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Национальная академия образования им. Ы. Алтынсарина



**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ПРИМЕНЕНИЮ  
ПРАКТИКО-ОРИЕНТИРОВАННЫХ ПОДХОДОВ И МЕТОДОВ В  
ОБУЧЕНИИ ИНОСТРАННОМУ И РУССКОМУ ЯЗЫКАМ**

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Методические рекомендации предназначены для применения практико-ориентированных подходов и методов в обучении иностранному и русскому языкам. Приведенные примерные задания представлены в соответствии с целями обучения типовой учебной программы.

Методические рекомендации по применению практико-ориентированных подходов и методов в обучении иностранному и русскому языкам предоставляют педагогам инструменты и практические подходы для повышения эффективности образовательного процесса. Они помогут им разнообразить формы и методы подачи материала, стимулировать активное участие учащихся, развивать их языковые навыки через практическое применение знаний в реальных или смоделированных ситуациях. Данные рекомендации также направлены на развитие критического мышления, коммуникативных компетенций и навыков работы в команде, что способствует успешной социализации. Материалы могут быть полезны руководителям организаций основного среднего образования, педагогам иностранных и русского языков, методистам управлений и отделов образования, учебно-методических центров.

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## ВВЕДЕНИЕ

Современные образовательные процессы требуют от педагога внедрения новых, эффективных подходов и методов обучения, способных обеспечить высокую степень вовлеченности учащихся и их успешную адаптацию к изменяющимся условиям общества. В условиях глобализации и активного взаимодействия между культурами особое внимание уделяется формированию коммуникативных компетенций, которые включают не только знание языковых норм, но и способность эффективно использовать язык в различных практических контекстах. Это особенно важно при изучении иностранных языков и русского языка.

Практико-ориентированные подходы представляют собой совокупность педагогических методов, направленных на организацию образовательного процесса, при котором знания и навыки приобретаются через выполнение практических задач, моделирование реальных ситуаций и активное применение теории на практике [27; 28; 34]. Такой подход позволяет учащимся не только овладеть языковыми средствами, но и развить способность использовать их в конкретных социальных и профессиональных ситуациях, что способствует развитию критического мышления, творческого подхода и способности к самостоятельному решению задач.

Цель данных методических рекомендаций — систематизация и распространение педагогической практики по применению практико-ориентированных подходов и методов. В работе предоставлены инструменты и задания для интеграции практико-ориентированных подходов в процесс обучения иностранным и русскому языкам. Представленные в документе задания и методы направлены на повышение мотивации учащихся, развитие их речевых навыков и коммуникативных компетенций, навыков 21 века, а также способствуют созданию условий для активного использования языка в разнообразных контекстах — от повседневного общения до ситуаций в учебных контекстах.

Методические рекомендации опираются на современные исследования в области педагогики и методики преподавания языков, а также на опыт применения практико-ориентированных методов в образовательных учреждениях. Представленные материалы разработаны с учетом образовательных целей, заложенных в типовых учебных программах, и могут быть адаптированы в зависимости от уровня подготовки учащихся и специфики учебной среды.

Основные задачи данных рекомендаций включают:

1. Оказание методической поддержки преподавателям русского и иностранного языков.
2. Стимулирование профессионального развития преподавателей английского языка.
3. Презентация практических заданий, соответствующих требованиям государственных образовательных стандартов.

4. Адаптация методик к возрастным и когнитивным особенностям учащихся для применения полученных ЗУН в реальных условиях.

Данные рекомендации призваны не только обогатить арсенал педагогических приемов учителя, но и способствовать повышению качества обучения за счет применения актуальных и эффективных методик, соответствующих современным образовательным стандартам. Применение практико-ориентированных подходов и методов позволяет педагогу адаптировать процесс обучения к различным уровням подготовки учащихся, индивидуализируя процесс в зависимости от их потребностей и целей. Такие методы способствуют более интенсивной языковой практике, повышают мотивацию к обучению и создают условия для того, чтобы учащиеся могли уверенно применять свои знания и навыки в реальных или смоделированных контекстах общения.

# 1. ОСОБЕННОСТИ ПРАКТИКО-ОРИЕНТИРОВАННЫХ ПОДХОДОВ И МЕТОДОВ В ОБУЧЕНИИ ИНОСТРАННОМУ И РУССКОМУ ЯЗЫКАМ.

## *Концептуальные основы практико-ориентированного подхода*

В условиях глобализации и цифровизации современное образование испытывает значительные трансформации, направленные на развитие навыков и компетенций, востребованных на рынке труда, в частности, в области межкультурной и профессиональной коммуникации. Эти изменения требуют более гибких подходов к обучению, способных интегрировать теоретические знания с практическими умениями, особенно в сфере изучения языков, где традиционные методы уже не обеспечивают необходимого уровня подготовки.

Одним из основных направлений совершенствования языкового образования в современной школе является создание интенсивных, гибких систем обучения, обеспечивающих высокое качество образовательной и профессиональной подготовки. Эти системы не только способствуют освоению знаний, но и создают условия для реализации потенциальных возможностей и способностей каждого обучающегося, направляя процесс обучения на формирование всесторонне развитой личности.

Содержание обучения русскому и иностранному языкам в школе должно соответствовать требованиям современного рынка труда и социально-культурным запросам общества, а также обладать ярко выраженной личностно-ориентированной направленностью. Это предполагает формирование у обучающихся не только лингвистических знаний, но и навыков критического мышления, креативности и интеллектуальной гибкости, способствующих становлению творческого, интеллигентного человека, практически владеющего иностранным языком и способного к активному участию в межкультурной коммуникации.

Актуальным для формирования языковой компетенции в её многоуровневом измерении, включая лингвистические и межкультурные аспекты, является практико-ориентированный подход к обучению русскому и иностранным языкам. Г. Селевко в «Энциклопедии образовательных технологий» дает следующее определение: «Практико-ориентированный подход ставит одной из главных целей технологии практический результат» [29]. Так, основная цель данного подхода — обеспечить обучающихся реальными инструментами и навыками, применимыми в условиях многоязычной и цифровой среды, развивая способности к адаптации в различных коммуникативных ситуациях, от учебных до профессионального общения.

Изучение практико-ориентированного подхода в зарубежной системе образования имеет давнюю историю. Анализ существующих тенденций показывает, что развитие этого подхода прошло поэтапную эволюцию: от активного обучения (Active Learning) в 1980-е годы, через обучение в сотрудничестве (Cooperative Learning) в 1990-е годы, к современному этапу, характеризующемуся практико-ориентированным обучением (Practice-based

education) [31]. Практико-ориентированный подход позволяет интегрировать теоретические знания с реальными практическими задачами, что повышает мотивацию учащихся к обучению и их подготовку к будущей профессиональной деятельности [16; 23; 26; 28]. Использование когнитивных стратегий, направленных на повторение, осмысленное использование новых слов и создание ситуаций, в которых можно практиковать язык, способствуют более эффективному освоению языка [17]

При реализации практико-ориентированного обучения необходимо учитывать следующие принципы [30]:

- принцип практико-ориентированного целеполагания;
- принцип выбора индивидуальной образовательной траектории;
- принцип продуктивности обучения;
- принцип первичности образовательной продукции обучающегося;
- принцип ситуативности обучения;
- принцип образовательной рефлексии.

В целях реализации указанных принципов внедрения практико-ориентированности в учебный процесс, необходимо обеспечить ряд базовых предпосылок:

- мотивационное обеспечение учебного процесса;
- связь обучения с практикой;
- сознательность и активность обучающихся [30].

Практико-ориентированный подход направлен на удовлетворение социальных потребностей. В исследованиях выделяют такие аспекты, подчеркивающие социальную значимость образовательных практик, как [31]:

педагогический аспект: подход нацелен на описание процесса целенаправленной подготовки (через образование) подрастающего поколения к социальной, трудовой (профессиональной) практике

целевой аспект: подход направлен на реализацию целей, связанных с развитием значимых для трудовой занятости социальных, технических и профессиональных способностей обучающихся, с формированием их представлений о своей трудовой идентичности, с поддержанием их развития как значимых для глобального сообщества активных («позитивных») граждан;

контекстный аспект: подход в обязательном порядке реализуется в таких контекстах, которые соотносятся с интересами и потребностями обучающихся, он включает в себя широкие возможности практически ориентированных моделей. Созданию данных контекстов должны способствовать как планируемые образовательные условия (формальное образование) – учебный план, ресурсы, методы и приемы, так и непланируемые, несистемные условия (неформальное образование);

рефлексивный аспект: деятельность обучающихся должна постоянно оцениваться, причем, прежде всего, ими самими. Это дает возможность создания четкой системы координат, которая отражается в учебно-методической документации и педагогической деятельности;

аспект социализации: через педагогические практики обучающиеся имеют возможность социализации;

аспект социальной вовлеченности: в структуре подхода практика и педагогическая теория характеризуются наличием тесных взаимоотношений (связей). Эти связи возникают в процессе взаимодействия между обучающимся и преподавателем, между обучающимися (совместное обучение);

аспект «аутентичность и релевантность»: аутентичность и релевантность являются составными элементами цели обучения, образовательной деятельности, процесса контроля знаний обучающихся и оценки эффективности программы практически ориентированного обучения. Педагогические приемы, включая поведение преподавателей, должны соответствовать ожиданиям, нормам, знаниям и практикам изучаемого предмета;

нормативный аспект (соответствие стандартам, ценностям и этическим нормам): все аспекты учебного плана и педагогической деятельности должны соответствовать стандартам.

Таким образом, практико-ориентированный подход в образовании обеспечивает комплексное развитие обучающихся, нацеленное на их подготовку к профессиональной и социальной деятельности. Как было отмечено, подход охватывает аспекты, направленные на достижение образовательных целей, развитие профессиональных и социальных компетенций, формирование трудовой идентичности, а также воспитание активного гражданина глобального сообщества. В основе подхода лежит создание образовательных контекстов,

которые учитывают интересы и потребности обучающихся, а также предусматривают использование различных образовательных условий — как формальных, так и неформальных.

Подход подчеркивает значимость аутентичности и релевантности, ориентируясь на реальные нормы и знания в предметной области, а также на соответствие образовательным стандартам и этическим нормам. Центральное место в подходе занимает рефлексия, позволяющая обучающимся самостоятельно оценивать свои достижения и выстраивать траекторию для дальнейшего обучения. Важным компонентом для результативности подхода является социализация через педагогические практики, а также социальная вовлеченность, которая предполагает взаимодействие между непосредственно обучающимися, а также между обучающимися и педагогами. Эти все условия формируют образовательную среду, в которой обучающиеся могут эффективно развивать свои знания и навыки.

Практико-ориентированный подход к обучению иностранным языкам в школьной среде может рассматриваться как стратегический вектор для формирования коммуникативной компетентности учащихся. Этот подход представляет собой одну из ключевых задач языкового образования, направленного на подготовку выпускников, способных к успешному взаимодействию в условиях многоязычного и многокультурного общества, а также их интеграции в международное сообщество. Реализация данной цели требует системного развития лингвистической компетенции, коммуникативных умений, навыков критического мышления, самооценки и саморегуляции. Особое внимание уделяется способности учащихся применять освоенные языковые знания в реальных жизненных ситуациях, охватывающих как академическую, так и социальную сферы.

### *Зарубежные и отечественные исследования о практико-ориентированном обучении*

Исследования	Содержание
Fominykh, M.V., Uskova, B.A., Vetlugina, N.O. (2021) <i>Problem Modeling as a Basis for Practice-Oriented Learning in the Digital Environment</i>	В статье авторы показывают, проблемное моделирование как основу для практико-ориентированного обучения в цифровой среде. Проблемное моделирование рассматривается как инновационный подход, который объединяет практическую и образовательную деятельность, позволяя учащимся на практике применять теоретические знания, что способствует формированию профессиональных навыков. Использование мультимедийных технологий в рамках проблемного моделирования повышает мотивацию обучающихся к обучению. В частности, аудио- и визуальные эффекты способствуют лучшему усвоению материала, а интерактивные методы обучения помогают адаптировать процесс обучения под потребности обучающихся. В качестве примеров для использования мультимедийных технологий в практико-ориентированных заданиях авторы предлагают создание веб-страниц, презентаций,



	тестов, игровых заданий, что способствует формированию ключевых профессиональных компетенций у обучающихся [19].
<b>Yurchuk G. V., Lakhno A. V., Yurchuk V. A., Petrova E. O., Nosova L. G.</b> (2015) <i>Foreign Language Teaching Based on Organizing Practice-Oriented Communication in the Classroom</i>	Организация занятий с фокусом на практико-ориентированное общение (Practice-oriented communication) позволяет обучающимся развивать языковую компетенцию, применяя знания в контексте реальных ситуаций. Это способствует приобретению языковых навыков и развитию навыков решения профессиональных задач на иностранном языке: В статье описаны три основных метода для организации практико-ориентированного общения: вербально-диалектический метод, терминологический-концептуальный метод и интерактивный метод. Эти методы усиливают когнитивные и коммуникативные способности обучающихся. Применение таких методов, как кейс-методы и ролевые игры, способствует развитию навыков самостоятельного поиска информации, быстрого анализа профессиональных данных и формирования решений в нестандартных ситуациях. Это укрепляет у обучающихся способность принимать решения и защищать свою точку зрения в рамках профессиональной дискуссии. Практико-ориентированное общение способствует повышению языковой компетенции обучающихся. В экспериментальной группе, где применялись практико-ориентированные методы, обучающиеся достигли более высокого уровня языковой подготовки по сравнению с контрольной группой, которая обучалась по традиционным методам [32].
<b>Zaripova R., Porunov A., Zinurova R., Galyamov R., Stepanova G.</b> (2020) <i>The Role of Practice-Oriented Education in the Development of the Country's Economy.</i>	Практико-ориентированный подход позволяет связывать обучение с реальными потребностями отрасли и регионального рынка труда, развивая профессиональные компетенции обучающихся на основе решения практических задач. Этот подход ориентирован на формирование специалистов, готовых к самостоятельной работе в условиях современного производства. В практико-ориентированном обучении важную роль играет постепенное накопление обучающимися профессиональных компетенций. Это включает в себя участие в практических занятиях, лабораторных работах, решении кейсов и проектной деятельности. Эти методы позволяют обучающимся применять теоретические знания для решения реальных профессиональных задач. Практико-ориентированные образовательные системы в таких странах, как США и Германия, служат примерами для других стран. В этих странах акцент делается на проектной работе и подготовке обучающихся к реальным условиям труда, что способствует быстрому внедрению инноваций и адаптации к изменениям на рынке труда. Практико-ориентированное обучение способствует развитию экономики, так как готовит специалистов, способных быстро адаптироваться к современным вызовам и вносить вклад в развитие производственных процессов и инноваций [33]
<b>Kasumova, G. A.</b> <b>(2021)</b> <i>On the issue of sociopragmatic competence as a communicative component of the</i>	В статье подчеркивается важность формирования социопрагматической компетенции как ключевого элемента коммуникативной компетенции в обучении иностранным языкам. Социопрагматика связана с правилами использования языка в социальных и культурных контекстах, что особенно важно для успешной коммуникации на иностранном языке. Автор отмечает, что основным методом формирования социопрагматической

<p><i>foreign language speech culture of students.</i></p>	<p>компетенции являются коммуникативные практико-ориентированные задания. Эти задания должны моделировать реальные коммуникативные ситуации, такие как бронирование отеля, заказ еды в ресторане или обсуждение культурных событий, чтобы развивать у обучающихся умение адекватно использовать языковые конструкции в зависимости от контекста. Важно, чтобы преподаватели активно участвовали в процессе моделирования коммуникационных ситуаций, показывая примеры использования как формальных, так и неформальных языковых конструкций. Это помогает обучающимся лучше понимать социальные нормы общения и развивать свои коммуникативные навыки. Для эффективного обучения социопрагматике рекомендуется использовать не только текстовые материалы, но и мультимедийные ресурсы, такие как видеоматериалы, документальные фильмы и фрагменты интервью. Эти ресурсы позволяют обучающимся лучше понимать культурный контекст и особенности языка. Автор подчеркивает, что обучение иностранным языкам должно включать больше возможностей для аутентичного взаимодействия на изучаемом языке. Без этого обучающиеся могут не в полной мере развить свои социопрагматические и коммуникативные навыки [20].</p>
<p><b>Keshtova, O. K., Marnat, O. B., &amp; Terekhova, Y. Z. (2019)</b> <i>Lingvo-Professional Approach to Intercultural Communication and Practice-Oriented Methods of Teaching Intercultural Communication Skills.</i></p>	<p>Описаны три ключевых метода обучения межкультурным навыкам: рецептивно-продуктивный, репродуктивно-продуктивный и продуктивно-креативный. Каждый из них направлен на развитие разных аспектов межкультурной коммуникации, от восприятия культурных различий до творческого применения этих знаний на практике. Одним из важных аспектов обучения является использование методов, имитирующих реальные ситуации, таких как бизнес-кейсы и деловые игры, что помогает обучающимся развивать аналитические и поведенческие навыки в межкультурной среде. Примером служат ролевые игры, в которых обучающиеся осваивают искусство переговоров и взаимодействия с представителями разных культур [21].</p>
<p><b>Reutova, M. N., &amp; Shavyryna, I. V. (2019)</b> <i>Practice-Oriented Approach as a Tool for Developing Students' Intellectual Potential.</i></p>	<p>Практико-ориентированный подход рассматривается как совокупность методов и форм обучения, направленных на формирование у обучающихся практических умений в профессиональной деятельности. Этот подход способствует интеграции теоретической подготовки с практическими навыками. В статье выделяются различные типы проектов, включая исследовательские, информационные, творческие, игровые и практико-ориентированные проекты. Практико-ориентированные проекты предполагают практический результат, который может удовлетворять конкретные потребности или решать общественные задачи. Практико-ориентированный подход позволяет создать образовательное пространство, где теория находит свое практическое воплощение. Это дает обучающимся возможность постепенно наращивать профессиональные компетенции, начиная с типовых действий и заканчивая продуктивной творческой деятельностью [27].</p>

Анализ показывает, что практико-ориентированное обучение в различных дисциплинах и контекстах эффективно развивает у обучающихся коммуникативные и профессиональные компетенции. Проблемное моделирование, объединяя теорию с практическими заданиями и мультимедийными технологиями, способствует формированию ключевых профессиональных навыков и повышению мотивации обучающихся. Этот подход позволяет будущим специалистам осваивать теорию в условиях, максимально приближенных к реальным рабочим задачам [19]. Организация практико-ориентированного общения на занятиях по иностранным языкам позволяет обучающимся овладеть профессионально значимой терминологией и улучшить когнитивные и коммуникативные способности через такие методы, как кейс-методы и ролевые игры, что способствует развитию навыков критического анализа и адаптации к профессиональным ситуациям [32].

Практико-ориентированный подход, адаптированный к актуальным требованиям рынка труда, способствует формированию профессиональных компетенций обучающихся и их подготовке к реальным условиям производства. Страны, где активно внедряется проектное обучение, демонстрируют успешные примеры подготовки специалистов, готовых к быстрой адаптации и продуктивной деятельности в условиях современной экономики [33]. Формирование социопрагматической компетенции как элемента коммуникативной подготовки способствует успешному межкультурному взаимодействию, а моделирование реальных ситуаций и использование мультимедийных ресурсов позволяют обучающимся освоить культурные и социальные аспекты языка, делая процесс обучения более аутентичным [20].

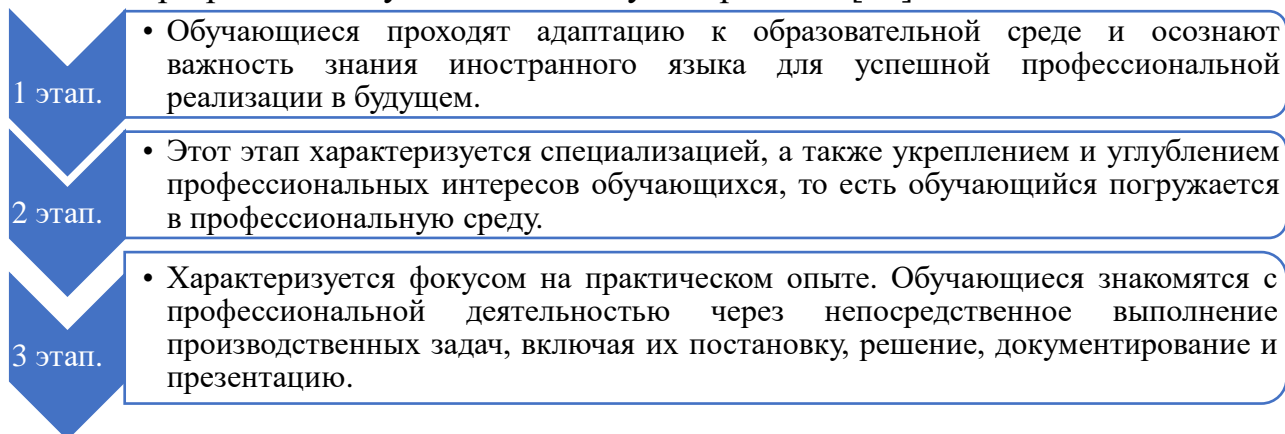
Методы, направленные на развитие межкультурной компетенции, важны для эффективного взаимодействия в многонациональной среде. Использование ролевых игр и бизнес-кейсов способствует развитию у обучающихся аналитических способностей и адаптивных навыков, необходимых для работы в международных условиях [21]. Практико-ориентированные проектные задачи позволяют интегрировать теоретические знания с практическими навыками, ориентируясь на решение реальных и общественно значимых задач. Этот подход создает условия для формирования у обучающихся компетенций, необходимых для профессиональной деятельности, и для эффективного применения знаний в практических ситуациях [27].

### *Этапы применения практико-ориентированного подхода*

Применение практико-ориентированных методов в обучении языкам в школе предполагает последовательную и систематическую интеграцию практических задач, направленных на развитие межкультурной коммуникативной компетентности. Такой подход способствует формированию у учащихся навыков эффективного общения, необходимых для их будущей профессиональной деятельности, а также помогает развивать способность понимать и интерпретировать культурные особенности носителей языка.

Последовательность и системность в использовании практико-ориентированных подходов позволяют учащимся на каждом уровне обучения расширять свои навыки и умения, переходя от базового понимания языка к сложным формам его использования в межкультурной и учебной коммуникации.

Исследователи выделяют 3 этапа применения практико-ориентированного подхода при работе с обучающимися в университете [22]:



Zaripova et al предлагает 4 этап, инновационный, который заключается в генерации и реализации идей, накопленных на всех этапах обучения. Завершением всей работы является защита дипломного проекта по технологической тематике с использованием современных технологий и элементов исследовательского характера [33].

Данные этапы можно адаптировать к процессу обучения в системе среднего образования, применяя различный комплекс упражнений:

Этапы	Направление развития	Комплекс упражнений
1 этап.	обеспечивает знакомство с основами и спецификой учебного процесса [22; 33]	Упражнения, направленные на систематизацию и активацию предыдущих знаний, умений и навыков обучающихся. Для этого используют дифференцированный подход и личностно-ориентированное обучение, что позволяет наиболее эффективно вовлекать разноуровневых обучающихся в процесс формирования коммуникативной компетенции.
2 этап.	Обучение через погружение в практическую деятельность дает не столько накопление знаний, сколько актуализацию индивидуальных, зачастую еще не проявленных способностей и выстраивание линий развития человека. [22; 26; 33]	Упражнения для систематического развития языковых и коммуникативных компетенций. Это могут быть: <ul style="list-style-type: none"> <li>- упражнения, направленные на устранение специфических трудностей освоения лексики и на подготовку к переходу от письменной к устной коммуникации, обеспечивая овладение словарным запасом и её интеграцию в активную речь.</li> <li>- условно-речевые упражнения для укрепления языкового материала в моделируемых ситуациях коммуникации, что позволяет обучающимся применять теоретические знания на практике и развивать навыки межличностного общения.</li> </ul>

		<p>- упражнения для совершенствования коммуникативных навыков, проверке уровня владения языковыми конструкциями и их гибком использовании в различных ситуациях общения.</p> <p>В итоге, поэтапное выполнение данных упражнений способствует углублённой языковой подготовке, формированию устойчивых профессиональных умений и повышению готовности обучающихся к профессиональной коммуникации.</p> <p>Подбор системы упражнений для отработки всех видов речевой деятельности (чтение, говорение, аудирование, письмо) определяется уровнем владения иностранным языком и прогрессом обучающихся.</p>
3 этап	<p>формирование компетенций, развитие технологий, в ходе которого учащийся приобретает все вышеперечисленные знания и навыки [22; 33]</p>	<p>На данном этапе используются упражнения с применением моделирования, такие как деловые ролевые игры, проектные задания и анализ реальных кейсов, создающие условную языковую среду. Чем чаще происходит использование иностранного языка в учебном общении, тем быстрее вырабатывается привычка к формированию мыслей на этом языке</p>

### *Организация практико-ориентированного обучения*

Применение практико-ориентированного подхода в обучении языковым дисциплинам основывается на использовании ролевых игр, ситуационного моделирования, проектной деятельности и анализа реальных кейсов. Эти методы способствуют формированию у обучающихся языковых компетенций в условиях, имитирующих реальные коммуникативные ситуации, что позволяет эффективно интегрировать изучаемые навыки в разнообразные контексты.

Применение **кейс-стади** как инструмента практико-ориентированного подхода на уроках иностранного и русского языков способствует созданию условий для формирования и развития у обучающихся функциональной языковой и коммуникативной компетенций [31]. В рамках кейс-метода учащиеся получают возможность работать с реальными или близкими к реальности ситуациями, требующими анализа, обсуждения и выработки решений, что способствует их активному вовлечению в процесс обучения. Это позволяет обучающимся применять языковые знания в различных контекстах, приближая учебную ситуацию к условиям реального общения, и развивает у них навыки анализа, критического мышления, а также способность к самостоятельному принятию решений.

Кейс-метод на уроках русского и иностранного языков позволяет моделировать коммуникативные ситуации, типичные для межкультурного взаимодействия, что способствует формированию у обучающихся как лингвистических, так и социокультурных компетенций. Кейс-стади помогает учащимся осваивать профессионально ориентированную терминологию, развивать навыки аргументации и структурирования мыслей на изучаемом

языке, что является важной составляющей их будущей профессиональной деятельности. В процессе работы над кейсами учащиеся совершенствуют свои умения адаптировать языковые конструкции в зависимости от контекста, а также приобретают гибкость и уверенность в коммуникации.

На языковых уроках кейс-метод также обеспечивает условия для продуктивного взаимодействия, где учащиеся могут углублять свои знания языка через анализ аутентичных текстов и ситуаций, требующих осмысления культурных, социальных и профессиональных аспектов. Работа с кейсами позволяет развивать навыки работы с информацией, расширять словарный запас, а также осваивать язык в рамках конкретных тематических областей.

Реализация практико-ориентированного подхода с использованием **проектных заданий** на уроках иностранного и русского языка позволяет создать условия, максимально приближенные к реальным коммуникативным и профессиональным ситуациям. В контексте обучения языкам проектные задания предоставляют учащимся возможность применять теоретические знания на практике, что способствует более глубокому усвоению материала и развитию коммуникативных навыков. Данный метод направлен на интеграцию учебных задач с реальными проблемами, требующими от учащихся не только освоения языковых конструкций, но и анализа, критического мышления и коллективной работы для создания конечного продукта (проекта), что усиливает их когнитивные и социальные компетенции [25].

Метод проекта стимулирует обучающихся проводить теоретико-эмпирическое, обзорно-аналитическое или экспериментальное исследование, использовать полученные знания в своей образовательной и профессиональной деятельности и работать в сотрудничестве [25]. Проектные задания, такие как создание мультимедийных презентаций, проведение исследований, подготовка докладов или написание эссе на заданные темы, позволяют обучающимся погружаться в исследование языка и культуры, а также формируют навык работы с информацией. Выполняя проект, ученики учатся структурировать материал, выбирать релевантную лексику и адаптировать содержание в зависимости от целевой аудитории. Это способствует развитию речевой компетенции и социокультурных навыков, которые необходимы для эффективного общения на русском и иностранном языках.

Кроме того, проектная деятельность в рамках практико-ориентированного подхода способствует формированию у учащихся ответственности за конечный результат, стимулирует их к инициативности и самостоятельному принятию решений. Проектные задания на уроках русского и иностранного языков способствуют улучшению языковой подготовки и формируют навыки, востребованные в профессиональной сфере, такие как командная работа, критическое мышление и способность к адаптации.

При использовании проектного метода в обучении иностранному языку меняется и роль педагога, которая варьируется на разных этапах проектирования. Педагог выступает консультантом, помощником, наблюдателем, координатором и иногда источником новой информации. Главной задачей преподавателя

становится обучение практическим методам работы, а не ограничение передач теоретических знаний, что переносит фокус с традиционного преподавания на практико-ориентированное обучение. Педагог, глубоко погруженный в процесс, готовится к уроку, предугадывая возможные речевые и неречевые действия учеников, а также планируя необходимый уровень поддержки (scaffolding) для каждой группы школьников. Такой подход делает урок более продуктивным [18].

**Ролевые игры** в как механизм внедрения практико-ориентированного подхода на уроках иностранного и русского языков служат эффективной методикой для активного освоения языковых навыков и формирования коммуникативной компетенции, создавая условную языковую среду, близкую к реальным ситуациям общения [31]. Этот метод позволяет учащимся развивать не только лингвистические, но и социокультурные аспекты языка, что требует спонтанного использования знаний и способствует навыкам импровизации. Кроме того, ролевые игры помогают учащимся формировать критическое мышление, умение принимать решения, работать в команде и эффективно использовать язык в социальных контекстах. Такой формат обучения делает процесс изучения языка более аутентичным и мотивирующим, способствуя интеграции когнитивных умений с навыками межкультурного взаимодействия.

Исследования показывают, что изучение языка не только способствует развитию языковых навыков, но также формирует деловые умения, навыки принятия решений и готовность брать на себя ответственность [22]. **Деловая ролевая игра**, воспроизводя элементы реальной профессиональной деятельности, позволяет создать условия для аутентичного общения на иностранном языке.

Учебная деловая игра обеспечивает учебный процесс предметным и социальным контекстом, который приближает его к будущей профессиональной деятельности обучающихся и создает более реалистичные условия формирования компетенций по сравнению с традиционным обучением. В этих условиях усвоение языковых знаний происходит одновременно с приобретением навыков, востребованных в профессиональной среде. Процесс обучения становится совместной деятельностью, а развитие личности обучающегося осуществляется через освоение предметных и социальных норм профессионального сообщества. Деловые ролевые игры профессиональной направленности на иностранном языке развивают не только коммуникативные, но и профессиональные навыки. В данном процессе отсутствует механическое накопление информации; вместо этого, благодаря погружению в сюжетно-ролевую игру, происходит деятельностное освоение профессиональных особенностей, что существенно сокращает время, необходимое для формирования базовых навыков. Кроме того, игровой формат позволяет экспериментировать с вариантами решений и пробовать различные стратегии для достижения целей, что формирует у обучающихся целостное представление о профессиональной деятельности и умение вести её на иностранном языке.

Особенности деловой игры [22]:

- базируется на реальном речевом материале, отражающем конкретную ситуацию общения;

- преобладает момент самообучения над обучением. Участие обучаемых в организации и проведении деловой игры активизирует их мыслительную деятельность, повышает творческую активность, так как позволяет им на деле применить свои знания иностранного языка.;

- проблемность деловой игры – существуют проблемные ситуации, требующие оперативного решения. Большую методическую ценность представляют деловые игры, стимулирующие возникновение все новых и новых ситуаций общения;

- ведущим является принцип совместной деятельности и диалогического общения участников, последовательная реализация которых обеспечивает активное развертывание содержания этой игры.

Моделирование разговорных ситуаций на занятиях по иностранному языку позволяет обучающимся глубже погрузиться в страноведческий контекст изучаемого языка, что способствует осмыслению особенностей культуры и коммуникативного поведения другого народа. Эти задания предоставляют возможность обучающимся не просто освоить язык, но и понять культурные различия, что помогает им ориентироваться в межкультурной среде. Как отмечает Касумова, включение страноведческого аспекта делает обучение более целенаправленным, помогая ученикам лучше усваивать язык через реальные жизненные сценарии, такие как заказы в ресторане, бронирование номеров в отеле или выполнение актов вежливости (например, похвала или выражение благодарности) [20].

Для формирования коммуникативной компетенции целесообразно использовать типичные коммуникативные ситуации, адаптированные под иноязычную среду, которые помогают обучающимся усваивать социокультурные нормы общения. Задания могут включать тестовые примеры или диалогические сценарии, чтобы помочь обучающимся усвоить и интерпретировать коммуникативные намерения в рамках конкретного социокультурного контекста. Такие упражнения не только развивают понимание языка, но и позволяют учащимся эффективно функционировать в коммуникационной среде, формируя представление о том, как язык взаимодействует с социальными и культурными элементами дискурса.

В процессе обучения языку важно учитывать многоаспектность коммуникативной компетенции, основанной на ряде микрокомпетенций, таких как семиолингвистическая, референтная, текстуально-дискурсивная, социопрагматическая и этно-социокультурная. Семиолингвистическая микрокомпетенция охватывает языковые знаки и системы, включая фонологию, лексическую семантику, грамматику и невербальные средства. Референтная



микрокомпетенция помогает понять, как язык соотносится с географическим и социальным контекстом. Текстуально-дискурсивная микрокомпетенция включает знания, необходимые для создания последовательной и логически организованной речи. Социопрагматическая микрокомпетенция фокусируется на языковом поведении в интерактивных ситуациях, а этно-социокультурная компетенция развивает навыки использования языка с учетом этнических, религиозных и культурных особенностей, присутствующих в целевом культурном пространстве [20].

В определении И.А. Зимней коммуникативная компетенция представлена как качество, формируемое на основе врожденной языковой способности и обогащенное культурным и социальным опытом личности. Она описывает эту компетенцию как динамическое личностное свойство, позволяющее эффективно взаимодействовать с другими людьми через язык и формировать мысли в соответствии с этносоциокультурным контекстом [35]. Данное определение позволяет охватить разнообразие компонентов коммуникативной компетенции и подчеркивает важность их развития для полноценного освоения языка и подготовки к межкультурной коммуникации.

Практико-ориентированный подход с применением **ситуационного моделирования** на уроках иностранного и русского языков представляет собой метод, направленный на воспроизведение реальных коммуникативных контекстов, что способствует эффективному формированию языковых и коммуникативных компетенций. Подобный метод тесно связан с иммерсивным обучением, поскольку он обеспечивает полное погружение учащихся в языковую среду, максимально приближенную к реальной. Как отмечают некоторые исследователи, решающую роль в применении иммерсивных технологий в образовательном процессе играет иммерсивность среды, так как она реализует один из фундаментальных дидактических принципов — принцип наглядности [24].

**Иммерсивный подход**, реализуемый через ситуационное моделирование, позволяет обучающимся интегрировать лингвистические и коммуникативные навыки в практической деятельности. Например, моделирование ситуации деловой встречи, заказов в ресторане, бронирования отеля или профессионального интервью формирует у обучающихся способность использовать язык в аутентичных условиях. На уроках русского языка это способствует укреплению грамотной и стилистически уместной речи, тогда как на уроках иностранного языка — адаптации к различным культурным и поведенческим нормам, характерным для целевой аудитории.

Иммерсивные среды, такие как VR и AR, могут служить инструментами, способными погружать обучающегося в семантическое пространство, создавая тем самым условия для рефлексивно-активной деятельности [24]. Практико-ориентированный подход с акцентом на иммерсивное обучение позволяет ученикам преодолевать языковой барьер и развивать уверенность в использовании языка в динамике реального общения. В условиях моделирования учащиеся учатся распознавать нюансы общения, понимать контексты и

адаптироваться к изменениям в диалоге, что особенно важно в межкультурной коммуникации. Таким образом, ситуационное моделирование на базе иммерсивного обучения не только ускоряет процесс формирования языковой компетенции, но и делает его более устойчивым и приближенным к реальным условиям коммуникации.

Исследователями разработана модель формирования коммуникативных навыков у обучающихся в процессе выполнения проектной деятельности на иностранном языке, состоящая из пяти взаимосвязанных блоков [34]:



Представленная модель формирования коммуникативных умений у обучающихся в процессе проектной деятельности на иностранном языке представляет собой целостную и структурированную систему, состоящую из пяти взаимосвязанных блоков. Каждый блок выполняет специфические функции. Такая модель обеспечивает системный подход к развитию коммуникативных умений, необходимый для подготовки компетентных специалистов, способных эффективно использовать язык в различных жизненных ситуациях.

Внедрение практико-ориентированных подходов в учебный процесс обусловлено необходимостью эффективных образовательных технологий

(совокупности средств и методов обучения, развития обучающихся, дающих возможность успешно реализовывать поставленные цели). Для успешного применения этого подхода педагогам следует разработать комплекс лингводидактических средств формирования коммуникативных умений у обучающихся, включающий два компонента [34]:



1) лингвистический компонент (тематические лексические единицы, речевые клише, функционально-речевые опоры, учебные тексты и гипертексты);



2) дидактический компонент (приемы обучения видам речевой деятельности, языковые и коммуникативные упражнения, интерактивные формы общения, коммуникативные задания)

Разработка комплексного лингводидактического инструментария, направленного на формирование коммуникативных умений у обучающихся, позволяет эффективно достигать поставленных образовательных целей и адаптировать процесс обучения к современным требованиям.

Практико-ориентированный подход к языковому обучению должен применяться последовательно с использованием комплекса лингводидактических средств и современных цифровых возможностей, таких как AR, VR и интеллектуальных ассистентов, включая ChatGPT. Интеграция этих технологий позволяет моделировать аутентичные коммуникативные ситуации, способствующие более глубокому погружению в языковую среду и ускоряющие формирование коммуникативной компетентности.

Применение дополненной и виртуальной реальности (AR и VR) открывает возможности для создания интерактивных учебных сценариев, где обучающиеся могут «путешествовать» в виртуальных языковых пространствах, моделировать профессиональные ситуации и взаимодействовать с носителями языка в иммерсивной среде. Это способствует развитию языковых навыков через реалистичное погружение, что особенно важно для становления развитой языковой личности. Использование ChatGPT и других интеллектуальных ассистентов позволяет обучающимся практиковать диалоги, задавать вопросы, получать обратную связь и прорабатывать грамматические и лексические конструкции в формате персонализированного общения. ChatGPT может моделировать различные речевые ситуации, что позволит обучающимся

адаптировать коммуникативные навыки и применять стратегии для преодоления языковых барьеров.

Последовательное применение этих цифровых технологий в сочетании с традиционными лингводидактическими средствами способствует поэтапному развитию коммуникативной компетентности, поддерживает мотивацию к изучению языка и создает условия для формирования языковой личности, готовой к эффективному взаимодействию в различных культурных и профессиональных контекстах. Иммерсивные технологии обладают значительным потенциалом для применения в образовании. Их использование позволяет организовать учебный процесс так, что обучающиеся могут активно участвовать в образовательных взаимодействиях, развивая компетенции в условиях, максимально приближенных к реальным [24].

Практико-ориентированный подход в обучении иностранным языкам играет важную роль в развитии автономности и саморегуляции у обучающихся. Вовлечение их в активное применение когнитивных стратегий позволяет им самостоятельно находить пути решения практических задач, связанных с освоением языка, что повышает их мотивацию и способствует самостоятельному управлению учебным процессом. В такой образовательной модели учащиеся развивают способность к самостоятельному использованию языка, что включает не только запоминание новых слов и фраз, но и их осмысленное применение в учебных и профессиональных ситуациях [17].

Проектные и практико-ориентированные задания, такие как ролевые игры и симуляции, стимулируют обучающихся к самостоятельному выбору стратегий обучения, что является важным элементом развития автономности. Обучающиеся учатся адаптировать свои методы обучения под конкретные задачи, что способствует формированию устойчивой системы саморегуляции. Например, кейс-методы и практические упражнения предоставляют обучающимся возможность проводить самооценку своих языковых компетенций и корректировать подходы к изучению языка в зависимости от возникающих сложностей. В этом контексте роль преподавателя трансформируется: он становится наставником, который помогает обучающимся формировать навыки автономного обучения [23; 28].

Систематическая саморегуляция, поддерживаемая практико-ориентированными стратегиями, позволяет обучающимся развивать устойчивую мотивацию к обучению, так как они непосредственно видят результаты своих усилий в реальных и практически значимых контекстах. С помощью таких заданий, как создание проектов, обучающиеся формируют профессиональную идентичность для будущей карьеры и понимают значимость языковых навыков для своей будущей карьеры. Это способствует не только когнитивному, но и личностному росту, поскольку обучающиеся становятся активными субъектами учебного процесса, способными к принятию решений и выбору эффективных методов освоения иностранного языка [34].

Практико-ориентированный подход, направленный на развитие автономности и саморегуляции, создает условия для формирования у

обучающихся ключевых компетенций, таких как критическое мышление, адаптивность и способность к самообучению. Применение этого подхода стимулирует обучающихся интегрировать теоретические знания с практическим опытом, для более динамичного обучения, соответствующего требованиям общества.

### *Особенности применения практико-ориентированного подхода на уроке*

Применение практико-ориентированного подхода при реализации содержания Типовых учебных программ по языковым предметам является важным аспектом подготовки обучающихся для предоставления им актуальных знаний и навыков, необходимых в современном мире. Государственные общеобразовательные стандарты образования (ГОСО) и Типовые учебные программы разрабатываются с учетом требований общества, отражая запрос на подготовку выпускников, способных эффективно использовать язык в профессиональной деятельности и повседневной жизни. В учебном процессе осуществляется интеграция теоретических знаний и практических навыков, что способствует формированию высококвалифицированных специалистов, способных эффективно решать профессиональные задачи в условиях многоязычной и мультикультурной среды.

Образовательные программы содержат учебные цели, направленные на формирование функциональной грамотности, подразумевающей использование приобретенных знаний и навыков в реальных жизненных ситуациях. Достижение этих целей возможно через моделирование реальных коммуникативных ситуаций, что позволяет не только осваивать необходимую лексику и языковые структуры, но и развивать навыки взаимодействия в межкультурном контексте. В образовательной практике для этого можно использовать разнообразные интерактивные методы, такие как проектная деятельность, ролевые игры, проблемно-ориентированное обучение, кейс-стади, и т.д. что способствует комплексному усвоению языковых компетенций и готовности учащихся к современным профессиональным требованиям. В таблице ниже представлены цели обучения и рекомендованы методы и примерные задания.

Цели обучения по предметам	Методы и подходы	Виды заданий
3.2.3.1 respond to basic questions with single words or short responses. 3.5.1.8 use personal subject and object pronouns in a limited range of familiar topics.	Использование коммуникативного подхода с элементами диалога и ролевой игры	Ученики отвечают на вопросы, связанные с повседневными ситуациями, используя односложные ответы или короткие фразы, например, «Как тебя зовут?», «Сколько тебе лет?», «Как зовут твоего одноклассника?».
6.2.5.1- understand most specific information and detail of supported, extended talk on a	PBL	Находят пути решения проблемы

range general and curricular topics; 6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics		
9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts	проектное обучение	Ученики составляют историю по заданному образцу, рассказывают друг другу, соблюдая логическую последовательность событий
7.3.2 Comprendre des informations et des détails spécifiques dans des textes sur des sujets généraux et académiques les plus familiers	Проблемно-ориентированное обучение	Ученики читают текст на французском языке с последующим обсуждением деталей и ответами на вопросы, анализируют текст с фокусом на понимание ключевых деталей для принятия общего решения
7.2.5 Interagir avec les camarades de classe pour collaborer, discuter, convenir, planifier et établir des priorités afin d'accomplir des tâches d'apprentissage.	Кооперативное обучение, кейс-стади	Учащиеся вместе (в группах) решают учебную задачу, согласовывают действия и планируют этапы работы
3.4.1.1 Schulsachen auf Deutsch korrekt benennen und schriftlich beschriften, um Wortschatz und Schreibfähigkeiten zu erweitern	Технология критического мышления	Ученики читают текст, выделяют важную информацию и отвечают на вопросы о деталях и контексте
9.3.3.1 формулировать вопросы, перефразируя информацию текста, и отвечать на них, различая факт и мнение;	Ролевая игра	Ученики участвуют в ролевой игре, где каждый исполняет роль журналиста или исторического персонажа. Их задача — проанализировать текст о значимом историческом событии и подготовить интервью, которое поможет выяснить детали, а также отличить факты от личных мнений персонажа.

**!** (Для реализации целей обучения можно использовать другие методы и виды заданий. Таблица представлена с целью показать связь между целями обучения, методами и задачами.)

В условиях интенсивного и повсеместного внедрения искусственного интеллекта и цифровых технологий Типовые учебные программы пересматриваются для соответствия новым социальным и профессиональным требованиям. При их разработке учитывается компетентный подход, способствующий формированию у обучающихся навыков, необходимых для успешной профессиональной деятельности в будущем. Такой подход предусматривает не только передачу знаний, но и создание условий для активного взаимодействия между педагогом и обучающимся, что позволяет

обучающимся развивать самостоятельность и способность к решению профессиональных задач, опираясь на личный и социальный опыт.

Для эффективного освоения учебного материала важен баланс между теоретической и практической составляющей содержания Типовых учебных программ. В связи с этим, важно применять практико-ориентированный подход в обучении. Интерактивные методы, применяемые в этом подходе, поддержка самостоятельной работы и активное вовлечение в практическую деятельность позволяют учащимся уверенно применять полученные знания и быть готовыми к решению актуальных задач в многоязычной и многокультурной среде. Такой подход не только развивает языковые и коммуникативные навыки, но и формирует у обучающихся гибкость мышления и способность к адаптации к реальным ситуациям. В результате выпускники становятся компетентными личностями, способными эффективно использовать язык в профессиональной деятельности и повседневной жизни. Это особенно важно в условиях глобализации и культурного разнообразия, где способность к межкультурному взаимодействию и коммуникативная уверенность являются ключевыми факторами успешной интеграции и профессиональной реализации.

## 2. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ПРИМЕНЕНИЮ ПРАКТИКО-ОРИЕНТИРОВАННЫХ ПОДХОДОВ И МЕТОДОВ В ОБУЧЕНИИ ИНОСТРАННОМУ И РУССКОМУ ЯЗЫКАМ.

<b>Class</b>	3
<b>Unit</b>	Unit 3. People I love
<b>Theme</b>	My friends
<b>Level</b>	A1
<b>Learning objectives</b>	3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support; 3.2.2.1 use isolated words and basic expressions to provide personal information;
<b>Skills</b>	Fine Motor Skills, Comprehension Skills, Observation Skills.
<b>Methods, strategies and techniques</b>	Practice-oriented approach, Guided Tracing, Interactive Sorting, Emotion Charts
<b>Descriptors</b>	A learner: - observes the words and traces them; - matches the pictures with the correct emotions; - draws and describes the pictures
<b>Assessment criteria</b>	- spells the words correctly; - uses adjectives to describe people; - uses correct form of “be”

1- Look at the pictures and trace the words.



2- Match the pictures with the words.



3- Draw faces with different feelings. Point and say. Use correct form of “be”



eg: Arman is .....



<b>Class</b>	3
<b>Unit</b>	Unit 3. People I love
<b>Theme</b>	My family
<b>Level</b>	A1
<b>Learning objectives</b>	3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary. 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level.
<b>Skills</b>	Critical Thinking, Comprehension Skills, Writing Skills
<b>Methods, strategies and techniques</b>	Practice-oriented approach, guided Reading Sessions, Annotation Techniques
<b>Descriptors</b>	A learner: - reads the text carefully with little support; - finds information; - answers the questions
<b>Assessment criteria</b>	- gives correct answers to the questions



**Task. Read the text and answer the questions.**



### **My Toy Dino**

This is Dino. Dino is a big dinosaur. He has large feet. He's got a long tail too. I always carry Dino wherever I go. Dino is my favorite toy. I hold Dino every time I sleep at night. I hold it near me when I'm scared or sad.

What is the toy in story?

What is the name of the toy?

Describe the toy in the story?

Do you have favorite toy?

<b>Class</b>	3
<b>Unit</b>	Weather
<b>Theme</b>	Seasons
<b>Level</b>	A1
<b>Learning objectives</b>	3.1.2.1 recognise familiar words with visual support 3.2.4.1 provide simple descriptions of people, objects
<b>skills</b>	Vocabulary Development, Speaking and Communication
<b>Method, strategies, techniques</b>	Practice-oriented approach, Guided Practice
<b>Descriptors</b>	A learner - matches pictures and words; - says about the seasons
<b>Assessment criteria</b>	Describe objects using the appropriate words

**Task. Match the picture with the word the teacher reads. Say about the season.**

**Example:** It is summer.



**SPRING**



**AUTUMN**



<b>Class</b>	3
<b>Unit</b>	Weather
<b>Theme</b>	Seasons
<b>Level</b>	A1
<b>Learning objectives</b>	3.2.3.1 respond to basic questions with single words or short responses; 3.5.1.8 use personal subject and object pronouns in a limited range of familiar topics;
<b>skills</b>	Confidence Building, Non-Verbal Communication
<b>Method, strategies, techniques</b>	Practice-oriented approach, Communicative Language Teaching (CLT), Role-Playing, Modeling
<b>Assessment criteria</b>	choose the picture; ask the question “What is the weather like?; answer the question “What is the weather like? using topic words;
<b>Descriptors</b>	A learner - choose a picture; - asks and answers questions according to the chosen picture; - make up a dialogue “What is the weather like?” using topic words.

**Task. Choose the picture. Make up a dialogue. Use “What is the weather like?”**

*Example:- What is the weather like?  
-It is rainy.*



It is h...



It is c....



It is r....



It is s.....



It is s.....



It is w.....

**Task. Act out.**

*! Note for a teacher. Use any items and pretend they are used in a particular type of weather. One student acts and asks the question, 'What is the weather like?' The other students respond*

<b>Class</b>	3
<b>Unit</b>	My free time
<b>Theme</b>	Activities in My Free Time
<b>Level</b>	A1
<b>Learning objectives</b>	3.1.2.1: Recognise familiar words with visual support. 3.5.1.5: Use with considerable support basic determiners a, an, the, to identify things.
<b>Skills</b>	Communication Skills, Sharing and Collaboration, Visual Literacy
<b>Methods, strategies, and Techniques</b>	Practice-oriented approach, Project-Based Learning (PBL), Art Integration, Brainstorming
<b>Assessment criteria</b>	Creativity and clarity of the collage Correct use of vocabulary and articles
<b>Descriptors</b>	A learner: - creates a colorful picture collage of their free time activities; - uses articles correctly in their descriptions of activities.

**Task 1: “My Free Time Picture Collage”**



Do you play with friends, read books, or watch TV?

**Task 1. Draw three pictures of things you enjoy doing. Use bright colors! Use *a*, *an*, or *the*.**

For example:

- “I play football with *the* friend.”
- “I read *a* book.”
- “I ride *a* bike in the park.”

**Descriptors for Task 1** (up to 5 points):

1 Point: Not very creative. No correct words or prepositions.

2 Points: Uses some activities. Some words are right, but there are some mistakes with the articles.

3 Points: Clear. Shows different activities. Most words are correct, with a few mistakes with articles.

4 Points: Very creative. Most words and articles are right, with few mistakes.

5 Points: Very creative and clear. The words and articles are correct.



**Task 2: “My Weekend Plan”**



What do you do on Saturday and Sunday? Do you play outside, help your family, or go to the park?

Draw a calendar with two boxes for Saturday and for Sunday. In each box, draw what you do. Then, write under each picture. Use words like *in*, *on*, or *at*.

For example:

Saturday	Sunday
	
On Saturday, I...	On Sunday, I...

**Descriptors for Task 2, (up to 5 points):**

1 point: Story is unclear and lacks creativity, no correct use of vocabulary or prepositions.

2 points: Story has some activities but is not well-organized, some correct vocabulary but many prepositions are used incorrectly.

3 points: Story is clear and includes multiple activities, most vocabulary is correct, with a few preposition errors.

4 points: Story is very creative and engaging, vocabulary and prepositions are mostly correct with minor errors.

5 points: Story is exceptional in creativity and clarity, showing great effort, vocabulary and prepositions are used correctly throughout

<b>Class</b>	3
<b>Theme</b>	Healthy habits
<b>Level:</b>	A1
<b>Learning objectives</b>	3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.3.3.2 find out the main points in short simple descriptions with visual support; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level;
<b>skills</b>	Critical Thinking, Spelling Skills, Comprehension Skills
<b>Methods, strategies and techniques</b>	Direct Instruction, Phonics-Based Learning, Contextual Learning
<b>Assessment criteria</b>	correct use of phrases filling in the missing letters
<b>Descriptors</b>	A learner:

	<ul style="list-style-type: none"> <li>- put the numbers with the correct pictures;</li> <li>- find the suitable letters;</li> <li>- use the phrases from the Word bank table;</li> <li>- describe the pictures with the correct meaning;</li> </ul>
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**Task 1. Match the pictures with the correct word**















**Word bank**

1. Play
2. Do exercise
3. Drink water
4. Sleep well
5. Eat well
6. Wash

**Descriptor**

- put the numbers with the correct pictures;

**Task 2. Fill in the gaps.**

- |                    |           |                    |
|--------------------|-----------|--------------------|
| 1. D__ ex__r__i__e | 2. W__s__ | 3. D__i__k w__t__r |
| 4. E__t__el__      | 5. __l__y | 6. __le__p w__l__  |

**Descriptor**

- find the suitable letters;

**Task 3. Fill in the gaps**

	<p>Sam likes to _____</p>		<p>Adam likes to _____ his face every morning.</p>
		<p>Ben and Sally like to _____</p>	
		<p>Emma likes to _____ hopscotch with her friends.</p>	

**Descriptors**

- use the phrases from the **Word bank** table;

- describe the pictures with the correct meaning;

<b>Class</b>	3
<b>Unit</b>	Buildings
<b>Theme</b>	7.1 My home, rooms and objects
<b>Level</b>	A1
<b>Learning objectives</b>	3.4.2.2 use words and short simple phrases to complete a written text at a sentence level;
<b>Skills</b>	Critical Thinking, Spelling Skills, Comprehension Skills
<b>Methods, strategies and techniques</b>	Practice-oriented approach, Contextual Learning, Scaffolded Practice, Use of Context Clues
<b>Assessment criteria</b>	Select the appropriate word from the list to fill in the gaps; Complete each sentence meaningfully and logically with the correct room or object.
<b>Descriptors</b>	A learner: - Identify and choose words from the provided list; - Complete each sentence correctly;

**Task 1.** Read and fill in the gaps. Choose the correct words from the list.

bedroom    sofa    table    lamp    bathroom

### My House



In my \_\_\_\_\_ there is a big bed.



In the kitchen, there is a \_\_\_\_\_ and a chair.



In the living room, I like to sit on the \_\_\_\_\_ and read a book.

In the \_\_\_\_\_ we have a bath.



There is a \_\_\_\_\_ on the table.

<b>Class</b>	3
<b>Unit</b>	Buildings
<b>Theme</b>	7.2 Buildings in our Town
<b>Level</b>	A1
<b>Learning objectives</b>	3.2.2.1 use isolated words and basic expressions to provide personal information;
<b>Skills</b>	Reading Comprehension, Oral Language Skills, Critical Thinking
<b>Methods, strategies and techniques</b>	Practice-oriented approach, Scaffolding, Communicative Language Teaching (CLT), Guided Practice
<b>Assessment criteria</b>	Use words about buildings correctly in their sentences; Make clear and simple sentences when talking about buildings.

<b>Descriptors</b>	A learner: - describe buildings using full sentences and the right words; - participate actively in pairwork.
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**Task 1.** Work in pairs. Look at the pictures. Talk about them. Use the sentences below. Tell to you partner about these places.

- **This is a...**
- **I go to the...**
- **My favourite place is...**



<b>Class</b>	3
<b>Unit</b>	My holidays
<b>Theme</b>	Our world
<b>Level</b>	A1
<b>Learning objectives</b>	3.1.2.1 recognise familiar words with visual support; 3.3.3.2 find out the main points in short simple descriptions with visual support; 3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices);
<b>Skills</b>	Reading Comprehension, Visual Literacy
<b>Methods, strategies, and techniques</b>	Practice-oriented approach, Visual Association, Contextual Learning, Cloze Activity
<b>Assessment criteria</b>	<b>Assessment criteria:</b> Clearly shows understanding of the meaning of the words;
<b>Descriptors</b>	A learner: -Looks at the pictures. -Identifies objects depicted. -Numbers the pictures with words. -Reads a text with basic vocabulary. -Identifies and writes pictures of transport shown in the picture

**Task 1. Number the pictures**

1. a bus
2. a plane
3. a bike
4. a train
5. a ship







**Task 2. Read the letter. Fill in the missing words**

Hello! My name is Tom. I'm ten. I'm a student. I go to school. I'm from London. It's

in England. Come to our country. You can go by 1) \_\_\_\_\_



You can go by 2) \_\_\_\_\_



. You can go by 3) \_\_\_\_\_



can

go by 4) \_\_\_\_\_

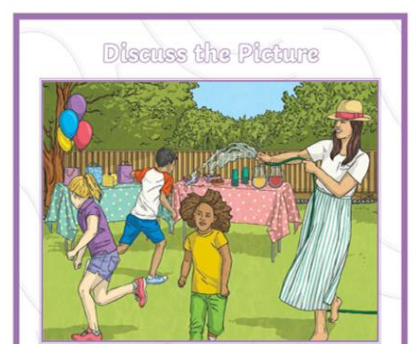


too. But it's slow!

<b>Class</b>	3
<b>Unit</b>	My holidays
<b>Theme</b>	There is a birthday party.
<b>Level</b>	A 1
<b>Learning objectives</b>	3.5.1.6 use interrogative pronouns who, what, why, how to ask basic questions; 3.2.3.1 respond to basic questions with single words or short responses;
<b>Skills</b>	Practice-oriented approach, Understanding Interrogative Pronouns, Critical Thinking
<b>Methods, strategies and techniques</b>	practice-oriented method, elements of critical thinking technology, differentiated learning
<b>Assessment criteria</b>	Correct use of interrogative pronouns. Description of the picture following the questions.
<b>Descriptors</b>	-complete the questions with appropriate interrogative pronouns; -discuss the picture giving short answers.

**Task. Complete. The words: Why (2), Who, What, How. Discuss the picture and answer.**

1. \_\_\_\_\_ is happening in the picture?
2. \_\_\_\_\_ are there balloons?
3. \_\_\_\_\_ are there tables outside?
4. \_\_\_\_\_ might the woman be?
5. \_\_\_\_\_ do they feel?



<b>Class</b>	3
<b>Unit</b>	My holidays
<b>Theme</b>	“My best holiday memory”
<b>Level</b>	A 1
<b>Learning objectives</b>	3.4.3.1 create a poster using common adjectives to describe holiday;
<b>Skills</b>	Creativity and Artistry, Writing Skills, Critical Thinking
<b>Methods, strategies and techniques</b>	Project-Based Learning (PBL), Brainstorming, Scaffolded Learning.
<b>Assessment criteria</b>	Colorful poster with creativity. Description of holiday and use of common adjectives.
<b>Descriptors</b>	Draw a poster with at least 4 activities during Holiday; Use common adjectives correctly to write 4 sentences.

**Task.** Create a poster “My best holiday”. Use *interesting, exciting, noisy, boring, beautiful, horrible, and sunny*.

*Example:*

Sand house is *exciting*.

Catching butterfly is *interesting*.

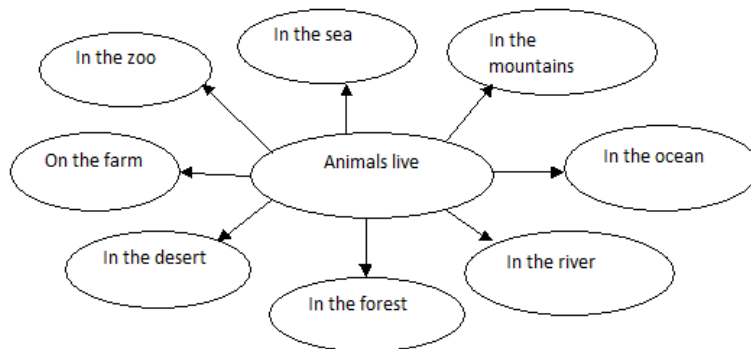


<b>Class</b>	4
<b>Unit</b>	Healthy world
<b>Theme</b>	Save our animals
<b>Level</b>	A1
<b>Learning objectives</b>	4.2.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges; 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics; 4.4.2.1 begin to use joined-up handwriting in a limited range of written work; 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns.
<b>Skills</b>	Reading, Speaking, Writing

Methods, strategies and techniques	Riddle, Cinquain, Cluster
Assessment	Peer-assessment
Criteria	A learner: - contributes appropriate words, phrases, and sentences, including giving opinions, during short pair, group, or class discussions. - plans, writes, and checks sentences with support on basic personal, general, or curricular topics. - demonstrates joined-up handwriting in at least one type of written work. - correctly uses singular, plural (including some irregular forms), and uncountable nouns in sentences.
Descriptors	Pronounces words and phrases correctly, uses vocabulary words on the topic, and answers to the questions properly;

### Task 1. “Wild and domestic animals”

Where do domestic and wild animals live? Draw a cluster.



### Task 2. Riddle

It lives in the river.

It is from Africa.

It is big and angry.

It is green.

It likes meat.

Who is it? (a crocodile)

### Task 3. Cinquain

*! Note for a teacher.* Rules for writing a cinquain:

On first line, write one word - a noun. It is the topic of the cinquain.

On the second line, write two adjectives that reveal the topic of the cinquain.

On the third line, write three verbs that describe actions that relate to the topic of the cinquain;

On the fourth line, place a whole phrase, a sentence, with the help of which students characterize the topic as a whole. These can be catchphrases, proverbs, a phrase composed by the student himself in the context of the topic.

On the fifth line - a summary word that gives a new interpretation of the topic or expresses the student's personal attitude to it.

*An example of a cinquain on the topic "Wild and domestic animals":*

**Camel**

Kind and big  
 Help, carry, eat  
 Ship of the desert  
 A strong animal

Class	4
Unit	Hot and Cold
Theme	Weather
Level	A1
Learning objectives	4.1.9.1 recognise words that are spelt out from a limited range of general and curriculum topics; 4.4.5.1 link with some support sentences using basic coordinating connectors; 4.4.7.1 spell most familiar high-frequency words accurately when writing independently; 4.5.10. including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics, use -ing forms swimming, spelling as nouns to describe familiar and classroom activities;
Skills	Reading, Speaking, Writing
Methods. strategies and techniques	Mind map, make up sentences using words and, or, but, because.
Assessment	Peer-assessment
Criteria	A learner: - accurately identifies spelt-out words from a given list of general and curricular topics. - links sentences correctly with basic coordinating connectors (e.g., and, but, or) with some support. - spells most high-frequency words accurately when writing independently. - uses -ing forms (e.g., swimming, spelling) and short answers or contractions appropriately to talk about ongoing actions and future plans on familiar topics.
Descriptors	uses vocabulary words on the topic; conveys ideas clearly; answers to the questions properly;

**Task 2. Make sentences.**

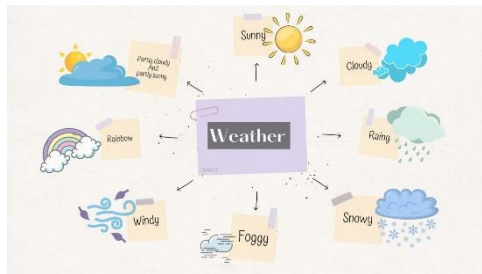
I like	spring	<b>because</b>	it's	cold and snowy	in spring
I dislike	summer		It isn't	hot and sunny	in summer

autumn	I can	rainy and cloudy	in autumn
winter	I can't	warm and fine	in winter
		dive in the river	
		make a snowman	
		ride a bike	

**Task 3. Complete the sentences with: and, or, but, because in the following sentences.**

1. In summer it is hot ..... sunny.
2. In winter is cold ..... lot of children like to spend much time outside.
3. Stay at home, is it cold ..... warm now?
4. Sometimes in autumn it is warm ..... rainy.

**Task 4. Read the texts. Make a presentation of the Weather.**



There are four seasons: Spring, Summer, Autumn and Winter. Every season has three months. The weather in every month is changeable. In Spring it is sunny and warm, but sometimes it is cool and rainy. The nature is awakening. In summer there are three months: June, July, and August. The weather in summer is hot and there are a lot of sunny days, sometimes it is windy and rainy. The nature is colorful. In autumn it is cool, windy, wet, and rainy. There are many fruits and vegetables. Winter months are December, January, and February. It is very cold, snowy and frosty. Everything is covered with white, soft, snowy carpet.

**Task 5. Describe a season without naming it.**

*For example:*

It is cold. It is white. I ski. I skate. I throw snowballs. The students try to guess:

Is it spring? Is it winter?

The winner is the one who correctly names the season.

Class	4
Unit	Kazakhstan in the World of Sport
Theme	Children's games
Level	A1
Learning objectives	4.1.2.1 understand an increasing range of supported questions which ask for personal information; 4.2.4.1 respond to questions 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; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often,
Skills	Creativity and imagination; communication and collaboration.
Methods, strategies and techniques	Task-based learning, practice-based approach
Assessment	Peer-assessment
Criteria	A learner: - demonstrates understanding by providing accurate personal information in response to supported questions. - gives relevant and appropriate answers to questions on familiar and curricular topics. - writes a sequence of short, supported sentences in a paragraph that provides basic personal information. - correctly uses adverbs of time and frequency (sometimes, often, always, never) in spoken or written sentences.
Descriptors	pronounces words and phrases correctly; answers the questions relevantly; presents a clear position;

**Task 1.** Revise the words. Complete the word.

S\_im\_ing, Fo\_tb\_l, te\_ni\_, c\_cl\_ng.

**Task 2.** Write 3 sentences. Use new words of the lesson:

I love to play\_\_\_\_\_.

\_\_\_\_\_ I play tennis.

I don't like to play\_\_\_\_\_

\_\_\_\_\_ to play football.

**Task 3.** Create a new game (3-4 sentences). Answer these questions:

What is the name of your game?

What are the rules of your game?

How many players can play?

What is the goal of the game?

3. Draw a picture of your game.

**Example:** My game is called 'Treasure Hunt.' In this game, two players try to find hidden treasures on an island. Each player must solve puzzles. The first person wins! You can play this game with your friends or family.

Class	4
Unit	Professions and ways of Communication
Theme	Technology
Level	A1

Learning objectives	4.1.2.1 understand an increasing range of supported questions which ask for personal information; 4.2.3.1 give short, basic description of people and objects, begin to describe past experiences 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; 4.5.11.1 use has got/have got there is/are statement, negative, question forms including short and full answers and contractions
Skills	Reading, Speaking, Writing
Methods. strategies and techniques	Task-based learning, practice-based approach
Assessment	Peer-assessment
Criteria	A learner: <ul style="list-style-type: none"> <li>- responds accurately to supported questions about personal information with relevant details.</li> <li>- provides basic descriptions of people, objects, and past experiences with relevant vocabulary and phrases.</li> <li>- writes a clear and logically ordered paragraph with short sentences about personal information, using teacher guidance.</li> <li>- correctly forms sentences, questions, and answers using "has got/have got" and "there is/are," including contractions and negatives.</li> </ul>
Descriptors	pronounces words and phrases correctly; uses grammatically correct sentences; answers the questions relevantly,

**Task 1.** In groups choose the cards related to technology. Read them.



**Task 2.** Correct the spelling mistake in each sentence:

1. When my mom cooks pancakes, she uses her blander.
2. My parents want to buy a smart spiker to set up a smart house.
3. I don't use our woshing mashine because I don't know how.
4. We use a dishwosher every time we have a lot of guests
5. Our fridje is making a strange noise, I think it might need to be fixed.
6. There is a mycrowave in our school canteen.
7. Our cat is afraid of robot vacum cleanrs.

**Key:** 1) *blender*; 2) *speaker*; 3) *washing machine*; 4) *dishwasher*; 5) *fridge*; 6) *microwave*; 7) *robot vacuum cleaner*

**Task 4.** Look at the picture. What do you see? What do you do with a lamp?



**Key:** *turn on, turn off*

**Look at the pictures and try to name the actions. Match the words with the pictures.**



a)



b)



c)



d)



e)



f)

1. turn on/off \_\_\_\_\_
2. download \_\_\_\_\_
3. text/send messages \_\_\_\_\_
4. plug in /unplug \_\_\_\_\_
5. call \_\_\_\_\_
6. uploaad \_\_\_\_\_

**Key:** *a) 2; b) 1; c) 6; d) 5; e) 4; f) 3*

**Think of actions you can do with other gadgets.**

**Task 5. Complete sentences.**

*turn off, calls, plugs in, text messages, uploads, turn on, unplugs, download*

1. My teacher always asks to \_\_\_\_\_ my smartphone before the test.
2. Mary \_\_\_\_\_ all her pictures to the Internet.



- 3.If you want to control the gadgets at home, you should \_\_\_\_\_ a special app first.  
 4.When I go to bed, I usually don't \_\_\_\_\_ my phone.  
 5.I often \_\_\_\_\_ to my grandparents, but I wait for their answer for a long time because they type slowly.  
 6.My dad always \_\_\_\_\_ me when he can't find a remote control.  
 7.My mum says when her blender doesn't work well, she \_\_\_\_\_ it and then \_\_\_\_\_ it \_\_\_\_\_ one more time.

**Key:** 1) turn off; 2) uploads; 3) download; 4) turn on; 5) text messages; 6) calls; 7) unplugs, plugs in Fill out the sentences.

Additional task to consolidate the material covered.

Match the words.

- |             |                     |
|-------------|---------------------|
| a. call     | 1. a movie to watch |
| b. plug     | 2. your parents     |
| c. download | 3. a microwave      |
| d. upload   | 4. messages         |
| e. turn     | 5. in a blender     |
| f. unplug   | 6. on a lamp        |
| g. text     | 7. pictures         |

**Key:** a) 2; b) 5; c) 1; d) 7; e) 6; f) 3; g) 4

Class	4
Unit	Healthy world
Theme	Healthy bodies
Level	A1
Learning objectives	4.2.6.1. take turns when speaking with others in a growing range of short, basic exchanges; 4.4.7.1 spell most familiar high- frequency words accurately when writing independently; 4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one syllable adjectives [comparative and superlative] to make comparisons;
Skills	Reading, Speaking, Writing
Methods. strategies and techniques	(CLIL) group work, task-based learning, practice-based approach
Assessment	Peer-assessment.
Criteria	A learner: - takes turns appropriately in short, basic exchanges during pair, group, or class conversations. - spells most familiar high-frequency words correctly when writing without assistance. -uses adjectives, including possessive adjectives, accurately to describe things and applies simple one-syllable comparative and superlative adjectives to make comparisons in sentences.
Descriptors	presents a clear position; supports ideas with example/reason; uses a headline that accurately describes the content;

	links ideas logically using appropriate basic conjunctions and linking words; uses appropriate topical vocabulary; uses grammatically correct sentences;
--	--

**Task 1. Find the odd out on each list**

Fast food : potatoes, pizza, hot-dog, snack

Drinks: juice, coffee, milk, ice cream, tea

Fruits: banana, milk, tangerine, apple, orange

Vegetables: tomato, carrot, onion, pear

Sweet food: cake, pie, honey, eggs

Hot food: chips, soup, tea, porridge

Cold food: tea, salad, soup, fried eggs. (Learners find the odd one out on each list)

Assessment: learners change their papers and check each other's work (“+”, “-”)

Name	(“+”, “-”)
Fast food	
Drinks	
Fruits	
Vegetables	
Sweet food	
Hot food	
Cold food	

**Task 2. In four groups make a dish. (CLIL) Group work.**

Clean the vegetables;

Put them on the cutting board;

Cut the vegetables into little pieces;

Mix vegetables in the salad bowl;

Don't forget salt and oil to your taste;

Taste your salad;

**Method “The last word is mine”.**

**Task 3. In pairs choose and read the text. \*Comment on the sentences that you like. Make a dialogue.**

**1. My Favorite Food**

My favorite food is pizza. I like pizza because it has cheese, tomatoes, and pepperoni. I eat pizza with my family every weekend. We order pizza from a restaurant, and sometimes we make it at home. I love to put extra cheese on my pizza. Pizza is very tasty and makes me happy!

**2. Breakfast**

For breakfast, I eat eggs and toast. I like to drink orange juice, too. Sometimes, I eat cereal with milk. My mom makes pancakes on Sunday. I like pancakes with butter and

honey. Breakfast is my favorite meal of the day because it gives me energy to start my day!

### 3. What is Fast Food?

Fast food is food that is made quickly. It is often bought from restaurants like McDonald's, KFC, or Burger King. Fast food can be burgers, pizza, fries, or sandwiches. Many people like fast food because it is fast and easy to eat. But, fast food is not very healthy. It has a lot of fat and salt. You should not eat fast food every day. It is better to eat fruits and vegetables to stay healthy.

### 4. My Favorite Fast Food

I like to eat fast food. My favorite fast food is pizza. I love pizza because it has cheese and tomato. Sometimes, I eat pizza with chicken or vegetables. I buy pizza from a restaurant near my house. I don't eat pizza every day, but I enjoy it on weekends. My friends also like fast food. They like burgers and fries. Fast food is yummy, but we know it is not good for our health. So, we only eat it sometimes.

#### Group work. Method (Dice)

**Task 4.** Learners roll the dice if it

1. Describe the Kazakh national food (name, form, ingredients)
2. Compare it with other dish
3. Give association
4. Analyze it
5. It used for
6. Pros and cons



***! Note for a teacher. The task is for high performers.***

#### **Method (Cinquain) Individual work**

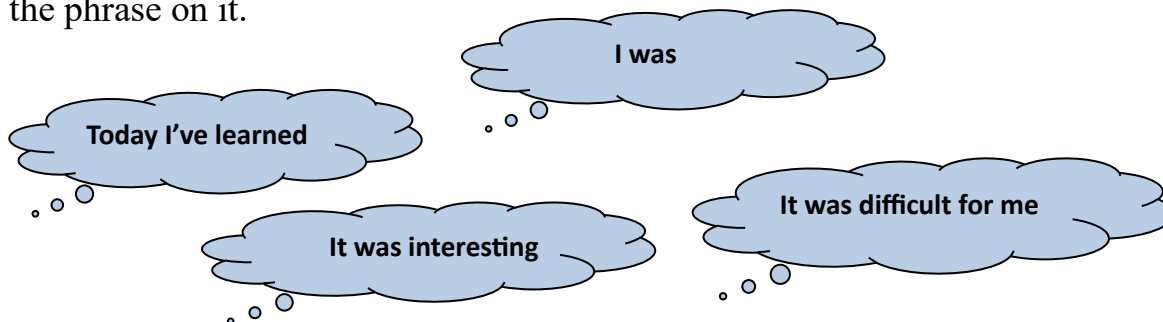
**Task 5.** Write about "Healthy bodies".

Healthy bodies	
one noun	
two adjectives	
Three verbs	
One sentence to topic	
Conclusion	

#### **Reflection**

#### **Method (Cloud of tags)**

Choose a cloud and continue the phrase on it. Learners choose a cloud and continue the phrase on it.



1. Video “Foods You Thought Were Healthy But Actually Aren't” - <https://www.youtube.com/watch?v=Ol6-3fAPDxM>
2. Video “Calories In Junk Food Vs Healthy Food” - <https://www.youtube.com/watch?v=44UPL9ABzng>

Class	4
Unit	Healthy world
Theme	Save our animals
Level	A1
Learning objectives	4.4.7.1. spell most familiar high- frequency words accurately when writing independently; 4.5.15.1 use would you like to invite and use appropriate responses yes please, no thanks, use let’s + verb, verbs go enjoy like +verb+ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what +affective + noun to show feelings.
Skills	Reading, Speaking, Writing
Methods. strategies and techniques	Task-based learning, practice-based approach
Assessment	Peer-assessment
Criteria	A learner: spells at least 80% of familiar high-frequency words correctly in a short independent writing task. correctly forms and uses at least three of the target structures (e.g., "Would you like to...," "Let's...," or "What a/an...!") in short spoken or written exchanges.
Descriptors	-Defines words -knows and separates sport After performing the task, learners check each other’s notebooks and evaluate each other Learns to use vocabulary and speak about pictures.

### Task 1. ‘The method by way of memory’

-Defines words

-knows

After performing the task, learners check each other’s notebooks and evaluate each other

**Task 2. 'Really methods'** Learners do their job individually

What are the endangered animals?	
How can help animals?	
Where are the endangered animals?	




After completing the task, learners check each other's notebooks and evaluate each other.

**The Loci method**

**Task 2. Memorize the words**

1. Snow leopard	10. Great white shark	19. Irrawaddy Dolphin
2. Polar bear	11. Sea turtle	20. Arctic wolf
3. Giant tortoise	12. Monarch butterfly	21. Tiger
4. Gorilla	13. Bonobo	22. Spider monkey
5. Giant panda	14. Amur leopard	23. Orangutan
6. Red panda	15. Jaguar	24. Tuna
7. Rhinoceros	16. Cockatoo	25. Blue whale
8. Sea lion	17. Chimpanzee	26. Lion
9. Whale shark	18. Elephant	

**Task 3. Speak about pictures. (Pair work and group work)**

These animals are in danger because Arctic ice is melting.	People are cutting down the bamboo forests where they live.	People destroy their forest homes
		
<b>Polar bear</b>	<b>Panda</b>	<b>Gorilla.</b>

## Task 4. Crossword puzzle. Worksheet activity.

1.elephant	5.hippo	9.giraffe	13.deer
2.alligator	6.gorilla	10.snake	14.monkey
3.panda	7.zebra	11.rhino	15.bear
4.lion	8.kangaroo	12.wolf	16.tiger

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

Class	4
Unit	Journey into Space
Theme	Aliens
Level	A1
Learning objectives	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. 4.5.4. use determiners a, an, the, zero article, some, any, this, these, that, those, to refer to things on a growing range of general and some curricular topics.
Skills	Reading, Speaking, Writing
Methods. strategies and techniques	Task-based learning, practice-based approach,
Assessment	Peer assessment
Criteria	Cluster creativity and clarity
Descriptors	Learner - collects information - shares ideas - represents their work

### Task 1. Group work. Correct mistakes.

**1<sup>st</sup> group:** Mark frof Edinburgh. I would like to go on goliday to the planet Mars! Now, they are searching for a team of drave Astronauts. I want to visit Mars because I want to see its red deserts and hight Mountains.



**2<sup>nd</sup> group:** Ellie from London. My dream holiday is to go to space! I would like to choose which planet I want to visit and meet aliens, too. I can wear my spacesuit on my holidays.


**3<sup>rd</sup> group:** Ellie from London. My dream holiday is to go to space! I would like to choose which planet I want to visit and meet aliens, too. I can wear my spacesuit on my holidays.

### Task 2. Magic sentences

Hello, everyone! I'm Zorpy 1) **and** / or I'm from 2) the / Mars. Would you like to come to my planet on holiday? It's very different to planet Earth. It hasn't got 3) **any** / some oceans, so you can't go swimming, 4) so / **but** there are other things you can do. You can stay in 5) **a** / an flying hotel in a spaceship. You can take a space car and visit 6) the Olympus Mons, 7) a / **the** tallest mountain on Mars! Maybe you can even make 8) a / **an** alien friend before you leave, too!

### Task 3. Flashcards







**One day we'll have flying cars**  
Will - future predictions


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1. What's the word?





Write the word under the pictures.


flying car	house	moon	go to work
rocket	train	plane	spaceship





















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2. Choose the answer!



Listen to the grammar chant. Circle the correct answer.

- a. One day we'll have flying \_\_\_\_\_. **bikes / cars / trains**
- b. And houses on the \_\_\_\_\_. **stars / sun / moon**
- c. We won't have them \_\_\_\_\_ but I hope we'll have them soon. **yesterday / today / tomorrow**
- d. I'll go to work by \_\_\_\_\_. **train / rocket / car**
- e. And you'll go by super \_\_\_\_\_. **bike / train / taxi**
- f. It won't take long, it'll be much faster than a \_\_\_\_\_. **plane / bus / skateboard**
- g. When we go on \_\_\_\_\_, perhaps we'll go to Mars. **holiday / a trip / a picnic**
- h. But we won't need a \_\_\_\_\_, we'll just fly there in our cars. **bus / rocket / spaceship**

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Class	5
Unit	Home and away
theme	Food and health
Level	A 2

Aims	5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects
Skills	Knowledge and comprehension Critical thinking
Methods, strategies and techniques	project-based learning, group work, KWL chart
Assessment	Peer assessment, teacher comments
Criteria	Understanding and summarizing key aspects of home and neighborhood Using linking words to describe places Editing and organizing sentences effectively
Descriptors	Create a map of home and surrounding areas Write a description of their home with key ideas about rooms and areas
Resources	<a href="https://meaningofhome.ca/entries/55261#:~:text=Home%20is%20not%20just%20a%20place%20to%20live%20in.,are%20filled%20with%20loved%20ones.">https://meaningofhome.ca/entries/55261#:~:text=Home%20is%20not%20just%20a%20place%20to%20live%20in.,are%20filled%20with%20loved%20ones.</a>

**1. Read the text about home and surroundings:**

A home is not just a place where we live. Every home has different rooms for different purposes. In the living room, the family gathers together, watches movies, or just chats. The kitchen is where we prepare food, and the bedroom is where we rest and regain energy. Besides that, there are many interesting places around the home. It could be a yard, a playground, or a park. These places give us the chance to play, walk, and spend time outdoors. Our surroundings are just as important as our home because they make us feel at home both inside and out.

**2. Fill in a KWL Chart:**

K - What I Know	W - What I Want to Know	L - What I Learned

**K (Know):** What do you already know about your home and the area outside of it?

**W (Want to Know):** What would you like to learn about other homes or interesting places in your neighborhood?

**L (Learned):** After the assignment, write what new information you learned about homes and surroundings.

**3. Draw a Map of "My Home and Its Surroundings":**

Create a simple map of your home and the surrounding area. Label the main parts of your house (for example, living room, kitchen, bedroom) and the surroundings (yard, park, playground). Write one or two sentences about what you like about each of these places.



4. **Write a Description of Your Home:** Write a short description of your home. Describe the rooms, what you do in each one, and why they are important to you. Use linking words like *first*, *then*, and *finally* to connect your ideas.
5. **Discussion Question:** In a group, discuss: if you could add something new to your home or neighborhood, what would it be and why? Share one thing you learned from your classmates about their homes and surroundings.

Class	5
Unit	Sports
theme	The Role of Sports in Our Lives
Level	A 2
Aims	5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics
Skills	Knowledge and comprehension Basic critical thinking Writing simple descriptive sentences
Methods, strategies and techniques	project-based activities, collaborative learning in pairs or small groups, Total Physical Response (TPR)
Assessment	Formative assessment, peers assessment
Criteria	Use basic vocabulary to talk about sports and their benefits Understand main ideas from short texts Write simple, clear sentences about a chosen sport
Descriptors	Discuss sports in simple terms Answer questions based on short texts about sports Create a poster with key information about a sport
Resources	Printed materials, visuals of various sports, basic information on sports

### 1. Discussion in Pairs:

Talk with a partner about the following questions:

1. Why do people like doing sports?
2. What are some popular sports among kids and teenagers?
3. How does playing sports help us stay healthy?

### 2. Read and Answer:

Read a short text about sports and answer these questions:

1. Why is playing sports good for our health?
2. How can sports help us make new friends?
3. What are some examples of outdoor sports?

Sports are fun activities that keep us active and healthy. Playing sports helps us build strong muscles, stay fit, and even make new friends. Popular sports like soccer, basketball, and swimming can be done outdoors. Being outside while playing is great for our mood and health. That's why it's important to include sports in our daily routine.

### 3. Create a Poster:

Make a mini poster about your favorite sport. Divide the poster into three sections:

1. **What is it?** (Name and description of the sport)
2. **Why is it fun?** (Why you enjoy it)
3. **Why is it healthy?** (How it helps you stay active)

### 4. Writing Task:

Write a few sentences about a sport you like. Use linking words like "because" and "so" to connect your ideas. *Example:* "I like soccer because it's exciting. Playing soccer makes me feel energetic and helps me stay healthy."

Class	5
Unit	Fantasy World
theme	Shops
Level	A 2
Learning objectives	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics
Skills	Knowledge and comprehension, creative thinking, basic descriptive writing
Methods, strategies and techniques	project-based activities, collaborative learning in pairs or small groups, role-playing techniques
Assessment	Formative assessment, peer feedback
Criteria	Use basic vocabulary to talk about fantasy shops and items Understand main ideas from short fantasy descriptions Write simple, imaginative descriptions of shops and their magical products
Descriptors	Discuss fantasy shops and items in simple terms Answer questions based on short descriptions of fantasy shops Create a poster or drawing with labeled items for a fantasy shop
Resources	Printed materials with short fantasy descriptions of shops and items Visual aids (illustrations of fantasy shops and items) <a href="https://www.google.com/search?sca_esv=a859db6535e3a89a&amp;sxsrf=ADLYWII2P9pyaM-TCO1Um-D9fCiq-l62ig:1730634516809&amp;q=fantasy+shop&amp;udm=2&amp;fbs=AEQNm0DhFfduyYswudF_i6zW3VGllpC1X3SVyUFnCSsmW5DzQ3UsggpaqMqWU8qRNf-ejvo9y-XD0Gb0R9XPQEYAX5P-9sHn5VmTJOBLZncwqZ2vgbOrqjFE8HdK5FzB293mPngkAsUG7Z7Dihh9HxZ0A9B5HqFeX8vz_hTUU5zpmB7JcTyCQCBYqZe9y2y51FEay8YaCDuLGy71X1mj2cT83KbuCU5IYEI BPFmNtad3THj8BuE6qKA&amp;sa=X&amp;ved=2ahUKEwjw4_D8i8CJAxWZKRAIHePsGagQtKgLegQIFBAB&amp;biw=916&amp;bih=712&amp;dpr=1.25#vhid=RgfdE2BYJf3fsM&amp;vssid=mosaic">https://www.google.com/search?sca_esv=a859db6535e3a89a&amp;sxsrf=ADLYWII2P9pyaM-TCO1Um-D9fCiq-l62ig:1730634516809&amp;q=fantasy+shop&amp;udm=2&amp;fbs=AEQNm0DhFfduyYswudF_i6zW3VGllpC1X3SVyUFnCSsmW5DzQ3UsggpaqMqWU8qRNf-ejvo9y-XD0Gb0R9XPQEYAX5P-9sHn5VmTJOBLZncwqZ2vgbOrqjFE8HdK5FzB293mPngkAsUG7Z7Dihh9HxZ0A9B5HqFeX8vz_hTUU5zpmB7JcTyCQCBYqZe9y2y51FEay8YaCDuLGy71X1mj2cT83KbuCU5IYEI BPFmNtad3THj8BuE6qKA&amp;sa=X&amp;ved=2ahUKEwjw4_D8i8CJAxWZKRAIHePsGagQtKgLegQIFBAB&amp;biw=916&amp;bih=712&amp;dpr=1.25#vhid=RgfdE2BYJf3fsM&amp;vssid=mosaic</a>

#### 1. Discussion in Pairs:

Talk with a partner about the following questions:

1. If you could visit any fantasy shop, what would it sell?
2. What kinds of magical or unusual items might you find in a fantasy shop?
3. What would a shopkeeper in a fantasy world look like?



## 2. Read a short description of a fantasy shop and answer these questions:

In the heart of Magic Market, there is a shop called 'Wonders and Whimsy.' The shopkeeper, Madam Luna, is an old witch with a sparkling cloak. Inside the shop, shelves are filled with glowing potions, enchanted books, and mystery boxes. Some say that if you open a box, you might find a treasure — or a tiny dragon!

### Questions:

1. What is the name of the shop?
2. Who is the shopkeeper, and what does she look like?
3. What items can you buy at this shop?
4. What makes this shop magical or special?
5. Who is the shopkeeper?
6. What are some of the items sold in this shop?

### 3. Design Your Own Fantasy Shop:

Draw and design your own fantasy shop. Think of a creative name for it and draw some items you would sell. Label your drawing with names of the items, like “Magic Wand,” “Invisibility Potion,” or “Talking Toy.”

### 4. Writing Task:

Write a few sentences describing your fantasy shop. Describe what the shop sells, who the shopkeeper is, and why people love to visit it.

*Example:*

«My shop is called 'The Wizard's Wonders.' The shopkeeper is a wise owl named Ollie. He sells magic potions, flying brooms, and glowing crystals. People come to this shop to find special gifts for their friends.»

### 5. Unscramble the Words:

Here are some words related to fantasy shops. Unscramble them and write the correct words:

- pnitoo -> **potion**
- sbkoo -> **books**
- gltsaes -> **glasses**
- ondww -> **wand**

Class	5
Unit	Living Things
theme	Families
Level	A 2
Learning objectives	5.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups

	5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics
Skills	Knowledge and comprehension, simple application skills, basic categorization
Methods, strategies and techniques	Communicative Language Teaching (CLT) Task-based learning KWL chart strategy Teamwork and collaborative learning
Assessment	Peer assessment, self-assessment, formative assessment
Criteria	Use appropriate vocabulary when talking about animal families and their characteristics Correctly sort and categorize animals Provide detailed answers about animals and their families
Descriptors	Correctly identifies and groups animals by family or category Provides relevant information in answers Completes labeling activities accurately
Resources	Illustrated charts of animal families Pictures of animals with different body parts Online resources with simple animal facts for kids <a href="https://www.pinterest.com/pin/free-printable-kwl-chart-templates-for-teachers-educators-technology--809592470539139850/">https://www.pinterest.com/pin/free-printable-kwl-chart-templates-for-teachers-educators-technology--809592470539139850/</a> <a href="https://www.dreamstime.com/classification-animals-reptiles-amphibians-mammals-birds-crocodile-fish-lion-whale-snake-frog-education-diagram-biology-image116831567">https://www.dreamstime.com/classification-animals-reptiles-amphibians-mammals-birds-crocodile-fish-lion-whale-snake-frog-education-diagram-biology-image116831567</a> <a href="https://www.shutterstock.com/ru/search/animal-family">https://www.shutterstock.com/ru/search/animal-family</a>

### 1. KWL Chart (*Know-Want to Know-Learned*):

- **K (Know):** What do you already know about animal families?
- **W (Want to Know):** What would you like to learn about different animal families?
- **L (Learned):** After completing the tasks, write down what you learned about animal families.

The image shows a KWL Chart template. It has a light blue background with a white wavy line on the left and a cluster of white dots on the right. The title 'KWL Chart' is written in a dark blue, sans-serif font. Below the title are three vertical rectangular boxes. The first box is labeled 'What I Know' in an orange oval at the top and has a small orange circle with the letter 'K' at the bottom. The second box is labeled 'What I Want to know' in a yellow-green oval at the top and has a small yellow-green circle with the letter 'W' at the bottom. The third box is labeled 'What I Learned' in a green oval at the top and has a small green circle with the letter 'L' at the bottom.

## 2. Animal Families Grouping Activity:

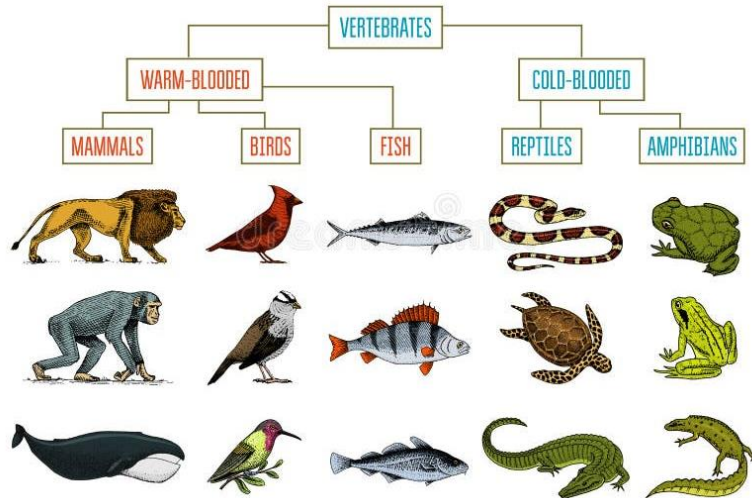
Look at a set of animal pictures and group them by family (e.g., cat family, dog family, bird family). Discuss with a partner why these animals belong to the same family and what they have in common.



## 3. Sort Animals into Mammals, Birds, and Reptiles:

Look at a list of animals and decide if each animal is a mammal, bird, or reptile. Write the names in the correct category.

Category	Examples
Mammals	Cat, Dog, Elephant
Birds	Parrot, Eagle, Sparrow
Reptiles	Snake, Turtle, Lizard

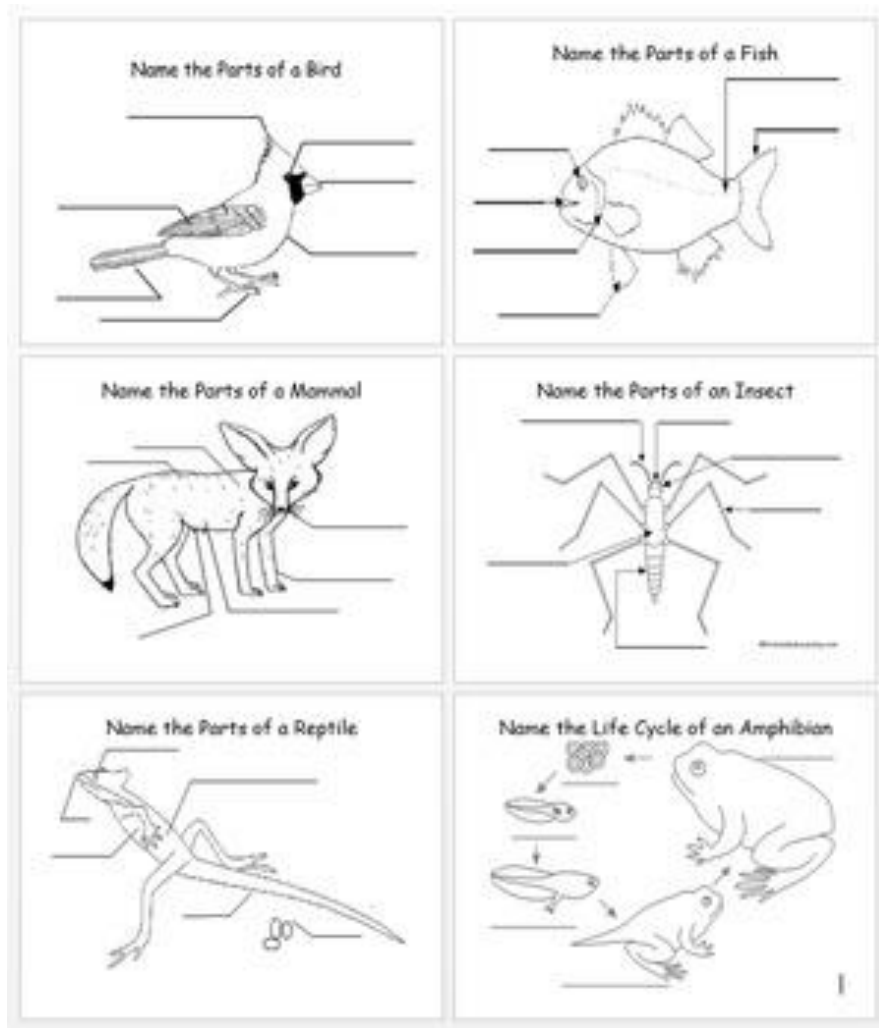


## 4. Label the Parts of Animals:

Use pictures of different animals and label their body parts with the words provided. For example, label the parts of a cat (paws, whiskers, fur) and a bird (beak, wings, feathers).

### Animal parts to label:

- **Mammals:** Paws, whiskers, fur, claws
- **Birds:** Beak, wings, feathers, talons
- **Reptiles:** Scales, shell, claws



Class	5
Unit	Values
theme	International Festivals
Level	A 2
Learning objectives	5.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 5.3.2.1 ask simple questions to get information about a limited range of general topics 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics
Skills	Knowledge and comprehension, basic descriptive skills, critical thinking
Methods, strategies and techniques	Student-centered and team-based learning Task-based learning and collaborative activities
Assessment	Peer assessment, self-assessment, teacher feedback
Criteria	Use basic vocabulary related to festivals and celebrations Understand specific facts about different festivals Participate in discussions, ask and answer questions clearly
Descriptors	Uses relevant festival vocabulary Gives answers with specific information about festivals Participates in discussions about festival traditions
Resources	Short videos about festivals (Chinese New Year)

[https://youtu.be/bLlrsIKVy\\_c?si=sE2xdn8iKLKMOYk9](https://youtu.be/bLlrsIKVy_c?si=sE2xdn8iKLKMOYk9)  
Word cloud generator for festival vocabulary  
Festival charts or posters with images

### 1. *Brainstorming Festival Words:*

- Think of as many words as you can related to festivals. Write them down or say them out loud. Examples: parade, music, costumes, decorations, fireworks, dance.

### 2. *Look at a Festival Chart and Answer the Questions:*

Look at a chart showing popular festivals around the world. Discuss and answer the following questions:

1. What are some popular festivals in different countries?
2. What activities do people do during these festivals?
3. How do you think festivals in other countries are similar or different from festivals in your country?



### 3. *Create a Word Cloud:*

Create a word cloud using words related to a festival you know about or have celebrated. For example, if discussing "Diwali," words might include "lights," "family," "fireworks," "gifts," "sweets." Use these words in sentences to describe the festival.

### 4. *True or False Activity with a Video:*

Watch a short video about a Chinese New Year

([https://youtu.be/bLlrsIKVy\\_c?si=sE2xdn8iKLKMOYk9](https://youtu.be/bLlrsIKVy_c?si=sE2xdn8iKLKMOYk9) ). After watching, read the statements below and decide if each one is true or false:

1. People light fireworks during the festival.
2. Families come together to celebrate.
3. The festival only lasts for one day.
4. Traditional costumes are worn during the parade.
5. People from all around the world attend the festival.

### 5. *Answer Questions About Festivals:*

Discuss and answer the following questions about festivals:

1. What is your favorite festival, and why do you like it?
2. Do you know any festivals from other countries? Name one.
3. Why do people celebrate festivals?
4. Which festival would you like to experience, and why?
5. What activities do you enjoy most during a festival?

#### 6. Festival Word Association Game:

- Choose letters from the word "FESTIVAL" and create other words or phrases related to celebrations.
- Example: F - Family, E - Exciting, S - Singing, T – Traditions

Class	5
Unit	World of Work
theme	A Day at School
Level	A 2
Learning objectives	5.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics
Skills	Knowledge and comprehension, basic application, simple descriptive writing
Methods, strategies and techniques	Student-centered learning, task-based approach, Total Physical Response (TPR), collaborative learning in pairs or small groups Writing frames for simple descriptions, brainstorming, role play
Assessment	Self-assessment, peer assessment, formative teacher feedback
Criteria	Use correct vocabulary to describe school subjects and daily activities Write simple, grammatically correct sentences Organize ideas in a logical order
Descriptors	Completes each task correctly Writes a short description of a school day using linking words Uses relevant vocabulary to describe activities and routines
Resources	Sample school day schedules Illustrated charts of school subjects and activities Word scramble and matching activity sheets

#### 1. Paragraph Plan for a Day at School:

Look at the outline below and match each part of the school day to the correct category.

Categories:

1. Introduction: *What time does your school day start?*
2. Morning Activities: *What subjects do you have in the morning?*
3. Lunch Break: *What do you do during lunch?*
4. Afternoon Activities: *What subjects or activities do you have after lunch?*
5. Ending the Day: *What time do you go home?*



## 2. Describe Your School Day:

Using the outline above, write a short description of a typical day at school. Include sentences for each part of your day, using linking words like *first*, *next*, *then*, and *finally*.

*Example:* "First, my school day starts at 8:00 a.m. with math and reading. Next, we have a lunch break where I eat with my friends. In the afternoon, we have science and art. Finally, I go home at 3:00 p.m."

## 3. School Activity Matching Game:

Look at a list of school subjects and activities (e.g., math, science, art, reading, sports). Match each subject with an activity or tool used in that subject.

*Examples:*

- **Math** - Using a calculator
- **Art** - Painting or drawing
- **Science** - Doing experiments

## 4. Role Play: A Day in My Favorite Class:

Imagine you are in your favorite class. Describe what you do in this class, who is there, and why you enjoy it. You can work with a partner and role-play as the teacher and a student.

## 5. Unscramble the Words:

Here are some words related to school and classes. Unscramble them and write the correct words:

- lishEng -> **English**
- sArt -> **Art**
- maht -> **Math**
- cSinece -> **Science**

Class	5
Unit	Holidays
theme	On Holiday
Level	A 2
Learning objectives	5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information 5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 5.3.2.1 ask simple questions to get information about a limited range of general topics
Skills	Knowledge and comprehension, application, simple question-and-answer skills
Methods, strategies and techniques	Practice-oriented approach, task-based learning, role-play, Collaborative learning in pairs or small groups, matching and comprehension exercises
Assessment	Self-assessment, peer feedback, teacher feedback
Criteria	Correctly uses holiday vocabulary in discussions Understands and answers questions about holiday activities Participates in conversations with simple, clear responses

Descriptors	Provides relevant answers to holiday-related questions Matches activities with correct words and phrases Engages in role-play and asks questions accurately
Resources	Pictures of holiday destinations and activities Holiday vocabulary flashcards Simple worksheets for matching and unscrambling activities

### 1. Create a Holiday Headline:

Imagine you are on a holiday and something exciting happens. Create a short headline to capture the main idea of your holiday story.

Examples: "A Day at the Beach!" or "Exploring the Mountains!"

### 2. Look at Holiday Pictures and Match Activities:

Look at pictures of different holiday activities (e.g., swimming, hiking, sightseeing, building sandcastles). Match each picture with the correct activity name.

*Example Activities:*

- **Swimming** - at the beach or pool
- **Hiking** - in the mountains or forest
- **Sightseeing** - visiting famous places

### 3. Choose the Correct Words to Complete the Sentences:

Read each sentence and choose the correct word from the options (A, B, or C) to complete it:

1. When I go to the beach, I like to ----- in the water.  
a. swim    b. climb    c. walk
2. My family and I enjoy ----- in the forest during the summer.  
a. swimming    b. sightseeing    c. hiking
3. During winter holidays, we like to ----- in the snow.  
a. hike    b. play    c. swim
4. On holiday, I love ----- new places and trying new food.  
a. exploring    b. watching    c. listening

**Answers:** 1a, 2c, 3b, 4a

### 4. Role Play: My Perfect Holiday:

In pairs, role-play a conversation where one student asks about the other's dream holiday. Use questions like:

- «Where would you like to go on holiday?»
- «What activities would you like to do there?»
- «Who would you like to go with?»

Take turns answering and asking questions about your ideal holiday.

### 5. Unscramble the Holiday Words:

Unscramble these holiday-related words and write them correctly:

- hbeaac -> **beach**
- noitumans -> **mountains**
- tsiheisengt -> **sightseeing**
- rxoegiplt -> **exploring**

Class	5
Unit	Creativity
theme	Culture
Level	A 2
Learning objectives	5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.2.7.1 recognize the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics. 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics
Skills	Understanding and explaining ideas in simple terms Basic thinking skills (Analyzing, Remembering)
Methods, strategies and techniques	<b>Practice-Oriented Approach:</b> Task-based learning
Assessment	<b>Self-Assessment, Peer Assessment, Group Assessment:</b>
Criteria	Explain the meaning of time phrases in simple language. Identify typical features of phrases about time and share their own thoughts.
Descriptors	Guess the meaning of phrases related to time using context clues. Talk about what time means to them and to their culture in group discussions.
Resources	<a href="https://youtu.be/MjrYof7zQ7c?si=W_QXywuzJ2nR0dMd">https://youtu.be/MjrYof7zQ7c?si=W_QXywuzJ2nR0dMd</a>

**1. Listen to and discuss a song:** *Activity:* Listen to the song «Keeping Time» by Angie McMahon and talk about what «keeping time» might mean in simple terms. Ask students to think of times when they have to «keep time» (e.g., following a schedule, waiting for an event, remembering important dates).

*Guiding Questions:*

- What do you think «keeping time» means?
- Can you share an example of when you feel like you are «keeping time» in your own life?

**2. Explore Quotes on Time:** *Activity:* In groups, students discuss the meaning of simple, adapted versions of quotes about time. They will relate these quotes to their own experiences and share their thoughts with the class.

**Adapted Quotes for Discussion:**

- «Time is precious, so don't waste it»
- «Time teaches us lessons, but we also grow older as we learn»
- «Time can help us feel better when we're sad»
- «Time is valuable, especially when you have to wait for something important»

*Guiding Questions:*

- What do you think this quote is trying to say?
- Do you agree with this quote? Why or why not?

**3. Creative Task: My Timekeeper:** *Activity:* Have students create a «timekeeper» (a drawing or simple craft that represents time). This could be a drawing of a clock, a calendar, or something they use to remember important dates.

- *Reflection:* Ask students to explain what their timekeeper means to them and how it helps them «keep time» in their daily life.

**4. Group Presentation:** *Activity:* Each group chooses one quote or idea about time and presents it to the class. They explain it in their own words and relate it to their own culture

Class	6
Unit	Our class
Theme	Daily routines
Level	A1
Learning objectives	6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics; 6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics.
Skills	Listening, Collaboration. Communication
Methods, strategies and techniques	Task-based learning, practice-based approach
Assessment	Teacher's feedback, peer assessment
Criteria	-Identify the main idea in extended talks; Demonstrate the ability to write grammatically correct sentences on familiar topics.
Descriptors	Application, Communication

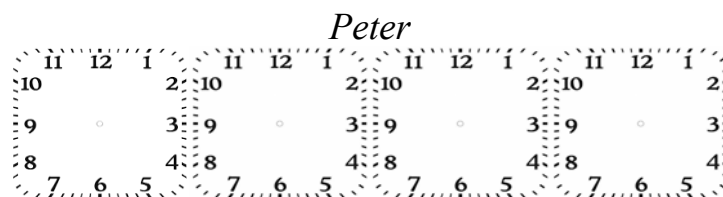
People are talking about their daily routines.

[English-practice.net/practice-listening-english-exercises-for-a1-routines/](http://English-practice.net/practice-listening-english-exercises-for-a1-routines/)

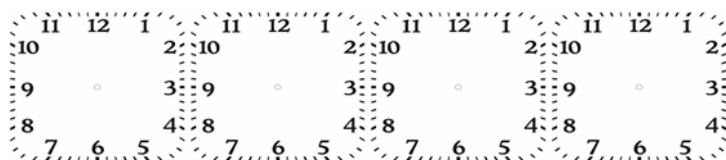
**Task 1.** Listen and choose correct answers

1. A. Peter goes running every day.  
B. Amelia goes running every day.
2. A. Peter has a big breakfast.  
B. Amelia has a big breakfast.
3. A. Peter reads the newspaper before bed.  
B. Amelia reads the newspaper before bed.
4. A. Amelia has dinner with her family.  
B. Charlie has dinner with his family.
5. A. Amelia usually hangs out with friends.  
B. Charlie usually hangs out with friends.

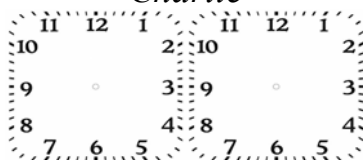
**Task 2.** Listen again and set the hour and minute hands on a clocks



*Amelia*



*Charlie*



**Task 3.** Listen again and complete sentences

Peter 1. \_\_\_\_\_ at five fifteen every morning

He 2. \_\_\_\_\_ at seven in the morning

He usually 3. \_\_\_\_\_ about eleven o'clock.

Amelia 4. \_\_\_\_\_ to school.

She 5. \_\_\_\_\_ from 9:00 until 3:00.

After dinner, she 6. \_\_\_\_\_ for an hour

Charlie is always hungry because she 7. \_\_\_\_\_

She usually watches some TV, then 8. \_\_\_\_\_.

**Task 4.** Using all the information, tell their daily routines

Peter ...

Amelia ....

Charlie...

**Task 5. Pair work**

Discuss how you usually spend your time during a typical day. Think about activities such as school, homework, hobbies, sports, and time with friends or family.

**Descriptor** A learner

- expresses his/her opinion while answering the questions;
- works in a peer presenting ideas in the discussion;
- recalls some stories based on his/her own experience.

**Correct answers:**

**Task 1**

1 A, 2 B, 3 A, 4 A, 5B

**Task 2**

Peter 5.15 a.m, 7 a.m, 8 a.m, 11 p.m

Amelia 6.30 a.m, 9 a.m, 3 p.m, 10 p.m

Charlie 11 a.m, 1/2 p.m,

**Task 3**

1. gets up
2. gets to work
3. goes to bed

4. takes the bus
5. has classes
6. plays video games
7. doesn't have breakfast

has dinner

Class	6
Unit	Helping and heroes
Theme	Country and language report
Level	A1
Learning objectives	6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.5.1.1 - plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics.
Skills	Creativity. Writing. Information literacy
Methods. strategies and techniques	PPP
Assessment	Teacher's feedback, self-assessment
Criteria	-Demonstrate the ability to write grammatically correct sentences on familiar topics
Descriptors	Thinking, Application

**Task 1.** Complete the sentences about your country. Try to complete about the USA

1. It is in
2. It has got borders with ...
3. The capital is ...
4. The currency is ...
5. Official language is ...
6. Population is ...
7. All students study ...

**Task 2.** Imagine that you are in the USA. Write a letter to a friend about the USA. Look at the plan, map and notes and write the letter. The letter should consist of 3 paragraphs.

**Plan:**

- Where is it?
- It has got borders with ...
- Capital city and currency
- Official language
- Population

**Notes:**

339 million people  
French, German and Spanish at school  
People all over the world live there

**Descriptor:** A learner



- writes 3 paragraphs;
- writes grammatically correct sentences;
- writes an appropriate information;
- uses tense forms correctly;
- writes the topical vocabulary accurately.

Class	6
Unit	Our countryside
Theme	Animals
Level	A1
Learning objectives	6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.5.2.1- write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics;
Skills	Critical thinking. Writing. Productivity
Methods. strategies and techniques	PPP, Task-based method
Assessment	Teacher's feedback, self-assessment
Criteria	-Evolve arguments, reasons, and evidence for a limited range of written genres -Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences

**Task 1.** Answer the questions:

1. What type of animal is on the “red list”?
2. Do people hunt animals? Why?
3. Which animals are endangered ? Why?
4. Will they disappear some day?
5. Do people threaten some animals? Why?

**Task 2.** Watch video and write names of endangered animals

<https://www.youtube.com/watch?v=ZafzTEr2AsI>

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Task 3.** Watch again and complete the chart

Animals	Habitat	Why are they endangered?
Whale		
Black rhinocero		
Orangutan		
Polar bear		

**Task 4.** Answer the questions “Why do people threaten them?”

Whale \_\_\_\_\_

Black rhinocero \_\_\_\_\_  
 Orangutan \_\_\_\_\_  
 Polar bear \_\_\_\_\_

**Task 5.** Choose an endangered animal and write an article using information from the chart

Plan:

- Describe the animal;
- Life and habitat;
- Problems;
- Solution. How can we save them? Why is it important to save the animal?

**Descriptor for writing:**

- follow the paragraph plan;
- write your point of view and supports with arguments and examples;
- Explain why it is important to save the animal;
- use appropriate topic related vocabulary;
- use present simple in writing.

**Correct answers:**

**Task 3**

1. ocean, can't eat enough krill to survive;
2. deserts and grasslands, hunt for horns, doesn't have enough place;
3. rainforest in South East Asia, nowhere to live
4. Arctic, ice melts

**Task 4**

1. catch the krill by using big nets;
2. hunt for horns, turn the land into farms and buildings
3. cut lots of trees
4. global warming (humans are not to blame)

Class	6
Unit	Drama and comedy
Theme	Describing people
Level	A1
Learning objectives	6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics; 6.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;
Skills	Listening. Creativity. Productivity
Methods. strategies and techniques	PPP, Task-based method
Assessment	Teacher's feedback
Criteria	-Identify the main idea in extended talks. -Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences
Descriptors	Application, Thinking



**Task 1. Writing.** Match the words. Several answers are suitable and may be repeated

- |                   |                  |
|-------------------|------------------|
| 1. Height         | a. long          |
| 2. Build          | b. red           |
| 3. Hair           | c. glasses       |
| 4. Eye colour     | d. quite tall    |
| 5. Other features | e. moustache     |
|                   | f. curly         |
|                   | g. short         |
|                   | h. brown         |
|                   | i. average built |

**Task 2. Speaking.** Describe these people with words in task 1



**Task 3. Listening.**

[https://www.examenglish.com/A2/A2\\_listening\\_describing\\_people.htm](https://www.examenglish.com/A2/A2_listening_describing_people.htm)

Listen and complete

I've got a house near the city centre now. Five people live there. There's me, of course. And there's Sarah. She's in her twenties, like me. She's 1. \_\_\_\_\_ and she's got long 2. \_\_\_\_\_ hair. She's very friendly, but she is noisy. She talks loudly and she loves listening to loud music. Then, there's Robert. He's a student. He's in his teens. He is very good looking! He's got 3. \_\_\_\_\_ eyes and short, brown, 4. \_\_\_\_\_ hair. But he's very quiet and a little boring! Then, there's Jason. He's in his forties. He's really 5. \_\_\_\_\_, he's fat and he's 6. \_\_\_\_\_. He looks a little scary, but he isn't. Actually, he is really kind, and he is funny too. Last, there's Charlotte. She's about thirty. She's very thin and she's got long, 7. \_\_\_\_\_, dark hair. She's clever and interesting, but she is very tidy and a little unfriendly with us because we aren't tidy. She is a little scary sometimes! But I am happy with my housemates.

**Correct answers:** 1 slim, 2 blonde, 3 brown, 4 curly, 5 tall 6 bald, 7 straight

**Task 4. Speaking.** Describe yourself and your friend

1. What do you look like?  
What kind of hair have you got?  
What colour eyes have you got?  
Are you happy with your appearance? Why? Why not?
2. What does your friend look like?  
What kind of hair has she/ he got?  
What colour eyes has she/ he got?

Class	6
Unit	Our health
Theme	Food and drink
Level	A1
Learning objectives	6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.5.7.1- use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics.
Skills	Information literacy. Collaboration. Writing
Methods. strategies and techniques	Task-based learning
Assessment	Peer assessment
Criteria	-Provide meaning of the words using different reference resources and extend vocabulary -Connect sentences into paragraphs with basic connectors and linking words with minimal support
Descriptors	Thinking, Communication

**Task 1.** Talk to partner. Pair work.

1	Do you have breakfast ?	Always	Usually	Sometimes	Never
2	Are you careful about what you eat and drink?	Always	Usually	Sometimes	Never
3	How often do you weigh yourself?	Every day	Once a week	From time to time	Never
4	How often do you do exercises?	Every day	Once a week	From time to time	Never

**Task 2.** Complete the chart

What foods are good for you?	
What foods are bad for you?	

**Answer the questions.** How many things in food are good for you? How many are bad for you?

**Task 3.** Read the text

There are five main types of nutrients we need from our food. These are carbohydrates, proteins, fats, minerals and vitamins. A sixth important part of our diet is fibre.

Carbohydrates are mainly used by the body as fuel. Digestion breaks them into a simple sugar called glucose. This is carried in the blood to provide energy for all our body parts.

Proteins perform many important jobs in the body. Your body needs them to grow, and to make repairs when it is damaged.

The body needs some fat to build its parts and keep them working properly. Fat can also be used as fuel, for energy.

Fibre does not provide nutrition, but it helps bulk up waste so that it passes easily through the body.

Minerals are simple substances such as calcium, iron, and salt. You need to eat a lot of mineral-rich food when your body is growing.

Vitamins are special substances that your body needs in tiny amounts but cannot make itself.

**Task 4.** Read the sentence and guess “what it is?” and complete.

- \_\_\_\_\_ give your energy and help you grow.
- \_\_\_\_\_ gives you energy but there is also cholesterol.
- \_\_\_\_\_ help you grow and stay healthy
- \_\_\_\_\_ keeps your digestive system healthy
- \_\_\_\_\_ provide energy for all our body parts.

**Task 5.** Read the sentence again and tick the correct form

	Good	Bad
Proteins give your energy and help you grow.	_____	_____
Fat gives you energy but there is also cholesterol.	_____	_____
Vitamins help you grow and stay healthy	_____	_____
Fibre keeps your digestive system healthy	_____	_____
Carbohydrates provide energy for all our body parts.	_____	_____

**Task 6.** Complete the table with the names of food from the box

Fish meat biscuits cheese ice-cream milk eggs sweets fruit vegetables  
bean cakes nuts bread

Carbohydrate	
Protein	
Fat	
Fibre	
Minerals	
Vitamins	

**Task 7. Read and add your opinion**

When you are young and growing, it is important to eat a variety of food which is good for you This makes you strong and healthy. \_\_\_\_\_

It is also important not to eat a lot of food which you don't need or which is bad for you. \_\_\_\_\_

Class	6
Unit	Reading for pleasure
Theme	My country: A folktale
Level	A1
Learning objectives	6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.3.6.1- communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges.
Skills	Reading. Collaboration. Productivity
Methods. strategies and techniques	PPP, practice-based approach
Assessment	Peer assessment
Criteria	-Identify the main idea of text on unfamiliar and curricular topics - Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences
Descriptors	Application, Communication

### Stone Soup - a folktale

<https://thehenrybrothers.wordpress.com/2011/04/12/stone-soup/>

Once a beggar knocked on an old woman's door.

'Excuse me,' said the beggar, 'but could you share some of your food with me? I'm very hungry.'

'I have nothing to share,' said the woman. 'My food is all gone.'

'Well then,' said the man, 'I will feed you. I have a magic stone that makes the most wonderful soup. All I need is a large pot of water.'

The woman was intrigued. 'Imagine that,' Soup from a stone!' Then she went to get the pot.

The woman brought the pot of water and put it over the fire and the man dropped in the round grey stone and began to stir. After a little while the man tasted the soup.

'This soup is good,' said the man, 'but it would be better if we had some salt and pepper.'

'I think I have some salt and pepper,' said the woman, and she went and got some.

So the man stirred the pot with the salt and the pepper and the round, grey stone. And the woman said, 'Imagine that – soup from a stone!'

After a little while the man tasted the soup again. 'This soup is tasty,' said the man, 'but it would be tastier if we had some carrots.' 'I think I have some carrots,' said the woman, and she went and got some long, orange carrots.

So the man stirred the pot with the long, orange carrots; and the salt and the pepper; and the round, grey stone. And the woman said, 'Imagine that – soup from a stone!'

After a little while the man tasted the soup again. ‘This soup is delicious,’ said the man, ‘but it would be more delicious if we had some cabbage.’ ‘I think I have some cabbage,’ said the woman and she went and got a leafy, purple cabbage.

So the man stirred the pot with the leafy, purple cabbage; and the long, orange carrots; and the salt and the pepper; and the round, grey stone. And the woman said, ‘Imagine that – soup from a stone!’

After a little while the man tasted the soup again. This soup is hearty,’ said the man, but it would be heartier if we had a bone. ‘I think I have a bone,’ said the woman, and she went and got a long, red bone.

So the man stirred the pot with the long, red bone; and the leafy, purple cabbage; and the long, orange carrots; and the salt and the pepper; and the round, grey stone. And the woman said, ‘Imagine that – soup from a stone!’

After a little while the man tasted the soup again. ‘This soup is wonderful,’ said the man, ‘but it would be more wonderful if we had an onion.’ ‘I think I have an onion,’ said the woman, and she went and got a yellow onion.

So the man stirred the pot with the yellow onion; and the long, red bone; and the leafy, purple cabbage; and the long orange carrots; and the salt and the pepper; and the round, grey stone.

After a little while the man tasted the soup again. ‘This soup is just right,’ said the man. ‘Let’s eat!’ So the woman got two bowls, and they ate the soup. It was delicious. ‘Imagine that,’ said the woman, ‘Soup from a stone!’ ‘Imagine that!’ said the man.

**Task 1.** Skimming the story and complete the sentences

1. A beggar came to an old women’s house
2. The old woman brought the pot of water
3. The old woman brought \_\_\_\_\_
4. The old woman brought \_\_\_\_\_
5. The old woman brought \_\_\_\_\_
6. The old woman brought \_\_\_\_\_
7. The old woman brought \_\_\_\_\_
8. The man tasted the soup again and said “This soup is just \_\_\_\_\_”

**Task 2.** Skanning the story. Write a recipe card for “The Stone soup”

Name: _____
Ingredients: _____
_____
How to make it: _____
_____
_____

**Task 3.** Pair work. Read and act out the story

Student A: Beggar

Student B: Old woman

Class	6
Unit	Travel and holidays
Theme	An email
Level	A1
Learning objectives	6.3.1.1.- understand the main points in a growing range of short, simple texts on general and curricular topics; 6.5.4.1-write with some support topics with some paragraphs to give basic personal information.
Skills	Reading. Productivity. Time Management
Methods. strategies and techniques	Task-based method
Assessment	Self-assessment
Criteria	-Write a text adhering to the layout and format of a given genre with some support. -Apply correct spelling of most high frequency vocabulary.
Descriptors	Thinking, Application

**Task 1.** Rosa is going on a a day trip with her schoolmates Read the notes about the school trip then complete her email.

**Day:** 10th May.

**Name of city:** London

**Morning activity:** school city center

**Lunch:** picnic in the park

**What to bring:** hat, sunglasses

**Weather:** hot and sunny

**Things to see:** Tower Bridge and Science Museum.

**Cost:** \$10

**Meeting place:** school car park

**Meeting time:** 8:00am

**Return time:** 3:45pm

<p>Hi, Jannie  We are going for the _____ to _____ on Monday _____.  We're going to spend morning at the _____. At lunch, we'll have _____.  Then we're going to _____. Price: _____. We  _____ at 8:00am. We will arrive at _____. Head teacher  Mr. Nathan will go with us. Please let us know if you are coming.  Bye for now,  Rosa</p>
---

**Task 2.** Imagine you are going to go on a school trip. Make notes in the table. Then write an email about your trip.

**School trip**

**Day:** \_\_\_\_\_

**Name of city:** \_\_\_\_\_

**Morning activity:** \_\_\_\_\_

**Lunch:** \_\_\_\_\_

**What to bring:** \_\_\_\_\_  
**Weather:** \_\_\_\_\_  
**Things to see:** \_\_\_\_\_  
**Cost:** \_\_\_\_\_  
**Meeting place:** \_\_\_\_\_  
**Meeting time:** \_\_\_\_\_  
**Return time:** \_\_\_\_\_

**Descriptor:** A learner

- follows the structure of an email;
- writes greetings and closing sentence;
- spells most of the words correctly;
- uses present continuous tense in answers;
- uses topical vocabulary accurately.

Class	6
Unit	Our neighbourhood
Theme	Description of a town
Level	A1
Learning objectives	6.3.1.1.- understand the main points in a growing range of short, simple texts on general and curricular topics; 6.5.4.1-write with some support topics with some paragraphs to give basic personal information.
Skills	Reading. Writing. Cultural Competence. Creativity
Methods. strategies and techniques	Task-based method
Assessment	Self-assessment
Criteria	- Realise particular information and details in reading passage - Write a text adhering to the layout and format of a given genre with some support;
Descriptors	Thinking, Application

### Task 1. Read

Posted on [March 28, 2024](#) by [tatyana1996](#)

#### My hometown- Tashkent.

My hometown is one of the most attractive places to live. My hometown is in Central Asia, Uzbekistan. The capital of sunny Uzbekistan is Tashkent.

Tashkent is more than 2000 years old. Over the years, from a small ancient settlement, it became one of the largest cities in the Republic of Uzbekistan. Over the centuries, the city experienced many memorable events. There were periods of rise and decline. Tashkent was part of the “Great Silk Road”, one of the main trade routes of the ancient world.

Modern Tashkent, which is a city of friendship, and the economic and political center of Uzbekistan, is one of the largest industrial centers of the country.

The town is surrounded by greenery and flowers. Crystal jets of fountains cool the air on hot days. People are very protective to the ancient monuments, such as Kukeldash madrasah, monument of Alisher Navoi. Near the ancient architecture, in

contrast are modern buildings, theaters, and museums. Unfortunately, In 1996 a massive earthquake destroyed the city. All the people friendly, of the Republic stood with Tashkent and rebuilt the town. I love my hometown and was happy living there.

**Task 2.** Complete the paragraphs from the post

Ancient Tashkent \_\_\_\_\_

\_\_\_\_\_

Modern Tashkent \_\_\_\_\_

\_\_\_\_\_

Sightseeing \_\_\_\_\_

\_\_\_\_\_

**Task 3.** Complete the sentences and answer to the questions about your city

My city has got \_\_\_\_\_

My house is near \_\_\_\_\_

My school is next to \_\_\_\_\_

How many parks are there?

What are your favourite places?

How is Tashkent different from your city?

**Task 4. Write a post about your home town. Use**

**Plan:**

- Where is it?
- How big is it?
- History of your town
- Your favourite places
- Sightseeing

**Descriptor:** A learner

- writes strong lead sentence using given structure;
- provides evidence and/or reasons on topic;
- presents ideas clearly;
- writes grammatically correct sentences;  
uses linking words properly.

Class	6
Unit	Our neighbourhood
Theme	Describing places
Level	A1
Learning objectives	6.3.1.1.- understand the main points in a growing range of short, simple texts on general and curricular topics;



	6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics.
Skills	Collaboration. Information literacy. Writing. Productivity
Methods, strategies and techniques	Task-based method
Assessment	Peer assessment. Teacher's feedback
Criteria	- Apply comparative degree structures accurately; -Recognise detailed information in extended conversation with support; Demonstrate the ability to write grammatically correct sentences.
Thinking, Application	Thinking. Application. Communication

**Task 1.** Pair work. Describe your city. Use these adjectives

exciting dangerous beautiful big friendly clean old safe interesting

**Task 2.** Listen to and write names of cities

<https://english-practice.net/listening-exercises-a1-places/>

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**Task 2.** Listen again. People are comparing two cities. Listen and tick (✓) the city each person prefers.

- |   |  |
|---|--|
| 1. a. Washington, D.C. <input type="checkbox"/> | 3. a. Singapore <input type="checkbox"/> |
| b. New York <input type="checkbox"/>            | b. Hong Kong <input type="checkbox"/>    |
| 2. a. Los Angeles <input type="checkbox"/>      | 4. a. Sydney <input type="checkbox"/>    |
| b. San Francisco <input type="checkbox"/>       | b. Melbourne <input type="checkbox"/>    |

**Task 3.** Listen again. Complete sentences with adjectives

1. a. Washington is \_\_\_\_\_ than New York
- b. New York is \_\_\_\_\_ than Washington
- c. Washington is \_\_\_\_\_ than New York
2. a. Los Angeles is \_\_\_\_\_
- b. San Francisco is \_\_\_\_\_ than Los Angeles
- c. b. San Francisco is \_\_\_\_\_

3. a. Singapore is \_\_\_\_\_  
 b. Singapore is \_\_\_\_\_ than Hong Kong  
 c. Hong Kong is \_\_\_\_\_  
 d. Hong Kong is \_\_\_\_\_ than Singapore
4. a. Melbourne is \_\_\_\_\_ than Sydney  
 b. Sydney is \_\_\_\_\_ than Melbourne  
 c. Sydney is \_\_\_\_\_ and \_\_\_\_\_  
 d. Melbourne is \_\_\_\_\_

#### Task 4. Writing. Individual work

Compare your native town and Astana. Use comparative form of adjectives

**Descriptor:** A learner

- writes strong lead sentence using given structure;
- presents ideas clearly;
- writes grammatically correct sentences;
- includes general information on topic;
- uses comparative adjectives.

**Correct answers:**

**Task 1.** 1 New York 2 Washington 3 Los Angeles 4 San Francisco 4 Hong Kong  
 5 Singapore 6 Melbourne 7 Sydney

**Task 2.** 1 New York 2 Los Angeles 3 Singapore 4 Melbourne

**Task 3.** 1. a more serious b more exciting c more beautiful

2. a huge b more beautiful c fast moving

3. smaller b more comfortable c crowded d. more beautiful

4. a smaller b more exciting c too busy and too expensive d relaxing

Class	7
Unit	Hobbies and Leisure
Theme	<b>Hobbies: A World of Possibilities</b>
Level	Low B1
Learning objectives	7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics; 7.5.8.1 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics.
Skills	Creativity, cooperation Initiative
Methods, strategies and techniques	practice-oriented approach, “Cooperative learning” strategy
Assessment	Teacher assessment Peer assessment
Criteria	<ul style="list-style-type: none"> <li>• Identify particular information and details in reading passage</li> <li>• Write topic related words correctly</li> </ul>
Descriptors	<p>A learner:</p> <ul style="list-style-type: none"> <li>• reads the text and answers the questions;</li> <li>• creates a mind map illustrating the different types of hobbies mentioned in the text.</li> </ul>

#### Task 1

## Read the text and answer the questions.

What are hobbies?

Hobbies are activities that we enjoy doing in our free time. They can be anything from collecting stamps to playing a musical instrument. Hobbies can provide us with pleasure, relaxation, and a sense of accomplishment.

Why are hobbies important?

Hobbies can offer numerous benefits, including:

- Stress relief: Engaging in hobbies can help reduce stress and anxiety.
- Mental stimulation: Hobbies can keep our minds active and engaged.
- Social connection: Many hobbies involve interacting with others, which can help us build relationships.
- Personal growth: Hobbies can allow us to learn new skills and develop our talents.

Types of hobbies:

There are different types of hobbies to choose from. Here are a few examples:

- Creative hobbies: Painting, writing, photography, music, dance.
- Outdoor hobbies: Hiking, camping, gardening, fishing, sports.
- Indoor hobbies: Reading, board games, puzzles, cooking, knitting.
- Collecting hobbies: Stamps, coins, antiques, art.
- Learning hobbies: Languages, history, science, technology.

Finding your perfect hobby:

The best way to find a hobby you love is to try different things and see what sticks. Don't be afraid to experiment and explore new interests.

1. What are hobbies?
2. Why are hobbies important?
3. What are some types of hobbies?
4. How can you find a hobby you love?

### Task 2

**In groups create a mind map illustrating the different types of hobbies mentioned in the text. Include visuals and key points for each type. Add some more examples.**



Class	7
Unit	Hobbies and Leisure

Theme	<b>Hobbies and Leisure: Survey</b>
Level	Low B1
Learning objectives	7.2.2.1 understand with little support most specific information in extended talk on a limited range of general and curricular topics; 7.6.5.1 use questions which include a variety of different tense on a range of familiar general and curricular topics; 7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics.
Skills	Communication, collaboration Social skills
Methods, strategies and techniques	Open-ended inquiry approach, practice-oriented approach
Assessment	Diagnostic assessment
Criteria	<ul style="list-style-type: none"> <li>Identify facts and details in extended talks with little support</li> <li>Demonstrate the ability to ask a variety of questions in different tenses</li> <li>Demonstrate the ability to write grammatically correct sentences on familiar topics</li> </ul>
Descriptors	<ul style="list-style-type: none"> <li>asks classmates different questions to get the information;</li> <li>writes classmates' answers in the table;</li> <li>summarizes the information reporting the results.</li> </ul>

### Survey

#### Task 1

**Work in small groups. Complete the chart below by asking three of your classmates the following questions.**

	Question			
1	What is the name of your hobby?			
2	How/where do you do it?			
3	What do you need to do it?			
4	Why is your hobby important?			

#### Task 2

**Write the results of your survey.**

I have asked questions \_\_\_\_\_

I have learned that \_\_\_\_\_

Class	7
Unit	Communication and technology
Theme	Robots
Level	Low B1
Learning objectives	7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics; 7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics; 7.1.4.1 evaluate and respond constructively to feedback from others.
Skills	Critical thinking, collaboration, communication Technology literacy Social skills
Methods, strategies and techniques	“Think-Pair-Share” strategy, practice-oriented approach
Assessment	Peer assessment

Criteria	<ul style="list-style-type: none"> <li>• Identify the main idea of text on unfamiliar and curricular topics</li> <li>• Provide a point of view in conversations and discussions</li> <li>• Analyze given feedback; Form opinion and give constructive answers to feedback</li> </ul>
Descriptors	A learner: <ul style="list-style-type: none"> <li>• reads the article and answers the questions</li> <li>• chooses one topic for debate and prepares the arguments</li> <li>• presents his/her arguments to others and evaluates each other.</li> </ul>

## Task 1

**Read the article and answer the questions.**

### Robots

Robots are machines that can perform tasks automatically. They are often designed to look and act like humans, but they can also be very different. Some robots are used for simple tasks, such as assembling cars or cleaning floors. Others are used for more complex tasks, such as exploring dangerous environments or performing surgery.



There are many different types of robots, but they all have a few things in common. They are all powered by electricity or other forms of energy. They all have sensors that allow them to gather information about their surroundings. And they all have actuators that allow them to move and interact with their environment.

Robots are becoming important in our society. They are used in a variety of industries, from manufacturing to healthcare. They are also used to explore space and to help us understand the natural world.

Here are some of the different types of robots:

- **Industrial robots:** These robots are used in factories to assemble products and perform other tasks.
- **Service robots:** These robots are used to provide services to people, such as cleaning, delivering food, and providing assistance to the elderly and disabled.
- **Medical robots:** These robots are used in hospitals and clinics to perform surgery, assist in rehabilitation, and provide companionship to patients.
- **Military robots:** These robots are used by the military to perform dangerous tasks, such as defusing bombs and scouting enemy territory.
- **Space robots:** These robots are used to explore space and to collect data about other planets and moons.

Robots are constantly evolving, and they are becoming more capable all the time. It is likely that they will play an even more important role in our lives in the future.

1. What are robots?
2. What are the main components of a robot?
3. What are some different types of robots?
4. How are robots used in society?

## Task 2

Choose one topic for debate. Prepare your arguments, then discuss in pairs and present them to others.

### 1. The Role of Robots in Daily Life

- How have robots changed everyday activities, from household chores to personal assistance? Discuss both positive and negative impacts.

### 2. Robots in Healthcare

- Explore the advantages and disadvantages of using robots in healthcare settings. How do they impact patient care and healthcare professionals?

### 3. Robots and Social Interaction

- How do robots influence human relationships? Discuss the potential for companionship robots and the implications for social skills.

### 4. Robots in Education

- How can robots be used as educational tools in classrooms? Discuss the benefits and challenges of incorporating robotics into learning environments.

## Task 3

Evaluate each other's arguments using the provided criteria.

### Evaluation list for the debate

Criteria	Description	A score <ul style="list-style-type: none"><li>• 1 = Needs improvement</li><li>• 2 = Satisfactory</li><li>• 3 = Excellent</li></ul>
1. Clarity of arguments	Were the points clear and easy to understand?	
2. Use of evidence	Did the speaker provide examples or facts?	
3. Relevance	Did the arguments relate to the topic?	
4. Persuasiveness	Was the argument convincing?	
5. Engagement	Did the speaker engage with the audience?	
6. Rebuttals	Did they effectively counter opposing arguments?	
7. Presentation Skills	Did the speaker use good body language and maintain eye contact?	
8. Time Management	Did they stay within their time limit?	

Class	7
Unit	Communication and technology
Theme	Writing an essay
Level	Low B1
Learning objectives	7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics; 7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics.
Skills	Critical thinking

	Technology literacy
Methods, strategies and techniques	Task-based learning, practice-oriented approach
Assessment	Teacher assessment
Criteria	Make a clear plan of writing; Write a text. Evolve arguments, reasons, and evidence for a limited range of written genres.
Descriptors	A learner: <ul style="list-style-type: none"> <li>• makes a plan of writing</li> <li>• writes an essay</li> <li>• give examples where necessary</li> </ul>

### Task 1

**Choose a topic and write an essay about advantages and disadvantages of it.**

- *Using mobile phones.*
- *Internet.*
- *Playing computer games.*
- *Television.*

### Task 2

**Follow the plan:**

Paragraph 1: Why it is popular nowadays.

Paragraph 2: Advantages with examples, disadvantages with examples.

Paragraph 3: What can you advise to other people?

**You can use the phrases:**

*First of all*

*And, also, moreover, besides, in addition*

*In contrast, however, on the other hand, next*

*In conclusion, in summary*

Class	7
Unit	Holidays and Travel
Theme	<b>The Weekend</b>
Level	Low B1
Learning objectives s	7.2.1.1 understand with little support the main points in extended talk on a limited range of general and curricular topics; 7.2.2.1 understand with little support most specific information in extended talk on a limited range of general and curricular topics; 7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics.
Skills	Communication, creativity Social skills
Methods, strategies, and techniques	practice-oriented approach
Assessment	Teacher assessment, Peer assessment
Criteria	<ul style="list-style-type: none"> <li>• Identify the main idea in extended talks with little support</li> <li>• Identify facts and details in extended talks with little support</li> <li>• Show an ability to ask different types of questions including complex</li> </ul>
Descriptors	A learner:

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• listens to the dialogue and chooses the right answer;</li> <li>• determines if the sentences are true or false;</li> <li>• acts out the dialogue.</li> </ul> |
|--|---|

## Task 1

**Listen to the dialogue and choose the right answer:**

<https://learnenglishteens.britishcouncil.org/skills/listening/b1-listening/weekend>

- 1. What is the main topic of the conversation?**
  - A. Weekend plans
  - B. Travel destinations
  - C. Extreme sports
  - D. Art and culture
- 2. What activity does the boy suggest doing?**
  - A. Hiking
  - B. Swimming
  - C. Dirtboarding
  - D. Camping
- 3. How does the girl feel about the boy's plans?**
  - A. Excited
  - B. Scared
  - C. Bored
  - D. Indifferent
- 4. Where is the girl going on vacation?**
  - A. London
  - B. Rome
  - C. Paris
  - D. Barcelona
- 5. What is the girl most looking forward to in Paris?**
  - A. Shopping
  - B. Eating
  - C. Visiting museums
  - D. All of the above

### Transcript

**Girl:** So, have you got any plans for the weekend?

**Boy:** Yeah, me and my mates are going to this activity centre in the mountains.

**Girl:** Oh, yeah?

**Boy:** You can do all kinds of things. It's a new centre; it sounds great. We're going to go dirtboarding ...

**Girl:** What's that?

**Boy:** It's like skateboarding or snowboarding. You have a board, or deck, to stand on and wheels. They're pretty strong because you go down rough mountain tracks on them. Steep, rough mountain tracks.

**Girl:** Sounds a bit risky. Have you done it before?

**Boy:** No, but I've done similar things. Anyway, we're also going to go canyoning. Before you ask, that's when you jump and swim down a river canyon. You have to use ropes and special equipment. And maybe we'll go white water rafting too.



**Girl:** Phew. It sounds far too difficult to me.

**Boy:** They have lots of things that you could do too. Like zip-wiring, you know when you go along a wire through the trees or down a mountain.

**Girl:** Go down a mountain on a wire!

**Boy:** It's really easy and exciting too. You just have to hold on and enjoy the ride. Or there's bungee jumping.

**Girl:** Jump off a bridge on a long elastic band! Me? You've got to be joking! Anyway, I'm going away this weekend too, thank you for asking.

**Boy:** I was going to ask. So where are you going?

**Girl:** Paris! I'm so excited!

**Boy:** Paris, wow!

**Girl:** Yeah, it'll be brilliant! We're going to do all the sights, like go up the Eiffel Tower and take a boat along the River Seine and see the old parts of the city. It looks so beautiful in the photos. And then there are all the art galleries. You know how much I like art. I can't wait to go round the Louvre and see all those famous paintings.

**Boy:** I think the famous Impressionist paintings are somewhere else.

**Girl:** Yeah, I know, they're in the Musée d'Orsay. We're going there too. And then I want to go to the Rodin Museum and see that famous statue, you know, The Thinker. And of course, if we're in Paris, we'll have to go shopping. Or look at the shops, at least. And then there's the restaurants. Just think, French food!

**Boy:** You've got a lot planned for one weekend.

**Girl:** Oh, we're going for four days, actually.

**Boy:** Oh, four days, very nice. And who are you going with?

**Girl:** Oh, just a friend.

## Task 2

### Determine if the sentences are true or false:

1. The boy and his friends are going to a beach vacation. - **False**
2. The girl is going to Paris alone. - **False**
3. Dirtboarding is a new extreme sport. - **True** (based on the dialogue)
4. The boy has done dirtboarding before. - **False**
5. The girl is afraid of heights. - **True** (based on her reaction to zip-wiring and bungee jumping)
6. The girl is planning to visit the Eiffel Tower. - **True**
7. The boy is excited about French food. - **Unknown** (the dialogue doesn't explicitly state his feelings about French food)
8. The girl will be in Paris for three days. - **False**

## Task 3

**Role-Playing. Act out the dialogue: Imagine a follow-up conversation between the boy and girl after their weekend trips. What would they talk about?**

**How would they describe their experiences?**

Class	7
Unit	Space and Earth
Theme	The role of the Earth in the Solar System
Level	Low B1

Learning objectives	7.3.5.1 keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks; 7.1.3.1 respect different points of view; 7.1.6.1 organize and present information clearly to others.
Skills	Creativity, collaboration, Information literacy, Initiative
Methods, strategies and techniques	Project-oriented approach, practice-oriented approach
Assessment	Peer assessment
Criteria	<ul style="list-style-type: none"> <li>• Demonstrate the ability to participate in a conversation</li> <li>• Demonstrate respect to people’s opinions using lexical units of topic vocabulary</li> <li>• Demonstrate an ability to organize and express ideas clearly</li> </ul>
Descriptors	A learner: <ul style="list-style-type: none"> <li>• designs a poster in groups;</li> <li>• evaluates each other’s presentations according to the criteria.</li> </ul>

### Task 1

**Divide into groups and design an educational poster that highlights Earth's features and its significance in the solar system. Include images, facts and additional information.**

#### *Poster creation guide*

**Main Title:** The Role of Earth in the Solar System

**Subtitle:** A Unique Planet Supporting Life

Sections to Include

#### **Introduction**

A brief statement: " Earth is a unique and special planet in our solar system. It is the only known planet that supports life, which makes it incredibly important. Here are a few key points about Earth’s role in the solar system:

#### **Key Points**

**Position in the Solar System:** Earth is the third planet from the Sun, located in what is often called the "Goldilocks zone." This means it is not too hot and not too cold, allowing for liquid water to exist—essential for life.

**Diverse environment:** Earth has a wide range of climates and environments, from deserts to rainforests, oceans to mountains. This diversity supports millions of species of plants and animals.

**Atmosphere:** Earth has a protective atmosphere made up of gases like oxygen and carbon dioxide. This atmosphere not only keeps us warm but also protects us from harmful solar radiation.

**Water:** About 71% of Earth’s surface is covered by water, primarily in oceans. Water is vital for all known forms of life, making Earth unique compared to other planets.

**Interactions with Other Celestial Bodies:** Earth’s gravity affects the Moon, which orbits our planet. The Moon helps stabilize Earth’s tilt, which plays a role in our seasons.

#### **Conclusion**

A summary statement: "Earth’s unique conditions make it a haven for life and help us understand our universe."

**Include a Fun Fact:** Add an interesting fact about the Earth, such as "Earth is the only planet known to have liquid water on its surface!"

Presentation

- When presenting your poster, explain each section clearly, emphasizing Earth's unique features and importance in the solar system.

## Task 2

**Evaluate each other's presentations according to the following criteria.**

Group evaluation list	
Criterion	Rating (1-5)
Content	
Group work	
Visual Appeal	
Creativity	
Communication	

Class	7
Unit	Space and Earth
Theme	Endangered species in Kazakhstan
Level	Low B1
Learning objectives	7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics; 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.
Skills	Critical thinking, collaboration, communication Information literacy Initiative, social responsibility
Methods, strategies and techniques	Problem-based learning, practice-oriented approach
Assessment	Peer assessment
Criteria	<ul style="list-style-type: none"> <li>• Identify the main idea of text on unfamiliar and curricular topics</li> <li>• Interact in a pair, group and a whole class work presenting logically connected information with ideas of other people</li> </ul>
Descriptors	A learner: <ul style="list-style-type: none"> <li>• reads the interview and names the endangered species in Kazakhstan</li> <li>• matches the term on the left with the correct description on the right.</li> <li>• defines True or False sentences.</li> <li>• completes the sentences using appropriate words from the dialogue:</li> <li>• in groups analyses the problem of endangered species of Kazakhstan.</li> </ul>

## Task 1

**Read the interview with an ecologist and name the endangered species in our country.**

### Endangered species in Kazakhstan



**Interviewer:** Thank you for joining us today! Can you start by introducing yourself and telling us about your background in wildlife conservation?

**Ecologist:** Absolutely! My name is Aigerim, and I'm an ecologist. I focus on protecting endangered species and their habitats, primarily the saiga antelope and the snow leopard.

**Interviewer:** The saiga antelope is critically endangered. What are the main threats it faces?

**Ecologist:** The saiga faces multiple threats, including poaching for its horns, habitat loss due to agricultural expansion, and disease outbreaks. These factors have led to dramatic declines in its population over the years.

**Interviewer:** How is climate change impacting the habitats of species like the snow leopard?

**Ecologist:** Climate change affects snow leopards by altering their prey availability and habitat. As temperatures rise, their mountainous habitats are changing, leading to potential conflicts with livestock and a decrease in suitable hunting grounds.

**Interviewer:** What can the public do to help protect endangered species?

**Ecologist:** People can support conservation organizations, participate in local cleanup efforts, and advocate for policies that protect wildlife. Even small actions can make a big difference.

**Interviewer:** What challenges do you face in your work?

**Ecologist:** One of the biggest challenges is funding. Conservation projects often rely on donations and grants, which can be unpredictable.

**Interviewer:** Thank you, Aigerim, for sharing your insights today. What final message would you like to leave our audience with?

**Ecologist:** Protecting endangered species is a shared responsibility. Together, we can create a future where these incredible animals thrive in their natural habitats.

## Task 2

**Match the term on the left with the correct description on the right.**

1. ecologist	a. The process of illegal hunting of animals.
2. saiga antelope	b. A species that relies on mountainous habitats.
3. poaching	c. A professional focused on studying and protecting ecosystems.
4. snow leopard	d. An endangered species facing multiple threats.

*Answers: 1) C 2) D 3) A 4) B*

## Task 3

**Define True or False sentences.**

1. Aigerim works primarily with marine species. (True/False)
2. The saiga antelope is threatened by poaching and habitat loss. (True/False)
3. Climate change has no impact on snow leopards. (True/False)
4. Aigerim believes that only large organizations can make a difference in conservation. (True/False)

*Answers: 1) False; 2) True; 3) False; 4) False*

**Task 4**

**Complete the sentences using appropriate words from the dialogue:**

1. Aigerim is an \_\_\_\_\_ who specializes in wildlife conservation.
2. One major threat to the saiga antelope is \_\_\_\_\_ for its horns.
3. Climate change alters the \_\_\_\_\_ available for snow leopards.
4. The public can support conservation by participating in local \_\_\_\_\_ efforts.

*Answers: 1) ecologist; 2) poaching; 3) prey; 4) cleanup*

**Task 5**

**In groups analyse the problem of endangered species of Kazakhstan, identify the components, consider the problem as a whole, evaluate various solutions (both your own and others), and choose the best option.**

**Follow the strategy “IDEAL”**

- I Identify a problem
- D Debate a problem
- E Essential solutions
- A Activity
- L Logical conclusions

**Try to answer these questions.**

1. What is the main problem?
2. What important information have you found in the dialogue?
3. What do you know else about this problem? Other endangered animals.
4. Find three main solutions to the problem.
5. What is the most suitable solution in your opinion? Why?

Class	7
Unit	Entertainment and media
Theme	Watching TV
Level	Low B1
Learning objectives	7.4.6.1 recognize the attitude or opinion of the writer on a range of unfamiliar general and curricular topics; 7.4.9.1 recognize inconsistencies in argument in simple short, texts on a limited range of general and curricular subjects; 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.
Skills	Communication, cooperation, Information literacy, Initiative, leadership
Methods, strategies and techniques	Practice-oriented approach, task-based learning
Assessment	Teacher assessment, Peer assessment
Criteria	<ul style="list-style-type: none"> <li>• Interpret the information to identify the author's attitude and opinion</li> <li>• Identify incoherence in arguments in short, simple texts</li> <li>• Interact in a pair, group and a whole class work presenting logically connected information with ideas of other people</li> </ul>
Descriptors	<p>A learner:</p> <ul style="list-style-type: none"> <li>• matches phrases appropriately according to the text;</li> <li>• finds bad and good sides of watching TV in the text and writes them down in the right columns;</li> <li>• creates a short podcast discussing the advantages and disadvantages of watching TV.</li> </ul>

### Task 1

**Read the text and match each word with equivalent in the context of the text.**

- |              |                  |
|--------------|------------------|
| 1. show up   | a. spark         |
| 2. light     | b. violent       |
| 3. cruel     | c. encourage     |
| 4. control   | d. expose        |
| 5. incorrect | e. inappropriate |
| 6. stimulate | f. monitor       |

### Watching TV

Television plays a big role in our lives today. It provides us with information, entertainment, and a way to connect with others. It's important to consider both the good and bad sides of watching TV.

Many children's programs are educational, teaching things like numbers, letters, and social skills. TV also exposes kids to different cultures and ideas, helping them understand the world better. It can be a fun way for children to relax and can be enjoyed with family or friends. Good stories can spark kids' imagination and creativity. Watching shows can also improve their language skills.

However, watching too much TV can lead to a sedentary lifestyle and obesity. It's important for kids to balance screen time with physical activities. Not all TV programs are suitable for children; some may show violent or inappropriate content, which can affect their behavior. Spending too much time watching TV can also limit real-life interactions with friends and family, which are important for social growth.

Many children's shows are filled with ads for toys and snacks, which can create unrealistic expectations.

While TV can be beneficial for kids by providing education and entertainment, parents should monitor and limit their screen time. Encouraging a mix of TV, reading, outdoor play, and family time can help children develop healthy habits and enjoy the benefits of television while reducing its downsides.

Answers: 1) D; 2) A; 3) B; 4) F; 5) E; 6) C.

### Task 2

Fill in the table with advantages and disadvantages of watching TV.

Advantages	Disadvantages

### Task 3

In groups create a short podcast discussing advantages and disadvantages of watching TV. Use points from Task 2 and add your own ones.



Class	7
Unit	Natural disasters
Theme	Reading about natural disasters
Level	Low B1
Learning objectives	7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts; 7.4.5.1 deduce meaning from context in short texts on a growing range of familiar general and curricular topics; 7.4.7.1 recognize typical features at word, sentence and text level in a range of written genres.
Skills	Communication, Global citizenship skills, Problem-solving skills
Methods, strategies, and techniques	practice-oriented approach, Green English language learning
Assessment	Teacher assessment, Self-assessment
Criteria	<ul style="list-style-type: none"> <li>• Recognise detail in a given argument relating to the topic</li> <li>• Identify the meaning and details of the reading texts</li> <li>• Identify the correct form of a word, appropriate sentence structure and text layout</li> </ul>
Descriptors	A learner: <ul style="list-style-type: none"> <li>• writes down 3-5 predictions based on the title of the text.</li> <li>• reads the text and compares his / her predictions with the actual content.</li> <li>• answers the questions.</li> <li>• matches the words with their definitions</li> <li>• determines True or False sentences.</li> </ul>

### Task 1

**Before reading a text about natural disasters, predict what you think will be covered. Write down 3-5 predictions based on the title of the text.**

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### Task 2

**Read the text and after reading, compare your predictions with the actual content.**

#### Natural Disasters

Natural disasters are serious events caused by natural processes of the Earth. They can damage property, disrupt communities, and lead to loss of life. Common types include earthquakes, floods, hurricanes, tornadoes, wildfires, and tsunamis.

#### *Earthquakes*

Earthquakes happen when there is a sudden release of energy in the Earth's crust, creating seismic waves. They can cause ground shaking, which may lead to building collapses and landslides. Areas near tectonic plate boundaries are more likely to experience earthquakes.

#### *Floods*

Floods are usually caused by heavy rainfall, rapid snowmelt, or dam failures. They can submerge homes, roads, and farmland, leading to economic losses and displacement of people.



### *Hurricanes and Tornadoes*

Hurricanes are strong storms with heavy rain and high winds that form over warm ocean waters. Tornadoes are intense windstorms that develop from thunderstorms. Both can cause significant damage to buildings and the environment.

### *Wildfires*

Wildfires are uncontrolled fires that spread quickly through vegetation. They can start from natural causes, like lightning, or from human activities. Wildfires can destroy ecosystems, homes, and affect air quality.

### *Tsunamis*

Tsunamis are large ocean waves caused by underwater earthquakes or volcanic eruptions. They can travel quickly across oceans and cause major destruction when they reach land.

### **Task 3**

#### **Answer the questions.**

1. What are natural disasters, and what impacts can they have on communities?
2. Describe how earthquakes occur and their potential effects.
3. What are the common causes of floods?
4. How do hurricanes and tornadoes differ?
5. What can trigger a tsunami, and what are its potential consequences?

### **Task 4**

#### **Match the words with their definitions**

#### **Words:**

1. Earthquake
2. Flood
3. Hurricane
4. Tornado
5. Wildfire
6. Tsunami

#### **Definitions:**

- a. A strong storm with heavy rain and high winds that forms over warm ocean waters.
- b. An uncontrolled fire that spreads rapidly through vegetation, often caused by natural events or human activities.
- c. Large ocean waves typically caused by underwater earthquakes or volcanic eruptions.
- d. A sudden release of energy in the Earth's crust that causes ground shaking.
- e. A natural disaster characterized by excessive rainfall, rapid snowmelt, or dam failures, leading to submerged land.
- f. An intense windstorm that develops from thunderstorms, characterized by a funnel-shaped cloud.

*Answer Key: 1) d 2) e 3) a 4) f 5) b 6) c*

### **Task 4**

#### **Read the statements below and determine if they are true or false. Write "T" for true and "F" for false.**

1. Natural disasters can cause damage to property and lead to loss of life. \_\_\_\_

2. Earthquakes occur due to the melting of ice and snow. \_\_\_\_
3. Floods can be caused by heavy rainfall, rapid snowmelt, or dam failures. \_\_\_\_
4. Hurricanes are weak storms that form over cold ocean waters. \_\_\_\_
5. Tornadoes are always formed during sunny weather. \_\_\_\_
6. Wildfires can be ignited by both natural causes and human activities. \_\_\_\_
7. Tsunamis are small waves that do not cause much destruction. \_\_\_\_
8. Areas near tectonic plate boundaries are more likely to experience earthquakes.

*Answer Key: 1) T 2) F 3) T 4) F 5) F 6) T 7) F 8) T*

Class	7
Unit	Natural disasters
Theme	Natural disasters in Kazakhstan
Level	Low B1
Learning objectives	7.1.6.1 organize and present information clearly to others; 7.1.8.1 develop intercultural awareness through reading and discussion; 7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics.
Skills	Communication, collaboration Personal and social responsibility
Methods, strategies and techniques	Problem-based learning, practice-oriented approach
Assessment	Peer assessment
Criteria	<ul style="list-style-type: none"> <li>• Demonstrate an ability to organize and express ideas clearly</li> <li>• Raise awareness about cultural diversity through reading and discussion</li> <li>• Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences</li> </ul>
Descriptors	A learner: <ul style="list-style-type: none"> <li>• reads about natural disasters in Kazakhstan</li> <li>• prepares a short presentation on a recent natural disaster in Kazakhstan</li> </ul>

## Task 1

**Read the information about natural disasters that mostly occur in our country.**

### Natural disasters in Kazakhstan

Kazakhstan is prone to various natural disasters, including earthquakes, floods, and landslides. Due to its diverse geography, the country experiences different environmental challenges.

**Earthquakes:** Kazakhstan lies in a seismically active zone, particularly in the eastern regions, near the border with Kazakhstan. Notable earthquakes include the 1887 earthquake in Verny (now Almaty), which caused significant destruction.

**Floods:** Flooding can occur during the spring thaw when snow melts rapidly or during heavy rains. Areas near the rivers like the Ili and Ural are particularly vulnerable.

**Landslides:** In mountainous regions, heavy rainfall or seismic activity can trigger landslides, posing risks to nearby settlements and infrastructure.

**Task 2**

**Divide into groups and prepare a short presentation on a recent natural disaster in Kazakhstan.**

**Points to cover:**

- Date and location of the disaster.
- Causes and effects.
- Response and recovery efforts.
- Lessons learned.

Class	7
Unit	Healthy habits
Theme	Writing an informal letter
Level	Low B1
Learning objectives	7.5.4.1 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics.
Skills	Creativity, communication, Productivity
Methods, strategies, and techniques	Task-based learning, practice-oriented approach
Assessment	Teacher assessment, Self-assessment
Criteria	<ul style="list-style-type: none"> <li>• Write a text using the appropriate style and plan of a given genre</li> </ul>
Descriptors	<p>A learner:</p> <ul style="list-style-type: none"> <li>• matches the parts of the letter with the gaps</li> <li>• answers the questions about the letter;</li> <li>• reads the strategy of writing an informal thank-you letter and writes a reply</li> </ul>

**Task 1**

**Match the missing parts of the letter (a-f) with the gaps (1-6)**

a) Dear, Mark,	_____
b) Sarah	_____
c) 1 Chapell Hill, Bournemouth	_____
d) PS Send my love to your parents too.	_____
e) 19 th April, 2024	_____
f) Best wishes,	_____

1

2

3

*I hope you're doing well! I want to talk about the benefits of living a healthy lifestyle. It's important, and I believe it can really improve our lives.*

*First, being active helps our bodies. Even just a daily walk can keep us fit and give us more energy. Eating more fruits and veggies also helps us stay healthy and strong.*

*Healthy living is good for our minds too. Exercise can lift our mood and reduce stress. Plus, eating well helps our brains work better.*

*Another great part of being healthy is the chance to connect with others. Joining a local group or class can make it more fun and motivating.*

*I know making changes can be hard, but starting small is a key. Try drinking more water or cooking a healthy meal each week. Every little bit helps!*

*In short, a healthy lifestyle is a wonderful investment in our future. Let's support each other in making these positive changes!*

*Why don't you come here in the holidays? It would be great to start together!*

*Hope to see you soon!*

4

5

6

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

## Task 2.

### Answer the questions about Sarah's letter.

1. What phrases does she use to open and close her letter?
2. What are the reasons for adopting a healthy lifestyle?
3. How does she try to support her friend?
4. What information does she add after "Hope to see you soon!" sentences?

## Task 3.

**Imagine Sarah is your pen friend. Write a reply telling her about your lifestyle. Use the writing guide to help you. Remember to use informal language and some of the useful expressions.**

### The writing strategy of an informal thank-you letter.

1. Write your address and the date in the top right corner.
2. Start the letter with: Dear + Name,
3. Ask how a person you are writing to is or express your hope she/he is well.

*How are you? I hope you are well.*

Then, express your attitude toward the received letter.

*Thanks for your letter. It was good to hear from you.*

4. Write about your healthy lifestyle. What do you do to be healthy?

5. You finish the letter with: *Love, Lots of love, Best wishes,*
6. Then sign it with your name

Class	7
Unit	Clothes and fashion
Theme	In a clothes store
Level	Low B1
Learning objectives	7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics; 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.
Skills	Communication Social skills
Methods, strategies, and techniques	Task-based learning
Assessment	Teacher assessment, Peer assessment
Criteria	<ul style="list-style-type: none"> <li>• Recognise the content of an extended conversation using some supporting information</li> <li>• Interact in a pair, group and a whole class work presenting logically connected information with ideas of other people;</li> </ul>
Descriptors	<p>A learner:</p> <ul style="list-style-type: none"> <li>• listens to the conversation between a shop assistant and Lisa;</li> <li>• completes the sentences with the missing words from the dialogue;</li> <li>• matches the phrases from the dialogue with their meanings;</li> <li>• determines if the following statements are true or false based on the dialogue;</li> <li>• answers the following questions about the dialogue;</li> <li>• role-plays the conversation between Lisa and the shop assistant, buy other items of clothes.</li> </ul>

7. You can add something in post scriptum – PS

### Task 1

**Listen to the conversation between a shop assistant and Lisa and complete the sentences with the missing words from the dialogue.**

<https://englishweb.ru/dialogi/intermediate/in-a-store.html>

#### In a clothes store



**Shop assistant:** Can I 1)\_\_\_\_\_ you?

**Lisa:** Yes, how much is that skirt?

**Shop assistant:** It's \$ 2)\_\_\_\_\_.

**Lisa:** Can I try it on?

**Shop assistant:** Yes, what size are you?

**Lisa:** I don't know.

**Shop assistant:** Ok, try a size 10. The 3)\_\_\_\_\_ \_\_\_\_\_ is over there.

(Lisa puts on the skirt. It's too small.

**Lisa:** Do you have it in a 4) \_\_\_\_\_ size?

**Shop assistant:** Yes, here you are.

**Lisa:** Thank you.

(Lisa puts on the new skirt. It fits.)

**Shop assistant:** How was it?

**Lisa:** I'll take it.

**Shop assistant:** Great! How would you like to 5) \_\_\_\_\_ ?

**Lisa:** By 6) \_\_\_\_\_ .

**Shop assistant:** Could you sign here, please?

**Lisa:** Sure.

**Shop assistant:** Here's your 7) \_\_\_\_\_ .

**Lisa:** Thank you very much.

**Shop assistant:** You are 8) \_\_\_\_\_. Have a good day!

**Lisa:** Thanks. You too.

*Answers: 1) help, 2) 40, 3) changing room, 4) bigger, 5) pay, 6) credit card, 7) receipt, 8) welcome).*

## Task 2

**Match the phrases from the dialogue with their meanings.**

- |                                   |  |
|-----------------------------------|--|
| 1. "Can I try it on?"             | A. I'd like to purchase it.                  |
| 2. "It's too small."              | B. Can I wear the item to see if it fits?    |
| 3. "I'll take it."                | C. The item is smaller than I need.          |
| 4. "How would you like to pay?"   | D. What is your preferred method of payment? |
| 5. "Could you sign here, please?" | E. This is the receipt for your purchase.    |
| 6. "Here's your receipt."         | F. Please sign your name on this document.   |

*Answers: 1) B; 2) C; 3) A; 4) D; 5) F; 6) E.*

## Task 3

**Determine if the following statements are true or false based on the dialogue.**

1. Lisa knows her exact size. \_\_\_\_\_
2. The first skirt Lisa tries on is too big. \_\_\_\_\_
3. The shop assistant is helpful and friendly. \_\_\_\_\_
4. Lisa pays for the skirt with cash. \_\_\_\_\_
5. Lisa is satisfied with the second skirt. \_\_\_\_\_

*Answers: 1. False; 2. False; 3. True; 4. False; 5. True.*

## Task 4

**Answer the following questions about the dialogue.**

1. What is the price of the skirt?
2. What size does Lisa try on first?
3. How does Lisa feel about the second skirt?
4. How does Lisa pay for the skirt?
5. What does the shop assistant say to Lisa at the end of the conversation?

## Task 5

**Role-play the conversation between a customer and a shop assistant, buy other items of clothes. Use the dialogue as a model.**

Class	8
Unit	Entertainment and Media
Theme	Television
Level	B1
Learning objectives	8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics; 8.4.8.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding
Skills	Reading
Methods. strategies and techniques	PBL ( Problem based learning)
Assessment	Peer assessment
Criteria (критерии)	- Divides information on the constituent elements; -Identify and analys facts from the texts;
Descriptors (дескрипторы)	A learner -understands the differences and features of various channels, -develops the ability to work with facts and compare information. -develop the ability to analyze and compare content from different sources.

### Television in Britan.

Television is very important in the modern society. Valuable information is a criterion of choosing TV programmes. Such TV programmes and TV channels that give complete and accurate information are very popular in any country. But sometimes people like to watch something funny, and see sensations. That's why every TV company has many entertainment programmes to any possible taste.

TV is a popular entertainment in Great Britain. Almost every citizen of the country watches TV at least 4 hours a day. Public television service in Britain began with the British Broadcasting Corporation (BBC). Its programmes appeared in 1936 and were the first in the world. By 1958 the BBC programmes were available to over 98 per cent of the population and were transmitted from 20 stations. The BBC service is one of the oldest in Great Britain and has its special character. The BBC studio productions come from eight main London studios and eight small interview studios that are located in England, Scotland and Wales.

By the Television Act of 1954 the Independent Television Authority (ITA) appeared. In 1955 the first regular independent television (ITV) service appeared by a programme transmission from the ITA stations. By 1958 the company had seven stations in all parts of Great Britain and nearly three-quarters of the total number of homes with television sets were able to receive the ITV. The ITV programmes are

produced at modern studio centres in London, Birmingham, Manchester, Glasgow, Cardiff, Newcastle and others.

Generally speaking, both the BBC and the ITV services provide programmes of music, drama, light entertainment, and films. Religious programmes are also a feature of both services. Advertising is excluded from the television programmes of the BBC. The ITA programmes are interrupted by advertising but it is some restrictions. There are many advertising intervals in and between programmes. This method is often criticized as it sometimes spoils the programme. But British people watch TV with pleasure. It helps them to learn what has recently happened in their country and abroad, receive interesting information and a lot of fun.

Task 1. Read the text and choose the correct answer.

1. Sometimes people like to watch
  - a) popular entertainment programmes
  - b) something funny
  - c) popular information
2. Almost every citizen of the country watches TV
  - a) at least 6 hours a day
  - b) at least 4 hours a day
  - c) more than 6 hours a day
3. Programmes of the British Broadcasting Corporation (BBC) appeared
  - a) in 1958 and had its special character
  - b) in 1955 and were the first regular independent television
  - c) in 1936 and were the first in the world
4. In 1955 the first regular independent television (ITV) service appeared by
  - a) a programme transmission from the ITA stations
  - b) by the company with 8 stations
  - c) by modern studio centers in London
5. Advertising is excluded from the television programmes
  - a) of the BBC and The ITA.
  - b) of the BBC only
  - c) of the ITA only

Task 2. Comparison of BBC and ITV channels. Complete the table

Criteria	BBC	ITV
year of foundation		
types of programs		
presence of advertising		
number of studios		
geography of broadcasting		

Task 3. **Research and analysis of television content**

Study the television programs of two popular channels in our country (one state-owned and one commercial). Analyze what types of programs (information, entertainment, advertising) dominate on each channel. You can use the table from task 2.



Class	8
Unit	Entertainment and Media
Theme	Television
Level	B1
Learning objectives	8.3.1.1 use formal and informal registers in their talk on a growing range of general and curricular topics; 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics; 8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics
Skills	Speaking
Methods, strategies and techniques	Project based learning
Assessment	Group assessment
Criteria (критерии)	- Encourage self-expression, sharing personal preferences, and using simple reasons in English - Develop creativity and practice vocabulary related to entertainment, hobbies, and design
Descriptors (дескрипторы)	A learner - lists 3 TV show types and clearly explains why they like each one. - shares preferences actively and listens attentively, comparing and responding to others. - gives clear ideas, and logo/design is creative and well presented.



### Task 1. My TV Preferences

Make a list of your top 3 favorite types of TV shows (like cartoons, sports, movies, news, etc.) and explain why you like them. For example, “I like cartoons because they are funny.” Share your answers in small groups and see if others have similar choices.

### Task 2. Create Your Own TV Channel

Imagine you are creating a new TV channel for teenagers. Decide on a name, the types of programs you will show, and a slogan for your channel (for example, “Fun for Everyone!”). Draw a simple logo or design for your channel if you like.

Class	
Class	8
Unit	Entertainment and Media
Theme	Television
Level	B1
Learning objectives	8.3.1.1 use formal and informal registers in their talk on a growing range of general and curricular topics; 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics; 8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics
Skills	Speaking
Methods, strategies and techniques	Project based learning
Assessment	Group assessment
Criteria (критерии)	- Encourage self-expression, sharing personal preferences, and using simple reasons in English -Develop creativity and practice vocabulary related to entertainment, hobbies, and design -Practice conversational skills and role-play, encourage students to talk about personal likes and dislikes.
Descriptors (дескрипторы)	A learner - chooses diverse and engaging topics are chosen. - speaks expressive, energetic, and engaging. - News is well-organized and easy to understand.

### Creating a News Broadcast

Imagine you work for a TV channel and need to create a short news broadcast for teenagers. Your task is to choose interesting events, write a script, and present the news just like real journalists.

Steps to Complete the Assignment:

1. Form a team: Work in groups of 3–4 people. Assign roles: anchor, reporters, editor (you can switch roles if time allows).
2. Choose news topics: Select 3–4 news stories for your broadcast. They could be:
  - o Local news (school events, sports achievements).
  - o News from technology, movies, music, or fashion.
  - o Global news that may interest teenagers (scientific discoveries, environmental issues, events in other countries).
3. Write the script: Create a script for each report. Try to use simple, clear words. Add greetings, conclusions, and transitions between the news segments.
4. Prepare visual aids: if possible, draw simple illustrations, find pictures, or make mini-posters to illustrate the news.
5. Record the broadcast: Rehearse your broadcast to ensure everything is clear and organized. Then, record your news show on video or perform it live for the class.

Class	8
Unit	Entertainment and Media
Theme	Television
Level	B1
Learning objectives	8.3.1.1 use formal and informal registers in their talk on a growing range of general and curricular topics; 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics; 8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics
Skills	Speaking, writing
Methods, strategies and techniques	Project based learning
Assessment	Group assessment
Criteria (критерии)	Creativity and Design (Max 5 points): Original visual elements and design. Visual appeal and harmony. Content and Thoughtfulness (Max 5 points): Detailed plot and character description. Poster matches the genre and theme. Presentation and Communication Skills (Max 5 points): Confident speaking, clear explanation. Ability to answer questions.



Create and present a poster for a new movie or TV Show

Task: Design a promotional poster for an imaginary movie or TV show, including the title, tagline, images, a brief plot description, character information, and cast. Present your work, explaining how the poster will capture the audience's attention and what makes it unique.

Follow the plan:

Title \_\_\_\_\_

Tagline \_\_\_\_\_

Images \_\_\_\_\_

*(Consider using eye-catching images such as a mysterious forest, a group of diverse characters standing at the edge of an adventure, or mystical creatures.)*

Brief Plot Description \_\_\_\_\_

Character Information \_\_\_\_\_

Cast\_\_\_\_\_

Audience Appeal\_\_\_\_\_

### Presentation Guidelines

- **Introduce Your Poster:** Begin by stating the title and providing a brief overview of the movie or TV show.
- **Highlight Key Elements:** Discuss the tagline, plot, characters, and cast, emphasizing why each aspect is important.
- **Engage the Audience:** Use questions or prompts to get the audience thinking about what they find intriguing or appealing.
- **Conclude:** End with a strong statement about the impact of the movie or show and invite feedback or questions.

Class	8
Unit	Entertainment and Media
Theme	Television
Level	B1
Learning objectives	8.5.1.1 plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics; 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics; 8.5.4.1 use with some support style and register appropriate to a variety of written genres on general and curricular topics; 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings;
Skills	Writing
Methods. strategies and techniques	Project based learning
Assessment	Self-assessment
Criteria (критерии)	Content (Max 5 points): Complete coverage of the topic, including analysis of plot and characters. Logical conclusion with a recommendation and target audience. Language Accuracy and Grammar (Max 5 points): Use of grammatically correct structures. Range of vocabulary. Style and Structure (Max 5 points): Structured presentation (introduction, analysis, conclusion). Use of language expressions to state opinions (e.g., "In my opinion...", "I would recommend this...").

### Writing a review of a movie, book, or TV show

**Task:** Write a 100-120 word review of a movie, book, or TV show. Include a brief plot summary (avoiding spoilers), characterization of the main characters and their development, as well as your personal opinion on the strengths and weaknesses of the work. Conclude your review with a recommendation (to recommend or not recommend) and explain who might find it interesting.

Use as a plan:

1. [Title of the Movie, Book, or TV Show] Review
2. Plot Summary: *Start with a brief overview of the story (avoid spoilers):*
  - "[Title]" is a [genre] set in [location/time], where [main character(s)] face(s) [central conflict or theme]. The plot follows [character's actions] as they encounter [challenges/antagonists].
3. Characterization and Development: *Briefly describe the main characters and their growth:*
  - The main character, [Character Name], shows [main traits, e.g., resilience, loyalty]. Other key characters, like [Character Name(s)], bring [describe personalities or dynamics].
4. Strengths and Weaknesses: *Discuss your personal opinion on its strengths and areas for improvement:*
  - Strengths include [specific elements, e.g., suspenseful storyline, visuals, emotional impact]. However, at times, [mention any notable weaknesses].
5. Recommendation: *Conclude with your recommendation:*
  - I recommend this [movie/book/TV show] for [intended audience]. It's a great choice for anyone who enjoys [mention genres or similar titles].

Class	8
Unit	Entertainment and Media
Theme	Television
Level	B1
Learning objectives	8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics; 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics; 8.2.5.1 recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics;
Skills	Listening, speaking
Methods. strategies and techniques	Task-based learning
Assessment	Group-assessment
Criteria (критерии)	- Listening Comprehension (Max 5 points): Ability to correctly understand and identify main ideas and specific details from the review. Summary Skills (Max 5 points): Clear and concise summary of the reviewer's opinion. Demonstrates understanding of the main point. Personal Response (Max 5 points): A personal reaction that shows thoughtfulness and is supported by details from the review. Clear and relevant opinion, even if the student hasn't seen the movie or show.

Task: Listen to an interview with Matthew Jenkins, a film critic, talking about a new film. (<https://english-practice.net/listening-exercises-b1-the-media/> )

After listening, complete the following tasks:

1. Answer comprehension questions based on key details from the review.
2. Summarize the reviewer's opinion in 2–3 sentences.
3. Give your own opinion on the movie or show in 2–3 sentences (based on the review or if you've seen it).

Questions:

1. What is the main topic of the review?
2. What does the reviewer think about the main characters?
3. What aspects of the movie or show did the reviewer like or dislike?

Class	8
Unit	Sport, Health and Exercise
Theme	Healthy habits
Level	B1
Aims	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; 8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts
Skills	Reading
Methods, strategies and techniques	Task-based learning
Assessment	self-assessment
Criteria (критерии)	Understanding of the text. Active participation and exchange of opinions during pair discussions.
Descriptors (дескрипторы)	A learner: - shows a good understanding of the text, with minor errors in comprehension. - most answers in the multiple-choice questions are correct, with only a few errors in the fill-in-the-blank section. - generally uses vocabulary appropriately, though some context may be missing. - participates in discussions, contributing some relevant points but may not always engage with peers.

Read the text about healthy habits.



### Healthy Habits for a Happy Life

Living a healthy lifestyle is important for everyone, especially for teenagers. There are several habits that can help improve your overall health.

First, maintaining a balanced diet is essential. This means eating a variety of foods, including fruits, vegetables, whole grains, and proteins. Avoiding junk food and sugary drinks can help you feel better and give you more energy.

Second, regular physical activity is crucial. Aim for at least 30 minutes of exercise most days of the week. This can be anything from walking, cycling, or playing a sport. Exercise not only helps you stay fit but also boosts your mood.

Lastly, getting enough sleep is vital for your health. Teenagers need about 8 to 10 hours of sleep each night to function well. Good sleep helps your body recover and improves concentration.

In conclusion, adopting healthy habits like eating well, exercising regularly, and sleeping enough can lead to a happier and healthier life. Start today and make small changes for a big impact!

Task 1. Read the statements and choose the correct answer.

1. What is the main topic of the text?
  - A) Importance of sleep
  - B) Healthy habits
  - C) Different sports
2. How much sleep do teenagers need according to the text?
  - A) 5-6 hours
  - B) 8-10 hours
  - C) 6-8 hours
3. Which of the following is NOT mentioned as a benefit of eating healthy foods?
  - A) Increased energy
  - B) Improved mood
  - C) Weight gain
4. What type of exercise is suggested for teenagers in the text?
  - A) Only weightlifting
  - B) Any activity that is enjoyable
  - C) Only team sports
5. According to the text, what is an important aspect of a healthy lifestyle?
  - A) Skipping meals
  - B) Getting enough sleep
  - C) Eating fast food

Task 2. Using the text, fill in the blanks with the following words: *diet, exercise, energy, habits, sleep, nutrients*.

- a. A balanced \_\_\_\_\_ is important for feeling good.
- b. Regular \_\_\_\_\_ can help you stay fit.
- c. Eating healthy foods gives you more \_\_\_\_\_.
- d. Good \_\_\_\_\_ can improve your concentration and mood.
- e. Healthy \_\_\_\_\_ are essential for maintaining overall well-being.
- f. Fruits and vegetables provide important \_\_\_\_\_ for your body.

Task 3. Discuss in pairs.

- Which healthy habit do you find the easiest to follow?
- What changes would you like to make to improve your health?

Class	8
Unit	Sport, Health and Exercise
Theme	Healthy habits
Level	B1
Aims	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; 8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts
Skills	Reading
Methods, strategies and techniques	Task-based learning
Assessment	self-assessment
Criteria (критерии)	Understanding of vocabulary and text. Active participation and exchange of opinions during pair discussions.
Descriptors (дескрипторы)	A learner: - shows a good understanding of the text, with minor errors in comprehension. - most answers in the multiple-choice questions are correct, with only a few mistakes in the fill-in-the-blank section. - matches correctly words with their definitions, and all multiple-choice questions are answered correctly. - participates in discussions and contributes some relevant points but may not always engage with peers.

Read the text.

### The Importance of Staying Active

In today's fast-paced world, staying active is more important than ever. Regular physical activity has numerous benefits for both our body and mind.

Firstly, engaging in physical activities such as sports, dancing, or even brisk walking helps maintain a healthy weight. It boosts metabolism and increases energy levels, making it easier to tackle daily tasks.

Secondly, being active improves mental health. Exercise releases endorphins, which are hormones that promote feelings of happiness and reduce stress. Many teenagers face pressures from school and social life, so finding an activity they enjoy can be a great way to unwind.

Moreover, staying active can enhance social connections. Participating in team sports or group fitness classes allows young people to meet others with similar interests. These social interactions can lead to lasting friendships and a sense of belonging.

Lastly, making time for physical activity can improve overall well-being. It strengthens the heart, improves flexibility, and boosts immunity, which is especially important during cold and flu season.



In conclusion, incorporating physical activity into daily routines is essential for maintaining a healthy lifestyle. Whether it's playing a sport, joining a dance class, or simply going for a walk, every little bit counts. Start moving today for a happier, healthier tomorrow!

Task 1. Vocabulary Matching. Match the words from the text with their definitions.

Words	Definitions
1. Endorphins	a. The body's ability to resist illness
2. Metabolism	b. Hormones that create feelings of happiness
3. Flexibility	c. The process of converting food into energy
4. Immunity	d. The ability to move joints and muscles easily
5. Social connections	e. Relationships with other people

Task 2. Read the statements and choose the correct answer.

- What is one benefit of regular physical activity mentioned in the text?
  - It reduces your sleep quality.
  - It helps maintain a healthy weight.
  - It increases feelings of loneliness.
- How does exercise affect mental health according to the text?
  - It releases endorphins that promote happiness.
  - It leads to higher stress levels.
  - It makes you feel more tired.
- What can participating in team sports provide for young people?
  - An opportunity to avoid social interactions.
  - A chance to meet others with similar interests.
  - A reason to skip exercise altogether.
- What aspect of health does staying active strengthen?
  - The digestive system.
  - The heart.
  - The ability to concentrate on schoolwork.
- According to the text, which of the following is suggested as a way to incorporate physical activity into daily life?
  - Only playing competitive sports.
  - Joining a dance class or going for a walk.
  - Watching TV for relaxation.

Task 3. Group Discussion

In pairs or small groups, discuss the following questions. Be prepared to share your ideas with the class.

- What physical activities do you enjoy and why?
- How do you think staying active can help with school pressures?
- Can you think of any new activities you would like to try to stay active?

Class	8
Unit	Sport, Health and Exercise
Theme	Healthy habits

Level	B1
Aims	8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics; 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics; 8.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics; 8.5.6.1 link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics
Skills	writing
Methods, strategies and techniques	PBL (project based learning)
Assessment	self-assessment
Criteria (критерии)	Write paragraph with logically connected information with ideas of others people Make a clear plan of writing; Write a text; Check the written Draft The poster includes comprehensive and relevant information about the importance of staying active, highlighting key points clearly and accurately.
Descriptors (дескрипторы)	A learner: - provides a thorough exploration of how physical activity impacts both physical and mental health. - includes specific examples of activities, benefits, and personal experiences. - demonstrates a deep understanding of the topic, providing insightful reflections. - addresses both physical and mental health aspects but may lack depth in examples or insights. - examples are present but may not fully illustrate the benefits discussed. - the poster is visually striking and well-organized, using colors, images, and fonts effectively.

### Task 1. Create a weekly activity plan

Design a weekly plan that includes at least three different physical activities you can do. Consider how much time you will dedicate to each activity.

Day	Activity	Duration	Comments
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

### Task 2: Personal reflection

Write a short paragraph reflecting on how physical activity impacts your daily life. Consider both physical and mental aspects.

- Start by stating your overall perspective on physical activity and its importance in your life.
- Describe how being active impacts your physical health.
- Explain how physical activity affects your mental health.
- Share a specific activity you enjoy and how it benefits you.

*Example: Personal Reflection on Physical Activity*

*Physical activity plays a crucial role in my daily life by contributing to both my physical health and mental well-being. Engaging in regular exercise helps me to maintain a healthy weight and boosts my energy levels. I often feel more alert and productive when I incorporate physical activity into my routine. Exercise also helps me to manage stress and improves my mood, especially after a long day at school. For instance, I enjoy playing soccer with my friends because it keeps me fit and allows me to connect with others. Overall, staying active is essential for my happiness and well-being.*

Task 3: Create a poster

Design a poster that promotes the importance of staying active. Include images, slogans, and key points from the text. Display your poster in the classroom.

Key Points:

1. Maintain a healthy weight
  - Regular physical activity helps burn calories and keep your weight in check.
2. Boost your energy levels
  - Staying active increases your energy, making daily tasks easier.
3. Improve mental health
  - Exercise releases endorphins, promoting happiness and reducing stress.
4. Build social connections
  - Join team sports or group activities to meet new friends and strengthen bonds.
5. Enhance overall well-being
  - Physical activity strengthens your heart, improves flexibility, and boosts immunity.

Additional Tips for Designing the Poster:

1. Use bright colors: choose a vibrant color scheme to attract attention.
2. Include interactive elements: consider adding QR codes that link to videos of exercises or local sports clubs.
3. Keep it clear and concise: use bullet points or short phrases for easy readability.
4. Engage your audience: add a space where students can write down their favorite physical activities or commitments to staying active.

Class	8
Unit	Sport, Health and Exercise
Theme	Healthy habits
Level	B1
Aims	8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics; 8.2.4.1 understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics; 8.2.5.1 recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics
Skills	Listening
Methods, strategies and techniques	PBL (project based learning)
Assessment	self-assessment
Criteria (критерии)	Correctness of answers in determining true or false statements. Accuracy of filled-in blanks and appropriateness of chosen words. Quality and clarity of responses to the short answer questions.
Descriptors (дескрипторы)	-answers correctly with clear understanding of the content. -fills correctly; demonstrates excellent comprehension. -responses clear, concise, and directly addresses the questions with specific examples from the video.

Watch the video ([https://www.youtube.com/watch?v=hmFQqjMF\\_f0](https://www.youtube.com/watch?v=hmFQqjMF_f0) )

Task 1. Determine if the following statements are true or false.

Write "T" for true and "F" for false.

1. Regular physical activity only benefits the body, not the mind.
2. Playing sports can help improve social skills.
3. Exercise increases energy levels and improves mood.
4. The speaker mentions that everyone should play the same sport.
5. Physical activity has no effect on academic performance.

Task 2: Watch the video again and fill in the blanks with the appropriate words.

1. Playing sports can improve your \_\_\_\_\_ and help you make new \_\_\_\_\_.
2. Regular exercise helps to reduce \_\_\_\_\_ and increases overall \_\_\_\_\_.
3. Physical activity can lead to better \_\_\_\_\_ performance.
4. Engaging in sports promotes \_\_\_\_\_ skills and boosts your \_\_\_\_\_.
5. Exercise can enhance your \_\_\_\_\_ and help you cope with \_\_\_\_\_.
6. Finding a sport you enjoy can increase your \_\_\_\_\_ to stay active regularly.

Task 3: Short Answer Questions

Answer the following questions in one or two sentences.

1. What are two mental benefits of playing sports mentioned in the audio?
2. How does physical activity impact social interactions?
3. Why is it important to find an activity you enjoy?

Class	9
Unit	Hobbies and Qualities
Theme	Hobbies that would surely surprise you!
Level	B1
Learning objectives	9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts
Skills	communication skills, reading literacy, higher order thinking skills
Methods, strategies, and techniques	Practice-oriented approach
Assessment Criteria	Convey fantasy ideas and experiences including emotions and senses Find particular facts and parts in reading passage
Descriptors	A student: Reads and understands the text Find particular facts Answers the questions Describes hobbies Talks about hobbies justifying their answer

## Reading

### Task 1. Read the text.

#### **Hobbies that would surely surprise you!**

##### ***Go rock climbing***

You don't need to be a risk-taker to enjoy rock climbing with your significant other. Hit up an indoor rock-climbing gym for a safe challenge that's also an excellent work out. Bonus: Climbing walls are a lot more fun than your standard gym equipment and you should not go to the country or mountains.

##### ***Volunteer***

Volunteering is not only a good thing to do in the altruistic sense, [research](#) has also shown that it can improve your mental and physical health, life satisfaction and social well-being. Grab your partner and pick up a hobby that supports the common good—your relationship might just get a boost to boot.

##### ***Start a book club for two***

Turn your quiet 'alone time' into an opportunity for bonding by picking books that both you and your partner or friend are interested in reading. Plow through each read at the same rate and come together for a rousing discussion of the material that promises to foster positive communication and renewed interest in each other's feelings and ideas.

##### ***Visit virtual museums***

Here's another hobby you can do in-person or virtually. Spark conversation and learn something new by taking regular trips to a virtual museum with your partner. Museums are excellent sources of informal education that offer couples an opportunity to explore their interests together (and gain new ones, as well).

### **Answer the questions:**

1. The writer compares the Climbing walls with what kind of exercising?
2. What kind of hobby from the text can improve your mental and physical health, life satisfaction and social well-being?
3. What is the main idea of the hobby “Start a book club for two”?
4. What hobby from the text is connected with computer simulation?

**Task 2.**

5. Describe your hobby.
6. What hobby from the text would you choose and why?

Class	9
Unit	Hobbies and Qualities
Theme	Hobbies that would surely surprise you!
Level	B1
Learning objectives	9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics; 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics
Skills	Application , higher order thinking skills
Methods, strategies and techniques	Practice-oriented approach
Assessment Criteria	Find particular facts and parts in the reading passage Demonstrate the ability to independently write coherent and detailed narratives about factual and imaginary past events
Descriptors	A student: Reads the text Understands the key information Writes about hobbies in childhood

**Reading**

Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

**My new hobby**

After years of doing very little exercise, I recently took up running. I certainly feel fitter. (1)..... But I don't think these are the reasons I go running. So, what is it that keeps me interested?

Well, to begin with, there's nothing like sharing a love of something with other people. (2) ..... But mostly we talk about running. We'll share news of our goals, our latest injuries, our next runs, knowing we have a friendly, interested and understanding ear. I've yet to meet a horrible runner!

Running also offers lots of opportunities to volunteer. (3)..... It might be helping to organise a run in the local park or helping those who are new to running get started. I do very little compared to some people, but I certainly aim to include more of this in the future.

(4).....It really helps me to relax as well. I live quite a busy life and find it surprisingly difficult to go ten minutes without thoughts racing through my head. Yet

I can often go ages during a run thinking of nothing other than the pavement in front of me and how my body is feeling. I injured myself earlier in the year.

I like having something to aim for and running provides opportunities for a focus, whether it's something long term, like my marathon ambitions, or more immediate like going for a personal best time on a shorter run. But it's important to remember not to push myself too hard, and one of my goals is always to enjoy running!

Then there's that sense of achievement. (5)..... That's been the case with the personal best times I've had in the past and completing some of the longer runs.

**A** This is something I've really enjoyed.

**B** And it's good for your health.

**C** It really helps me to relax as well.

**D** I've lost a bit of weight and I can run distances now that would have been impossible for me 20 years ago.

**E** Finding the time to run can be a problem.

**F** I got harm to myself earlier in the year.

**G** When I train with my club we do sometimes talk about other things as we're running around the streets.

**H** This is especially true when you've done something you didn't think was possible.

Class	9
Unit	Exercise and Sport
Theme	Street games
Level	B1
Learning objectives	9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts; 9.4.6.1 recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics
Skills	Higher order thinking skills, interpersonal skills, presentation skills
Methods, strategies and techniques	Practice-oriented approach, elements of PBL
Assessment criteria	<ul style="list-style-type: none"> <li>• Identify the opinion of the writer in extended texts.</li> <li>• Identify details in arguments in extended texts</li> <li>• Use the topic vocabulary while speaking</li> </ul>
Descriptors	A student: Reads the text Recognize specific information and the attitude or opinion of the author Prepares the brochure

## Reading

### Street Games

#### *Who are we?*

Street Games is a sports charity that changes lives and communities. We are proud to give young people exactly what they are looking for – the chance to enjoy sport, give back to their communities and aspire to greater things. Seventy-one percent of young people have said that they would like the chance to try more sporting activities, but that they can't afford to.

***What do we do?***

'Doorstep Sport' is what we do – we bring sport close to home in disadvantaged communities, at the right time, for the right price and in the right style. Sport is great! It provides fitness, fun and friendship opportunities, and since 2007 we have been using it to improve the lives of countless young people. It teaches them skills and knowledge which they can then use to make their own way in life.

***What do we offer?***

We have been speaking to a lot of young people about sports they would like to be involved in, and these are the answers: boys between the ages of 16 and 19 have voted for playing football, badminton and tennis, going swimming, cycling, running and to the gym and doing adventure sports. The girls have chosen similarly, except for netball rather than football, plus dance and fitness classes. Multi-sports sessions have also proved popular with everyone.

***What do we want?***

We are bringing sport to your neighbourhood, and we need some assistance. We are looking for young volunteers for this task. We need young people both to take part in our wonderful sporting activities and also to look after and coach the younger children. So, if you are aged 16-19, contact us if you would like to be involved. We need YOU!

Task 1. Read the article. Are the sentences true (T) or false (F)?

1. This sports organization brings activities to school for young people.
2. The organization believes that sport helps young people in other areas of their lives.
3. Thirty-one percent of young people have said that they have the chance to try more sporting activities, and that they can afford to.
4. Multi-sports sessions are also popular with everyone.
5. Girls between the ages of 16 and 19 have voted for playing football, badminton and tennis, going swimming, cycling, running and to the gym and doing adventure sports.
6. This organization needs young people to take part in sporting activities and also to look after and coach the children.

**Task 2. You are part of the school's event planning committee, and your task is to organize a sports event for your classmates. You need to decide on the following details and present the brochure.**



Work in groups of 3-4 students. Decide on one sport (e.g., football, volleyball, basketball, etc.) or multiple sports for the event. Justify your choice by explaining why this sport would be enjoyable and beneficial for the students.

*Your presentation should include:*

- date, time, and event location (school gym, field, etc.).
- a schedule for the event (e.g., when the matches will start, breaks, etc.).
- team formation (randomly, by class, or by skill level).
- necessary equipment or materials (e.g., balls, nets, jerseys, etc.).

Class	9
Unit	Earth and our place in it
Theme	The Earth
Level	B1
Learning objectives	9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics
Skills	Higher order thinking skills, critical thinking
Methods, strategies and techniques	Practice-oriented approach
Assessment criteria	<p><b>Excellent (5 points):</b></p> <ul style="list-style-type: none"> <li>• The student consistently uses grammatical structures accurately.</li> <li>• Errors are rare and minor, not affecting comprehension.</li> <li>• A wide range of grammatical forms appropriate to the B2 level is used correctly.</li> </ul> <p><b>Good (4 points):</b></p> <ul style="list-style-type: none"> <li>• The student generally demonstrates grammatical accuracy.</li> <li>• Occasional errors occur but do not impede understanding.</li> <li>• Shows control over a variety of grammatical structures.</li> </ul> <p><b>Satisfactory (3 points):</b></p> <ul style="list-style-type: none"> <li>• The student displays moderate grammatical accuracy.</li> <li>• Frequent errors are present, especially in complex structures.</li> <li>• Basic meaning is conveyed despite mistakes.</li> </ul> <p><b>Needs Improvement (2 points):</b></p> <ul style="list-style-type: none"> <li>• The student struggles with grammatical accuracy.</li> <li>• Errors are common and sometimes hinder comprehension.</li> <li>• Limited use of appropriate grammatical forms.</li> </ul> <p><b>Inadequate (1 point):</b></p> <ul style="list-style-type: none"> <li>• Grammatical errors are pervasive and significantly impede understanding.</li> <li>• The writing lacks control of basic grammatical structures.</li> </ul>
Descriptors	Reads the texts, answers the questions and writes an essay

### **The Earth**

The Earth, spherical in shape, is the third planet from the Sun in the solar system and is the only one that has sustainable living conditions. Because of the existence of water, the Earth appears blue when viewed from outer space, earning it the nickname

“blue planet.” We must be extremely cautious about its preservation because life is not possible on any of the planets other than Earth.

Earth has provided us with all of the essential resources we require for living, but we have been exploiting these resources since the beginning. It has now become a major concern as it has led to the depletion and total destruction of the planet on the whole. Unprecedented and unexpected natural calamities like forest fires, earthquakes, volcanic eruptions, tsunamis and cyclones are the effects of our actions. There has been a perfect balance in the ecosystem, but activities such as deforestation, disposal of sewage and waste into water bodies, improper waste management systems, etc., have disturbed this. Australia’s ‘Black Summer’ bushfires of 2019-20 that killed almost one to three billion animals and destroyed many million hectares of native vegetation is an example of the kind of damage the planet is bound to face if we do not take measures to curb the effects of pollution and other activities. This is the only way we can restrain from putting the life of the entire planet in danger. There is no more time to be wasted thinking of actions to be taken, you have to step out and act now if you want to continue living on this sustainable and all-providing planet.

**Task 1. Answer the questions:**

1. What is the shape of the Earth?
2. What is the third planet in the Solar System?
3. Why is the Earth called a blue planet?
4. Is life possible on any of the planets other than Earth?
5. What are at least 5 natural disasters, which are the effects of our actions on the Earth?
6. What are the consequences of Australia’s ‘Black Summer’?

**Task 2. Based on the text «The Earth», write an opinion essay «How Can We Protect the Earth from Environmental Damage?» on how we can protect our planet from environmental damage.**

***!A teacher can use as the scaffolding for some students:***

Introduction: Briefly introduce the issue of environmental destruction as mentioned in the text and why it is important to protect the Earth.

Body Paragraphs:

- Paragraph 1: Discuss one major environmental issue (e.g., pollution, deforestation) and how it affects the planet.
- Paragraph 2: Suggest at least two actions individuals or governments can take to reduce this environmental damage.
- Paragraph 3: Explain the role of young people in protecting the environment and why it’s important for them to take part in such actions.

Conclusion: Summarize your ideas and give your opinion on the urgency of taking action to protect the Earth.

Class	9
Unit	Charities and Conflict
Theme	Charities. Conflicts.
Level	B1

Learning objectives	9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics;
Skills	Critical thinking, Writing and communication skills, creativity, problem-solving, grammar and syntax proficiency
Methods, strategies and techniques	Practice-oriented approach
Assessment criteria	Develop coherent paragraphs using various linking words and connectors
Descriptors	<ul style="list-style-type: none"> <li>• uses a variety of linking words and connectors correctly to develop his/her letter;</li> <li>• can express his/her thoughts/ feelings coherently;</li> <li>• uses paragraphs to organize his/her writing.</li> <li>• use vocabulary related to the topic of charities and conflict</li> </ul>

## Writing

Choose a topic and write a letter. Use linking words and connectors to link ideas.

**Topic 1.** Many people feel uncomfortable with conflict but it can help us to develop. Knowing how to handle conflict is an important professional skill. People with conflict management skills resolve disagreements quickly and effectively, enabling effective teamwork and maximum productivity. Successful conflict management also helps to create an atmosphere in which individuals can learn from others, develop their talents and think creatively. Conflict management can be challenging, but people who do it well are highly valued by their colleagues and companies. What are the tips for managing conflict more effectively.

**Topic 2.** Imagine that the class has a sum of money to donate to a charity. You have different suggestions, where or whom you should give the money to. You have to prove – why your charity deserves the donation.

Class	9
Unit	Traditions and Language
Theme	Unusual festivals
Level	B1
Learning objectives	9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics;
Skills	Higher order thinking skills, critical thinking skills
Methods, strategies and techniques	Practice-oriented approach, Cooperative Learning
Assessment Criteria	Identify the position of speakers in an extended talk with some support. Express thoughts about the given topic in the conversations.
Descriptors	

## Listening

**Link for listening:** <https://learnenglishteens.britishcouncil.org/skills/listening/b2-listening/unusual-british-festivals>

### **Task 1. Listen to the text and answer the following questions:**

1. What festival always takes place on 11th of January?
2. Name the festival which is On Shrove Tuesday in February.
3. Where is Gloucestershire?
4. Do people eat snails in the UK?
5. What is the name of the competition where people have to pull the ugliest face.
6. Would you like to take part in any of them and why?

### **Transcript**

#### *Unusual British festivals*

*Hello. I'm going to talk about British festivals. I'm sure you've heard about the Notting Hill Carnival in London and the Edinburgh Festival, but today we're going to look at a lot more that you might not know about. Actually, a lot of these are not exactly festivals, but strange races or competitions. Some of them are ancient and some are modern.*

*So, let's start in January in the north of Scotland with the Burning of the Clavie. This is a whisky barrel which is set alight then carried through the streets as a bonfire. It's an ancient tradition which always takes place on 11th of January, the first day of the year, according to an older form of the calendar. The bonfire brings good luck for the coming year and people used to keep bits of burnt wood as protection against evil spirits. At the end of January, even further north, in the Shetland Islands, there's another fire festival, the Up Helly Aa. This seems like an ancient festival, but has actually only been going for about 130 years – well, it is fairly old, I suppose. People carry fire-lit torches and a Viking boat through the streets, then set fire to the boat. There's lots of dancing; it's good fun.*

*Now to the north of England. On Shrove Tuesday in February, otherwise known as Pancake Day, a special Pancake Bell is rung in Scarborough. Everyone goes down to the road next to the beach where they skip – yep, they jump over long ropes, up to fifteen people to one rope. And they have pancake races. This is quite common in the UK – running with a frying pan and tossing a pancake at the same time.*

*Another kind of race takes place in spring – cheese rolling. In Gloucestershire, in the south-west of England, round cheeses in round boxes are sent rolling down a hill and people run after them and try and catch them. The hill is very steep, so people often fall over – if you take part in this you need to be very fit and wear your oldest jeans. Nowadays this strange custom attracts visitors from all over the world, but the people from the local village are usually the ones who catch the cheese.*

*From people-racing, to animals, very tiny animals. World Championship Snail Racing takes place in a village in Norfolk. The snails have to race from an inner circle to an outer circle and the winner gets a lot of lettuce. There's a party and barbecue for the snail owners and observers. This custom began in the 1960s after a local man saw something similar in France. In the UK we don't eat snails, by the way.*

*More fun, in my opinion, are the onion-eating contest, also in Gloucestershire – a race to finish eating a raw onion – and the Black Pudding Throwing Championship, in Lancashire. Black puddings are like big sausages made mainly from dried blood. Contestants bowl three black puddings each at 21 Yorkshire puddings set on a six-metre platform; the winner is the one who knocks down the most. Another fun contest takes place in September at the Egremont Crab Fair in Cumbria in the north of England. The World Gurning Championship is a competition to pull the ugliest face. It sounds ridiculous but this is an ancient British tradition and the Crab Fair itself dates back to 1267. The man who won the title of best gurner the most in recent years had all his teeth taken out so he could make terrible faces more easily.*

*Finally, let's go back to the south of England. In Brighton there's a Burning the Clocks Festival to celebrate the winter solstice on December 21st. This custom started twenty years ago and is very popular. People make clock lanterns and time-themed figures of paper and wood, then walk*

through the town to the beach where the sculptures are set on fire and there's a massive firework display.

So, that's just a taste of a few of our old and more modern traditions. Would you like to take part in any of them?

**Task 2. Write a short essay «Unusual British Festivals: Exploring Unique Traditions in the UK» describing some of the unusual British festivals mentioned in the text. Choose at least three different festivals or competitions, and describe what makes them unique and interesting. Include details such as the activities involved, their origins, and why they might attract people to participate or watch. Be sure to use descriptive language to help your reader imagine the events.**

Class	9
Unit	Music and Film
Theme	Music and Films
Level	B1
Learning objectives	9.3.3.1 explain and justify their own point of view on a range of general and curricular topics; 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics 9.6.3.1 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics
Skills	Communication skills, Higher order thinking skills
Methods, strategies and techniques	Practice-oriented approach, Socratic method
Assessment criteria	Identify the position of speakers in an extended talk with some support Express thoughts about the given topic in the conversations using compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences
Descriptors	gives proper answers to the questions; expresses his/her opinion on topic; uses vocabulary words on the topic; pronounces words and phrases correctly; uses grammatically correct sentences in a talk.

### Speaking

**Task.** Answer the questions while speaking. Provide explanation to your answer. You should speak at least 2 minutes.

#### Card 1

1. Can you play any musical instrument?
2. Can music inspire people?
3. What musical genres do you know?
4. Do you like classical music?

#### Card 2

1. Why do people listen to music?

2. What kind of music do you like?
3. What is your favourite song?
4. How many Russian composers do you know?

### Card 3

1. If you could make a movie, what would it be about?
2. Do you read movie reviews? Do you usually agree with the reviewers' opinions?
3. What is your favourite line or scene from a movie? What about it makes you remember it so well or like it so much?
4. Which actor or actress do you think is the most overrated in Hollywood today? Which is the most underrated?

### Card 4

1. Do you prefer watching movies at the cinema or on TV?
2. Who is the biggest movie hero ever and the biggest ever bad guy?
3. Who are your favourite movie stars (and why)?
4. Which actor would you want to play you in a movie about you? Why?

### Card 5

1. What movie genres do you know? Which ones do you enjoy the most?
2. What's your favourite movie of all time? Why do you like it?
3. What's the worst movie you have ever seen?
4. Talk about someone that you think is very talented at acting.

Class	9
Unit	Music and Film
Theme	Music and Films
Level	B1
Learning objectives	9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics 9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics
Skills	Critical thinking, Writing and communication skills, creativity, problem-solving, grammar and syntax proficiency
Methods, strategies and techniques	Practice-oriented approach
Assessment criteria	Develop coherent paragraphs with moderate grammatical accuracy Develop coherent arguments supported by examples and reasons Use a variety of connectors to develop coherent paragraphs
Descriptors	<ul style="list-style-type: none"> <li>• gives relevant content of a film review</li> <li>• includes the title of the film; 1 writes its type and/or when it was made</li> <li>• gives information about the story of the film without ending</li> <li>• expresses his/her opinion of the film</li> <li>• gives recommendation to go or not to go to watch the film</li> <li>• writes grammatically correct sentences</li> <li>• uses a variety of connectors correctly to develop his/her essay</li> <li>• supports his/her arguments by examples and /or reasons.</li> </ul>

## Writing

Write a film review of your favourite musical or musical you have watched. In your review you should include the following information:

- Musical's title.
- The name of the musical. When it was made.
- Explain the musical's story but don't explain the ending.
- Your opinion about the musical.
- Should people go and watch the musical?

Class	9
Unit	Travel and Tourism
Theme	A Town that Lives in One Building
Level	B1
Learning objectives	9.4.7.1 recognise typical features at word, sentence and text level in a wide range of written genres; 9.5.7.1 use independently appropriate layout at text level on a growing range of general and curricular topics
Skills	Higher order thinking skills, critical thinking
Methods, strategies and techniques	Practice-oriented approach, Cooperative Learning
Assessment criteria	Find particular facts and parts in the reading passage Write a test using the appropriate layout
Descriptors	Reads the text Does the test Writes own test

## Reading

### A town that lives in one building

Located in the beautiful state of Alaska, a little town called Whittier is tucked away in a picturesque area surrounded by mountains and the ocean. This hidden gem is hard to reach: the only ways to and from Whittier are either by ferry or through a one-lane tunnel that cuts through the mountains. This tunnel is unique because it is shared by both vehicles and trains, necessitating a precisely managed schedule to accommodate both modes of transportation and both directions of traffic.

Whittier's economy thrives on its port, the town's main source of employment, where cargo ships drop off their containers for rail transportation across Alaska. The town also has a grocery store, a museum, two hotels, and various other job opportunities for all its citizens: police officers, municipal workers, educators at the local school, and marina staff. Tourism has grown over the last few years to become an alternative source of income, drawing visitors to attractions such as the Anton Anderson Memorial Tunnel, glacier jet ski tours, and scenic boat excursions that offer breathtaking views of marine wildlife and icebergs.

But the most fascinating aspect of Whittier is perhaps the fact that nearly all of its 200-odd residents live under the same roof. The Begich Towers, a 14-story building, is more than just an apartment complex; it's a self-contained town! The harsh winter

weather helps to explain the convenience of this unusual way of living. Whittier's winter months are known for their heavy snowfalls and fierce winds. By having all the necessary facilities and services in one building, the residents don't have to brave the cold weather every time they need to run an errand or go to church. Not even the children need to step outside to attend school, which is in an adjacent building connected through a tunnel. It's an ingenious solution that makes life in such an extreme climate much more manageable.

However, the origins of Whittier's unique living situation date back to the early last century when the area was chosen for a military base. Shielded by towering mountains and situated by a bay with unfreezing waters, this location offered an ideal strategic position. Initially, wooden camps housed the soldiers, but as the need for more permanent structures grew with the increasing population, two significant buildings were erected: the once largest building in Alaska, the Buckner Building, and the Begich Towers. The construction of the tunnel in the 1940s, intended to provide railway access, marked Whittier's transformation into an essential cargo and passenger port. After the military left in the 1960s, the Buckner Building was abandoned, and the Begich Towers became the main residential and communal space for the town's inhabitants.

Nowadays, Whittier's residents just need to hop on the elevator to go grocery shopping, visit the police station, or eat 'out'—though in this case, 'eat in' might be more accurate. There's even a health clinic, which is far from being a hospital but more than enough for minor ailments. In essence, everything the residents may need is a few steps away from their homes. Living in Begich Towers offers a sense of community and convenience that is hard to find elsewhere. The close proximity of homes and businesses fosters a strong bond among the residents. Whether they're sharing a cup of coffee at the café on the ground floor or attending a community meeting, the people of Whittier have created a unique and supportive environment.

Whittier might be small, but it's a remarkable example of adaptability and community spirit. Its single-building town, surrounded by Alaska's breathtaking landscape, is a testament to human ingenuity and resilience.

### **Task 1. Do the test.**

1. Which adjective would describe Whittier?
  - a. cosmopolitan
  - b. distant
  - c. reachable
2. How can you get to Whittier?
  - a. by ferry or through a one-lane tunnel
  - b. only by ferry
  - c. only by a one-lane tunnel
3. What kind of industry has grown over the last few years and became a possible source of income?
  - a. The shipping industry
  - b. Services
  - c. Tourism



4. According to the text,...
  - a. having a town in one building is not ideal.
  - b. the school is in the same building.
  - c. the town's church is in the Begich Towers.
5. Which of these can you NOT find in Begich Towers?
  - a. a supermarket
  - b. a hospital
  - c. a restaurant
6. What kind of medical institution can you find in Whittier?
  - a. a health clinic
  - b. a hospital.
  - c. A morgue.

**Task 2. Make the test.**

Class	9
Unit	Science and Technology
Theme	Time on the clock
Level	B1
Learning objectives	9.2.4.1 understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics
Skills	Application Knowledge and comprehension
Methods, strategies and techniques	Practice-oriented approach, Audio-Lingual Method
Assessment criteria	Identify the position of speakers in an extended talk with some support.
Descriptors	Listens to the audio Does the task

**Listening**

**Listen to the text and do the tasks:**

1. Name all the kinds of clocks, which you have heard in the text. (at least five kinds)
2. Name the clocks, which used the moving shadow of the sun to tell time.
3. What clocks made it possible to mark the passage of time at night, indoors, and in the dark?
4. What **clocks** were very accurate?
5. What kinds of clocks can use digital displays? (at least 2 kinds)
6. What is the name of the traditional clocks?

*Transcript.*

*Do you know what time it is right now? How do you know? Did you look at a wall clock? Glance at your wristwatch or at your mobile phone? Today we take time-keeping for granted, but of course, the very concept of time-keeping is a human invention, with its origins dating back thousands of years.*

*The first mechanism was probably the sun dial. This method, which used the moving shadow of the sun to tell time, was widely used in ancient times. A well-constructed sundial is quite accurate, but of course, it only works during the day, and only on sunny days. Hourglasses were an invention that made it possible to mark the passage of time at night, indoors, and in the dark.*

*All the great ancient civilizations — Greek and Roman, Chinese, Byzantine, Islam — developed water clocks, which were very accurate. These devices were commonly used until the invention of the pendulum clock in the 17<sup>th</sup> century.*

*The earliest mechanical clocks didn't have a visual indicator; they simply announced the time with striking bells. Later the 12-hour circular dial or clock face became standard. A 10-hour dial was briefly popular during the French Revolution when the metric system was applied to timekeeping. And the 24-hour dial is commonly used by military organizations and transportation systems.*

*Today digital displays are used everywhere — on wristwatches, wall clocks, computer screens, etc. This numerical representation of time can be based on the 12-hour system (1:00 am, 1:00 pm) or the 24-hour system (01:00 or 13:00).*

*Like reading, telling time is something all young children have to be taught. Experts suggest that you begin this when a child is about five years old. Even though digital clocks are everywhere, it's important to begin with traditional dial clocks, with second hands, to help the child literally see passage of time. Giving a child his or her own wristwatch — just a cheap child's version — can be very helpful. Teaching a child to tell time can be quite challenging, but it's a life skill that every one of us needs.*

Class	9
Unit	Science and Technology
Theme	Technology in Everyday Life.
Level	B1
Learning objectives	9.4.5.1 Deduce meaning from context in extended texts on a range of familiar general and curricular topics
Skills	Higher order thinking skills, critical thinking
Methods, strategies and techniques	Practice-oriented approach
Assessment criteria	Identify the meaning from the context
Descriptors	Reads the text Finds True /False statements

## Reading

### Technology in Everyday Life.

In our daily lives, technology plays a very important role. We wake up to the sound of an alarm on our phone, a device that we carry with us all day. It not only tells us the time but also keeps us connected with friends and family. Through messages and calls, we share news and plan our days.

During breakfast, many of us read the news on a tablet or listen to music from a streaming service. The smart fridge in the kitchen tells us when we are running low on milk or eggs. It is clear that gadgets and machines are very helpful in our homes.

When we leave the house for work or school, we might use a car that helps us find the way. The GPS system uses satellites to show the best route on a screen. Buses and trains also use technology to run on time and keep passengers safe. It is easy to see that travel has become faster and more comfortable because of technology.

At work, almost everyone uses a computer to do their tasks. We send emails instead of letters and create documents without using any paper. Meetings are often held through video calls, and this allows people to work together from different places. It saves a lot of time and makes communication easier.

After work, many people relax by watching shows on a flat-screen TV or playing games on a console. The internet gives us access to a huge amount of films, songs, and games. We can enjoy these alone or share them with others, even if they are far away.

Before going to bed, we might read a book on a digital reader that can hold hundreds of books in one place. We set the next day's alarm on our phone and go to sleep. Technology is with us from the moment we wake up until we go to bed. It makes our lives easier and brings us closer to the ones we love.

**Task 1.** Read the text and circle True (T) or False (F) for the statements.

1. Our phone alarm is not used to wake us up and keep in touch with others.
2. Reading the news during breakfast is always done with tablets.
3. The fridge can suggest when to buy more milk or eggs.
4. Using satellites during traveling made our life easier.
5. Almost every worker sends emails and avoids using paper at work.
6. Video calls at work saves a lot of time.

Class	9
Unit	Exercise and sport
Theme	Sport in our life
Level	B1
Aims	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.
Skills	Writing (Creativity, Critical thinking, Communication skills)
Methods, strategies and techniques	Task-based learning
Assessment	Self-Assessment, Teacher's feedback
Criteria	Write coherent paragraphs supported with arguments and reason.
Descriptors	A learner: -uses clear and concise language; -incorporates personal stories to make your article engaging; -includes images or diagrams if applicable, to illustrate points.

**Task 1.** Create a list of sports-related words and phrases.

*Instructions:*

1. Research and find 20 sports-related words or phrases.
2. Write down each word or phrase and provide a brief definition.

*For example:*

1. Athlete-A person who competes in sports.
2. Competition-An event in which people compete against each other.

**Task 2.** Use the words in sentences. Write sentences using each of the words or phrases from your list.

*Instructions:*

1. Take the list you created in Task 1.
2. Write a sentence for each word or phrase, demonstrating its meaning.

*For example:*

1. Athlete-The athlete trained daily to prepare for the upcoming championship.
2. Competition-The competition was fierce, but she managed to secure first place.

**Task 3.** Write an article about your favorite Sport.

Here's a task outline for writing an article about your favorite sport:

1. *Introduction*
  - Introduce the sport you have chosen.
  - Explain why it is your favorite and what draws you to it.
2. *History of the Sport*
  - Briefly outline the origins of the sport.
  - Mention any significant developments or milestones in its history.
  - Include notable athletes or events that have shaped the sport.
3. *Rules of the Sport*
  - Describe the basic rules and objectives of the game.
  - Explain any specific terminology or techniques that are essential to understand.
4. *Personal Impressions*
  - Share your personal experiences related to the sport.
  - Discuss how you became interested in it and any memorable moments you've had while playing or watching.
  - Explain what you love most about the sport (e.g., teamwork, competition, physical challenge).
5. *Conclusion*
  - Summarize your thoughts on why the sport is important to you.
  - Reflect on its impact on your life or community.
  - Encourage others to explore and engage with the sport.

Class	9
Unit	Exercise and sport
Theme	Live longer, live better
Level	B1
Aims	9.3.2.1 ask complex questions to get information on a range of general and curricular topics; 9.3.3.1 explain and justify their own point of view on a range of general and curricular topics.
Skills	Speaking (Pair work, Teamwork, Creativity, Collaboration)
Methods. strategies and techniques	Task-based learning
Assessment	Peer-Assessment, Self-Assessment

Criteria	<ul style="list-style-type: none"> <li>-Make up and ask complex questions to get information on a given topic;</li> <li>-Use topic related vocabulary;</li> <li>-Explain his/her point of view and supports with arguments;</li> <li>-Talk on a given topic using appropriate grammatical verb forms;</li> <li>-Express opinion using appropriate linking words or phrases.</li> </ul>
Descriptors	<p>A learner:</p> <ul style="list-style-type: none"> <li>-brainstorms the ideas and makes notes about the person;</li> <li>-uses vocabulary words appropriately</li> <li>-makes up questions for the interview;</li> <li>-conveys ideas clearly;</li> <li>-speaks with clear pronunciation of words;</li> <li>-uses grammatically correct sentences in speech.</li> </ul>

**Task 1.** Conduct an Interview about favorite sport. Interview a friend or family member about their favorite sport. Prepare questions in advance and record their answers.

***Preparation steps:***

1. *Choose your interviewee.* (Select someone who enjoys sports, such as a friend or family member)

2. *Prepare questions.*

Here are some example questions you can ask:

- What is your favorite sport and why do you enjoy it?
- How did you first become interested in this sport?
- Can you explain the basic rules of the sport?
- Who is your favorite athlete or team in this sport, and what do you admire about them?
- Have you ever played this sport yourself? If so, what was your experience like?
- What do you think makes this sport special or unique compared to others?
- How do you usually follow or watch this sport (e.g., live games, TV, online)?
- What is your most memorable moment related to this sport?
- How do you think participating in or watching this sport has impacted your life?

3. *Conduct the interview.*

- Set up a comfortable place for the interview.
- Ask the questions one by one, giving your interviewee time to think and respond.
- Take notes or record their answers.

4. *Summing Up.* Thank your interviewee for his/her time and insights.

After the interview:

- Summarize the key points from the conversation.
- Reflect on what you learned about their favorite sport and how it differs from your own interests.

**Task 2.** Describe the picture using the following points.



1. *Description of the scene*

-Players. Describe the players.

-Stadium. Highlight the stadium and number of viewers.

2. *Dynamics of the game*

-Talk about what's happening on the field.

3. *Impact of the Football Match*

- Mention why football is significant. "Football is more than just a game; it's a way to unite people and evoke strong emotions and passion."

4. *Conclusion*

- Share your personal impression. Tell, how much football can excite and inspire. Every match is a story full of hope and desire to win."

**Task 3.** Students are divided into groups. Students will create and present a fictional sports club, describing its goals, types of sports offered, training sessions, and events.

Here's a detailed task based on creating and presenting a sports club:

1. *Choose a name.* Each group should come up with a catchy name for their sports club.

2. *Define the goals.* Discuss and write down the main goals of the club. Consider questions like:

- What is the mission of the club?
- How does the club promote sports and fitness?
- What values does the club emphasize (teamwork, discipline, etc.)?

3. *Select sports.* Decide which sports the club will offer. (Each group should include at least three different sports)

4. *Outline training sessions.* Describe the training schedule:

- How often does the club train?
- What do the training sessions include (warm-ups, drills, games)?
- Who will lead the training (coaches, experienced players)?

5. *Plan Events.* List and describe at least two events that the club will organize.

This could include:

- Tournaments or competitions
- Friendly matches with other clubs
- Community events or fundraising activities

6. *Create a Presentation.* Prepare a short presentation (5-7 minutes) to share with the class. Include:

- A visual aid (poster, slideshow, or handout)
- Each group member should present a part of the club's plan.

7. *Q&A Session*. After each presentation, allow time for questions from the audience. Encourage students to ask about the club's goals, sports, and events.

Class	9
Unit	Exercise and sport
Theme	Sport stars
Level	B1
Aims	9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics; 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics; 9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics.
Skills	Reading (Adaptability, Problem-solving) Writing
Methods. strategies and techniques	Task-based learning
Assessment	Self-assessment, Teacher's feedback
Criteria	-Read and summarize a range of extended fiction and nonfiction texts; -Deduce meaning from context in extended texts; -Write independently about factual and imaginary past events, activities and experiences; -Demonstrate the ability to write grammatically correct sentences on familiar topics.
Descriptors	A learner: -fills in all the blanks correctly; -identifies the meaning from context; -reads the text and highlights the main point in the text; -explains his/her point of view and supports with arguments; -marks the sentences true or false correctly.

**Task 1.** Read the text carefully. Fill in the blanks with appropriate words. Discuss your answers after completing the exercise.

### The Importance of Sports

Sports play a significant role in our lives. They not only provide entertainment but also promote physical \_\_\_\_\_ (1). Engaging in sports can help improve our \_\_\_\_\_ (2) and build teamwork skills. Many people enjoy playing team sports like \_\_\_\_\_ (3) and basketball, while others prefer individual sports like tennis or \_\_\_\_\_ (4).

Participating in sports can also teach important life lessons, such as discipline, perseverance, and the value of \_\_\_\_\_ (5). Moreover, sports can be a great way to meet new people and make \_\_\_\_\_ (6).

In recent years, there has been a growing emphasis on the importance of sports in education. Schools are encouraged to provide more opportunities for students to participate in physical \_\_\_\_\_ (7) and sports activities. This helps students develop a healthy lifestyle and can lead to lifelong \_\_\_\_\_ (8).

Overall, whether playing or watching, sports have the power to bring people together and promote a sense of \_\_\_\_\_ (9).

Correct answers: **1-fitness, 2-health, 3-soccer, 4-golf, 5-sportsmanship, 6-friends, 7-education, 8-benefits, 9-community**

**Task 2.** Read these several short articles about various sports events and athletes. Discuss these points in your group supporting your ideas with arguments.

### **1. Football Superstar: Lionel Messi**

Lionel Messi, the Argentine footballer, is considered one of the greatest players of all time. Since 2004, he has played for Barcelona, winning numerous titles, including the Champions League and the World Cup. In 2021, Messi signed with Paris Saint-Germain after Barcelona was unable to renew his contract. In 2022, he achieved his lifelong dream by winning the World Cup with the Argentina national team.

### **2. Tokyo 2020 Olympic Games**

The Tokyo Olympic Games, postponed to 2021 due to the COVID-19 pandemic, were historic. The events took place without spectators, creating a unique atmosphere. Over 3,000 athletes from 206 countries participated. The USA topped the medal count, followed by China and Japan. The Games were marked by outstanding performances, such as Simone Biles in gymnastics and Usain Bolt in athletics.

### **3. Tennis Sensation: Emma Raducanu**

In 2021, Emma Raducanu from the UK made headlines by winning the US Open. She became the first British woman to win this tournament since 1977. Starting as an unseeded player, Emma impressively navigated through the tournament without dropping a single set. Her remarkable achievement drew attention to her talent and potential in the world of tennis.

### **4. Tokyo 2020 Paralympic Games**

The Tokyo 2020 Paralympic Games, held alongside the Olympics, showcased incredible achievements by athletes with disabilities. From August 24 to September 5, 2021, over 4,400 athletes from 162 countries competed. Participants delivered impressive performances in various disciplines, including swimming, athletics, and wheelchair basketball. The Games symbolized strength and resilience, inspiring people worldwide.

### **5. Neymar's Comeback**

Brazilian forward Neymar, playing for Paris Saint-Germain, made his return to the field in 2022 after a long injury recovery. His comeback was a significant event for



both the club and its fans. Neymar played a crucial role in helping the team achieve victories in Ligue 1 and the French Cup. His skill and technique continue to impress spectators, and he remains one of the best players in the world.

### *1. Lionel Messi*

- What achievements has Lionel Messi accomplished during his career?
- Why did Messi leave Barcelona, and where did he go after that?
- How did winning the World Cup in 2022 impact Messi's legacy?

### *2. Tokyo 2020 Olympic Games*

- What unique circumstances surrounded the Tokyo 2020 Olympics?
- How many countries participated in the Games, and how many athletes were there?
- Which countries topped the medal count, and what were some standout performances?

### *3. Emma Raducanu*

- What made Emma Raducanu's victory at the US Open notable?
- How did Raducanu's journey in the tournament differ from expectations?
- What impact did her win have on the perception of British tennis?

### *4. Tokyo 2020 Paralympic Games*

- What was the significance of the Tokyo 2020 Paralympic Games?
- How many athletes competed, and from how many countries?
- In what ways did the Paralympics inspire viewers around the world?

### *5. Neymar's Comeback*

- What challenges did Neymar face before his comeback in 2022?
- How did his return affect Paris Saint-Germain's performance?
- What qualities make Neymar one of the best players in the world?

**Task 3.** Read these texts about sports games.

## **Football**

Football, known as soccer in some regions, is a globally popular sport with a rich history. The game is played between two teams of eleven players each, aiming to score goals by getting the ball into the opposing team's net. The rules, governed by FIFA, include offside rules, fouls, and corner kicks. A match typically lasts 90 minutes, divided into two halves, with added time for stoppages.

Football's history dates back to the 19th century in England, where various forms of the game were played. The first official rules, known as the Laws of the Game, were established in 1863, leading to the formation of the Football Association. Today, football is played in almost every country, with the FIFA World Cup being the most prestigious tournament, watched by millions around the world. Icons like Pelé, Diego Maradona, and Lionel Messi have elevated the sport's status, making it a unifying force that transcends cultures and borders.

## **Basketball**

Basketball is a dynamic team sport that involves two teams of five players each, competing to score points by shooting a ball through the opponent's hoop. The game is played on a rectangular court and is divided into four quarters, typically lasting 12 minutes each in professional leagues like the NBA.

The sport was invented in 1891 by Dr. James Naismith in Springfield, Massachusetts, as a way to keep students active indoors during winter. The original rules were simple, and the game quickly gained popularity. Over the years, basketball has evolved, with rules being refined, such as three-point shots and shot clocks, adding excitement to the game.

Today, basketball enjoys immense popularity worldwide, with the NBA being the premier professional league. International tournaments, like the FIBA Basketball World Cup and the Olympics, showcase talent from various countries. Legends like Michael Jordan, LeBron James, and Kareem Abdul-Jabbar have significantly contributed to the sport's fame, making basketball a beloved pastime and a source of inspiration for millions.

**Task 4.** Read the following statements about football and basketball based on the texts provided earlier. Indicate whether each statement is True (T) or False (F).

1. Football is known as soccer in most countries. (\_\_\_)
2. A football match lasts 90 minutes, divided into four quarters. (\_\_\_)
3. Basketball was invented in the late 19th century in the United States. (\_\_\_)
4. Each football team has five players on the field. (\_\_\_)
5. The FIFA World Cup is the most prestigious tournament in football. (\_\_\_)
6. In basketball, players aim to score points by shooting the ball into the opponent's goal. (\_\_\_)
7. Dribbling is an essential skill in both football and basketball. (\_\_\_)
8. The NBA is the premier professional league for football. (\_\_\_)
9. Both sports promote teamwork and physical fitness. (\_\_\_)
10. Michael Jordan is a famous football player. (\_\_\_)

Correct answers **1 – F, 2 – F, 3 – T, 4 – F, 5 – T, 6 – F, 7 – T, 8 – F, 9 – T, 10 – F**

**Task 5.** Fill in the table using the information in the text.

Feature	Football	Basketball
Number of players		
Game duration		
Main objective		
Key skills		
History		
Major tournaments		
Popular Players		
Equipment used		
Popularity		

Correct answer

Feature	Football	Basketball
Number of players	11	5
Game duration	90 minutes (2 halves of 45 minutes)	48 minutes (4 quarters of 12 minutes)
Main objective	Score goals by getting the ball into the opponent's net	Score points by getting the ball into the opponent's hoop
Key skills	Dribbling, passing, shooting, tactics	Dribbling, shooting, defense, teamwork
History	Evolved from ancient games, modern version established in the 19th century	Created in 1891 by James Naismith
Major tournaments	World Cup, UEFA Champions League	NBA, FIBA World Cup
Popular Players	Lionel Messi, Cristiano Ronaldo	Michael Jordan, LeBron James
Equipment used	Ball, uniform, cleats, goals	Ball, hoop, sneakers
Popularity	One of the most popular sports globally	Very popular, especially in the U.S. and Europe

Class	9
Unit	Travel and tourism
Theme	Holiday plans
Level	B1
Aims	9.3.2.1 ask complex questions to get information on a range of general and curricular topics; 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics.
Skills	Speaking (Interpersonal communication, Creativity)
Methods, strategies and techniques	Role-Playing, Pair Work
Assessment	Self-Assessment, Peer Assessment, Teacher Observation
Criteria	-Make up and ask complex questions to get information on a given topic; -Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.
Descriptors	A learner: -organizes ideas on topic using given questions; -uses topic related vocabulary; -expresses opinion using appropriate linking words or phrases; -explains his/her point of view and supports with arguments.

**Task 1.** Students are divided into pairs. One student acts as a travel agent, and the other as a customer.

Travel Plans

### 1. Preparation

- Each student thinks about their dream travel destination. They should consider:

- Why they want to go there
- What activities they would like to do
- Who they would like to travel with

### 2. Dialogue

- Take turns asking and answering the following questions:
  - *Where is your dream destination, and why did you choose it?*
  - *What activities or attractions are you excited to experience there?*
  - *How long would you like to stay?*
  - *What food do you want to try?*
  - *Who would you like to travel with, and why?*
  - *Have you been there before, or is it your first time?*

### 3. Role-Play Variation

- After the initial dialogue, switch roles. This time, one student acts as a travel agent, and the other as a customer looking for travel advice. The travel agent suggests options based on the customer's preferences.

## **Task 2. “Virtual Travel”**

Students are divided into small groups.

### 1. Choose a country

- Each group of students should select a country they want to explore.

### 2. Research

- Students will use the internet to find information about attractions, culture, and traditions of their chosen country.

- It's recommended to look for videos and virtual tours on platforms like YouTube, Google Arts & Culture, or specialized travel websites.

### 3. Prepare a presentation

- Students will prepare a brief presentation about their country, including:
  - Key attractions
  - Interesting facts about the culture and traditions
  - Recommendations for what to see and try

### 4. Presentation

- Each group presents their findings to the class. They can use slides, images, or brief notes.

Class	9
Unit	Travel and tourism
Theme	Types of travel
Level	B1
Aims	9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics; 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics;

	9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics.
Skills	Reading (Adaptability), Writing (Creativity)
Methods, strategies and techniques	PBL
Assessment	Peer-Assessment, Teacher's feedback
Criteria	-Deduce meaning from context in extended texts; -Plan, write, make corrections and write a final draft; -Demonstrate the ability to write grammatically correct sentences on familiar topic.
Descriptors	A learner: -reads the text with full understanding; -answers questions correctly; -organizes ideas clearly with suitable linking devices; -writes with grammar accuracy.

**Task 1.** Read the following passage about a travel experience.

"Last summer, I decided to embark on an exciting journey to Italy, a country known for its rich history, stunning architecture, and delicious cuisine. I wanted to explore three incredible cities: Rome, Florence, and Venice. To make the most of my trip, I spent several weeks researching the best places to visit, local customs, and popular dishes to try. I created a detailed itinerary and made a list of must-see attractions.

Once everything was planned, I booked my flights and accommodations well in advance to secure better prices. Arriving in Rome, I was immediately captivated by the city's vibrant atmosphere. The first stop on my list was the Colosseum, where I stood in awe of the ancient structure that once hosted gladiatorial battles. I also visited the Vatican, where I marveled at the breathtaking art in the Sistine Chapel and St. Peter's Basilica. Between sightseeing, I indulged in delicious gelato at local shops and enjoyed the bustling energy of the piazzas.

After a few days in Rome, I took a train to Florence, the birthplace of the Renaissance. The city is filled with art and culture, and I was eager to visit the Uffizi Gallery, home to masterpieces by Botticelli and da Vinci. I also explored the stunning Florence Cathedral and wandered across the famous Ponte Vecchio. In the evenings, I savored traditional Tuscan dishes at charming restaurants, soaking in the local atmosphere.

Finally, I traveled to Venice, a city unlike any other. As I arrived, I was greeted by the sight of canals and gondolas. One of the highlights of my trip was taking a gondola ride through the narrow waterways, where I could admire the unique architecture of the buildings lining the canals. I also visited St. Mark's Basilica and enjoyed fresh seafood at a local trattoria. Each moment in Venice felt magical, and I took plenty of photos to remember my experience.

Overall, my trip to Italy was unforgettable. I learned a lot about Italian culture, history, and, of course, the art of enjoying life. Traveling not only broadened my horizons but also inspired me to continue exploring the world."

**Task 2.** Discussion questions:

1. What three cities did the author visit in Italy?
2. What were some of the attractions the author visited in Rome?
3. How did the author prepare for the trip before leaving?
4. What experiences did the author enjoy in Florence?
5. Describe the author's experience in Venice. What made it special?

**Task 3.***Plan your own trip:*

- Choose a country you would like to visit. Write down a list of three cities you want to explore.
- Research one interesting tourist attraction in each city and note it down.

*Budgeting:*

- Determine how much money you plan to spend on your trip. Include expenses for transportation, accommodation, and activities.

*Create a route:*

- Draw a simple itinerary for your trip, indicating which days you will spend in each city and what you plan to do.

Class	9
Unit	Travel and tourism
Theme	Holiday advice
Level	B1
Aims	9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics; 9.5.7.1 use independently appropriate layout at text level on a growing range of general and curricular topics.
Skills	Writing (Communication skills)
Methods. strategies and techniques	Task-based learning
Assessment	Self-Assessment, Peer Assessment, Teacher Observation
Criteria	-Demonstrate the ability to write grammatically correct sentences on familiar topics; -Use an appropriate layout in writing.
Descriptors	A learner: -matches the words with the definitions; -fills in the blanks correctly; -writes a blog post; -organizes ideas clearly with suitable linking devices; -writes with grammar accuracy.

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



<https://ru.postermywall.com/index.php/art/template/605d750e900001916562ac78e5c6bb6b/travel-to-paris-and-vacation-agency-template-design>

1	Guide	A	A person who travels for leisure or exploration.
2	Trip	B	A company that helps arrange travel plans and accommodations
3	Tourist	C	A document that provides information about destinations and activities.
4	Travel Agency	D	The bags and suitcases used for carrying personal belongings during travel
5	Luggage	E	A journey or excursion from one place to another
6	Travel Brochure	F	A person who provides information and assistance to travelers

Correct answers **1 – F, 2 – E, 3 – A, 4 – B, 5 – D, 6 - C**

**Task 2.** Fill in the blanks in the text below using the information from the leaflet.

### Travel Brochure Description

This brochure offers unique opportunities for a getaway to (1) \_\_\_\_\_.  
The duration of the trip is (2) \_\_\_\_\_. The total price for one person is (3) \_\_\_\_\_.

The package includes tour guide, daily breakfast, airport transfers and (4) \_\_\_\_\_. Every tourist can enjoy the beautiful sights of Paris. You can also use the services of (5) \_\_\_\_\_ to take beautiful photos of these wonderful days. Don't forget to check how to pack your luggage so you don't forget anything!

If you have any questions, contact our (6) \_\_\_\_\_, and we will help you organize the perfect vacation.

Correct answers: **1) Paris 2) 6 days and 5 nights 3) \$ 1,200 4) hotel room 5) a photographer 6) agency**

**Task 3.** Write a blog post about your latest trip.

*1. Introduction.*

Start with a brief description of your trip. Indicate where you went, when and with whom. Try to interest the reader.

Example: "Last summer I had the incredible opportunity to see the vibrant streets of Barcelona with my best friend."

*2. Main Body.* Tell us about the interesting moments of your trip. Describe the interesting places you visited, the delicious dishes you tried, and the impressions that various events made on you.

*3. Conclusion.* Reflect on your feelings and insights from the trip. What did you enjoy the most? What did you learn? Is there anything you would do differently next time?

Class	9
Unit	Music and film
Theme	Music and film images
Level	B1
Aims	9.3.3.1 explain and justify their own point of view on a range of general and curricular topics; 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics.
Skills	Speaking (Collaboration, Teamwork)
Methods. strategies and techniques	PBL
Assessment	Peer-Assessment
Criteria	-Explain and justify the point of view supporting with evidence; -Use topic related vocabulary and syntax to express the opinion.
Descriptors	A learner: -expresses opinion using appropriate linking words or phrases; -explains his/her point of view and supports with arguments; -speaks fluently (does not make long pauses).

**Task 1.** Music quiz questions

Students are divided into small groups. Answer the questions.

*1. Who is known as the "King of Pop"?*

- a) Elvis Presley



- b) Michael Jackson
  - c) Justin Bieber
2. *Which musical instrument has 88 keys?*
    - a) Guitar
    - b) Piano
    - c) Drums
  3. *What genre of music originated in New Orleans in the early 20th century?*
    - a) Rock
    - b) Jazz
    - c) Hip-hop
  4. *Which album by The Beatles is considered one of the greatest in history?*
    - a) Abbey Road
    - b) Thriller
    - c) The Wall
  5. *Who performed the hit song "Shape of You"?*
    - a) Ed Sheeran
    - b) Sam Smith
    - c) Bruno Mars
  6. *Which festival became a symbol of the 1960s counterculture?*
    - a) Glastonbury
    - b) Woodstock
    - c) Coachella
  7. *What style of music emerged in the late 1970s and became popular thanks to the Bee Gees?*
    - a) Rock and Roll
    - b) Disco
    - c) Grunge
  8. *Who composed the music for the film "Titanic"?*
    - a) Hans Zimmer
    - b) John Williams
    - c) James Horner
- Correct answers: **1 – b, 2 – b, 3 – b, 4 – a, 5 – a, 6 – b, 7 – b, 8 - c**

## **Task 2. "Musical Advertisement"**

1. *Divide the class into small groups of 3-4 students.*
2. *Choose a musical piece:*
  - Each group selects one song or album they would like to "promote." This can be a well-known song or a lesser-known favorite.
3. *Create an Advertisement:*
  - Groups prepare a brief advertisement for their chosen piece. The advertisement should include:
    - The title of the song or album.
    - A description of why this music deserves attention (themes, emotions, unique features).

- The target audience (who might enjoy this music).
- A call to action (e.g., "Listen to this song on Spotify!").

4. *Presentation:*

- Each group presents their advertisement to the class. This can take the form of a spoken presentation, a role-play, or even a short theatrical performance.

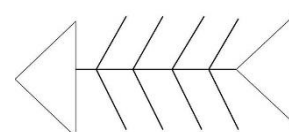
5. *Discussion:*

- After each presentation, other students can ask questions or share their opinions about the music being promoted.

Class	11
Unit	Making connection in biology
theme	Food and health
Level	B-2
Learning objectives	11.4.1 - understand the complex and abstract main points of free discussion within the framework of a wide variety of familiar and unfamiliar general and educational topics 11.5.1 - independently plan, write, edit and correct work at the text level on a wide variety of general and educational topics 11.5.6 - write coherently at the text level, using various words, on a wide variety of familiar common and educational topics
Skills	Knowledge and comprehension Critical thinking Higher order thinking skills
Methods, strategies, and techniques	Pupils-centered method, teacher-centered method, project-based learning method, Communicative Language Teaching method, CLIL, «Fishbone» technique, group work strategy, communication skills KWL chart, open-ended conversations, problem-based learning, problem-solving technique
Assessment	Peer-assessment, teacher comments
Criteria	Understanding and summarizing complex discussions Effective usage of linking words and transitions Editing and correcting writing with accuracy
Descriptors	-Making fishbone of abstract moments in discussion of different aspect of the topic -Writing proper project with underlining key ideas of the topic
Resources	<a href="https://howtodoielts.com/ielts-essay-food-science/">https://howtodoielts.com/ielts-essay-food-science/</a> videouroki.net

**1. Read the abstract and make a fishbone chart using variety of familiar and unfamiliar general words from the text.**

Some today advocate the teaching of food science and preparation in schools as a key 21st century skill. In my opinion, though the expense is a potential obstacle, such a proposal is justifiable.



Opponents of this proposed curriculum shift argue that it would only benefit more affluent school systems. The majority of schools, particularly those in inner cities and remote rural regions, struggle already to maintain quality facilities and employ experienced, dedicated teachers. The idea of building a kitchen for student-use and keeping it stocked with ingredients as well as the sophisticated equipment required teaching about and practice molecular gastronomy is simply unrealistic. Critics justly point out that such money would be better spent maintaining more essential infrastructure such as the fields, classrooms, and school buildings themselves.

Nonetheless, assuming government funding is available; this would be an ideal method of combining a practical skill with scientific theory. One of the most common complaints among students after graduation is that the vast majority of their studies were impractical and did not prepare them for adulthood. Learning to cook on its own would go a long way towards answering this criticism. However, the true gains would come from the linking of theory and practice. Many scientific theories are abstract and difficult to both understand and retain later in life. The practical application in cooking would not only help students grasp the concepts initially but repeated review from making meals in one's daily life would likely ensure permanent understanding.

In conclusion, food science may seem trivial and its application might pose financial hurdles but it is worth enacting in order to educate students well. Where possible, governments should allocate the necessary funding.

**2. KWL chart. Fill in this chart with the information from the abstract of the reading task.**



**3. Write down your project using information from the text. Pay attention to the problems, reasons, facts of the abstract and conclusion. Discuss both sides and give personal view.**

Class	11
Unit	Making connection in biology
theme	Junk food
Level	B2
Learning objectives	11.3.1 - use a formal and informal style of speech when discussing various general and educational topics, including some unfamiliar topics 11.4.2 - understand specific information and details of voluminous texts on a wide variety of familiar and unfamiliar general and educational topics

	11.5.3 - write grammatically correctly on a wide variety of general and educational topics
Skills	Knowledge and comprehension Synthesis
Methods, strategies and techniques	Pupils-centered method, teacher-centered method, project –based learning method , CLIL, Total Physical Response ,jigsaw reading strategy, insert technique , collaborative learning
Assessment	Formative assessment, peers assessment
Criteria	Development of speech in speaking Understanding specific information from text Writing grammatically, logically correct answers
Descriptors	-Discussing the dialogue suggest solutions -Reading an article making answers -Writing a leaflet
Resources	<a href="https://essayswriters.com/essays/exploratory/fast-food-addiction/">https://essayswriters.com/essays/exploratory/fast-food-addiction/</a> <a href="https://mungfali.com/post/29AA16979D3CD07A07A19624F20EBFD21693C514/Obesity+Awareness+Poster">https://mungfali.com/post/29AA16979D3CD07A07A19624F20EBFD21693C514/Obesity+Awareness+Poster</a>

**1. Discuss in pairs and suggest three solutions to a problem of junk food in modern world**

1. Why is junk food so attractive for people, teens and others?
2. Is it the fault of fast food restaurants if people are addicted to their junk food?
3. What can be done to encourage people to eat less of junk food?

**2. Read an article about *the problem of the enormous consumption of Junk Food* and answer for the questions, compare the student’s answers in your class.**

**The Problem of the Enormous Consumption of Fast Food**

The problem of the enormous consumption of fast food is the problem of the whole world. The recent investigation has proved that the French nation, who prefers hamburgers and hotdogs to rich and sophisticated gourmet dishes tend to become overweight. It is exceedingly difficult to lose weight gained at young age, so researchers told that the future French generations might lose the opportunity to be admired for their slender figures, as the French always has been the standard of beauty, slenderness, and gracefulness.

Scientists show that the junk food making process is based on using chemicals such as titanium dioxide, azodicarbonamide, sodium phosphate, monosodium phosphate, propylene glycol, etc. Do these chemicals sound appetizing? Fast food addiction begins with highly palatable foods. First, we all suffer from sugar addiction as sweeties seduce everybody. I do not know anybody who would refuse from a cup of coffee. Caffeine is a substance that makes us dependent. The popularity of coffee drink increases in fast food sales. Addictive potential increases because of the high content of fat and salt of fast food.

The psychologists state that the dependence on fast food has a psychological character, which is difficult for overcoming. When people are obese, they become

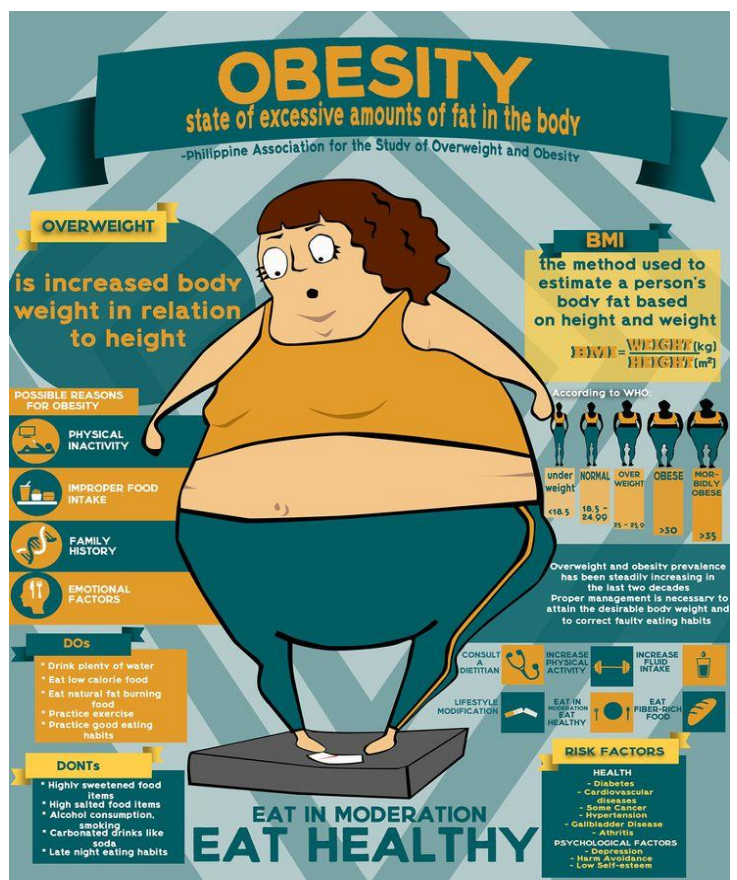
psychologically subdued, depressed and suffer from stress. It is hard to cope with this kind of addiction. Addiction is a long and complex process and it is affected by many other factors: moral state of a person, lifestyle, surroundings, etc. Consumption of fast food will not make you addicted immediately if you eat it in the measure, there will be no effects.

Fast food has not only a bad impact on our health but on our life. It ruins the national traditions, provokes a decline of the old cuisine receipts. As before the invention of fast food, the families gather at one table, sharing the events happened during a day, communication with others, now this family tradition begins to disappear. Think carefully does fast food cost our health and warm family relationships?

1. What is the problem discussed in the text regarding fast food consumption?
2. How does the preference for fast food affect the French nation's weight and beauty standards?
3. What chemicals are commonly used in the making of junk food, according to scientists?
4. Why do researchers suggest that future French generations may lose their reputation for slender figures?
5. How does addiction to fast food begin, according to the text?
6. What psychological impact does dependence on fast food have on individuals?
7. In what ways does the consumption of fast food negatively affect family traditions and relationships?

3. Write a leaflet about the obesity problem using appropriate vocabulary and syntax from curricular topic. Include the following information:

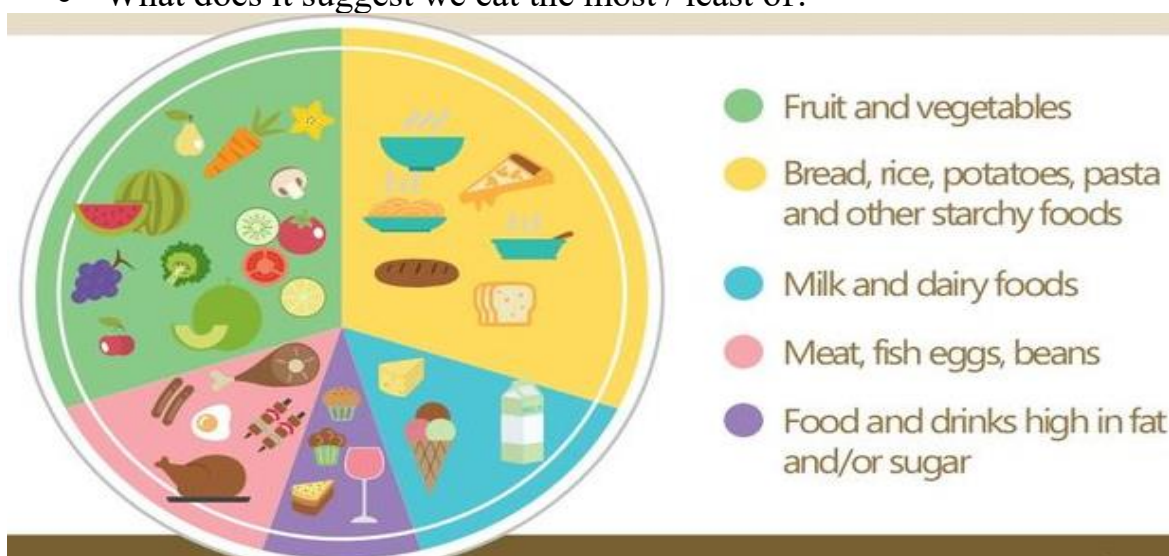
- Cause
- Risks
- Statistics
- Solutions
- Motivation quotations
- Helpers
- Address



Class	11
Unit	Making connection in biology
theme	Food science
Level	B-2
Learning objectives	11.2.2 - understand specific information in a free discussion without support on a wide variety of general and educational topics, including discussions on a limited growing variety of unfamiliar topics 11.5.2 - use a wide variety of vocabulary appropriate to the topic, genre, and grammatically correct 11.5.3 - write grammatically correctly on a wide variety of general and educational topics
Skills	Application Higher order thinking skills
Methods, strategies and techniques	Total Physical Response ,Task based language learning, pupils-centered method ,practice-oriented method ,CLIL, five minutes essay technique, brainstorming, team work, project based learning, word sort strategy
Assessment	Peer-assessment, self-assessment
Criteria	Understand information in a free discussion Using a wide variety of vocabulary Writing grammatically correct essay with underlining the key idea
Descriptors	-Drawing and writing eat well plate -Decoding the hiding message -Unscrambling the words -Writing an essay using the key ideas
Resources	<a href="https://id.pinterest.com">https://id.pinterest.com</a> <a href="https://www.swoopanalytics.com/blog/become-a-swooper-in-5minutes">https://www.swoopanalytics.com/blog/become-a-swooper-in-5minutes</a>

**1. Look at healthy eat well plate. Draw and write your favorite eat well plate names of each group and answer the questions:**

- Which food we need to eat daily?
- What food are in the groups?
- What does it suggest we eat the most / least of?



**2. Use the key below to decode the hiding message about food science and speak about it one minute.**

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
2	6	1	2	4	2	1	2	2	3	1	2	1	9	1	1	1	2	1	1	5	2	8	1	1	7
5		0	3		6	1		4		7	2	2		8	5	9	1	3	6		0		4		

-----

1 18 5 13 2 18 5 22 23 4 25 16 26 24 20 4 15 18 21 16 24 18 9  
13

18 26 26 21 5 24 16 13 25 9 23 20 4 11 4 16 25 6 22 4 13 25 23 25 1

**3. Keep your body moving, brain active and unscramble the words connected with food science.**

odsfo sarug bnsea ksindr ahyrstc atpoteso hghi ptaas atem ires

-----



**4. Write down five minutes essay 80-90 words with *eight vocabulary* from eat well plate and analyze the importance and the value of food science nowadays. What are the pros and cons of keeping our body healthy? \_\_\_\_\_**

Class	11
Unit	Investigate and report on the animal world
theme	The animal world
Level	B-2
Learning objectives	11.1.10- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world; 11.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a wide range of general and curricular topics, including some unfamiliar topics.
Skills	Application, critical thinking skills
Methods, strategies, and techniques	Communicative Language Teaching, Task-based Approach, direct method Practice-oriented approach, KWL chat strategy brainstorming, teamwork, collaborative learning
Assessment	Peer-assessment, self-assessment, formative assessment.
Criteria	Apply topic-related vocabulary in speech appropriately arranging words and phrases into well-formed sentences; Give information about the topic, explaining their viewpoint

	and prove it; Comment others' viewpoints on topic in a pair, groups and whole-class conversation
Descriptors	Identifies detailed/specific information. Answers to the questions with relevant information; Gives full answers
Resources	<a href="https://ru.pinterest.com/pin/classification-of-animals-vector-illustration-labeled-division-order-scheme-stock-vector-il--464785624056008012/">https://ru.pinterest.com/pin/classification-of-animals-vector-illustration-labeled-division-order-scheme-stock-vector-il--464785624056008012/</a> <a href="https://www.culture.ru/events/718710/mezhdunarodnyi-den-tigra">https://www.culture.ru/events/718710/mezhdunarodnyi-den-tigra</a> <a href="https://naked-science.ru/article/biology/uchenye-s-pomoshchyu-crispr">https://naked-science.ru/article/biology/uchenye-s-pomoshchyu-crispr</a> <a href="https://www.petbucket.com/blog/63152/10-common-illnesses-in-cats-.html">https://www.petbucket.com/blog/63152/10-common-illnesses-in-cats-.html</a> <a href="https://photoshoplesson.ru/foto/animals-body-worksheets">https://photoshoplesson.ru/foto/animals-body-worksheets</a> <a href="https://clipground.com/image-post/35590-labeling-clipart-1.jpg.html">https://clipground.com/image-post/35590-labeling-clipart-1.jpg.html</a>

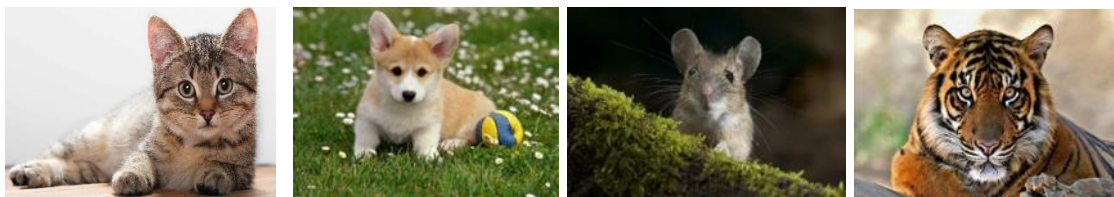
1. What do you know about these animals? Use KWL chat.

**"KWL chart"**

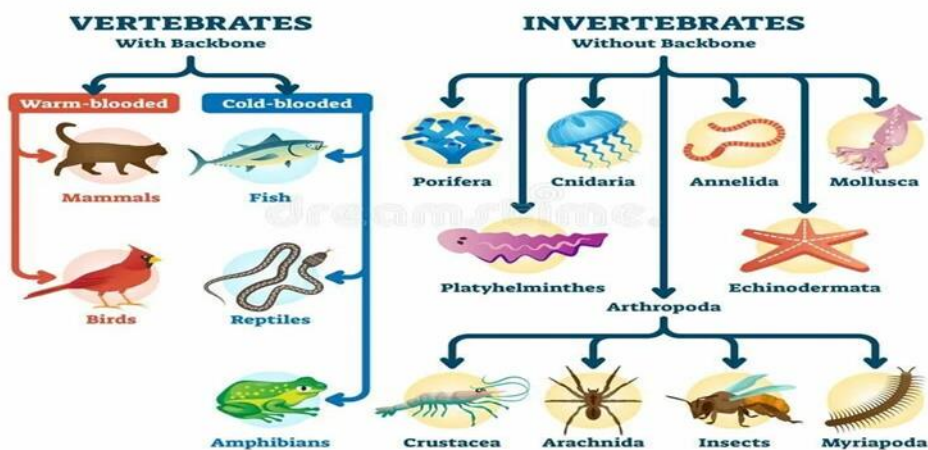
Know	Want to know	Learnt

2. Look at the table and speak about animal classifications

3. Sort the animals into vertebrates and invertebrates



## CLASSIFICATION OF ANIMALS



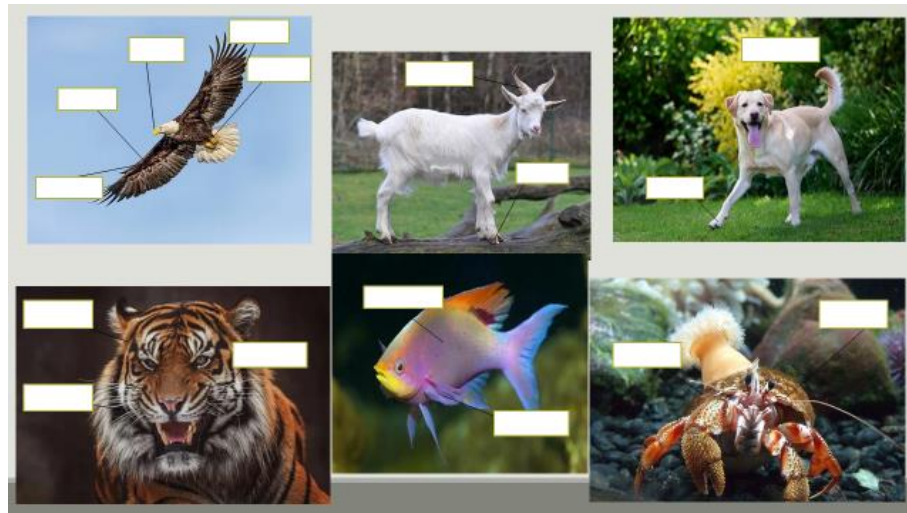
#	VERTEBRATES	INVERTEBRATES	
1			
2			
3			
4			



5			
6			

**4. Look at the animals' pictures. Label the parts of the animals with the words below**

**Animal parts:** *antenna, beak, claws, fangs, feathers, fin, fur, hooves, horns, paws, scales, shell, tails, whiskers, wings.*



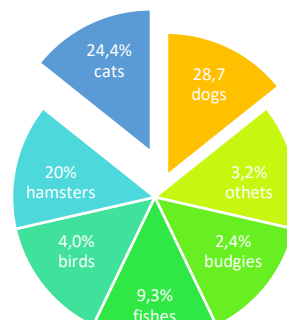
Class	11
Unit	Investigate and report on the animal world
theme	People and their pets
Level	B2
Learning objectives	11.1.10- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world; 11.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a wide range of general and curricular topics, including some unfamiliar topics.
Skills	Knowledge and comprehension Higher order thinking skills
Methods, strategies and techniques	practice-oriented method, pupil- centered method, team teaching, Cooperative Language Learning (CLL), Total Physical Response, Task-based method, open-ended questioning, Summary, brainstorming, team work, oral questioning strategy, say something strategy
Assessment	peers assessment, self-assessment, «The praise»
Criteria	Identify the speaker's opinion in extended talk or writing with little Support on a wide range of general and curricular topics, including unfamiliar topics.
Descriptors	Asks classmates questions to get the information Writes classmates' answers in pie chat Answers to the questions Summarizes the information reporting the results Spells most high-frequency vocabulary accurately
Resources	<a href="https://www.freewordcloudgenerator.com/generatewordcloud">https://www.freewordcloudgenerator.com/generatewordcloud</a> <a href="https://youtu.be/S1nUMsPC1-0">https://youtu.be/S1nUMsPC1-0</a> video for task-4

1. Give as many words as you can connected with the topic PETS and then use them in the sentences. Why did you choose this word? Can you explain? Why do you think this word linked to the topic?



2. Look at the pie chart and try to answer the questions.

1. What are the most popular pets in Europe?
2. What do think of *other pets* might include?
3. How do you think a pie chart showing the most popular pet in KZ would be differ?



3. The words in the word cloud below are taken from the video. Can you make some sentences some of the words you can see?



4. Read through the sentences 1-10, decide if they are true or false, watch the video <https://youtu.be/S1nUMsPC1-0> and see if your predictions were right

1. The speaker mentions that cats and dogs are the only animals that can be pets.
2. Some people enjoy having fish as pets because of their vibrant colors.
3. Birds are not mentioned as a type of pet in the transcript.
4. The speaker lists crocodiles as one of the animals that can be kept as pets.
5. People do not form friendships with their pets according to the speaker.
6. The speaker suggests that pets can bring happiness to their owners.
7. The speaker encourages using an app to learn about various subjects.

5. Answer the questions.

1. Would you enjoy have a pet?
2. What animal do you have?
3. What can people learn from animals?
5. Do you think animal dream?
4. Which do you think is the best pet (a cat, a dog, a goldfish, etc.) to have?

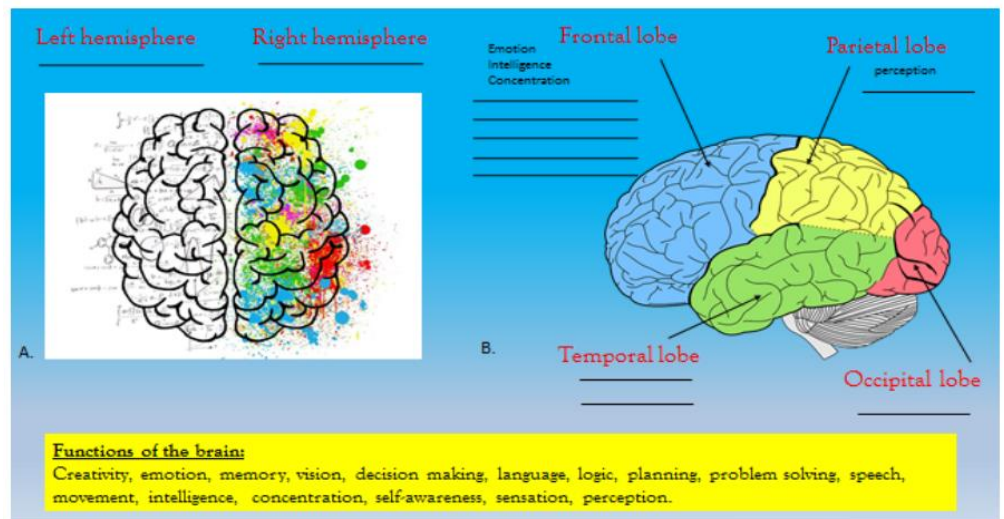


**6. Choose a different letter or select from a word PETS and create another phrase or word connected with the topic. (ex. P- prettiest ....etc.)**

Class	11
Unit	The human brain
theme	The human brain
Level	B2
Learning objectives	11.2.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.2.4 - implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.3.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics.
Skills	Critical thinking skills
Methods, strategies and techniques	practice-oriented method, task-based learning method, Critical thinking CLIL, content and language strategy, Reading and writing practice strategy, Scaffolding, Role play, Quiz, Team work, Newspaper Headline
Assessment	Self-assessment, group assessment, peers assessment.
Criteria	Apply topic related vocabulary in speech appropriately arranging Implied meaning of the words and phrases into well-formed sentences using linking words. Understanding syntax and vocabulary in open-ended higher-order thinking questions
Descriptors	Asks grammatically correct questions to the partner; Answers the questions properly; Works as a whole group; Presents ideas to the class using language; Matches the words correctly
Resources	<a href="https://ru.pinterest.com">https://ru.pinterest.com</a>

- 1. Create a newspaper headline that may have been written for the topic we are studying. Capture the main idea of the event.**
- 2. Look at the brain diagrams and check the meaning of the functions of the brain below.**

Functions of the brain: Creativity, emotion, memory, vision, decision-making, language, logic, planning, problem solving, speech, movement, intelligence, concentration, self-awareness, sensation, perception.



**3. Choose the correct words (A-C) to complete the sentences.**

- The brain is made up of two-----, the left and the right.
  - emotions
  - hemispheres
  - functions
- The brain controls our-----.It tells the muscles in different parts of our body to work when we need them to, for example, when we are walking or talking.
  - movement
  - self-awareness
  - logic
- Different people can have very different ways of-----.Some people like to take risks so their choices are very different to people who prefer to take the safe option.
  - decision making
  - concentration
  - perception
- When you put your hand into very hot water, the-----of pain can be felt all the way up your arm.
  - logic
  - emotion
  - sensation
- Some people have very good have-----skills and are able to find a solution to any difficulties they may have.
  - speech
  - problem-solving
  - creativity

**Answers:** 1a, 2 b, 3 c, 4 c, 5 b.

Class	11
Unit	Work and inventions
theme	The world of work
Level	B2
Learning objectives	11.1.8 - develop intercultural awareness through reading and discussion 11.3.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics
Skills	Critical thinking skills
Methods, strategies and techniques	Communicative Language Teaching method, practice-oriented approach, student centered, task-based language teaching (TBLT), CLIL, mind mapping, role-play, small group discussions, collaborative learning
Assessment	Group assessment, peer-assessment.

Criteria	Explain and justify their own and others' point of view on a range of general and curricular topics Evaluates the relation of correctly understood subject-specific vocabulary and syntax to the total number of unknown words.
Descriptors	participate in a group discussion; expresses opinion on topic; discusses the topic.
Resources	<a href="https://content.wisestep.com/good-career-choice/">https://content.wisestep.com/good-career-choice/</a>

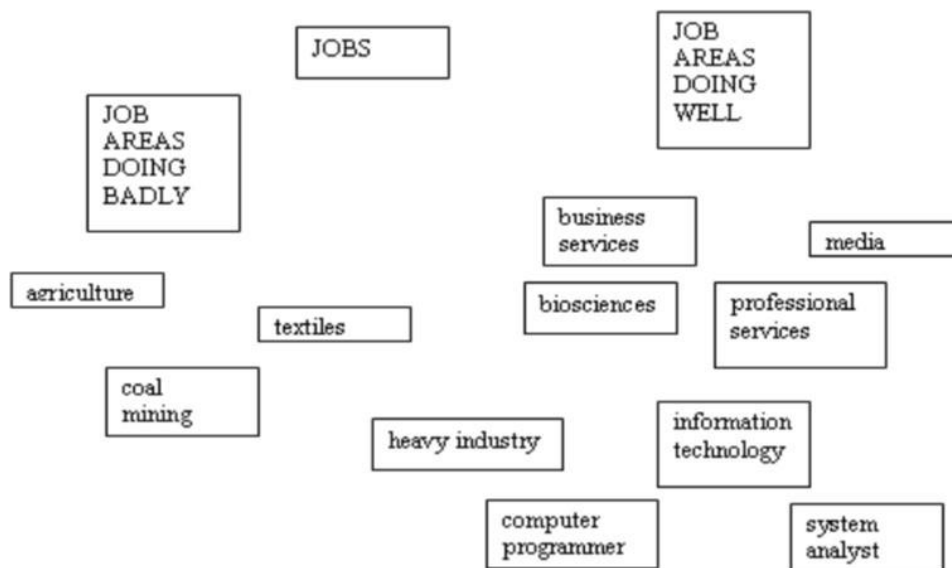
### How to make a proper choice?

A British journalist Katherine Whitehorn gives advice how to choose a job that will satisfy both your ambition and your social and physiological needs: "The best advice given to the young is: find out what you like doing best and get someone to pay you for doing it".

#### 1. In pairs, discuss these questions.

1. What job areas have become more important in the last twenty years?
2. What jobs have become less important?
3. What skills and qualities are useful to get a good job nowadays?

#### What are the job areas of the future? Comment on a table:



#### 2. Group work – discussing problem questions. You know on the way to your future career you will come across difficulties. Let us discuss.

- 1 group: What do you consider a good job for you? Why?
- 2 group: What do you expect from your future job?
- 3 group: Decide which qualities are important for a successful career: are they more professional or personal? Explain your opinion. Make a list of 8-10 qualities
- 4 group: Male and female professions. Make a list of such professions.

Class	11
Unit	Recent advances in technology
theme	Living with technology
Level	B2







Learning objectives	11.S.2 -ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.R.2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics
Skills	Critical thinking skills
Methods, strategies and techniques	Communicative Language Teaching method, practice-oriented method, student-centered method, ESL strategy, Communicative language teaching (CLT) peer teaching, brainstorming, information gap, matching task,
Assessment	Group assessment, peers assessment.
Criteria	Appropriateness of language use Depth of understanding and engagement Comprehension of extended texts
Descriptors	interacts in a group discussion expresses opinion on topic asks and answers questions discusses the topic
Resources	

**1. Here is a list of important inventions of all times. Try to match the invention with its inventor.**

#	INVENTION	INVENTOR	Your answer
1	105 - paper	a) NASA	
2	1447 – printing press	b) Nicolas Jacques Conté	
3	1608 – telescope	c) Alessandro Volta	
4	1765 – steam engine	d) Sir Clive Sinclair	
5	1795 – modern pencil	e) Levi Strauss	
6	1800 – electric battery	f) John Logie Baird	
7	1829 – blue jeans	g) Johann Gutenberg	
8	1837 – telegraph	h) J. Murray Spangler	
9	1842 – anesthesia (ether)	i) René Lacoste	
10	1852 – elevator	j) Ericsson Company	
11	1876 – telephone	k) Crawford Long	
12	1879 – electric light bulb	l) Hans Lippershey	
13	1901 – disposable safety razor	m) Matsushita	
14	1903 – propeller airplane	n) Thomas A. Edison	
15	1907 – vacuum cleaner	o) Alexander Fleming	
16	1923 – television	p) Elisha G. Otis	
17	1929 – penicillin	q) Apple Computer, Kodak	
18	1963 - steel tennis racquet	r) Connaught Lab	
19	1977 – space shuttle	s) Steve Chen, Chad Hurley and Jawed Karim	
20	1979 – cellular telephone	t) James Watt	
21	1979 – walkman	u) Ts'ai Lun	
22	1987 – laptop computer	v) Wright brothers	
23	1987 – meningitis vaccine	w) Samuel Morse	
24	1994 – digital camera	x) Alexander G. Bell	

25	1995 – DVD	y) Sony	
26	2005 - YouTube	z) King C. Gillette	

## 2. Insert the inventions above next to the following headings

Inventions that take us from one place to another		
Inventions that help us live healthier and longer lives		
Inventions that help us communicate with one another		
Inventions that make our lives easier		
Inventions that entertain us		
Inventions that help us expand our universe		

<b>Класс</b>	9
<b>Раздел I.</b>	Культура народов мира.
<b>Тема</b>	Обычаи народов мира. Традиции Казахстана
<b>Уровень</b>	<b>В1</b> - высокий уровень владения языком в различных сферах общения: профессиональной, образовательной, социокультурной (от 2550 лексических единиц)
<b>Цели обучения</b>	9.3.3.1 формулировать вопросы, перефразируя информацию текста, и отвечать на них, различая факт и мнение;
<b>Навыки:</b>	Чтение
<b>Методы, стратегии, технологии, практико-ориентированный подход:</b>	"Кубик Блума» позволяет формулировать вопросы и ответы по прочитанному тексту. На гранях кубика написаны вопросительные слова. Кубик передается кому-нибудь из учеников. Какой гранью к себе он его получит, с тем вопросительным словом учащийся ставит вопрос своему партнеру, который в свою очередь отвечает на него. «Синквейн» этот прием, позволяющий высказать свою точку зрения, эффективен при работе с текстами. Синквейн формирует способность резюмировать информацию, важное умение излагать сложные идеи, чувства и представления в нескольких словах. <b>Приём «фишбоун»</b> в учебном процессе этот приём позволяет

	учащимся «разбить» общую проблемную тему на ряд причин и аргументов.
<b>Оценивание:</b>	- Взаимооценивание; - Словесная оценка (устная обратная связь)
<b>Критерии:</b>	- формулирует проблемные вопросы по тексту, отвечая на них, определяет пути решения проблемы; - перефразируя информацию текста, различает факт и мнение;
<b>Дескрипторы:</b>	- пересказывает текст подробно; - выявляет позицию автора; - составляет проблемные вопросы; - формулирует ответ, предлагая разные пути решения проблемы; - пишет синквейн к слову традиция; - составляет схему по приему «фицбоун»

### 1. Прочитайте текст и выполните задания.

Источник: <https://myphotopages.ru/blog/obychai-narodov-mira>

#### Обычаи народов мира

Планета Земля приютила множество народностей. Даже историки затрудняются озвучивать точные цифры. Некоторые нации малочисленны и насчитывают не более 1 млн. человек. Есть и многочисленные, такие как китайцы с 1 млрд. 17 млн. человек. Общая связывающая черта – традиции и обычаи народов мира, чтимые и передаваемые из поколения в поколение.

Путешествия расширяют кругозор и знакомят с обычаями народов мира, ведь каждое государство – как новая страница в фотоальбоме незнакомых людей: не знаешь, что там скрывается.

Интересные традиции разных народов:

- во время празднования семейных дней рождения в Дании вывешивается флаг в окне;
- корейцы, сидя за столом на званом ужине, громко чавкают, проявляя уважение хозяйке дома и показывая, что еда вкусная;
- в Греции, придя в дом, нельзя восхищаться интерьером помещения: старинный обычай вынуждает вежливого хозяина дарить понравившуюся вещь;
- чайные церемонии в Китае – фишка страны. Чай наливают гостю в чашу понемногу, а полная пиала — сигнал, значащий «Пора уходить».

Чтобы не попасть в неловкую ситуацию в той или иной стране, необходимо перед поездкой изучить обычаи народов мира.

Традиции обладают странным свойством уравнивания добра и зла, сглаживания и примирения противоречивых взглядов. Отказ от них разрушает создаваемый столетиями порядок, вносит хаос. И то, что нам, как чужакам,



кажется жестоким, у других народов – в порядке вещей. Как говорится – со своим уставом в чужой монастырь не ходят. Остается только удивляться и наблюдать.

### **Задания:**

1. Перескажите текст, выявляя позицию автора.
2. Сформулируйте проблемные вопросы по прочитанному тексту, обозначив пути решения проблемы.

### **2. Прочитайте текст и выполните задания.**

Источник: <https://www.advantour.com/rus/kazakhstan/traditions.htm>

#### Традиции Казахстана

##### Вековые традиции и обычаи казахского народа

Казахи – кочевой народ, который сегодня перешел к оседлому образу жизни, но бережно хранит свои традиции, сформировавшиеся на протяжении тысячелетий. Постоянные переезды по бескрайним степям, жизнь маленькими группами, особенности религиозных верований – всё это создало уникальный комплекс обрядов и обычаев, которые сегодня принято называть традициями Казахстана. Некоторые традиции помогали развивать практические навыки выживания, другие имели сакральное значение, некоторая часть создавалась для развития взаимоотношений и социализации, а какие-то стали основой для формирования культуры казахского народа и его идентичности.

Сегодня традиции казахского народа – это часть национальной доктрины, которая базируется на четырех принципах: доверие, открытость, терпимость, традиции. Руководство страны поддерживает сохранение и возрождение национальных традиций, существуют организации, ведущие работу по распространению информации об истории и традициях казахского народа.

##### Традиции гостеприимства

Казахи - восточный народ, в котором очень сильны традиции гостеприимства. Любого гостя, даже незваного, следовало принять с уважением, предложить ему пищу и самое лучшее место в юрте. Почетным гостям было принято дарить шапан (халат), и эта традиция сохранилась по сей день. Традиции гостеприимства в Казахстане имеют много деталей, которым уделяется большое внимание.

##### Свадебные традиции

Свадьба – важный этап в жизни любого человека, но для казахов это еще более важное событие, которое сопровождается огромным числом обычаев и обрядов. Еще задолго до свадьбы проходит сговор родителей будущих молодоженов. Затем следует сватовство и выплата «калыма» за невесту. Сама свадьба также делится на две: свадьбу в доме невесты и свадьбу в доме жениха.

##### Семейные традиции

Семья для казахов – это основа жизни. Семейные отношения, воспитание детей, принцип родственных связей – все это отражается в особенных обычаях и традициях казахского народа. Принцип «жети ата», согласно которому следует

знать семь поколений своих предков, а также указывающий на продолжение рода по отцовской линии. В воспитании детей были особые правила, а знаковые события в жизни ребенка сопровождались своеобразными казахскими обрядами.

#### Бытовые и спортивные традиции

Повседневная жизнь казахов была наполнена множеством незначительных, но весьма интересных традиций, из которых сложилась уникальная этническая культура. В народе были обычаи, бытовые и спортивные традиции, которые применялись дома, на улице, на важных мероприятиях. Также существовали различные игры, которые также стали народными традициями – детские уличные игры, конные игры, и т.д.

#### Задания:

1. Сформулируйте проблемные вопросы по прочитанному тексту, обозначив пути решения проблемы.
2. Составьте синквейн к слову *традиция*
3. Называя традиции казахского народа, составьте схему «рыбьего скелета»

<b>Класс</b>	9
<b>Раздел II.</b>	Природные ресурсы планеты Земля
<b>Тема</b>	Природные ресурсы Земли
<b>Уровень</b>	<b>В1</b> - высокий уровень владения языком в различных сферах общения: профессиональной, образовательной, социокультурной (от 2550 лексических единиц)
<b>Цели обучения</b>	9.3.1.1 понимать главную, второстепенную и скрытую (подтекст) информацию сплошных и несплошных текстов; 9.3.5.1 составлять тезисный план.
<b>Навыки:</b>	Чтение
<b>Методы, стратегии, технологии, практико-ориентированный подход:</b>	<b>Стратегия «Чтение с остановками».</b> Суть стратегии заключается в чтении незнакомого текста в классе по частям с остановками после каждой части (абзаца). Учитель говорит "стоп" и проводит работу по прочитанному фрагменту. Цель такой работы - внимательное, осознанное чтение текста.
<b>Оценивание:</b>	- Взаимооценивание; - Листы индивидуальных достижений
<b>Критерии:</b>	- понимают главную, второстепенную и скрытую (подтекст) информацию сплошных и несплошных текстов; - составляют тезисный план по тексту.
<b>Дескрипторы:</b>	- формулирует «тонкие» и «толстые» вопросы; - составляет тезисный план; - пишет синквейн к слову <u>природа</u> ;

#### 1. Прочитайте текст и выполните задания.

Источник <https://natworld.info/nauki-o-prirode/prirodnye-resursy-planety>

#### Природные ресурсы Земли

Всем живым организмам на планете, для нормального существования и функционирования, необходимы определенные природные ресурсы, включающие в себя:

- воду (морскую и пресную)
- территорию, почву, горы, леса (растительность)
- животных (в том числе рыб)
- ископаемое топливо и минералы.

Все вышеупомянутые ресурсы являются естественными, и они существуют в природе. Ни один человек не создал их, однако человечество пользуется ими для своих благ. Необходимо учитывать, что все природные ресурсы мира связаны между собой, например, если вода исчезнет на определенной территории, то это негативно скажется на местной флоре, фауне, почве и даже климате.

Природные ресурсы Земли могут использоваться непосредственно или косвенно. Например, люди напрямую зависят от лесов, которые дают пищу и биомассу, улучшают здоровье, позволяют отдыхать, повышают уровень жизни и комфорта. Косвенно, леса действуют как климат-контроль, защищают от наводнений и штормов, а также обеспечивают круговорот питательных веществ.

### Задания:

1. Сформулируйте «тонкие» и «толстые» вопросы
2. Составьте тезисный план
3. Напишите синквейн к слову *природа*

<b>Класс</b>	9
<b>Раздел III.</b>	История и личность
<b>Тема</b>	Касым хан Чокан Уалиханов
<b>Уровень</b>	<b>В1</b> - высокий уровень владения языком в различных сферах общения: профессиональной, образовательной, социокультурной (от 2550 лексических единиц)
<b>Цели обучения</b>	9.3.8.1 извлекать и синтезировать информацию, делать выводы на основе полученных сведений, выражая собственное мнение.
<b>Навыки:</b>	Чтение
<b>Методы, стратегии, технологии, практико-ориентированный подход:</b>	<b>Приём «Интеллектуальная карта»</b> –позволяет расширить тематический словарь, развивает логическое мышление. В центре страницы пишется и обводится главная идея (слово, образ). Для каждого ключевого момента проводятся расходящиеся от центра ответвления, используя ручки разного цвета. Для каждого ответвления пишется ключевое слово или фраза, оставив возможность для добавления деталей. <b>Стратегия «Чтение про себя с пометами. (Инсерт)».</b> пометы на полях: + – знал; -- – новое; ? – интересно;

	V – непонятно.
<b>Оценивание:</b>	- Взаимооценивание; - Творческие работы
<b>Критерии:</b>	- извлекают и синтезируют информацию по прочитанному тексту - делают выводы на основе полученных сведений, выражая собственное мнение.
<b>Дескрипторы:</b>	- выписывает ключевые слова из текста; - определяет микротемы текста; - строит ментальную карту; - заполняет Инсерт-карту

## 1. Прочитайте текст и выполните задания.

Источник <https://dzen.ru/a/YwH7dxrgGEHDUJWh>

### Касым хан

Касым хан — один из самых известных казахских правителей, который оставил неизгладимый след в истории народа и развитии Казахстана как независимого государства. Законы и политика Касыма заслуживают уважения, а его наставления актуальны.

Касым хан родился приблизительно в период 1445–1455 гг. Его семейное древо восходит к самому Чингисхану, а отец Касыма, Жанибек, был одним из тех, кто основал Казахское ханство.

Историки утверждают, что Касым умел располагать и вести за собой. Именно поэтому он имел огромное войско, которое превосходило мощью и количеством даже военные силы тогдашнего правителя Бурундук-хана.

Индийский и тимуридский правитель Захир ад-дин Бабур отмечал: «По мнению людей, ни один султан и ни один казахский хан не смог так подчинить народ, как это сделал Касым хан. В его армии было 300 тысяч человек».

Как хан Касым сделал куда больше своих предшественников. Историк Мирза Мухаммад Хайдар Дулат высказал такое мнение о периоде правления Касыма: «Он распространил свое влияние на весь Дешти Кыпчак, население его ханства превысило миллион человек. После Жошы хана не было у этого народа такого влиятельного хана, как Касым хан».

Именно поэтому Казахское ханство в XV веке стали называть Касымским.

### Задания:

1. Выпишите ключевые слова из текста
2. Определите микротемы текста
3. Сконцентрируйте внимание на центральном образе и постройте ментальную карту

## 2. Прочитайте текст и выполните задания.

Источник: <https://www.nur.kz/family/school/1782903-vydausiesa-istoriceskie-licnosti-kazahstana/#3il2k>

### Чокан Уалиханов

Чокан (Шокан) Уалиханов (1835–1865) за короткую жизнь стал известным историком, этнографом, получил мировое признание как выдающийся востоковед. В юности он участвовал в крупной военно-научной экспедиции на Иссык-Куль, изучал природу Семиречья и его древние памятники. Материалы экспедиции были оформлены в нескольких научных статьях.

Небывалым явлением для географической науки и востоковедения стала поездка Чокана Уалиханова в закрытый регион Кашгария. Он изучал историю, социальный строй Восточного Туркестана, сделал крупный вклад в науку. Уалиханов писал в научных изданиях о древних восточных ученым и мыслителях, описывал исследования старинных законов и кодексов Казахского ханства. Эти работы стали основой всех значительных исследований последующих ученых.

### Задания:

1. Прочитайте текст, маркируя его специальными значками:

V — я это знаю;

+ — это новая информация для меня;

- — я думал по-другому, это противоречит тому, что я знал;

? — это мне непонятно, нужны объяснения, уточнения.

2. Заполните таблицу

V	+	-	?
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<b>Класс</b>	9
<b>Раздел IV.</b>	Реальность и фантазия
<b>Тема</b>	фрагмент из научно-фантастического романа «Голова профессора Доуэля»
<b>Уровень</b>	<b>В1</b> - высокий уровень владения языком в различных сферах общения: профессиональной, образовательной, социокультурной (от 2550 лексических единиц)
<b>Цели обучения</b>	9.3.6.1 Анализировать содержание художественных произведений, выявляя авторскую позицию и оценивая содержание произведения.
<b>Навыки:</b>	Чтение
<b>Методы, стратегии, технологии, практико-ориентированный подход :</b>	«Карта событий: пересказываем текст» Это задание поможет ребенку совершенствовать умение визуализировать текстовую информацию и пересказывать тексты с опорой на составленную схему. Ученикам предлагается пользоваться шаблоном для изложения любого текста. Детям предлагается заполнить ячейки, определяя тему и основную мысль текста, а также указав, где и когда происходили события, кто

		<p>фигурирует в тексте, какие события произошли и какие их последствия. Выполнение задания будет способствовать формированию речевой компетентности ребенка, развитию умения структурировать полученную информацию и использовать ее для устного сообщения</p>
<b>Оценивание:</b>	<ul style="list-style-type: none"> <li>- Взаимооценивание;</li> <li>- Словесная оценка (устная обратная связь)</li> </ul>	
<b>Критерии:</b>	<ul style="list-style-type: none"> <li>- анализируют отрывок из научно-фантастического романа «Голова профессора Доуэля»,</li> <li>- выявляют авторскую позицию, оценивая содержание произведения.</li> </ul>	
<b>Дескрипторы:</b>	<ul style="list-style-type: none"> <li>- пересказывает содержание фрагмента с опорой на составленную схему;</li> <li>- передаёт основную мысль текста;</li> <li>- отвечает на вопрос: Какие чувства испытывает Лоран на протяжении этого эпизода?</li> <li>- составьте простой план к данному тексту.</li> </ul>	

## 1. Прочитайте текст и выполните задания.

Источник <https://www.litres.ru/book/aleksandr-belyaev/golova-professora-douelya-132880/chitat-onlayn/>

(отрывок из научно-фантастического романа «Голова профессора Доуэля»)

... Лоран вошла в совершенно темную комнату.

Щелкнул выключатель, и яркий свет четырех матовых полушарий залил комнату. Лоран невольно прикрыла глаза. После полумрака мрачного кабинета белизна стен ослепляла... Сверкали стекла шкафов с блестящими хирургическими инструментами. Холодным светом горели сталь и алюминий незнакомых Лоран аппаратов. Теплыми желтыми бликами ложился свет на медные полированные части. Трубы, змеевики, колбы, стеклянные цилиндры... Стекло, каучук, металл...

Посреди комнаты – большой прозекторский стол. Рядом со столом – стеклянный ящик; в нем пульсировало человеческое сердце. От сердца шли трубки к баллонам.

Лоран повернула голову в сторону и вдруг увидела нечто заставившее ее вздрогнуть, как от электрического удара.

На нее смотрела человеческая голова – одна голова без туловища.


Она была прикреплена к квадратной стеклянной доске. Доску поддерживали четыре высокие блестящие металлические ножки. От перерезанных артерий и вен через отверстия в стекле шли, соединившись уже попарно, трубки к баллонам. Более толстая трубка выходила из горла и

сообщалась с большим цилиндром. Цилиндр и баллоны были снабжены кранами, манометрами, термометрами и неизвестными Лоран приборами.

Голова внимательно и скорбно смотрела на Лоран, мигая веками. Не могло быть сомнения: голова жила, отделенная от тела, самостоятельной и сознательной жизнью.

**Задания:**

1. Перескажите содержание фрагмента с опорой на составленную схему
2. Передайте основную мысль текста
3. Ответьте на вопрос: Какие чувства испытывает Лоран на протяжении этого эпизода?
4. Составьте простой план к данному тексту.

<b>Класс</b>	9
<b>Раздел V.</b>	Отцы и дети – конфликт поколений
<b>Тема</b>	Генеалогическое древо казахов
<b>Уровень</b>	<b>В1</b> - высокий уровень владения языком в различных сферах общения: профессиональной, образовательной, социокультурной (от 2550 лексических единиц)
<b>Цели обучения</b>	9.1.1.1 понимать основную и детальную информацию сообщения, продолжительностью до 5-8 минут, определяя подтекст, цель высказывания и отношение говорящего к событиям и героям, делая выводы; 9.3.1.1 понимать главную, второстепенную и скрытую (подтекст) информацию сплошных и несплошных текстов;
<b>Навыки:</b>	Слушание и чтение
<b>Методы, стратегии, технологии, практико-ориентированный подход:</b>	<p><b>Метод «Автобусная остановка».</b> Цель: научиться обсуждать и анализировать заданную тему в малых группах, определять основную мысль текста. Учащимся по очереди предлагается заполнить листы с тематическим содержанием, передвигаясь группой по воображаемым остановкам. Каждой группе поставлена задача – прочитав текст, записать на листе основную информацию по своей теме. Такой прием нацелен на формирование умения детально понимать прочитанный текст, и актуализировать свои лексические знания, обсуждать и анализировать тему.</p> <p><b>Стратегия «Дневник двойных записей»</b> стратегия позволит критически оценивать информацию, сопоставлять прочитанное с собственным опытом.</p> 
<b>Оценивание:</b>	- Взаимооценивание; - Самооценивание

<b>Критерии:</b>	- понимают основную и детальную информацию сообщения, продолжительностью до 5-8 минут; - определяет подтекст, цель высказывания и отношение говорящего к событиям и героям, делая выводы; - понимают главную, второстепенную и скрытую (подтекст) информацию сплошных и несплошных текстов;
<b>Дескрипторы:</b>	- определяет основную мысль текста; - записывает на листе основную информацию; - составляет вопросы высокого порядка; - создаёт свое генеалогическое древо. - заполняет дневник

## 1. Прочитайте текст и выполните задания.

Источник <http://timc.kz/2019/04/11/derevo/>

### Генеалогическое древо казахов

Казахи, издревле населявшие Великую Степь, сохранили генеалогию своего происхождения, насчитывавшую сотни лет.

Родословное древо представляет собой наглядную иллюстрацию основных этнических групп, живших здесь, начиная с VIII в. до н.э. У его корней находятся саки (или скифы) и гунны. Племена, заменившие их на исторической арене, показаны на стволе родословного древа.

Современные казахские роды ведут свое происхождение от трех братьев, которые жили XIV в. н.э. Они принадлежали к племени алаш, а по некоторым источникам их также называли казахами или тюрками. Первый из них по имени Акарыс основал Старший жуз. Сегодня его потомки живут, в основном, на юге Казахстана. Второй, которого звали Бекарыс, стал родоначальником Среднего жуза. Представители этого жуза населяют центральную, восточную и северную части Казахстана. Третий, Жанарыс, положил начало Младшему жузу, населявшему ныне западную часть страны.

Хотя это родословное древо не включает все современные казахские роды, каждый казах способен определить по нему свое происхождение и найти генеалогические связи (слово «жуз» обозначает «пространство», а слово «арыс» — народ или племя).

Древний адад (свод обычаев и традиций) запрещал браки между родственниками до седьмого колена. Одно из объяснений этого закона состоит в том, что браки с членами другого рода позволяли объединить рода и племена, что обеспечивает мир и стабильность в отношениях между ними.

#### Задания:

1. Определите основную мысль текста
2. Запишите на листе основную информацию
3. Составьте вопросы высокого порядка
4. Создайте свое генеалогическое древо

## 2. Прочитайте текст и выполните задания.



**Источник:** <https://naukaru.ru/ru/nauka/article/27852/view>

Конфликты возникают во всех сферах жизнедеятельности человека – экономика, политика, культура, социальная жизнь. Это неотделимый процесс всего социума. Одной из наиболее остро ощущаемых проблем в современном мире является проблема отношений старшего поколения и молодежи. Высокая интенсивность и масштабность конфликтов поколений могут повлечь за собой неправильное функционирование социальной системы общества.

Конфликт – не одномоментный акт, а всегда процесс, происходящий в определенных границах. Он имеет внешние пределы в пространстве и во времени, а также относительно той социальной системы, в которой возникает и развивается. Конфликт поколений определяется как столкновение интересов, взглядов, потребностей и ценностей представителей разных возрастных категорий населения в целях осуществления своей воли

Одной из главных причин возникновения межвозрастных конфликтов молодое поколение считает материальные конфликты (23%), в то время как среди старшего поколения этот вариант наименее популярный (6%). Наиболее популярной причиной возникновения конфликта и среди старшего (17%), и среди молодого (23%) поколений является конфликт интересов. Старшее поколение отмечает, что частой причиной возникновения межвозрастного конфликта является отсутствие взаимоуважения (17%), среди молодого поколения этот ответ непопулярен (3%). Также молодое поколение выделяет такой вариант ответа, как вторжение в личную жизнь (12%). Старшее поколение этот ответ выбрало лишь 4%.

Таким образом, анализируя причины возникновения межвозрастных конфликтов, следует, что у молодого поколения – это причины, связанные с разным мировосприятием, материальным положением, невозможность принятия разных точек зрения, конфликт интересов. У старшего же поколения причины конфликтов связаны, прежде всего, с отсутствием уважения со стороны молодого поколения, вредные привычки молодого поколения, бытовые проблемы. И так же, как у молодого поколения – невозможность принятия разных точек зрения, конфликт интересов.

### **Задания:**

1. Выпишите ключевые слова из текста
2. Разделите тетрадь на две части. В процессе чтения в левой части запишите моменты, которые поразили, удивили, напомнили о каких-то фактах, вызвали какие-либо ассоциации; в правой – напишите лаконичный комментарий: почему именно этот момент удивил, какие ассоциации вызвал, на какие мысли натолкнул.

<b>Класс</b>	9
<b>Раздел VI.</b>	Молодежь и СМИ
<b>Тема</b>	Д.С.Лихачев «Письмо второе» из цикла «Письма о добром»

<b>Уровень</b>	<b>В1</b> - высокий уровень владения языком в различных сферах общения: профессиональной, образовательной, социокультурной (от 2550 лексических единиц)
<b>Цели обучения</b>	9.2.2.1 пересказывать содержание текста, демонстрируя собственное понимание проблематики, оценивая позицию автора; 9.3.3.1 формулировать вопросы, перефразируя информацию текста, и отвечать на них, различая факт и мнение;
<b>Навыки:</b>	Говорение и чтение
<b>Методы, стратегии, технологии, практико-ориентированный подход:</b>	<b>Прием «Три предложения»</b> ориентирован на умение выделять главное, умение составлять план, конспектировать. Прочитав текст, учащимся необходимо сжато передать его содержание по плану. (три простыми предложениями). <b>ПОПС – формула</b> ПОПС – формула - это прием развития критического мышления, который помогает учащимся аргументированно высказывать свою позицию по заданной проблеме. Он позволяет структурировать высказывание и доказать свою точку зрения на основе аргументов и примеров.
<b>Оценивание:</b>	- Взаимооценивание; - Оценочный лист
<b>Критерии:</b>	- пересказывают содержание текста, демонстрируя собственное понимание проблематики, оценивая позицию автора; - формулируют вопросы, перефразируя информацию текста, и отвечают на них, различая факт и мнение.
<b>Дескрипторы:</b>	- пересказывает, демонстрируя собственное понимание содержания текста; - составляет вопросный план по тексту; - высказывает свое суждение, используя ПОПС-формулу на цитату «Ничто из приобретенного в молодости не проходит бесследно».

## 1. Прочитайте текст и выполните задания.

Источник <https://www.culture.ru/materials/51666/pisma-o-dobrom-i-prekrasnom>

### «Письмо второе» из цикла «Письма о добром»

Когда я учился в школе, а потом в университете, мне казалось, что моя «взрослая жизнь» будет в какой-то совершенно иной обстановке, как бы в ином мире, и меня будут окружать совсем другие люди. От настоящего не останется ничего... А на самом деле оказалось все иначе. Мои сверстники остались со мной. И все же друзья молодости оказались самыми верными, всегдашними. Круг знакомых возрос необычайно, но настоящие друзья — старые. Подлинные друзья приобретаются в молодости. Молодость — это время сближения. И об этом следует помнить и друзей беречь, ибо настоящая дружба очень помогает и в горе, и в радости.

Поэтому берегите молодость до глубокой старости. Цените все хорошее, что приобрели в молодые годы, не растрачивайте богатств молодости. Ничто из приобретенного в молодости не проходит бесследно. Привычки, воспитанные в молодости, сохраняются на всю жизнь. Навыки в труде — тоже. Привык

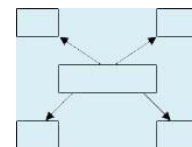
к работе — и работа вечно будет доставлять радость. А как это важно для человеческого счастья! Нет несчастнее человека ленивого, вечно избегающего труда, усилий...

Как в молодости, так и в старости. Хорошие навыки молодости облегчат жизнь, дурные — усложнят ее и затруднят. И еще. Есть русская пословица: «Береги честь смолоду». В памяти остаются все поступки, совершенные в молодости. Хорошие будут радовать, дурные не давать спать!

### Задания:

1. Перескажите, демонстрируя собственное понимание содержания текста
2. Составьте вопросный план по тексту
3. Выскажите свое суждение, используя ПОПС-формулу на цитату «Ничто из приобретенного в молодости не проходит бесследно».

<b>Класс</b>	9
<b>Раздел VII.</b>	Знаменитые люди
<b>Тема</b>	Сатпаев Каныш Имантаевич
<b>Уровень</b>	<b>В1</b> - высокий уровень владения языком в различных сферах общения: профессиональной, образовательной, социокультурной (от 2550 лексических единиц)
<b>Цели обучения</b>	9.3.5.1 составлять тезисный план; 9.4.3.1 представлять информацию в виде отчёта, статьи, справки на основе таблиц, схем, диаграмм, графиков и наоборот
<b>Навыки:</b>	Чтение и письмо
<b>Методы, стратегии, технологии, практико-ориентированный подход:</b>	<p><b>«СИНКВЕЙН» Пятистишие:</b> Тема 2 прилагательных, описывающих тему 3 глагола, характеризующих действие Фраза из 4 слов, содержит основную мысль Синоним к теме. В синквейне отражается суть понятия, не должно быть однокоренных слов, выразить типичные черты понятия.</p> <p><b>Прием «Кластер»- гроздь винограда</b> Карта мышления.</p> <p>1. Работа с текстом: выделение смысловых единиц текста и графическое их оформление в виде грозди (тема и подтемы):</p> <p>2.</p> <ol style="list-style-type: none"> <li>1 этап – мозговой штурм (идеи)</li> <li>2 этап – систематизация, оформление в кластер</li> <li>3 этап – нахождение взаимосвязей между ветвями.</li> </ol> <p>3. Составление ассоциаций по теме в виде кластера</p>
<b>Оценивание:</b>	- Взаимооценивание; - Самоанализ
<b>Критерии:</b>	- составляют тезисный план; - представляют информацию в виде отчёта, статьи, справки на



	основе таблиц, схем, диаграмм, графиков и наоборот
<b>Дескрипторы:</b>	- выписывает ключевые слова (существительные); - составляет тезисный план; - предоставляет информацию в виде кластера; - создаёт синквейн по ключевым словам текста.

## 1. Прочитайте текст и выполните задания.

Источник <https://e-history.kz/ru/prominent-figures/show/12634>

### Сатпаев Каныш Имантаевич

В истории казахского народа и Казахстана академик Каныш Имантаевич Сатпаев был не только феноменальным провидцем тайн земных недр, выдающимся ученым-геологом и организатором науки, а прежде всего крупнейшим для своего времени мыслителем и естествоиспытателем. Большой общественный и государственный деятель, тонкий политик, внесший свой вклад в цивилизованное индустриальное развитие Казахстана, он был неформальным лидером общества.

Каныш Имантаевич Сатпаев родился 12 апреля 1899 года в Павлодарском уезде Семипалатинской области (ныне поселок Тендик Баянаульского района Павлодарской области).

Доктор геолого-минералогических наук (1942), профессор (1950), первый директор Института геологии казахского филиала Академии наук СССР (1941-1964), заместитель Председателя этого филиала (1942-1946), академик Академии наук СССР (1946), организатор и первый президент АН КазССР (1946), лауреат Государственной (1942) и Ленинской (1958) премий, К.И.Сатпаев был всесторонне развитым ученым – человеком, который мог стать и замечательным писателем, и историком, и вдумчивым педагогом, и математиком. По этому поводу Мухтар Ауэзов говорил: “Большая особенность Каныша заключалась в том, что он и с химиком, и с биологом, и с физиком, и с медиком да и с историком и филологом может разговаривать на их научном языке”.

На выбор профессии юноши повлиял профессор из Томска Михаил Антонович Усов, приехавший в 1921 году лечиться в Баянаул. Он разбудил в К. И. Сатпаеве желание исследовать недра родной земли, отдать их Родине и людям. Позже академик К. И. Сатпаев напишет: "Мне выпала великая честь поднимать социалистическую индустрию..., создавать передовую науку в Казахстане".

Академик К. И. Сатпаев скончался 31 января 1964 г., похоронен в Алматы.

### Задание:

1. Выпишите ключевые слова (существительные).
2. Составьте тезисный план.
3. Предоставьте информацию в виде кластера.
4. Создайте синквейн по ключевым словам текста.

<b>Класс</b>	9
<b>Раздел VIII.</b>	Я и закон
<b>Тема</b>	Притча про честь

<b>Уровень</b>	<b>В1</b> - высокий уровень владения языком в различных сферах общения: профессиональной, образовательной, социокультурной (от 2550 лексических единиц)
<b>Цели обучения</b>	9.3.6.1 анализировать содержание художественных произведений, выявляя авторскую позицию и оценивая содержание произведения; 9.4.2.1 Излагать информацию прочитанного текста, творчески интерпретируя содержание.
<b>Навыки:</b>	Чтение и письмо
<b>Методы, стратегии, технологии, практико-ориентированный подход:</b>	<b>МОДЕЛЬ ФРЕЙЕР.</b> Обучающая структура, помогающая учащимся глубоко понять и осознать изучаемые понятия и концепции. Участники рассматривают какое-либо понятие с разных сторон, записывая его обязательные и необязательные характеристики, примеры и антипримеры (то, что не может являться примером). <b>«Свободное письмо»</b> Аргументированное письмо. В течение нескольких минут учащиеся выражают собственные мысли по теме. Это может быть эссе. Обоснование выбора того или иного афоризма, пословицы в качестве основной мысли
<b>Оценивание:</b>	- Взаимооценивание; - Оценочный лист
<b>Критерии:</b>	- анализируют содержание «Притча про честь», выявляют авторскую позицию, оценивая содержание произведения; - излагают информацию прочитанного текста, творчески интерпретируя содержание.
<b>Дескрипторы:</b>	- определяет основную мысль художественного произведения; - заполняет поля модели Фрейер; - пишут эссе, определяя личную позицию; - аргументирует примерами из жизни.

### 1. Прочитайте текст и выполните задания.

Источник <http://micheliov.com/pritchy-45.html>

#### Притча про честь

Когда-то меж собой дружили очень  
 Вода и Ветер, и Огонь, и Честь.  
 Не год, не два, а где-то пару сотен,  
 А приключений было – и не счесть!  
 Но вот пришла пора друзьям расстаться –  
 у каждого особые дела.  
 Минута расставанья подошла.  
 На время им придётся распрощаться.  
 Расходятся совместные пути.  
 Но, как друг друга снова им найти?  
 «Меня найти, – Вода сказала, – просто.  
 Туда идите, где камыш растёт.  
 Я там плещусь, грустя подчас о прошлом,  
 Я там смеюсь, когда весна зовёт».  
 А Ветер говорит: «Меня найдёте  
 по трепету и шелесту листвы,

волнению пшеницы и травы!  
Тотчас в мои объятья попадёте»!  
Огонь сказал: «Меня найти легко  
по дыму, что взмывает высоко»!  
А Честь, меж тем, стояла и молчала.  
«Ты почему примет нам не даёшь? –  
Хотя б одну, поведай для начала,  
иначе ведь тебя и не найдёшь! –  
друзья сказали Чести. Улыбнувшись,  
друзьям своим, ответила она:  
«Я Честь, в своих поступках не вольна.  
Вы можете расстаться и, вернувшись,  
По-прежнему друг друга уважать.  
Вам друг без друга нечего терять.  
Но, кто со мной однажды расстанется,  
тот расстанется раз и навсегда,  
и больше не увидит никогда.  
Утратив Честь, без Чести остаётся»!

**Задания:**

1. Определите основную мысль художественного произведения
2. Заполните поля модели Фрейер
3. Напишите эссе, определяя личную позицию. Аргументируйте примерами из жизни.

Рекомендации по применению подходов и методов в обучении иностранному и русскому языкам:

1. Рекомендуется учитывать требования рынка труда и социальные запросы общества при составлении заданий для формирования компетенций, необходимых в будущей профессиональной и социальной сферах.
2. Целесообразно применять практико-ориентированный подход, способствующий интеграции теоретических знаний с реальными практическими заданиями. Педагогам рекомендуется разрабатывать задания, моделирующие реальные коммуникативные ситуации, что повышает мотивацию учащихся.
3. Следует учитывать индивидуальные потребности и уровень подготовки учащихся для адаптации учебных заданий и упражнений.
4. Рекомендуется применять методы активного обучения и интерактивные форматы, такие как ролевые игры, проектные задания, кейс-методы, семинары и деловые игры. Эти подходы способствуют развитию коммуникативных навыков, критического мышления и уверенности в использовании языка в различных жизненных и профессиональных контекстах. Методы, такие как «перевернутый класс», могут усилить вовлеченность учащихся и побудить к активному применению изучаемых материалов.
5. Педагогам стоит создавать условия для групповой работы учащихся, что способствует развитию командных и коммуникативных навыков.
6. Целесообразно использовать мультимедийные ресурсы и цифровые технологии для моделирования ситуаций и погружения в языковую среду. Педагогам рекомендуется использовать иммерсивные технологии, такие как виртуальная и дополненная реальность, для создания погружающей образовательной среды.
7. Рекомендуется использовать задания, направленные на развитие самостоятельности и саморегуляции учащихся, что помогает им осваивать язык на уровне, необходимом для профессиональной деятельности.
8. Разработка учебного контента может включать задания на использование социокультурных аспектов языка, чтобы учащиеся могли ориентироваться в межкультурной среде.
9. Формативное оценивание может использоваться для своевременного отслеживания и корректировки индивидуальной траектории обучения учащихся. При этом критерии оценивания, задания и применяемые методы должны соответствовать целям обучения.
10. Разработка учебных материалов с акцентом на аутентичные ситуации общения может улучшить понимание учащимися особенностей культуры и языка.

Эти рекомендации направлены на создание гибкого, адаптируемого учебного процесса, отвечающего современным требованиям и способствующего развитию всесторонне подготовленных специалистов.

## ЗАКЛЮЧЕНИЕ

Современное образование сталкивается с вызовами, обусловленными глобализацией и цифровизацией, что требует более гибких и эффективных подходов к обучению, в том числе в сфере языкового образования. В условиях изменяющихся требований рынка труда и общества обучение иностранным и русскому языкам должно не только обеспечивать передачу знаний, но и способствовать развитию практических навыков, необходимых для межкультурной и профессиональной коммуникации.

Применение практико-ориентированных подходов в преподавании языков является ключевым фактором в формировании у учащихся как теоретических знаний, так и практических навыков использования языка в реальных коммуникативных ситуациях. Данные методы основаны на активном вовлечении обучающихся через выполнение заданий, моделирующих повседневные или учебные сценарии, требующие применения языковых компетенций. В условиях ограниченной языковой среды такие практико-ориентированные методы, как моделирование, проектные задания, кейс-стади и ролевые игры позволяют интегрировать теорию с практическим применением, создавая возможности для более интенсивной практики и способствуя таким образом повышению уровня владения языком и развитию коммуникативных навыков.

Методология интеграции практико-ориентированных подходов включает разнообразные форматы учебной деятельности: ролевые игры, проектные задания, анализ кейсов, симуляции и другие интерактивные методы. Эти подходы гибко адаптируются к индивидуальным образовательным потребностям учащихся, учитывая их уровень подготовки и личные учебные цели. Кроме того, применение практико-ориентированных методов повышает мотивацию обучающихся, развивает критическое мышление и творческие способности, навыки адаптации и самостоятельности, что в конечном итоге приводит к улучшению академической успеваемости и готовности использовать языковые навыки в реальных жизненных ситуациях.

Гибкость и интерактивность в обучении русскому и иностранным языкам также подразумевают баланс между теоретической и практической составляющими. В частности, использование метода «перевернутого класса», где теоретические материалы изучаются самостоятельно, а занятия посвящены практическим упражнениям и обсуждению, помогает оптимально организовать учебное время. Это способствует активному усвоению материала и формированию готовности к его применению в реальных ситуациях, будь то деловое общение или повседневные межкультурные взаимодействия.

Применение мультимедийных и иммерсивных технологий, таких как виртуальная и дополненная реальность, дополнительно усиливает возможности практико-ориентированного подхода. Эти технологии позволяют создавать интерактивные образовательные пространства, где учащиеся могут «погружаться» в языковую среду, моделировать профессиональные ситуации и развивать языковые навыки в реальном времени. Подобные условия



способствуют лучшему усвоению материала и преодолению языкового барьера.

Методические рекомендации ориентированы на стимулирование творческой инициативы и содействие профессиональному развитию преподавателей языковых предметов в образовательных учреждениях, а также на обеспечение соответствия образовательного процесса государственным общеобязательным стандартам образования.

Практико-ориентированный подход в обучении иностранным и русскому языкам направлен на всестороннее развитие учащихся, готовя их к успешной профессиональной и социальной интеграции.

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