorful fish, while the deep sea is home to mysterious creatures like the anglerfish with its glowing lure. Majestic whales embark on epic migrations, and playful dolphins surf the waves, showcasing the diversity beneath the ocean's surface.

In grasslands and deserts, animals such as the African elephant and the desert-adapted camel demonstrate remarkable resilience to harsh conditions. Their ability to

endure and thrive in challenging environments speaks to the adaptability and tenacity inherent in the natural world.

As human activities increasingly impact the planet, conservation efforts become crucial to preserving the intricate web of life. The interconnectedness of species underscores the importance of safeguarding habitats and promoting sustainable practices. Recognizing the beauty and complexity of the animal kingdom inspires a collective responsibility to ensure the well-being of all living creatures, fostering harmony in the grand tapestry of the natural world.

1. What type of environment is described as having a hidden world of biodiversity with creatures like the jaguar and poison dart frogs?

- a) Arctic tundra
- b) Tropical rainforest
- c) Desert
- d) Savanna

2. In which regions would you most likely find species like polar bears and penguins?

- a) Tropical rainforest
- b) Desert
- c) Arctic and Antarctic
- d) Grasslands

3. Which ecosystems are mentioned as hosting a breathtaking display of marine life, including coral reefs and whales?

- a) Oceans
- b) Grasslands
- c) Deserts
- d) Temperate deciduous forest

4. What is highlighted as a crucial aspect in ensuring the well-being of the natural world and its inhabitants?

- a) Exploration
- b) Industrialization
- c) Urbanization
- d) Conservation efforts

5. Which animals are specifically mentioned as demonstrating remarkable resilience to harsh conditions in grasslands and deserts?

- a) Polar bears
- b) Elephants and camels
- c) Humpback whales
- d) Dolphins

Answers: 1. B 2. C 3. A 4. D 5. B

Subject:	English
Grade:	8
Level (CEFR):	B1
Theme:	Sport ,Health and exercises
Learning objectives: Global Competence	8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts; 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom task; 8.1.3.1 respect different points of view 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics; 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings
Skills:	understand the problem identify relevant information, record observations in a journal work collaboratively to collect data plan and design a butterfly garden
Competences:	Science Literacy and Creative Thinking
Strategies and techniques:	Provide a real-life situation requiring students to apply social skills to solve practical problems and practice writing (keeping a journal) and speaking

Look at the picture and guess the topic of the text



The Importance of Sport for The Children's Health

Look at the title of the text and write 3 ideas on the importance of sport for children's health. You may use Chat GPT or Google to find ideas. Discuss them with the class

Sport helps children to develop both physically and mentally. Physical activity should be part of our daily life. Practicing any kind of sport from an early age helps children in many ways, for example, group activities improve interaction and social integration. It also improves the mental level and promotes a healthy lifestyle in adulthood, as the habits we acquire as children are often to stay. Sports have multiple healthy benefits. If we talk on a psychological or personality level, sports activities (especially those done in groups) help children to strengthen* their social self-esteem, and allow them to understand the importance of having and respecting the rules. Another aspect to consider is what type of sport or activity will suit best the child considering his/her conditions and abilities. A more timid and shy child is likely to get better at a sport where she/he has to relate to peers*. To a more active one, an individual sport such as tennis can help better develop her/his ability to concentrate. One of the perhaps most relevant issues is the importance of physical exercise, not only in children but also in young and old people, because moderate daily physical exercise helps prevent overweight and obesity. Taking into account the growth of the percentage of children and young people with obesity and overweight in the Western world, the inclusion of sport in the family routine becomes almost mandatory. Sport can also have the power to help us rest. For all those fathers and mothers of active children, try to get them to run every day playing soccer, or swimming or any other activity that keeps them physically active. They will fall asleep in bed in a matter of seconds and you, dads and moms, too.

Task

MULTIPLE CHOICE QUESTIONS. For questions 1 - 5, choose the answer (a, b or c) which best fits according to the text.

1. Children who practice sports _____.
 - a) are more likely to understand why something can't be done.
 - b) tend to reinforce the social abilities of the team.
 - c) know more about their own self-esteem than children who don't.
2. Which of these statements is NOT true?
 - a) Playing tennis can help children focus their attention.
 - b) Practicing sports during childhood will encourage good health decisions later in life.
 - c) The positive experiences that sports bring play an important role only in a young person's life.
3. The author believes that _____.
 - a) children should be obliged to participate in sports at school.
 - b) parents should be forced to include sports with their children in their schedules.
 - c) parents with obese children must practice sports.
4. Which of the following statements is TRUE?
 - a) Practicing sports together can help all the members of the family sleep better.
 - b) Parents of active children should consider participating in sports in order to relax appropriately.
 - c) Active children will be able to sleep more easily if they play sports daily.
5. According to the text, _____.
 - a) by playing sports, children understand the power of hard work.
 - b) when practicing sports, children learn that in order to achieve their goals they have to obey their coach.
 - c) sports are particularly helpful for children who have no discipline.

Task

For sentences 6 - 9, choose the correct answer (a, b, c):

6. Sport helps children -----both physically and mentally.

- a. to reach
- b. to develop
- c. to achieve

7. Practicing any kind of sport from an early age helps children -----

- a. to improve communication
- b. to study better
- c. to be clever

8. Moderate daily physical exercise helps prevent overweight and obesity.

- a. True
- b. False
- c. Not mentioned

Task

Pair Work Discussion. EXERCISE and SPORTS

20 different questions about exercise and sports - evenly divided into 'A' and 'B' handouts.

Student 'A' . Discuss the questions below with your partner.

1. What is your favorite kind of exercise?
2. How much exercise do you get each week? Do you think you get enough exercise?
3. What are some examples of 'winter sports' that you can play in the snow or on ice?
4. Should schools give more time to students to play sports? Why? / Why not?
5. What are three examples of team sports? Individual sports (sports you play alone)?
6. What strange or unusual sports do you know about?
7. Do you know how to swim? Is a pool or a beach the best place to swim? Why?
8. What sports do you think are really boring?
9. Should older people stop exercising? Why? / Why not?
10. Did you do any exercise or play any sports yesterday? If, 'yes', what kind? -----

Student ‘B’ .Discuss the questions below with your partner.

1. What kind of exercise do you hate? Why don't you like it?
2. Do you like to watch sports on TV? Why? / Why not?
3. Would you like to be a professional athlete (play sports as a job)? Why? / Why not?
4. What sport are you best at?
5. Do you prefer team sports or individual sports? Why?
6. What are the most popular sports in the world? Why are they so popular?
7. What is the best age for children to learn how to swim? Why?
8. Is lifting heavy weights a good way to get strong and healthy? Why? / Why not?
9. Baseball or football? Which is better? Why?
10. Are you going to do any exercise or play any sports tomorrow? If 'yes', what kind?

Answers:

Task: 1c 2 c 3a 4a 5 a

Task: 1b 2 a 3a

Subject:	English
Grade:	8
Level (CEFR):	B1
Theme:	Reading for pleasure
Learning objectives:	<p>8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;</p> <p>8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom task;</p> <p>8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics;</p> <p>8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics;</p> <p>8.1.3.1 respect different points of view</p>

Skills:	understand the problem, identify relevant information, compare and contrast information create a chart in your culture work cooperatively https respect other opinions and culture
Competences:	Global Competence ,reading literacy, creative thinking
Strategies and techniques:	Immersive Learning - providing a real-life situation requiring students to solve practical problems in inquiry-based classroom and practice speaking and writing.

The story of Blue Jeans

Blue jeans are the most popular type of clothing in the world; but they are not modern! In fact, jeans have existed for over 160 years.

In 1996, someone found some very old clothes in an old mine in Nevada, USA; they included a pair of dirty old jeans. Today, those jeans are very valuable, and they are now in the Levi Strauss Archival Collection, in San Francisco. The jeans, which are over 140 years old, are the oldest pair of Levi's 501 jeans in the world.

They are almost the same as a modern pair of 501's; there are just some small differences in the detail. **For instance**, today's 501's have two back pockets, the old pair just has one.

Jeans were the classic clothes of the American West.

In 1853, a young **tailor** from Germany, called Levi Strauss, began working in San Francisco; Levi sold thick **canvas** to miners; the miners used the canvas to make tents.

One day, a miner told Levi that he could not find trousers that were strong enough for work in the gold mines. Levi decided to make some trousers out of canvas.

Very soon, he had sold all the canvas trousers he had made! They were just what miners wanted.

However, the canvas was rather heavy and **stiff**. Levi therefore began to look for a different textile; soon he found a heavy textile from France; it was called *serge de Nimes*. Americans just called this *de Nimes*, and this name soon got reduced to *denim*.

Denim was a bit lighter than canvas, but it was very strong; it was ideal for miners.

However, original denim was almost white, and miners did not like the color! Their denim trousers got dirty as soon as they began working!

Levi Strauss therefore decided to use colored denim, and he **chose** dark blue. In 1873, he began to make denim trousers with metal rivets to make them stronger. This

was a radical new idea: "Blue jeans" had arrived!

Levi's jeans were so popular, that his company got bigger and bigger; soon, other firms were making blue jeans too. Miners liked them, but so did cowboys and other working men. Blue jeans became classic American working trousers.

After the Second World War, jeans became popular all over the world. Today, blue jeans are made throughout the world – most of them in Asia. Very few jeans are now made in the USA, because of the cost: but it is still possible to buy blue jeans that are made in San Francisco.... if you have a lot of money to spend.

Today there are hundreds of different brands of jeans. Many top fashion brands, like Armani or Benetton, make their own blue jeans. But for real authentic jeans, "Levi's" are still the most popular brand.

Not the young! Jeans are now the international uniform worn by young people. Why? That is a good question!

Task

Complete this summary of the article, by putting in appropriate words. To save your answers.

The first jeans were made over 160 1 _____ 2 _____ by a young 3 _____

called Levi Strauss. At first, Levi sold 4 _____ to miners, the miners used this to make 5 _____.

Then Levi began making 6 _____ because miners needed trousers that were very 7 _____ . However, the trousers was really too 8 _____ 9 _____, so Levi looked for a textile which was 10. _____.

Task

Vocabulary exercises: Match the definitions with the words.

- | | |
|-----------------|---------------------------------|
| 1 valuable | a. for example |
| 2. for instance | b. rigid |
| 3.tailor | c. worth a great deal of money. |
| 4.canvas | d. a short metal pin |
| 5.stiff | e.clothes maker |
| 6.chose | f. clothes for free time - |
| 7.leisure wear | g. a very strong form of cloth |

8. rivets

h. selected

Task

For sentences 1 - 5, choose the correct answer (a, b, c):

1. A young , Jacob Davis, notices that his gold-mining customers are wearing through pants,

- a) sailor
- b) tailor
- c) teller

2. The enhanced are soon in high demand.

- a) rollers
- b) curlers
- c) trousers

3. Levi Strauss began pants out of denim.

- a) merchandising
- b) maneuvering
- c) manufacturing

4. Jeans continued to be and diversified over the years.

- a) modified
- b) modernized
- c) monetized

5. Levi Strauss therefore decided to use denim, and he chose dark blue.

- a) colored
- b) pale
- c) colorless

Answers.

Task

1 .years 2.ago 3.tailor 4 canvas 5.tents 6 .trousers 7.Strong

8. heavy

9.stiff 10.lighter

Task

1 .c 2.a 3.e 4.g 5.b 6.h 7.f 8.d

Task

1.b 2.c 3.c 4.b 5.a

Subject	English
Grade	8
Level (CEFR):	B1
Theme	Travel and Transport
Learning objectives	8.1.3.1 respect differing points of view 8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics; 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings
Skills	understand the problem, identify relevant information, apply appropriate mathematical operations to find solutions, create a budget plan for a school trip present a budget plan
Competences	Financial Literacy & Creative Thinking
Strategies and techniques:	Immersive Learning - providing a real-life situation requiring students to apply mathematical concepts to solve practical problems and create a product

Task

You and your classmates are planning a school trip to a nearby nature reserve. The trip will include transportation, admission tickets, and lunch. Create a budget plan for the trip. Here is the information you have:

1. Transportation:

- The cost of renting a bus for the trip is 50 000 tenges.
 - The bus can accommodate up to 30 students and teachers.
 - The total cost will be divided equally among all participants.
2. Admission tickets:
- The cost of admission tickets to the nature reserve is 500 tenge per person.
 - There will be a total 25 students and 5 teachers attending the trip.
 - Teachers' admission tickets are covered by the agency, but students need to pay for their tickets.
3. Lunch:
- The local café will provide lunch for all participants.
 - The cost of lunch per person is 1000 tenges.

Task

Writing task: Calculate the total cost of the trip to know how much each student needs. Remember to include transportation, admission tickets, and lunch in your calculations. Once you have calculated the total and individual costs, create a simple budget plan to present to your classmates and teachers.

Budget Plan:

1. Transportation:
Total Cost:
Cost per Participant (30 people):
2. Admission Tickets:
Total Cost for Participants (25 students):
3. Lunch:
Total Cost for Participants (30 people):
4. Total Trip Cost:
5. Transportation:
6. Admission Tickets (for students):
7. Lunch:
8. Total cost:
9. Individual Contribution (per students):

Transportation:

Admission Ticket:

Lunch:

Total:

Task

Speaking Task: Budget Plan Presentation: You can create a simple chart or table to display the expenses and individual contributions for the trip. This will help your

classmates and teachers understand the budget plan and their financial responsibilities for the trip.

Task

Subject	English
Grade	8
Level (CEFR):	B1
Theme	Daily Life and Shopping
Learning objectives	8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics; 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom task; 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings
Skills	understand the problem, identify relevant information, apply appropriate mathematical operations to find solutions, create a saving plan to achieve your goal present a saving plan
Competences	Financial Literacy & Creative Thinking
Strategies and techniques:	Immersive Learning - providing a real-life situation requiring students to apply mathematical concepts to solve practical problems and practice speaking and create a product

Task

You are a student who receives a weekly pocket money of 3 500 tenges from your parents. You want to save money to buy on-line a new video game that costs 10 000 tenges. However, you also need to budget for other expenses, such as snacks and transportation to/from school. Here is your weekly budget:

1. Allowance:
 - You receive 3 500 tenges every week from your parents as pocket money.

2. Expenses:
 - Snacks: You usually spend 2 250 tenges on snacks.
 - Transportation to/from school: 325 tenges.
 - Unexpected expenses or treats: 300 tenges.

Writing Task: Calculate how much money you can save each week towards buying on-line the video game after covering your expenses. Determine how many weeks it will take for you to save enough money to buy on-line the video game. Create a simple saving plan to achieve your goal, considering your weekly expenses.

Saving Plan:

1. Weekly Allowance:
2. Weekly Expenses:
 - Snacks:
 - Transportation to/from School:
 - Unexpected Expenses or Treats:
 - Total Weekly Expenses:
 - Weekly Savings:
 - Number of Weeks to Save:

Task

Speaking Task: Saving Plan Presentation: You can create a simple chart or table to display the weekly allowance and expenses to achieve your goal. This will help your classmates and teachers understand your saving plan and when you will have enough money to achieve your goal and buy on-line the video game.

Subject	English
Grade	8
Level (CEFR):	B1
Theme	Daily Life and Shopping
Learning objectives	8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts; 8.5.8.1 spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics
Skills	understand the problem, identify relevant information, apply basic mathematical abilities

Competences	Mathematical Literacy
Strategies and techniques:	Provide a real-life situation requiring students to apply mathematical concepts to solve mathematical problems

Task

Solve the mathematical problems:



1. Here is a basket with twelve red and yellow apples. The ratio of red apples to yellow is 4:8 which simplifies to 1:2. Another basket has 27 red and yellow apples altogether. The ratio of red apples to yellow is the same as in the first basket. How many of each color are in the second basket?
 _____ (9:18 = 27)

Task

2. The ratio of can of Pepsi and Cola in the shop is 2:5.

a. What fraction of beverages in the shop are Pepsi?

_____ (3:5)

b. There are 60 cans of Pepsi in the shop. What is the total number of beverages in the shop?

_____ (100)



Task



3. Anna bought a necklace with 27 white pearls and 18 black pearls. She says the ratio of white pearls to black pearls is 2:3.

Is Anna correct? Explain your answer.

_____ (No, 3:2)

Task

4. Anna bought a necklace made of white and black pearls. The ratio of white and black pearls is 4:5. There are six more black pearls than white.

- a. What is the total number of pearls in the necklace? (54)
- b. Anna has added more black pearls and the ratio of white and black pearls is now 2:3.

How many black pearls has she added to the necklace? (6)

Task

5. Aidar is doing a survey to find out if the students' pocket money increases with the age. His first question is: "How old are you?" with five tick lines.

Under 7 _____ 8 to 10 _____ 10 to 13 _____ 13 to 16 _____ Over 16 _____

Write down two problems with five tick lines. Explain your answer.

- a. _____ (10 to 13)
- b. _____ (13 to 16)

Subject	English
Grade	8
Level (CEFR):	B1
Theme	Travel and Transport
Learning objectives	8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts; 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom task; 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics; 8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.1.3.1 respect different points of view
Skills	understand the problem, identify relevant information, compare and contrast information

	<p>create a chart in your culture</p> <p>work cooperatively https</p> <p>respect other opinions and culture</p>
Competences	Global Competence
Strategies and techniques:	Immersive Learning - providing a real-life situation requiring students to solve practical problems in inquiry-based classroom and practice speaking and writing.
Resource	https://harrisburg.psu.edu/international-student-support-services/guide-american-culture-etiquette

Task

2. Project work: Study the chart about Interaction Etiquette in the USA.

Interactions	Female to Female	Male to Male	Male to Female
Hugs	In casual situations	Mostly in casual situations	In casual situations only
Hand Shakes	In both casual and business situations	In both casual and business situations	In formal and sometimes in informal situations
Greeting Kisses	In casual situations	No	Sometimes, in casual situations
Holding Hands	Sometimes, in casual situations	No	Only in casual situations
Eye Contact	In both casual and business situations	In both casual and business situations	In both casual and business situations
Fist Bump	No	Between friends in casual situations	Rare

Task

3. Read the information in the table and decide whether the sentences (1-5) are T (true) or F (false) Correct the false sentences.

- a) Hugs are commonly exchanged between males in both casual and business situations. (False)
 - b) Holding hands is a social interaction mainly observed between females. (False)
 - c) Greeting kisses are never exchanged between males. (False)
 - d) Eye contact is good only in casual situations across all genders. (False)
 - e) Fist bumps are rare between friends in common situations. (True)
-

Task

4. For questions (1-5) choose the correct answer:

1. In which situations are handshakes commonly exchanged?

- a) Only in formal situations
- b) Only in casual situations
- c) In both casual and business situations
- d) Never exchanged between genders

2. When are greetings kisses occasionally exchanged?

- a) Between males in casual situations
- b) Between females in casual situations
- c) Between males and females in formal situations
- d) Never exchanged between genders

3. Which social interaction is only between women?

- a) Handshakes
- b) Greeting kisses
- c) Fist bumps
- d) Holding hands

4. In what situations is eye contact appropriate across all genders?

- a) Only in formal situations
- b) Only in casual situations
- c) In both casual and business situations

- d) Never appropriate in any situations
5. When are fist bumps typically exchanged?
- a) In formal business situations
 - b) Between friends in casual situations
 - c) Only between women
 - d) Only between men in formal situations

Task

5. Compare the information with your native culture. Create a chart on interaction rules in your culture. Compare your thoughts with a partner in class. Discuss the similarities and differences.

Interactions	Man to Man	Woman to Woman	Man to Woman
Hugs			
Hand Shakes			
Greeting Kisses			
Holding Hands			
Eye Contact			
Fist Bump			

Task

25 PHRASES FOR EXPRESSING OPINIONS

- | | |
|-----------------------------------|----------------------------------|
| I think.... | I believe.... |
| I feel.... | I suppose.... |
| I guess.... | According to me.... |
| In my view.... | In my opinion.... |
| In my eyes.... | It seems to me that.... |
| From my perspective.... | From my point of view.... |
| From my view point.... | As far as I'm concerned.... |
| Personally, I think.... | I'd like to point out that.... |
| What I mean is.... | Generally it is thought that.... |
| Some people say that.... | Well, it is considered that.... |
| It is generally accepted that.... | My impression is that.... |
| It goes without saying that.... | I hold the view that.... |
| I'm of the opinion that.... | |

6. Round Table Discussion: Discuss the following questions as a whole class. Support your answers with reasons and examples. By using the app <https://wheelofnames.com/> questions can appear randomly. Students use the phrases for expressing their opinion.

6. Why do people in different places hug or shake hands in different ways? How might where they live or what they believe affect this?
7. How do boys and girls say hello to each other differently? Why do you think they might do this?
8. Can you think of a time when you saw people holding hands? When do you think it's okay for friends to hold hands?
9. Why do think some people give a special kind of shakehand called a fist bump? When might you give a fist bump to a friend?
10. Do you think it's important to look at someone when you talk to them? Why or why not?

Task

Social Interactions Class Survey: Ask your classmates survey questions to complete the following table:

Survey questions	Number of students in class
1. What is your favorite way to say hello to your friends at school?	Total number of classmates:
a) Hugs	

b)	High five	
c)	Handshake	
d)	Handwave	
2.	Have you ever seen people holding hands at school or with friends outside school?	
a)	Yes	
b)	No	
3.	How do you feel about hugs to your friends?	
a)	I love giving hugs!	
b)	Sometimes I give hugs, not always.	
c)	I don't like giving hugs.	
4.	Which social interaction do you think is the most fun or exciting?	
a)	Fist bump	
b)	High five	
c)	Cheek kiss	
d)	None of above	
5.	How do you feel when someone gives a compliment or says something nice to you?	
a)	Happy	
b)	Embarrassed	
c)	Don't really feel anything	

Task

7. Writing Task: Analyzing Survey Results.

Imagine you are a reporter for your school newspaper, and you are given a task to write an article about the results of a recent survey on social interactions among students (120-180). Your article should include the following parts:

F. Introduction	<ul style="list-style-type: none"> • Introduce the topic of the survey • Write about background information
G. Overview of survey questions	<ul style="list-style-type: none"> • Summarize the key questions in the survey • Explain why each question is important for understanding social interactions among students
H. Analysis of survey results	<ul style="list-style-type: none"> • Analyze the responses to each survey question • Find interesting and unexpected results
I. Interpretation of findings	<ul style="list-style-type: none"> • how students prefer to interact with each other • how they build friendship at school
J. Conclusion	<ul style="list-style-type: none"> • Summarize ideas • Express your opinion

Example of an article:

Title: Understanding How We Make Friends.

A. Our recent survey asked students about how they interact with each other to learn more about friendship at school.

B. We asked students how they greet friends, if they are comfortable with hugs, and if they think boys and girls should greet each other differently.

C. Most students like to say hello with a high five or wave. Some enjoy giving hugs, while others don't. Boys and girls have different opinions about how they should greet each other.

D. People like to make friends in different ways. It's important to respect each other's feelings and to be kind to everyone, no matter how they like to say hello.

E. By understanding how we make friends, we can be better friends, and make our school a happier place.



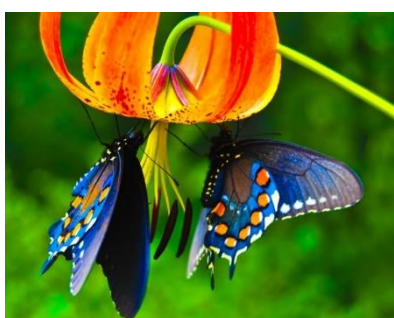
Subject	English
Grade	8
Level (CEFR):	B1
Theme	The Natural World
Learning objectives	8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;

	<p>8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom task;</p> <p>8.1.3.1 respect different points of view</p> <p>8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics;</p> <p>8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics;</p> <p>8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings</p>
Skills	<p>understand the problem</p> <p>identify relevant information,</p> <p>record observations in journal</p> <p>work collaboratively to collect data</p> <p>plan and design a butterfly garden</p>
Competences	Science Literacy and Creative Thinking
Strategies and techniques:	Provide a real-life situation requiring students to apply social skills to solve practical problems and practice writing (keeping a journal) and speaking

Task

2. Read the text and select the correct answer:

<https://www.vedantu.com/evs/butterfly-for-kids> (adapted)



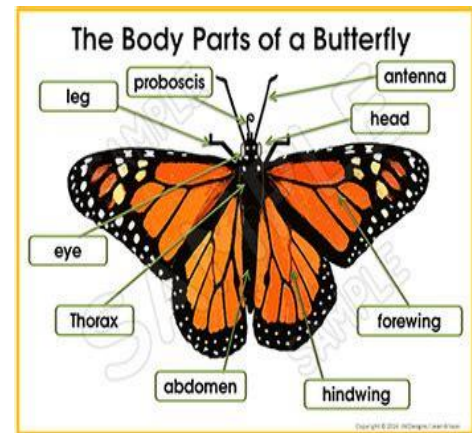
Butterflies are beautiful insects. They fly around beautiful flowers. All around the garden we see a lot of butterflies flying. They keep sitting on different colourful flowers. Some are red in colour, some are yellow, some are blue, some are pink, and some are colourful.

They suck the tasty nectar from the flowers. The nectar is their food for all times. They are found in varied shapes and sizes. They have four wings but people misunderstood them as two. Butterflies have very light wings and once caught you can see the print of their colour on your hands. Let us learn about butterflies in detail.

Body Parts of a Butterfly

Body parts of butterflies consist of the abdomen, wings, antenna, thorax, eyes, hind wing, wing veins, etc. The abdomen is the centre part of a butterfly's body which is like the front part of a human's body.

Over the abdomen, antennae of butterflies are there with their eyes. The proboscis is the uppermost part of a butterfly's body. The wings in the upper body are called wing veins and the wings in the lower part are called hind wings.



What Do Butterflies Eat?

All the butterflies have tongues called Proboscis. They use their tongue to suck nectar from the plants. There are some butterflies which get their food from tree sap. Some survive through rotten animals also. They cannot suck solid material because their tongues are not capable of doing so. Columbine, Orange, Milkweed, Clover, Zinnia, Daisy, Mud, Puddles, etc. are some of the plants which have nectar in them. Butterflies drink water through the same process only. They suck the water and other liquids through their tongue only.

How Do Butterflies Sleep?

Butterflies never sleep in their lifetime. The process of their sleeping is called Quiescent. They do rest for a bit but they never sleep. The reason they do not sleep is that they do not have eyelids. They cannot close their eyes. They find bushes or a safe place to rest at night or during cold times. Butterflies need heat also to gather energy to roam around all day.

1. Which of the following is NOT a body part of a butterfly?
 - a) Abdomen
 - b) Tail
 - c) Antenna
 - d) Thorax
2. What is the purpose of a butterfly's proboscis?
 - a) To fly
 - b) To sense surroundings
 - c) To drink nectar from flowers
 - d) To see in the dark
3. How do butterflies sleep?
 - a) They close their eyes.
 - b) They enter a state of quiescence.
 - c) They sleep like humans
 - d) They never sleep
4. What do butterflies primarily eat?
 - a) Leaves

- b) Tree sap
 - c) Nectar
 - d) Meat
5. Why do butterflies need warmth?
- a) To find mates
 - b) To gather energy for flying
 - c) To sleep
 - d) To protect themselves from predators

Keys for Butterfly Knowledge Quiz:

1. b) 2. c) 3. b) 4. c) 5. b)

Task

Pair Project Work Task: Butterfly Observation and Journaling

1. Find a partner and choose a location outside to observe butterflies.
2. Use the observation sheet to record your findings.
3. Discuss your observations with your partner and reflect on your experience in your journal.
4. Be ready to share your observations and reflections with the class.

Observation Sheet:

Butterfly Species: _____

Colour of Butterfly: _____

Size of Butterfly: _____

Types of flowers visited: _____

Butterfly Behavior: _____

Other Observations: _____

Reflection Questions:

1. What did you notice about butterflies you observed?
2. How did working with a partner your observation experience?
3. What did you learn about butterflies from this activity?
4. How can we protect and support butterfly population in our environment?

Task

Group Work Task: Creating a Butterfly Garden.

6. Form groups: Divide class into small groups of 3-5 students per group.
7. Research: Each group will research information about butterflies and the types of plants that attract them. They can use books, websites, or individual digital resources to gather information.
8. Brainstorming: In their groups, students will brainstorm ideas for their butterfly garden. They should consider the following questions:
 - a) What plants do butterflies like?

- b) What colours should we use in our garden to attract butterflies?
 c) What features should our garden have to provide food and shelter for butterflies?
9. Design: Based on their research and brainstorming, each group will create a design for their butterfly garden. They can draw their design on paper or use online tools.
10. Presentation: Each group will present their garden design to the class. They should explain their choices of plants, colours, and features, and how they plan to attract butterflies to their garden.
11. Discussion: After all groups have presented their designs, have a class discussion about the similarities and differences between the designs. Discuss the importance of butterfly gardens for supporting pollinators and the environment.

Subject	English
Grade	8
Level (CEFR):	B1
Theme	Travel and Transport
Learning objectives	8.2.3.1 understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom task 8.1.3.1 respect different points of view 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings
Skills	understand the problem identify relevant information apply appropriate mathematical operations to find solutions create a weather forecast work cooperatively respect other opinions and culture
Competences	Mathematical Competence and Creative Speaking
Strategies and techniques:	Provide a real-life situation requiring students to apply social skills to solve practical problems and practice active listening and speaking

Recourses:	https://harrisburg.psu.edu/international-student-support-services/guide-american-culture-etiquette https://wheelofnames.com/ https://www.vedantu.com/evs/butterfly-for-kids (adapted) https://youtube.com/shorts/13DEs4zBrSI?si=QtTpQruK552x_b6S (adapted) https://www.esl-lab.com/academic-english/weather-report-script/ https://studio.d-id.com/ https://youtube.com/shorts/13DEs4zBrSI?si=QtTpQruK552x_b6S (adapted from https://www.esl-lab.com/academic-english/weather-report-script/ with https://studio.d-id.com/
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Task

Listening task: Listen about weather forecast in London and complete the task:

https://youtube.com/shorts/13DEs4zBrSI?si=QtTpQruK552x_b6S (adapted from
<https://www.esl-lab.com/academic-english/weather-report-script/> with
<https://studio.d-id.com/>

1. What is the maximum temperature for the day in London?
 - a) 80 degrees Fahrenheit
 - b) 90 degrees Fahrenheit
 - c) 97 degrees Fahrenheit
 - d) 100 degrees Fahrenheit
2. What is the temperature expected for the most of the day?
 - a) 70 degrees Fahrenheit
 - b) 80 degrees Fahrenheit
 - c) 90 degrees Fahrenheit
 - d) 100 degrees Fahrenheit
3. How fast is the wind during the rain?
 - a) 50 miles per hour
 - b) 60 miles per hour
 - c) 68 miles per hour
 - d) 80 miles per hour
4. Convert 68 degrees Fahrenheit to Celsius. The formula to convert Fahrenheit (F) to Celsius (C) is: $C = \frac{5}{9}(F-32)$. Make calculations and write the answer _____.
5. Covert 10 miles to kilometers if 1 mile is 1,60934 km. Make calculations and write the answer _____.

Task

Group Work Task: Design Your Forecast.

1. Form groups: Divide class into small groups of 3-5 students per group.
2. Brainstorm ideas on their own forecast by asking questions:
 - a) What other type of weather could you describe in your forecast?
 - b) How would you present the information in creative way?
 - c) Are there any details and elements you would like to use to make your forecast unique?
3. Design Your Forecast: Students can draw pictures, create symbols, and write descriptions of the weather for their forecast
4. Presentation: Students present their forecast to the class and listen to the classmates' presentations.
5. Reflection: Students reflect their experience and what they learned from the activity. Ask questions such as:
 - a) What was your favourite part of designing your weather forecast?
 - b) Did you meet any difficulties? How did you cope with them?
 - c) What did you learn from this activity?

Audio script:

Good afternoon, dear viewers! The British talk about the weather all the time because it is constantly changing.

And the BBC television centre in London is with you again. Here, forecasters - or meteorologists - are trying to figure out what the weather is going to do next. And today there will be a weather forecast for 15th June.

Well, for those of you who went outside today, I don't need to tell you that it was clear, but hot in most of England, with high temperatures till 90 degrees by Fahrenheit. In London, the maximum temperature for the day was 97 degrees by Fahrenheit. I'm glad I'm working indoors today!

For those of you planning outdoor activities, you can expect clear skies with temperatures around 90 degrees by Fahrenheit for most of the day. We can expect heavy rain over the northern part of the state, which will bring cooler temperatures around 80 degrees with wind to 68 miles per hour, but this rain should stop by mid-morning. It will be partly cloudy most of the morning, but these clouds should clear by mid-afternoon. And that's all for today's weather.

Keys to the task:

1. 97 degrees Fahrenheit
2. 90 degrees Fahrenheit
3. 68 miles per hour
4. 20 degrees Celsius
5. 16.09 km

Tasks for the development of functional literacy for Grade 9

Subject	English
Grade	9
Level (CEFR)	B1
Theme	Science and Technology
Skills	Global literacy
Strategies and techniques	Brainstorming, critical thinking method, problem-search method
Resource	https://learnenglish.britishcouncil.org/skills/reading/b1-reading/digital-habits-across-generations

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Type of reading	Task format
Remembering	1	9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics	Memorization of specific information	Skimming (reading for gist)	True or false
Understanding	2	9.1.6.1 organize and present information clearly to others	Understanding of the material independently of the other material	Scanning (reading for specific information and detail)	Match the definitions
Applying	3	9.4.7.1 recognize	Using the methods,	Scanning (reading for	Write the phrases in

		typical features at word, sentence and text level in a wide range of written genres	concepts, principles and theories in new situations	specific information and detail)	the correct group
Analyzing	4	9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics	The division of information on the constituent elements. Identifying and analyzing; Organization of ideas;	Intensive	Compare and contrast
Evaluating	5	9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics	Determining the value of the materials and methods when aims, standards and criteria are defined	Intensive	write a list of pros and cons
Creating	6	9.1.7.1 develop and sustain a consistent argument when speaking or writing	Making the integer of the particular parts. Predicting; Composing	Intensive	Reorganizing concepts into new structures or patterns through generating, producing or planning.

Look at the picture and guess the title of the text



Digital habits across generations

Today's grandparents are joining their grandchildren on social media, but the different generations' online habits couldn't be more different. In the UK the over-55s are joining Facebook in increasing numbers, meaning that they will soon be the site's second biggest user group, with 3.5 million users aged 55–64 and 2.9 million over-65s.

Sheila, aged 59, says, 'I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them. It's a much better way to see what they're doing than waiting for letters and photos in the post. That's how we did it when I was a child, but I think I'm lucky I get to see so much more of their lives than my grandparents did.'

Ironically, Sheila's grandchildren are less likely to use Facebook themselves. Children under 17 in the UK are leaving the site – only 2.2 million users are under 17 – but they're not going far from their smartphones. Chloe, aged 15, even sleeps with her phone. 'It's my alarm clock so I have to,' she says. 'I look at it before I go to sleep and as soon as I wake up.'

Unlike her grandmother's generation, Chloe's age group is spending so much time on their phones at home that they are missing out on spending time with their friends in real life. Sheila, on the other hand, has made contact with old friends from school she hasn't heard from in forty years. 'We use Facebook to arrange to meet all over the country,' she says. 'It's changed my social life completely.'

Teenagers might have their parents to thank for their smartphone and social media addiction as their parents were the early adopters of the smartphone. Peter, 38 and father of two teenagers, reports that he used to be on his phone or laptop constantly. 'I was always connected and I felt like I was always working,' he says. 'How could I tell my kids to get off their phones if I was always in front of a screen myself?' So, in the evenings and at weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages. 'I'm not completely cut off from the world in case of emergencies, but the important thing is I'm setting a better example to my kids and spending more quality time with them.'

Is it only a matter of time until the generation above and below Peter catches up with the new trend for a less digital life?

TASK 1. Remembering: Are the sentences true or false?

1. More people aged 55 or more use Facebook than people aged 65 or more.

True

False

2. Grandparents typically use Facebook less than their grandchildren.

True

False

3. Sheila feels grateful to social media.

True

False

4. Peter found his own smartphone use affected how he felt about how much his children used their phones.

True

False

5. Peter has changed how much he uses his phone during the working day.

True

False

6. Peter feels that the changes make him a better parent.

True

False

Answer: 1. True 2. False 3. True 4. True 5. False 6. True

TASK 2. Understanding: Match the definitions (1–8) with the vocabulary (a–h).

Vocabulary

- 1. to miss out on
- 2. addiction
- 3. constantly
- 4. to be cut off from
- 5. unlike

Definitions

- a. websites and apps like Facebook, Twitter and Instagram
- b. in a funny or strange way because it's unexpected
- c. different from
- d. to not get the benefits of
- e. needing something too much or in an unhealthy way
- f. people who are the first to buy

Answer: 1d. 2e. 3g. 4h. 5c. 6a. 7b. 8f

TASK 3. Applying: Write the phrases in the correct group

are returning to older technology are less keen on Facebook
like to keep their phones near them use social media to find old friends
were the first generation to get smartphones feel lucky to have the internet
in their lives

Teens	Parents	Grandparents

Answer:

Teens: are less keen on Facebook, like to keep their phones near them.

Grandparents: use social media to find old friends, feel lucky to have the internet in their lives

Parents: were the first generation to get smartphones, are returning to older technology

TASK 4. Analyzing: Compare and contrast

Young generation

Old generation

TASK 5. Evaluating: write a list of pros and cons of smartphones

TASK 6. Creating: How important is communication?

Subject	English
Grade	9
Level (CEFR)	B1
Theme	Music and film
Skills	Financial literacy

Strategies and techniques	Brainstorming, critical thinking method, problem-search method
Resource	https://en.wikipedia.org/wiki/List_of_most_expensive_films

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Type of reading	Task format
Remembering	1	9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres	Memorization of specific information	Skimming (reading for gist)	Match the definitions with the vocabulary
Understanding	2	9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics	Understanding of the material independently of the other material	Scanning	Questions with multiple choice answers
Applying	3	9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	Using the methods, concepts, principles and theories in new situations	Scanning	Compare and contrast
Analyzing	4	9.4.3.1 understand the detail of an argument in extended texts on a	The division of information on the constituent elements	Intensive	Infer about costs

		range of familiar general and curricular topics, including some extended texts			
Evaluating	5	9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings	Determining the value of the materials and methods when aims, standards and criteria are defined	Intensive	Make criteria to assess
Creating	6	9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts	Making the integer of the particular parts	Intensive	brainstorm a better solution

The most expensive movie.

Due to the secretive nature of [Hollywood accounting](#), it is not clear which film is the most expensive film ever made. [Star Wars: The Force Awakens](#) officially holds the record with a net [budget](#) of \$447 million (although it is possible that [Avatar: The Way of Water](#) costs more if its price tag is towards the upper-end of its reported \$350–460 million production costs). The third and fourth [Avengers](#) films ([Infinity War](#) and [Endgame](#)) stand as the most expensive [back-to-back film production](#), with combined production costs of over \$1 billion, according to one of the directors.

Inflation, filming techniques and external market forces affect the economics of film production. Costs rose steadily during the [silent era](#) with [Ben-Hur: A Tale of the Christ](#) (1925) setting a record that lasted well into the [sound era](#). Television had an

impact on rising costs in the 1950s and early 1960s as cinema competed with it for audiences, culminating in 1963 with [Cleopatra](#); despite being the highest earning film of the year, Cleopatra did not earn back its costs on its original release. The 1990s saw two thresholds crossed, with [True Lies](#) costing \$100 million in 1994 and [Titanic](#) costing \$200 million in 1997, both directed by [James Cameron](#). Since then it has become normal for a [tent-pole feature](#) from a [major film studio](#) to cost over \$100 million and an increasing number of films are costing \$200 million or more.

This list contains only films already released to the general public and not films that are still in production or post-production, as costs can change during the production process. Listed below is the net [negative cost](#): the costs of the actual filming, not including promotional costs (i.e. advertisements, commercials, posters, etc.) and after accounting for tax subsidies. The charts are ordered by budgets that have been independently audited or officially acknowledged by the production companies where they are known; most companies will not give a statement on the actual production costs, so often only estimates by professional researchers and movie industry writers are available. Where budget estimates conflict, the productions are charted by lower-bound estimates.

Most expensive productions (unadjusted for inflation)

Only productions with a net budget of over \$200 million in [nominal U.S. dollars](#) are listed here. Due to the effects of [inflation](#), all of the films on the chart have been produced in the 21st century.

Most expensive films				
Rank	Title	Year	Cost (est.) (millions)	Refs and notes
1	Star Wars: The Force Awakens	2015	\$447	
2	Jurassic World: Fallen Kingdom	2018	\$432	
3	Star Wars: The Rise of Skywalker	2019	\$416	
4	Pirates of the Caribbean: On Stranger Tides	2011	\$379	
5	Avengers: Age of Ultron	2015	\$365	
6	Avengers: Endgame	2019	\$356	
7	Avatar: The Way of Water	2022	\$350	
8	Fast X	2023	\$340	
9	Avengers: Infinity War	2018	\$325	
10	Pirates of the Caribbean: At World's End	2007	\$300	
	Justice League	2017	\$300	
	Star Wars: The Last Jedi	2017	\$300	

TASK 1. Remembering: match the words with the definitions

1.Expensive		a.a spending plan based on income and expenses.
2.Cost		b. costing a lot of money.
3.Promotional costs		c. the rate of increase in prices over a given period of time.
4.Budget		d.the value of money that has been used up to produce something or deliver a service
5.Inflation		e.all third party cash outlays for services that distinctly support the marketing and promotion of the New ETFs.

Answer: 1-b, 2-d, 3-e, 4-a, 5-c.

TASK 2. Understanding: choose the correct answer

1. What was the most expensive film in 2018 ?

- a. [Avengers: Age of Ultron](#)
- b. [Avengers: Infinity War](#)
- c. [Jurassic World: Fallen Kingdom](#)

2. What was the highest price for a film in 2007?

- a. \$300 000 000
- b. \$300 000
- c. \$3000

3. The latest film which costs over \$300 000 000

- a. [Avatar: The Way of Water](#)
- b. [Fast X](#)
- c. [Avengers: Endgame](#)

Answer: 1-b, 2-a, 3-b

TASK 3. Applying:

Which Kazakh film do you think could become the most expensive film?

TASK 4. Analyzing: What can you infer about costs of films according to the text?

TASK 5. Evaluating: What criteria would you use to assess the most expensive film?

TASK 6. Creating: Can you brainstorm a better solution for Kazakh films?

TEXT

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Type of reading	Task format
Remembering	1	9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and	Memorization of specific information	Skimming (reading for gist)	Questions that require brief answers

		curricular topics			
Understanding	2	9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts	Understanding of the material independently of the other material	Scanning (reading for specific information and detail)	Question that requires understanding and interpreting information
Applying	3	9.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics	Using the methods, concepts, principles and theories in new situations	Scanning (reading for specific information and detail)	Write an essay
Analysing	4	9.3.1.1 use formal and informal registers in their talk on a range of general and curricular topics	The division of information on the constituent elements. Identifying and analysing; Organization of ideas	Intensive The division of information on the constituent elements	Question that requires dividing the text into parts, comparing, selecting the necessary information
Evaluating	5	9.3.3.1 explain and justify their own point of view on a range of general and curricular topics	Determining the value of the materials and methods when aims, standards and criteria are defined	Intensive	Justify information, evaluate its significance, value and correctness
Creating	6	9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general	Making the integer of the particular parts. Predicting; Composing	Intensive	Make a plan

		and curricular topics			
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Our planet

Our planet, Earth, is a beautiful and diverse place. It is home to millions of different species of plants, animals, and people. However, in recent years, our planet has been facing many environmental challenges. Climate change, deforestation, pollution, and loss of biodiversity are just a few of the issues that threaten the health of our planet.



One of the biggest challenges facing our planet is climate change. The Earth's climate is changing rapidly due to human activities such as burning fossil fuels and deforestation. This has led to rising global temperatures, extreme weather events, and melting ice caps. If we do not take action to reduce our carbon footprint and protect the environment, the consequences could be catastrophic. The destruction of forests for agriculture, logging, and urban development has led to the loss of vital habitats for countless plant and animal species. Deforestation also contributes to climate change by releasing carbon dioxide into the atmosphere. Pollution is a significant threat to the health of our planet. Air and water pollution from industrial activities, transportation, and waste disposal have harmful effects on human health and the environment. Plastic pollution is also a growing problem, with millions of tons of plastic waste ending up in our oceans each year. Loss of biodiversity is a critical issue that affects the balance of ecosystems on our planet. Many species are facing extinction due to habitat destruction, pollution, and climate change. The loss of biodiversity can have far-reaching consequences for the health of our planet and for future generations. Fortunately, there are actions we can take to protect our planet. We can reduce our carbon footprint by using renewable energy sources, conserving water, and practicing sustainable living. We can also support conservation efforts to protect natural habitats and endangered species. By working together, we can make a positive impact and ensure a healthy future for our planet.

Remembering:

Read and say

1. What are the environmental problems of our planet?

Correct answer: climate change, deforestation, pollution, and loss of biodiversity

2. What is the biggest challenge facing our Earth?

Correct answer: climate change

Understanding:

Find synonyms for the following words from the text: challenge, destruction, harmful, consequences.

Correct answer: challenge-problem, destruction- deforestation, harmful- destructive, consequences- outcomes.

Applying:

Write an essay about concrete steps to conserve nature and protect the environment. In your essay, use information from the text "Our planet".

Analysing:

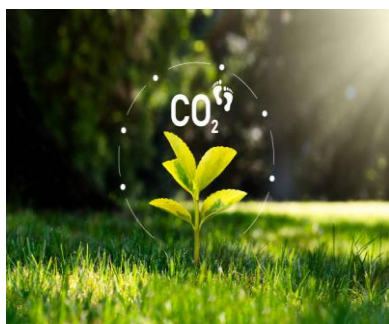
Pair work

Analyse and list the main causes of biodiversity loss. What specific measures can be taken to prevent this?

Evaluating:

Justify, why is conserving biodiversity so important to the health of our planet?

Creating:



Group work

Create an action plan to reduce carbon footprint. Use key words.

Key words: carbon footprint, reduction, carbon dioxide, climate change, fuel, renewable energy, power generation, environment.

TEXT

Subject	English
Class	9
Theme/ topic	«Travel and tourism»
Level (CEFR)	B1
Aims	9.1.8.1 develop intercultural awareness through reading and discussion 9.4.7.1 recognise typical features at word, sentence and text level in a wide range of written genres
Skills	Reading literacy
Strategies and techniques	Brainstorming, critical thinking method, problem-search method
Resource	https://papik.pro/grafic/plakat/8018-plakat-na-angl-50-foto.html

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Type of reading	Task format
Remembering	1	9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics	Memorization of specific information	Skimming (reading for gist)	Match the words to what they refer to
Understanding	2	9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts	Understanding of the material independently of the other material	Scanning	Complete the sentences with the information from the poster. Explain the main idea of the poster
Applying	3	9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics	Using the methods, concepts, principles and theories in new situations	Scanning	Questions that require extended answers
Analysing	4	9.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	The division of information on the constituent elements	Intensive	Analyse the messages on the poster and determine what arguments can be used for this purpose.
Evaluating	5	9.1.8.1 develop intercultural awareness through reading and discussion	Determining the value of the materials and methods when aims, standards and criteria are defined	Intensive	Reasoning based on available data.
Creating	6	9.1.6.1 organize and present information clearly to others	Making the integer of the particular parts	Intensive	Offer an alternative interpretation of the text. Make a poster



Remembering:

Match the countries (1-4) with their capitals (A-D)

1. Canada	A. London
2. The United States of America	B. Canberra
3. Australia	C. Washington
4. Great Britain	D. Ottawa

Correct answer: 1D, 2C, 3D, 4A

Understanding:

1. Read the statements and write True (T) or False (F)

1	The largest population is in Canada	
2	This wild dog lives in Australia	
3	The Statue of Liberty is in the USA.	
4	Sydney Opera House attracts tourists	

5	The flag of Great Britain is the same as that of Australia	
6	The total area of the USA is larger than that of Canada	

Correct answer: 1F 2T 3T 4T 5F 6F

2. Name the main ideas presented on the poster.

Applying:

What conclusions can you do using the information on population, area of countries and attractions presented on the poster?

Analysing:

What arguments are used to support the message on the poster?

Suggested answer:

Arguments that can be used to support the poster's message about the attractions, population and area of English-speaking countries could be the following:

1. Information about the attractions can attract tourists and increase interest in visiting those places.
2. Population numbers can give an idea of the size and variety of cultures in English-speaking countries.
3. The area of English-speaking countries can highlight their geographical distribution and importance in world politics and economics

Evaluating:

Pair work

Appreciate the importance of knowing the attractions, population, and area of English-speaking countries in understanding and learning English language and culture.

Creating:

1. Propose alternative points of view or interpretations of the text.

Group work

2. Create your own poster on the topic «Travelling and tourism»

TEXT 3

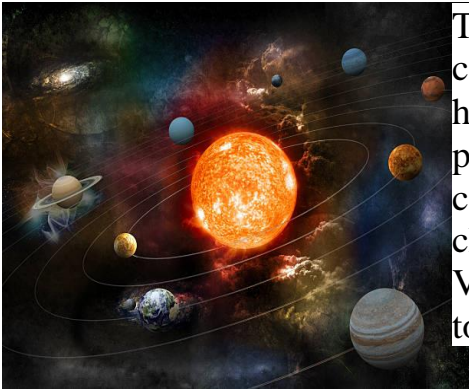
Subject	English
Class	9
Theme/ topic	«Science and technology»
Level (CEFR)	B1
Aims	9.1.7.1 develop and sustain a consistent argument when speaking or writing 9.3.3.1 explain and justify their own point of view on a range of general and curricular topics
Skills	Science literacy

Strategies and techniques	Brainstorming, critical thinking method, problem- search method
Resource	https://science.howstuffworks.com/outer-planets.htm https://kartinki.pics/72674-planety-solnechnoj-sistemy-kartinki.html

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Type of reading	Task format
Remembering	1	9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics	Memorization of specific information	Skimming (reading for gist)	Make a list of object names. Identify information.
Understanding	2	9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts	Understanding of the material independently of the other material.	Scanning	Question that requires extended answer/ Describe
Applying	3	9.3.3.1 explain and justify their own point of view on a range of general and curricular topics	Using the methods, concepts, principles and theories in new situations	Scanning	Question that requires extended answer/Explain. Compare and contrast.
Analysing	4	9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts	The division of information on the constituent elements	Intensive	Questions that requires extended answers.

Evaluating	5	9.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	Determining the value of the materials and methods when aims, standards and criteria are defined	Intensive	Justify the choice. Multiple-choice task
Creating	6	9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	Making the integer of the particular parts	Intensive	Make a plan

Space and Planet



The universe is a vast and mysterious place, filled with countless stars, galaxies, and planets. Space exploration has allowed us to learn more about the cosmos and the planets that make up our solar system. Our solar system consists of eight planets, each with its own unique characteristics and features. The inner planets, Mercury, Venus, Earth, and Mars, are rocky planets that are closer to the sun. They have solid surfaces and

Earth, the third planet from the sun, is the only known planet to support life. The outer planets, Jupiter, Saturn, Uranus, and Neptune, are gas giants that are much larger than the inner planets. They have thick atmospheres composed mainly of hydrogen and helium. Jupiter, the largest planet in our solar system, has a giant red spot that is actually a massive storm that has been raging for centuries. One of the most intriguing planets in our solar system is Saturn, known for its beautiful rings made up of ice particles and rock fragments. These rings extend outwards from the planet's surface and are visible even from Earth with a telescope. Saturn's rings are constantly changing and evolving due to gravitational interactions with its moons. Beyond our solar system, there are countless other planets orbiting distant stars, known as exoplanets. Scientists have discovered thousands of exoplanets using telescopes and other instruments. Some of these exoplanets may have conditions suitable for life, raising the possibility of finding extraterrestrial life forms in the universe. In conclusion, the study of space and planets continues to captivate our imagination and expand our understanding of the cosmos. From the rocky surfaces of Mercury to the majestic rings of Saturn, each planet offers a unique perspective on the wonders of the universe. As we continue to explore

space, we may uncover even more mysteries and marvels that will shape our understanding of the cosmos for generations to come.

Remembering:

1 List the names of the inner planets in our solar system.

Correct answer: Mercury, Venus, Earth, and Mars.

2. Identify the characteristics of gas giants in our solar system.

3. Why is Earth considered unique among the planets in our solar system?

Understanding:

1. Summarize the main differences between the inner and outer planets in our solar system.

2. Put the planets of the solar system in order of distance from the Sun: Earth, Mars, Mercury, Jupiter, Venus, Saturn, Neptune, and Uranus.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Correct answer: 1.Mercury 2.Venus 3.Earth 4.Mars 5.Jupiter 6.Saturn 7.Uranus
8. Neptune

Applying:

Compare and contrast the atmospheres of the inner planets with those of the outer planets.

Analysing:

Analyse the impact of space exploration on our understanding of the cosmos.

Evaluating:

Assess the importance of studying space and planets in expanding human knowledge.

Creating:

Group work

Develop a plan for a future space mission to study a specific planet in our solar system.

Suggested answer:

Plan for a mission to study the planet

1. Purpose of the mission: study of the atmosphere and surface of the planet.
2. Preparing the spaceship for a long flight for launch and operation in space conditions.
3. Launch and transportation of the spaceship in Earth orbit.
4. Arrival on the planet: entry into the planet's atmosphere and descent to the surface.
5. Planetary exploration: study of the composition of the atmosphere and surface of the planet.
6. Data collection and transmission to Earth.
7. Mission completion: planning for the completion of the mission and the return of the spacecraft to Earth. Analysis of results and preparation of mission report.
8. Next steps: using the data obtained to plan future missions to the planet.

ЗАКЛЮЧЕНИЕ

Важность темы развития функциональной грамотности обучающихся на уроках английского языка обусловлена не только глобализацией и необходимостью владения английским языком как инструментом международного общения, но и стремительным развитием технологий, которые требуют от человека способности быстро адаптироваться к изменениям, анализировать и критически относиться к потоку информации. Развитие функциональной грамотности на уроках английского языка становится ключевым фактором, способствующим формированию универсальных компетенций, необходимых каждому человеку в XXI веке.

В заключении данных методических рекомендаций даются выводы по изложенным концепциям, методам и практикам, направленным на развитие функциональной грамотности у учащихся на уроках английского языка. Приведенные в рекомендациях подходы и техники представляют собой интегративный комплекс, целью которого является формирование у учащихся способности эффективно использовать английский язык как средство коммуникации, критического мышления, а также анализа и интерпретации информации.

Основываясь на принципах современной дидактики и лингводидактики, педагогам был предложен комплексный инструментарий, который позволит интегрировать развитие функциональной грамотности в стандартный учебный процесс. Были отмечены не только теоретические аспекты развития функциональной грамотности, но и даны задания для практического применения полученных знаний и навыков в реальной жизни.

Развитие функциональной грамотности на уроках английского языка способствует формированию критического мышления, аналитических способностей и навыков решения проблем. Учащиеся учатся анализировать, сравнивать и критически оценивать информацию из различных источников, что является ключевым навыком в условиях информационного изобилия и разнообразия точек зрения.

Предложенные методы и подходы, используемые для развития, будут успешно интегрированы в учебный процесс, помогая учащимся не только осваивать английский язык, но и развивать глубокое понимание культурного и языкового многообразия. Через развитие функциональной грамотности учащиеся научатся не только эффективно общаться на английском языке, но и

станут более осознанными и ответственными гражданами мира, способными к критическому мышлению и самостоятельному принятию решений.

Сегодня на уроках иностранного языка педагогу следует отойти от передачи знаниевого компонента и обучать не только грамматике и заучиванию словарного запаса, но и умению адекватно воспринимать речь собеседника, эффективно выражать свои мысли и чувства, а также участвовать в диалоге и обсуждениях. Владение иностранным языком на функциональном уровне позволяет не только свободно общаться и понимать информацию в глобальном контексте, но и участвовать в международных проектах, научных исследованиях, а также профессиональной деятельности за рубежом.

Эффективное развитие функциональной грамотности требует применения обучающих стратегий, которые связывают учебный материал с реальными жизненными ситуациями. Использование подлинных текстов, видеоматериалов и интерактивных заданий позволяет обучающимся лучше понять, как применять полученные знания вне класса. Обучение должно стимулировать учащихся задавать вопросы, сравнивать информацию из разных источников и формировать собственное мнение.

Развитие функциональной грамотности обучающихся на уроках английского языка представляет собой многоаспектный процесс, направленный на формирование у учащихся навыков эффективно использовать языковые и культурные знания в различных жизненных контекстах, поэтому на сегодняшний день это является первостепенной задачей, стоящей перед образовательными организациями и, в частности, перед педагогами.

Данные методические рекомендации представляет собой исследование и обзор современных подходов к развитию функциональной грамотности на уроках английского языка. В работе рассматривается каждый компонент функциональной грамотности – математическая, читательская, естественнонаучная, финансовая, глобальные компетенции и креативное мышление и рекомендуются задания на развитие навыков по каждому компоненту для реализации целей ГОСО.

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