

Министерство просвещения Республики Казахстан  
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**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ  
ПО РАЗВИТИЮ И ОЦЕНИВАНИЮ ГИБКИХ НАВЫКОВ (SOFT  
SKILLS) ОБУЧАЮЩИХСЯ 5-9 КЛАССОВ**

Астана, 2024

Рекомендовано Научно-методическим советом Национальной академии образования им. Ы. Алтынсарина (протокол № 1 от 10 июня 2024 года).

**Методические рекомендации по развитию и оцениванию гибких навыков (soft skills) обучающихся 5-9 классов.** – Астана: НАО имени Ы. Алтынсарина, 2024. – 244 с.

Методические рекомендации предназначены для развития и оценивания гибких навыков (soft skills) обучающихся 5-9 классов на уроке английского языка. Приведенные примерные задания представлены в соответствии с учебными целями типовой учебной программы.

В методических рекомендациях по развитию и оцениванию гибких навыков (soft skills) обучающихся 5-9 классов содержится анализ зарубежных и отечественных исследований и обзор современных подходов к развитию и оцениванию гибких навыков обучающихся. В работе рассматривается каждый компонент оцениванию гибких навыков (soft skills) – критическое мышление, навыки коммуникации и эмоциональный интеллект как основная их составляющая. Материалы могут быть полезны для руководителей организаций основного среднего образования, учителей учебного предмета «Английский язык», методистов управлений и отделов образования, учебно-методических центров.

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## ВВЕДЕНИЕ

Развитие мягких навыков, являющихся ключевыми навыками XXI века, представляет собой приоритетную задачу современной образовательной системы, особенно в контексте преподавания языковых дисциплин. В эпоху глобализации и увеличивающихся требований к конкурентоспособности, обучение английскому языку должно быть направлено не только на развитие лингвистических компетенций, но и на формирование универсальных навыков, необходимых для личностного и профессионального развития и освоения новых областей. В условиях динамичных изменений и возрастающей потребности на рынке труда специалистов, владеющих английским языком как средством межнационального общения и необходимости безбарьерного потребления обширной англоязычной информации, такие гибкие навыки, как критическое мышление, управление знаниями, принятие решений, креативность, коммуникация и сотрудничество, становятся фундаментальными для успешной адаптации и функционирования. Кроме того к мягким навыкам также относят такие навыки, как «использование интерактивных средств (языка, символов и текстов, знаний и информации, технологии), взаимодействие в гетерогенных группах (налаживание взаимоотношений с другими, сотрудничество, работа в команде, регулирование конфликтов и их разрешение), самостоятельная деятельность (действия на перспективу, формирование и реализация жизненных планов и личных проектов, защита и отстаивание прав, интересов, установленных пределов и потребностей)» [14].

Обучение гибким навыкам на уроках английского языка позволяет обучающимся более активно взаимодействовать друг с другом, учиться работать в команде и развивать эмпатию, гибкость и креативность мышления, организованность и социальную ответственность. Это, в свою очередь, способствует более глубокому пониманию культурных и социальных аспектов изучаемого языка, что делает обучение более целостным и значимым, стимулируя всестороннее развитие обучающегося и подготавливая его к успешной адаптации в современном обществе.

Оценивание гибких навыков представляет собой сложную задачу, требующую интеграции различных методов и подходов. В отличие от традиционных знаний, которые можно проверить с помощью тестов и контрольных работ, гибкие навыки требуют наблюдения, анализа поведения обучающихся в различных ситуациях, использования проектов и групповых заданий. Такой подход не только позволяет объективно оценить уровень развития гибких навыков, но и стимулирует обучающихся к их постоянному совершенствованию.

Целью данных методических рекомендаций является обобщение и распространение инновационного педагогического опыта развития и оценивания гибких навыков обучающихся 5-9 классов на уроках английского языка. Рекомендации направлены на стимулирование творческой инициативы и поддержку профессионального развития учителей английского языка

образовательных организаций, реализующих образовательные стандарты. В работе предоставлены задания и методы и приемы обучения для эффективного их выполнения, оказывающие влияние на формирование функциональной грамотности обучающихся.

Методическое руководство нацелено на реализацию следующих задач:

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

Таким образом, данные методические рекомендации по развитию и оцениванию гибких навыков обучающихся 5-9 классов на уроках английского языка помогут педагогам английского языка использовать разнообразные методы и приемы, направленные на всестороннему развитию обучающегося и готовит его к успешной жизни в современном обществе и реализацию целей ГОСО, с учетом потребностей и возможностей обучающихся и их возрастных особенностей, что обеспечит им оптимальные условия для развития навыков коммуникации на английском языке. В рекомендациях показаны пути реализации целей учебной программы по английскому языку через разнообразную работу, содержащую задания на развитие критического мышления и эмоционального интеллекта, навыков анализа и оценки широкого спектра источников и развитие коммуникативных навыков путем создания ситуаций для практики реального общения.

## **1. ЗАРУБЕЖНЫЕ И ОТЕЧЕСТВЕННЫЕ ИССЛЕДОВАНИЯ ПО РАЗВИТИЮ И ОЦЕНИВАНИЮ ГИБКИХ НАВЫКОВ ОБУЧАЮЩИХСЯ.**

### *Общее понятие о мягких навыках «soft skills»*

Для успешного функционирования в условиях глобального мира и интенсивной информатизации всех сфер общественной деятельности современному человеку кроме твердых навыков и компетенций необходимы мягкие навыки (soft skills), которые способствуют освоению новых областей, адаптации к изменяющимся условиям и эффективному взаимодействию в мультикультурной среде. Мягкие навыки включают в себя эмоциональный интеллект, устойчивость, эмпатию, креативность и критическое мышление, являющиеся ключевыми компетенциями для формирования продуктивной и квалифицированной рабочей силы, готовой к удовлетворению будущих потребностей [6]. Эти навыки включают в себя способность к инновационному мышлению, умение работать в команде, эффективное управление временем и ресурсами, а также развитие лидерских качеств. Кроме того, они помогают в разрешении конфликтов, улучшении коммуникационных способностей и формировании профессиональных сетей, что в совокупности способствует личностному росту и повышению конкурентоспособности на современном рынке труда.

Термин «мягкие навыки» — это калька из английского языка — «soft skills», который использовался в бизнес среде для обозначения навыков работы с людьми. Сегодня этот термин используется в противовес твердым навыкам «hard skills» и определяется, как умение выходить из сложных ситуаций, сохранять спокойствие в условиях неопределённости, преодолевать преграды для решения жизненных задач. Таким образом, мягкие навыки еще называются гибкими навыками, универсальной грамотностью, или универсальной компетентностью, а твердые навыки — предметными навыками, так как применяются в определенной сфере (профессиональной в том числе). Вопрос развития универсальных компетенций тесно связан с комплексным изменением подхода к оценке учебных результатов школьников. Ключевым аспектом является соотношение универсальных компетенций с предметными (дисциплинарными) знаниями и навыками [31].

Качество усвоения знаний претерпевает значительные изменения: интеграция ориентации на действие и развитие мягких навыков трансформирует усвоенные предметные знания в источник силы, применимый в различных жизненных и профессиональных контекстах. Мягкие навыки придают твердым навыкам необходимую гибкость, позволяющую достигать прогресса и поддерживать новизну в условиях изменяющегося рабочего окружения. Они тесно связаны с пластичными, разумными и развивающимися способностями, сформированными в префронтальной коре мозга и развитыми человеком за последние 50000 лет. В то время как сложные навыки определяют профессиональную идентичность человека, будь то инженер, физик или

философ, мягкие навыки действуют в направлении, которое выходит за рамки конкретной профессиональной роли и жестких требований профессии [13].

Мягкие навыки играют ключевую роль в современной профессиональной среде и личностном развитии. Они не только дополняют технические навыки, но и способствуют созданию благоприятной рабочей атмосферы, улучшению коммуникации и повышению эффективности работы. Развитие мягких навыков стало важным аспектом образования и профессионального обучения, подчеркивая их значимость в современном обществе. Термин «мягкие навыки» (soft skills) впервые появился в середине XX века и первоначально использовался для описания навыков, которые не связаны с техническими или профессиональными знаниями. Со временем этот термин стал охватывать широкий спектр межличностных и личностных компетенций, необходимых для успешного взаимодействия и работы в коллективе. История развития показана в следующей схеме:

### 1960-е годы

- Военный контекст. Термин «мягкие навыки» был впервые использован в армии США для описания навыков, необходимых для эффективного лидерства и управления, которые не относились к конкретным техническим знаниям. Это включало такие аспекты, как коммуникация, мотивация и управление персоналом.

### 1970-е - 1980-е годы

- Расширение в бизнес-среде. В 1972 г. в учебных пособиях армии США уже официально используется термин soft skills. Сформулировано его новое, определение: «Мягкие навыки это важные навыки, связанные с работой, которые не связаны с взаимодействием с машинами и применение которых в работе довольно широко». В этот период термин начал активно использоваться в корпоративной среде. Бизнесмены и менеджеры поняли, что успех компаний зависит не только от технических навыков сотрудников, но и от их способности эффективно взаимодействовать друг с другом.

### 1990-е годы - настоящее время

- Академическое признание и интеграция в образовательные программы. Университеты и другие образовательные учреждения начали включать развитие мягких навыков в свои программы, признавая их важность для всестороннего развития личности и профессионального успеха.

История развития дефиниции «soft skills» в англоязычной литературе представлена в следующей таблице [7]:

Life skills (WHO,1993)

Transversal skills (ISFOL,1998)

Generic competences (Tuning project, 2000)

Key competencies for a successful life and a well-functioning society (OECD, 2003; 2012)

Key competences for lifelong learning (UE, 2006)

21st century skills (Ananiadou & Claro, 2009)

Transferable skills (RPIC-ViP, 2011)

Future work skills (IFTF, 2010)

Soft Skills for Talent (Manpower Group, 2014)

Skills for Social Progress (OECD, 2015)

*Предлагаемые разные английские названия для определения Soft Skills (Cinque, 2016).*

Анализ дефиниций позволяет выделить несколько характеристик, объединяющих термины мягкие навыки, гибкие навыки, soft skills, социально-эмоциональные навыки, ключевые компетенции, универсальные компетенции и т.д.:

- мягкие навыки являются важными аспектами как получения работы, так и достижения успеха на рабочем месте;
- мягкие навыки важны не только для рынка труда, но и для достижения полноценного счастья в жизни человека;
- мягкие навыки носят преимущественно когнитивный характер и зависят от источника коэффициента интеллекта человека;
- классификация и оценка мягких навыков — сложные процессы, не относящиеся к традиционному подходу;
- применение этих навыков не ограничивается профессией. В отличие от твердых навыков (hard skills), которые представляют собой группу навыков и способностей человека, позволяющих выполнять определенный тип задач или действий, мягкие навыки включают в себя в основном навыки межличностного общения, которые можно применять в различных областях, что делает их трансверсальными [16].

Современная система образования функционирует в условиях глобального мира, интенсивной информатизации всех сфер общественной деятельности. Постиндустриальное общество, утвердившее ценность индивидуальности, личностного развития и саморазвития, обусловило необходимость перехода к новой образовательной парадигме, согласно которой образование должно носить творческий, инновационный характер, обучающимся следует овладевать не суммой знаний, а способами мышления, умением самостоятельно добывать

знания и искать способы решения насущных задач, развивать творческие способности. Если только в 2020 году на международном форуме «Будущее рабочих мест: трудоустройство, навыки и стратегия рабочей силы для четвертой промышленной революции» обсуждались вопросы Индустрии 4.0, то сегодня уже Индустрия 5.0 ставит перед обществом новые вызовы, среди которых – умение экологично существовать в современном мире и ответственно и экологично внедрять уникальные продукты и технологии, направленные на минимизацию вредного воздействия, снижение отходов и экономию ресурсов. Необходимыми условиями развития в таких условиях является фокус на человеческом опыте и его творчестве, коллаборация человека и машины (искусственного интеллекта в том числе), а также равные возможности и доступность технологий. Для этого необходимо готовить обучающихся не только для успешного осуществления учебной, но и в будущем для эффективной профессиональной деятельности. «Педагогика должна ориентироваться не на вчерашний, а на завтрашний день детского развития» [9]. При этом одним из ключевых условий, обеспечивающих успешность как обучения, так и продолжения карьеры в , становятся «мягкие навыки», выступающие своего рода мостом между предметными знаниями и умением применять их на практике в межличностном и профессиональном контексте.

### *Классификация гибких навыков и методы для их развития*

В современном мире недостаточно просто обладать знаниями, так как они быстро устаревают и их всегда можно получить в обновленной форме. Ключевое значение кроме предметных (профессиональных и практических) имеют навыки, которые могут быть применимыми в различных областях – универсальные гибкие навыки. Они представляют собой кроссфункциональные компетенции, востребованные независимо от конкретной профессиональной сферы.

Soft skills (софт скиллз, мягкие навыки, гибкие навыки) охватывают широкий спектр умений, включающих в себя организацию командной работы, ведение переговоров, умение договариваться с коллегами, креативность, способность к обучению и адаптации к изменениям. Эти навыки всё чаще рассматриваются как навыки 21 века, критически важные для будущего, поскольку они будут востребованы независимо от экономических изменений или технологических скачков. В таблица ниже, иллюстрирующей ключевые слова по теме мягких навыков, наглядно представлены связи с другими темами, среди которых образование, коллаборация, навыки и эмоциональный интеллект.



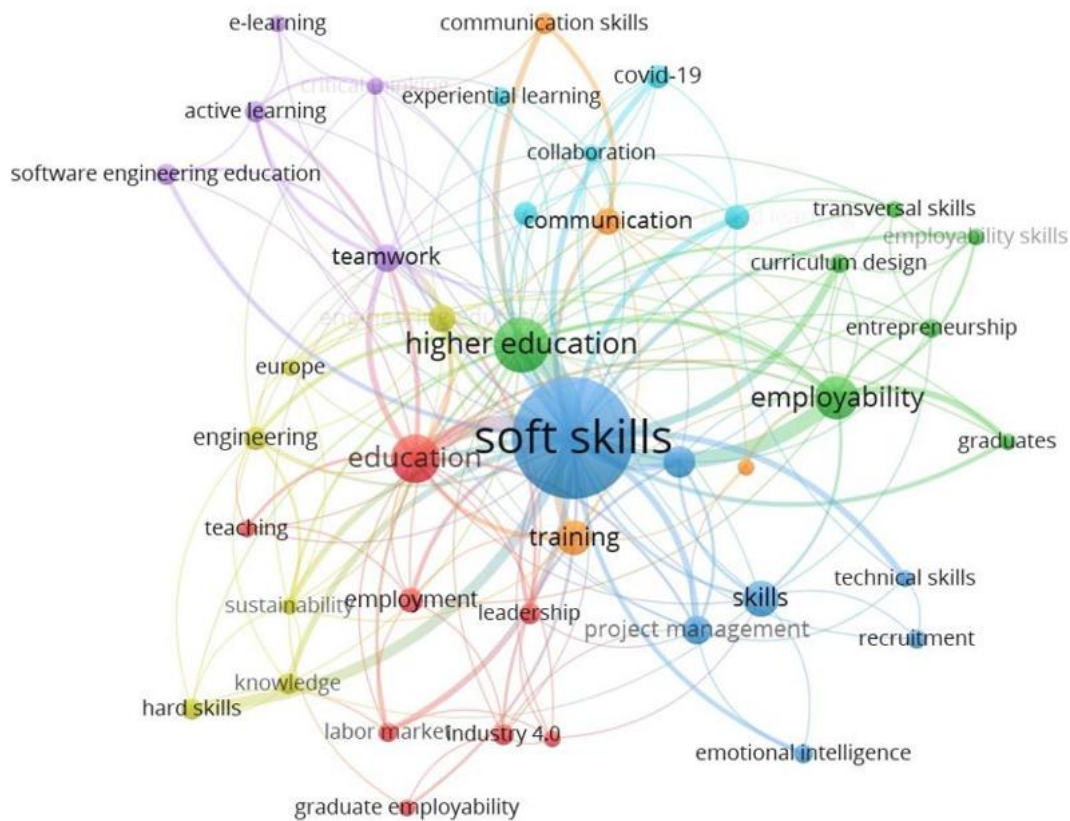


Fig. 4. Visualisation of author keywords co-occurrence network (own research based on the publications indexed in WoS)  
Source: own research.

Гибкие навыки, или soft skills, представляют собой группу межличностных и личностных компетенций, которые важны для успешной работы и взаимодействия в различных профессиональных и личных контекстах. Ниже представлен список основных компетенций, входящих в soft skills, по Bernd Schulz [30]:

<ul style="list-style-type: none"> <li>• Навыки коммуникации</li> <li>• Критическое и структурированное мышление</li> <li>• Навыки решения проблем</li> <li>• Креативность</li> <li>• Возможность (сарабилити) командной работы</li> <li>• Навыки ведения переговоров</li> <li>• Самоуправление</li> <li>• Тайм-менеджмент</li> <li>• Управление конфликтами</li> <li>• Культурная осведомленность</li> <li>• Общие знания</li> </ul>	<ul style="list-style-type: none"> <li>• Ответственность</li> <li>• Этикет и хорошие манеры</li> <li>• Вежливость</li> <li>• Самооценка</li> <li>• Общительность</li> <li>• Честность/ порядочность</li> <li>• Сочувствие</li> <li>• Трудовая этика</li> <li>• Управление проектом</li> <li>• Управление бизнесом</li> </ul>
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Гибкие навыки могут быть представлены как три блока навыков:  
 — Компетентность познания (мышления) (использование навыков мышления для решения интеллектуальных задач).

- Компетентность взаимодействия с другими людьми.
- Компетентность взаимодействия с собой (управление собой) [31].

Аналогично Bernd Schulz рассматривает три основные категории мягких навыков [30]:

<b>Навыки межличностного общения:</b>	Включают в себя способность эффективно коммуницировать, слушать и понимать других, решать конфликты и работать в команде.
<b>Личностные качества:</b>	Охватывают такие аспекты, как самооценка, мотивация, адаптивность, способность к саморазвитию и управлению временем.
<b>Дополнительные навыки/знания:</b>	<b>Коммуникационные навыки:</b> Способность ясно и эффективно передавать информацию, как в устной, так и в письменной форме.
	<b>Эмоциональный интеллект:</b> Способность понимать и управлять своими эмоциями, а также эмоциями других людей, что способствует эффективному взаимодействию и лидерству.
	<b>Навыки критического мышления и решения проблем:</b> Умение анализировать ситуацию, находить эффективные решения и принимать обоснованные решения.

По направленности Н. Н. Локтаева выделяет межличностные «мягкие навыки», необходимые для взаимодействия с другими людьми (навыки социального взаимодействия коммуникативные навыки, эмпатия) и внутриличностные «мягкие навыки», используемые для мышления и общения с самим собой (навыки мыслительной деятельности, высшего порядка, самоконтроль, позитивная Я-концепция, ориентация на достижение цели). Межличностные и внутриличностные мягкие навыки Н. Н. Локтаева разделяет на 7 видов, отдельно выделяя, коммуникативны навыки, эмпатию, и ориентацию на доситжение целей [20]. Она дает следующую характеристику каждому виду мягких навыков:

навыки	определение
1. Умения и навыки мыслительной деятельности высшего порядка	решение нестандартных задач, критическое мышление и творческое мышление, принятие решений, умение работать с информацией из разных источников (поиск, анализ, синтез), оценку различных вариантов решений и т. д
2. Навыки социального взаимодействия	взаимоотношения с другими людьми — уважение к окружающим, умение выстраивать эффективное взаимодействие с представителями других культур, социально уместное поведение, навыки и умения, необходимые для урегулирования конфликтных ситуаций, а также умение работать в команде.
3. Коммуникативные навыки	включает в себя все навыки и умения, относящи еся к способности человека выражать свои мысли и передавать свои идеи и знания, а также умение убеждать, вести переговоры и

	умение слушать. При этом под коммуникацией понимается любой ее вид: вербальная коммуникация, подразумевающая владение всеми видами прямой или опосредованной речевой деятельности, основами культуры устной и письменной речи и навыками дискурса, и невербальная коммуникация, в том числе язык телодвижений.
4. Эмпатия	Эмпатия — способность понять чувства другого человека, взглянуть на ситуацию чужими глазами, что помогает установлению контакта, осуществлению позитивного социального и межличностного взаимодействия.
5. Ориентация на достижение цели	Способность самостоятельно формулировать и ставить цели — одна из основных функциональных характеристик человеческой деятельности. Целеполагание и целеобразование являются специфическими формами деятельности и предметом многочисленных исследований. Целеполагание представляет собой процесс создания системы целей, соотнесения их между собой и выбора предпочтительных.
6. Самоконтроль (самоменеджмент)	Самоконтроль — это один из внутриличностных навыков, который лежит в основе многих других навыков и умений, таких как способность принимать решения, умение урегулировать конфликты, грамотная коммуникация. К этой же группе можно отнести стресс-менеджмент, тайм-менеджмент, самомотивацию, самообучение, последовательность в достижении цели и др.
7. Позитивная Я-концепция	Включает комплекс навыков и личностных качеств, позволяющих адекватно оценивать свой потенциал, возможности, сильные стороны.

GARIKIMUKKU в своей работе цитирует Goeran Nieragden, предлагая следующие навыки, которые подразделяются на 4 группы [10]:



(Source: Goeran Nieragden, 'The Soft Skills of Business English', Article 28, September 2000)

А.Е.Абишева и Е.М.Ералина предлагают следующую классификацию мягких навыков [3]:

Атрибут мягких навыков	Описание
Коммуникация	Способность говорить, выступать с речью, писать и представлять информацию, слушать.
Вежливость	Поведение или манеры, включая деловой этикет, манеру общения (быть вежливым).
Гибкость	Способность к адаптации к изменениям, желание изменяться, способность к обучению, адаптивность к новому.
Приверженность принципам	Честный, этичный, с высокими моральными стандартами, имеет и следует ценностям, старается делать всё правильно.
Межличностные навыки	Приятный, с хорошим чувством юмора, дружелюбный, заботливый, эмпатичный, с высокой самоконтролем, терпимый и терпеливый, общительный и т.д.
Позитивное отношение	Мотивирующий, оптимистичный, уверенный в своих способностях, страстный, ободряющий, наслаждающийся жизнью.
Профессиональное отношение	Деловой, следует дресс-коду, внешнему виду, сдержанный.
Ответственность	Ответственный, надёжный, выполняет работу, находчивый, самодисциплинированный, стремится к успеху, добросовестный, обладающий здравым смыслом.
Навыки работы в команде	Сотрудничает, ладит с другими, привлекательный, заботливый, поддерживающий.
Рабочая этика	Трудолюбивый, готовый работать, лояльный, инициативный, самомотивированный, пунктуальный, с хорошей посещаемостью.
Мотивационные навыки	Уверенность, приверженность, терпение, решительность и целеустремленность.
Интерактивные навыки	Эмпатия, обаяние, настойчивость, спокойствие и самоконтроль,

Kostikova et al исследовали 8 видов мягких навыков и дали несколько рекомендаций по их развитию [19]:

навыки	определение
Критическое мышление	Необходимо уметь задавать вопросы, отделять истину от лжи, фильтровать, анализировать информацию и делать собственные выводы, так как наши действия во многом зависят от получаемой информации. Навыки критического мышления помогают человеку не только выявлять важную информацию и трезвые идеи, но и эффективно решать проблемы. Для развития этого навыка необходим следующий набор ключевых качеств: способность наблюдать, размышлять, интерпретировать, анализировать, делать выводы, давать оценки и принимать решения.
Креативность	Креативность должна стать чертой не только людей творческих профессий, поскольку способность мыслить нестандартно, представлять различные решения, вдохновляться новыми проектами, не бояться экспериментов, использовать инновации является ключом к нахождению быстрых и точных решений в других профессиях. Качества, составляющие креативность: способность четко формулировать задачи, смотреть на проблему с другой стороны, расширять взгляд, разрушая ментальные блокировки, а также ускорять процесс поиска решений и увеличивать их количество.
Управление командой	Для эффективной работы в паре или команде необходимы не только навыки успешного взаимодействия с людьми, но и компетентное управление командой, то есть умение формировать команду, которая будет целеустремленной и ответственной за достижение общих результатов. Для приобретения навыков управления командой человеку следует развивать два типа умений. Это лидерские навыки, такие как самоорганизация, гибкость, навыки управления проектами, культурный интеллект, внимание к людям, доверие и сотрудничество с командой, самоотверженность, отзывчивость, терпение, такт, подлинность, щедрость; и навыки управления временем, другими словами, ощущение времени, которое позволяет человеку ставить цели и приоритеты, начинать проекты вовремя, осуществлять разумное планирование, принимать ответственные решения, сосредотачиваться на важном деле, своевременно распределять задачи и справляться со стрессовыми ситуациями.
Эмоциональный интеллект	Развитый эмоциональный интеллект делает человека более успешным (Гоулман, 2018). Ключевые качества эмоционального интеллекта включают способность человека распознавать эмоции и намерения других людей, понимать их мотивацию и желания, а также способность понимать и контролировать свои собственные эмоции. Ключевые качества эмоционального интеллекта включают способность человека распознавать эмоции и намерения других людей, понимать их мотивацию и желания, а также способность понимать и контролировать свои собственные эмоции.
Взаимодействие с людьми	Взаимодействие между людьми помогает человеку быстро находить общий язык для начала нового проекта или разрешения конфликта. Развитый навык взаимодействия также способствует быстрой адаптации в новом коллективе. Оно включает способность вести диалог, то есть слышать, слушать и соглашаться, а также нести ответственность за общее дело и его результат. Ключевыми качествами являются коммуникативные навыки: умение ясно выражать личные мысли, уверенность в себе, уважение к собеседнику, дружелюбие, искренность и конструктивность в отношениях; а также личные качества, такие как позитивность, терпимость, терпение, дипломатичность, чувство юмора, сострадание, готовность помочь и другие.
Управление конфликтами	Как утверждают психологи, для человека естественно не соглашаться, и очень важно правильно выражать свои разногласия и подходить к этому

	вопросу корректно. Четкая, эмпатичная и терпеливая коммуникация приводит к необходимым результатам и поддерживает личные и профессиональные отношения крепкими. Важно уметь управлять эмоциями и состояниями в конфликтных ситуациях: понимать испытываемые эмоции и правильно реагировать на них. В конфликте важно придерживаться асертивного поведения, то есть поведения, которое помогает уверенно защищать свои интересы.
Гибкое сознание	Этот навык помогает человеку легко адаптироваться к новым обстоятельствам и не теряться перед лицом неопределенности или изменяющихся условий. Люди с гибким сознанием больше ориентированы на личностный рост. Вместо того чтобы бояться совершать ошибки, они развиваются. Они прилагают усилия, учатся и преодолевают трудности. Поэтому гибкость сознания является продуктивным и полезным личным качеством. Ключевыми качествами являются: способность адаптироваться и использовать свои творческие способности для выхода из сложных ситуаций, способность выходить за рамки шаблонов мышления и поведения, мыслить нестандартно, то есть способность отказываться от своих старых взглядов и принимать новые, правильные, выгодные и актуальные взгляды.
Стрессоустойчивость	Человек в состоянии стресса может страдать от ухудшения памяти и концентрации, чувствовать усталость, становиться неуверенным и недоверчивым. Все вышеперечисленное не способствует качественному выполнению профессиональных задач. Поэтому крайне важно развивать устойчивость к стрессу, то есть способность спокойно реагировать на конфликтные или неоднозначные ситуации, преодолевать эмоциональный фактор и действовать логично.

Для развития критического мышления Kostikova et al рекомендуют задавать вопросы по поводу известных событий, прочитанного материала или общеизвестных фактов. Эту идею можно легко трансформировать в командную игру «Who will ask more questions», используя учебный материал и практикуя английский язык для расширения словарного запаса или изучения грамматики. Для формирования когнитивных навыков рекомендуются методы аналитического и критического чтения, анализ лексики, понимание внутренней структуры текста, построение ментальных карт, анализ проблематики текстового материала. Навыки критического мышления наиболее эффективно формируются в процессе использования активных, ориентированных на обучающегося методик обучения, таких как кейс-технологии (Case-Study). Case-Study позволяет применять знания, полученные при изучении предметов, а также учитывать интересы обучающихся при обучении иностранному языку. Применение кейс-технологий предоставляет обучающимся возможность пройти практически все этапы формирования мыслительных навыков. Исследователи предлагают обсуждение конкретных событий в игровой форме, где обучающиеся могут выступать в роли наблюдателей («I noticed..., if I were him, I...») и участников-актеров, предлагая свои окончательные версии событий.

Развитие креативности может осуществляться через применение метода мозгового штурма, когда обучающиеся могут подобрать как можно больше возможных решений к предложенным кейсам, включая даже нереальные, а затем выбирают лучшие из высказанных идей. Еще одним рекомендуемым Kostikova et al методом была техника «Make the known thing or idea strange and the strange known» (Сделать известное необычным и необычное известным), который

представляет собой метод, используемый для стимулирования креативного мышления и повышения осознания знакомых объектов или идей через их преобразование в нечто новое и необычное. В образовательных контекстах данная техника может быть использована для развития креативного мышления и гибкости сознания у обучающихся. Использование техника «ментальных карт» и другие игровых активностей, таких как, например, «What can be put in a three-liter jar» или «20 uses of a thing» способствует развитию креативного мышления.

Командные игры, как традиционные, так и с использованием современных (в том числе цифровых) технологий, способствуют развитию навыков управления командой. Как показывает опыт, навыки управления временем лучше развиваются через игры цифрового формата, тогда как лидерские навыки оттачиваются через командные игры. Важно, чтобы каждый обучающийся попробовал себя как в роли лидера команды, так и в роли члена команды, чтобы почувствовать разницу и ответственность в случае выигрыша или проигрыша команды.

На уроках английского языка в ходе обсуждений и ролевых игр рекомендуется использовать открытые вопросы, стимулирующие когнитивный процесс: «What would you do?»; «How can you solve this problem?», «And what happened next?», «What do you think about it?», «Why do you think so?». Чтобы предотвратить конфликтные ситуации с одноклассниками во время уроков, обучающимся предлагается использовать следующие фразы, как: «I completely (absolutely, totally) agree with you», «Well, I agree with you on the whole, but...», «I'm afraid I don't see it this way», «Sorry for the interruption, but...». В ходе обсуждений необходимо акцентировать внимание обучающихся на некоторых техниках активного слушания и предложить им такие приемы, как постановка паузы, уточнение, перефразирование, повторение и другие [19].

Развитию гибкости мышления способствует создание проектов для достижения конкретной цели, то есть использование на уроках PBL. На занятиях английского языка обучающимся можно предложить разработать проекты на различные темы типовой учебной программы. Например, можно предложить такие темы, как: «How to find a good job», «How to earn more money», «How to make learning a new foreign language easier» и другие.

Другие методы и образовательные подходы, способствующие развитию мягких навыков показаны в следующей схеме:

Кооперативное обучение	<ul style="list-style-type: none"> <li>• обучающиеся работают в небольших группах над заданным проектом или проблемой под руководством наставника, который контролирует группы.</li> </ul>
Проблемное/проектное обучение (PBL)	<ul style="list-style-type: none"> <li>• участники работают в небольших группах для решения проблемы и находятся под руководством наставника-фасилитатора.</li> </ul>
Активное обучение	<ul style="list-style-type: none"> <li>• процесс, который способствует и улучшает обучение групп людей, собирающихся вместе для решения реальных задач и одновременно обучающихся на основе опыта через рефлексию и действие.</li> </ul>
Опытное обучение	<ul style="list-style-type: none"> <li>• процесс извлечения смысла из самого опыта. Обучающийся должен уметь рефлексировать над опытом, обладать и использовать аналитические навыки для концептуализации опыта.</li> </ul>
Взаимное обучение	<ul style="list-style-type: none"> <li>• два обучающихся формируют учебное партнерство, стремясь помочь друг другу достичь определенной учебной цели</li> </ul>
Критическое осмысление	<ul style="list-style-type: none"> <li>• обучающиеся должны выполнять конкретные задания, которые улучшают их рефлексию и метакогницию относительно выполненных действий.</li> </ul>
Активный поиск смысла	<ul style="list-style-type: none"> <li>• заключается в помощи обучающимся активно искать личное и социальное значение всего, что они делают, своих занятий и опыта, чтобы преодолевать трудности, возникающие во время учебы.</li> </ul>

Исследования, предлагающие классификации гибких навыков, демонстрируют, что в быстроменяющемся мире, где предметные/технические знания быстро устаревают, вследствие чего возросла необходимость быстро адаптироваться и переобучаться, развитие гибких навыков приобретает критическую важность. Мягкие навыки, или универсальные гибкие навыки, представляют собой кроссфункциональные компетенции, востребованные независимо от конкретной профессиональной сферы. Они охватывают широкий спектр умений, включающих организацию командной работы, ведение переговоров, умение договариваться и эффективно строить взаимоотношения, креативность, способность к обучению и адаптации к изменениям и т.д.

Основные категории мягких навыков включают:



1. Навыки межличностного общения: Способность эффективно коммуницировать, слушать и понимать других, решать конфликты и работать в команде.

2. Личностные качества: Самооценка, мотивация, адаптивность, способность к саморазвитию и управлению временем.

3. Дополнительные навыки/знания: Коммуникационные навыки, эмоциональный интеллект, навыки критического мышления и решения проблем.

Эти навыки включают в себя такие аспекты, как честность, этичность, высокие моральные стандарты, ответственность, способность к самоконтролю и позитивное отношение. Они важны для успешной работы и взаимодействия в различных профессиональных и личных контекстах, способствуя эффективному взаимодействию и лидерству, становясь своего рода связующим звеном между предметными знаниями и их практическим применением, обеспечивая успешность как в обучении, так и в карьере.

### *Зарубежные и отечественные исследования о гибких навыках*

<b>Авторы</b>	<b>Содержание исследования</b>
A.V. Garikimukku (2014) Soft skills-the role of English language educators	Обучение развитию мягким навыкам направлено на предоставление возможностей и достижений . Обучающиеся должны не просто овладеть языковыми навыками, но и научиться эффективно коммуницировать, работать в команде, решать конфликты и адаптироваться к изменяющимся условиям. Это позволит им стать более конкурентоспособными и готовыми к профессиональной деятельности с первого дня работы. Преподаватели должны действовать как фасилитаторы, помогая обучающимся развивать необходимые навыки через практику и активное участие в образовательном процессе[10].
L. Naamati Schneider, A. Meirovich, N. Dolev (2020) Soft Skills On-Line Development in Times of Crisis	Статья предлагает методику и инструменты для развития мягких навыков обучающихся через дистанционное обучение. В основе предложенной модели лежат теоретические положения, которые позволяют использовать ее в различных дисциплинах. Хотя пилотные исследования еще продолжаются, предполагается, что интеграция развития мягких навыков в онлайн-обучение и их связь с учебными предметами помогут в подготовке обучающихся к реалиям 21 века. Термин «мягкие навыки» описывает набор навыков, которые не являются чисто когнитивными или техническими. Термин «мягкие навыки» описывает набор навыков, которые не являются чисто когнитивными или техническими (Hurrell, 2016). Это влечет за собой внутриличностные и навыки межличностного общения, которые важны для оптимального функционирования в целом (Heckman & Kautz, 2012) и, в частности, эффективное решение проблем меняющегося мира (Deming, 2017) [24].

<p>N.U.Karimova (2020) Soft Skills Development in Higher Education</p>	<p>Harvard University отмечает, что на 80% карьерных достижений влияют мягкие навыки (soft skills) и только на 20% — твердые (hard skills) [16].</p>
<p>I.G. Kondrateva et al (2016) The Development of the Student as a Person of Culture in the Context of Multicultural Education in Non-Language High School by Means of a Foreign Language</p>	<p>Статья рассматривает процесс поликультурного образования, направленного на формирование мультикультурной идентичности и развитие универсальных компетентностей. Основное внимание уделяется созданию образовательного пространства, основанного на принципах культурного плюрализма, и целенаправленному формированию иностранной языковой среды. Определены ключевые личностные качества, характеризующие человека культуры, и предложены педагогические условия, необходимые для их развития. Экспериментальная работа подтвердила эффективность предложенной модели, основанной на пяти принципах: гуманистическом, культурного соответствия, мультикультурализма, социально-оценочном и креативной ориентации[17]. Мягкие навыки играют важную роль в реализации данной модели</p>
<p>J.John (2009) Study on the Nature of Impact of Soft Skills Training Programme on the Soft Skills Development of Management Students</p>	<p>Статья рассматривает процесс поликультурного образования, направленный на формирование мультикультурной идентичности и развитие универсальных компетенций. Основное внимание уделяется созданию образовательного пространства, основанного на принципах культурного плюрализма, и целенаправленному формированию иностранной языковой среды. Необходимые ключевые личностные качества: толерантность, способность к межкультурному диалогу, эмпатия, открытость к другим культурам[15].</p>
<p>Н.Н.Локтаева (2019) Понятие «мягкие навыки» как педагогическая категория: сущность и содержание</p>	<p>В статье рассматриваются основные классификации мягких навыков. Авторы подчеркивают, что развитие мягких навыков является важным направлением деятельности образовательных учреждений[20]</p>
<p>M.Polakova et al (2023) Soft skills and their importance in the labour market under the conditions of Industry 5.0</p>	<p>Статья рассматривает значимость мягких навыков в контексте Индустрии 5.0. В условиях глобальных, требующих не только технических и цифровых умений, но и человеческих качеств, мягкие навыки становятся незаменимыми для эффективного использования технологий. Эти навыки включают критическое и аналитическое мышление, решение проблем, коммуникативные способности и креативность. Прогнозируется, что спрос на эти навыки будет расти, так как они помогают успешно справляться с вызовами и использовать возможности, предоставляемые новыми технологиями[27].</p>
<p>T.L. Shek et al (2017) Paradigm shift in youth development: Development of “soft skills” in adolescents</p>	<p>В статье обсуждается переход от традиционной системы образования, ориентированной на технические и академические знания, к развитию мягких навыков у молодежи. Мягкие навыки, такие как межличностное взаимодействие, разрешение конфликтов, кросс-культурные отношения, личные качества, такие как самоорганизация, устойчивость, и личностные добродетели,</p>

	становятся все более важными. Исследования показывают, что развитие этих навыков напрямую связано с улучшением трудоустройства и общей личностной успешности молодых людей[29].
A. Y. Abisheva, E. M. Yeralina (2022) Soft skills of bachelor degree students: analysis of sources by gender for employment	Статья исследует знания обучающихся о мягких навыках, их типах и местах приобретения. Результаты показали, что ответственность и вежливость наиболее интенсивно развиваются в семье, затем в учебных заведениях. В школе навыки развивались менее активно, чем в вузе. Обучающиеся понимают важность мягких навыков для трудоустройства, что подчеркивает необходимость более детального анализа приобретаемых навыков в ходе обучения[3].
A. Mukhametkairov et al (2024) Networking as one of the ways to develop soft skills of students	Статья рассматривает проблему формирования мягких навыков, которые являются важными компетенциями, способствующими эффективному общению и успешной работе в будущем. Было установлено, что мягким навыкам, таким как коммуникативные способности, можно научиться в университете, однако для этого необходимы современные технологии, такие как нетворкинг и цифровые сети, эффективность которых доказана в развитых странах. Проведенные мероприятия были направлены на повышение уровня коммуникативных способностей, коммуникативной компетентности и общительности обучающихся[23].
Cinque (2016) "Lost in translation". Soft skills development in European countries*	Развитие мягких навыков в Европе варьируется от страны к стране. В некоторых странах, таких как Бельгия и Финляндия, данная тема считается важной и активно исследуется, в то время как в других странах она все еще развивается. В Бельгии существует ряд инициатив, таких как U2ES, предлагающая дополнительные курсы по развитию мягких навыков, и Центр предпринимательства HoGent, проводящий прикладные исследования и тренинги для обучающихся. В Испании также наблюдается значительное внимание к данной теме, с множеством исследований и тренингов по мягким навыкам. Великобритания уделяет большое внимание развитию мягких навыков для повышения трудоустройства выпускников. Университеты и общезития играют ключевую роль в создании среды, способствующей развитию этих навыков, через формальные и неформальные образовательные программы [7].
Cross-country survey on soft skills required by companies to medium/ high-skilled migrants (2015) Methodological approach for a common framework of Soft Skills at work	Мягкие навыки – это набор нетехнических навыков и знаний, которые лежат в основе успешного участия в работе. Они не связаны с конкретной работой и тесно связаны с личными качествами и отношениями (уверенность, дисциплина, самоконтроль), социальными (коммуникация, работа в команде, эмоциональный интеллект...) и управленческими способностями (учет времени, решение проблем, критическое мышление). Ввиду определенного уровня неосознанности некоторые из них довольно сложно поддаются количественной оценке и разработке[8].

Данные исследования показывают, что обучение мягким навыкам направлено на предоставление возможностей и достижений, включая внутриличностные и межличностные компетенции, которые важны для решения проблем и оптимального функционирования. Harvard University отмечает, что

80% карьерных достижений зависят от мягких навыков. Анализ данных работ показывает, необходимость поликультурного образования для формирования мультикультурной идентичности и универсальных компетенций, акцентируя внимание на толерантности, межкультурном диалоге, эмпатии и открытости. Обучающимся необходимо научиться эффективно коммуницировать, работать в команде, решать конфликты и адаптироваться, что повысит их конкурентоспособность, а преподавателям следует способствовать развитию этих навыков через практику и активное участие. Исследования отечественных ученых показывают, что ответственность и вежливость развиваются в семье, в школе развитию мягких навыков уделялось меньше времени, чем в вузе. Работы других соотечественников подтверждают эффективность нетворкинга и цифровых сетей в повышении коммуникативных способностей обучающихся.

Значимость мягких навыков в контексте Индустрии 5.0 очевидна, так как они помогают справляться с вызовами и требованиями современного мира и использовать возможности технологий. Переход от традиционного образования к развитию мягких навыков у обучающихся важен для их дальнейшего трудоустройства и личностного успеха.

### *Коммуникативные навыки в контексте развития soft skills*

Коммуникативные навыки представляют собой одну из основных составляющих мягких навыков и играют решающую роль в их развитии. В узком смысле кластер коммуникативных навыков, как отмечают Коротких и Носенко, во многом связан с лингвострановедческим подходом к обучению иностранному языку, поскольку он учитывает взаимосвязь, взаимодействие культуры и языка, а также представляет данный процесс в виде целостной структуры лексических единиц, в единстве их языкового и внеязыкового содержания. [18]. В широком смысле коммуникативные навыки входят в кластер социальных навыков, который посвящен эффективному использованию коммуникации и построению отношений для достижения результата. Это предполагает способность понимать других и развивать отношения, понимать свои и чужие ценности, цели, ожидания и эмоции, а также принятие решений с учетом потребностей других и явных/неявных социальных правил контекста (такие навыки подразумевает эмоциональный интеллект) [8].

Коммуникативные навыки	<p>Способность:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> говорить четко и вежливо с любым типом говорящих (голова, коллеги, клиенты и т. д.)</li> <li><input type="checkbox"/> правильно использовать язык тела, жесты, тон/высоту голоса во время разных уровней и контекстов</li> <li><input type="checkbox"/> знать, какое средство использовать при общении на разных уровнях и контекстах</li> <li><input type="checkbox"/> представлять информацию (в том числе техническую) четко и в доступной форме.</li> <li><input type="checkbox"/> понимать и интерпретировать данные (таблицы, рисунки, статистические данные) точно для эффективной поддержки работы</li> </ul>
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Управление кругом общения	Способность активно слушать, повторять, вспоминать, интерпретировать (перефразировать), сопереживать (осознавать чувства других), давать обратную связь.
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Эффективное общение служит катализатором для улучшения и укрепления других мягких навыков, таких как критическое мышление, сотрудничество и эмоциональный интеллект. Развитие этих навыков взаимосвязано и взаимозависимо, создавая синергетический эффект, который способствует личному и профессиональному росту.

### Критическое мышление

Взаимосвязь критического мышления и мягких навыков проявляется в их взаимодополняющем влиянии на эффективность межличностного взаимодействия и принятия решений. Развитие критического мышления помогает выявлять и избегать ложных умозаключений, что, в свою очередь, улучшает качество мягких навыков и способствует более успешной профессиональной и личной деятельности. В своей книге «Критическое мышление» Том Чатфилд дает понятие ложным умозаключениям (логическим ошибкам), которые составляют основу критического мышления. Автор определяет ложное умозаключение как «порочный аргумент общего типа, устанавливающий ложную связь между предпосылками и выводом и, следовательно, не дающий достаточных оснований согласиться с этим выводом» [5].

Предпосылками ложного аргумента являются:

Предпосылка ложного аргумента	Определение	Пример ложного аргумента
Апеллирование к популярности	Разновидность ложного аргумента, опирающегося на предпосылку, что мнение большинства является истиной	«Молодые люди в силу своей неопытности не могут принимать разумных решений, следовательно, следует беспрекословно выполнять требования взрослых» «Young people, due to their inexperience, cannot make reasonable decisions; therefore, they should follow the instructions of adults without questioning.»
Апеллирование к мнимому авторитету	Разновидность ложного аргумента, основывающегося на кажущейся авторитетности мнения лица или лиц, не являющихся специалистами в рассматриваемом вопросе.	«Известный певец высказался о высокой доходности инвестиций в акции определенных финансовых компаний» «A famous singer commented on the high profitability of investments in the stocks of certain financial companies.»
Безосновательная скрытая предпосылка	Ошибочный неизложенный элемент	«Интроверт – необщительный человек, следовательно, интроверт

	рассуждения, на который опирается ложное умозаключение; его необходимо озвучить, чтобы обнаружить ошибку. Следствие неверного понимания дедуктивной логики.	априори не может стать президентом» «An introvert is unsociable; therefore, an introvert cannot become a president.»
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Прояснить ситуацию с логическими ошибками позволяет метод сопоставимых примеров – построение параллельных аргументов с использованием точно такой же логики, но в рассуждениях на совершенно иную тему.

Ложное умозаключение может быть построено по причине ошибки в содержании – неформальная ошибка, и по причине ошибки в структуре аргумента – формальная ошибка.

Неформальные логические ошибки бывают трех основных типов:

Вид ошибки	Описание	Пример
Ошибка соответствия («ложный след»)	опирается на предпосылки, нерелевантные или недостаточно релевантные, чтобы служить надежным обоснованием вывода.	«Всякий раз, когда я еду в Астану, там жарко, следовательно, Астана – жаркий город». Every time I go to Astana, it's hot there. Therefore, Astana is a hot city.
Ошибка неопределенности (лингвистическая ошибка)	связана с изменением значения слова или понятия в ходе рассуждения или неопределенностью и двусмысленностью попыток подкрепить необоснованный вывод.	«Старые друзья всегда лучше». Старые – давние и старые – не молодые. «Old friends are always better.» Here, «old» means both long-time known and not young.
Ошибка в сущности (ошибка презумпции)	имеет предпосылки, делающие слишком вольные допущения; это одна из самых распространенных проявлений порочной логики, даже если прямая ошибка отсутствует.	«Все успешные предприниматели всегда рано встают. Если ты хочешь быть успешным предпринимателем, тебе нужно начинать вставать в 5 утра» «All successful entrepreneurs always get up early. If you want to be a successful entrepreneur, you need to start getting up at 5 AM.»

Формальная ошибка подразумевает нарушение логики. Это неверная форма дедукции – модель нелогичного рассуждения. Формальные ошибки бывают четырех типов:

Вид ошибки	Описание	Форма
Подтверждение	опирается на ошибочное предположение, что если В	Общая форма:

следствия	обязательно истинно при истинном д, то достаточно наблюдать В, чтобы доказать факт А: «Если ты меня уважаешь, то ответишь на мое письмо. Ты ответил на письмо, значит, уважаешь меня».	«Если А, то В; В, следовательно, А».
Отрицание условия	исходит из ошибочного предположения, что если В обязательно истинно при истинном А, то достаточно убедиться в невыполнении А, чтобы доказать отсутствие В: «Если закажешь стейк, ужин тебе понравится. Ты не заказал стейк; значит, не получишь удовольствия от ужина».	Общая форма: «Если А, то В; не А; следовательно, не В».
Нераспределенное среднее	ошибка вследствие необоснованного предположения, что если известен факт Х о предметах одной категории, то этот факт относится только к предметам данной категории: «У всех волшебников есть борода. Мой друг носит бороду. Значит, он волшебник!» Даже если верно, что «у всех волшебников есть борода», это еще не означает, что «бороды есть только у волшебников».	Общий вид: «Все А имеют признак В; С имеет признак В; следовательно, С также есть А».
Игнорирование базового уровня	наблюдается в, казалось бы, рациональном заявлении о том, что если большинство А имеют признак С и немногие В имеют признак С, то любой случайно выбранный С является скорее А, чем В. Почему это неверно? Потому что, пока мы не знаем, насколько велика категория А в сравнении с категорией В, мы не можем оценить вероятность принадлежности случайного примера ни к той, ни к другой группе. Например: «Большинство дипломатов являются билингвами. Среди лондонцев билингвов мало. Если я встречу в Лондоне билингва, то, вероятно, он дипломат». Это ложный аргумент, поскольку он игнорирует тот факт, что в Лондоне очень мало дипломатов по сравнению с общим населением.	

Работа с недопущением логических ошибок при критическом мышлении требует внимательности, обучения и практики. Осознание существования таких ошибок, их систематический анализ и применение действенных методов проверки умозаключения помогут повысить качество аргументации и принятия решений. Для этого рекомендуются следующие шаги:

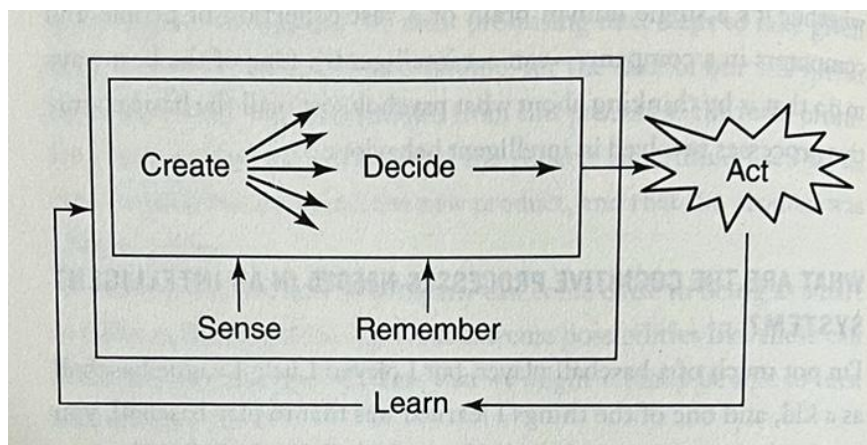
- Осознание и изучение логических ошибок
- Анализ аргументов и утверждений
- Постановка вопросов
- Проверка фактов и источников
- Использование логических схем
- Обратная связь от собеседников

Критическое мышление и мягкие навыки тесно взаимосвязаны, поскольку их совместное развитие существенно повышает эффективность межличностного взаимодействия и принятия решений. Развитие критического мышления

помогает выявлять и избегать ложных умозаключений, что, в свою очередь, улучшает качество мягких навыков и способствует более успешной профессиональной и личной деятельности.

То есть, ложные умозаключения представляют собой порочные аргументы, устанавливающие ложную связь между предпосылками и выводом. Развитое критическое мышление помогает распознавать как неформальные, так и формальные логические ошибки. Неформальные ошибки могут быть вызваны нерелевантными предпосылками, неопределенностью значений или слишком вольными допущениями. Формальные ошибки, напротив, возникают из-за нарушений логики в структуре аргумента.

Для эффективного применения критического мышления важно осознавать существование логических ошибок, систематически анализировать аргументы и утверждения, задать вопросы, проверять факты и источники, а также использовать логические схемы. Получение обратной связи от собеседников также способствует улучшению навыков критического мышления. Этот процесс можно показать в следующей диаграмме:



Полученный аргумент анализируется и принимается решение по принятию его или опровержению, результатом чего становится определенное действие. В процессе мышления обучающийся получает опыт применения навыка критического мышления. Если в аргументе имеется логическая ошибка, процесс повторяется для ее выявления и недопущения в будущем.

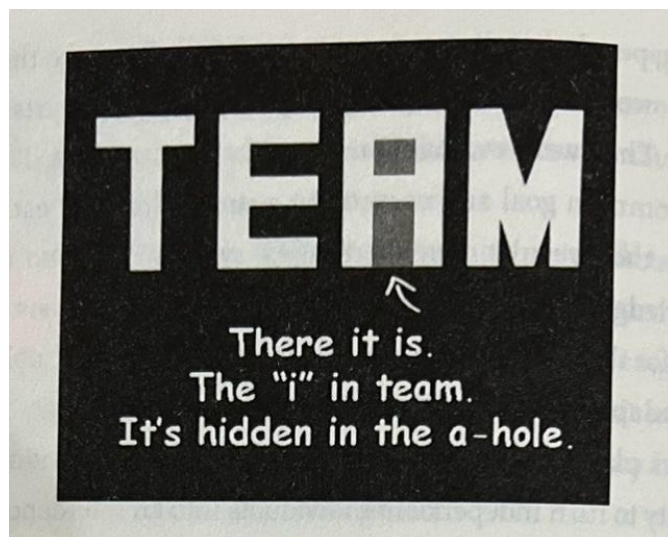
Таким образом, развитие критического мышления значительно усиливает другие мягкие навыки, что делает его незаменимым инструментом в академической и личной жизни обучающихся.

### Коллаборация и сотрудничество

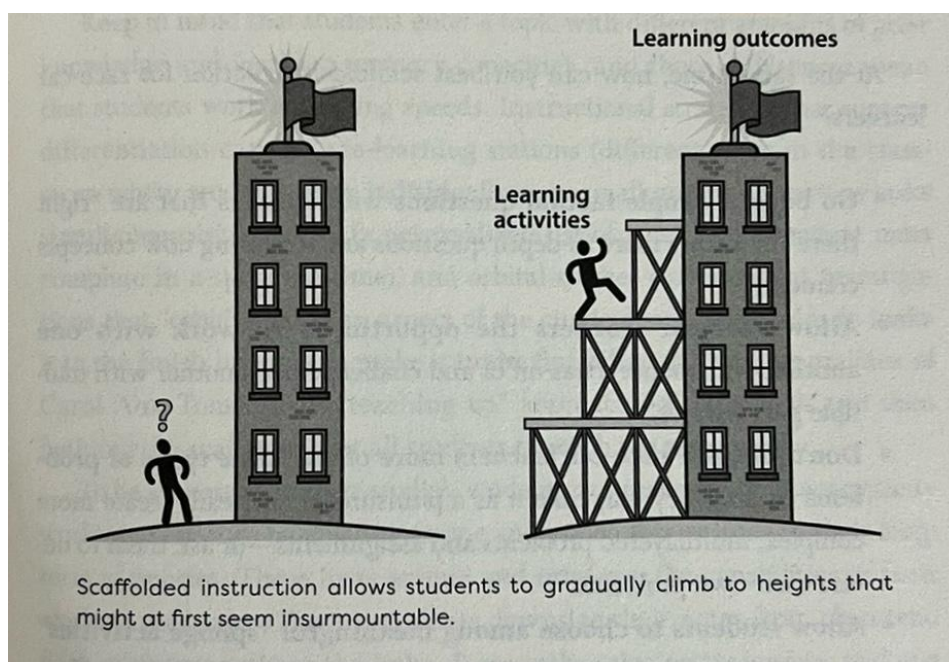
Сегодня для создания любой масштабной продукции необходима совместная деятельность талантливых профессионалов. Такая коллаборация может включать процесс совместного создания продуктов, организацию коллективных мероприятий, обмен знаниями и опытом, а также совместное использование ресурсов. По-настоящему талантливая группа уже умнее любого из отдельных умных людей в ней, так как результатом совместных действий



группы разумных людей является коллективный разум [21]. Как отмечают ученые, такая группа «способна эффективно адаптироваться к окружающей среде», «способна решать проблемы или создавать продукты, которые ценятся в одной или нескольких культурных средах» [21]. Иными словами, для эффективной работы каждый член группы должен обладать мягкими навыками, чтобы легко адаптироваться и сотрудничать в команде.



Сотрудничество также имеет смысл, когда вопросы настолько сложны, что в одиночку справиться с вопросом не имеется возможности [22]. Об этом писал Л.С.Выготский, выделяя, что «центральным для всей психологии обучения моментом и является возможность подняться в сотрудничестве на высшую интеллектуальную ступень, возможность перехода от того, что ребенок умеет, к тому, чего он не умеет, с помощью подражания. На этом основано все значение обучения для развития, а это, собственно, и составляет содержание понятия зоны ближайшего развития (ЗБР)» [9]. Работая в группе, обучающиеся становятся друг для друга примером для подражания, а также предоставляют scaffolding – поддержку. Поддержка (scaffolding) лежит в основе дифференциации [25] и оказывается обучающимся в зависимости от их потребностей. Так, в сотрудничестве ребенок может сделать больше, чем самостоятельно [9].



Исследование, проведенное в нашей стране, показывает, что в основном гибкие навыки приобретаются в университете: навыки взаимодействия, наряду с другими мягкими навыками, необходимыми для построения профессиональных отношений, в большей степени прививаются в университете, чем в семье и школе [3]. Это подчеркивает необходимость развития гибких навыков уже на школьном этапе, чтобы подготовить обучающихся к будущим профессиональным вызовам и повысить их адаптивность и эффективность в различных жизненных ситуациях. Выполнение заданий, направленных на развитие мягких навыков, выбор форм организации занятий (работа в парах, групповая работа), использование различных видов и методов оценивания (самооценивание, парное оценивание, групповое оценивание, обратная связь, оценочные листы и т.д.) может способствовать более гармоничному и всестороннему развитию личности, а также повышению конкурентоспособности выпускников на рынке труда. Как пишет В. Oakley et al в книге «Научить невозможному. Как помочь обучающимся освоить любой предмет и не бояться экзаменов» «хорошо организованное совместное обучение может предоставить возможности для улучшения у обучающихся самоконтроля, терпения, самооценки при решении социальных проблем и эмоционального интеллекта. В конечном итоге это может улучшить академическую вовлеченность» [25].

При разработке любого совместного обучения В. Oakley et al предлагают педагогам рассмотреть следующие компоненты совместного обучения:



Позитивная взаимозависимость (Positive interdependence). Спросите себя, есть ли у каждого обучающегося своя роль? Связаны ли роли таким образом, что отдельные члены полагаются на других членов группы? Равномерно ли распределена нагрузка?



Индивидуальная ответственность (Individual accountability). Как каждый обучающийся несет ответственность за свое обучение? Какие данные (какую информацию) я буду собирать у отдельных учеников в качестве доказательств?



Личное взаимодействие (Face-to-face interaction). Организовано ли взаимодействие так, что группе необходимо встречаться лицом к лицу, а не каждый участник делает свою работу, а затем просто механически соединяет части работы вместе?



Социальные навыки (Social skills). Каким социальным навыкам необходимо обучать или закреплять (например, инициирование разговора или управление конфликтами)?

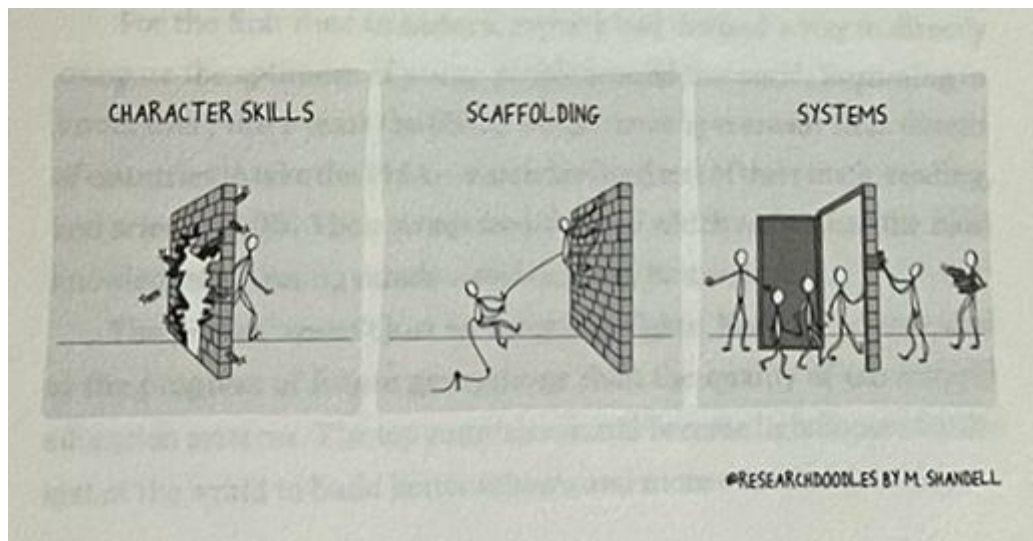


Коллективный анализ (Group processing). Какой механизм я предоставляю членам группы, чтобы они могли размышлять о своей работе в группе, а также о своих одноклассниках?

В указанной выше работе предлагаются рекомендации по организации групповых занятий и разрешению различных ситуаций, например, каким образом можно решить возникшую проблему в группе. Один из лучших способов решения проблем в совместной работе, по словам авторов, — это проводить периодические десятиминутные планерки (Collaboration Clinics) по сотрудничеству по мере того, как возникают проблемы. Такие планерки могут помочь обучающимся решить проблемные ситуации, которые могут возникнуть в их командах. Прежде чем начать работу в планерке, можно смешать группы, чтобы было больше возможностей откровенно поговорить о любых проблемах. Прежде всего, необходимо подчеркнуть, что обучающиеся не должны использовать /называть имена, а вместо этого необходимо сосредоточиться на не допущении дисфункционального поведения.

Организуя групповую работу Oakley et al рекомендуют распределить группы заранее и рассадить их вместе с самого первого дня занятий. Обычно небольшие группы совместного обучения из трех-четырёх человек работают лучше, чем более крупные группы, где обучающимся легче остаться незамеченными. Ученики, которые сидят рядом друг с другом, становятся

партнёрами по плечу – они помогают друг другу справиться с заданием, что особенно полезно для быстрого взаимодействия и оказания поддержки (scaffolding). Для более сложных задач две пары партнеров по плечам могут составить группу из четырех человек.



Заблаговременное формирование групп сотрудничества и постоянство их состава в течение некоторого времени (например, месяца или контрольного периода) сокращает время, необходимое для перехода к совместной работе, и дает обучающимся время, необходимое для эффективной работы в команде. Назначение в группы педагогом позволит равномерно и справедливо распределить каждого участника в зависимости от их потребностей и возможностей. Системность в обучении обеспечивает целостное и последовательное усвоение знаний, способствует лучшему пониманию и запоминанию материала. Она помогает структурировать учебный процесс, расставлять приоритеты и эффективно распределять время. Системный подход способствует развитию критического мышления, так как обучающиеся учатся анализировать информацию, выявлять причинно-следственные связи и применять знания и навыки в реальной жизни. Он также помогает избегать хаоса и путаницы в учебном процессе, повышая мотивацию и уверенность в своих силах. Кроме того, системность облегчает оценку прогресса и достижений, что позволяет своевременно корректировать учебные планы и методы.

При оценивании следует критиковать работу, не обучающегося. Объективная критика идей, связанных с выполнением задания, приемлема и помогает обучающимся научиться критически мыслить. Однако педагогу следует принять меры и пресекать все попытки обучающихся критиковать личность [25].

## Эмоциональный интеллект

Сегодня, в эпоху развитых технологий и автоматизации процессов, человечность выходит на передний план. В контексте Индустрии 5.0 и Образования 5.0, где основное внимание уделяется гармоничному взаимодействию человека и технологий, эмоциональный интеллект становится критически важным. Эмоциональный интеллект, включающий в себя осознание и управление собственными эмоциями, а также понимание и влияние на эмоции других людей, значительно улучшается благодаря развитым коммуникативным навыкам. Умение эмпатически слушать, выразить поддержку и строить позитивные взаимоотношения помогает создавать благоприятную рабочую атмосферу и улучшает взаимодействие в коллективе. Эмоционально интеллигентный лидер умеет управлять конфликтами, снижать напряженность и способствовать сотрудничеству.

Развитие технологий и искусственного интеллекта в рамках Индустрии 5.0 открывает новые возможности для повышения эмоционального интеллекта, предоставляя инструменты для анализа эмоциональных состояний и создания более адаптивных стратегий взаимодействия. Интеллектуальные системы могут помочь в обучении и развитии навыков эмоционального интеллекта, улучшая способность лидеров управлять командой и способствуя более эффективному сотрудничеству. Образование 5.0, ориентированное на интеграцию технологий и гуманистических ценностей, способствует всестороннему развитию личности, включая эмоциональные и социальные компетенции, необходимые для успешной работы и жизни в современном мире, развитию эмоционального интеллекта, улучшая способность лидеров управлять командой и способствуя более эффективному сотрудничеству.

Образование 5.0 направлено на подготовку обучающихся к вызовам 21-го века и основывается на следующих принципах:



**Устойчивость:** Образование 5.0 ориентировано на устойчивое развитие, как в экологическом, так и в социальном плане. Оно учит обучающихся важности защиты планеты и создания более справедливого и равноправного мира.



**Человекоцентричность:** Образование 5.0 сосредоточено на потребностях и интересах отдельного обучающегося. Оно предоставляет обучающимся возможность развивать свои уникальные таланты и способности, а также находить свой собственный путь в жизни.



**Инновационность:** Образование 5.0 использует новые технологии и подходы к обучению. Оно поощряет обучающихся мыслить творчески и решать проблемы новыми способами.



**Сотрудничество:** Образование 5.0 учит обучающихся действовать сообща для достижения общих целей. Оно помогает обучающимся развивать навыки, необходимые для успешной работы в глобальной экономике.

Т.Chamorro-Premizic в своей книге «I, Human» отмечает, что эпоха искусственного интеллекта подорвала нашу независимость и самоконтроль, заменяя человеческое мышление машинными альтернативами. Алгоритмы, манипулирующие нашим вниманием, нарушают нашу способность к терпению и откладыванию мгновенных удовольствий ради долгосрочных выгод. Это в свою очередь препятствует интеллектуальному росту и приобретению знаний. Люди стали реже проверять информацию, способствуя распространению фейковой информации. Однако, все же основное отличие человеческого интеллекта от ИИ заключается в способности людей понимать других людей и важнейшей задачей остается стремление к самосовершенствованию и улучшению человечества, что требует не только силы воли, но и развития эмоционального интеллекта [4].

Эмоциональная одаренность и эмпатия – метаспособность, определяющая, насколько хорошо мы умеем пользоваться любыми другими навыками и умениями, способность понимать чувства других людей, уважать различное отношение людей к обстоятельствам, понимать и принимать их точку зрения – являются главными социальными способностями, которые влияют на жизненный успех [11]. Эти навыки формируются в детстве путем многократных повторений ситуаций и реакций. Д.Гоулман отмечает также такие навыки эмоционального интеллекта, как умение быть хорошим слушателем и задавать вопросы, проводить разграничения между собственными реакциями и суждениями по отношению к чьим-то действиям, проявлять уверенность в себе и обучаться искусству сотрудничества, разрешения конфликтов и обсуждения

компромиссов. Как показывают исследования, люди, страдающие диссемией (нарушение восприимчивого и/ или экспрессивного невербального общения) обычно социально изолированы и имеют низкие академические показатели [11].

П.Саловэй предложил 5 областей определения эмоционального интеллекта, развитие которых способствуют благоприятному сосуществованию в социуме, эффективному обучению и успешному решению задач [11]:

1. Знать свои эмоции	Самосознание, то есть способность распознавать возникающие чувства в момент их появления, является фундаментом эмоционального интеллекта. Невозможность осознавать свои истинные эмоции делает нас уязвимыми перед ними. Те, кто лучше осведомлен о своих чувствах, как правило, более удовлетворены своей жизнью и реже сомневаются в правильности личных решений.
2. Управлять эмоциями.	Способность управлять своими чувствами и удерживать их в пределах допустимого основывается на самосознании. Те, кто не может успокоить себя и справиться с излишней тревогой, унынием или раздражительностью, постоянно сталкиваются с мучительным беспокойством.
3. Мотивировать самого себя.	Управление эмоциями необходимо для концентрации внимания, самомотивации, самоконтроля и способности к созиданию. Люди, владеющие искусством контролировать эмоции, включая умение откладывать удовлетворение и подавлять импульсивность, способностью войти в состояние «вдохновения», как правило, более продуктивны и успешны во всех своих начинаниях.
4. Распознавать эмоций других людей.	Эмпатия, еще одна способность, опирающаяся на эмоциональное самосознание, является основным «человеческим даром». Способность сопереживать, дает возможность выбрать профессии, связанные с заботой о других, например, преподавание, торговлю и управление.
5. Поддерживать взаимоотношения.	Искусство поддерживать взаимоотношения по большей части заключается в умелом обращении с чужими эмоциями. Люди, отличающиеся талантами, укрепляющими популярность, лидерство и эффективность межличностного общения, отлично справляются с делами, успех в которых зависит от умелого взаимодействия с другими.

Эффективное развитие эмоционального интеллекта требует постоянной практики и самосовершенствования. Педагогам на уроках английского языка следует подбирать задания, не только направленные на улучшение коммуникативных навыков обучающихся, но и способствующие развитию эмпатии и способности к саморегуляции. Это включает в себя умение эмпатически слушать, выражать поддержку и строить позитивные взаимоотношения. Naamati Schneider et al предлагают выполнение развивающих заданий для развития эмоциональных навыков, которые основаны на самостоятельной работе учеников и наблюдении и стимулировании еженедельного их прогресса от задания к заданию. Исследование содержит рекомендации соблюдения взаимосвязи и порядка в соответствии с содержанием обучения [24].

В условиях современной технологической среды, эмоциональный интеллект становится еще более важным, так как он помогает личности эффективно строить человеческие взаимодействия в тех сферах, которые не могут быть заменены машинами. Эмоциональный интеллект, включающий в себя осознание и управление собственными эмоциями, а также понимание и влияние на эмоции других людей, значительно улучшается благодаря развитым коммуникативным навыкам. Умение эмпатически слушать, выражать поддержку и строить позитивные взаимоотношения помогает создавать благоприятную рабочую атмосферу и улучшает взаимодействие в коллективе. Эмоционально интеллигентный человек умеет управлять конфликтами, снижать напряженность, способствовать сотрудничеству и успешно коммуницировать.

Эмоциональная грамотность способствует расширению образовательных возможностей, заполняя пробелы в социализации детей. Этот процесс требует двух ключевых изменений: перехода учителей за пределы традиционных обязанностей и увеличения вовлеченности общества в вопросы образования [11]. С научной точки зрения, развитие эмоциональной грамотности в образовательных учреждениях создает условия для формирования гармоничного и всестороннего развития личности. Обучающиеся, обладающие эмоциональной грамотностью, лучше адаптируются в коллективе, демонстрируют высокие коммуникативные навыки и способность к сотрудничеству. Для достижения этих целей необходимо интегрировать методы эмоционального воспитания в учебные программы и поощрять активное участие родителей, местных организаций и общественности в развитии гибких навыков обучающихся. Это позволит создать благоприятную среду для развития детей и подготовки их к успешной социальной и профессиональной жизни.

Даже незначительные изменения в настроении могут существенно влиять на когнитивные процессы, что, в свою очередь, отражается на способности к обучению [11]. Поэтому важно, чтобы обучающиеся умели управлять своими эмоциями и обладали высокой эмоциональной грамотностью. Эмоциональная регуляция играет ключевую роль в процессах внимания, памяти и принятия решений. Исследования показывают, что положительное эмоциональное состояние способствует более эффективному усвоению информации и улучшает когнитивные функции, такие как креативность и критическое мышление. В то же время негативные эмоции, такие как стресс и тревога, могут блокировать когнитивные ресурсы, снижая учебную продуктивность.

Выполнение заданий, направленных на развитие и оценивание мягких навыков, может способствовать значительному повышению академических результатов обучающихся. Эти задания могут включать обучение навыкам распознавания и выражения эмоций, развитие эмпатии и социального взаимодействия, а также техники управления стрессом и релаксации. Понимание и управление своими эмоциями позволяет обучающимся поддерживать высокий уровень мотивации и вовлеченности в учебный процесс, что в конечном итоге способствует их общему успеху и благополучию.



Использование коммуникативного подхода в обучении иностранному языку играет важную роль, определяя «коммуникацию» как всеобъемлющее объединение теоретических и практических знаний, направленных на развитие мягких навыков, таких как критическое мышление, креативность, эмоциональный интеллект, взаимопонимание, успешное взаимодействие в мультикультурной среде и т.д. Основной целью преподавания иностранных языков в учебных заведениях является формирование у обучающихся коммуникативных компетенций, необходимых для эффективного применения их знаний, умений и навыков при решении творческих и жизненных задач.

Коммуникативные навыки включают в себя способность ясно и эффективно выражать свои мысли, слушать и понимать собеседника, а также использовать различные формы общения, такие как устное, письменное и невербальное общение. Эти навыки важны для установления и поддержания межличностных отношений, решения конфликтов и сотрудничества в команде. При обучении иностранному языку развитие коммуникативных навыков напрямую зависит от успешного освоения ряда «жестких» компетенций, а именно: продуктивных (говорение, письмо) и рецептивных (слушание – аудирование, чтение) навыков, способности понимать разные акценты, умения выбирать регистр речевой деятельности (формальный и неформальный) и языковых средств.

Кроме того, коммуникативные навыки тесно связаны с лингвокультурологическим подходом к обучению иностранному языку, так как он учитывает взаимосвязь и взаимодействие культуры и языка, представляя данный процесс в виде целостной структуры лексических единиц в их языковом и внеязыковом контексте. С практической точки зрения лингвокультурология обогащает знания о стране изучаемого языка; служит источником информации для речемыслительной деятельности; демонстрирует реальное функционирование языковых средств, что способствует подготовке личности к межкультурной коммуникации.

Таким образом, коммуникативные навыки являются фундаментом для развития и укрепления других мягких навыков. Они создают основу для эффективного лидерства, стимулируют критическое мышление и способствуют развитию эмоционального интеллекта. В условиях современного мира, где успешность во многом определяется способностью к межличностному взаимодействию и адаптивности, развитие коммуникативных навыков становится ключевым фактором для достижения профессионального и личного успеха.

*Развитие гибких навыков в контексте ТУПр по предмету «Английский язык»*

«Педагогика должна ориентироваться не на вчерашний, а на завтрашний день детского развития» [9]. В этой связи при разработке Типовых учебных программ обучения английскому языку учитываются требования к будущим

специалистам, таким как способность адаптироваться к быстроменяющимся условиям и требованиям рынка труда, умение работать в мультикультурной среде, владение навыками критического мышления и решения проблем. Учебные программы разрабатываются с учетом необходимости формирования у обучающихся гибких навыков (soft skills), таких как коммуникативные способности, навыки командной работы и лидерства. Особое внимание уделяется использованию инновационных методов обучения, таких как проектная деятельность, интерактивные задания и цифровые технологии, которые позволяют сделать процесс обучения более эффективным и адаптированным к современным реалиям.

Aims of the project of the subject programme of «English language»	Skills
9.2.5.1 predict what will happen next by listening to a short fragment.	1. Higher-order thinking skills and abilities
5.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.3.4.1 initiate and sustain interactions in pair, group, and whole class exchanges, commenting, paraphrasing	2. Social interaction skills
8.1.6.1 organize and present information clearly to others	3. Communication skills
6.1.3.1 respect differing points of view	4. Empathy
7.1.5.1 Use feedback to set personal learning objectives	5. Goal orientation
9.1.4.1 evaluate and respond constructively to feedback from others	6. Self-control (self-management)
9.1.9.1 Use imagination to express thoughts, ideas, experiences, and feelings	7. Positive self-concept

В вышеуказанной таблице указаны некоторые цели из разных классов, в которых можно проследить связь с гибкими навыками. Так, например, в 6 классе при развитии коммуникативных навыков (слушание, умение вести диалог и понимать общую информацию и детали аргумента) предполагается и развитие у обучающихся такого мягкого навыка, как эмпатия, для чего в программе предусмотрена цель «6.1.3.1 respect differing points of view».

В контексте сегодняшнего образования важным аспектом является ориентация на междисциплинарный подход и развитие у обучающихся функциональной грамотности, что способствует развитию у обучающихся способности к интеграции знаний из различных областей и их применению в практической деятельности в жизненных ситуациях. Такой подход позволяет подготовить специалистов, способных к успешной профессиональной деятельности, активному участию в общественной жизни и решению глобальных проблем современности.

В настоящее время Национальной академией образования имени Ы.Алтынсарина совместно с группой профессионалов в сфере образования, ученых и педагогов проводится работа над усовершенствованием Типовых

учебных программ, где кроме предметных навыков, предусматривается фокус на современные мировые требования в образовании, такие как внедрение информационных технологий в учебный процесс, использование интерактивных методов обучения, развитие критического мышления, творческих способностей и мягких навыков у обучающихся. Эти изменения направлены на повышение качества образования и подготовку обучающихся к успешной жизни в современном обществе, где инновации и быстрое изменение технологий требуют адаптации и постоянного обучения.

Aims of the project of the subject programme of «English language «	Skills
9.2.5.1 predict what will happen next by listening to a short fragment.	1. Higher-order thinking skills and abilities
5.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.3.4.1 initiate and sustain interactions in pair, group, and whole class exchanges, commenting, paraphrasing	2. Social interaction skills
8.1.6.1 organize and present information clearly to others	3. Communication skills
6.1.3.1 respect differing points of view	4. Empathy,
7.1.5.1 Use feedback to set personal learning objectives	5. Goal orientation
9.1.4.1 evaluate and respond constructively to feedback from others	6. Self-control (self-management)
9.1.9.1 Use imagination to express thoughts, ideas, experiences, and feelings	7. Positive self-concept

Таблица выше демонстрирует, что в проектах ТУПр по предмету «Английский язык» включены цели, направленные на развитие гибких навыков, цифровых навыков, то есть на развитие необходимой для качественной жизнедеятельности в будущем функциональной грамотности.

#### *Оценивание гибких навыков*

Гибкие навыки (soft skills) являются ключевыми факторами успешного взаимодействия и профессионального развития в современном мире. Эти навыки способствуют эффективной коммуникации, адаптации к изменениям и решению сложных задач. Как уже было отмечено, оценивание гибких навыков является сложным процессом, не приемлющим традиционных подходов [8; 16].

Традиционно при выставлении баллов за выполненное задание учитывался только конечный результат: правильно выполнил/ выполнил с ошибками, и в зависимости от количества ошибок обучающийся получал соответствующую оценку. В контексте обновленного содержания образования в системе среднего образования используется критериальное оценивание, которое подразумевает оценивание всего процесса выполнения задания в ходе освоения учебного

материала. Прогресс обучающегося оценивается посредством двух видов критериального оценивания: формативного и суммативного оценивания.

Суммативное оценивание проводится для предоставления педагогам, обучающимся и их родителям информации о прогрессе обучающихся по завершении разделов или сквозных тем учебных программ и определенных учебных периодов (четверть, триместр, учебный год, уровень среднего образования). Оценивание сопровождается выставлением баллов и оценок, что позволяет определять и фиксировать уровень усвоения учебного материала за конкретный период. Формативное оценивание – это тип оценивания, проводимый в ходе повседневной учебной деятельности, служащий текущим показателем успеваемости обучающихся. Такое оценивание обеспечивает оперативную связь между обучающимся и педагогом, предоставляет обратную связь и способствует совершенствованию знаний, умений и навыков обучающихся. Основные характеристики этого вида оценивания – активное вовлечение обучающихся в процесс оценивания, адаптация обучения к потребностям обучающихся и предоставление конструктивной обратной связи [28].

Так на уроках английского языка при оценке работ обучающихся педагоги учитывают три аспекта, обучающийся получает обратную связь по каждому из аспектов:

- 1) выбранный способ выполнения задания;
- 2) промежуточные действия/расчеты;
- 3) полученный ответ [32].

Деятельность педагога в процесс формативного оценивания предполагает соблюдение следующих этапов:

- планирование и организация формативного оценивания;
- выбор методов формативного оценивания;
- предоставление обратной связи;
- анализ результатов формативного оценивания [28].

В данных методических рекомендациях предлагаются задания для развития мягких навыков, а также методы формативного оценивания.

При формативном оценивании важно подобрать метод оценивания, соответствующий цели обучения. Для этого при разработке урока педагогу следует задать вопросы: на развитие какого навыка необходимо сфокусироваться? Какую цель обучения для этого реализуем сегодня на уроке. Какие задания будут эффективны для развития этих навыков обучающихся? Каким образом (посредством каких методов и приемов) можно измерить, смогли ли обучающийся достичь цели (Для этого ученики совместно с учителем могут составить критерии оценивания)? Данный процесс является замкнутым (в конце урока необходимо вернуться к цели и порефлексировать о том, достигнута ли цель, и каковы причины успеха/ неуспеха: насколько правильно подобраны задания и методы оценивания, понятны ли дескрипторы, насколько эффективна обратная связь и т.д.

Процесс формативного оценивания осуществляется посредством реализации следующих этапов:

- планирование и организация формативного оценивания;
- выбор методов формативного оценивания;
- предоставление обратной связи;
- анализ результатов формативного оценивания [28].

На основе результатов формативного оценивания планируется следующее формативное оценивание.

Исследования по теме оценивания мягких навыков предлагают различные инструменты (методов/ подходов) оценивания. Некоторые из них рекомендуют использование цифровых значков (digital badges), что в эру развития технологий станет хорошим доказательством наличия развитого мягкого навыка [6; 26]. С этой целью исследователи предлагают разработку критериев и стандартов для вручения значков, обязательное самооценивание, а также наблюдение и оценка педагога или одноклассников при вынесении решения на основе субъективных или часто личных данных, что наделяет подход к оцениванию экологической обоснованностью [26]:

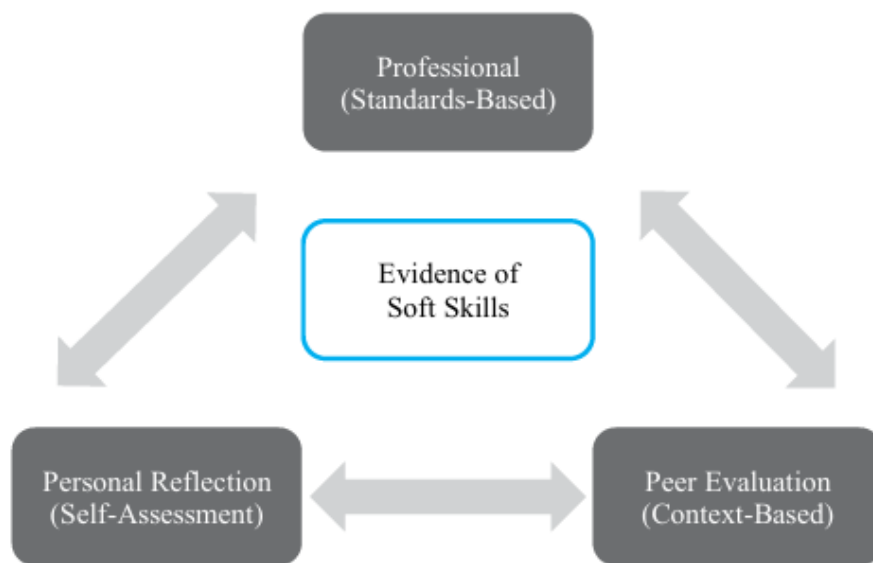


Рис. Графическое представление инструмента оценки

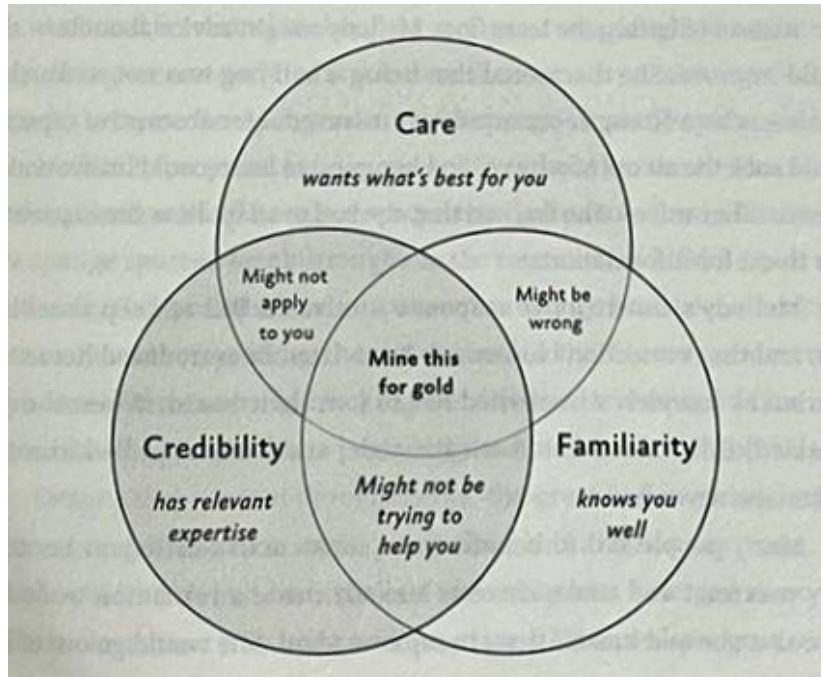
В бизнес среде для оценивания гибких навыков рекомендуются следующие инструменты, которые можно адаптировать в классной комнате с учетом их соответствия целям обучения и урока:

Метод оценивания	Описание	Применение
Интервью	Благодаря непосредственному взаимодействию становится возможным более детально оценить	Структура интервью может быть разной. Можно задать прямой вопрос: «Вы умеете находить общий язык с одноклассниками?» (что даст не совсем точный полный результат) или же попросить рассказать о

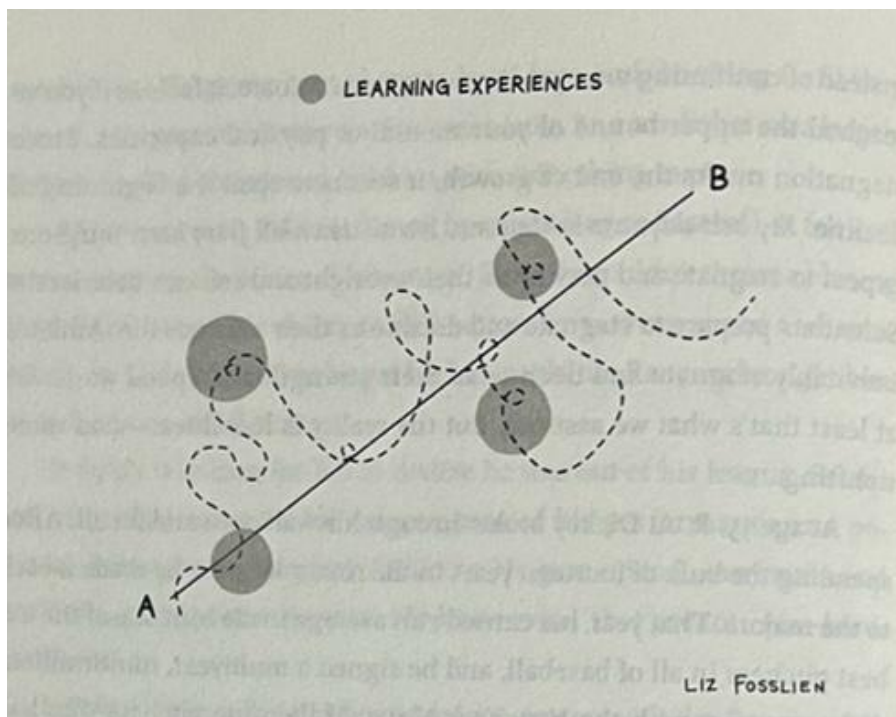
	потенциал обучающегося и применяемые подходы для достижения успеха, что делает данный метод наиболее востребованным для оценки мягких навыков.	том, как обучающийся решает какую-то конфликтную ситуацию с в классе. В итоге можно получить более полную картину
Кейсы	Кейсы, дают возможность оценить потенциал и уже имеющийся мягкий навык.	Метод заключается в том, что обучающемуся предлагается проанализировать сложные ситуации, содержащие множество деталей, и принимать решения, опираясь на свои мягкие навыки. Задача должна быть реалистичной и включать проблему. Например, для оценки проактивности (способности контролировать свои эмоции в условиях давления со стороны другого человека) можно смоделировать стрессовую ситуацию.
Деловые игры	Это позволяет обучающимся получить конструктивную информацию о своих сильных сторонах и зонах роста.	Обучающимся предлагается выполнить задание, во время выполнения которого «эксперты» наблюдают за процессом. Они оценивают взаимодействие членов группы, используемые стратегии и принимаемые решения.
Наблюдение	Является одним из самых эффективных методов оценки мягких навыков.	Наблюдение способствует выявлению потенциальных проблем, которые могут повлиять на результат работы.
Оценка 360 градусов	Позволяет выявить сильные и слабые стороны сотрудника, а также оценить влияние его действий и решений на окружающих.	Мягкие навыки обучающегося оценивает все участники процесса, включая его самого. Важно правильно и четко формулировать вопросы.
Ситуационные тесты и личностные опросники	Позволяет получить искренний ответ о гибких навыках и ценностях	Рекомендуется быстро выбирать первый ответ, что приходит в голову (подчеркивается важность искренности).

Аналогичные инструменты оценивания были проанализированы и другими исследователями, где рассматривались групповое оценивание, симуляции, письменные тесты, стажировки, интервью с HR менеджером, и интервью с руководителем, где оценивание посредством интервью было самым предпочитаемым методом оценивания [6; 8]. Однако исследователи ставят под сомнение возможность оценивания некоторых неосознанных гибких навыков [8].

Ключ к тому, чтобы владеть информацией, заключается в определении того, какие данные впитывать, а какую фильтровать. Это вопрос того, каким педагогам доверять. Автор «Hidden potential» А. Грант разделяет доверие на три составляющие: заботу, надежность и осведомленность [12]:

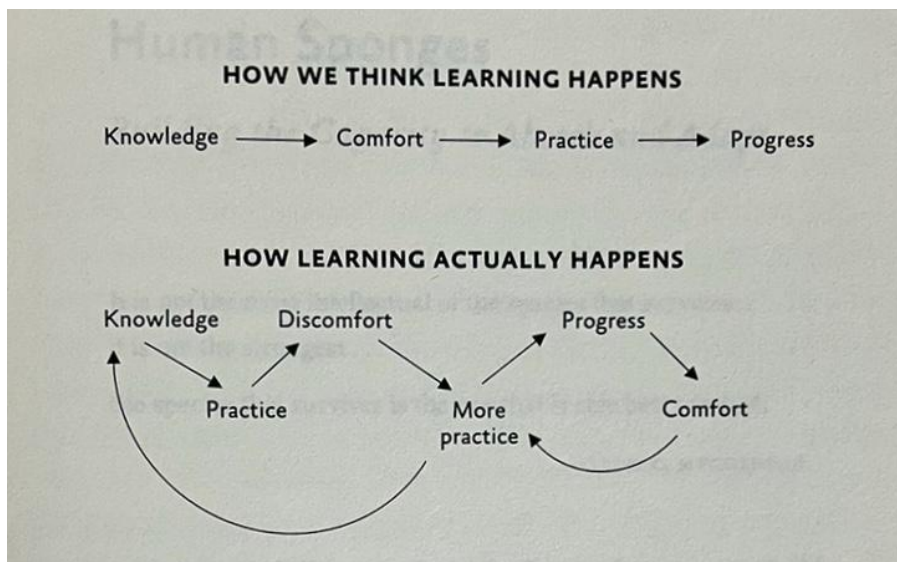


Так при оценивании следует помнить, что навыки не развиваются равномерно: у каждого своя траектория и опыт обучения (рисунок). Не следует сравнивать обучающихся между собой, необходимо анализировать только прогресс обучающегося, а именно его прошлый результат с результатом в настоящее время и помочь выстроить план действий для достижения успеха:



«Улучшение навыков подобно подъему на гору» – отмечает «Hidden potential» Грант. «По мере того, как мы поднимаемся все выше и выше, дорога становится все круче и круче, и наши достижения становятся все меньше и

меньше. Когда у нас заканчивается импульс, мы начинаем останавливаться. Недостаточно просто нажать на газ – наши колеса крутятся, но мы перестали двигаться» [12]. Авторы сравнивают ожидаемый процесс получения знаний и реальный процесс обучения, который на самом деле сопровождается и успехом и дискомфортом, и для реализации которого необходима практика. Реальный процесс обучения показан в следующей схеме:



Если мы спроектируем учебный процесс правильно, и научимся распознавать возможности поздно раскрывающих свой потенциал (late bloomers) и перспективных кандидатов (long shots), то сможем признать, что хорошие идеи не движутся только сверху вниз. А школьные системы могут дать обучающимся, которые начинают с неудач, шанс добиться успеха. Вместо того, чтобы искать гениев только там, где мы ожидаем их найти, мы можем раскрыть величайший потенциал человечества, возвращая гениальность в каждом [12].

### *Опыт развития мягких навыков в разных странах*

Сравнительный анализ развития мягких навыков в некоторых европейских странах был проведен в рамках проекта eLene4work. Для сбора данных был создан шаблон и глоссарий, позволяющие партнерам использовать единый подход. В Бельгии существует несколько инициатив, таких как U2ES, предлагающая дополнительные курсы по развитию мягких навыков для обучающихся, и Центр предпринимательства NoGent, который проводит исследования и тренинги для предпринимателей.

В Финляндии акцент делается на жизненные навыки, и финские университеты активно разрабатывают учебные программы, включающие академические, социальные и коммуникативные навыки. Во Франции Career Center предлагает развивать лидерство, командную работу и другие навыки. В Германии тема ключевых навыков также актуальна, университеты создают междисциплинарные центры для их развития. В Греции признают важность



мягких навыков для повышения производительности, но существуют трудности с их определением и внедрением. В Италии университеты и другие организации проводят тренинги и исследования, направленные на развитие необходимых для рынка труда навыков. В Польше и Испании также ведутся исследования и обсуждения по данной теме. В Великобритании развитию мягких навыков уделяется большое внимание, особенно со стороны правительства и образовательных учреждений.

В последние годы в Европе реализованы несколько проектов, финансируемых ЕС, направленных на развитие мягких навыков. Проект MASS подчеркивает важность использования различных подходов к оценке мягких навыков. Проект E-QUA показал, что только восемь из двадцати восьми университетов предлагают программы развития мягких навыков. Проект DAISS поддержал безработных взрослых в развитии осознания своих мягких навыков и их значимости на конкурентном рынке труда. Проект HISS направлен на расширение использования методик оценки мягких навыков в различных целевых группах. Проект GRASS сосредоточился на количественной оценке мягких навыков обучающихся для их формальной валидации и признания. Проект S-Cube разработал онлайн-обучение для улучшения мягких навыков в социальных предприятиях. Проект YES ME изучал международные практики развития мягких и трансверсальных навыков для улучшения занятости и мобильности молодежи [7].

Таким образом, гибкие навыки играют решающую роль в образовательном процессе, так как они позволяют обучающимся овладеть предметными навыками и развивать способности к межличностному взаимодействию, эмпатии, критическому мышлению и другим универсальным навыкам. Развитие и оценивание мягких навыков на уроках английского языка способствует утверждению гуманистических ценностей, содействует индивидуальному развитию обучающихся и повышает их академическую успеваемость в соответствии с меняющимися образовательными парадигмами, уделяя особое внимание развитию коммуникативной компетентности.

### 3. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО РАЗВИТИЮ И ОЦЕНИВАНИЮ ГИБКИХ НАВЫКОВ ОБУЧАЮЩИХСЯ 5-9 КЛАССОВ.

#### Tasks for Developing Soft Skills in Grade 5

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

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Task format
Remembering	1	4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues	Memorization of specific information.	Read the online conversation. Complete the chart.
Understanding	2	4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information	Understanding of the material independently of the other material.	Choose the appropriate question word
Applying	3	4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics	Using the methods, concepts, principles and theories in new situations.	Order the words to make questions
Analyzing	4	4.2.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly	The division of information on the constituent elements	Compare the difference between the numbers.

				Practise saying all the numbers and then circle its
Evaluating	5	4.1.7.1 use contextual clues to predict content and meaning in short supported talk on an increasing range of general and some curricular topics	Making the integer of the particular parts.	Choose the best title for the dialogue
Creating	6	4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information	Determining the value of the materials and methods when aims, standards and criteria are defined	Create your own application form

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

John: Sure, here you go.

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

John: It's [john.smith@example.com](mailto:john.smith@example.com).

Mary: Got it. And your phone number?

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


Mary: Perfect. Thanks again.

John: You're welcome.

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

### REMEMBERING:

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

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

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

### UNDERSTANDING:

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

1. <b><u>Where</u></b> are you from?	- I'm from Kazakhstan.
2. _____ are you?	- Fine, thanks.
3. _____ is he?	- He's a friend.
4. _____'s your name?	- Mary
5. _____ old are you?	- 26

6. _____'s your phone number?	- (555) 123-4567
-------------------------------	------------------

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

**APPLYING:**

Task 3. Order the words to make questions.

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

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

**ANALYZING:**

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

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

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

**EVALUATING**

Task 5. Choose the best title for the dialogue:

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

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

**CREATING:**

Task 6. Create your own application form.

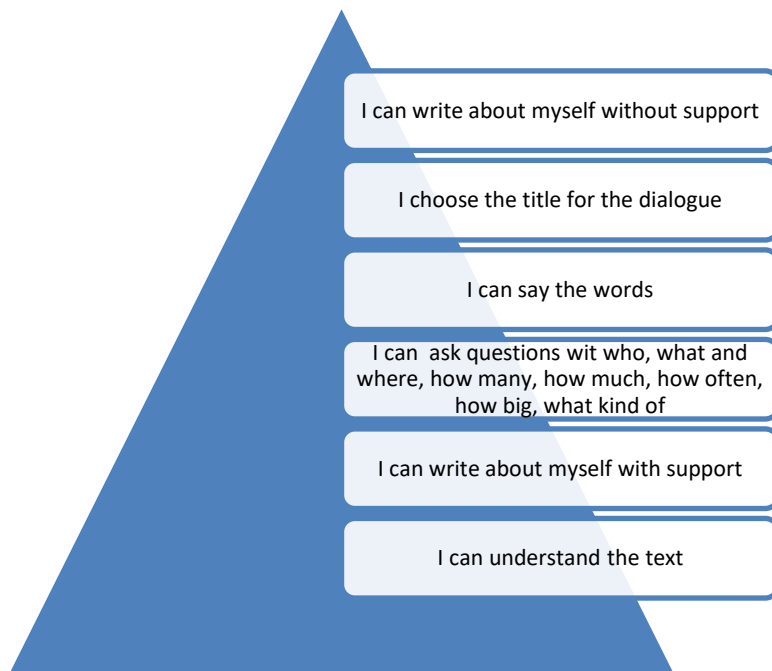
First name	
Surname	
Title	Mr____ Ms____ Mrs_____
Age	
Address	
Postcode	
Email	

Phone number	Home _____
	Mobile _____

Tasks focused on soft skills development aim to enhance an individual's ability to effectively communicate, collaborate, and navigate social situations. These tasks often include activities that foster better understanding and practice of key interpersonal skills. For example, they allow individuals to improve their ability to interact socially, by engaging in role-playing scenarios, group discussions, or teamwork exercises. Additionally, such tasks promote a positive attitude by encouraging participants to approach challenges with optimism, resilience, and empathy, which are essential for both personal and professional growth. Overall, these tasks are designed to build well-rounded individuals who can thrive in diverse environments.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

Use the «Pyramid of Knowledge»



! Ensure that the criteria used in formative assessments are consistent with the lesson objectives and have been actively reinforced throughout the instructional period. It is recommended to work with 1-2 learning objectives per lesson.

Subject	English
Grade	4
Level (CEFR)	High A1
Aims	4.3.4.1 find with support books, worksheets and other print materials in a class or school library according to classification 4.3.1.1 recognize, identify and sound with support a growing range of language at text level

	<p>4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues</p> <p>4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics</p> <p>4.2.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics</p> <p>4.5.9.1 use common simple present forms, including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions</p>
Skills	Global competencies, creative thinking, critical thinking, responsibility
Theme	Machines
Resource	<a href="https://www.toppr.com/guides/english/speech-topics-for-students-children/">https://www.toppr.com/guides/english/speech-topics-for-students-children/</a>

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Task format
Remembering	1	4.3.4.1 find with support books, worksheets and other print materials in a class or school library according to classification	Memorization of specific information.	Match the words with the definitions
Understanding	2	4.3.1.1 recognize, identify and sound with support a growing range of language at text level	Understanding of the material independently of the other material.	Complete the sentences with the information from the text
Applying	3	4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues	Using the methods, concepts, principles and theories in new situations.	Prove that electric cars benefit the environment
Analyzing	4	4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	The division of information on the constituent elements	Compare and identify differences and similarities between machines using a Venn Diagram
Evaluating	5	4.2.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing	Determining the value of the materials and methods when aims, standards and criteria are	Justify that gasoline cars are harmful to the environment

		range of general and some curricular topics	defined	
Creating	6	4.5.9.1 use common simple present forms, including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions	Making the integer of the particular parts	Design your electric car

### Electric Cars in Kazakhstan: Pros and Cons

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

Here are the good things:

1. They cost less to fuel: Electricity is cheaper than gasoline, so you can save money by driving an electric car.
2. They don't pollute: Electric cars don't make any bad stuff come out of their pipes, so they help keep the air clean and stop gases that make the earth too warm.
3. They're quiet: Electric cars are not as loud as cars that use gasoline, so it's more peaceful to drive them.

But here are the bad things:

1. They cost more to buy: Electric cars usually cost more money when you first buy them.
2. You can't drive far: Electric cars can only go a certain distance on just one charge, so they're not very good for long trips.
3. They take a long time to charge: It can take a few hours to completely charge an electric car, which can be annoying.

### REMEMBERING:

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

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

	to create power.
--	------------------

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

**UNDERSTANDING:**

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

1. Electricity is cheaper than gasoline, so you \_\_\_\_\_
2. Electric cars don't make any bad stuff come out of their pipes, so they \_\_\_\_\_
3. Electric cars are not as loud as cars that use gasoline, so it's \_\_\_\_\_
4. Electric cars usually cost more money \_\_\_\_\_
5. Electric cars can only go a certain distance on just one charge, so they're not very

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

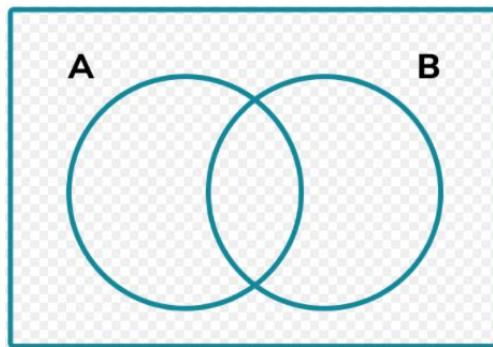
**APPLYING:**

Task 3. What are the good things of electric cars for the environment

**ANALYZING:**

Task 4. Write different and similar characteristics between electric and gasoline cars

! Teacher shows how to use a Venn Diagram.



**EVALUATING**

Task 5. Tell harmful to the environment characteristics of gasoline cars.

**CREATING:**

Task 6. Make your electric car. Draw it and add some characteristics.


Tasks focused on soft skills development, such as using electric cars to save the environment, encourage individuals to build responsibility, critical thinking, and creativity. These tasks allow people to understand the broader impact of their actions, fostering a sense of responsibility toward environmental sustainability. By analyzing the benefits and challenges of electric cars, they enhance their critical thinking skills,



weighing different factors and making informed decisions. Additionally, finding innovative solutions to improve the efficiency and adoption of electric vehicles stimulates creativity, as individuals explore new ideas and approaches to solve real-world problems.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

Use the «Thermometer» technique

	I can write and tell a short story about my electric car
	I can describe (compare) the cars
	I can find the information and write it
	I can read the text
	I understand the words
	I can find books

If a student struggles with the task, they place their pen on a particular line.

! Ensure that the criteria used in formative assessments are consistent with the lesson objectives and have been actively reinforced throughout the instructional period. It is recommended to work with 1-2 learning objectives per lesson.

Subject	English
Grade	4
Level (CEFR)	High A1
Aims	<p>4.3.3.1 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics</p> <p>4.4.3.1 write with support short sentences which describe people, places and objects</p> <p>4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics</p> <p>4.5.9.1 use common simple present forms, including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions</p> <p>4.2.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics</p> <p>4.2.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past</p>

	experiences on an increasing range of general and some curricular topics
Skills	Global competencies, creativity, social interaction skills
Theme	Healthy world
Resource	<a href="https://ischoolconnect.com/blog/english-speech-topics-best-topics-to-engage-your-audience/">https://ischoolconnect.com/blog/english-speech-topics-best-topics-to-engage-your-audience/</a>

Categories of cognitive activities	Task	Learning objectives	Specification of cognitive activities	Task format
Remembering	1	4.3.3.1 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics	Memorization of specific information.	Read the text and answer the questions
Understanding	2	4.4.3.1 write with support short sentences which describe people, places and objects 4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics	Understanding of the material independently of the other material.	Fill in the gaps
Applying	3	4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics	Using the methods, concepts, principles and theories in new situations.	Choose the best answer
Analyzing	4	4.5.9.1 use common simple present forms, including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions	The division of information on the constituent elements	Find all the verbs in the story and make sentences with them in Past Simple
Evaluating	5	4.2.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics	Determining the value of the materials and methods when aims, standards and criteria are defined	Work with your classmate. How good are your habits
Creating	6	4.2.3.1 give short, basic description of people and	Making the integer of	Look at the pictures and

		objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics	the particular parts	tell the story.
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Once there was a little boy. His name was Nick. He didn't like washing at all. Every morning he got up but he didn't brush his teeth. He didn't comb his hair. He didn't have a shower or bath. Every time when his mom said to him, "Nick, have a bath", he answered, "No, no, no."

He liked playing in the garden with his dog. He ate his food and he didn't wash his hands before or after eating the food. Children at school didn't like that and didn't play with him. Only dogs liked playing with him because he smelled bad. Nick was very sad.

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

### REMEMBERING

Task 1. Read the text and answer the questions.

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

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

### UNDERSTANDING

Task 2. Fill in the gaps.

1. He \_\_\_\_\_like washing at all.
2. He liked \_\_\_\_\_in the garden with his dog.
3. Children at school didn't like that and didn't \_\_\_\_\_with him.
4. Only dogs \_\_\_\_\_playing with him because he smelled bad.
5. Children \_\_\_\_\_with him at school.
6. He \_\_\_\_\_clean.

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

### APPLYING

Task 3. Choose the best answer.

1. The boy's name in the story was\_\_\_\_\_
  - a) Tom
  - b) Jack
  - c) Nick
2. Nick didn't brush his\_\_\_\_\_
  - a) teeth
  - b) face
  - c) hands
3. Nick didn't comb his\_\_\_\_\_

- a) hair    b) head    c) legs  
 4. Nick didn't \_\_\_\_\_ a shower  
 a) see    b) have    c) go

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

### ANALYSING

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

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

### EVALUATING

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

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

### CREATING

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



Tasks focused on soft skills development are designed to enhance a range of interpersonal and personal abilities essential for effective communication and collaboration. These tasks allow individuals to improve their social interaction, enabling them to work better in teams and engage with others in a more meaningful way. They also promote the growth of emotional intelligence, helping people to understand, manage, and express their emotions, as well as recognize and influence the

emotions of others. Additionally, such tasks encourage creativity, fostering the ability to think outside the box and come up with innovative solutions to challenges.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

#### Teacher's feedback

Feedback as a formative assessment plays a crucial role in the learning process. Unlike summative assessments, which evaluate a student's final performance, formative assessments are ongoing and aim to provide continuous feedback that helps learners improve while they are still in the process of learning. This type of feedback is specific, timely, and constructive, offering students insights into their strengths and areas for improvement. It encourages a growth mindset, allowing students to adjust their strategies, refine their understanding, and enhance their skills before reaching a final evaluation. By actively involving students in their learning journey, feedback as formative assessment supports deeper understanding and long-term mastery of concepts.

! Ensure that the criteria used in formative assessments are consistent with the lesson objectives and have been actively reinforced throughout the instructional period. It is recommended to work with 1-2 learning objectives per lesson.

Subject	English
Grade	4
Level (CEFR)	High A1
Aims	4.3.1.1 recognize, identify and sound with support a growing range of language at text level 4.5.9.1 use common simple present forms, including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions 4.2.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics 4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics 4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information
Skills	Reading literacy, creative thinking, social interaction, critical thinking
Theme	Professions and Ways of Communication
Resource	<a href="https://kinogo.media/31054-djaval-nosit-prada.html">https://kinogo.media/31054-djaval-nosit-prada.html</a>

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



Alice: Who's that?  
 Melanie: Anna Crawley.  
 Alice: Does she work for our magazine?  
 Melanie: No, she doesn't. She works for Armani.  
 Alice: OK. Ah, hello Anna. How are you?  
 Anna: I'm fine. Great to see you, Alice. Nice party!  
 Alice: Thanks. And who's that man over there?  
 Melanie: Andrew York. He's a journalist.  
 Alice: Where does he work?  
 Melanie: He works for HELLO magazine.  
 Alice: Hi, Andrew. Nice to see you here  
 Andrew: Hello, Alice. Beautiful dress!  
 Alice: Thank you.

## REMEMBERING

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

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

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

Task 1.1. Can you remember?

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

## UNDERSTANDING

Task 2. Complete the chart.

### Present Simple, third person

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

<b>Wh</b>	Where <b>do you</b> work?	Where _____ <b>he</b> work?
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### **APPLYING**

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

- 1) What / he (she) do?
- 2) Where/ he (she) work?
- /he (she) speak English at work?
- /he (she) like his (her) job? Why?

### **ANALYSING**

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

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

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

### **EVALUATING**

Task 5. Choose the best title for the dialogue.

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

**Correct answer:** D) The Devil Wears Prada

### **CREATING**

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

Tasks focused on developing soft skills such as reading literacy, creative thinking, social interaction, and critical thinking are essential for well-rounded personal and professional growth. These tasks enable individuals to improve their ability to understand and interpret written content, think creatively and generate innovative solutions, effectively engage and communicate with others, and analyze situations critically to make informed decisions. By engaging in such tasks, individuals enhance their adaptability, problem-solving abilities, and overall interpersonal effectiveness, which are crucial in both academic and workplace environments.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

Use the «Stars» technique



This method is effective for self-assessment. Each student receives 6 triangles representing the lesson's criteria. When they meet a criterion, they place the corresponding triangle on a sheet, gradually forming a star.

- I know the words.
- I can talk about the text.
- I can ask questions.
- I know the main idea of the text.
- I know about the characters, objects, and places of the text.
- I can write about people.



! Ensure that the criteria used in formative assessments are consistent with the lesson objectives and have been actively reinforced throughout the instructional period. It is recommended to work with 1-2 learning objectives per lesson.

### **The Same but Different**

Class	5
Unit	Home and away
Level	A2
Aims	5.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics 5.6.1.1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics 5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics
Skills	critical thinking skills, creative thinking skills communicative skills, collaborative cooperation
Strategies and techniques	“Same but different”, “Timed Round robin”
Assessment	Observe students during class discussions, group work, and

	activities to evaluate their participation and understanding. Choose the best answer using applause
Materials Needed:	the picture of the object, timer
Expected Results:	1) Students develop the ability to think critically and creatively 2) Students practice listening 3) Students use nouns, adjectives, phrases and sentences to describe the picture



**Activity:**

- 1) The picture of the “cooker’ is given to the students.
- 2) The teacher ask to describe it and students name the word, which immediately come to their mind, because they are widely used in describing this thing, for example: white, cook food, oven etc. The teacher write them on the blackboard.
- 3) Techer asks every student to generate three-five more answers (they DO NOT use the words, which have already written on the board).
- 4) Students are divided into teams of 4 people, every person has the own number from 1 to 4. The students with the number 1 in each command start reading their words. Everyone has 30 seconds (use the timer). The other students write down the words or phrases, which they do not have in their list.
- 5) After reading their words, they discuss and choose one speaker from their command, who describes the “cooker”.
- 6) Choose the command with the best description of the object by the loudest applause for the team.

**Home tour presentation**

Class	5
Unit	Home and away
Level	A2
Aims	5.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 5.1.6.1 organize and present information clearly to others 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited 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 5.6.14.1 use prepositions to talk about time and location, use prepositions like to describe things and about to denote topic, use prepositions of direction to, into, out of, from, towards on a limited range of familiar general and curricular topics
Skills	communication, public speaking, presentation skills
Strategies and techniques	project, presentation
Assessment	use the rubrics with categories: creativity, technique, use of materials, theme representation, effort
Materials Needed:	posters, pictures or photos with the houses
Expected Results:	classmates ask questions to practice active listening and

	responding.
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### Activity

- 1) Each student prepares a short presentation about their house, including descriptions of different rooms, favorite spots, and any special features.
- 2) They can use drawings, photographs, or a PowerPoint presentation to enhance their presentation.
- 3) After presenting, classmates can ask questions to practice active listening and responding.
- 4) Give each students the rubrics, which can help them to prepare the presentation and to give the feedback to the classmates after the presentation.

### Rubrics for assessment

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Creativity</b>	Highly creative and original work.	Creative and somewhat original work.	Some creativity shown in the work.	Lacks creativity and originality.
<b>Technique</b>	Excellent use of techniques with high skill and precision.	Good use of techniques with skill and precision.	Basic use of techniques with some skill.	Poor use of techniques with little skill.
<b>Use of Materials</b>	Exceptional use of materials with attention to detail and innovation.	Good use of materials with attention to detail.	Basic use of materials with some attention to detail.	Poor use of materials with little attention to detail.
<b>Theme Representation</b>	Strong representation of the theme, with clear and thoughtful connections.	Good representation of the theme with clear connections.	Basic representation of the theme with some clear connections.	Weak representation of the theme with unclear connections.
<b>Effort</b>	Exceptional effort and dedication to the project.	Good effort and dedication to the project.	Satisfactory effort and dedication to the project.	Minimal effort and dedication to the project.

### Debate: House of the Future

Class	5
Unit	Home and away
Level	A2

Aims	5.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 5.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 5.1.3.1 respect differing points of view 5.1.4.1 evaluate and respond constructively to feedback from others 5.1.7.1 develop and sustain a consistent argument when speaking or writing 5.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics
Skills	critical thinking skills, creative skills, public speaking skills, respectful debate skills
Strategies and techniques	active listening, collaboration, brainstorming, analysis, deductive reasoning
Assessment	conduct a vote to determine which team presented the most compelling arguments.
Materials Needed:	timer video about Smart Houses <a href="https://www.youtube.com/watch?v=sYqjs8TKkOE">https://www.youtube.com/watch?v=sYqjs8TKkOE</a>
Expected Results:	By following this structured debate format, 5th-grade students can develop critical thinking, public speaking, and respectful communication skills while exploring the important topic of housing and its impact on our lives.

### Activity:

- 1) Divide the class into two groups. One group will argue for the importance of traditional houses while the other group will advocate for futuristic, smart homes.
- 2) Each group will research their topic, prepare arguments, and anticipate counterarguments.
- 3) Hold a structured debate where each side presents their points and responds to the opposition, fostering critical thinking and respectful debate skills.

### Debate Structure: Traditional Houses vs. Futuristic Smart Homes

#### 1. Introduction by the teacher

Time: 2 minutes

Content: Introduce the topic of the debate: "The importance of traditional houses vs. futuristic smart homes." Explain the structure of the debate, emphasizing the importance of respectful communication and listening to each other.

#### 2. Opening Statements

Pro Traditional Houses Team: 3 minutes

Pro Futuristic Smart Homes Team: 3 minutes

Content: Each team presents their main arguments supporting their position.

#### 3. Contradictions

Pro Traditional Houses Team Rebuttal: 2 minutes

Pro Futuristic Smart Homes Team Rebuttal: 2 minutes

Content: Each team responds to the points made by the opposition in their opening statements, addressing specific arguments.

#### 4. Question Round (Cross-Examination)

Pro Traditional Houses Team Questions: 2 minutes

Pro Futuristic Smart Homes Team Answers: 2 minutes

Pro Futuristic Smart Homes Team Questions: 2 minutes

Pro Traditional Houses Team Answers: 2 minutes

Content: Teams ask each other questions to clarify points and challenge the opposition's arguments.

#### 5. Closing Statements

Pro Traditional Houses Team Closing: 2 minutes

Pro Futuristic Smart Homes Team Closing: 2 minutes

Content: Each team summarizes their main points and makes a final appeal to the audience.

#### 6. Audience Questions and Voting

Time: 5 minutes

Content: The audience (classmates) asks questions to either team, and then votes on which team presented the most convincing arguments.

### Essay: My Dream House

Class	5
Unit	Home and away
Level	A2
Aims	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 5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 5.1.4.1 evaluate and respond constructively to feedback from others 5.1.6.1 organize and present information clearly to others 5.1.9.1 use imagination to express thoughts, ideas, experiences and feelings
Skills	creative skills, developing imagination, writing skills, practice peer review and constructive feedback.
Strategies and techniques	group or pair work, class discussion
Assessment	Peer assessment with the help of the "Feedback Forms": What students liked about the essay. Suggestions for improvement. Specific details that stood out to them.
Materials Needed:	posters, pictures or photos with the dream houses; writing prompt handouts; feedback forms.

	video “10 Amazing Houses in the World” <a href="https://www.youtube.com/watch?v=uIwLIT_tQmQ">https://www.youtube.com/watch?v=uIwLIT_tQmQ</a>
Expected Results:	By providing a structured plan with visual aids and interactive elements, students can fully engage their imagination and descriptive writing skills while learning to appreciate diverse architectural styles and personal preferences.

- 1) Students will write an essay about their dream house, describing its location, size, design, and any unique features it might have.
- 2) They should also explain why they chose these features and how it reflects their personality or interests.
- 3) After writing, students will share their essays in pairs or small groups to practice giving and receiving feedback.

### **Activity Outline**

#### *1. Introduction (10 minutes)*

Teacher: Explain the objectives of the activity.

Content: Discuss the importance of imagination and descriptive writing. Explain how this essay will help students express their creativity and develop their writing skills.

#### *2. Inspiration Phase (15 minutes)*

Visual Aids: Show a variety of pictures or short videos showing different types of houses, both traditional and futuristic. Include diverse architectural styles, locations (urban, rural, coastal, etc.), and unique features (e.g., treehouses, eco-friendly homes, smart homes).

Discussion: Engage students in a brief discussion about what they liked or found interesting in the pictures/videos. Encourage them to think about what elements they would include in their dream house.

#### *3. Pre-Writing Activity (15 minutes)*

Brainstorming: Provide students with a brainstorming worksheet to write down ideas for their dream house. Include prompts such as:

What type of house is it (traditional, modern, futuristic)?

Where is it located (city, countryside, beach, mountains)?

How big is it and how many rooms does it have?

What unique features does it have (e.g., a garden, a swimming pool, smart technology)?

Why did you choose these features and how do they reflect your personality or interests?

#### *4. Writing the Essay (30 minutes)*. The teacher can give this task as a homework.

Instruction: Guide students to organize their thoughts into a structured essay. Provide an outline:

Introduction: A brief introduction to the concept of their dream house.

Body Paragraphs: Detailed descriptions of the house’s location, size, design, and unique features.

Conclusion: Explanation of why these features were chosen and how they reflect the student's personality or interests.

#### *5. Peer Review and Feedback (20 minutes)*

Pairing Up: Pair students or create small groups.

Sharing Essays: Have students read their essays to each other.

Feedback Forms: Provide feedback forms for peers to fill out, focusing on:  
What they liked about the essay.

Suggestions for improvement.

Specific details that stood out to them.

*6. Revising the Essay (15 minutes)*

Self-Reflection: Give students time to reflect on the feedback they received.

Revisions: Allow students to revise their essays based on the feedback.

*7. Sharing with the Class (20 minutes)*

Volunteers: Ask for a few volunteers to share their revised essays with the class.

Discussion: Facilitate a class discussion on the different dream houses described, highlighting the diversity of ideas and creativity.

*8. Wrap-Up (10 minutes)*

Reflection: Have a brief reflection session where students can share what they learned about themselves and their classmates through this activity.

### Character Analysis: Appearance and Personality

Class	5
Unit	Living things
Level	A2
Aims	5.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects
Skills	Analytical Thinking and Storytelling
Strategies and techniques	storytelling, communicative skills
Assessment	Peer assessment with a feedback form: Strengths of the analysis. Suggestions for improvement. Interesting insights or details noted.
Materials Needed:	photos of the heroes; character analysis worksheets.
Expected Results:	develop analytical thinking and storytelling by connecting character appearance to personality and actions.



- Choose a few characters from books or movies that the students are familiar with. Discuss how their appearance relates to their personality and actions in the story.
- Have students pick a character they like and write a short essay or create a presentation about how the character's appearance influences others' perceptions and their own self-perception.
- Encourage students to consider both physical appearance and inner qualities.

### **Activity Outline**

#### *1. Introduction to Character Analysis (10 minutes)*

Teacher: Explain the objectives of the activity.

Content: Discuss how authors and filmmakers use character appearance to reflect personality traits and influence audience perceptions.

Example: Briefly analyze a well-known character (e.g., Harry Potter) as a class to illustrate the concept.

#### *2. Exploring Harry Potter Characters (15 minutes)*

Visual Aids: Show pictures and/or short clips from the "Harry Potter" movies featuring main characters (e.g., Harry Potter, Hermione Granger, Ron Weasley, Albus Dumbledore).

Discussion: Engage students in a discussion about the characters' appearances and how these might relate to their personalities and actions. Use guided questions:

What does Harry Potter's scar symbolize?

How does Hermione's appearance change throughout the series, and what does it signify?

What can we conclude about Albus Dumbledore's personality from his appearance?

#### *3. Preparation Activity (15 minutes)*

Character Selection: Have students choose a character from the "Harry Potter" series they want to analyze.

Character Analysis Worksheet: Provide a worksheet with prompts to guide their analysis:

Describe the character's physical appearance (e.g., hair color, clothing, distinguishing features).

List key personality traits of the character.

Provide examples of the character's actions in the story.

Explain how the character's appearance influences other characters' perceptions.

Discuss how the character's appearance reflects their inner qualities and self-perception.

#### *4. Creating the Presentation (30 minutes)*



Instruction: Guide students to organize their thoughts into a structured presentation.

Provide an outline:

Introduction: Introduce the character and their significance in the story.

Appearance: Describe the character's physical traits.

Personality: Discuss the character's key personality traits and actions.

Perception: Explain how the character's appearance influences others' perceptions.

Self-Perception: Discuss how the character views themselves and how it relates to their appearance.

Conclusion: Summarize how appearance and personality are interconnected for this character.

Creating: Allow students time to create their presentations. Encourage creativity and depth in their analysis.

*5. Peer Review and Feedback (20 minutes)*

Pairing Up: Pair students or create small groups.

Sharing Work: Have students share their presentations with each other.

Feedback Forms: Provide feedback forms for peers to fill out, focusing on:

Strengths of the analysis.

Suggestions for improvement.

Interesting insights or details noted.

*6. Revising the Work (15 minutes)*

Self-Reflection: Give students time to reflect on the feedback they received.

Revisions: Allow students to revise their presentations based on the feedback.

*7. Sharing with the Class (20 minutes)*

Volunteers: Ask for a few volunteers to share their revised presentations with the class.

Discussion: Facilitate a class discussion on the different character analyses, highlighting the diversity of insights and analytical skills.

*8. Wrap-Up (10 minutes)*

Reflection: Have a brief reflection session where students can share what they learned about character analysis and the connection between appearance and personality.

### Game Stations "Games of the World"

Class	5
Unit	Living things
Level	A2
Aims	5.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 5.1.3.1 respect differing points of view 5.1.6.1 organize and present information clearly to others 5.1.8.1 develop intercultural awareness through reading and discussion 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges
Skills	collaboration, communication, cultural awareness, problem-solving, strategic thinking
Strategies and techniques	group activities.

Assessment	Provide feedback forms for students to evaluate their peers based on: Clarity and effectiveness of teaching the game. Teamwork and collaboration within the group. Engagement and enjoyment of the game.
Materials Needed:	Information sheets about each game (rules, history, cultural significance) Game materials (varies by game; e.g., balls, boards, cards, markers) Posters or visual aids for each game station Timer or clock Feedback forms for peer evaluation
Expected Results:	The students will develop essential soft skills such as collaboration, communication, and cultural awareness while having fun learning about traditional games from around the world. This activity not only enhances their academic abilities but also promotes respect and appreciation for global diversity.

### **Objectives**

Develop collaboration and communication skills through group activities.

Foster cultural awareness by learning about and playing traditional games from different countries.

Enhance problem-solving and strategic thinking through gameplay.

### **Activity Outline**

#### *1. Introduction to the Project (15 minutes)*

Teacher: Explain the objectives of the activity and the importance of learning about games from different cultures.

Content: Discuss how traditional games reflect the values, history, and social practices of their respective cultures.

Example: Briefly introduce one traditional game (e.g., Asyk from Kazakhstan) and explain its rules and cultural significance.

#### *2. Group Formation and Game Assignment (10 minutes)*

Group Formation: Divide students into small groups, assigning each group a different traditional game from around the world.

Game Assignment: Provide each group with an information sheet about their assigned game, including its rules, history, and cultural background.

#### *3. Research and Preparation (30 minutes)*

Research: Allow groups time to research their assigned game, using provided materials and any additional resources (books, internet).

Preparation: Each group prepares to teach their game to their classmates. This includes: Understanding the rules and how to play the game.

Creating a visual aid (poster or digital presentation) that explains the game.

Preparing any materials needed to play the game (e.g., game boards, cards, markers).

#### *4. Setting Up Game Stations (10 minutes)*

Station Setup: Arrange the classroom with different stations, one for each game. Ensure each station has:

A visual aid explaining the game.

All necessary game materials.

Space for students to play the game.

#### *5. Game Stations Rotation (60 minutes)*

Rotation Instructions: Explain to students that they will rotate between stations, learning and playing each game. Set a timer for each rotation (e.g., 10 minutes per station).

Playing the Games: Groups stay at their assigned station to teach their game to incoming groups. Rotate groups through each station until all groups have played every game.

Facilitation: Teacher moves around the classroom to assist, observe, and ensure that groups are effectively teaching and playing the games.

#### *6. Reflection and Discussion (15 minutes)*

Reflection: Have students reflect on the activity by discussing the following questions in their groups:

What did you learn about the different games and their cultural significance?

Which game did you enjoy the most and why?

How did working together as a group help you understand and play the games?

Class Discussion: Facilitate a class discussion where groups share their reflections and insights. Emphasize the importance of cultural awareness and the skills developed during the activity.

#### *7. Peer Evaluation and Feedback (10 minutes)*

Feedback Forms: Provide feedback forms for students to evaluate their peers based on: Clarity and effectiveness of teaching the game.

Teamwork and collaboration within the group.

Engagement and enjoyment of the game.

Collection: Collect feedback forms and review them to provide additional feedback and support for developing soft skills.

#### *8. Wrap-Up and Homework (10 minutes)*

Wrap-Up: Summarize the key takeaways from the activity, highlighting the skills developed and the importance of understanding and respecting different cultures.

### **Suggested Traditional Games**

#### *Asyk (Kazakhstan)*

Materials: Sheep knucklebones (asyks), markers to draw target areas.

Rules: Players throw asyks to hit targets or knock opponents' asyks out of play.

#### *Kubb (Sweden)*

Materials: Wooden blocks (kubbs), batons.

Rules: Teams take turns throwing batons to knock over the opponent's kubbs.

#### *Mancala (Africa)*

Materials: Mancala board, stones or seeds.

Rules: Players take turns sowing and capturing seeds from the board's pits.

#### *Peteca (Brazil)*

Materials: Peteca (a shuttlecock-like object).

Rules: Players hit the peteca back and forth over a net, similar to volleyball.

#### *Kabaddi (India)*

Materials: None (requires a playing field).

Rules: Teams take turns sending a "raider" into the opponent's half to tag players and return without being tackled.

### Tinikling (Philippines)

Materials: Bamboo poles.

Rules: Players dance between moving bamboo poles, avoiding getting their feet caught.

## Research Project "My Culture"

Class	5
Unit	Living things
Level	A2
Aims	5.1.6.1 organize and present information clearly to others 5.4.9.1 recognise the difference between fact and opinion in short, simple texts on an increasing range of 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
Skills	Research, Presentation, Collaboration, Communication
Strategies and techniques	group working, compare and analyze the material
Assessment	Provide feedback forms for students to evaluate each group's presentation based on criteria such as: Clarity and organization Quality of research Creativity and visual aids Overall presentation skills
Materials Needed:	Research materials (books, internet access,) Writing materials (paper, pens, pencils) Poster boards, markers, craft supplies Presentation software (PowerPoint, Google Slides, Canva)
Expected Results:	Understand and respect cultural diversity, develop research and presentation skills.

### Activity Outline

#### 1. Introduction to the Project (15 minutes)

Teacher: Explain the objectives of the project.

Content: Discuss the importance of understanding and appreciating one's own culture and the diversity of cultures around us.

Example: Share a brief example of a cultural element (e.g., a traditional festival, food, clothing) from your own culture.

#### 2. Choosing a Cultural Aspect (15 minutes)

Brainstorming: Have students brainstorm different aspects of culture they might want to explore, such as:

Traditional food

Clothing and fashion

Festivals and holidays

Language and dialects

Music and dance

Family traditions

Historical landmarks

Selection: Ask each student to choose one aspect of their culture that they find most interesting or important.

### *3. Group Formation and Planning (20 minutes)*

Group Formation: Organize students into small groups based on their chosen cultural aspects. Each group should focus on a different aspect of culture.

Planning: Provide a planning template for groups to outline their project. The template should include:

The cultural aspect they are researching

Research questions (e.g., What is it? Why is it important? How is it celebrated or practiced?)

Division of tasks among group members (research, writing, visual aids, presentation)

Guidance: Walk around and provide guidance as groups start planning their projects.

### *4. Research Phase (2-3 class periods)*

Research: Allow students time to conduct their research using books, internet resources, and library materials.

Note-taking: Teach students how to take effective notes, citing sources properly.

Collaboration: Encourage group members to share their findings with each other regularly to ensure a cohesive project.

### *5. Creating the Project (2-3 class periods)*

Writing the Report:

Introduction: Introduce the chosen cultural aspect.

Body Paragraphs: Provide detailed information about the cultural aspect, answering the research questions.

Conclusion: Reflect on the significance of this cultural aspect and its impact on their lives.

Visual Aids: Guide students in creating visual aids to enhance their presentations.

These could include:

Posters

Slideshows (PowerPoint, Google Slides, Canva)

Physical artifacts (e.g., traditional clothing, mock-ups of food dishes)

Practice Presentations: Have groups practice their presentations, providing feedback and suggestions for improvement.

### *6. Presenting the Project (2 class periods)*

Presentation Setup: Arrange the classroom for presentations, ensuring all visual aids and digital presentations are ready.

Group Presentations: Each group presents their cultural aspect to the class. Encourage active listening and respectful engagement.

Questions and Answers Session: After each presentation, allow time for questions and answers, fostering interactive learning.

### *7. Peer Review and Feedback (15 minutes)*

Feedback Forms: Provide feedback forms for students to evaluate each group's presentation based on criteria such as:

Clarity and organization  
 Quality of research  
 Creativity and visual aids  
 Overall presentation skills

**Discussion:** Facilitate a class discussion on what they learned from each presentation and the importance of cultural diversity.

**8. Reflection and Wrap-Up (15 minutes)**

**Reflection:** Have students reflect on what they learned about their own culture and their classmates' cultures. This can be done through a short written reflection or a group discussion.

**Wrap-Up:** Summarize the key takeaways from the project, emphasizing the value of understanding and respecting different cultures.

### **Task: Daily Routine Time Management Project**

Class	5
Unit	Values
Level	A2
Aims	5.5.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 5.1.6.1 organize and present information clearly to others
Skills	time management skills, presentation skills
Strategies and techniques	brainstorming, planning and organizing a daily routine
Assessment	Provide feedback forms for peers to fill out, focusing on Evaluation Criteria: 1. Effective time allocation for each activity. 2. Prioritization of tasks based on importance. 3. Inclusion of breaks and relaxation time. 4. Realistic and manageable schedule. 5. Presentation and visual appeal of the submitted schedule.
Materials Needed:	Whiteboard and markers Printed daily routine templates Writing materials (paper, pens, pencils) Digital devices (optional for presentations) Visual aids (posters, charts showing sample routines) Timer or clock
Expected Results:	By following this detailed plan, students will develop their time management skills while enhancing their writing and presentation abilities, leading to a better understanding of how to effectively organize their daily routines.

## Weekly Planner (Example template)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07:00–08:00	Wash and get dressed	Wash and get dressed	Wash and get dressed	Wash and get dressed	Wash and get dressed	Wake up, wash, get dressed, eat breakfast and brush teeth, as well as stripping your bed and putting it into wash	Wake up, wash, get dressed, eat breakfast and brush teeth
08:00–09:00	Eat breakfast and brush teeth	Eat breakfast and brush teeth	Eat breakfast and brush teeth	Eat breakfast and brush teeth	Eat breakfast and brush teeth		
09:00–10:00	Complete schoolwork or learning activities, with a morning break	Complete schoolwork or learning activities, with a morning break	Complete schoolwork or learning activities, with a morning break	Complete schoolwork or learning activities, with a morning break	Complete schoolwork or learning activities, with a morning break	Go on a family walk	Do some baking
10:00–11:00							
11:00–12:00							
12:00–13:00	Eat lunch	Eat lunch	Eat lunch	Eat lunch	Eat lunch	Eat lunch	Eat lunch
13:00–14:00	Complete schoolwork or learning activities	Complete schoolwork or learning activities	Complete schoolwork or learning activities	Complete schoolwork or learning activities	Complete schoolwork or learning activities	Free time - speak to your friends, watch TV, complete a puzzle, do some colouring etc	Go cycling or do exercise at home
14:00–15:00							
15:00–16:00	Free time - speak to friends, watch TV etc	Free time - speak to friends, watch TV etc	Free time - speak to friends, watch TV etc	Free time - speak to friends, watch TV etc	Free time - speak to friends, watch TV etc	Help to make dinner	Free time - speak to your friends, watch TV, complete a puzzle, do some colouring etc
16:00–17:00	Go for a walk	Go for a cycle	Complete a P.E class	Go for a walk	Complete a P.E class		
17:00–18:00	Set the table and eat dinner	Eat dinner and help to clean up	Set the table and eat dinner	Eat dinner and help to clean up	Set the table and eat dinner	Eat dinner	Eat dinner and help to clean up
18:00–19:00	Free time - speak to friends, watch TV etc	Free time - speak to friends, watch TV etc	Free time - speak to friends, watch TV etc	Free time - speak to friends, watch TV etc	Free time - speak to friends, watch TV etc	Watch a film together as a family	Wind down activity, e.g. reading a book
19:00–20:00	Wind down activity, e.g. reading a book	Wind down activity, e.g. reading a book	Wind down activity, e.g. reading a book	Wind down activity, e.g. reading a book	Watch a film together as a family		
20:00–21:00	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed

### Objective:

To develop time management skills, students will create a daily routine schedule that effectively manages their time for various activities.

### Task Description:

1. Create a daily routine schedule that covers a typical weekday (Monday to Sunday) from the time you wake up until bedtime.
2. Include time slots for activities such as waking up, getting ready for school, school hours, homework, extracurricular activities, playtime, meals, and bedtime routine.
3. Allocate appropriate time for each activity, considering the time needed and the importance of the task.
4. Prioritize tasks by allocating more time to important activities and less time to less important ones.
5. Ensure that the schedule allows for breaks and relaxation time.
6. Use a visual aid such as a table or a chart to present the daily routine schedule.

### Activity Outline

#### 1. Introduction to Time Management (10 minutes)

**Teacher:** Explain the concept of time management and its importance in daily life. Discuss how managing time well can help students be more productive and less stressed.

**Content:** Provide examples of good time management practices and how they can be applied to daily routines.

**Discussion:** Ask students to share what their typical day looks like and how they manage their time.

#### 2. Understanding Daily Routines (10 minutes)

**Visual Aids:** Show posters or charts of sample daily routines, including morning, school, homework, and leisure time.

Discussion: Engage students in a discussion about the different activities they do each day and how much time they spend on each.

### *3. Pre-Writing Activity: Brainstorming and Planning (15 minutes)*

Brainstorming: Have students brainstorm a list of all the activities they do on a typical school day, including waking up, meals, school, homework, chores, and free time.

Daily Routine Template: Provide students with a daily routine template. Ask them to fill in the template with their activities and the estimated time spent on each activity.

Morning: (e.g., wake up, breakfast, get ready for school)

School: (e.g., classes, lunch, recess)

Afternoon: (e.g., homework, after-school activities)

Evening: (e.g., dinner, free time, bedtime)

Guidance: Walk around and provide guidance as needed, helping students estimate reasonable times for each activity.

### *4. Writing the Daily Routine Essay (20 minutes)*

Instruction: Explain how to structure the essay. Provide an outline:

Introduction: Introduce the concept of a daily routine and its importance.

Body Paragraphs: Detail the activities for each part of the day (morning, school, afternoon, evening) and the time spent on each.

Conclusion: Reflect on how managing their time effectively helps them and what they could improve.

Writing: Allow students time to write their essays, emphasizing clarity and detail in describing their routines.

### *5. Creating Visual Presentations (20 minutes)*

Instruction: Explain how to create a visual presentation of their daily routine. This can be a poster, a digital slideshow, or a simple chart.

Creation: Allow students time to create their visual presentations, illustrating their daily routines and the time allocated to each activity.

### *6. Peer Review and Feedback (15 minutes)*

Pairing Up: Pair students or create small groups.

Sharing Work: Have students share their essays and visual presentations with their peers.

Feedback Forms: Provide feedback forms for peers to fill out, focusing on Evaluation Criteria:

1. Effective time allocation for each activity.
2. Prioritization of tasks based on importance.
3. Inclusion of breaks and relaxation time.
4. Realistic and manageable schedule.
5. Presentation and visual appeal of the submitted schedule.

### *7. Revising the Work (15 minutes)*

Self-Reflection: Give students time to reflect on the feedback they received.

Revisions: Allow students to revise their essays and presentations based on the feedback.

### *8. Presenting to the Class (20 minutes)*

Volunteers: Ask for a few volunteers to present their daily routines to the class.



Class Discussion: Facilitate a class discussion on different time management strategies and what they learned from each other's routines.

*9. Wrap-Up and Reflection (10 minutes)*

Reflection: Have a brief reflection session where students can share what they learned about time management and how they plan to apply these skills to their daily lives.

### Tasks for Developing Soft Skills in Grade 6

Grade	6
Unit	Helping and Heroes
Level	A2
Strand	Reading and writing
Aims	6.1.8.1 develop intercultural awareness through reading and discussion 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.5.3.1 write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics;
skills	Soft skills (interpersonal skills, empathy and communication)
Expected Results	1. Students demonstrate their ability to create and communicate effectively. 2. Students develop empathy by understanding different perspectives. 3. Students practice reading and responding skills in a controlled setting. 4. Students enhance their language use in expressing feelings and negotiating solutions.

### Unhappy king

The king in one country was very rich, but he was not happy. One day he called a clever old man and asked him: "How can I become happy?"

"You must put on the shirt of a happy man," the old man said.

The king began to look for a happy man. He visited many countries, met kings and rich people, but they were not happy.

One day, when he returned to his country, he saw a poor man. The man had a happy look on his face. He went up to the poor man and asked, "Are you happy? Do you want to be a king?"

"I'm happy", answered the poor man, "and I don't want to be a king."

"Then," said the king, "give me your shirt."

"My shirt?" answered the poor man. "But I have no shirt."

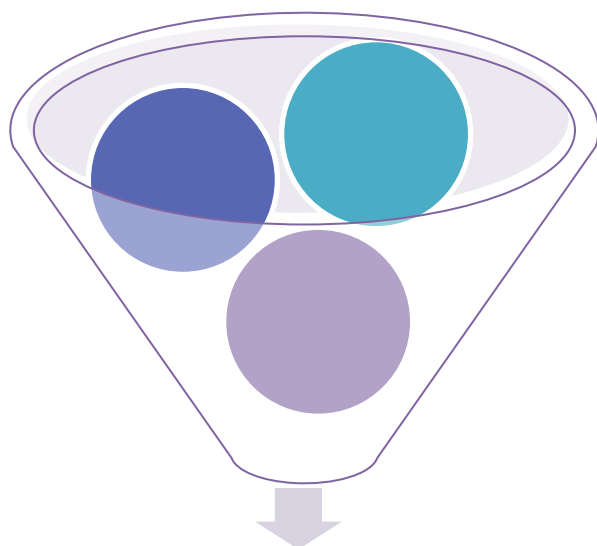
#### Task 1. Continue the sentences

Happiness is ... \_\_\_\_\_

Friendship is ... \_\_\_\_\_

Love is ... \_\_\_\_\_

#### Task 2. What are the key ingredients to building good relationships with others?



## Good relationships

**Task 3. Tell about a time when you built a good relationship with someone you didn't particularly like.**

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To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

### Use self-assessment criteria:

- I can understand different cultures
- I can understand details
- I can write about my feelings

Grade	6
Unit	Our Countryside
Level	A2
Strand:	Reading and writing
Aims	6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 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; 6.6.17.1 use subordinate clauses following think know believe hope, say, tell, use subordinate clauses following sure, certain, use defining relative clauses with which who that where on a growing range of familiar general and curricular topics

skills	Soft skills (interpersonal skills, empathy and communication, problem solving)
Expected Results:	<ol style="list-style-type: none"> <li>1. Students demonstrate their ability to create and communicate effectively.</li> <li>2. Students develop empathy by understanding different perspectives.</li> <li>3. Students practice reading and responding skills in a controlled setting.</li> <li>4. Students enhance their language use in expressing feelings and negotiating solutions.</li> </ol>

### **The Apple tree**

There was a rich farmer in England. He had a friend who could grow very tasty apples. One day a friend gave a farmer an apple tree as a present. The farmer brought the tree to his house but he did not know where to plant it.

He thought that if he planted the tree near the road, strangers would steal the apples. If he planted the tree in his field, the neighbours would come at night and rob him. And if he planted it near his house, his children would take the apples. Finally, he decided to plant it deep in the wood. The tree could not grow without sunlight and died. When the farmer's friend heard what had happened to the tree, he got furious. He asked the farmer why he had planted the tree in such a bad place.

"Where could I plant it?" said the farmer. "If I had planted the tree near the road, strangers would have stolen them. If I had planted it in the field, my neighbours would have robbed me and if I had planted it near my house, my children would have eaten them." But his friend did not agree with the farmer. He had given the tree to the farmer for the people to enjoy it. And now nobody could enjoy the apples and the farmer had lost a wonderful tree.

Task 1. Answer for the questions

1) Do you have a garden near your house?

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2) What kind of plants and trees do you prefer to plant in your garden?

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3) What is the name of the profession that takes care of plants?

a) gardener b) housewife c) farmer

Task 2. According to the text what was the big mistake of the farmer?

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Task 3. What would you do if you were a farmer?



Task 4. Can you describe the farmer using cinquain technique.

**Cinquain Poems!**  
 Rules for each line

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Line 1 – Title (1 word)  
Line 2 – Description (2 words)  
Line 3 – Action (3 words)  
Line 4 – Feeling (4 words)  
Line 5 – Synonym for title (1 word)

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1. 1 noun
2. 2 adjectives
3. 3 verbs
4. A phrase or sentence (opinion)
5. A synonym

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Grade	6
Unit	Drama and Comedy
Level	A2
Strand:	Reading, listening and writing
Aims	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 6.6.12.1 use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics;
skills	Soft skills (interpersonal skills, empathy and communication, problem solving)
Expected	1. Students demonstrate their ability to create and communicate effectively.

Results:	2. Students develop empathy by understanding different perspectives. 3. Students practice reading and responding skills in a controlled setting. 4. Students enhance their language use in expressing feelings and negotiating solutions.
resources	<a href="https://youtu.be/AZ-pU7ozt3g">https://youtu.be/AZ-pU7ozt3g</a>

### Empathy Empowered Discussions

In addition to being able to calmly and kindly express one's feelings, empathy is a key problem-solving component. Teens can often struggle to express empathy as they have difficulty recognizing and interpreting due to the teenage brain functioning. Teenage brains are still developing, so different areas of the brain are controlling different functions than we see in adult brains; furthermore, since teens are still figuring out what they think and feel about a variety of things, it can be difficult for them to recognize and consider the feelings and thoughts of others. You can instigate empathy discussions through relatable content like this short video.

Task 1. Answer for the questions

a) Can you determine people's feelings by their appearance?



Is she happy?

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Can you make someone smile?

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**Task 2. Evaluate the situation. Make some question to parents.**

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**Task 3. What advice would you give this girl?**

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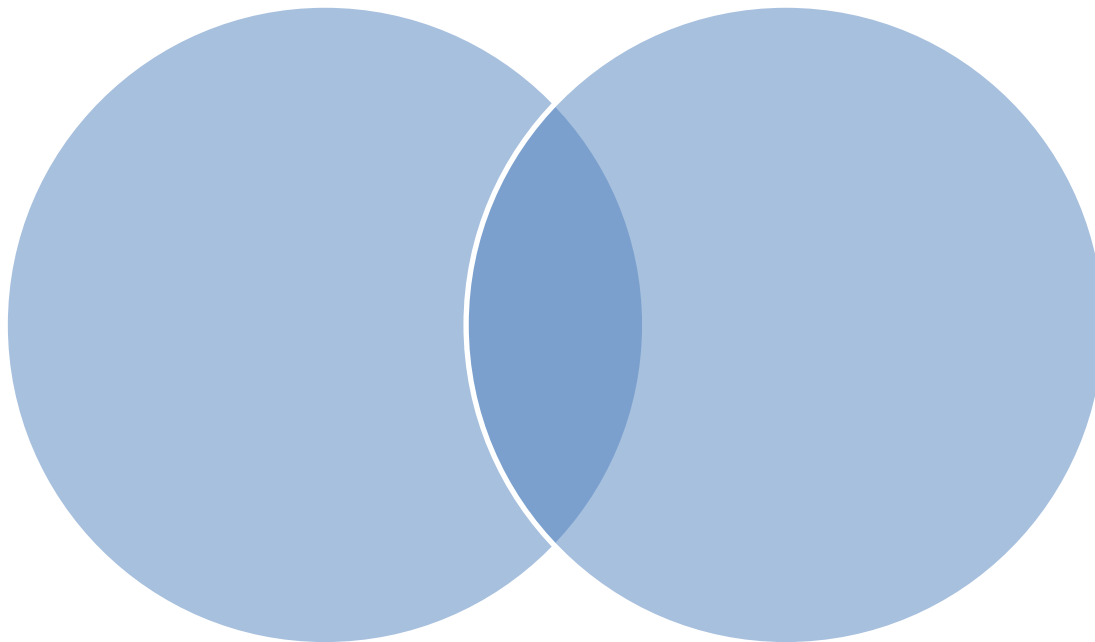
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Compare the relationship between parents and teenagers

Parents

Teenagers

both



**Task 4. Match the feelings to the things that make you feel that way.**

1. You get a pay rise
2. You want to know more
3. You have a lot of motivation
4. You didn't expect something
5. Things happened as planned
6. Danger is gone, you are safe
7. After a long working day
8. Lots of unsolved problem

9. Something good didn't happen
10. You work a lot and don't relax
11. Something bad might happen
12. There is too much information
13. You have nothing to do
14. You see a ghost
15. You fall over in a public place

- ✓ Interested/fascinated
- ✓ Worried
- ✓ Stressed
- ✓ Pleased/satisfied
- ✓ Tired/exhausted
- ✓ Embarrassed
- ✓ Excited/thrilled
- ✓ Bored
- ✓ Surprised/shocked
- ✓ Relieved
- ✓ Scared/frightened/terrified
- ✓ Disappointed/frustrated
- ✓ Confused
- ✓ Depressed
- ✓ Inspired

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

**Use following criteria for peer assessment:**

- understand details
- retell the story
- use adverbs, such as too, not enough, quite, rather

class	6
Unit	Holidays and Travel
Level	A2
Aims	6.4.1.1 understand the main points in a growing range of short, simple texts on general and curricular topics; 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts; 6.4.8.1 use independently familiar paper and digital reference resources to check meaning and extend understanding;
skills	Reading literacy, intercultural awareness
Strategies and techniques	Task-based learning, Jigsaw reading
assessment	Self-assessment

There are eight public holidays (bank holidays) a year in Great Britain, that is days on which people do not need to go to work. They are: Christmas Day, Boxing Day, New Year's Day, Good Friday, Easter Monday, May Day, Spring Holiday and Late Summer Holiday. The term "bank holiday" dates back to the 19<sup>th</sup> century when in 1871 and 1875 most of these days were constituted bank holidays, that is, days on which banks were to be closed. The observance of these days is no longer limited to banks.

All the public holidays, except Christmas Day and Boxing Day observed on the 25<sup>th</sup> and 26<sup>th</sup> of December respectively, do not fall on the same date each year. Good Friday and Easter Monday depend on Easter Sunday which falls on the first Monday in May. The Spring Holiday falls on the last Monday of May, while Late Summer Holiday falls on the last Monday in August.

Most of these holidays are of religious origin, though for the greater part of the population they have lost their religious significance and are simply days on which people relax, eat, drink and make merry.

Certain customs and traditions are associated with most public holidays. The reason is that many of them are part of holiday seasons as Easter and Christmas holiday seasons which are religious by origin and are connected by centuries-old traditions.

Besides public holidays, there are other festivals, anniversaries and simply days, on which certain traditions are observed, but unless they fall on a Sunday, they are ordinary working days.

### **Task 1. Applying**

#### **Complete the sentences**

1. There are eight a year in Great Britain, that is days on which ... do not need to go to ... .
2. dates back to the 19<sup>th</sup> century when in 1871 and 1875 most of these days were holidays, that is, days on which batiks were to be... .
3. ... the public ... , except Christmas Day and Boxing Day ... on the 25<sup>th</sup> and 26<sup>th</sup> of , do not fall on the same date ... year.
4. The falls on the last... of..., while Late Summer ... falls on the last... in ... .
5. ... customs and traditions are ... with most... holidays.
6. The ... of these ... is no longer ... to ... .
7. The term dates ... to the 19<sup>th</sup> ... when in ... and ... most of... days were ... bank holidays,... is ,days on were to ... closed .
8. Good ... and depend on which falls on the first... in ... .
9. ... public ... , there are other festivals,... and simply ... ,on ... certain ... are ... , but unless they fall on a ... they are ... working ... .
10. Most of these holidays... of... origin,... for the greater part of the ... they have lost and are simply days on ... people ... , eat, drink and ... merry .

### **Task 2. Understanding**



## Make up the sentences according to the text

1. The, all except, public, Christmas , holidays, day ,Boxing ,and, day, On, observed, 25<sup>th</sup>, the, 26<sup>th</sup>, December, of, do, respectively, not, on, fall, same, the , each, date ,year, on;
2. These, most, of, are, of, origin, holidays, religious, for, the, though, part, greater ,the, of, they, lost, population, have, religious, their, significance, and, simply, are, on, days, people, relax, which, and, drink, eat, and, merry, make;
3. holidays, traditions, certain, most, with, customs, are, public, associated, and.

## Task 3. Analyzing

### Find the mistakes

1. There is eight public holiday a year in Great Britain.
2. The term "bank holiday " date back to the 19<sup>th</sup> century when at 1871 and 1875 most of these days is constituted bank holidays.
3. The observance of these days are no longer limited to banks.
4. Good Friday and Easter Monday depends on Easter Sunday which fall on the first Monday on May.
5. Most of these holidays is of religious origin.
6. Certain customs and traditions is associated with most public holidays.
7. The reason are that many of them are part of holiday seasons as Easter and Christmas holiday seasons.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

### The criteria for self-assessment

- understand the main points
- understand details
- read the non-fiction text;
- use familiar paper and digital reference resources to check meaning and extend understanding

class	6
Unit	Helping and Heroes
Level	A2
Aims	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts;
skills	Reading literacy, critical thinking, emotional intelligence
Strategies and techniques	Task-based learning, Jigsaw reading

**Text 2**  
**The Poor Man's Fortune**

1. ....

One day Fortune was watching a poor man walking down the street. He had a worn out bag and a squashed hat in his hands. The man was thinking about all people around him earning a lot of money but never being happy with what they had. He looked at the dog following him and said out aloud: "If I only had enough money I'd never ask for anything else."

2.....

Just at this moment Fortune came down the street. She heard the man talking and stopped. A surprised man looked at Fortune standing in front of him and couldn't believe his eyes.

3 .....

"I want to help you," said Fortune, "hold your bag and watch me pouring diamonds into it. Stop me when you think there is enough. But every diamond falling on the ground will become dust. Do you understand?"

4 .....

And having said that Fortune started pouring diamonds into the man's bag. The bag filled with diamonds was growing heavy. "Is that enough?" asked Fortune looking at the man's trembling hands. "No, give me more," answered the man.

5 .....

"You are the richest man in the world now," said Fortune, having added some more. "Just a few more," replied the man. Another added diamond made the bag split. All the diamonds fell on the ground and became dust.

Fortune disappeared leaving a disappointed man in the street.

**Task 1. Understanding**

**1. Match the headings (A to F) to the paragraphs (1-5).**

**2. There is one extra heading.**

A A man couldn't believe his eyes.

B Every diamond falling will become a dust.

C The bag was full of diamonds.

D The man thanked the Fortune and went away with diamonds.

E Dust instead of diamonds.

F "If only I had money..."

2. Choose True or False

1) One day Fortune was looking a poor man walking down the street.

2) The man was thinking about all people in the world earning less money than he had.

3) He looked at the dog following him and said out aloud about his desire to have enough money in order not to ask anyone for anything else

4) Misfortune heard his words and stopped

- 5) A man could believe his eyes and wasn't very surprised to see Fortune
- 6) Fortune proposed him to pour the man's bag with diamonds
- 7) The man wasn't satisfied and asked more and more diamonds
- 8) The bag split and diamonds turned into dust

## Task 2. Analyzing

### 1. Read the text and answer the questions

- 1) What was the man's desire?
- 2) What did Fortune propose to the man?
- 3) Did Fortune make the man the richest one in the world? Why not?

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

#### Criteria for peer assessment

- understand details in the text;
- read the short simple fiction text;

class	6
Unit	Reading for Pleasure
Level	A2
Aims	6.4.1.1 understand the main points in a growing range of short, simple texts on general and curricular topics; 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;
skills	Reading literacy, critical thinking, emotional intelligence
Strategies and techniques	Task-based learning, Jigsaw reading
assessment	Feedback "Pyramid of success"

### Text 3 Jim and Della

Jim and Della were two young people, husband and wife. They loved each other dearly. They lived in a small room in an old house in one of the dirty streets of New York. They worked from early morning till late at night, but they got very little money for their work. And still they had two things which were very dear to them – Jim's watch and Della's beautiful hair.

Christmas was coming and Della wanted to give Jim a nice present, but she had no money. She really didn't know what to do. She sat on the sofa and began to cry. Suddenly an idea came to her. She got up and stood in front of the mirror and looked

at her beautiful long hair. Then she left the house and in a few minutes she was already at hairdresser's shop.

"Will you buy my hair?" she asked. The hairdresser looked at her hair and said, "Yes, I will. It's fine hair. I can give you twenty dollars for it." Della was very happy. She took the money and went to buy a present for her husband. In one of the shops she saw a very beautiful watch-chain. "I'll buy it, Jim will be very glad," she said to herself. "He needs a chain for his watch."

So Della bought a gold watch-chain as a Christmas present for Jim. When she got home, Jim was already there waiting for her. He looked at his smiling little wife and understood everything.

"Why did you do it?" he asked.

"Dear Jim, my hair will grow and I wanted to give you a present. Here it is," and she put the watch-chain into his hand.

The beautiful chain, Della's present, was of no use to him. He had sold his gold watch to buy a Christmas present for his wife. He took a packet out of his pocket and gave it to Della. She opened it and saw two beautiful combs, the combs that she had seen in a shop window and had wanted for so long.

## **Work in group**

### **Task 1. Applying**

- 1. Read the text and answer the questions**
- 2. Choose the correct item to complete the sentence.**

#### **1. Jim and Della were**

A. husband and wife B. sister and brother C. friends

#### **They lived in...**

A. London B. Paris C. New York

#### **Their room was in...**

A. a rich house B. an old house C. their own house

#### **They were ...**

A. lazy B. rich C. poor

#### **They had two things dear to them- .**

A. Jim's gold watch and Della's beautiful hair

B. a big house and a beautiful garden

C. a music box and a magic boo

#### **\_\_\_\_\_ was coming.**

A. New Year

B. B. Christmas

C. C. Women's Day

#### **Della wanted...**

A. to buy a New Year Tree

B. to buy Jim a nice present

C. to visit her mother

#### **She went to...**

A.the hairdresser’s shop B. her mother C. the cinema

**Della sold her hair for...**

A.twenty-five dollars

B. twenty dollars

C. twenty pounds

**She bought...**

A.the combs she had wanted for a long time

B. a gold watch chain for Jim

C. a gold watch for Jim

**Jim bought...**

A.flowers for Della

B. a gold watch

C. beautiful combs for Della

## Task 2. Analyzing

1.Read the text

2.Give full answers

1. Who were Jim and Della? Describe them

2. Why was Della crying at the Christmas eve?

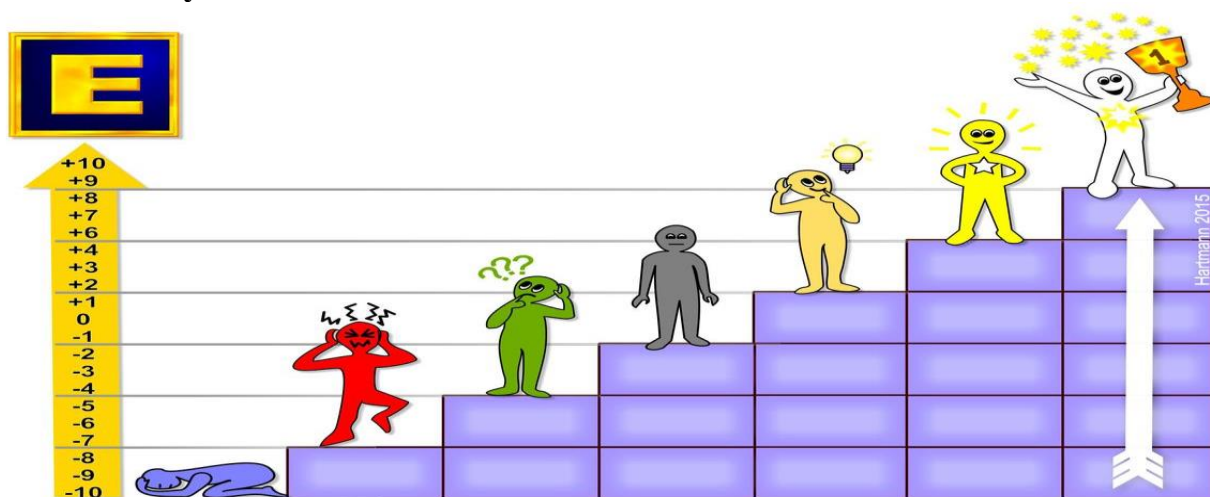
3. How did Della manage to buy a present for Jim?

4. How did Jim manage to buy a present for Della?

5. How do you think it is a true love story? Why?

3. Put 5 questions to the text (general, special, alternative, who-question, tag-question)

## Feedback “Pyramid of success”



class	6
Unit	Holidays and Travel
Level	A2
Aims	6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts;

	6.4.6.1 recognise the attitude or opinion of the writer in short texts on a growing 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; 6.5.2.1 write with some support about real and imaginary past events
skills	Reading literacy, critical thinking, emotional intelligence, intercultural awareness
Strategies and techniques	Task-based learning, Jigsaw reading
assessment	Peer assessment

## **Text 4**

### **Great Britain**

The United Kingdom of Great Britain and Northern Ireland is situated on two large islands called the British Isles. The largest island is Great Britain, which consists of three parts: England, Scotland and Wales. The smaller island is Ireland and there are about five thousand small islands.

The country's shores are washed by the Atlantic Ocean, the North Sea and the Irish Sea. The English channel separate Great Britain from the continent.

The total area of the U.K. is 244.000 square kilometers with a population of 56 million. It is one of the most populated countries in the world. The greater part of the population is urban. About 80 percent of people live in numerous towns and cities. More than seven million people live in London area. Very often the inhabitants of The United Kingdom and Northern Ireland are called English.

The surface of the British Isles varies very much. There are many mountains in Scotland, Wales and northwest of England but they are not very high. Ben Nevis in Scotland is the highest mountain. Scotland is also famous for its beautiful lakes. The mountains in Great Britain are not very high. There are many rivers in Great Britain, but they are not very long. The Themes is the deepest, the longest and the most important river in England.

The United Kingdom is a highly developed industrial country. It produces and exports machinery, electronics, textile. One of the main industries of the country is shipbuilding.

### **Task 1.**

#### **Descriptors: Applying**

#### **Complete the sentences according to the text**

1. The United Kingdom of Great Britain and Northern Ireland is situated on,...
2. The largest island is..., which consists of three parts...
3. The smaller island is...
4. ... separate Great Britain from the continent.
5. It is one of the most... countries in the world
6. The greater part of the population is... .

7. More than ... people live in London area.
8. Very often the inhabitants of the United Kingdom and Northern Ireland are called...
9. ... of the British Isles varies very much
- 10.... in Scotland is the highest mountain.
- 11 . Scotland is also famous for...
12. There are many... in Great Britain, but they are not very long.
13. ...is the deepest, the longest and the most important river in England.
14. The United Kingdom Is a highly developed ... country.

## **Task 2. Creating**

### **Identify the right answer**

- 1 .The United Kingdom of Great Britain and Northern Ireland is situated on four large islands.
2. The largest island is Great Britain.
3. Great Britain consists of three parts: England, Germany, Wales.
4. The smaller island *is* Ireland and there are about seven million small islands.
5. The country's shores are washed by the Indian Ocean, the Black Sea and the Irish Sea.
6. The population of Great Britain is 46 million.
- 7.It is not the most populated countries in the world.
8. The greater part of the population is urban.
9. The inhabitants of the United Kingdom and Northern Ireland are called English.
10. There are not many mountains in Scotland, there are many rivers.

## **Task 3 Analyzing**

### **Correct the mistakes**

1. The smallest island is Great Britain, which consists of two parts: Scotland and Wales.
2. More than seventeen thousand people live in London area.
3. The surface of the British Isles doesn't vary very much.
4. There are many rivers in Great Britain, and they are very long.
5. The United Kingdom isn't a highly developed industrial country.
6. One of the main industries of the country is machine building

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

#### Criteria for peer assessment

- read independently a non-fiction text;
- understand writer's opinion
- plan, write, edit and proofread a work about real and imaginary past events

class	6
Unit	Holidays and Travel
Level	A2
Aims	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts; 6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.4.8.1 use independently familiar paper and digital reference resources to check meaning and extend understanding
skills	Reading literacy, critical thinking, emotional intelligence, intercultural awareness
Strategies and techniques	Task-based learning, Jigsaw reading
assessment	Teacher's feedback

## **Text 5**

### **The United States of America**

The USA is composed of 50 states. It occupies the central part of North American continent. It borders on Canada in the north and on Mexico in the south. The waters of the Atlantic Ocean wash the USA in the east and the waters of the Pacific Ocean wash the country in the west. The Hawaiian Islands are in the Pacific Ocean. They became the 50<sup>th</sup> state of the USA in 1958. The total area of the country is 9000 square kilometers. The population is more than 200 million people.

Washington is the capital of USA. English is the official language. The flag of the USA is known as the "Stars and Stripes".

The Rocky Mountains extend from Alaska through the USA to Mexico, but greater part of the country is a plain. There are many rivers in USA and the longest is Mississippi. The USA economy grew greatly during the world wars. In those times American monopolists got great profits.

The country is rich in mineral resources, heavy industry prevails in the USA economy, including mining, metallurgy, machine building, chemical industry. Power and food industries are well developed too.

The USA is the federative republic. The president is the head of the state. He is also commander-in-chief of army and navy. The highest legislative organ in the country is the congress, which consists of the senate and House of Representatives.

#### **Task 1. Analyzing**

##### **Find the grammar mistakes**

1. The USA are composed of 50 state.
2. It border on Canada on the north and on Mexico on the south.
3. The Hawaiian Islands is in the Pacific Ocean.



4. They became the 50<sup>th</sup> state in the USA at 1958.
5. Washington the capital of USA.
6. There is many rivers on USA and long is Mississippi.
7. Power and food industries is well developed too.

## **Task 2. Applying**

**Complete the sentences with words from the text**

1. The USA 50 states.
2. It borders on ... in the north and on ... in the south.
3. The waters of the ... .. wash the USA in the east and the waters of the wash the country in the west.
4. The Hawaiian Islands are in the
5. ... is the capital of USA.
6. ... is the official language.
7. The flag of the USA known as the ... .
8. There are many ... in USA and the longest is ... .
9. in those times got great profits.
- 10.10 are well developed too.
- 11.The USA is the
- 12.The president is the ... of the state.
- 13.He is also
- 14.The highest legislative organ in the country

## **Task 3. Understanding**

**Put the words Yes or No**

1. The USA is composed of 55 states.
2. It occupies the central part of South American continent.
3. It borders on Mexico in the north and on Canada in the south.
4. The Hawaiian Islands are in the Pacific Ocean.
5. The population is more than 300 million people.
6. Belfast is the capital of the USA.
1. English is the official language.
2. There are many mountains in USA.
3. The USA economy grew greatly during the last years.
4. Power and food industries are well developed too.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

Criteria for feedback

- understand details in the text;
- read independently a non-fiction text;
- deduce meaning from context;

- use independently familiar paper and digital reference resources to check meaning and extend understanding

class	6
Unit	Our Class
Level	A2
Aims	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts
skills	Reading literacy, critical thinking, emotional intelligence, intercultural awareness
Strategies and techniques	Task-based learning, Jigsaw reading
assessment	Teacher's feedback

## **Text 6**

### **British Schools**

#### **Aims:**

All British children must stay at school from the age of 5 until they are 16.

Many of them stay longer and take final examinations when they are 17 or 18. Before 1965 all children of state schools had to go through special intelligence tests. There were different types of state secondary schools and at the age of 11 children went to different schools in accordance with the results of the tests.

State schools are divided into the following types:

Grammar schools. Children who go to grammar schools are usually those who show a preference for academic subjects, although many grammar schools now also have some technical courses.

Technical schools. Some children go to technical schools. Most courses there are either commercial or technical.

Modern Schools' Boys and girls who are interested in working with their hands and learning in a practical way can go to a technical school and learn some trade.

Comprehensive schools. These schools usually combine all types of secondary education. They have physics, chemistry, biology laboratories, machine workshops for metal and woodwork and also geography, history and art departments, commercial and domestic courses.

There are also many schools which the State does not control. They are private schools. They charge fees for educating children, and many of them are boarding schools, at which pupils live during the term time.

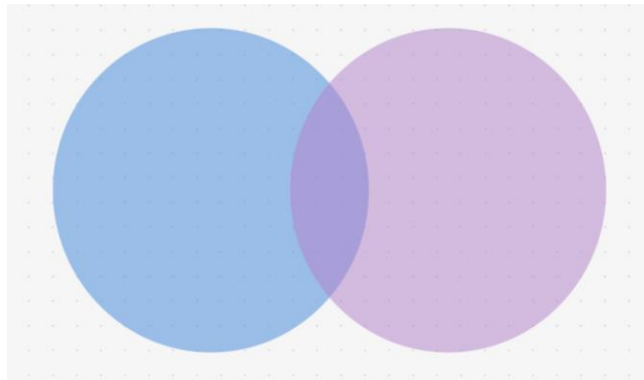
After leaving school many young people go to colleges of further education. Those who become students at Colleges of Technology (called «Techs») come from different schools at different ages between 15 and 17. The lectures at such colleges, each an hour long, start at 9, 15 in the morning and end at 4,45 in the afternoon

## Analyzing

### Task 1. Answer the questions

1. At what ages must British children stay at school?
2. What did all children have to go through before 1965?
3. What groups are state schools divided into?
4. What is a private school?
5. What do many young people do after leaving school?

Task 2. Compare British and Kaazakhstany school systems. Complete the Venn diagram below.



class	6
Unit	Reading for Pleasure
Level	A2
Aims	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts
skills	Reading literacy, critical thinking, emotional intelligence
Strategies and techniques	Task-based learning, Jigsaw reading
assessment	Peer assessment

### Text 7

#### Mass media

The most popular sources of entertainment and information are the press, radio and TV. The press plays an important part in the life of society. Millions of Americans in their free time read newspapers. In the USA daily newspapers are published in 34 different languages. The daily newspapers are of two kinds: quality and popular. A quality paper is a serious newspaper which publishes articles and commentaries about politics. A popular paper contains many photographs; its articles are often sensational and mostly deal with private life of famous people.

The radio does not interfere in your activity. You can listen to the radio while doing some work about the house, reading a book or driving a car. On the radio you can hear music, plays, news and different discussions. A peculiar feature of the

American radio is soap opera. It is a sentimental dramatic serial that describes domestic problems. Soap opera is usually broadcast every day. There are a lot of games on the radio. Radio has also cultural and educational programs. Many programs consist of classical music.

Television is a "chewing gum for ears and eyes". There are many serials on TV in the USA. They appeared in the 1950s. TV games attract a large audience. During TV quiz programs viewers answer different questions. There are many educational programs on television. Educational TV films and programs are shown in schools and colleges as a part of the curriculum.

### **Task 1. Understanding**

**Identify the correct information. Write *Yes* or *No***

1. The press doesn't play an important part in the life of society.
2. Millions of Americans in their free time read newspapers.
3. In the USA daily newspapers are published in 14 different languages.
4. A popular paper contains many songs.
5. The radio interferes in your activity.
6. You can listen to the radio while doing some work about the house.
7. On the radio you can hear music, plays, the news and fairy- tales.
8. A peculiar feature of the American radio is a fable.
9. There are a lot of games on the radio.
10. Many programs consist of pop music.

### **Task 2. Applying**

**Complete the sentences using the information from the text**

1. The most popular sources of entertainment and information are... .
2. A quality paper is a serious newspaper which publishes ....
3. You can listen to the radio while doing... .
1. On the radio you can hear ....
2. A peculiar feature of the American radio is ... .
3. Radio has also ....
4. There are many serials on ... .
5. Educational TV films and programs are shown in ... .
6. TV games... a large ... .
7. Many programs ... of... music.

### **Task 3. Evaluating**

**Find the mistakes**

1. The books play an important part in the life of society.
2. Millions of Englishmen in their free time read books.
3. The press does not interfere in your activity
4. Soap opera is usually broadcast every week.
5. There are a lot of stories on the radio.
6. Radio has also cultural and sports programs.

7. There are many serials on the radio in USA.

#### Task 4. Creating

##### Put the words in order to make sentences

1. often, are, popular, a, many, paper, life, people, articles, contains, of, famous, with, its, private, deal, photographs, sensational, and, mostly;
2. a, is, problems, that, it, sentimental, serial, domestic, dramatic, describes;
3. music, many, classic, programs, of, consist

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

Students work in pairs and give feedback to each other  
Teacher supports those who need help.

Criteria for peer assessment:

- understand independently details and specific information in short, simple texts
- understand the details of an argument

class	6
Unit	Holidays and Travel
Level	A2
Aims	6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts; 6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.4.6.1 recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.4.8.1 use independently familiar paper and digital reference resources to check meaning and extend understanding
skills	Reading literacy, critical thinking, emotional intelligence, intercultural awareness
Strategies and techniques	Task-based learning
assessment	Self-assessment

### Text 8 Weather and climate

The English are famous for their tea and weather. The English are always talking about their weather. English weather is never the same two days running. The most beautiful time in Great Britain is the spring and early summer. All the cold winds, the fog and heavy rains have gone. It rains sometimes, it's often cloudy, but not so often as in the winter. It rains quite often during all the year in England. It's a green country with green grass and large gardens.

The autumn is a nice season. The sky is blue and the sun shines all the day. After spring comes short English summer. It's a time of journeys to the seaside to bathe in the sea.

The winter has no snow at all sometimes. But it's not the right statement for the North and Scotland. It's nice time for skating on rivers. The west is warmer than other parts of the country.

It's a difficult country for people who work outdoors. They are milkmen, farmers, postmen and policemen. It could be cold in the morning, warm in the afternoon and raining in the evening. One day it's sunny, next day it may be cold, and the next day it may be rainy.

The most terrible weather is the foggy weather. Sometimes the fog is thick and dirty. In London this is called smog: a mixture of smoke and fog. Sometimes it's so dark that people can't see the way and cars crawl along slowly with their lights-on.

Everybody in England hates to wake up in the morning and look through the window to see the fog on the street. "Terrible" weather say 20 million Englishmen, when they go to work in the morning.

### **Task 1. Understanding**

#### **Identify Yes or No**

1. The English are famous for their tea and coffee.
2. The English are always talking about their weather.
3. English weather is always the same two days running.
4. The most beautiful time in Great Britain is the winter and early autumn.
5. It rains quite often during all the year in England.
6. The winter has no snow at all sometimes.
7. The south is warmer than other parts of the country.
8. It's not a difficult country for people who work outdoors.
9. The most terrible weather is a rainy weather.
10. Everybody in England likes to wake up in the morning and look through the window to see the rain on the street.

### **Task 2. Applying**

#### **Make up the sentences using the text**

1. The ... are famous ... their tea and weather.
2. English weather is never the same
3. The most beautiful time in Great Britain is the ... and early ... .
4. It... sometimes, it's often ... , not so often as in the ... .
5. It's green ... with green ... and large ... .
6. The ... has no ... at all sometimes.
7. It's nice time for ... on rivers.
8. 8 country for people who work ... .
9. The most... weather is the ... weather.
10. Sometimes the ... is and ... .

### Task 3. Evaluating

#### Find the mistakes

1. English weather are never the same two day miming.
2. The most beautiful time in Great Britain the spring and early summer.
3. The autumn nice season.
1. The winter have no snow at all sometimes.
2. The west is warm than other parts of the country.
3. A most terrible weather is foggy weather.
4. Sometimes the fog thick and dirty.
5. At London this are called smog; a mixture smoke and fog.

### Task 4. Creating

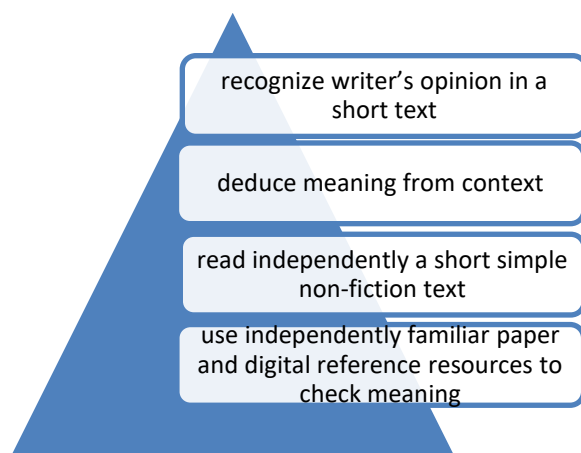
#### Make up the sentences

1. winter, sometimes, often, not, it, the, as, rains, it's, so, but, often, cloudy, in;
2. the, afternoon, it, be, warm, raining, could, in, the, cold, in, the, and, morning, in, evening;
3. it's, people, cars, way, the, see, sometimes, with, dark, slowly, their, so, lights-on, that, along, can't, crawl, and.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

Use the «Pyramid of Knowledge»

Students tick next to the criterion if they meet it.



class	6
Unit	Our Class
Level	A2
Aims	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;

	6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.4.6.1 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;
skills	Reading literacy, critical thinking, emotional intelligence, intercultural awareness
Strategies and techniques	Task-based learning
assessment	Peer assessment

## Text 9

### Education in England

All English children must stay at school from age of 5 until they are 16. The schools are divided into two groups: state schools and private schools.

State schools are divided into the following types:

*Grammar schools.* Children from these schools show a preference for academic subjects, though many grammar schools now also have some technical subjects.

*Technical schools.* These schools are for children, who are interested in physics, chemistry and mathematics.

*Modern schools.* Boys and girls who like to work with their hands can go there to get some trade.

*Comprehensive schools.* These schools usually combine all types of secondary education. They have physics, chemistry, biology, machine workshops and also geography, history, art and domestic course.

There are also many schools, which the State doesn't control. They are private schools. They charge fees for educating children and many of them are boarding schools and schools only for girls or boys.

After leaving school many young people go to colleges or universities.

Colleges offer courses in teacher training and some professions connected with medicine.

There are about 90 universities in Britain. After graduating from the university a student gets a degree. Most degree courses at universities last 3 years, language courses 4 years, medicine and dentistry courses 5-7 years.

Students usually very busy because of their training, but many of them have to work in the evenings to pay for it.

#### **Task 1. Applying**

#### **Complete the text**

1. The ... are ... into two groups: state schools and private schools.
2. ... and ... who like to work with ... hands can go ... to get some trade.
3. They are ... schools.
4. 4 school many ... people go to ... or universities.
5. There are about in Britain.



6. Colleges offer... in and some ... connected with medicine.
7. State ... are divided into the ... types.
8. These ... are for children, who are ... in physics ... and ....
9. ... are also many schools which the State ... control.
- 10... usually very busy ... of their... ,but many of... have to work in the ... to pay for it.

### **Task 2. Analyzing**

#### **Find the right sentences**

1. All English children must stay at school from age of 7 until they are 14.
2. The schools are divided into three groups: state schools private schools and secondary schools.
3. Children from these schools show a preference for academic subjects, though many grammar schools now also have some technical subjects.
4. Technical schools are for children who are interested in technical subjects, chemistry and mathematics.
5. Boys and girls who like to work with their hands can go there to get some trade.
6. Comprehensive schools usually combine all types of secondary education.
7. There are also many schools which the State controls.
8. After leaving school many young people go to colleges or universities.
9. There are about 90 colleges in Britain.

### **Task 3. Evaluating**

#### **Find the mistakes**

1. 1. The schools is divided into two group: state schools and private schools.
2. Children from this schools show a preference for academic subjects, though many grammar school now also have some technical subjects.
3. These schools is to children, who is interested in physics, chemistry and mathematics .
4. Boys and girls who like to work with their hands can goes there to get some trade.
5. They has physics, chemistry, biology, machine workshops also geography, history, art and domestic course.
6. There are also many schools, which the State don't control.
7. They is private schools.
8. After leaving school many young people go to colleges or universities.

### **Task 4. Creating**

- 1. Make sentences from these words**
- 2. correspond to the sentences in the text.**

1. 1 usually, busy, students , of, very, but, their, have, them, in, training, work, it, to, for, the, evenings, pay, because, of, many, to;
2. universities, after, or, leaving, colleges, school, to, many, go, young, people;
3. trade, boys, some, and, to, who, get, girls, there, like, go, to, can, work, hands, with, their

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

### **Criteria for peer assessment**

understand independently details in the texts  
 deduce meaning from context  
 recognise writer’s opinion in the text

class	6
Unit	Reading for Pleasure
Level	A2
Aims	6.4.7.1 recognise typical features at word, sentence and text level in a range of written genres; 6.4.9.1 recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics
skills	Reading literacy, critical thinking, emotional intelligence
Strategies and techniques	Task-based learning
assessment	Teacher’s feedback

### **Text 10 Miss Evans**

On a beautiful afternoon in a year now long gone, a big ship set out on its first voyage from England to America. It was a new ship called the Titanic. For two days the Titanic went on its way over the sea. Then it entered an ice field and a big iceberg hit it.

Everyone came out of their rooms. Men were putting the life boats over the sides of the ship down into the water. Then all the men helped the women and children get into the life boats. There wasn’t very much time left. The iceberg was on one side of the ship. It was like a high white wall.

A woman came to the side of the ship. Her two children were in one of the life boats and she was very much afraid. “My children are on the life boat. I must go with them,” the woman called to the people in the life boat. “There’s no more room,” someone called out. “If we take one more the lifeboat will sink.” There was a young woman in the lifeboat called Miss Evans. When she heard the woman calling, she stood up on the life boat and touched one of the men on the arm. “Let me get back on the ship,” she said. “Let that woman take my place. I have no children.” “The ship is sinking,” said the man. “You know that?” “Yes,” said Miss Evans. “I know that.” There was no time to talk. People helped Miss Evans get back onto the ship. Very soon after that there was a great noise and the Titanic went down under the water.

### **Task 1. Understanding**

**1. Read the text.**

**2. Find true or false statements?**

1. A big ship set out on its first voyage from America to England.
2. It was an old ship.
3. When the Titanic entered the ice field, a big iceberg hit it.
4. The women helped the men and children get into the life boats.
5. The woman wanted to get into one of the boats, because her children were there.
6. She had three children.
7. There was no room in the boat for this woman.
8. Miss Evans let this woman take her place in the boat.
9. Miss Evans had two children.
10. Miss Evans got back to the ship.
11. Soon the Titanic went down under the water.

**Task 2. Applying**

*Choose the correct item to complete the sentence.*

**1. A big ship set out on its first voyage .**

- A. from England to Russia      B. from England to America      C. from America to England

**2. It was ship called the Titanic.**

- A. an old      B. a new      C. a very old

**3. The Titanic went on its way over the sea and .**

- A. was hit by an iceberg      B. was bombed by the airplane      C. was hit by a submarine

**4. Women and children got .**

- A. into the lifeboats      B. to another ship      C. on a desert island

**5. The iceberg was like .**

- A. a big mountain      B. a high rock      C. a high white wall

**6. A woman was very much afraid because in one of the life boats.**

- A. her husband was      B. her two children were      C. her old parents were

**7. They could not take the woman into the life boat because .**

- A. it was hit by an iceberg      B. she was afraid of the water      C. there was no room in it

**8. Miss Evans was .**

- A. a young woman      B. an old woman      C. a young teacher

**9. Miss Evans had .**

- A. an old mother on the ship      B. two children      C. no children

**10. The woman took place in the life boat.**

- A. the man's      B. Miss Evans'      C. her husband's

**Task 3. Creating**

**Put in the right order**

1. Soon the Titanic went under the water
2. It was the first voyage of the Titanic

3. Suddenly the ship entered the ice field and was hit by the iceberg
4. Miss Evans gave a hand to this woman and they exchanged places
5. One woman realised that her children were in the lifeboat and she was still on the board of the Titanic
6. The ship started sinking
7. People tried to save and got into the lifeboats

To assess whether students have met the learning outcomes outlined in the learning objectives, giving feedback as a formative assessment method is recommended:

### Teacher gives feedback using these criteria

- recognise typical features at word, sentence and text level in a range of written genres;
- recognise the difference between fact and opinion in the text

class	6
Unit	Reading for Pleasure
Level	A2
Aims	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.4.6.1 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;
skills	Reading literacy, critical thinking, emotional intelligence
Strategies and techniques	Task-based learning
assessment	Teacher's feedback

## Text 11

### The sailor and the monkeys

A ship stopped at the coast of South Africa. One of the sailors left the ship and went to a town near the coast. He had some blue caps made of wool in a bag and wanted to sell them in the town. The sun was hot and the sailor decided to have a rest in the forest. He sat down under a big tree, took one of the caps out of his bag and put it on his head. He slept for some time.

When the man woke up, he took his cap off and wanted to put it into his bag with the other caps. But he saw that there were no caps in it now. Where were they? "Where are my caps?" he cried.

Then the sailor heard a great noise in the trees above his head. He looked up and saw monkeys, and each monkey had a blue cap on its head!

“Give me back my caps, you monkeys!” he cried. But the monkeys didn’t listen to him. They only jumped from tree to tree and made a great noise.

“Give me back my caps!” he cried again and again. But nothing helped. The monkeys only looked at him.

Then the sailor was very angry. He took off the blue cap, threw it on the ground and cried, “You have taken all my caps! You can have this cap too!”

The monkeys saw him do that. Then each monkey took off the cap and threw it on the ground. The sailor picked up his caps, put them into his bag and went to town.

### **Task 1. Understanding**

*Find the text's true or false statement?*

1. A ship stopped at the coast of North Africa.
  2. One of the sailors went to a village near the coast.
  3. He had some blue caps made of wool in a bag.
  4. The sailor decided to have a rest in the hotel.
  5. He put one cap on his head and went to bed.
  6. When he woke up, he couldn’t find his caps.
  7. The sailor heard a great noise in the trees above his head.
  8. He saw monkeys with blue caps on their heads.
  9. The monkeys were funny in the caps and the sailor was happy.
- He took off the cap and threw it on the ground and the monkeys did the same.  
The sailor left the caps to the monkeys.

### **Task 2. Analyzing**

**Choose the right answer**

- 1) ship stopped at the coast of  
a) South Africa    b) North Africa    c) East America
- 2) One of the sailors left the ship and went to \_\_\_\_\_ near the coast.  
a) a village            b) a town            c) a megapolice
- 3) On his way he decided to have a rest in  
a) the wood            b) the field            c) the forest
- 4) He slept for  
a) some time            b) an hour            c) the whole day
- 5) While the sailor was sleeping \_\_\_\_\_ stole his caps  
a) donkeys            b) monkeys            c) another sailors
- 6) When the man threw his cap the monkeys  
a) did the same            b) picked it up            c) started laughing
- 7) \_\_\_\_\_ picked up the caps  
a) a man            b) monkeys            c) sailor

### **Task 3. Creating**

**Make 2-3 sentences to the given ones to create a short story.**

- 1) The sailors left the ship and went to a town near the coast.
- 2) The sun was hot and the sailor decided to have a rest in the forest.

- 3) The monkeys jumped from tree to tree and made a great noise.
- 4) The sailor picked up his caps, put them into his bag and went to town.

To assess whether students have met the learning outcomes outlined in the learning objectives, using teacher’s feedback as a method of following formative assessment is recommended:

#### Criteria for Assessment

- understand independently details in the text
- deduce meaning from context
- recognise writer’s opinion in the texts

class	6
Unit	Reading for Pleasure
Level	A2
Aims	6.4.1.1 understand the main points in a growing range of short, simple texts on general and curricular topics; 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;
skills	Reading literacy, critical thinking, emotional intelligence, intercultural awareness
Strategies and techniques	Task-based learning
assessment	Teacher’s feedback

### Text 12 CHRISTMAS

The 25<sup>th</sup> of December is Christmas Day. It’s a happy holiday for many people in different countries.

Some week before Christmas English people are busy. They send greeting cards to all their relatives and friends. You can buy Christmas cards or you can make them. Many children make their cards at school.

People buy a Christmas tree and decorate it with toys, coloured balls and little coloured lights.

On Christmas Eve people put their presents under the tree. When children go to bed, they put their stockings near their beds.

At night Father Christmas comes. He has got a big bag of presents for children. He puts the presents in the children’s stockings.

Every year there is a very big Christmas tree in the centre of London, in Trafalgar Square. This is a present from the people of Norway to the people of Great Britain. They send it to Londoners every year and Londoners decorate the Christmas tree.

In the evening before Christmas people like to come to Trafalgar Square to look at the tree. On Christmas Eve streets in London are decorated, too.

The shops are very busy at Christmas. People want to buy presents for their family and friends (for their nearest and dearest). And they buy a lot of food and drink for all the Christmas parties.

People open their presents on Christmas morning and they all are happy with what they get.

For Christmas lunch people eat turkey, potatoes and green vegetables. Then they have the Christmas pudding. At five o'clock it's time for tea and Christmas cake.

On Christmas people wish their nearest and dearest a merry Christmas.

### **Task 1. Applying**

#### **Complete the sentences**

1. Many children make their cards at .....
2. Father Christmas puts the presents in the children's .....
3. There is a very big Christmas tree in the centre of .....
4. On Christmas Eve streets on London are .....
5. People open their presents on .....
6. At ..... it's time for .....
7. A very delicious Christmas desert is ...

### **Task 2. Analyzing**

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

- 1) Why are people busy some weeks before Christmas?
- 2) Where can people get Christmas cards?
- 3) Where is a Christmas tree from?
- 4) What do people buy for the Christmas parties?
- 5) What are the traditional Christmas dishes?
- 6) What do people wish on Christmas?

### **Task 3. Creating**

#### **Write your own short story about your favourite holiday.**

To assess whether students have met the learning outcomes outlined in the learning objectives, using teacher's feedback as a method of following formative assessment is recommended:

#### **Criteria for assessment**

- understand the main points in the text
- understand independently details in the text

class	6
Unit	Reading for Pleasure
Level	A2
Aims	6.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts;

	6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts; 6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.4.6.1 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;
skills	Reading literacy, critical thinking, emotional intelligence
Strategies and techniques	Task-based learning
assessment	Peer assessment

### Text 13

#### The Poor Man's Fortune

1. ....

One day Fortune was watching a poor man walking down the street. He had a worn out bag and a squashed hat in his hands. The man was thinking about all people around him earning a lot of money but never being happy with what they had. He looked at the dog following him and said out aloud: "If I only had enough money I'd never ask for anything else."

2.....

Just at this moment Fortune came down the street. She heard the man talking and stopped. A surprised man looked at Fortune standing in front of him and couldn't believe his eyes.

3 .....

"I want to help you," said Fortune, "hold your bag and watch me pouring diamonds into it. Stop me when you think there is enough. But every diamond falling on the ground will become dust. Do you understand?"

4 .....

And having said that Fortune started pouring diamonds into the man's bag. The bag filled with diamonds was growing heavy. "Is that enough?" asked Fortune looking at the man's trembling hands. "No, give me more," answered the man.

5 .....

"You are the richest man in the world now," said Fortune, having added some more. "Just a few more," replied the man. Another added diamond made the bag split. All the diamonds fell on the ground and became dust.

Fortune disappeared leaving a disappointed man in the street.

#### Task 1. Understanding

1. Match the headings (A to F) to the paragraphs (1-5).

2. Find one extra heading.

- A A man couldn't believe his eyes.
- B Every diamond falling will become a dust.
- C The bag was full of diamonds.



- D The man thanked the Fortune and went away with diamonds.
- E Dust instead of diamonds.
- F “If only I had money...”

### Task 2. Remembering

#### Choose True or False

- 1) One day Fortune was looking a poor man walking down the street.
- 2) The man was thinking about all people in the world earning less money than he had.
- 3) He looked at the dog following him and said out aloud about his desire to have enough money in order not to ask anyone for anything else
- 4) Misfortune heard his words and stopped
- 5) A man could believe his eyes and wasn't very surprise to see Fortune
- 6) Fortune proposed him to pour the man's bag with diamonds
- 7) The man wasn't satisfied and asked more and more diamonds
- 8) The bag split and diamonds turned into dust

### Task 3. Analyzing

#### Answer the questions

- 1) What was the man's desire?
- 2) What did Fortune propose to the man?
- 3) Did Fortune make the man the richest one in the world? Why not?

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

#### Criteria for peer assessment

- understand the detail of an argument in the text
- read independently a text
- deduce meaning from context
- recognise writer's opinion in the text

class	6
Unit	Reading for Pleasure
Level	A2
Aims	6.4.6.1 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.4.7.1 recognise typical features at word, sentence and text level in a range of written genres
skills	Reading literacy, critical thinking, emotional intelligence
Strategies and techniques	Task-based learning
assessment	Teacher's feedback

## Text 15 The Snow Queen

In one big town lived two poor Children. Their names were Kay and Gerda. They had a large garden Full of roses. They were not brother And sister but they loved each other Very much. 'Can the snow queen come in Here?' asked the girl one day. 'Only let her try,' said the boy. I'll put her on the stove and she'll melt."

One evening when little Kay was at home, he climbed on a chair and looked out the window. One of the snowflakes was larger than the others and it became larger and larger till at last it became the figure of a woman dressed in a long white dress. Her dress was made of a million little flakes. She was beautiful but made of ice, and her eyes were made of ice, too, and were shining like bright stars. She nodded toward the window and waved her hand. The little boy got afraid and ran from the window. Suddenly Kay cried out, 'Oh, there is something in my heart! I feel such a pain! And soon after that he said, "There is something in my eye.' Gerda put her arm around his neck and looked into his eye but she did not see anything. 'I think it is gone,' he said. But it was not gone. It was one of the bits of the magic mirror that made everything beautiful and kind seem ugly and evil. Poor little Kay also received a small piece of that mirror in his heart, which very quickly became a piece of ice and made his heart cold and evil. Then spring came and the children were again in the garden. Kay and Gerda held each other by the hand and kissed the roses. One day Kay and Gerda sat looking at Why are you crying?' said he. It makes your face ugly, oh, see!' he cried suddenly. 'The roses are ugly,' and he pulled off some roses.

### **Task 1. Understanding**

**1. Say if these statements are right or wrong.**

**2. Correct them if they are wrong.**

- 1) Kay and Gerda were brother and sister.
- 2) One of the snowflakes became a figure of a beautiful woman.
- 3) Kay felt a snowflake in his eye.
- 4) The magic mirror made everything seem beautiful and kind.
- 5) The Snow Queen could kiss Kay to death.

### **Task 1. Analyzing**

**Answer the questions**

- 1) what Kay saw one day.
- 2) how the Snow Queen looked like.
- 3) what Kay felt.
- 4) how Kay changed.
- 5) what the Snow Queen did.
- 6) where Kay and the Snow Queen flew.

### **Task 3. Creating**

**Give your answer and discuss with classmates**

What would you do if you were...

- a) Kay

b) Gerda

To assess whether students have met the learning outcomes outlined in the learning objectives, using teacher’s feedback as a method of following formative assessment is recommended:

Criteria for peer assessment

- recognise writer’s opinion in the short text
- recognise typical features at word, sentence and text level

**Tasks for Developing Soft Skills in Grade 7**

**Task on Communication skills**

Grade	7
Unit	Hobbies and Leisure
Level	B1
Strand:	Speaking
Aims	7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 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	Soft skills (creative skills, communication and presentation skills)
Strategies and techniques	Task-based learning, “Sandwich technique”
Materials Needed:	- video <a href="https://youtu.be/yOJkygDGWvU?si=xAHVNeiApNUNwClq">https://youtu.be/yOJkygDGWvU?si=xAHVNeiApNUNwClq</a> <a href="http://castlots.org.ru">- ГЕНЕРАТОР СЛУЧАЙНЫХ ЧИСЕЛ онлайн (castlots.org.ru)</a> - Feedback forms
Expected Results	1. Students use their imagination to express thoughts and ideas from the video they have watched. 2. Students actively talk and express their opinions about what others are saying at the sentence level in pairs, groups and whole classes
Assesment	Peer assessment

1. Students are asked to watch the video without sound and think of phrases or sentences that the characters might say.

2. Divide the class into three groups using the random name generator

3. Ask students to present their choices to the class using the following questions

- What are the characters talking about? Students watch the video and decide what is happening on the screen, who the characters are, what they are talking about.

- What do you see? Students watch the video fragment and name the items they see on the screen.

4. Ask them to watch the fragment again, but with sound. Students compare their versions of the lines with those heard on the screen.

5. Each group evaluates the performance

### Feedback form via “Sandwich technique”

Student’s name	praise	critique	praise
Student 1			
Student 2			
Student 3			

This task will help students develop their speaking skills by using their imagination to describe the video and anticipate statements, as well as recognize the emotions of the characters in the video clip.

### Task on Leadership

Grade	7
Unit	Communication and Technology
Level	B1
Strand:	Speaking \ Writing
Aims	7.1.3.1 respect different points of view; 7.6.17.1 use if / unless in first conditional clauses, use defining relative clauses with which who that where on a wide range of familiar general and curricular topics
skills	Soft skills (problem-solving skills)
Strategies and techniques	PBL
Materials Needed:	-cards
Expected Results	Students work in pairs, write ways of solving problems on cards, using First Conditional clauses and present them to the class.
Assessment	Peer assessment

The teacher suggests working in pairs: students take out a problem card and suggest ways of reducing risk. The teacher involves all students in the oral presentation, encourages responses, makes sure that all students understand the vocabulary being taught, assists with responses, prompts and guides. Discuss the **negative effects of social network** and how to solve them.

Problem: Sitting for long hours	Problem: Electromagnetic radiation
Solution:	Solution:

Problem: Eye stress Solution:	Problem: Stress from losing information Solution:
Problem: Addiction to virtual world Solution:	Problem: Public information sharing Solution:

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

### Criteria for peer assessment

- provide your point of view
- respect different points of view;
- use if /unless in first conditional clauses, use defining relative clauses with which who that where

This assignment will help develop leadership skills as students analyze and think through the steps necessary to solve problems.

### Task on Communication skills through Role-Play

Grade	7
Unit	Holidays and Travel
Level	B1
Strand:	Speaking\ Writing
Aims	7.3.1.1 use formal and informal registers in their talk on a limited range of general and curricular topics; 7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics; 7.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics;
skills	Soft skills (empathy and communication skills)
Strategies and techniques	Role play
Materials Needed:	- card
Expected Results	Students in pairs complete the dialogue and act it out in front of the whole class
Assessment	Self-assessment

### Task 1.

This task promotes the development of communication skills through role-playing. You need in pairs to complete a dialogue on your imagination and play it out.

Manager: Hello!
Client: _____
Manager: How can I help you?
Client: I would like to go to.....
Manager: Vacation in this country will promise you a great experience. You can visit _____
Client: : _____
Manager: For how many days?
Client: To _____
Manager: It will cost _____
Client: It's very _____
Manager: Do you have passports?
Client: _____
Manager: You need to register the trip and pay at the cash desk. What kind of transportation do you prefer?
Client: _____
Manager: Will you buy tickets from us?
Client: : _____

### Task 2.

Make your own dialogue and act it out.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

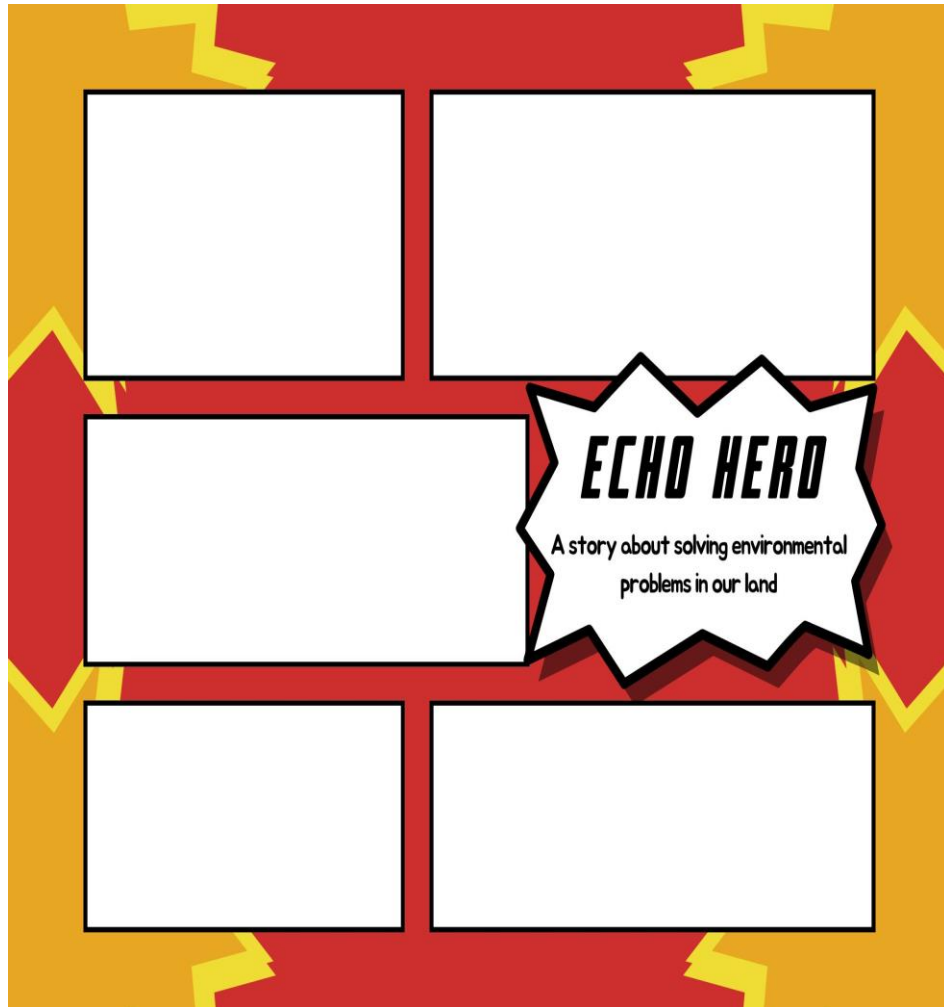
#### Criteria for self-assessment

- use formal and informal registers in their talk
- respond with some flexibility at both sentence and discourse level to unexpected comments
- write with minimal support about real and imaginary past events, activities and experiences

#### Task on Creativity

Grade	7
Unit	Space and Earth
Level	B1
Strand:	Speaking\ Writing
Aims	7.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics 7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings;
skills	Soft skills (creativity skills)

Strategies and techniques	Project-based learning
Materials Needed:	sample comic strip
Expected Results	<ol style="list-style-type: none"> <li>1. Students use their imagination to express thoughts and ideas to create a comic strip</li> <li>2. Students actively talk and express their opinions about what others are saying at the sentence level in pairs, groups and whole classes</li> </ol>
Assessment	Teacher's feedback



To assess whether students have met the learning outcomes outlined in the learning objectives, the teacher's feedback as a formative assessment method is recommended:

This assignment will help develop creativity and improve memory and the ability to analyze and synthesize information.

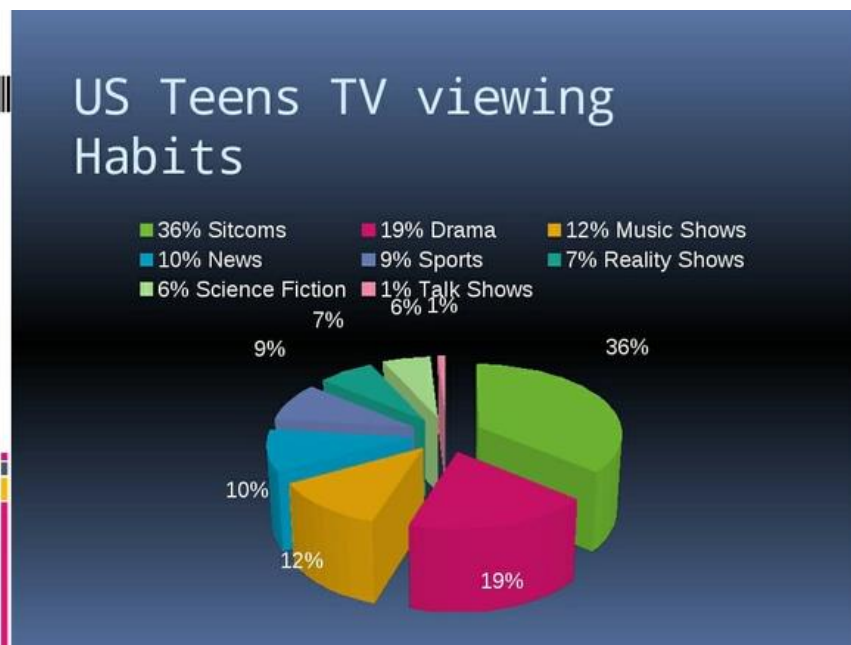
### Task on Presentation skills

Grade	7
Unit	Entertainment and Media
Level	B1
Strand:	Speaking

Aims	7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics; 7.3.8.1 recount some extended stories and events on a growing range of general and curricular topics
skills	Soft skills (communication skills)
Materials Needed:	- diagram
Strategies and techniques	Problem-based learning
Expected Results	1. Students use their imagination to express thoughts and ideas from the diagram they have watched. 2. Students actively talk and express their opinions about what others are saying at the sentence level in pairs, groups and whole classes
Assessment	Peer assessment

**Task:**

Look at the diagram which shows the viewing habits of American teenagers. Using it prepare a speech and present it to the class. Analyze the situation in Kazakhstan and give a speech.



To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended.

**Students assess their classmates using these criteria:**

- give clear argument and opinion
- use the information from the diagram

This type of tasks allows students to make logical conclusions, allows them to develop their communicative abilities, develops the ability to analyze and structure.



## Task on written communication

Grade	7
Unit	Natural Disasters
Level	B1
Strand:	Writing
Aims	7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics; 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	Soft skills (communication skills)
Materials Needed:	- Text
Expected Results	Students use their imagination to express thoughts and ideas from the reading text complete a continued story.
Assessment	Teacher's feedback

### Task. Finish the story.

At 10 a.m., I noticed the sellers and food delivery people waving their hands and pointing toward the beach. "Let's go fishing," they were saying. The water had moved very far away from the beach and there were fish lying everywhere.

I smiled, but soon began to realize that something was clearly wrong. As the water started to return, a delivery man came running from the sea and started shouting for everyone to get as far away from the beach as possible. And suddenly...

To assess whether students have met the learning outcomes outlined in the learning objectives, teacher's feedback as a formative assessment method is recommended:

#### Criteria for feedback

- write with moderate grammatical accuracy
- use with some support style and register

This assignment will help develop imagination and creativity as well as improve writing skills.

## Task on Communication skills

Grade	7
Unit	Healthy Habits
Level	B1
Strand:	Speaking
Aims	7.4.8.1 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding; 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	Soft skills (communication skills)

Strategies and techniques	open-ended questions, PBL
Materials Needed:	- Healthy habits proverb cards
Expected Results	Students actively talk and express their opinions about what others are saying at the sentence level in pairs, groups and whole classes
assessment	Self-assessment

Read these statements and discuss with your classmates.

Cleanliness is next to godliness”	Why is cleanliness important to a person?
"A sound mind in a sound body”	How do you understand a sound body?
'Health is better than wealth”	What's more important to you, health or wealth? Why?
'An apple a day keeps a doctor away”	Why do you think an apple is so healthy?
'Early to bed and early to rise – makes a man healthy, wealthy and wise”	How much do you sleep? Is it enough for you?
You are what you eat.	How often do you eat junk food? Can you give it up easily?
The beginning of health is sleep.	What are the advantages of a good sleep?
Laughter is the best medicine.	What effect does laughter have on a person?
Eat to live, not live to eat.	How long can you live without food? Have you had that experience?

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

#### Criteria for self-assessment

- I used paper and digital resources to check meaning
- I respond fluently and link comments with flexibility to what others say.

This type of task allows students to make logical conclusions, develop their communicative abilities, and develop the ability to analyze and structure.

#### Task on Communication skills

Grade	7
Unit	Clothes and Fashion
Level	B1
Strand: S	Speaking
Aims	7.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups; 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	Soft skills (communication skills )
Strategies and techniques	open-ended questions, PBL
Materials Needed:	-speaking cards
Expected Results	Students actively talk and express their opinions about what others are saying at the sentence level in pairs, groups and whole classes

Assessment	Peer assessment
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## **I'm not a fur, I'm a small world!**

Discuss the questions below.



- Why?
1. Do you agree with the statement “**I'm not a fur, I'm a small world!**”?
  2. Do you wear clothes made of animal fur? If yes, what kind?
  3. What is your opinion about activists who are against killing animals?

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

### Criteria for peer assessment

- I contribute solve problems creatively and cooperatively
- I respond fluently and link comments with some flexibility to what others say

This assignment will help students develop communication skills.

### **Task on Communication skills**

Grade	7
Unit	Reading for Pleasure
Level	B1
Strand:	Speaking
Aims	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; 7.3.8.1 recount some extended stories and events on a growing range of general and curricular topics
skills	Soft skills (communication skills)
Strategies and techniques	Interview, Game strategy
Materials Needed:	-cards
Expected Results	Students actively talk and express their opinions about what others are saying at the sentence level in pairs, groups and whole classes

«Interview with movie star»

Divide students into pairs and ask students to choose roles, one student will do the interview, the other will choose a celebrity. Allow time to prepare questions and answers. Then each pair shows their interview.

#### Sample questions

<ol style="list-style-type: none"> <li>1. Why did you choose the profession of acting?</li> <li>2. What is your hobby?</li> <li>3. The most interesting experiences in your life?</li> <li>4. What role do you remember most of all?</li> <li>5. What is your favorite dish?</li> <li>6. What is your favorite dream?</li> <li>7. When is your next movie coming out?</li> </ol>
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To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

Students act as juries in the contest, assessing their peers according to the criteria below.

#### Criteria for peer assessment

- begin to link comments with some flexibility to what others say
- recount some extended stories and events

This type of assignment promotes speaking, and creativity and increases the motivational aspect of students.

#### Task on Communication

Class	7
Unit	Entertainment and media
Level (CEFR)	B1
Aims	7.3.3.1 express opinion at the level of reasoning within most general and educational topics
Skills	Communicative skills, critical thinking
Strategies and techniques	Task-based learning
Assessment	Peer assessment
Criteria	Clarity of Argument Supporting Evidence Critical Thinking
Materials needed	Cards with written activities
Expected results	Students order the given activities; Students explain the degree of importance of them;

#### Task 1. Divide adjective into two columns. Positive/negative:

*Good, great, OK, silly, fantastic, childish, interesting, useful, boring, educational, terrible, not bad, amusing, funny*

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**Task 2. The game “MAGIC BOX”. You should take a picture from “MAGIC BOX” and make up a dialogue using adjectives form the columns.**

Example: A: What do you think about documentaries?

B: I think (to my mind) they are boring. I prefer chat show.

A: Why do you prefer to watch chat show?

B: Because, it is interesting.

Pictures for game. Teacher takes a box (empty chocolate box) and put into the box pictures of different programs. Students take a picture without looking all pictures and then in pairs make their dialogue.



To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

**Criteria for peer assessment**

- Clarity of Argument:** The student clearly presents their opinion with a logical structure, ensuring that their reasoning is easy to follow and understand.
- Supporting Evidence:** The student effectively uses relevant examples, facts, or experiences to support their opinion.
- Critical Thinking:** The student considers different perspectives.

**Task on Creativity through Imagination**

Class	7
Unit	Entertainment and media
Level (CEFR)	B1
Aims	7.3.5.1 attempt to interact with classmates to collaborate, discuss, agree, plan and prioritize in order to complete learning tasks
Skills	Communicative skills, critical thinking

Strategies and techniques	Task-based learning
Assessment	Peer assessment
Criteria	Collaboration and Communication Team Planning and Organization Soft skills
Materials needed	Computer, laptop
Expected results	Students activate their thinking, use their creativity to make their own project

**Task 1. Imagine that you are a famous blogger.** You should retell about your favorite program. Why do you like to watch it? When do you usually watch it? Why do you recommend to watch it for your followers?

**Task 2. Writing a film review**

- a) The title of the film \_\_\_\_\_
- b) Directed by \_\_\_\_\_
- c) Casts \_\_\_\_\_
- d) Rating \_\_\_\_\_
- e) The story is about \_\_\_\_\_
- f) The main character in this film is \_\_\_\_\_
- g) In the film he is /she is \_\_\_\_\_
- h) I think he /she is good/bad because \_\_\_\_\_
- i) I recommend /I don't recommend this film because \_\_\_\_\_

**Task 3. Project: Creation of a media project**

Task description:

Students will work in groups to create their own media project on the theme "Entertainment and Media". This could be a video, a podcast, a blog, or even a mini-newspaper.

- a) Teams develop a project plan, assign roles (e.g., writer, cameraman, editor, presenter), and set deadlines.
- b) Students collect information on a chosen topic using various sources (Internet, books, interviews).
- c) Content Creation: Teams create content according to a plan. It is important that each student contributes to the overall project.
- d) Upon completion of the project, each group presents their media project to the class. This could be showing a video, listening to a podcast, presenting a blog, or passing out a newspaper.

Useful resources:

Video editors: Windows Movie Maker, iMovie, Adobe Premiere Pro.

Podcast platforms: Anchor, SoundCloud.

Blogs: WordPress, Blogger.

Online resources for research: Wikipedia, YouTube, news sites.

- e) Discussion and Feedback: After the presentation, each group answers questions from classmates and the teacher. The strengths of the project and possible improvements are discussed.

#### **Task 4. Read the dialogue. Make up your own dialogue**

A: Hi, Michael! How are you?

M: Hi, Anna! I'm great, thanks. How about you?

A: I'm good too. I was thinking, we need to prepare a project on the topic "Entertainment and Media" soon. Do you have any ideas?

M: Yes, I've been thinking about it. How about making a video about the evolution of movies from the early 20th century to today?

A: Sounds interesting! We could show how technology and special effects have changed and how this has influenced the film industry.

M: Exactly. We could also interview our literature teacher to talk about his favorite movies and how they relate to literature.

A: Great idea. I also think it would be useful to include a section on the impact of social media on modern entertainment. For example, how bloggers and YouTube stars have become new celebrities.

M: Yes, we definitely need to include that. Social media plays a huge role now. How about conducting a small survey among our classmates about their preferred media?

A: Wonderful! We could create an infographic with the results and include it in our video.

M: Awesome! We need to divide the responsibilities. I can handle the video editing since I have experience with video editors.

A: Perfect, then I'll take care of gathering information and writing the script. We can meet tomorrow after school to discuss the details.

M: Agreed. See you tomorrow, Anna!

A: See you tomorrow, Michael!

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

#### **Criteria for peer assessment**

- Collaboration and Communication: Actively engages with classmates, clearly communicates ideas, and contributes to group discussions.
- Team Planning and Organization: Participates in planning and organizing tasks effectively.
- Soft skills: considers different perspectives to achieve the group's objectives.

#### **Task on Critical thinking**

Class	7
Unit	Entertainment and media
Level (CEFR)	B1
Aims	7.3.5.1 attempt to interact with classmates to collaborate, discuss, agree, plan and prioritize in order to complete learning tasks
Skills	Writing skills, critical thinking
Strategies and techniques	Task-based learning

Assessment	Peer assessment
Criteria	Collaboration and Communication Team Planning and Organization Soft skills
Materials needed	Computer, laptop
Expected results	Students activate their critical thinking

**Task 1. Write an essay “Internet is a friend or an enemy”.**

When students will write an essay, they may use these phrases.

1. In fact...
2. In the same time...
3. Likewise...
4. Compared to...
5. On the contrary...
6. Even though...
7. It goes without saying...
8. In conclusion...

**Task 2.** Write an interview with famous journalist. Before writing an interview, find and read the biography of famous journalist, then write questions and answers.

**Task 3.** Game “Word wall” <https://wordwall.net/ru/resource/8116092/media>  
Every student should spin the wheel and write an answer the questions for 2-3 minutes. Teacher and group of students listen to the answers.

**Task 4.** <https://brainly.in/question/6525544>

**Read the text and write your opinion on the issues in the text.**

A network of electric devices which I used to inform, motivate and entertain people Is called Electronic Media Following means are being used as a form of electronic media.

- Radio
- Television
- Internet or Cable Net
- Cable TV Networks
- Satellite Transmission

Electronic Media in its every form Is a big source of mass communication. It produces Its direct effect on common people. It Is the great source of providing entertainment. The impact and influence of electronic media, satellite dish and cable transmission can be described as following. Electronic Media gives information, news and current affairs at once throughout the world. Through satellite transmission and cable network, people get advantage from different entertaining programs. The programmers of satellite transmission and cable network directly influence on the life



of people. Electronic media produces new changes in the societies by giving different ideas in different programs. Electronic media spreads new ideas about standard of living, fashion, education and in the way of thinking by which people are greatly impressed and try to adopt them in their lives.

The electronic media in form of satellite transmission, Internet, cable net, dish and cable network has many useful effects. It helps to give information about different cultures, social and political systems of the different parts of the world. It gives current news and information about what happening in the world. Electronic media is the great source of knowledge about geographical facts of the world. It also provides information about new discoveries. Electronic media is the wonderful source of giving information about science, universe, oceans, sociology and politics. Satellite transmission, Dish and Cable Networks provide a variety of entertaining, reforming and informative programs. Where, electronic media is a great source of information, communication and entertainment, it also produces some harmful effects which become responsible to destroy the moral values. Students, young boys and girls waste their precious time on chatting and visiting useless websites on internet and cable net.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

#### **Criteria for peer assessment**

- Collaboration and Communication: Actively engages with classmates, clearly communicates ideas, and contributes to group discussions.
- Team Planning and Organization: Participates in planning and organizing tasks effectively.
- Soft skills: considers different perspectives to achieve the group's objectives.

#### **Task on Critical thinking**

Class	7
Unit	Entertainment and media
Level (CEFR)	B1
Aims	7.2.7.1 begin to identify the word, sentence and text-level characteristics of some oral genres
Skills	Listening skills, critical thinking
Strategies and techniques	Task-based learning
Assessment	Peer assessment
Criteria	Understanding of speech and use of language in expressing and explaining the choice
Materials needed	Computer, laptop
Expected results	Students activate their critical thinking

Task 1. Listening to six people each describe a TV programme they enjoy. Write the number of each speaker (1-6) next to the type of programme they are describing.

<https://english-practice.net/listening-exercises-b1-the-media/>

..... news      ..... crime series      ..... soap opera      ..... drama

..... talk show ..... quiz show ..... cartoon ..... documentary  
 ..... nature ..... cookery ..... sport..... comedy

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

#### Criteria for peer assessment

- understanding of speech. The student can identify and explain key vocabulary or terms that are specific to the conversation being discussed.
- use of language in expressing and explaining the choice. The student can convey the overall structure and flow of the conversation, including the introduction, main ideas, and conclusion

### Task on Cooperation

Class	7
Unit	Natural disasters
Level (CEFR)	B1
Aims	7.3.6.1 try to comment with some flexibility on what others have said at the sentence or reasoning level during pair, group and whole class work
Skills	Communicative skills, Critical thinking
Strategies and techniques	Task-based learning
Assessment	Peer assessment
Criteria	Communication use of language in expressing and explaining the choice, according to the importance
Materials needed	Cards with written activities
Expected results	Students order the given activities; Students explain the degree of importance of them;

**Task 1.** Students will work in groups to create a response plan for various natural disasters. Each group will choose a specific type of disaster (e.g., earthquake, hurricane, flood, wildfire) and develop comprehensive measures for preparation, response, and recovery.

Description of team work: Students will be divided into groups of 4-5 members. Each group will choose a specific type of natural disaster to research. Groups will gather information about the chosen disaster, studying its causes, effects, and real-life examples. They will also research existing prevention and response measures. Each group will create a detailed response plan for the chosen disaster, including: Precautionary measures, public education, creation of emergency kits. Actions during the disaster, evacuation routes, work of rescue services. Post-disaster actions, infrastructure restoration, aid to affected individuals.

Creating the Presentation: Groups will prepare a presentation of their plan, using visual materials (charts, posters, slides).

Presentation: Each group will present their plan to the class, explaining their proposals in detail and answering questions from classmates and the teacher.

Information Resources: Scientific articles, and websites about natural disasters (e.g., Red Cross, FEMA, UN websites).

Presentation Tools: PowerPoint, Google Slides, Canva.

**Task 2.** Project work: Students are divided into 3-4 groups. Each group should write:

- 1) Description of chosen disaster.
- 2) Rules: How to be saved
- 3) Groups can demonstrate equipment, actions and so on.
- 4) Draw pictures/ demonstrate video

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

Discussion and Feedback: After the presentations, each group will receive feedback from classmates and the teacher. The strengths of the plan and possible improvements will be discussed.

### Task on Critical thinking

Class	7
Unit	Natural disasters
Level (CEFR)	B1
Aims	7.3.5.1 attempt to interact with classmates to collaborate, discuss, agree, plan and prioritize in order to complete learning tasks
Skills	Writing skills, Critical thinking
Strategies and techniques	Jigsaw Reading, Task-based learning
Assessment	Peer assessment
Criteria	Communication use of language in expressing and explaining the choice, according to the importance
Materials needed	Computer, laptop
Expected results	Students activate their critical thinking

**Task 1.** [https://listenaminute.com/n/natural\\_disasters.html](https://listenaminute.com/n/natural_disasters.html)

Listen to the text. And answer the following questions.

1. Which country has the most earthquakes?
2. Which country experiences hurricanes most often?
3. In which country are disasters most common?
4. Do you know where disasters can occur in our country?
5. Do you have information on how to behave during an earthquake/flood?

**Task 2.** <https://www.onestopenglish.com/download?ac=4659>

What disaster is the announcer talking about? Choose the picture. Retell in details what have you learned from listening.

a



b



c



d



**Task 3.** Read the text and do the tasks after it. Natural disasters happen all over the world and they can be utterly devastating for people's lives and the environments in which they live. <https://www.liveexpert.org/topic/view/3550832-read-the-text-and-do-the-tasks-after-it-natural-disasters->

Disasters are caused by nature and there is nothing that we can do to prevent them happening, there are many different natural causes that lead to natural disasters, and being aware of these causes enables us to be better prepared when such disasters do arrive. One common natural disaster is flooding, which occurs when a river bursts its banks and the water spills out onto the floodplain. This is far more likely to happen when there is a great deal of heavy rain, so during very wet periods flood warnings are often put in place. Earthquakes are another common natural disaster that can cause many fatalities. The movements of the plates in the earth's crust cause them. These plates do not always move smoothly and can get stuck, causing a build-up of pressure. It is when this pressure is released that an earthquake occurs. In turn, an earthquake under the water can also cause a tsunami, as the quake causes great waves by pushing large volumes of water to the surface. Tsunamis can also be caused by underwater volcanic eruptions. Volcanic eruptions are caused by magma escaping from inside the earth. An explosion takes place, releasing the magma from a confined space, which is why there are often also huge quantities of gas and dust released during a volcanic eruption. The magma travels up the inside of the volcano, and pours out over the surrounding area as lava. One of the most common natural disasters, but also one of the most commonly forgotten, is wildfires. These take place in many different countries all over the world, particularly during the summer months, and can be caused by a range of different things. Some of the things can be totally natural, while others can be manmade, but the speed at which they spread is entirely down to nature. The two natural causes of wildfires are the sun's heat and lightning strikes, while they can also be caused by campfires, smoking, fireworks and many other things. The reasons that they spread so quickly are prolonged hot, dry weather, where the vegetation dries out, which is why they often take place in woodland.

1) The text is about.

- a) earthquakes
- b) tsunamis
- c) natural disasters
- d) environmental protection

2) Choose the right sentence.

- a) There are no gas and dust released during a volcanic eruption.
- b) Wildfires can be caused by people.
- c) Flooding is not a natural disaster.

d) Natural disasters happen only in some parts of the world.

3) Find the wrong statement.

- a) Earthquakes can cause many fatalities.
- b) Fireworks can be the cause of wildfires.
- c) Volcanic eruptions are caused by heavy rain.
- d) The speed of wildfires is entirely down to nature.

4) Complete the sentence.

Natural disasters \_\_\_\_\_.

- a) often take place in woodland
- b) are caused by underwater volcanic eruptions
- c) can be devastating for people's lives
- d) are commonly forgotten

5) Answer the question.

When does flooding occur?

- a) When a river bursts its bank.
- b) When magma escapes from inside the earth.
- c) When the vegetation dries out.
- d) After prolonged hot, dry weather.

6) Choose the best title for the text.

- a) What to do after a natural disaster?
- b) How to avoid natural disasters
- c) The wildlife
- d) Natural disasters and their causes

**Task 4.** Watch the video and learn new vocabulary and learn how to use Past Simple and Past Continuous tense. [<https://youtu.be/wdc0oWgNvs4>]

**Task 5.** Imagine, that you were in such situation, write an article for magazine. Use Past Simple and Past Continuous tense.

**Task 6.** Read the rules "How to Behave During an Earthquake"

Earthquakes can happen without warning and can be very dangerous. Knowing how to behave during an earthquake can help keep you safe. Here are some important steps to follow if you experience an earthquake.

### **During the Earthquake:**

Stay Calm: It's important not to panic. Try to stay as calm as possible.

Drop, Cover, and Hold On: Drop to your hands and knees to prevent being knocked over. Cover your head and neck with your arms and seek shelter under a sturdy piece

of furniture, like a table or desk. Hold On to your shelter until the shaking stops. Stay Indoors: If you are inside, stay inside. Moving outside can be dangerous due to falling debris.

Stay Away from Windows: Glass can shatter and cause injuries.

Use Doorways: If there is no furniture to get under, use a doorway to protect yourself. If Outside: Move to an open area away from buildings, trees, streetlights, and utility wires.

If in a Vehicle: Stop in a clear area away from buildings, trees, and overpasses. Stay inside the vehicle until the shaking stops.

After the Earthquake:

Check for Injuries: Check yourself and others for injuries and provide first aid if necessary. Be Prepared for Aftershocks: These smaller quakes can follow the main earthquake and cause further damage.

Avoid Damaged Areas: Stay away from damaged buildings and areas until authorities declare them safe. Listen to Emergency Information: Use a battery-powered radio to get updates and instructions from local authorities. Use Phones Only for Emergencies: Keep phone lines open for emergency use.

Comprehension Questions:

What are the first three things you should do during an earthquake?

Why is it important to stay away from windows during an earthquake?

What should you do if you are outside during an earthquake?

Vocabulary Practice:

Find the meanings of the following words and use them in sentences: debris, aftershocks, sturdy, shelter, utility wires.

Writing:

Imagine you are at school when an earthquake happens. Write a short paragraph describing what you would do to stay safe.

Discussion Activity:

In groups, discuss what additional safety measures can be taken at home to prepare for an earthquake. Design a poster that shows the steps to take during and after an earthquake. Use pictures and short descriptions to make it easy to understand.

**Task 7. Read the rules “How to Behave During a Flood”**

**Introduction:** Floods can be very dangerous and happen quickly. Knowing what to do during a flood can help keep you and your family safe. Here are some important steps to follow if you experience a flood.

During the Flood: Listen to the radio, watch TV, or check online for updates and instructions from local authorities.

Move to Higher Ground: If you are in a low-lying area, move to higher ground immediately.

Avoid Floodwaters: Do not walk, swim, or drive through floodwaters. The water can be deeper and faster-moving than it appears, and it may contain debris or be contaminated.

Evacuate if Advised: Follow evacuation orders from authorities promptly. Don't wait until it's too late.

Turn Off Utilities: If instructed, turn off gas, electricity, and water to prevent damage or hazards.

Do Not Touch Electrical Equipment: Avoid using electrical equipment if you are wet or standing in water.

After the Flood: Stay Away Until It's Safe: Only return home when authorities say it's safe to do so.

Avoid Contaminated Water: Floodwater can be contaminated with sewage, chemicals, and other hazards. Avoid contact with it and do not drink it.

Clean Up Safely: Wear protective clothing and be careful when cleaning up to avoid injury and illness.

Check for Damage: Inspect your home for damage, including the foundation, before entering. Look for structural damage and gas leaks.

Use Caution When Traveling: Roads and bridges may be damaged. Follow local advice on travel routes.

Comprehension Questions:

What are the first steps you should take if you find yourself in a flood?

Why is it important to avoid floodwaters?

What should you do if authorities advise you to evacuate?

Vocabulary Practice:

Find the meanings of the following words and use them in sentences: contamination, evacuation, debris, utilities, hazardous.

**Writing:** Imagine you are at home when a flood warning is issued. Write a short paragraph describing what you would do to stay safe.

**Discussion Activity:** In groups, discuss what items you would include in an emergency kit for a flood.

**Create a Safety Poster:** Design a poster that shows the steps to take during and after a flood. Use pictures and short descriptions to make it easy to understand.

**Task 8. Read the rules “How to Behave During a Fire”**

**Introduction:** Floods can be very dangerous and happen quickly. Knowing what to do during a flood can help keep you and your family safe. Here are some important steps to follow if you experience a flood.

**During the Flood:**

**Stay Informed:** Listen to the radio, watch TV, or check online for updates and instructions from local authorities.

**Move to Higher Ground:** If you are in a low-lying area, move to higher ground immediately.

**Avoid Floodwaters:** Do not walk, swim, or drive through floodwaters. The water can be deeper and faster-moving than it appears, and it may contain debris or be contaminated.

**Evacuate if Advised:** Follow evacuation orders from authorities promptly. Don't wait until it's too late.

**Turn Off Utilities:** If instructed, turn off gas, electricity, and water to prevent damage or hazards.

**Do Not Touch Electrical Equipment:** Avoid using electrical equipment if you are wet or standing in water.

**After the Flood:**

**Stay Away Until It's Safe:** Only return home when authorities say it's safe to do so.

**Avoid Contaminated Water:** Floodwater can be contaminated with sewage, chemicals, and other hazards. Avoid contact with it and do not drink it.

**Clean Up Safely:** Wear protective clothing and be careful when cleaning up to avoid injury and illness.

**Check for Damage:** Inspect your home for damage, including the foundation, before entering. Look for structural damage and gas leaks.



Use Caution When Traveling: Roads and bridges may be damaged. Follow local advice on travel routes.

Assignments:

Comprehension Questions:

What are the first steps you should take if you find yourself in a flood?

Why is it important to avoid floodwaters?

What should you do if authorities advise you to evacuate?

Vocabulary Practice:

Find the meanings of the following words and use them in sentences: contamination, evacuation, debris, utilities, hazardous.

Writing: Imagine you are at home when a flood warning is issued. Write a short paragraph describing what you would do to stay safe.

Discussion Activity: In groups, discuss what items you would include in an emergency kit for a flood.

Create a Safety Poster: Design a poster that shows the steps to take during and after a flood. Use pictures and short descriptions to make it easy to understand.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

#### Criteria for peer assessment

- Collaboration and Communication:** Actively engages with classmates.
- Consensus Building:** Effectively participates in reaching agreements with peers, showing an ability to negotiate, and compromise.
- Task Planning and Organization:** plan and organize the work efficiently to meet the learning objectives.

#### Task on Critical thinking

Class	7
Unit	Natural disasters
Level (CEFR)	B1
Aims	7.3.5.1 attempt to interact with classmates to collaborate, discuss, agree, plan and prioritize in order to complete learning tasks
Skills	Speaking skills, critical thinking
Strategies and techniques	Task-based learning
Assessment	Peer assessment
Criteria	Communication use of language in expressing and explaining the choice, according to the importance
Materials needed	Computer, laptop

Expected results	Students activate their critical thinking
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**Task 1. Activity 1: Natural Disaster News Report**

Objective: To practice speaking and presenting information.

Instructions: Divide the students into small groups.

The groups research their chosen disaster, including causes, effects, and safety measures. Each group prepares a 2-3 minute news report as if they are journalists reporting live from the scene. Groups take turns presenting their news reports to the class. After each report, the class can ask questions, and the presenting group answers.

**Activity 2: Emergency Preparedness Role Play**

Objective: To practice conversational English and problem-solving.

Instructions: Split the class into pairs or small groups. Assign each group a different natural disaster scenario (e.g., "You are at school when an earthquake hits," "You are at home when a flood starts"). Each group discusses and plans what they would do in their given scenario, including how they would stay safe and help others. Groups role-play their emergency response in front of the class. After each role-play, the class discusses what was done well and what could be improved.

**Activity 3: Survivor Stories**

Objective: To develop storytelling and descriptive language skills.

Instructions: Provide each student with a different scenario of surviving a natural disaster. Students write a short story about their experience, including where they were, what happened, how they felt, and what they did to stay safe. Students pair up and take turns telling their stories to each other. After sharing, students discuss common themes and feelings they experienced in their stories.

Objective: To enhance critical thinking and argumentation skills.

Instructions: Divide the class into two teams. Assign each team a position: one team argues that their city is well-prepared for natural disasters, and the other argues that it is not. Give the teams time to prepare their arguments, using facts and examples. Conduct a structured debate, allowing each team to present their arguments and rebuttals. After the debate, have a class discussion on the importance of disaster preparedness and what can be improved.

**Activity 5: Disaster Preparedness Poster Presentation**

Objective: To combine creative skills with speaking practice.

Instructions: Have students work individually or in pairs to create a poster about how to prepare for a specific natural disaster. Posters should include key information such as emergency kits, evacuation plans, and safety tips. Each student or pair presents their poster to the class, explaining their design and the information included. Display the posters around the classroom as a visual reminder of what they've learned.

**Task on communication**

Class	7
Unit	Healthy habits

Level	B1
Aims	7.3.1.1 use formal and informal registers in conversation on some general and academic topics; 7.3.2.1 ask challenging questions to obtain information in some general and instructional topics; 7.5.1.1 plan, write, edit, and proofread works with text-level support on general and academic topics
Skills	Communicative skills, emotion intelligence, time management
Strategies and techniques	Task-based learning
Assessment	peer assessment
Criteria	Communication, use of language in expressing and explaining the choice, order the activities according to the importance
Materials needed	cards with the rules
Expected results	Students order the given activities: students explain the meanings of proverbs: students give advices.

Task 1. Read and translate proverbs. How can you explain them?

1. Early to bed, early to rise  
makes a man healthy, wealthy and wise
2. An a apple a day keeps a doctor away

Task 2. Make a dialogue about healthy food between a man and a vegan.

Task 3. Write how to take care of yourself.

Task 4. Give advice what you must and mustn't do to be healthy:

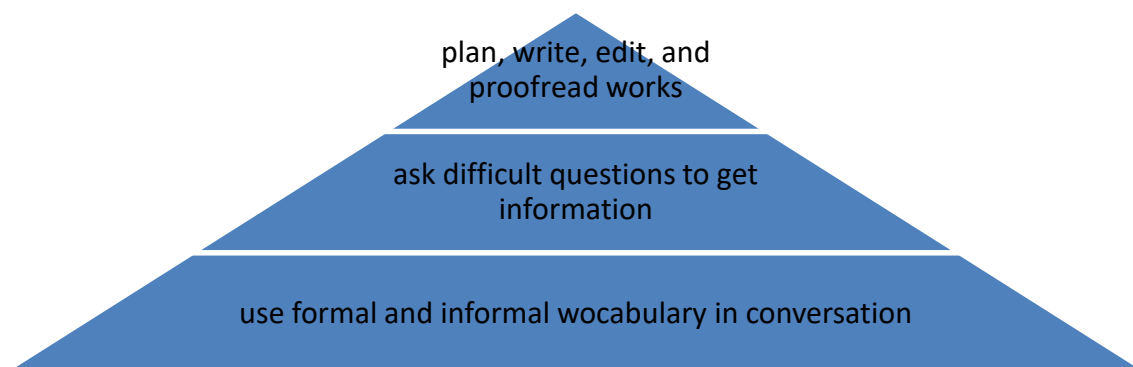
Example:

You must do	You mustn't do
drink a lot of water	smoke
sleep 7-8 hours	drink fizzy drinks
Wash hands before eating	eat chips

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

### **Criteria for formative assessment**

Use the “Pyramid” technique. Students assess each other and give pieces of the pyramid if their partner meets the criteria



### Task on communication

Class	7
Unit	Healthy habits
Level	B1
Aims	7.3.3.1 express an opinion at the level of reasoning within most general and academic topics; 7.3.6.1 try to comment with some flexibility on what others have said at the sentence or reasoning level during pair, group, and whole-class work; 7.4.1.1 understand the main points in texts within some unfamiliar general and academic topics.
Skills	Communicative skills, emotion intelligence, critical thinking
Strategies and techniques	Task-based learning
Assessment	peer assessment
Criteria	Communication, use of language in expressing and explaining the choice, order the activities according to the importance
Materials needed	pictures, TV
Expected results	Students describe their feelings: students give titles for videos

**Task 1.** Look at the photos. What do you feel? Describe your feelings.





**Task 2.** Think the titles for photos.

**Task 3.** Watch the video and give the title for it.  
(<https://www.youtube.com/watch?v=oA-lhtJnl6c>)

**Task 4.** Read the text.

Today healthy lifestyle is becoming more and more popular both with the old and the young. People have become more health-conscious. They say that the greatest wealth is health. And it's so true. The healthier we are, the better we feel. The better we feel, the longer we live.

A healthy diet is an essential part of staying healthy. We know that we should not stuff ourselves with fast food, sweets, sausages, pastry and fat food. Due to medical research, this type of food shortens our life, it leads to obesity, heart and blood vessels diseases, diabetes, gastric problems and lots of other serious ailments. To prevent all these problems we should enjoy well-balanced home-made meals with a lot of organic fruits, vegetables, dairy products, grains and seafood. **We are what we eat.**

Keeping fit and going in for sports is also important for our health. Lack of exercise in our life is a serious problem. In big cities people spend hours sitting in front of computers, TV-sets and other gadgets. We walk less because we mainly use cars and public transport. We certainly don't have to be professional sportsmen, but we should visit fitness clubs, go jogging, walk much, swim, go cycling or roller-skating or just dance. Doctors say that regular moderate physical activity is necessary for our body because it protects us from strokes and heart diseases, flue and obesity.

We must understand the harm of bad habits for our health. Smoking, drinking or taking drugs mean serious illnesses and even death from lung cancer or liver diseases, for instance. Cigarettes kill about 3 million heavy-smokers every year. Drug addicts die very young. So I think there is no place for bad habits in a healthy way of life.

Taking a proper rest and getting enough sleep, from 8 to 10 hours daily, are also great healthy habits. Sleep is the food for our brain and the rest for our muscles. Moreover we should avoid getting nervous or worried for no reason.

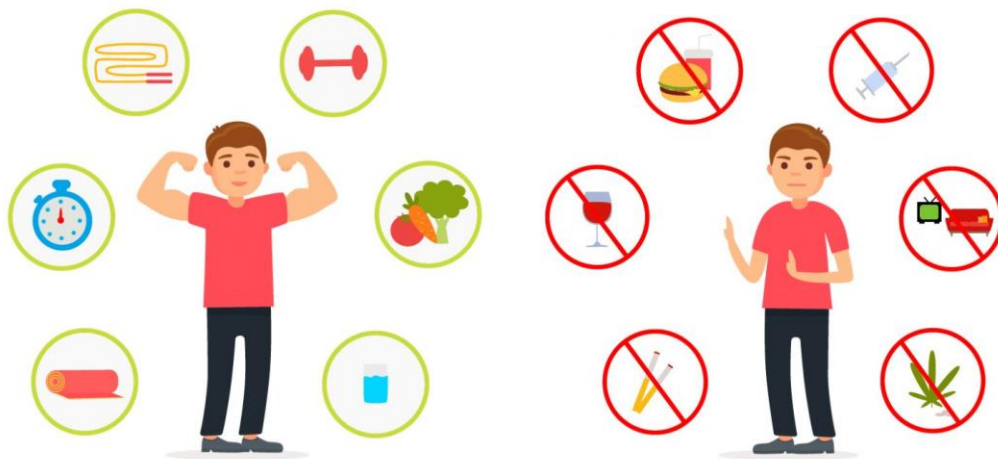
Healthy way of life concerns our body, mind and soul. Healthy people live longer, they are more successful and they enjoy their life. I believe that it's not difficult at all to follow these simple rules, and they are worth it.

### Finish proverbs about health

1. Health is ... a) but not live to eat.
2. Wealth is ... b) what you eat.
3. You are ... c) early to rise makes a man healthy, wealthy and wise.
4. Early to bed and ... d) the best wealth.
5. Eat to live ... e) be happy.
6. An a apple a day ... f) nothing without health.
7. Don't worry ... g) keeps the doctor away.
8. The best wealth ... h) is health.

**Task 5.**How will you name this text?

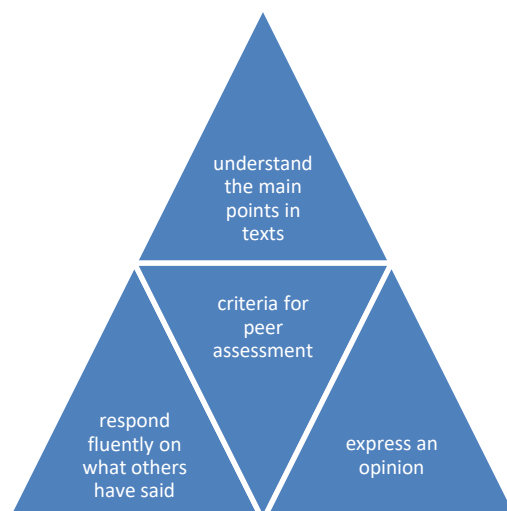
**Task 6.** Look at the poster. Which of these pictures belong to **healthy habits** and which to **unhealthy habits**?Why?



To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

#### Criteria for peer assessment

Use the “Triangles” technique (similar to the “Pyramid”). Students assess each other and give pieces of the triangle if their partner meets the criteria. Unlike the “Pyramid”, this form has no hierarchy.



### Task on communication

Class	7
Unit	Healthy habits
Level	B1
Aims	7.4.2.1 understand specific information and details in texts within most familiar general and academic topics; 7.6.13.1 use different modal forms for different functions on a variety of familiar and general learning topics; 7.2.6.1 determine, with little support, meaning from the context of a sustained conversation about some general and academic topics
Skills	Communicative skills, creativity, emotional intelligence, critical thinking
Strategies and techniques	Task-based learning
Assessment	peer assessment
Criteria	Communication, use of language in expressing and explaining the choice, order the activities according to the importance
Materials needed	Situation cards
Expected results	Students answer questions, discuss and solve problems

**Task 1.** Read the letter and give an advice.

My name is Ben. I am a seventh-former. Not long ago I began to smoke. Certainly on the one hand I know that smoking is dangerous. And I don't like the taste of cigarettes. But on the other hand my classmates called me names, and I want to look more grown-up than I really am. I think that smoking adds something to my image – I am classy. Well, can you help me to realize what should I do?

Let's discuss Nick's problem.

- 1) Why is smoking dangerous?
- 2) How can we solve this problem? What must Ben do?

A visit to the doctor

Once an old gentleman came to consult a doctor.

“What do you complain of?” – asked the doctor.

“You see, doctor, my nervous system is in a bad state. I have a heartache, often headache and my sleep isn’t good. Sometimes I cannot sleep all night long.” The doctor examined the patient very carefully and said: “Your treatment will be very simple, in other words it will be a rest-cure. You should go to a quiet place in the village for a month and have an active rest there: get up early, do morning exercises, have breakfast and go for a walk. You should walk much, go to the forest for fresh air, eat much fruit and vegetables and drink milk before going to bed. And you can smoke only one cigarette a day.

A month later the gentleman came to see the doctor again.

“How are you?” – asked the doctor.

“I am quite well now,” – answered the patient – “I’ve done everything that you recommended me, doctor. I strictly followed all your orders. I walked much, ate much fruit and vegetables and drank milk before going to sleep. But one cigarette a day almost killed me.”

“But why?” – asked the doctor.

“It’s not a joke to begin smoking at my age, I had never smoked before,” – answered the gentleman.

## **Task 2.**

Listen to the text again and answer the questions. Answer the questions:

1. What did the old gentleman complain of when he came to consult the doctor?
2. What did the doctor recommend the patient after examining him carefully?

How many cigarettes could the man smoke every day?

3. When did the patient come to see the doctor again?
4. How did the patient feel after the rest-cure?
5. Did the patient follow all the doctor’s orders?
6. Why did one cigarette a day almost kill him as he said?

## **Task 3. Complete these questions a doctor might ask a patient. Then listen to the conversation and check.**

**Listening 1.** ([https://englishworksheets.net/practice/b1\\_l2-health.html](https://englishworksheets.net/practice/b1_l2-health.html))

- 1) What seems to be the \_\_\_\_\_?
- 2) Do you \_\_\_\_\_ when it started?
- 3) Where does it \_\_\_\_\_ exactly?
- 4) Is it \_\_\_\_\_ if I do this?
- 5) Are you \_\_\_\_\_ to anything?
- 6) Have you got any other \_\_\_\_\_?
- 7) Have you been \_\_\_\_\_ anything for it?

Short answers: 1) trouble 2) know 3) hurt 4) painful 5) allergic 6) symptoms 7) taking

**Task 4.** Make up the dialogues. Let’s make compliments to each other. (Situation cards)



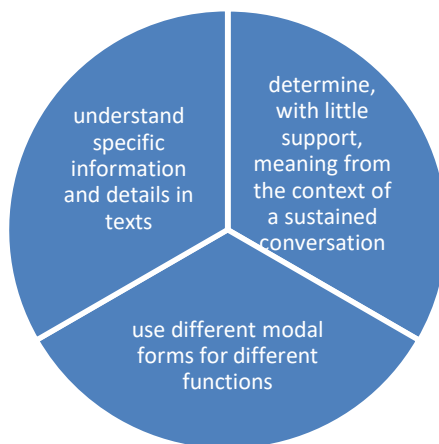
1. You meet your friend. She looks slim. You make a compliment. She expresses her thanks and expresses reasons.
2. You meet your friend. His hair doesn't smell. You make a compliment. He expresses his thanks and expresses his reasons.
3. You meet your friend. She looks great. You make a compliment. She expresses her thanks and reasons.
4. You meet your friend. She looks great. Her teeth are white and look strong. You make a compliment. She expresses her thanks and reasons.
5. You meet your friend. He has lost weight. You make a compliment. He expresses his thanks and reasons.

Task 5. Are you a fitness fan? Make a poster about fitness advantages.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

### Criteria for peer assessment

Use the "Diagram" technique (similar to the "Pyramid"). Students assess each other and give pieces of the triangle if their partner meets the criteria. Unlike the 'Pyramid,' this form has no hierarchy.



### Task on communication

Class	7
Unit	Clothes and fashion
Level	B1
Aims	7.4.4.1 read some long texts of fiction and nonfiction within familiar and some unfamiliar general and academic topics; 7.4.1.1 understand the main points in texts within some unfamiliar general and academic topics.
Skills	Communicative skills, creativity, critical thinking
Strategies and techniques	Task-based learning
Assessment	peer assessment

Criteria	Communication, use of language in expressing and explaining the activities according to the importance
Materials needed	cards with the written activities
Expected results	Students read text: students explain their choice.

Task 1. Read the text.

### **Dressing in Fashion**

Fashions change so quickly that it's difficult to follow them. What was "in" yesterday, may be out of fashion tomorrow and not so popular even today! Even people who do not take much interest in clothes and fashion can't but notice how radically people around change with each new swing of fashion. Let's briefly describe the main changes in people's appearance that took place in the 20<sup>th</sup> century.

At the turn of the century clothes were rather conservative and fashions didn't change so quickly. Men wore traditional dark suits with starched white or light coloured shirts. Dinner jackets and tails with bow-ties were for formal wear. A lot of men had moustaches and short hair-cuts. Women wore their hair long. A hat was a necessary accessory when a lady was going out. Dresses were long and under them women wore corsets – the tools of torturing! They were stiff and uncomfortable, but they made women's waists narrower. And the fashion dictated this!

After the First World War the fashion changes greatly. Men started wearing the so-called Oxford bags – trousers with very wide legs. But it was women who really surprised the world by wearing short hair-cuts and short dresses allowing everybody to see their knees. No corsets any longer. No waist or bust indicated, a boy-like figure became the ideal of beauty.

After the World War II, in the 1950s, the men got more interested in clothes. The so-called teddy-boys appeared who wore long jackets in bright colours.

In the 1960s there was another revolution brought about by mini-skirts and high boots for women. Men began to wear their hair long. In the late 1960s and the first half of the 1970s hippy style was in.

In the 1980s punks appeared with their special hairstyle. The 1990s brought about unisex fashion as well as rockers and bikers with leather jackets, leather trousers, a lot of metal accessories and decorations.

What will the 22<sup>nd</sup> century bring us?

Let's discuss the text you have read.

1. Say in which decades women wore their hair short and in which long. And what about the length of their skirts? Did the length of the hair and the length of skirt coincide?
2. Which decades witnessed the most radical changes in men's fashion, in your opinion? Prove your point with the facts from the text.
3. In what periods of history do you think men and women dressed especially attractively? Describe what you like about their clothes.

Do you agree that it is important to be properly dressed? If you don't want to feel cold or hot, awkward or clumsy, overdressed or like "a poor relative", you have to choose your clothes very carefully. Decide and tell your partner what you will wear on each of the following occasions.

What would you wear to ....

- A new disco's first night?
- An open-air rock-concert?
- A summer afternoon near the river?
- A quiet evening at home?
- An entrance examination?
- A formal party?
- A barbecue in the country?

Task 2. Imagine that you are going to a school disco. You are trying on clothes to decide what to wear. Express your approval or disapproval.

Task 3. Imagine that you are a fashion judge on TV. Give your opinion for the next images.



Example: The girl #1 looks really trendy. She is wearing....

Task 4. Choose a character from cartoon or film and create a new image for him. Choose with his previous image.

Task 5. Turn on the first official trailer and ask students to think about which historical period is represented in the video based on the way the characters dress. Have them choose a character they like.

1. <https://www.youtube.com/watch?v=8tfHT4TMHqs>.

**[2. https://www.youtube.com/watch?v=jpZrVxvG3mk&embeds](https://www.youtube.com/watch?v=jpZrVxvG3mk&embeds)**

Play the second official trailer for them to check their assumptions. Then turn on both videos and stop at the points where the character chosen by the students is shown wearing different clothes. Give students 30 seconds to describe each character's look.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

**Criteria for peer assessment**

- read some long texts of fiction and nonfiction
- understand the main points in texts

**Task on communication**

Class	7
Unit	Clothes and fashion
Level	B1
Aims	7.3.6.1 try to comment with some flexibility on what others have said at the sentence or reasoning level during pair, group, and whole-class work;7.2.6.1 identify with little support meaning from the context of a sustained conversation about general and academic topics;7.5.4.1 use with support appropriate style and register in some written genres on general and academic topics
Skills	Communicative skills, Emotion intelligence
Strategies and techniques	Task-based learning
Assessment	Teacher’s feedback
Criteria	Communication, use of language in expressing and explaining the choice, order the activities according to the importance
Materials needed	photos of celebrities
Expected results	Students order the given activities:students explain the degree of importance of them:students add the missed activities.



**Task 1.** Look at the following words and use them to describe the picture according to the plan :

1. I'd like to describe picture (one)
2. In the picture I can see...
3. The picture was taken outside (inside)
4. The action is taking place in the park.
5. (looking at the picture, I can see...
6. casual clothes, formal clothes, summer clothes, winter clothes, autumn clothes, spring clothes) The woman is dressed in casual clothes
7. The woman is about ten years old.
8. I like the photo because...

### **Task 2.**

Girl: How many wonderful clothes there are! I should buy a clothing for a supper party for me.

Man: Yes, there are very many clothes here, I'm afraid we won't be able to choose anything suitable in such a great number of ones.

Girl: Don't worry. We'll be able to choose, and even to buy something.

For example, this white dress and black glasses, it must be Dolce & Gabbana!

Man: No, this dress is of the Chinese manufacture.

Girl: And what about these numerous silk kerchiefs, most likely they are Indian!

Man: It's impossible, it's written on the labels that the manufacturer is London.

Girl: How thin the fabric is, I like it very much. Can I buy this dress? Please!

Man: You can buy it, but don't forget about the price, you've already spent a lot of money, probably you'll fail.

Listen to the dialogue and answer the questions.

1. Where is going the young couple to go?
2. Is there a great choice?
3. What colour of dresses likes the girl?
4. Who is the manufacturer of silk kerchiefs?
5. Do they have a lot of money?

**Task 3.** Role-play. Imagine that you are at the fashion show. Create and describe your models for teenagers. Prepare speech for public.

Example: "Fashion is a big business. More people are involved in the buying, selling and

production of clothing than any other business in the world. Every day, millions of workers design, sew, dye, and transport clothing to stores. We suggest our models for teenagers from our fashion house!"

**Task 4.** Read the letter. Write back to Sheryl answering her questions. Write 100-140 words.

Remember of rules of letter writing.

Do you ever argue with your parents about what you wear? My parents and I don't seem to agree about clothes at all! Is it important to you to be fashionable? What sort of clothes do you like wearing? Why? Do you think I should wear what my parents tell me to? Have you got any good advice? Looking forward to hearing your opinion.  
Love  
Shery

To assess whether students have met the learning outcomes outlined in the learning objectives, teacher's feedback as a formative assessment method is recommended:

### Task on communication

Class	7
Unit	Clothes and fashion
Level	B1
Aims	7.3.7.1 use specific vocabulary and syntax within a variety of general and some instructional topics;;7.2.6.1 identify with little support meaning from the context of a sustained conversation about general and academic topics;7.5.4.1 use with support appropriate style and register in some written genres on general and academic topics
Skills	Communicative skills, creativity, emotion intelligence, team work, time management
Strategies and techniques	Task-based learning
Assessment	peer assessment
Criteria	Communication, use of language in expressing and explaining the choice, order the activities according to the importance
Materials needed	photos of celebrities; clothes pictures
Expected results	Students order the given activities:students explain the degree of importance of them.

Task 1. Think of unusual usage of dress/cap,shoes.

Task 2. Take an interview with Ronaldo about his style.What clothes does he prefer?

Task 3.Devide class into 2 teams. give a simple picture. One team asks questions about the picture and the other team answers them. It's all about imagination.



Task 4. Devide class into two groups. Each group takes cards with situation dialogues.  
(Example: in the clothes shop)

Task 5. Choose the theme that is interesting for teenagers. Offer to discuss advantages and disadvantages it in class.  
(Example: “Teenager`s style at school”, “Are you fun of hoodies?”)

### Tasks on listening

Class	7
Unit	Clothes and fashion
Level	B1
Aims	7.3.7.1 use specific vocabulary and syntax within a variety of general and some instructional topics;; 7.2.6.1 identify with little support meaning from the context of a sustained conversation about general and academic topics; 7.5.4.1 use with support appropriate style and register in some written genres on general and academic topics
Skills	Communicative skills, collaboration
Strategies and techniques	Task-based learning
Assessment	peer assessment
Criteria	Communication, use of language in expressing and explaining the choice, order the activities according to the importance
Materials needed	photos of film or cartoons` heroes
Expected results	Students order the given activities; students explain the degree of importance of them.

Task 1. Divide class. Offer to choose one hero from a film/cartoon/fairytale and make a presentation. Students draw a poster about this hero`s daily life and clothes style.

Task 2. People are talking about fashions from the past. Listen and number the pictures.  
**Listening 1.** (<https://english-practice.net/listening-exercises-b1-fashion/>)



### Answer & Transcript

1. Oh, look at this. Typical early 60s. That's when guys started to wear their hair long. And girls wore their skirts really short. Remember the miniskirts and boots?

2. This must be the 1920s, the "Roaring Twenties." I love the dresses women wore then – very straight and they came down to just above the knees. And they wore their hair short and usually straight. Men looked handsome, too, with those wide trousers. They listened to jazz and did these crazy dances like the Charleston. What a wild time that was!

3. This is the late 60s-early 70s, of course. Look at this woman's big long skirt. It's very colorful. And the guys wore jeans and T-shirts with peace signs on them! It seemed that all young people had long hair.

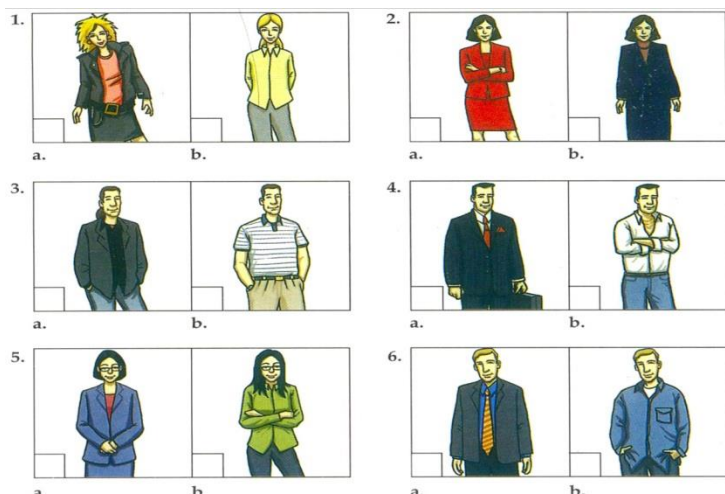
4. This must be the 1950s, when boys had their hair slicked back and wore really bright jackets and those very tight pants. I wonder how they ever got into them – or out of them for that matter. The girls wore tight sweaters and wide skirts.

5. Oh, this is the late 70s or early 80s. Both the guy and the woman have punk hairstyles and their hair is dyed these really wild colors. The funny thing is, some people still look this way!

6. This has to be around 1910. People dressed very formally then. Men had suits with long jackets and they usually wore hats. The women wore long dresses and capes. Very elegant.

Task 3. People are talking about how their friends have changed. What do their friends look like now? Listen and check the correct picture.

**Listening 2.** (<https://english-practice.net/listening-exercises-b1-fashion/>)



1.A: I just ran into Mary. Wow! She's really changed!

B: Really?

A: Oh, yeah. She used to look really wild. You know, with all that big hair and makeup? And that leather jacket?

B: Sure. I remember.

A: Well, that's all gone. Now she wears plain blouses, and her hair is much neater.

B: Weird. Do you know why she

changed?

A: Yeah. She's going to college now, so she wanted a different look

2.A: Betty's dressing differently these days.

B: Oh, really?

A: Yeah. I think it's a change for the better. That blue suit she used to wear wasn't so great.

B: Yes, I thought the same thing.



A: Now she's wearing this fantastic red suit.

B: So, why the change?

A: I guess her new job has a better salary, so she can afford to buy some new clothes.

3.A: Have you seen Jerry lately?

B: No. Why?

A: Well, he's really changed his look. He used to have that preppy look – you know, the tan pants and shirts with collars. And short hair.

B: And now?

A: Now he's got long hair, in a ponytail. And he always wears black.

B: Interesting. What made him change?

A: I heard his new girlfriend asked him to do it.

4.A: David's really changed the way he looks lately.

B: Really?

A: Yeah. I never thought I'd see him dressing the way he does now – the tight blue jeans, the gold necklaces ... He's even wearing his shirts unbuttoned.

B: No way!

A: It's true. He used to wear that suit and tie everywhere, but not anymore.

B: What happened?

A: I heard he broke up with his girlfriend.

5.A: I think Karen looked a lot better before she changed her look.

B: Hmm. What do you mean?

A: Well, first of all, she cut her gorgeous long hair. And she used to wear those great casual pants. I thought maybe she didn't even own a dress!

B: That's true.

A: But now she always wears an expensive suit.

B: Why did she change?

A: She had to. She got a big promotion at work.

6.A: Have you seen Steve Jones since he graduated from college? He looks so different.

B: Really? How?

A: He wears a suit and tie every day.

B: You're kidding!

A: I know. It's strange. In college, he was always wearing his old jeans and a denim shirt. He looked so relaxed all the time.

B: What made him change?

A: He found a job at a bank, so he's got to look good for the customers.

**Task 4.** People are describing things they have just bought. Listen and write the correct letter.

**Listening 3** (<https://english-practice.net/listening-exercises-b1-fashion/>)



**Answers**

- 1 F
- 2 A
- 3 D
- 4 C
- 5 E
- 6 B

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended.

Tick the criterion your classmate meets:

	use specific vocabulary and syntax
	identify with little support meaning from the context
	use with support appropriate style and register

**Task on communication**

<b>class</b>	7
<b>Unit</b>	Communication and technology
<b>Level</b>	B1
<b>Aims</b>	7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers
<b>skills</b>	<b>Soft skills (Communication skills: active listening, verbal communication)</b>
<b>Strategies and techniques</b>	Brainstorm, Active Listening strategy, PBL
<b>Assessment</b>	peer assessment
<b>Criteria</b>	Conflict resolution, use of language in negotiating solutions, emotional intelligence, and problem-solving strategies.
<b>Materials Needed:</b>	Whiteboard/projector Markers/pens Chart paper Sticky notes Optional: Music (upbeat, lighthearted music for the activity)

Differentiation:	For students who are shy or hesitant to share, provide them with a pre-written template or a list of prompts to guide their presentation.
Expected Results:	students explore their interests, practice essential communication skills, and learn about the diverse hobbies and activities enjoyed by their peers.

**Task 1.** Free Time Brainstorm. answer the questions and write your ideas on sticky notes and post them on a chart paper.

*For this task students should be divided into groups of 4-5.*

1. What free time activities do you enjoy or are interested in?
2. What other common activities do you know?
3. What unique or creative hobbies do you know?

**Task 2.** “My Favorite Activity”. Prepare a short, engaging description of your chosen activity, focusing on the following ideas:

1. What do you enjoy during the activity?
2. Why do you enjoy it?
3. How it makes you feel

**Task 3.** Active listening and Verbal Communication in “Sharing circle”

Each student will present their “favorite activity” to the class one by one.

Requirements for presenting students

- use descriptive language, storytelling techniques, and
- engage your audience by making eye contact.

Requirements for students to practice active listening skills:

- maintain eye contact with the speaker
- lean in and show interest
- nod to acknowledge understanding
- ask clarifying questions after the presentation

**Task 4.** Discuss how sharing our interests and hobbies can help us connect with others and build relationships.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

Criteria for peer assessment

- conflict resolution
- use of language in negotiating solutions
- emotional intelligence
- problem-solving strategies.

### Task on written communication and presentation skills

<b>class</b>	<b>7</b>
<b>Unit</b>	<b>Communication and technology</b>
<b>Level</b>	<b>B1</b>
<b>Aims</b>	7.3.5.1 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks
<b>skills</b>	Soft skills (Communication skills: communication and presentation skills)
<b>Strategies and techniques</b>	Brainstorm, Active Listening strategy, PBL
<b>assessment</b>	Self assesement.
Criteria	Conflict resolution, use of language in negotiating solutions, emotional intelligence, and problem-solving strategies.
Materials Needed:	Whiteboard/projector Markers/pens Handout with grammar rules and examples of modal verbs “can,” “could,” and “be able to.” Chart paper Sticky notes
Differentiation:	Provide additional examples and support for students who need more guidance with grammar.
Expected Results:	students develop confidence in using modal verbs while enhancing their written and verbal communication abilities.

**Task 1.** Brainstorming. Give some example phrases by using “can,” “could,” or “be able to”.

Students find out that “can,” “could,” or “be able to” are used to express ability, possibility, permission, or request.

**Task 2.** Do the task and discuss the usage of “can,” “could,” or “be able to” with your classmates.

a) *Match the sentences with the correct form ("can," "could," or "be able to") to express ability:*

She \_\_\_ swim very fast.

By next year, he will \_\_\_ speak three languages.

When I was younger, I \_\_\_ run 5 kilometers easily.

b) *Write sentences using “can”, “could”, or “be able to” to express possibility in different situations provided.*

You \_\_\_\_\_ win a prize in the competition.

You \_\_\_\_\_ see the mountains from this point.

c) *In pairs, create a dialogue where one person asks for permission using "can" or "could," and the other person responds. Perform your dialogue in front of the class.*

*Example:*

A: **Can** I go to the party this weekend?

B: Yes, you **can** go, but be back by 9 PM.

d) *Create polite requests using "can" or "could" in different everyday situations.*

*Write them down and share them with a partner.*

**Could** you help me with my homework, please?

**Can** you pass the salt?

e) Write a short paragraph about something you have recently learned to do or will be able to do in the future. Use "can," "could," and "be able to" appropriately.

*Example:*

Last year, I couldn't play the piano, but now I can play a few songs. By next year, I hope to be able to perform in front of an audience.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

#### Criteria for self-assessment

- I can use conflict resolution strategies
- I can suggest negotiating solutions
- I can provide problem-solving strategies
- I can use “can,” “could,” or “be able to” to express ability, possibility, permission, or request.

#### Task on written communication and presentation skills

<b>class</b>	<b>7</b>
<b>Unit</b>	<b>Communication and technology</b>
<b>Level</b>	<b>B1</b>
<b>Aims</b>	7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics
<b>skills</b>	Soft skills (Leadership: Problem-solving; Creativity: Brainstorming; Team work: Conflict resolution
<b>Strategies and techniques</b>	Brainstorm, Active Listening strategy, PBL
<b>assessment</b>	Peer assessment
<b>Criteria</b>	Conflict resolution, use of language in negotiating solutions, emotional intelligence, and problem-solving strategies.
<b>Materials Needed:</b>	Whiteboard/projector Markers/pens Chart paper Construction paper Art supplies (crayons, markers, paint, etc.) Tablets, computers, video editing software Music (optional): upbeat, inspiring music
<b>Differentiation:</b>	Provide additional prompts and resources for students who need more support.

<b>Expected Results:</b>	students develop their creative, problem-solving, and leadership skills, and practice teamwork while exploring the concept of communicating with classmates.
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Task 1. Answer the questions:

“What would you want to tell an alien if you met them?”

“How would you communicate with a being who doesn’t speak our language?”

Task 2. Team Formation and Brainstorming:

Divide students into teams of 4-5.

Assign each team a “planet” to represent (e.g., Mars, Venus, Jupiter)

Within each team, encourage students to take on leadership roles.

Team members should assign tasks based on their skills and interests (e.g., drawing, writing, designing, presenting).

Task 3.

Guide teams to utilize their creativity to develop a **unique and compelling greeting message** to aliens. They should emphasize:

- The purpose of the message: what do they want to communicate?
- The format: what form of communication will be effective? (visual, audio, written, etc.)
- The target audience: who are they greeting? (alien species with different senses and understanding)

Allow them to explore different forms of communication:

Text for handout.

### **Different Forms of Communication**

Communication is an essential part of our lives, allowing us to express our thoughts, emotions, and ideas. There are many ways to communicate, and each form has its unique strengths. Here are three key forms of communication: visual, audio, and written.

#### **1. Visual Communication**

Visual communication involves conveying messages through images, symbols, and gestures. This form of communication is powerful because it can be understood universally, even without words. For example, **artwork** like paintings or sculptures can express complex emotions and ideas. **Posters** are often used to share information or promote events, using images and text to attract attention. **Symbols** like traffic signs or logos represent ideas or concepts quickly and effectively. **Gestures**, such as a thumbs-up or a wave, can communicate approval, greetings, or other messages without speaking.

#### **2. Audio Communication**

Audio communication uses sounds to convey information and evoke emotions. **Music** is a universal language that can express joy, sadness, excitement, and a wide

range of other feelings. It can also unite people, as songs often become anthems for social movements or cultural identities. **Sounds**, like a ringing bell or a car horn, can signal specific actions or warnings. **Recordings** of voices, whether in a podcast, an audiobook, or a recorded speech, allow people to share stories, ideas, and instructions in a way that feels personal and direct.

### **3. Written Communication**

Written communication allows us to record and share ideas across time and space. It can take many forms, from traditional **messages in different languages** to more specialized systems like **codes** and **symbols**. Writing enables precise communication, where detailed instructions, stories, or information can be passed down through generations. Different languages allow people from various cultures to express their unique perspectives, while codes and symbols, such as Morse code or mathematical notations, provide a way to communicate efficiently and often secretly.

Each form of communication—visual, audio, and written—plays a vital role in how we share and receive information, making our interactions richer and more meaningful.

#### Task 5.

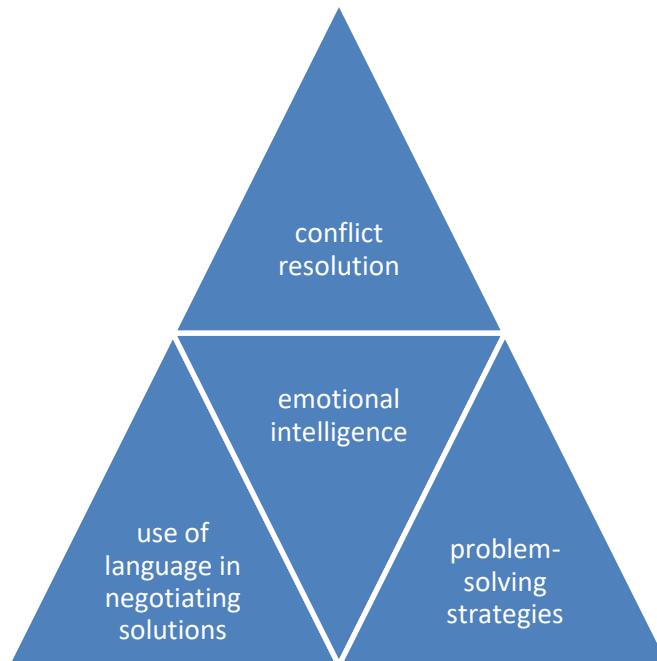
Present your “Greeting from the Planet Earth” to the class.

After all presentations discuss the importance of communication across cultural and language barriers.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

#### Criteria for peer assessment

Students assess each other and give pieces of the triangle if their partner meets the criteria. Use the 'Triangles' technique.



### Task on written Communication and Emotional Intelligence

<b>class</b>	7
<b>Unit</b>	Communication and technology
<b>Level</b>	B1
<b>Aims</b>	7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics
<b>skills</b>	Soft skills (Leadership: Problem-solving; Creativity: Brainstorming; Team work: Conflict resolution)
<b>Strategies and techniques</b>	Brainstorm, Active Listening strategy, PBL
<b>assessment</b>	Self-assessment, reflexive diary
<b>Criteria</b>	Conflict resolution, use of language in negotiating solutions, emotional intelligence, and problem-solving strategies.
<b>Materials Needed:</b>	Whiteboard/projector Markers/pens Handouts with different communication methods (letter, telegram, email, phone call, video chat, social media) Chart paper Sticky notes
<b>Differentiation:</b>	For students struggling with emotional expression, provide visual aids or prompts to guide their responses.
<b>Expected Results:</b>	students develop self-awareness and empathy skills while exploring different communication methods.

**Task 1.** Brainstorming. Discuss the questions below.

How do you communicate with your friends and family?

What were the ways people communicated in the past? (letters, telegrams, etc.).

Is emotional intelligence important for communication?



**Task 2.** Discuss the advantages and disadvantages of each communication method (letters, telegrams, email, phone calls, video chat, social media, etc.) in terms of:

- speed and efficiency;
- clarity and accuracy;
- emotional expression and interpretation.

**Task 3.** Emotional Intelligence Activity. Have a conversation in pairs on the topic 'The Dangers and Benefits of Technology.' One student should discuss the pros, and the other should discuss the cons of the given topic.

After each role-play, discuss:

1. How does the communication method impact the emotional understanding between the friends?
2. How do the choice of words, tone, and nonverbal cues affect the message?

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

For self-assessment, students use the “Reflexive diary” technique. They reflect on their experience and how they felt while listening and write it down.

### **Task on Critical thinking**

<b>class</b>	7
<b>Unit</b>	Hobbies and leisure
<b>Level</b>	B1
<b>Aims</b>	7.3.1.1 use formal and informal registers in their talk on a limited range of general and curricular topics
<b>skills</b>	Soft skills (Critical thinking: Evaluation and Deductive reasoning)
<b>Strategies and techniques</b>	Brainstorm, Active Listening strategy, PBL
<b>assessment</b>	Peer assessment
<b>Criteria</b>	Conflict resolution, use of language in negotiating solutions, emotional intelligence, and problem-solving strategies.
<b>Materials Needed:</b>	Whiteboard/projector Markers/pens Index cards Chart paper Sticky notes
<b>Differentiation:</b>	For students who need more support, provide them with a list of possible survey questions to choose from.
<b>Expected Results:</b>	students practice communication, time management, adaptability, and problem-solving in a real-world scenario.

**Task 1.** Discuss the importance of healthy eating habits and how they relate to hobbies and leisure activities.

**Task 2. Survey Brainstorm.** In groups make about 10 survey questions related to healthy eating habits. The questions should cover:

- Preferred healthy meal options
- Barriers to healthy eating
- Attitudes towards healthy food
- Frequency of healthy snacking
- Motivation for healthy choices

*Example of survey questions:*

How often do you eat fruits and vegetables each day?

How many meals do you typically eat in a day?

Do you read nutritional labels before purchasing food products?

How often do you consume fast food or takeout meals?

How much water do you drink on an average day?

How often do you choose whole grains (like brown rice or whole-wheat bread) over refined grains (like white rice or white bread)?

How often do you eat breakfast each week?

How often do you include protein-rich foods (like meat, fish, beans, or nuts) in your meals?

How many servings of dairy or dairy alternatives do you consume daily?

How often do you limit your intake of sugary snacks and beverages?

How often do you include healthy fats (like olive oil, avocados, or nuts) in your diet?

Do you plan your meals in advance?

How often do you prepare meals at home rather than eating out?

How frequently do you consume processed or packaged foods?

Do you feel that your diet provides you with sufficient energy throughout the day?

**Task 3.** Conduct a survey and analyze the data. Use charts and graphs to visualize their findings. Identify any trends or patterns in the data and discuss potential reasons for them.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

#### Criteria for peer assessment

- conflict resolution
- use of language in negotiating solutions
- emotional intelligence
- problem-solving strategies

Task on Conflict management, Emotional intelligence, Communication

<b>class</b>	7
<b>Unit</b>	Hobbies and leisure

<b>Level</b>	B1
<b>Aims</b>	7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics
<b>skills</b>	Soft skills (Conflict management, Emotional intelligence, Communication)
<b>Strategies and techniques</b>	Brainstorm, Active Listening strategy, PBL
<b>assessment</b>	Peer assessment
<b>Criteria</b>	Conflict resolution, use of language in negotiating solutions, emotional intelligence, and problem-solving strategies
<b>Materials Needed:</b>	Whiteboard/projector Markers/pens Chart paper Sticky notes Optional: Visual aids (pictures, videos, objects) related to hobbies
<b>Differentiation:</b>	For students who are shy or hesitant to share, provide them with prompts or a visual guide to aid their presentation
<b>Expected Results:</b>	students explore their passions, develop essential social and communication skills, and gain a deeper understanding of the diverse world of hobbies.

**Task 1.** Students in small groups (3-4 students) brainstorm a list of different hobbies, encouraging a variety of interests (e.g., sports, arts & crafts, music, reading, gaming, cooking), write their ideas on sticky notes and post them on a chart paper.

**Task 2.** Prepare a short presentation about your chosen hobby, focusing on:

1. What do you enjoy about the hobby?
2. How it makes you feel?
3. What skills or knowledge you've gained
4. How would you describe the experience to someone unfamiliar with it?

**Task 3.** Active listening and Verbal Communication in “Sharing circle”

Each student will present their “favorite activity” to the class one by one.

Requirements for presenting students

- use descriptive language, storytelling techniques, and
- engage your audience by making eye contact.

Requirements for students to practice active listening skills:

- maintain eye contact with the speaker
- lean in and show interest
- nod to acknowledge understanding
- ask clarifying questions after the presentation

**Task 4.** Create a visual representation of your favorite hobby (e.g., a drawing, a collage, a short video, a poem). Discuss how sharing our interests and hobbies can help us connect with others and build relationships.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

**Criteria for peer assessment**

- conflict resolution
- use of language in negotiating solutions
- emotional intelligence
- problem-solving strategies.

**Task on communication**

<b>Class</b>	<b>7</b>
<b>Unit</b>	<b>Holidays and Travel</b>
<b>Level</b>	<b>B1</b>
<b>Aims</b>	7.3.1.1 use formal and informal registers in their talk on a limited range of general and curricular topics
<b>Skills</b>	Soft skills (Communication skills: Verbal communication; Leadership: Problem-solving; Teamwork: Collaboration)
<b>Strategies and techniques</b>	Brainstorming, problem-based learning, Jigsaw
<b>Assessment</b>	Peer assessment
<b>Criteria</b>	Conflict resolution, use of language in negotiating solutions, emotional intelligence, and problem-solving strategies.
<b>Materials Needed:</b>	Open space for physical activities Sports equipment (e.g., balls, cones, nets, etc.) Music (optional) Whiteboard/chart paper Markers/pens
<b>Differentiation:</b>	For students who need more support, provide them with additional resources or simplified instructions for the activities. Challenge advanced students to research and present a more complex holiday sport or to create their own sports-related game inspired by different cultures.
<b>Expected Results:</b>	students engage in a fun and interactive learning experience while enhancing their verbal communication, problem-solving, and collaboration skills.

Task 1. Discuss the importance of physical activity, sportsmanship, and collaboration.

Task 2. In groups of 4-5 prepare a short presentation on “Holiday Sports Exploration”, which should include:

- Name of the holiday (e.g., Christmas, Diwali, Chinese New Year, Ramadan, etc.)
- Country/culture of origin

- Description of the sport/game
- How it is played

!!! Note for the teacher: Provide them with a list of resources (e.g., books, websites) to research and learn about sports and games associated with their assigned holiday.

Task 3. Share the presentation using Jigsaw strategy.

Each 'expert' learner in turn shares with their 'jigsaw' group the section of text or information they were originally given. The others ask questions to ensure all have a good understanding. The 'jigsaw' group together complete a task which requires them to understand all of the information shared by each 'expert'.

<https://www.bell-foundation.org.uk/resources/great-ideas/jigsaw-activities/#:~:text=Each%20'expert'%20learner%20in%20turn,shared%20by%20each%20'expert'>

Task 4. Design, present to the class and discuss a new variation of the game with modified rules. It should include:

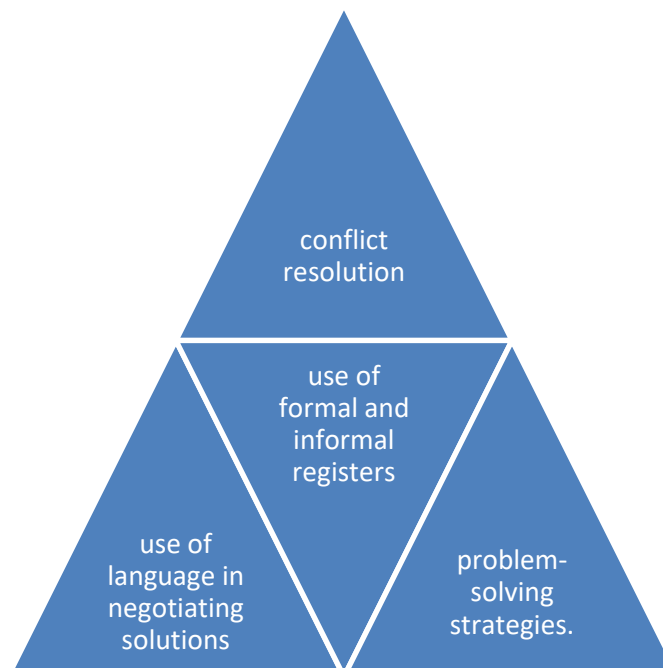
- a strategy to overcome a specific obstacle in the game.
- a rule to perform.

You may use visual support for presentation

#### Criteria for peer assessment

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

Students assess each other using the “Triangle” technique and give pieces of the triangle if their partner meets the criteria



### Task on communication

<b>Class</b>	7
<b>Unit</b>	Holidays and Travel
<b>Level</b>	B1
<b>Aims</b>	7.3.1.1 use formal and informal registers in their talk on a limited range of general and curricular topics
<b>Skills</b>	Soft skills (Communication skills: Written communication; Leadership: management; Teamwork: Conflict resolution
<b>Strategies and techniques</b>	Brainstorming, Collaborative Writing, task-based learning
<b>Assessment</b>	Peer assessment
<b>Criteria</b>	Conflict resolution, use of language in negotiating solutions, emotional intelligence, and problem-solving strategies.
<b>Materials Needed:</b>	Whiteboard/projector Markers/pens Chart paper Handout with grammar rules and examples of the present perfect tense Optional: Travel brochures, maps, photos of travel destinations
<b>Differentiation:</b>	Provide additional support and resources for students who need more help
<b>Expected Results:</b>	students develop valuable communication, management, and conflict resolution skills while improving their writing and collaboration abilities.

Task 1. "I have seen that film before". Read the sentence in the Present Perfect tense and choose its function from the given below:

- a) describing experience and actions completed in the past
- b) describing experiences and actions completed in the past that have a connection to the present.
- c) describing experiences and actions completed in the past that have a connection to the past.

Task2. Write these sentences in Present Perfect. Discuss the results with your classmates and highlight the use of the present perfect with words like "already," "yet," "ever," and "never." Provide your own examples.

I \_\_\_\_\_ my homework already. (not finish yet)

She \_\_\_\_\_ reading a new book. (just start)

They \_\_\_\_\_ three countries this year. (already visit)

We \_\_\_\_\_ that movie before. (never see)

He \_\_\_\_\_ his keys again! (loose)

\_\_\_\_\_ you sushi? (ever try)

I \_\_\_\_\_ her since we were little. (know)

The dog \_\_\_\_\_ all the cookies. (eat)

\_\_\_\_\_ they the project yet? (complete)

She \_\_\_\_\_ in this town for five years. (live)

Task 3. Brainstorm ideas for a specific travel destination (e.g., Rome, Tokyo, Machu Picchu, etc.) to create a travel story in groups of 3-4, considering:  
 What have they done at the destination?  
 What have they seen or experienced?  
 How has the trip impacted them?

Task 4. Collaborative Writing. In your groups create a short travel story using the present perfect tense. Then read your stories aloud and discuss.

Take on different roles:

Writer: responsible for composing the story

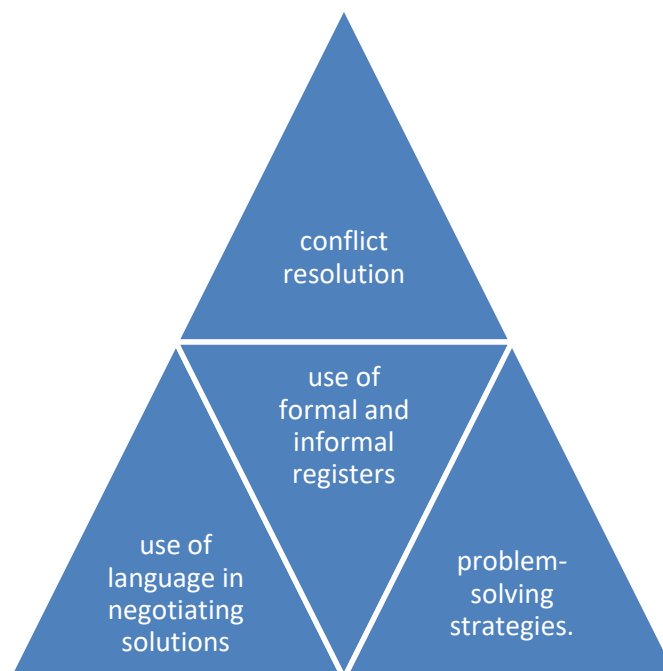
Editor: proofreading for grammar and clarity

Manager: ensuring the group stays on track and completes the task within the time limit.

### Criteria for peer assessment

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

Students assess each other using “Triangle” technique and give pieces of the triangle if their partner meets the criteria.



### Task on creativity and problem-solving

<b>Class</b>	<b>7</b>
<b>Unit</b>	<b>Holidays and Travel</b>
<b>Level</b>	<b>B1</b>

<b>Aims</b>	7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics
<b>Skills</b>	Soft skills (Creativity skills: Experimentation; Problem-solving: Analysis and Strategic thinking)
<b>Strategies and techniques</b>	<b>Problem-based learning</b>
<b>Assessment</b>	Peer assessment
<b>Criteria</b>	Conflict resolution, use of language in negotiating solutions, emotional intelligence, and problem-solving strategies.
<b>Materials Needed:</b>	Whiteboard/projector Markers/pens Chart paper Sticky notes Travel narratives (e.g., excerpts from books, articles, blogs, travel videos) Optional: Travel brochures, maps, photos of travel destinations
<b>Differentiation:</b>	Provide additional resources and support for students who need more guidance in designing and conducting experiments.
<b>Expected Results:</b>	<b>students engage in active learning through experimentation and analysis, developing essential critical thinking, strategic thinking, and collaborative skills while exploring the fascinating world of travel narratives.</b>

**Task 1. Discuss in the class the following complex questions:**

1. If you could visit any country in the world, where would you go and why? What would you like to see or do there?
2. What are some challenges people might face when traveling to a country where they don't speak the language? How would you overcome these challenges?
3. Imagine you are planning a trip to a place you've never been before. What are three important things you need to do before you go, and why are they important?
4. How do you think traveling to different countries can help you understand different cultures better? Can you give an example?
5. What are some differences between traveling to a city and traveling to a countryside area? Which one do you prefer and why?
6. Think about a famous landmark or tourist attraction. Why do you think it is popular with travelers from around the world?
7. How would you plan a trip to a place with a different climate than your own? What would you need to consider in terms of clothing, activities, and health?
8. What are some ways you can learn about the history and culture of a place before you visit? Why is this important?
9. Have you ever heard of eco-friendly or sustainable travel? What do you think it means, and why is it important for travelers?
10. If you could go on an adventure trip, like hiking in the mountains or exploring a jungle, what would you choose and why? What challenges do you think you might face?



**Task 2. Travelers' Tales Analysis.** Read the texts in groups of 3-4 and analyze the narrative, focusing on:

- The author's purpose: What is the main message or goal of the narrative?
- The travel experience: What challenges, discoveries, or insights did the traveler encounter?
- The writing style: What literary techniques are used to engage the reader (e.g., descriptive language, humor, personal reflection)?

### **Text for group 1. A Day in the Mountains**

Last summer, I went on a trip to the mountains with my family. We woke up early in the morning, packed our backpacks, and started our hike. The air was fresh, and the sun was shining brightly. As we climbed higher, we saw many different types of trees, flowers, and even a few animals like squirrels and birds.

At lunchtime, we found a nice spot by a small stream. We sat on the rocks and enjoyed our sandwiches while listening to the sound of the water. After lunch, we continued our hike and finally reached the top of the mountain. The view was incredible! We could see the entire valley below us and the other mountains in the distance.

We took lots of pictures and then began our journey back down. By the time we reached the car, we were all tired but happy. It was a day I'll never forget.

### **Text for group 2. Exploring a New City**

Last spring break, I visited a new city with my best friend. We were so excited to explore the streets, try new foods, and visit interesting places. On our first day, we took a tour bus around the city. The guide told us many stories about the history of the buildings and famous people who lived there.

In the afternoon, we went to a big park where we rented bicycles. We rode around the park, stopping to look at the beautiful fountains and statues. There was even a small zoo where we saw some unusual animals.

For dinner, we found a small restaurant that served traditional food from the city. I tried something new—a dish I had never heard of before. It was delicious! After dinner, we walked around the city center and looked at all the bright lights. The streets were busy with people, and the atmosphere was exciting.

We had such a great time that we didn't want the day to end. I can't wait to visit that city again someday!

### **Text for group 3. A Day at the Beach**

Last weekend, my family and I went to the beach. It was a warm, sunny day, perfect for spending time by the sea. When we arrived, the first thing I did was run to the water and jump in. The waves were big and fun to play in. My brother and I spent hours swimming and trying to surf on our boogie boards.

After a while, we built a big sandcastle with towers, walls, and even a moat. We decorated it with seashells we found on the shore. It was the best sandcastle we had ever made!

For lunch, we had a picnic on the beach. We ate sandwiches, fruit, and cookies while watching the seagulls flying overhead. After lunch, my parents decided to relax under the umbrella, but my brother and I went back to the water for more fun.

As the sun began to set, we packed up our things and took one last look at the ocean. The sky was painted with beautiful colors, and the sound of the waves was so calming. It was a perfect end to a perfect day at the beach.

**Task 3.** Present the stories to the class and create complex questions for better understanding.

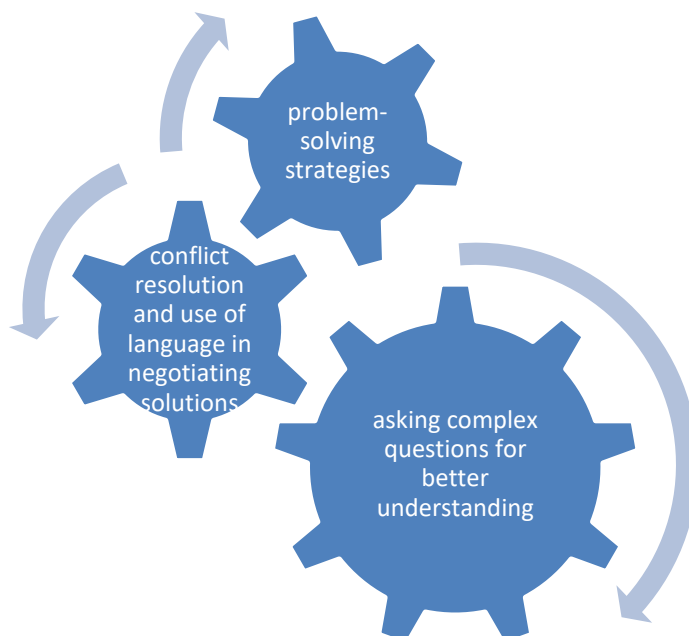
**Task 4.** Work together in groups to create your own travel story, and then share it with the class. Add to your stories the following:

- What is the main message or goal of the narrative?
- Who are the main characters?
- What challenges, discoveries, or insights did the traveler encounter?

**Task 5.** After the presentation in groups create complex questions for the presentations and discuss the traveler's stories created.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

#### Criteria for peer assessment



#### Task on Work ethic, Critical thinking

Class	7
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<b>Unit</b>	Space and Earth
<b>Level</b>	B1
<b>Aims</b>	7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics
<b>Skills</b>	Soft skills (Work ethic: Reliability; Critical thinking: Evaluation)
<b>Strategies and techniques</b>	Project-based learning
<b>Assessment</b>	Peer-assessment
<b>Criteria</b>	Conflict resolution, use of language in negotiating solutions, emotional intelligence, and problem-solving strategies.
<b>Materials Needed:</b>	Whiteboard/projector Markers/pens Chart paper Sticky notes Computers with internet access (optional) Resource materials (e.g., articles, videos, infographics) on environmental problems
<b>Differentiation:</b>	Provide additional support for students struggling with research or critical thinking by offering graphic organizers, visual aids, or guided questions
<b>Expected Results:</b>	students explore environmental problems through research, critical thinking, and problem-solving while fostering a sense of responsibility and a commitment to protecting our planet.

**Task 1.** Discuss in the class the following complex questions:

1. Why is it important to protect our planet, and what might happen if we don't take care of the environment?
2. How do human activities, like cutting down trees and using too much plastic, affect the health of our planet?
3. What are the long-term consequences of pollution on animals, plants, and even humans?
4. Why should we be concerned about endangered species, and how is their survival connected to the health of our environment?
5. How does climate change impact different parts of the world, and what can we do to help slow it down?
6. What are some ways we can reduce waste in our daily lives, and why is this important for the environment?
7. How do our choices, like using public transport or recycling, make a difference in protecting the planet for future generations?
8. What role do young people have in the fight against environmental degradation, and how can they contribute to making a positive change?

**Task 2.** Environmental Problem Exploration. In small groups (3-4 students) find information from reliable online sources about a specific environmental problem (climate change, pollution (air, water, land), deforestation, overpopulation, loss of biodiversity). Each group should focus on:

- Causes of the problem

- Effects of the problem on the environment and human society
- Possible solutions

**Task 3.** Present your research findings to the class. Discuss and ask complex questions.

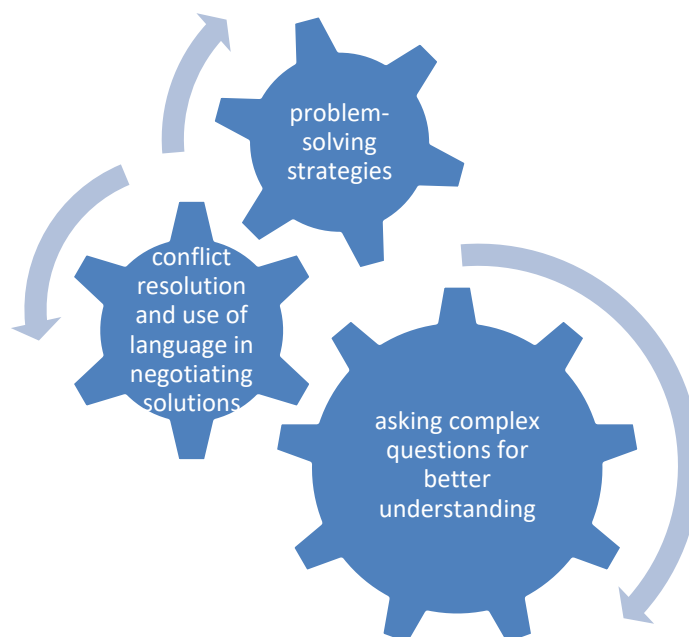
**Task 4.** In different groups create a list of “Actions We Can Take” to address environmental problems and present them to the class. Categorize solutions presented by each group by:

- Individual actions (e.g., reducing waste, conserving energy)
- Community actions (e.g., recycling programs, green spaces)
- Government policies (e.g., environmental regulations, renewable energy initiatives)

**Task 5.** After the group presentation, create complex questions to better understand the presentation and discuss the traveler’s stories.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

#### Criteria for peer assessment



#### Task on Conflict management, Emotional intelligence, Communication.

<b>Class</b>	7
<b>Unit</b>	Space and Earth
<b>Level</b>	B1
<b>Aims</b>	7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics

<b>Skills</b>	Soft skills (Conflict management: Empathy; , Emotional intelligence: Social skills; Communication: Verbal communication)
<b>Strategies and techniques</b>	Project-based learning
<b>Assessment</b>	Peer-assessment
<b>Criteria</b>	Conflict resolution, use of language in negotiating solutions, emotional intelligence, and problem-solving strategies.
<b>Materials Needed:</b>	Whiteboard/projector Markers/pens Chart paper Sticky notes Images and videos showing the effects of smog Newspaper articles or news reports about smog in different cities Optional: Air quality monitoring devices (e.g., sensor kits)
<b>Differentiation:</b>	Provide additional support for students struggling with research or conflict management by offering graphic organizers, visual aids, or prompts to guide their thinking and communication
<b>Expected Results:</b>	students explore a pressing environmental issue through research, empathy, and conflict management, fostering critical thinking and communication skills in a meaningful and engaging context.

**Task 1.** Discuss initial thoughts and feelings about smog in cities and urban areas.

**Task 2.** In small groups divided as the people who is affected be the smog (“Individuals”, “Communities”,” Businesses”, and “Government agencies”) find information from reliable online sources about a specific aspect of smog: (causes: (e.g., vehicle emissions, industrial activity, burning fossil fuels); impacts: (e.g., respiratory health, visibility, climate change); solutions: (e.g., renewable energy, public transportation, pollution control).

**Task 3.** Present their research findings using visual aids, stories, and personal connections to illustrate the effects of smog. Discuss about the emotional impact of smog:

- How does smog make people feel?
- How might it affect their daily lives and activities?
- How can we understand and negotiate with those most affected by smog?
- What are the potential solutions of the smog issue?

**Task 4.** Work together to reach a consensus on a solution that addresses the concerns of all stakeholders affected by the smog. Share your opinion, supported with strong arguments with examples. Use phrases for negotiation.

*Example of phrases for negotiation:*

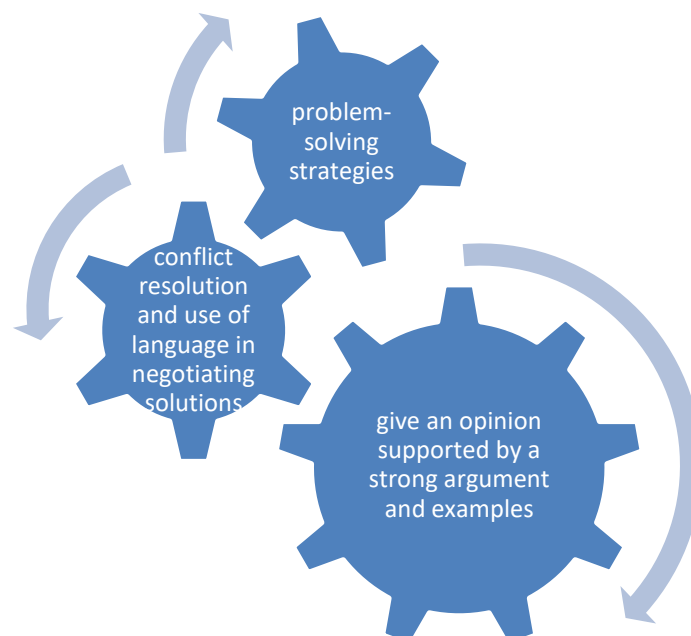
1. We need to discuss the impact of smog on public health and explore solutions that can reduce air pollution.
2. It’s essential to consider the long-term effects of smog on the environment and find ways to minimize its sources.

3. How can we collaborate to implement stricter regulations on industrial emissions to reduce smog levels?
4. What measures can we take to encourage the use of cleaner energy sources and reduce our reliance on fossil fuels?
5. We should explore incentives for businesses that adopt eco-friendly practices to help combat smog.
6. Let's talk about the importance of public awareness campaigns to educate people about the dangers of smog and how they can help reduce it.
7. What are the most effective strategies for reducing vehicle emissions, and how can we promote them in our community?
8. It's crucial to consider the economic impact of smog and find a balance between environmental protection and economic growth.
9. How can we work with local governments to improve air quality monitoring and enforce anti-pollution laws more effectively?
10. Let's identify key stakeholders who can play a role in reducing smog and create a plan to engage them in this effort.

Task 5. Discuss the importance of empathy, communication, and conflict management skills in addressing complex environmental issues like smog.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

#### Criteria for peer assessment



Task on Conflict management, Emotional intelligence, Communication.

Class	7
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<b>Unit</b>	Space and Earth
<b>Level</b>	B1
<b>Aims</b>	7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics
<b>Skills</b>	Soft skills (Conflict management: Empathy; , Emotional intelligence: Social skills; Communication: Verbal communication)
<b>Strategies and techniques</b>	Problem-based learning
<b>Assessment</b>	Self-assessment, reflexive diary
<b>Criteria</b>	Conflict resolution, use of language in negotiating solutions, emotional intelligence, and problem-solving strategies.
<b>Materials Needed:</b>	Whiteboard/projector Markers/pens Chart paper Sticky notes Images and videos depicting environmental issues (e.g., pollution, deforestation, climate change) Optional: Earth Day posters, environmental organization brochures
<b>Differentiation:</b>	Provide additional support for students struggling with research or conflict management by offering graphic organizers, visual aids, or prompts to guide their thinking and communication.
<b>Expected Results:</b>	students explore a pressing environmental issue through research, empathy, and conflict management, fostering critical thinking and communication skills in a meaningful and engaging context.

Task 1 Discuss the importance of caring for the environment

Task 2. In small groups (3-4 students) find information about the following environmental issues from reliable online sources:

- Pollution (air, water, land)
- Deforestation
- Climate change
- Extinction of species
- Overpopulation

Task 3. Present your findings in front of the class using visuals, stories, and personal connections to illustrate the effects of the environmental issue.

Task 4. Discuss the emotional impact of the issue:

- o How might people feel about this issue?
- o How might it affect their daily lives and future?
- o How can we understand and empathize with those most affected by this problem?

Task 5. Collaborate with the class to provide possible solutions and present your arguments in a respectful and constructive manner. As a class, create and discuss a visual action plan outlining:

- What steps can be taken to implement the solution
- Who can be involved in making it happen
- How to measure progress and success

Requirements to the listeners:

- Listen attentively to each other’s perspectives.
- Be respectful of different viewpoints.
- Search for common ground and compromises.
- Work together to reach a consensus on a solution that addresses the concerns of all stakeholders involved in environmental issues.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

For self-assessment, students use the “Reflexive diary” technique. They reflect on their experience and how they felt while listening and write it down.

### **Tasks for Developing Soft Skills in Grade 8**

#### **Tasks to solve global issues**

Grade	8
Unit	Our world
Level	B1
Strand:	Reading and speaking
Aims	8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 8.1.3.1 respect differing points of view 8.1.6.1 organize and present information clearly to others
skills	Soft skills (critical thinking skills, problem solving skills and communication)
Strategies and techniques	Task-based learning «Three M» methods. Students are asked to name <b>THREE MOMENTS</b> that they did well during the lesson and suggest one action that will improve their work in the next lesson
assessment	Group assessment using the criteria:
Criteria	Using Imagination Respecting Different Views Organizing Information
Materials Needed:	Using videos& pictures, working with URLs
Expected Results:	1. Students can express their thoughts through speaking. 2. Students look for problem solving tasks. 3. Students practice critical thinking skills. 4. Students improve their use of language when expressing their thoughts and discussing solutions to a problem.



1. **Task** for critical thinking. Look at the picture and describe what you see. Discuss as a group and tell us your thoughts about the picture.



What do you think about global issues? What actions should we take to protect our nature? Make a poster on this topic.

To prepare a poster:

*Note for teacher! Explain the task and ask Students to work in small groups to look up information on the Internet or any other sources. Ask various Ss to present their posters to the class.*

2. **Read** the short information about «Global Issues» and do the tasks.

Protecting our planet and helping those in need are important global issues. By making small changes in our daily lives, we can have a big impact on the world around us. Things like walking instead of driving, recycling, and supporting wildlife conservation efforts can go a long way in creating a more sustainable future.

**Fill in the Blank:** Fill in the blank with the correct words.

1. Walking \_\_\_ driving helps reduce carbon emissions and air pollution.
2. Recycling \_\_\_ and reusing materials conserves natural resources.
3. Protecting \_\_\_ habitats ensures animals have a safe place to live.
4. Adopting an \_\_\_ animal supports endangered species.
5. Using \_\_\_ transportation reduces the number of vehicles on the road.

**Word bank:** instead of, reduces, wildlife, endangered, public

**Multiple Choice Questions:** Choose the correct answer from the choices for each question.

1. Which of the following is a benefit of walking instead of driving?
  - a) It's faster
  - b) It's more convenient
  - c) It reduces carbon emissions
  - d) It's cheaper
2. What happens when we recycle materials?
  - a) They are thrown away
  - b) They are reused and repurposed
  - c) They are stored in landfills
  - d) They are burned for energy
3. Why is it important to protect wildlife habitats?

- a) To keep animals as pets
  - b) To prevent deforestation
  - c) To ensure animals have a safe place to live
  - d) To increase tourism
4. How does adopting an endangered animal help?
- a) It provides companionship
  - b) It raises awareness and supports conservation efforts
  - c) It reduces the population of that species
  - d) It generates income for zoos
5. What is a benefit of using public transportation?
- a) It's more expensive
  - b) It's less convenient
  - c) It increases traffic congestion
  - d) It reduces the number of vehicles on the road

**Open Ended Questions:** Answer the following questions in complete sentences:

1. Explain two ways that walking instead of driving can benefit the environment.
2. Describe the process of recycling and how it helps conserve natural resources.
3. Discuss the importance of protecting wildlife habitats and how it supports endangered species.

**Answer Key:**

1. Walking instead of driving helps reduce carbon emissions and air pollution.
2. Recycling reduces and reuses materials, which conserves natural resources.
3. Protecting wildlife habitats ensures animals have a safe place to live.
4. Adopting an endangered animal supports conservation efforts for that species.
5. Using public transportation reduces the number of vehicles on the road.
6. Walking instead of driving reduces carbon emissions and air pollution, which helps combat climate change and improve air quality.
7. The recycling process involves collecting, sorting, and processing materials like paper, plastic, and metal so they can be reused and repurposed, which conserves natural resources and reduces waste.
8. Protecting wildlife habitats is crucial because it provides a safe and suitable environment for animals to live, breed, and thrive. This helps support endangered species and maintain biodiversity.

**Task 3. Group Work Task for critical thinking:** Exploring Global Issues

**Materials Needed:** Printed articles or access to online resources about different global issues

Task Instructions: Preparation (2 minutes):

Assign Roles:

Facilitator: Responsible for keeping the discussion on track and ensuring everyone has a chance to share their thoughts.

**Recorder:** Takes notes on key points discussed during the activity.

**Timekeeper:** Manages the time and signals when it's time to move on to the next topic.

**Research & Discussion (6 minutes):** Each student selects a global issue to research quickly (e.g., climate change, poverty, education, etc.).

Students take turns sharing a brief summary of their chosen global issue with their group. Facilitate a discussion on how these issues impact different communities worldwide and brainstorm possible solutions.

**Conclusion (2 minutes):** Reflect as a group on the most pressing global issue discussed during the activity.

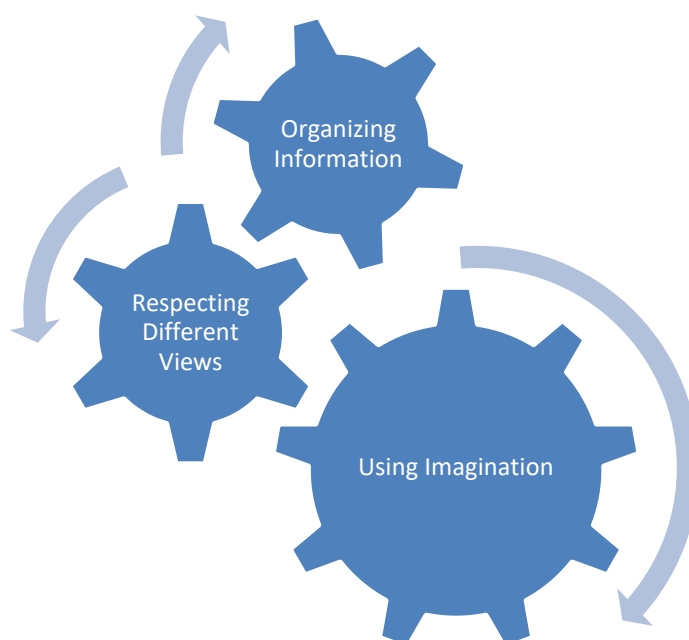
Each student shares one action they can take individually to contribute towards addressing this global issue.

Recorder summarizes the main points discussed for future reference.

**Post-Activity:** Facilitator leads a brief reflection on the group's collaboration and communication during the task.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

Group assessment



This engaging group work task will not only enhance students' understanding of global issues but also foster teamwork, critical thinking, and empathy towards global challenges.

### Tasks for creating a TV guide

Grade	8
Unit	Entertainment& the Media
Level	B1
Strand:	Listening and speaking

Aims	8.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 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; 8.3.1.1- use formal and informal registers in their talk on a growing range of general and curricular topics.
skills	Soft skills (critical thinking skills, problem solving skills and communication) Students express their attitude to the lesson and give self – assessment using the method: «Six thinking hats»
Strategies and techniques	Task-based learning
assessment	Self - assessment using the criteria
Criteria	· using speaking and listening to solve problems creatively and together in groups. · understanding the main ideas in long discussions without much help. · speaking both formally and informally
Materials Needed:	Using videos& pictures, working with wordwall
Expected Results:	1. Students can express their thoughts through speaking. 2. Students can create a TV guide. 3. Students practice critical thinking skills.

**Task 1.** Watch a video «Steve’s travel Blog». Listen carefully and take notes on the key points and be ready to answer to the following questions.

<https://youtu.be/EJ-ar4qL9Eg?si=MUBVrG7PhNUTcBFy>

**Video Comprehension Questions:**

**1. What makes Kazakhstan an excellent destination for those who love swimming and visiting water attractions?**

- a. Its huge shopping and entertainment center
- b. The white sand beaches
- c. The warm tropical climate
- d. The mineral springs

**2. Where is the unique beach mentioned in the video located?**

- a. Almaty
- b. Astana
- c. Chunza
- d. Maldives

**3. What is a feature of the beach in Astana according to the video?**

- a. It is outdoors
- b. It has cold water
- c. It's indoors
- d. It's small in size

**4. Which place is home to the amazing aqua park as mentioned in the video?**

- a. Almaty
- b. Astana
- c. Maldives
- d. Chunza

**5. How hot can it get in August as per the video?**

- a. 30 degrees
- b. 35 degrees
- c. 40 degrees
- d. 45 degrees

**Answer Key:**

- 1 - c. (The warm tropical climate - 00:00:14)
- 2 - b. (Astana - 00:00:27)
- 3 - c. (It's indoors - 00:00:27)
- 4 - a. Almaty – (00:00:49)
- 5 - b. 35 degrees –( 00:01:01)

**Task 2.** Comprehension Questions for "Steve's Travel Blog". Listen again and do True/ False tasks.

- 1. True or False: Astana's beach is outdoors.
- 2. True or False: The sand at the beach in Astana comes from the Maldives.
- 3. True or False: The aqua park at Our Mati Central Park is a great place to cool down in hot weather.
- 4. True or False: Chunza is larger than Almaty or Astana.
- 5. True or False: Chunza has over 140 mineral springs.

**Answer Key:**

- 1. False
- 2. False
- 3. True
- 4. False
- 5. True

**Task 3.** In small groups think of ideas and create a TV guide. Present your TV guide to the class.

Example:

Channel 1		Channel 2		Channel 3	
10:22am	Morning TV	9:15am	Cartoon Time	10:03am	Politics Today
11:56am	News Update	9:58am	Nature Watch Live	10:59am	Cartoon Time
12:23pm	Weather	10:28am	War Film	11:29am	Our Planet
12:30pm	Talent Show	12:23pm	News	12:16pm	Comedy Clips
1:24pm	Show Jumping	12:48pm	Weather	12:46pm	Decorating Houses

### Suggested Answer Key

Channel 1 Channel 2 10:00 am – News 10:00 am – Time's Up (quiz show) 10:30 am – Sports Today (sports programme) 10:30 am – Talk Time (chat show) 11:00 am – Weather 11:00 am– Aladdin (film) 11.15 am – Business

Week (news) 1:00 pm – Top Cat (cartoon) 12:30 pm – Life on the Steppe (documentary) 1:15 pm – Kazakh Stars (talent show) 1.30 pm – Let's Cook!

(cookery programme) 1:45 pm – Survivor (reality show)

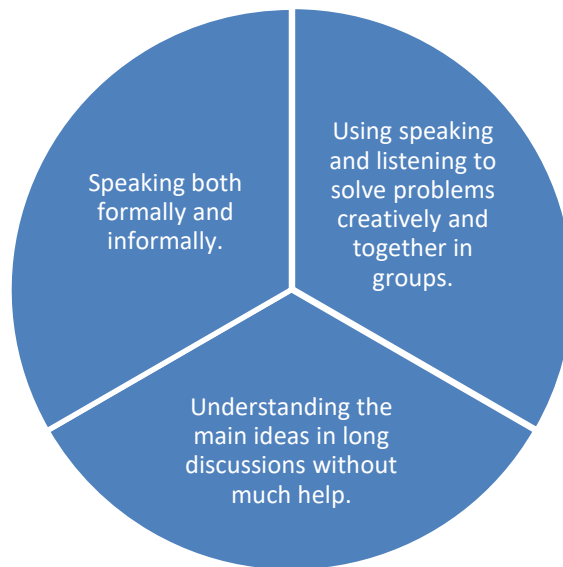
2:00 pm – News 2:15 pm – What now? (sitcom)

### Task 4. Consolidate your knowledge with the «Word wall» game.

<https://wordwall.net/ru/resource/14597037/entertainment>

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

### Criteria for self-assessment



### Tasks for role playing newsroom.

Grade	8
Unit	Entertainment& the Media
Level	B1
Strand:	Listening and speaking
Aims	8.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 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; 8.3.1.1- use formal and informal registers in their talk on a growing range of general and curricular topics.
skills	Soft skills (critical thinking skills, problem solving skills and communication)
Strategies and techniques	Task-based learning
assessment	Self - assessment using the criteria
Criteria	· using speaking and listening to solve problems creatively and together in groups. understanding the main ideas in long discussions without much help. · speaking both formally and informally
Materials Needed:	Using videos& pictures, cards, wordwall
Expected Results:	1. Students can express their thoughts through speaking. 2. Students practice listening and responding skills in a controlled setting. 3. Students can freely perform role-playing games on the topic

#### Task 1. Role-Playing Newsroom: Divide the class

In groups representing a different department in a newsroom (e.g., reporters, editors, producers) simulate the process of creating a news report or segment similar to what you would see on the BBC.

*Note for teacher! This activity will help them understand the different roles involved in producing news and current affairs programming.*



**BBC Program Analysis:** Select a variety of BBC programs from.

Analyze (different genres such as dramas, documentaries, sitcoms, and game shows) programs to identify common themes, storytelling techniques, and the purpose behind each type of programming.

*Note for teacher! This activity will help students appreciate the diverse content produced by the BBC and understand its impact on viewers.*

**Task 2.** Watch a video material «BBC channel» and perform role-playing games on the topic. Divide into roles and play out the situation. (reporters, editors, producers and etc.). Record a video clip and present it in class using gadgets.

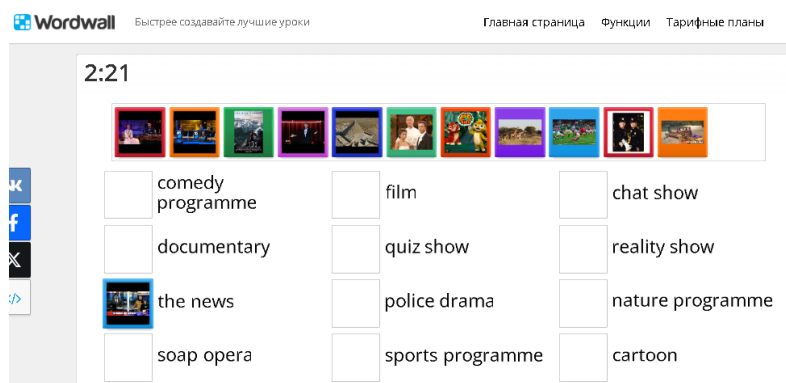
<https://www.youtube.com/watch?v=zoavUvDfAj4>



Task 3. Consolidate your knowledge with the «Word wall» game.

<https://wordwall.net/ru/resource/5200680/english/project-2-unit-6-tv-programmes>





To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

#### Criteria for self-assessment

- Using speaking and listening to solve problems creatively and together in groups.
- Understanding the main ideas in long discussions without much help.
- Speaking both formally and informally.

#### Tasks for performance legend “Kyz Zhibek”

Grade	8
Unit	Reading for pleasure
Level	B1
Strand:	Writing and speaking
Aims	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; 8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics;
skills	Soft skills (critical thinking skills, problem solving skills and communication)
Strategies and techniques	Task-based learning
assessment	Peer assessment
Criteria	Develop coherent arguments with support, using examples and reasons when necessary. Give an opinion at the discourse level.
Materials Needed:	Using video& pictures, flash cards, key phrases, gadgets.
Expected Results:	1. Students can express their thoughts through speaking. 2. Act performance for the main characters. 3. Students practice listening and responding skills in a controlled setting. 4. Students can freely perform role-playing on the topic “Kyz – Zhibek”

**Task 1** . Watch carefully video about legend “Kyz – Zhibek” and make poster, present to the class. Each group prepare some information using internet resources (1<sup>st</sup> group – Kyz Zhibek, 2nd group – Tolegen, 3<sup>rd</sup> group – Bekezhan).

[https://www.google.com/search?q=excel+8+kyz+zhibek&rlz=1C1Y TUH\\_ruKZ1098KZ1098&oq=excel+8+kyz+zhibek&gs\\_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCDg4MjdqMGo3qAIA sAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:507a1547,vid:fJklH2LmjDU,st:0](https://www.google.com/search?q=excel+8+kyz+zhibek&rlz=1C1Y TUH_ruKZ1098KZ1098&oq=excel+8+kyz+zhibek&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCDg4MjdqMGo3qAIA sAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:507a1547,vid:fJklH2LmjDU,st:0)

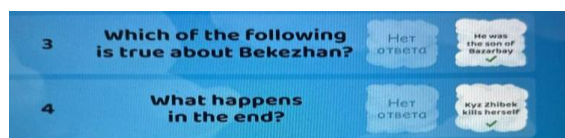
**Task 2**. Describe the characters with adjectives and phrases by using flash – cards.

[https://www.google.com/search?q=excel+8+kyz+zhibek&rlz=1C1Y TUH\\_ruKZ1098KZ1098&oq=excel+8+kyz+zhibek&gs\\_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCDg4MjdqMGo3qAIA sAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:507a1547,vid:fJklH2LmjDU,st:0](https://www.google.com/search?q=excel+8+kyz+zhibek&rlz=1C1Y TUH_ruKZ1098KZ1098&oq=excel+8+kyz+zhibek&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCDg4MjdqMGo3qAIA sAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:507a1547,vid:fJklH2LmjDU,st:0)

Characters	
Kyz - Zhibek	
Tolegen	
Bekezhan	

**Task 3**. Using game platform “Wordwall” consolidate knowledge about legend <https://wordwall.net/ru/resource/45356638/kyz-zhibek>

**Answer keys:**

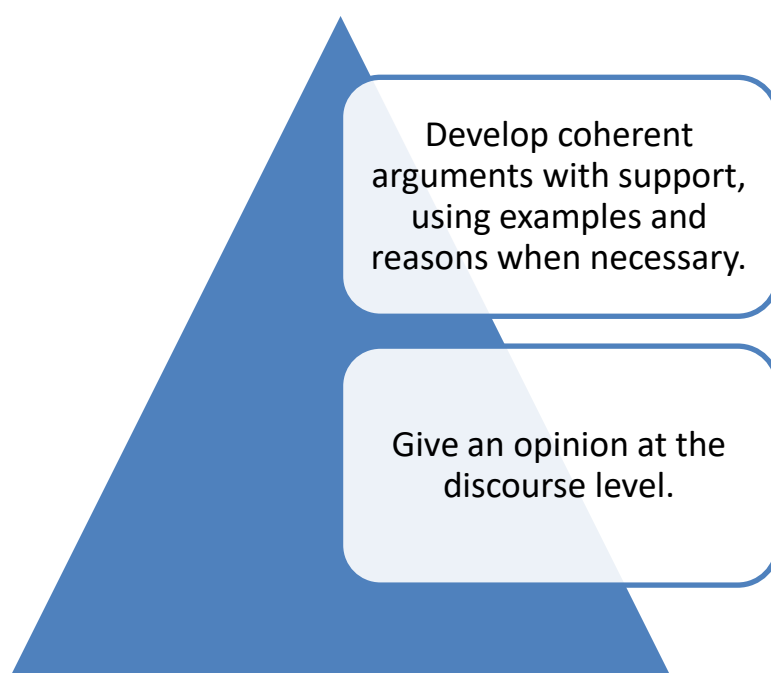


**Task 4**. Imagine the legend of Kyz – Zhibek with happy ending. Make draw the story like a comic strip.



To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

### Criteria for peer assessment

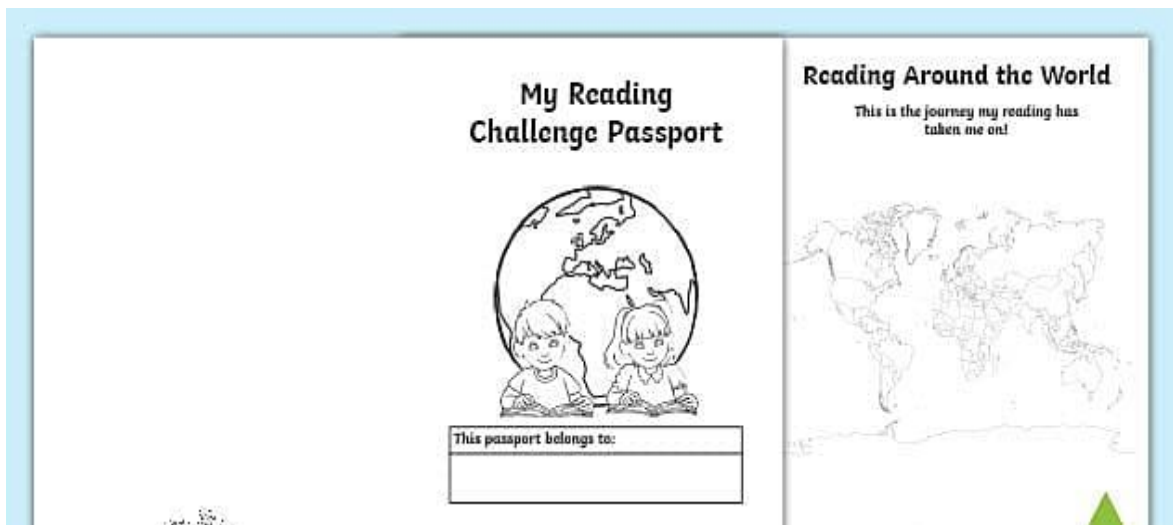


### Tasks for trip around the world

Grade	8
Unit	Travel and transport
Level	B1
Strand:	Listening and reading
Aims	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; 8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics;
skills	Soft skills (critical thinking skills, problem solving skills and communication)
Strategies and techniques	Task-based learning
assessment	Self-assessment, Reflection
Criteria	Develop coherent arguments with support, using examples and reasons when

	necessary. Give an opinion at the discourse level.
Materials Needed:	Using video& pictures, flash cards key phrases, gadgets.
Expected Results:	<ol style="list-style-type: none"> <li>1. Students can express their thoughts through speaking.</li> <li>2. Act out the dialogue.</li> <li>3. Students practice listening and responding skills in a controlled setting.</li> <li>4. Students can freely perform role-playing on the topic.</li> </ol>

**Task 1.** Going through passport control around the world. Make notes on the map in which countries have you been through the reading travelling stories.



**Task 2.** Read the questions and answer through the dialogue. Work in pairs. (3 minutes)

# READING

## Passport control



Connect the questions with similar meaning.

- |   |   |
|---|---|
| Have you ever been here before? ●       | ● What is the purpose of your visit?        |
| Are you here on business or pleasure? ● | ● Will you be spending the whole time here? |
| What do you do for a living? ●          | ● How long do you plan to stay?             |
| Are you travelling alone? ●             | ● Is this your first time here?             |
| Is this your final destination? ●       | ● What's your occupation?                   |
| How long will you be staying? ●         | ● Who are you travelling with?              |

### Task 3. Listen and correct the spelling.

<https://www.listenaminute.com/p/passports.html>

Passports are fascinating higtns. I wonder who decides their design. Who thinks up the words to put nieisd? They are also pretty simple things. A passport is really just a tiny book full of ptemy pages and some personal information and a photo. I've always thought it must be easy to make a fake passport. I've rehad passports sell for a lot of money on the black emkrat, especially American ones. Without a passport we can't talerv. Our passport makes it so easy for us to go anywhere. I love it when my passport gets old because it's full of vssia and entry and exit stamps. Passports were originally for ship passengers, a pass for the rpsot during a sea enyjrou. Perhaps today they should be caled something different.

**Answer keys:**

Passports are interesting things. I wonder who decides their design. up the words to Who thinks put inside? They simple pretty also are things. A passport is really just a tiny empty of full book pages and some personal information and a photo. thought I've it always must be easy to make a fake passport. I've heard passports sell for a lot of black the on money market, especially American ones. Without a passport we can't travel. Our passport to easy makes for it us so go anywhere. I love it when my passport gets of visas old because it's full and entry and exit stamps. Passports were originally for ship passengers, a pass for during ports the journey sea a. Perhaps today they should be called something different.

**Task 4.** Into groups draw the word on the board without using any letters or numbers. Your teammates should guess the word.

*Note for teacher! This activity will help reinforce the vocabulary and concepts associated with passport control in a fun and engaging way.*

#### **Task 5. Simulation**

**Simulation:** Passport Processing: Set up a simulation where students take on different roles such as traveler, customs officer, and passport control agent. The "travelers" will have to go through the passport control process, including presenting identification, answering questions, and receiving stamps or visas. By physically acting out the process, students will gain a deeper understanding of the procedures and roles involved in passport control.

**Passport Control Reflection Journal:** After learning about passport control, students will keep a reflection journal where they write about hypothetical travel scenarios. They can discuss how they would feel going through passport control, what documents they would need, and any challenges they might face during the process. This writing activity encourages students to think critically about passport control concepts and empathize with travelers in real-world situations.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

Self-assessment worksheet

# Passport Template

Name: \_\_\_\_\_

Age: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_



Photo

Today, I went \_\_\_\_\_.

I saw \_\_\_\_\_

\_\_\_\_\_.

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

\_\_\_\_\_.



Illustration

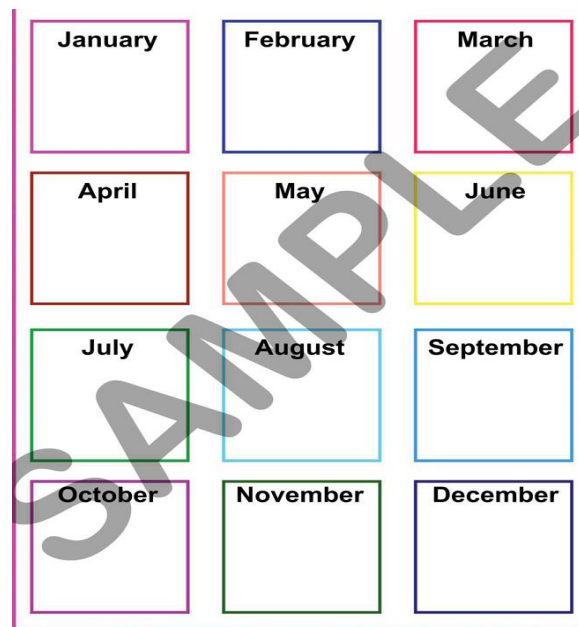
## Tasks for classifying food calendar

Grade	8
Unit	Food and drinks
Level	B1
Strand:	Reading and speaking
Aims	<a href="#">8.3.8.1</a> - recount some extended stories and events on a range of general and curricular topics <a href="#">8.4.2.1</a> - understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;
skills	Soft skills (critical thinking skills, problem solving skills and communication)
Strategies and techniques	Task-based learning
assessment	Self Assessment Students writes feedback in “Tree of success” Green leaf - I totally understand

	Yellow leaf - I understand the lesson but I need some helps Red leaf - I don't understand
Criteria	Learners have met the learning objective if they can: create poster and draw "Plate of healthy food"
Materials Needed:	Using video& pictures, calendar, gadgets.
Expected Results:	<ol style="list-style-type: none"> <li>1. Students can express their thoughts through speaking.</li> <li>2. Students can work with internet resources to find out information about foods.</li> <li>3. Students practice listening and use received information for making calendar .</li> <li>4. Students can explain their opinion about healthy foods.</li> </ol>

**Task 1.** Watch video material carefully and mark notes to calendar. Divided into groups by choosing the cards (1<sup>st</sup> card – Winter, 2<sup>nd</sup> card – Spring, 3<sup>rd</sup> card – autumn, 4<sup>th</sup> card - summer ) and make notes.

[https://www.youtube.com/watch?v=KOqhSaUb\\_0Y](https://www.youtube.com/watch?v=KOqhSaUb_0Y)



**Task 2.** For questions 1-8, read the text. Use the word given in brackets in the text to form a word that fits in the gap.

### Pizza Around the World

Italian pizza is one of the most popular meals globally. 1. (ORIGIN) considered a meal for the less fortunate, it is now served in restaurants worldwide, enjoying widespread 2 (POPULAR) Italians still hold pizza dear to their hearts, often choosing it as their go-to meal when dining out with loved ones. Pizza serves as an ideal main course for several reasons. Its vibrant colors make it visually appealing on the plate. Additionally, it is enjoyable to eat and, most importantly, 3 (INCREDIBLE) delicious. Furthermore, it is a satisfying meal that leaves you feeling 4 (COMFORTABLE).



While 5 (TRADITION) pizzas are 6 (TYPICALL) cooked in a wood-burning brick oven, following a reliable recipe allows you to easily prepare a pizza at home. Although the base usually consists of tomato and cheese, the variety of ingredients you can add is nearly endless. Whether topped with ham and anchovies, eggs and spinach, or mushrooms and onions, there are countless ways to create a memorable pizza.

**Check:**

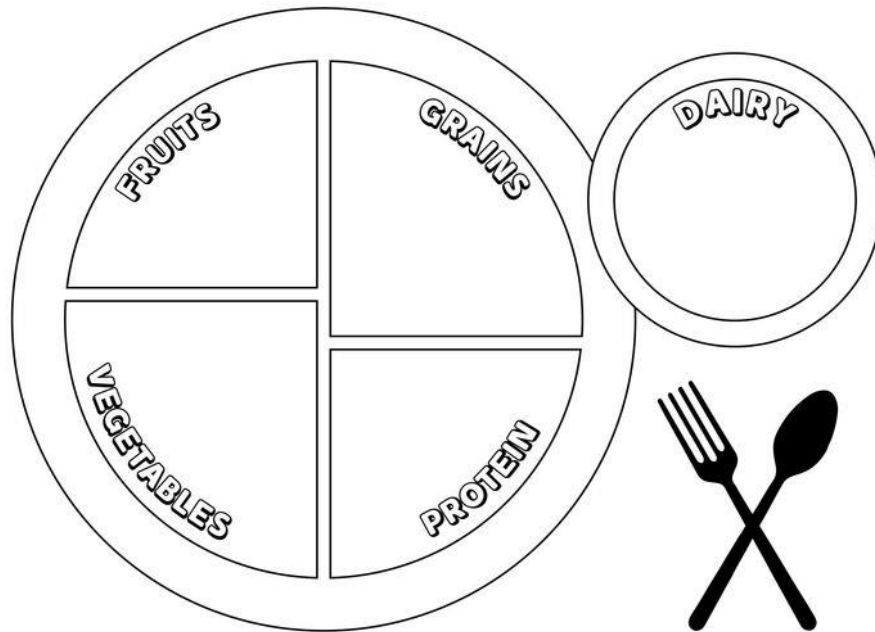
- 1 – originally
- 2 – popularity
- 3 – incredible
- 4 – comfortably
- 5 – traditional
- 6 – Typically

**Task 3 .** Create poster and draw “Plate of healthy food”.

**Example:**



Name: \_\_\_\_\_



## My Healthy Plate

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

For self-assessment, students use the “Reflexive diary” technique. They reflect on their experience and how they felt while listening and write it down.

class	8
Unit	Our world
Level	B1
Strand	Listening, speaking
Aims	8.1.3.1 respect differing points of view; 8.1.4.1 evaluate and respond constructively to feedback from others; 8.1.7.1 develop and sustain a consistent argument when speaking or writing; 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics; 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;
skills	Soft skills
Strategies and techniques	Case study, Venn diagram, Corner statements
assessment	Google form assessment using the criteria Sandwich technique for providing feedback to peers (feedback forms): it suggests beginning evaluations with positive feedback, inserting critical comments in the middle, and concluding with a

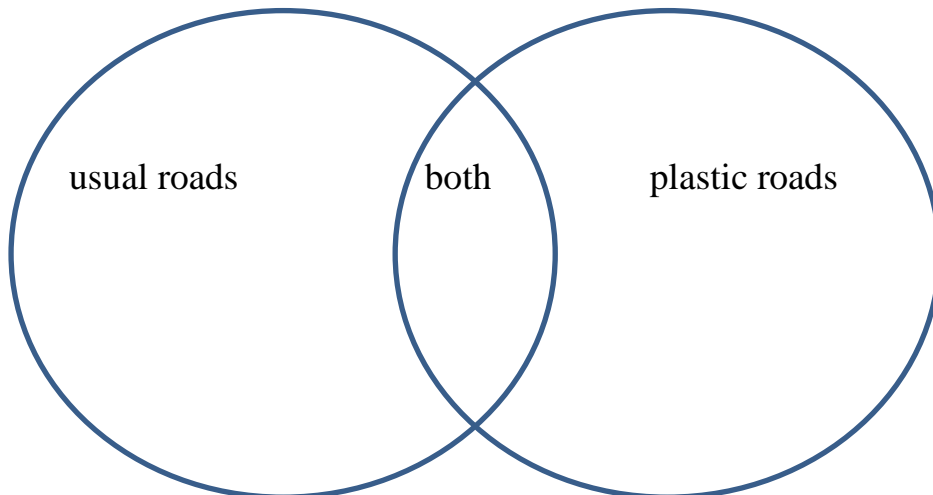
	positive note.
Criteria	use of language in negotiating solutions, emotional intelligence, and problem-solving strategies.
Materials Needed:	Task cards - Feedback forms - Rubric for assessment - Timer
Expected Results:	1. Students demonstrate their ability of deductive reasoning 2. Students analyze, draw conclusions and come to a decision 3. Students develop empathy by understanding different perspectives. 4. Students enhance their language use in expressing feelings and negotiating solutions.

<https://www.youtube.com/watch?v=XwPeKkpkK1s&t=35s>

1. Watch the video about recycling and discuss in groups the task of your group's card. Choose the leader of your group who can present your opinion.

Card 1	Card 2	Card 3
Describe the plastic rubbish's way before putting it into the road.	Discuss the advantages of putting plastic rubbish into the road	Discuss the disadvantages of putting plastic rubbish into the road

2. Compare the usual roads with plastic ones and make a decision which roads are more beneficial for our country.



3. Heavy trucks often travel on the roads of Kazakhstan, which can cause damage on plastic roads, but such roads are economical. If there were such roads in our country, what would you suggest to avoid damage on plastic roads?

4. There are opinion sheets glued to the three corners of the class, stand next to the opinion. which you agree with, and then explain why you disagree with others on this issue.

I think it is beneficial to build roads with plastic composition in our country	I have some hesitations on this issue	I am against putting plastic into roads of our country.
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5. Use feedback forms to assess each student's performance in the role-play  
**Feedback form via “Sandwich technique”**

Student’s name	praise	critique	praise
Student 1			
Student 2			
Student 3			

6. Follow the link <https://forms.google.com/> , evaluate your peers based on a rubric that includes the following criteria:

- strategic thinking;
- use of language in negotiating solutions;
- emotional intelligence;
- problem-solving strategies.

These tasks involve students in the realities of life, develop teamwork skills, express their opinions and ideas, help to analyze, reason deductively, draw certain conclusions, and present the results obtained during the discussion. These tasks help students to see the big picture, to imagine the interrelationships of the details of the whole issue

class	8
Unit	Daily life and shopping
Level	B1
Strand	Content, listening and speaking
Aims	8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups; 8.1.3.1 respect differing points of view; 8.1.4.1 evaluate and respond constructively to feedback from others; 8.1.5.1 use feedback to set personal learning objectives; 8.2.3.1 understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics; 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks; 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
skills	Soft skills

Strategies and techniques	Role-play
assessment	Group assessment using the criteria Sticker technique for providing feedback
Criteria	use of language in negotiating solutions, emotional intelligence, and problem-solving strategies.
Materials Needed:	Task cards - Feedback forms - Rubric for assessment - Timer
Expected Results:	<ol style="list-style-type: none"> <li>1. Students demonstrate their ability of deductive reasoning</li> <li>2. Students analyze, draw conclusions and come to a decision</li> <li>3. Students develop empathy by understanding different perspectives.</li> <li>4. Students enhance their language use in expressing feelings and negotiating solutions.</li> </ol>

Engage in a scenario discussion as a group (Provide scenarios to students before the lesson). Present a role-play for the class. Observe other groups, taking note of conflict resolution, empathy, and communication skills. Utilize feedback forms to evaluate each student's performance in the role-play. Assess peers according to a rubric with criteria such as:

- conflict resolution;
- use of language in negotiating solutions;
- emotional intelligence;
- problem-solving strategies.

Discuss effective strategies, areas for improvement, and the group's success in resolving conflicts. Reflect on applying these skills in real-life situations.

Card 1. Conflict in the marketplace.	Card 2	Card 3
<b>Background.</b> A scandal has developed around the well-known online marketplace Wildberries. Customers complain on the Internet that the marketplace allegedly takes money for the returning of goods.	<b>Background.</b> There was a theft of goods in a store in the city center. It is not known which of the customers is the thief.	<b>Background.</b> The customer bought milk at the food store, but when he came home, he saw that the milk was spoiled. The next day, a customer came to the store with the spoiled milk, wanting to exchange it or get the money back.
<b>Roles.</b> <b>Customer</b> received a smartphone cover instead of a protective cover for the watch, but the marketplace still withheld 500 tenge for the return of the goods. <b>Service for Supervision of Consumer Protection and Public Welfare</b> is trying to resolve the situation according to the law.	<b>Roles.</b> <b>Customer</b> is rushing to catch a plane to be in time for a close friend's birthday. On the way, he asked the taxi driver to stop at a store in the city center to quickly buy a long-noticed gift to his friend. But while he was buying a gift, a theft occurred in the store and the guard did not let any of the customers out until the police arrived. The	<b>Roles.</b> <b>Customer</b> bought milk at the food store, but when he came home, he saw that the milk was spoiled. The next day, a customer came to the store with the spoiled milk, wanting to exchange it or get the money back.  <b>Saleswoman</b> refuses to take the milk back, as the expiration

<p><b>Manager of the marketplace</b> wants to solve the problem in favor of the marketplace without harming the company's reputation</p>	<p>customer is trying to quickly prove his innocence so that he can be released from the store, as a taxi is waiting for him and he needs to catch his flight.  <b>Guard</b> is trying to remain customers' calm and leave all witnesses and suspects at the crime scene.  <b>Manager</b> is angry at the staff and scolds them for not preventing this situation</p>	<p>date is not over yet and the customer did not bring the milk on the day he bought it, but only the next day. Also she calls and blames the forwarder for bringing a spoiled product.  <b>Forwarding agent</b> does not accept the charges, because the products were delivered to them on time and the seller accepted them, all the necessary documents are available.</p>
<p><b>Objectives:</b> each participant must argue their case and work towards a consensus or fair decision by the end of the discussion.</p>	<p><b>Objectives:</b> listen to each other, show empathy and come to the most correct decision that is possible in this situation.</p>	<p><b>Objectives:</b> come to the most correct decision that is possible in this situation.</p>

### Feedback.

Use notes or stickers. Sometimes it is more effective to see a teacher's written comment. Give a written comment. For example, you can use colored stickers as feedback. For instance, red is a sign of displeasure with behavior or poor performance. You can prepare such a comment right on the sticker and, passing by the student, leave it on his desk. Many students, even if they interfere with you, react very painfully to verbal remarks. They think you're humiliating them. Using warning stickers may work.

You can put a sticker of a different color on the desk of a student who work good with the following comment: "Well done! I'm happy with your work...."

### Group assessment sheet

Criteria	Group 1	Group 2	Group 3
· conflict resolution;			
· use of language in negotiating solutions;			
· emotional intelligence;			
· problem-solving strategies.			

This task involves students in a situation that can happen to them in life and it helps to gain skills of conflict negotiation and conflict resolution, to show empathy, to develop communication flexibility and come to a suitable and correct solution for everyone.

class	8
Unit	The world of work.
Level	B1
Strand	Content, listening and speaking

Aims	8.1.6.1 organise and present information clearly to others; 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings; 8.2.8.1 understand extended narratives on a wide range of general and curricular topics 8.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics; 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics; 8.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;
skills	Soft skills
Strategies and techniques	Debates
assessment	Group assessment using the criteria Sticker technique for providing feedback
Criteria	use of language in negotiating solutions, deductive reasoning, conflict resolutions.
Materials Needed:	Task cards - Feedback forms - Rubric for assessment - Timer
Expected Results:	<ol style="list-style-type: none"> <li>1. students intensify their speaking skills in the ability to argue and prove their position</li> <li>2. students make a presentation of discussion within the required time frame</li> <li>3. students develop the ability to negotiate and come to a common solution</li> <li>4. students consider the issue from all sides and express the own opinion</li> </ol>

1. Conduct debates within a group, class.

The class is divided into the following roles: Group A – who support statements.

Group B – speakers with arguments "against"

Group C – the jury.

One person is a time keeper

Firstly, the teacher makes a statement.

**In the near future, artificial intelligence will replace many professions, including the teaching profession. It is very beneficial and advantageous for students.**

Teams A and B are given 4-5 minutes to discuss the argument. Next, Group A gives an introduction and 3 arguments in support of the statement. Group B should refute what Group A said and ask a question. Then Group B makes its arguments. Then Group A must find a rebuttal to Group B's statements and ask questions.

### Feedback

Student's name (photo)	provided worthy arguments in support of the team's opinion	could refute the arguments of the opponents	could ask the necessary questions that helped to refute	gave ideas for succinct answers during the discussion with
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			the opinion of the opponents and reveal the topic of discussion	the team

## Group assessment

After 2 or 3 rounds, the jury deliberates and decides whose arguments were stronger and more weighty and why.

This task provides a clash of opposing points of view, and allows their participants to develop skills in organizing their thoughts, oral speech skills, empathy and tolerance for different views, the ability to work in a team, logical and critical thinking, understanding their strengths and weaknesses, self-confidence, help to form their own life position and learn in a civilized way defend your views and beliefs.

class	8
Unit	Sport, health and exercise
Level	B1
Strand	Content, reading, speaking, writing
Aims	8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups; 8.1.3.1 respect differing points of view; 8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks; 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; 8.5.5.1 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;
skills	Soft skills
Strategies and techniques	Case study, essay, project creating
assessment	Group assessment Bracelet technique
Criteria	the strength of arguments and identify flaws in reasoning, considering multiple perspectives, identifying the root cause of a problem and generating multiple solutions, working with others toward a shared goal.
Materials Needed:	- Feedback templates - Interactive board for project presentation - Timer
Expected Results:	Students identify the best course of action. Students come up with alternative solutions. Students demonstrate effective problem-solving. Students tackle issues from new and different angles. Students set a clear vision, communicate and present it effectively



**1. Read the text and list the problems that are described in the text.**

According to a study by Clinic Compare, the unhealthiest country in the world is the Czech Republic. The study, which compared data on alcohol, tobacco consumption and obesity in 179 countries, found that Czech Republic residents are among the world's heaviest drinkers. Indeed, nine of the ten unhealthiest countries are located in Eastern Europe, where smoking is more common than in the rest of the world and is increasing among teenagers. The only one outside this region was the USA, where 36 per cent of the population are obese. Obesity levels are lower in the Czech Republic but are the highest in Europe.

The study must be taken with a pinch of salt, however. According to the rankings, the healthiest country in the world is Afghanistan due to its low obesity and alcohol consumption. In second and third place are Guinea and Niger. But that doesn't make them healthy places to live. Indeed, four countries listed among Clinic Compare's top ten healthiest countries, Guinea, DR Congo, Malawi and Mozambique, were among the least healthy nations in another study, the Global Competitiveness Index.

High consumption of alcohol, tobacco and food are diseases of affluence; that is, they are common in wealthy countries. However, many countries, especially in Africa, are still struggling with diseases of poverty. For example, the average life expectancy in DR Congo is just 53 years old. Here, many people die from diseases which could be treated in other countries. In Malawi, tuberculosis and HIV are common. These countries lack basic medical facilities and trained doctors. In Mozambique, where 30% of people cannot access health services, lack of nutrients in the diet is a far more common medical problem than overeating.

Moreover, Nepal, listed by Clinic Compare as the fourth healthiest country, is the tenth most polluted country and Afghanistan the fourteenth. Air pollution is a killer, with 7 million people dying worldwide each year from diseases associated with it. It is not just vehicle fumes and industries which are the problem. Around 2.4 billion people worldwide are exposed to dangerous levels of household air pollution while cooking on fires or stoves fuelled by kerosene, wood, dung and coal.

According to a different study, which measured factors such as the cost of staying healthy, life expectancy, air pollution, obesity, sunlight hours and crime rate, the healthiest country is Spain. This is most likely due to its traditionally healthy diet, clean air, the number of people walking to work (37%), and free healthcare. Interestingly, another study, the Global Health Security Index, ranks the USA as the healthiest nation. This was because its high standards in research, safety and communication allow it to detect and respond to pandemics the most effectively. This contrasts with the Clinic Compare survey, which ranked it the tenth unhealthiest country, primarily because of its high obesity rate.

The countries with the highest levels of obesity, however, are in the Pacific islands. In countries such as Nauru, Tuvalu and Palau, over half the population is obese. This is a relatively new trend, as, before the 1950s, locals consumed a traditional diet that included bananas, coconuts, yams and seafood. Since then, incomes have increased, making imported convenience foods more affordable. This new scenario

causes people to make poor food choices despite the availability of healthier, locally-grown options. In many regions of the USA, healthy choices just aren't available, or they are too expensive. In addition, this country's driving culture means that many people don't get enough exercise.

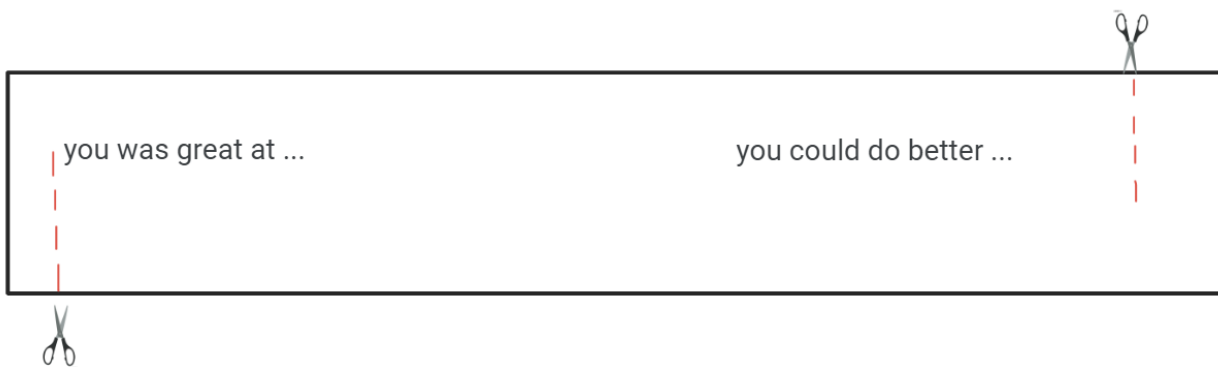
2. Discuss in small groups what can be offered to the government of the listed in the text countries to make their country healthier.

3. Explore the problems of Kazakhstan and write an essay on the topic "How to make the Kazakh nation healthier?"

4. Discuss in small groups the essays of each member and using the ideas of each member of the group, create a project "Healthy Nation"

5. Imagine that you need to present your project in front of the government of the state, assign roles in the group for the presentation of the project and defend it in front of the rest of your classmates.

### Feedback "bracelet"



The teacher prepares templates of paper bracelets in advance, as shown in the figure, on the one hand cutting the edge from bottom to top not to the end and on the other hand from top to bottom not to the end, so that later it would be possible to put these bracelets on the students' hands by hooking the edges of the templates onto each other. Then the teacher distributes several templates to each student, the students come to each other, fill out bracelets complementing phrases on the template, thus giving each other feedback. If the teacher sees that some students may not receive feedback from classmates then the teacher fills out the templates himself/herself and gives these students his/her feedback.

### Group assessment

Each student can express his/her opinion about the work of other groups.

- The idea which I liked in your project is ...
- I disagree/I doubt that ...
- I think that your group was/wasn't tight-knit ...

At the end of the lesson, the teacher gives his assessment of the work of the groups about which group can be praised for its cohesion, for the ability to listen to everyone's opinion, etc.

This task helps to acquire the skill to speak in front of an audience, the ability of deductive reasoning and solving complex problems, prepares for participation in project activities,

class	8
Unit	Travel and transport
Level	B1
Strand	Content, reading, writing
Aims	8.1.3.1 respect differing points of view; 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; 8.5.6.1 link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics;
skills	Soft skills
Strategies and techniques	Pictures, Canva
assessment	Group assessment “Comment log” Feedback “Sandwich technique”
Criteria	developing new products that set them apart from their competition. approaching problems and challenges with a strategic and analytical mindset
Materials Needed:	- Feedback templates - comment log - laptops (for work in Canva) - coloured pencils, scissors, glue, paper - pictures - Timer
Expected Results:	Students gains confidence when communicating with other classmates in the group Students share ideas, brainstorm new solutions and collaborate on new initiatives. Students develop new products that set them apart from their competition. Students develop and demonstrate creative skills Students approach problems and challenges with a strategic and analytical mindset

**1. Read a travel guide about Bangkok. Would you like to visit Bangkok? Why or why not?**



Whether you're travelling to the islands or the mountains of Thailand, you're likely to spend at least one night in its capital city on the way. Bangkok might be

noisy and polluted but it's also an exciting city with plenty of things to see and do. Why not make it a longer stay?

Where to stay

The Khao San Road was a famous traveller spot even before Leonardo di Caprio's character in the film *The Beach* stayed there. But it's noisy, not very pretty and not very Thai. For something more authentic, Phra Kanong offers an alternative place to stay, with its fantastic street markets where everyday Bangkok people eat, work and live. It's not as convenient for the main tourist sites, but it has a Skytrain station so you can be at the Grand Palace in 20 minutes.

How to get around

Bangkok's traffic can be a nightmare. Sure, you can easily take a taxi – if you want to spend hours stuck in traffic jams – but there are two much better ways to get around the city. To explore the temples and historical sites, catch an express boat river taxi or a longtail boat along the Chao Phraya river and the canals. For the modern part of the city, the Skytrain is a fast, cheap way to travel from the river to the shopping malls and nightlife of Sukhumvit, and the famous Chatuchak street market.

Where to eat

The simple answer is: everywhere! Thai street food is among the best in the world, and for around \$5 you can eat a filling and delicious meal. Some food stands have little plastic seats where you can sit and eat and they cook the same dish over and over, like fried chicken on rice or Pad Thai noodles. Head for Chinatown – Yaowarat Street – and choose whatever looks most interesting from the many excellent Chinese and Thai restaurants and food stands.

What to do

After you've seen the main sites like the Giant Buddha at the temple of Wat Pho and the spectacular Grand Palace, and shopped at Chatuchak market, check out the snake farm and watch the live snake show. You can even touch a snake yourself if you want to!

**2. Each group gets its own picture. Imagine that you are a travel company, you need to give the name of the locality that is depicted in your picture and create a travel guide which contains the following items :**

- **Introduction**
- **Where to stay**
- **How to get around**
- **Where to eat**
- **What to do**
- **Additional entertainment and program from the travel company.**

**Groups 1,3,5 create a travel guide in the resource Canva.**

**Groups 2,4,6 create a travel guide with the help of scissors, paper, coloured pencils and glue, which students or the teacher prepared in advance.**

**The teacher can offer other options.**

**The teacher give a limited amount of time to compile a travel guide.**



**3. After the time of creating travel guides expires, the groups can submit their work or this stage of the lesson can be skipped.**

Use feedback forms to assess each student's performance in the role-play.

**Feedback form via “Sandwich technique”**

Student’s name	praise	critique	praise
Student 1			
Student 2			
Student 3			

or feedback can be provided verbally by asking questions:

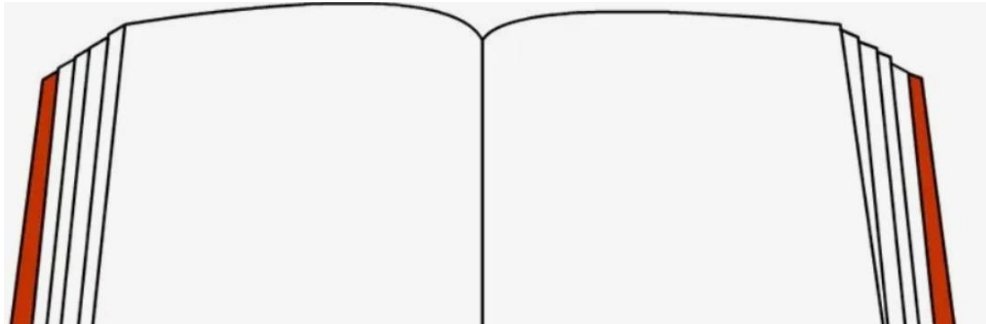
Teacher: What contribution have you made to the work of your group?

Student: I've suggested an interesting idea ...

Teacher: That's great! Great job! Yes, I saw that you ...

**Group assessment “Comment log”**

Students and the teacher approach the desk of each group and fill out a comment log in which they evaluate the work of the groups.



I would/wouldn't use the services of your travel company because...

This task helps to establish a sense of unity and collaboration, and even lead to better outcomes for everyone involved, makes students feels responsible for the common cause, makes them see the unusual in the ordinary, fantasize, create something new.

### Task on Communication

Class	8
Unit	Daily Life and Shopping
Level	B1
Aims	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics;
Skills	Communicative skills
Strategies and techniques	Project-based learning
Assessment	Peer assessment
Criteria	Communication, use of language in expressing and explaining the choice, order the activities according to the importance
Meterials needed	Cards with the written activities
Expected results	Students order the given activities; Students explain the degree of importance of them; Students add the missed activities.



**Task 1. Read the situation and order the activities. Describe the degree of importance of all these activities for you. Add the activities if you have any.**

You are preparing to have a party. Order the activities according to their importance for you and say the reasons for the choice. Activities: decorate the house, make sandwiches, ask parents for permission to have a party, buy food and drink, find good music, call the guests to make sure they will come, invite guests, prepare games and competitions for a party.

**Descriptor:**

1. Order the activities according to their importance for them;
2. Says the reasons for the choice.

**Task 2. In groups prepare games and competitions for a party.**

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

## Criteria for peer assessment

- communication
- using the language in expressing and explaining the choice
- ordering the activities according to their importance.

**Task on Communication through Role-Play**

Class	8
Unit	The Natural World
Level	B1
Aims	8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups; 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics;
Skills	Communicative skills
Strategies and techniques	Role-play
Assessment	Self-assessment
Criteria	Communication, use of language in expressing the ideas and explaining the ways of solution
Materials needed	Microphone
Expected results	Students answer the given questions; Students describe the real situation; Students suggest activities to solve the problems.

**Task. One student is appointed to be a journalist and three play roles of specialists in different spheres. The journalist asks the questions (situations) and the others describe the ways of solution.**

Example questions:

1. The Earth may become a desert because of cutting forests down. What is the way out?
2. Grown-up children often do not have enough time to take care of their old parents. How can we change the situation?
3. Obesity is a common problem for many people. What should we do to solve the problem?

**Descriptor:**

1. Solve the problem creatively;
2. Describe clearly the ways of the solution.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

For self-assessment, students use the “Reflexive diary” technique. They reflect on their experience whether they met the criteria and how they felt while listening and write it down.

### Task on Creativity through Imagination

Class	8
Unit	The World of Work
Level	B1
Aims	8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.5.3.2 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics
Skills	Creative skills, written communication
Strategies and techniques	Silent letter
Assessment	Teacher’s feedback
Criteria	Imagination, originality
Materials needed	Sheet of paper, pen
Expected results	Students share their ideas about endless stories; Students use their imagination and vocabulary to create the end of the story; Students write unusual end for the story.



**Task. Read and imagine the given situation and write the ending of the stories.**



1. Harry was very unpopular in his class. But one day ...
2. Helen was going home after a hard day at her office. But suddenly ...
3. John could hardly imagine that it may happen to him ...

**Descriptor:**

1. Write the end of the story creatively;
2. Write with grammatical accuracy.

To assess whether students have met the learning outcomes outlined in the learning objectives, the teacher's feedback as a form of formative assessment method is recommended.

**Task on Solving problems**

Class	8
Unit	The World of Work
Level	B1
Aims	8.1.6.1 organise and present information clearly to others; 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics; 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics;
Skills	Solve problems
Strategies and techniques	Problem-solving strategies
Assessment	Peer-assessment
Criteria	presenting a point of view clearly
Materials needed	Poster, felt-tips
Expected results	Students give their own points of view according to the situation; Students express the ways to solve the problem; Students tell the qualities a teacher should have.

**Task. Read the situation and express the ways to decision.**

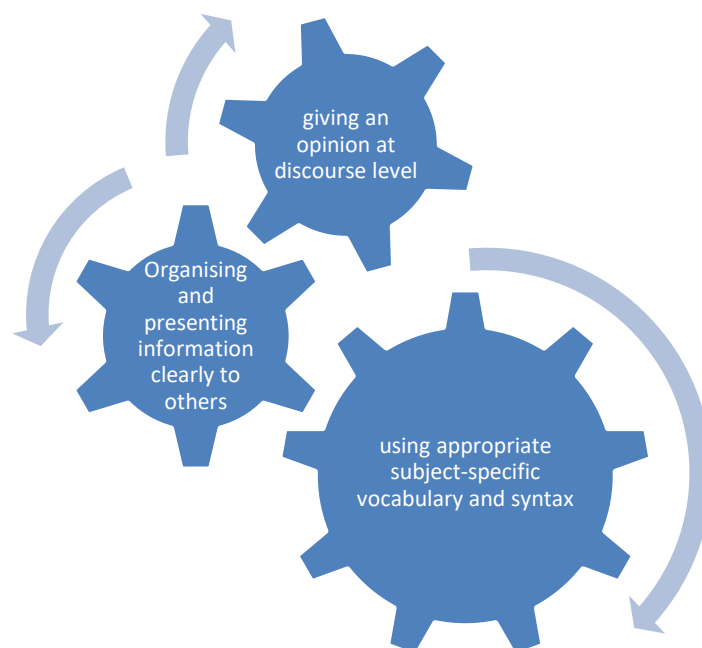
You think some people are unfair to you. Find a solution to deal with such a situation. Discuss in the class.

**Descriptor:**

1. Give ways to find the decisions.
2. Speak clearly.
3. Give reasonable arguments.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

Criteria for peer-assessment



### Task on Creativity and Teamwork

Class	8
Unit	Our World
Level	B1
Aims	8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks; 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	Creative and teamwork skills
Strategies and techniques	Game-based learning
Assessment	Group assessment
Criteria	Communication, working in a team, keeping group rules, interacting with all group members, and timekeeping
Materials needed	Sheets of paper, felt-tips
Expected results	Students work as a team; Students write about 30 stories; Students assess the completed circles as a group

#### Task. Read the rules and play the game.

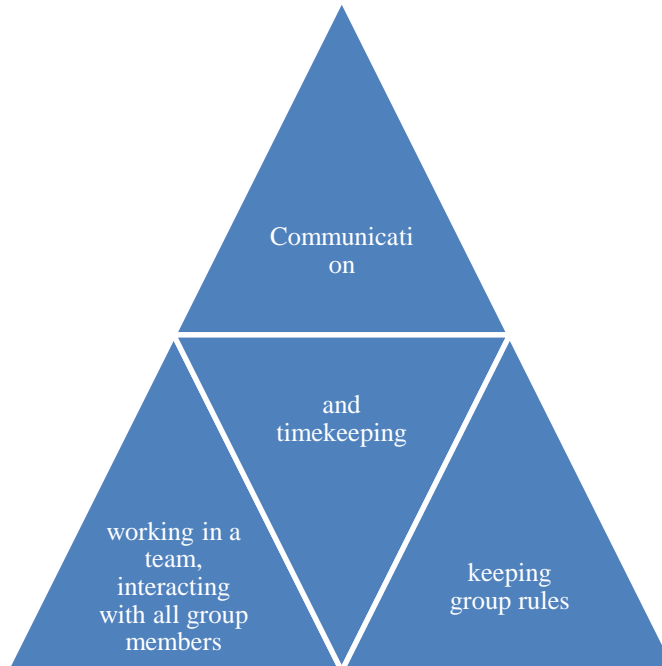
“30 circles” is an exercise aimed at developing creativity where the goal is quantity over quality. You're given a sheet of paper with 30 identical circles on it. You have a short amount of time, usually 10 minutes at most, to write connected short stories about “Our world” in as many of the 30 circles as possible. When done as a team, the group members compare the completed circles to see if there are any unifying principles or designs.

#### Descriptor:

1. Draw the figures/ pictures creatively as many as possible;
2. Write as many connected short stories about “Our world” as possible.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

Use the 'Triangles' technique. Students assess each other and give pieces of the triangle if their partner meets the criteria.



### Task on Creativity

Class	8
Unit	Our World
Level	B1
Aims	8.5.2.1 write with minimal support about real and imaginary past events, activities, and experiences on a range of familiar general topics and some curricular topics; 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;
Skills	Creative skills (imagination), Story creating, written communication
Strategies and techniques	Task-based learning, creative writing strategies
Assessment	Group assessment using the criteria
Criteria	Imagination, using vocabulary on the topic, writing about past events accurately using linking words and appropriate phrases
Materials needed	A dictionary A poster Pencils/felt-tips
Expected results	Students use their ideas to create an interesting story and increase their vocabulary

### Task 1. Brainstorming. Do this task as fast as possible:

## Choose the opposites to these words

### Write the noun to the verb

Adjective	Opposite adjective	Verb	Noun
	Answer <i>Note for teacher!</i> <i>(should be empty)</i>		Answer <i>Note for teacher!</i> <i>(should be empty)</i>
Hot -	Cold	Make	a decision
Big -	Small	Take	a break
Fast -	Slow	Give	advice
Happy -	Sad	Do	homework
Light -	Dark	Read	a book
Near -	Far	Write	a letter
Strong -	Weak	Speak	English
Easy -	Difficult	Watch	a movie
Young -	Old	Have	a meal
Cheap -	Expensive	Play	a game
Full -	Empty	Send	an email
Safe -	Dangerous	Start	a conversation
Quiet -	Loud	Cook	dinner
Clean -	Dirty	Catch	a bus
Tall -	Short	Pay	a bill
Heavy -	Light	Drive	a car
Early -	Late	Learn	a language
Rich -	Poor	Meet	a friend
Soft -	Hard	Open	a door
Wide -	Narrow	Close	a window

### Task 2. Make some sentences with the words from task 1.

### Task 3. Read the rules and play the game.

#### Dictionary story

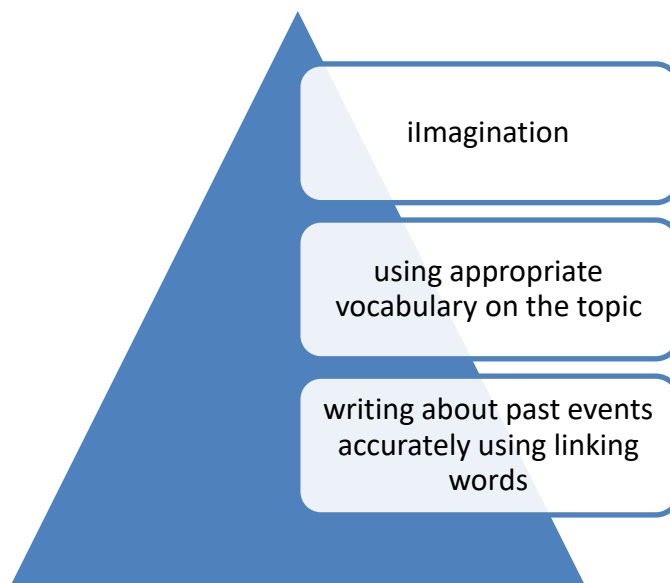
Select a word at random from the dictionary. Use the word you chose, the word above it, and the word below it to create a short story. Finding a way to create an interesting story from elements can improve your ability to make connections and combine ideas that don't necessarily relate.

#### Descriptor:

1. Use imagination;
2. Use as many linking words, appropriate vocabulary, and acceptable vocabulary to create a story.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

## Criteria for group-assessment



### Task on Logical Thinking

Class	8
Unit	Our World
Level	B1
Aims	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;
Skills	Logical thinking (strategic thinking)
Strategies and techniques	Problem-based learning
Assessment	Group assessment using the criteria
Criteria	Imagination, using appropriate language, linking words, phrases Ability to think logically Expressing opinion
Materials needed	A card with the task
Expected results	Students use their ideas to solve the task; Students reason and identify the answer to the question.

### Task. Read the situation and find the answer working in a group with your classmates.

You find yourself in a room with four doors and a tiny window. Three of the doors are false, that is, there is brickwork immediately behind them. And one door with access to the street. You have been given a key that opens all four doors, but you have no idea which door will lead to the street. You can try it once. When one door is opened, the remaining locks are locked mechanically and irrevocably. In addition, the room is

dark and slightly illuminated by the light of a single candle. How do you identify the only door that leads to the street?

**Descriptor:**

1. Find the group decision.
2. Explain the answer.

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

Criteria for group assessment

- Imagination
- using appropriate language, linking words, phrases
- Ability to think logically
- Expressing opinion

**Task on Critical Thinking**

Class	8
Unit	Sport, Health and Exercise
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; 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics; 8.6.1.13 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics; 8.5.8.1 spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics.
Skills	Problem-solving, Strategic thinking
Strategies and techniques	Task-based learning, jigsaw reading*
Criteria	Imagination, using appropriate language, linking words, phrases emotional intelligence (interpersonal skills), Recognizing writer’s opinion Understanding details in the text
Materials needed	Copy-books, a poster, felt tips of different colours
Expected results	Students use their ideas to create an interesting story, understand details in the text and increase their vocabulary

**Read the text and do the tasks below.**

A heart attack, also called a myocardial infarction, happens when a part of the heart muscle doesn't get enough blood. The more time that passes without treatment to restore blood flow, the greater the damage to the heart muscle.

The major symptoms of a heart attack are:



Chest pain or discomfort. Most heart attacks involve discomfort in the center or left side of the chest that lasts for more than a few minutes or that goes away and comes back. The discomfort can feel like uncomfortable pressure, squeezing, fullness, or pain.

Feeling weak, light-headed, or faint. You may also break into a cold sweat.

Pain or discomfort in the jaw, neck, or back.

Pain or discomfort in one or both arms or shoulders.

Shortness of breath. This often comes along with chest discomfort, but shortness of breath also can happen before chest discomfort.

Call 103 if you notice symptoms of a heart attack

If you notice the symptoms of a heart attack in yourself or someone else, call 103 immediately. The sooner you get to an emergency room, the sooner you can get treatment to reduce the amount of damage to the heart muscle. At the hospital, health care professionals can run tests to find out if a heart attack is happening and can decide the best treatment.

In some cases, a heart attack requires cardiopulmonary resuscitation (CPR) or an electrical shock (defibrillation) to the heart to get the heart pumping again. Bystanders trained to use CPR or a defibrillator may be able to help until emergency medical personnel arrive.

Remember, the chances of surviving a heart attack are better the sooner emergency treatment begins.

### Remembering:

#### 1. Choose the right answer:

1. A myocardial infarction is also called \_\_\_\_\_.  
A) backache      B) heart attack      C) discomfort
2. A part of the heart muscle doesn't get enough \_\_\_\_\_.  
A) blood      B) oxygen      C) pressure
3. The symptoms that doesn't occur to the heart attack:  
A) Sneezing, coughing, high temperature.  
B) Pain, shortness of breath, a cold sweat.  
C) Pain, light-headed, shortness of breath.
4. \_\_\_\_\_, a heart attack requires cardiopulmonary resuscitation (CPR) or an electrical shock (defibrillation).  
A) Never      B) Always      C) Sometimes

Answers: 1. B; 2. A; 3. A; 4. C.

### Understanding:

**2. Answer the questions according to the text:**

1. What is the main reason of a heart attack?
2. What are the symptoms of a heart attack?
3. Why is it important to call 103 if you see someone with the pain in the center or left side of the chest?

*Answers:*

1. *The more time that passes without treatment to restore blood flow, the greater the damage to the heart muscle.*
2. *The symptoms of a heart attack are feeling weak, light-headed, or faint. You may also break into a cold sweat, pain or discomfort in the jaw, neck, or back, pain or discomfort in one or both arms or shoulders, shortness of breath.*
3. *The sooner you get to an emergency room, the sooner you can get treatment to reduce the amount of damage to the heart muscle. At the hospital, health care professionals can run tests to find out if a heart attack is happening and can decide the best treatment.*

**Applying:**

3. **Create a diagram of the symptoms of a heart attack.**

**Analyzing:**

4. **Search the internet to find some statistics for Kazakhstan and discuss them.**

**Evaluating:**

5. **Group the activities a person should /shouldn't do to help a victim:** call an emergency, put the victim on the floor, give the victim a tablet or pill, use an electrical shock (defibrillation) to the heart, feel blood pressure, feel the pulse.

*Answer:*

<i>Should</i>	<i>Shouldn't</i>
<i>call an emergency</i>	<i>put the victim on the floor</i>
	<i>give the victim a tablet or pill</i>
	<i>use an electrical shock (defibrillation) to the heart</i>
	<i>feel blood pressure, feel the pulse</i>

**Creating:**

6. **Imagine that you are a popular designer in the city. Create a poster/transit advertising/billboard, etc. that will be useful for surviving someone's life who suffers from a heart attack.**

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

**Criteria for peer-assessment**



Criteria	v
· Imagination, using appropriate language, linking words, phrases	
· Emotional intelligence (interpersonal skills)	
· Recognizing writer's opinion	
· Understanding details in the text	

### Task on Work Ethic

Class	8
Unit	The World of Work
Level	B1
Aims	8.4.6.1 recognize the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.3.5.1 interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks; 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.
Skills	Time management, communication
Strategies and techniques	Task-based learning
Criteria	Identifying the author's viewpoint Collaborating with classmates to reach an agreement Responding to others
Assessment	Self-assessment
Materials needed	Worksheets with tasks
Expected results	Students use their ideas about key work ethic, talk about the problems people can face, negotiate agree, and organize priorities and plans for completing classroom tasks, identifying the author's viewpoint

### Read the dialogue and do the tasks below.

Dina: Hello, Amira! How are you?

Amira: I'm fine, and what about you?

Dina: I'm fine too, but I'm in some trouble.

Amira: I'm sorry to hear that. Can I help you in any way?

Dina: You know, Amira, I missed many of my classes, and now I'm having trouble understanding those lessons. The exams are also just around the corner.

Amira: I see you're really in a difficult situation. I'm lucky enough that I've been punctual and attended all my classes on time.

Dina: You've really done a great job. Now I realize that I've made a big mistake. I thought I'd be able to catch up on all my lessons before the exams.

Amira: It's unfortunate that you made such a mistake. We should be strict about punctuality if we want to do well in our exams.

Dina: You're absolutely right. I didn't even prepare my practical papers on time. I don't know how I'm going to finish everything now. I feel so hopeless.

Amira: I feel sorry for you. If you had been punctual, you wouldn't be in this situation now.

Dina: I can now understand the importance of punctuality in student life.

Amira: Yes, punctuality in student life is very important. You mustn't forget that.

Dina: Yes, that's absolutely true. Student life is the best time to develop the habit of punctuality.

Amira: Exactly! If someone fails to develop the habit of punctuality, they will definitely suffer later on.

Dina: Of course! Thank you for your valuable advice.

Amira: You're most welcome. See you again!

**Task 1. Complete the sentences:**

1. Amira missed many of her classes and now she is having trouble with \_\_\_\_\_.
2. She thought that she would be able to \_\_\_\_\_ all her lessons before the exams.
3. Dina can now understand \_\_\_\_\_ of punctuality in student life.
4. \_\_\_\_\_ is the best time to grow the habit of punctuality.

**Task 2. Choose *True / False / Not given*:**

1. One of the students has some troubles because of her discipline during the classes. T / F / NG
2. If anyone fails to develop the habit of punctuality, he must suffer. T / F / NG
3. They shouldn't maintain strict punctuality in their student life. T / F / NG
4. Amira passed her exams. T / F / NG
5. It's very important to prepare practical papers for all students. T / F / NG

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

**Task 3. make a list of personal qualities that each specialist could have. For example:**

1. Punctuality
2. Reliability
3. Professionalism
4. Discipline

**Task 4. Make your dialogue.**

For self-assessment, students use the "Reflexive diary" technique. They reflect on their experience whether they met the criteria and how they felt while listening and write it down. Use the following criteria to reflect on:

- Identifying the author's viewpoint
- Collaborating with classmates to reach an agreement
- Responding to others

**Task on Problem-solving**

Class	8
Unit	Travel and Transport
Level	B1
Aims	8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics; 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics; 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics
Skills	Strategic thinking, initiative
Strategies and techniques	Task-based learning, jigsaw reading*
Criteria	Understanding the key ideas in texts Reading a wider variety of longer fiction and non-fiction Sharing opinions on a broad range of topics Using the right vocabulary and sentence structure for the subject
Assessment	Group assessment
Materials needed	Worksheets with criteria
Expected results	understanding the key ideas in texts about tourists read a wider variety of longer fiction and non-fiction share opinions on a broad range of topics use the right vocabulary and sentence structure for the subject

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

#### Danger for tourists

In nearly 20 years I've only been mugged four times. Two of them were in my hometown, minutes from my house.

Some countries are more dangerous than others. It's important to check for any government warnings before you visit. It's also advisable to check Facebook groups and other forums for the opinions of other travelers.

A word of advice — don't believe everything you read.

There are lots of articles about how to stay safe when traveling, but what should you do if you actually get attacked?

Don't panic!

The first thing you need to do is report it to the police. You'll need a Crime Reference Number to claim on your insurance. If you're traveling with Worldpackers, your host will know the nearest police station and be able to help you with any translation issues.

Once that's done it's time to deal with the emotional side. After I was attacked in Chile, I became quite emotional. I was attacked after leaving a bar, beaten up, and



robbed. After that case, I didn't want to leave the hostel and I was suspicious of everyone in the street.

I questioned myself. Why me? What did I do wrong? Was it my fault?

It wasn't my fault. I was just in the wrong place at the wrong time. It took me a while to accept it, but it wasn't my fault. It wasn't personal. They didn't know me. I was just a random tourist to target. Once I accepted that it was just business for them, I felt a weight lift from my shoulders. That may seem silly, but it's an important emotional shift to make.

You're allowed to feel anger, rage, and frustration, but you have to learn to let it go. They're destructive emotions. The majority of the world are good people. Don't let a few silly people ruin your journey.

**Task 1. Finish the list of problems that foreign tourists can face.**

Getting lost, losing a phone...

**Descriptor:**

1. Make a list of actual tourist problems;
2. Use appropriate vocabulary
3. Speak clearly.

**Task 2. Imagine that you have one of the problems discussed. What would you do in this case?**

**Descriptor:**

1. Express the ways to solve the problem;
2. Use appropriate vocabulary;
3. Express their opinion.

**Task 3. In groups make up and act out the dialogue describing the problem with its solution.**

**Descriptor:**

1. Describe the problems;
2. Express the solution to the problems;
3. Say at least 5-6 phrases for each speaker.

**Task 4. Give some advice to the tourists who go abroad, especially for the first time.**

**Descriptor:**

1. Five concrete advice;
2. Mind grammar accuracy.
3. Use appropriate vocabulary

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

### Criteria for peer assessment

- Understanding the key ideas in texts
- Reading a wider variety of longer fiction and non-fiction
- Sharing opinions on a broad range of topics
- Using the right vocabulary and sentence structure for the subject

### Task on Creativity and Teamwork

Class	8
Unit	Our World
Level	B1
Aims	8.1.3.1 respect differing points of view; 8.1.4.1 evaluate and respond constructively to feedback from others; 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings; 8.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics
Skills	Collaboration
Strategies and techniques	Two truths and one lie Game-based strategy
Criteria	Respecting other people's opinions Understanding and replying positively to feedback from others Using creativity to share thoughts, ideas, experiences, and feelings Responding with some flexibility to unexpected comments on a variety of topics
Assessment	Group assessment
Materials needed	Worksheet for peer assessment
Expected results	Students form positive psychological atmosphere Students make friendly relationships

### Play the game and discuss it with the class.

Game “Two truths and one lie”

Team size: from 3 people

Time: 2–3 minutes per person

Rules of the game.

Ask everyone in the group to tell two facts and one lie about themselves. The more exotic the facts (for example, “I went skydiving in Costa Rica”) and the more credible the lies (for example, “I have two dogs”), the more fun the game will be. All these statements can be compiled into a presentation, in which there will be one slide for each participant, or you can play it without preparation. Ask each participant to provide three such statements about themselves and have the group vote to choose which one is false.

How is this exercise useful? This game is well suited for groups whose members do not yet know each other well. What you share can later become topics of

conversation (e.g. “What else did you do in Costa Rica?”) that can help you gain a better understanding of those you work with.

**Descriptor:**

1. Follow the rules;
2. Respond clearly and creatively.
3. Respect other people’s opinion
4. Give your feedback

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

**Worksheet for peer assessment**

Respecting other people's opinions	
Understanding and replying positively to feedback from others	
Using creativity to share thoughts, ideas, experiences, and feelings	
Responding with some flexibility to unexpected comments on a variety of topics	

**Task on Teambuilding**

Class	8
Unit	Travel and Transport
Level	B1
Aims	8.1.3.1 respect differing points of view; 8.1.4.1 evaluate and respond constructively to feedback from others; 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings; 8.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics
Skills	Collaboration, teambuilding
Strategies and techniques	Game-based strategy
Criteria	Respecting other people's opinions Understanding and replying positively to feedback from others Using creativity to share thoughts, ideas, experiences, and feelings Responding with some flexibility to unexpected comments on a variety of topics
Assessment	Group assessment
Materials needed	Worksheet for peer assessment
Expected results	Students form positive psychological atmosphere Students make friendly relationships

**Play the game and discuss it with the class.**

**Game: Time Machine**

Team size: 5–10 people

Time: 20–30 minutes

Rules of the game. This team-building exercise is best done in a quiet place where everyone can sit in a circle. Ask participants to choose a unique memory from their lives. The team can be given a few minutes to think about it. Then ask everyone to share one memory they would like to relive if they could turn back time.

Not everyone may feel comfortable sharing memories at first, so encourage an open atmosphere and make it easy for everyone to talk about moments that are important to them.

How is this exercise useful? This game helps employees remember their priorities and bond on a deeper level. In a team suffering from disunity or stress, a sense of closeness can be created by having colleagues share non-work-related memories. Although this exercise does not take much time, it is best to do it later in the evening so that everyone has a chance to think carefully about what has been said.

**Descriptor:**

1. Follow the rules;
2. Respond clearly and creatively.
3. Respect other people’s opinion
4. Give your feedback

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

Worksheet for peer assessment

Respecting other people's opinions	
Understanding and replying positively to feedback from others	
Using creativity to share thoughts, ideas, experiences, and feelings	
Responding with some flexibility to unexpected comments on a variety of topics	

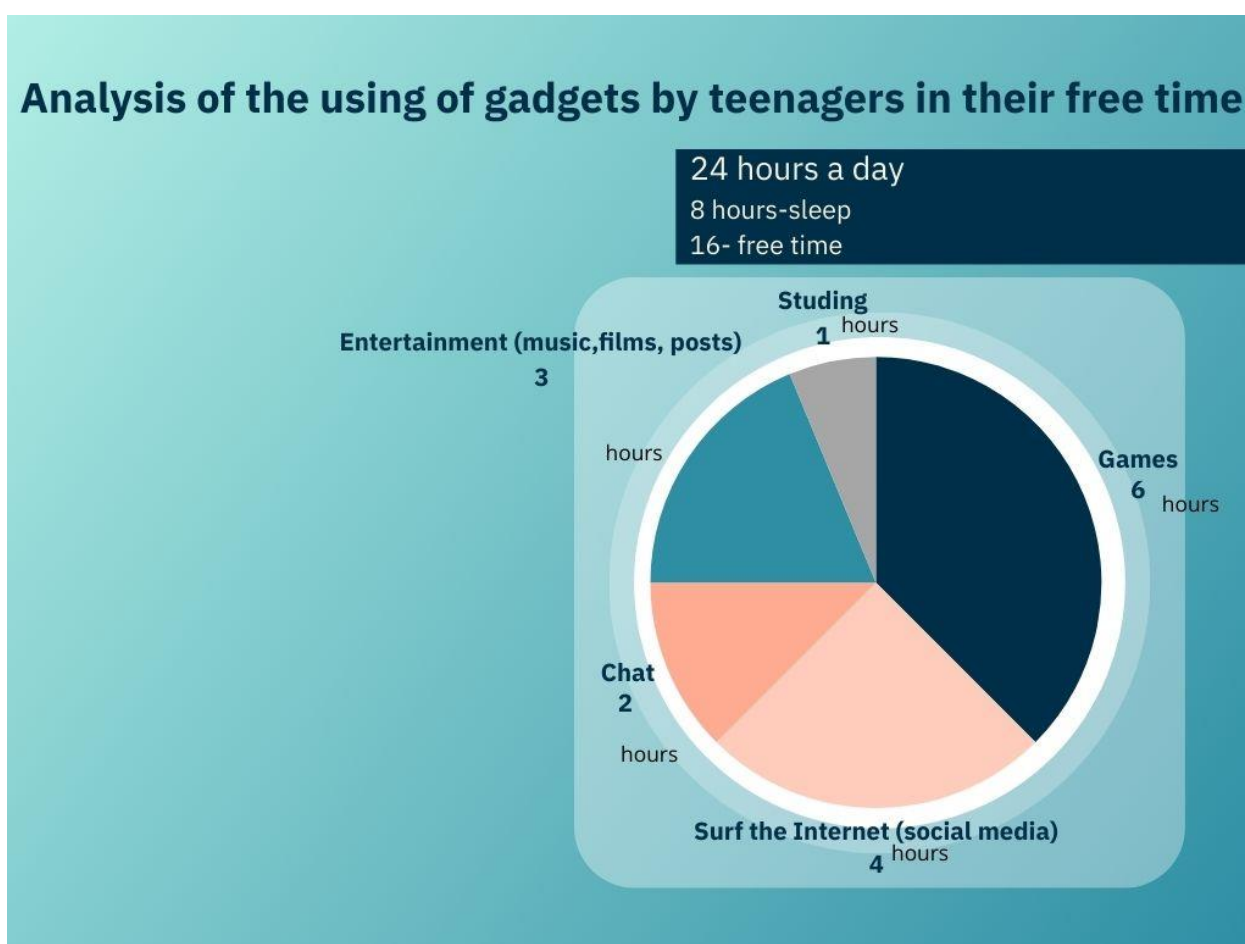
**Tasks for Developing Soft Skills in Grade 9**

Grade	9
Unit	Science and technology
Level	B1
Strand	Reading, writing, speaking, listening
Aims	9.1.1.1 use speaking and listening skills to solve problems creatively

	<p>and cooperatively in groups;</p> <p>9.1.3.1 respect differing points of view;</p> <p>9.1.7.1 develop and sustain a consistent argument when speaking or writing;</p> <p>9.1.9.1 use imagination to express thoughts, ideas, experiences and Feelings</p> <p>9.3.3.1 explain and justify their own point of view on a range of general and curricular topics;</p> <p>9.3.4.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;</p> <p>9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;</p> <p>9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;</p> <p>9.3.8.1 recount extended stories and events on a range of general and curricular topics</p> <p>9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics;</p> <p>9.2.3.1 understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics;</p> <p>9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics</p> <p>9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics;</p> <p>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;</p>
skills	Communication, critical thinking, creative thinking, interpersonal communication
Strategies and techniques	SWOT analysis, diagram, debate, case-method, decision-making situations, simulations.
assessment	Peer assessment
Criteria	<p>Using speaking and listening skills to creatively and cooperatively solve problems in groups.</p> <p>Respecting different opinions.</p> <p>Developing and maintaining a clear argument when speaking or writing.</p> <p>Using imagination to share thoughts, ideas, experiences, and feelings.</p> <p>Explaining and justifying your own point of view on various general and school topics.</p> <p>Responding with increasing flexibility to unexpected comments on different topics.</p> <p>Working with classmates to negotiate, agree, and organize priorities and plans for completing tasks.</p> <p>Connecting your comments to what others say in pairs, groups, and class discussions.</p> <p>Telling extended stories and events on various topics.</p> <p>Understanding most of the specific information in longer talks without support on a wide range of topics.</p> <p>Understanding the details of an argument in longer talks without support on various topics.</p>



	Recognizing the speaker's opinion in longer talks on different topics. Figuring out the meaning from context in longer talks on different topics. Planning, writing, editing, and proofreading your work with little or no support on various topics.
Materials:	Handout, Internet
Expected Results:	students replenish their vocabulary; students conclude that the use of technology should be moderate; students conclude that for effective skill development it is better to abandon technology; students get acquainted with different types of skills students analyze, compare, evaluate their skills and activity. planning skills, time blocking students recognize, respect differing points of view and explain and justify their own point of view when talking about science and technology students deduce meaning, understand most specific and



## REMEMBERING

**Task 1:** Study the diagram. Answer the questions (according to the diagram).

- What part of the population was analyzed? (kids, adults, teens)
- What does “24” mean in the infographic?
- How long should a person sleep to maintain a healthy lifestyle?
- How much time of the day is left for activity?

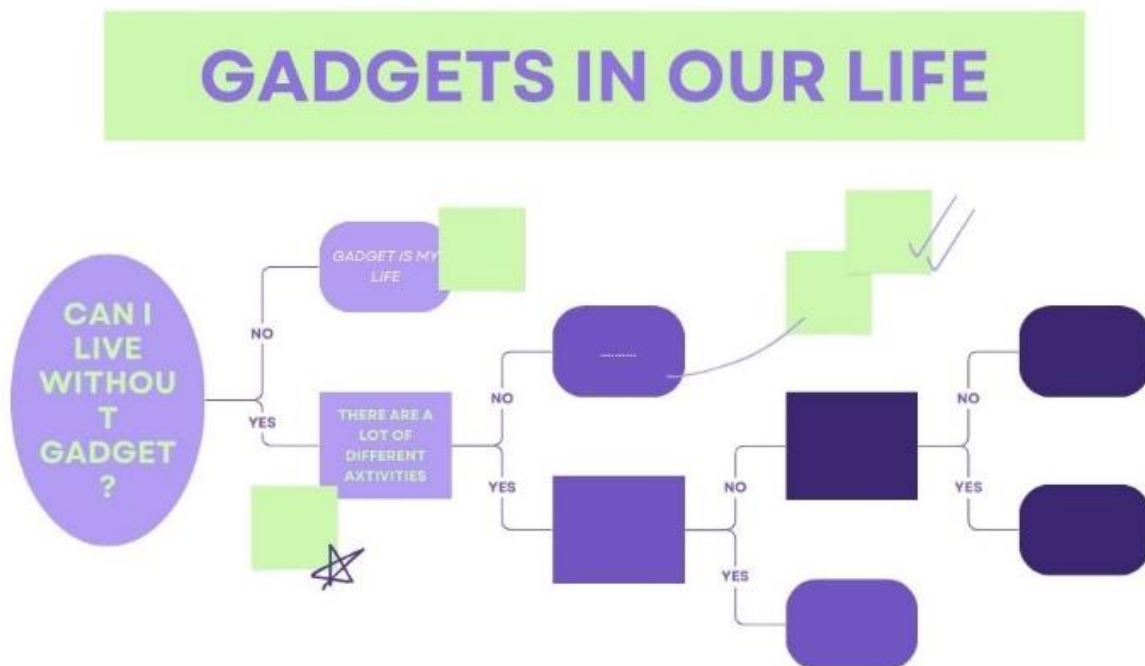
- What is an integral part of teenagers' lives? (according to the diagram).
- What activities do teenagers spend a lot of time? (according to the diagram).
- Which activity is in the second place? (according to the diagram).
- What is the third-place activity? (according to the diagram).
- How much time do teenagers spend studying? (according to the diagram).
- What is important in the lives of teenagers? (according to the diagram).

**Task 2.** Make a diagram of how you use a gadget in 1 day. (You can view the analysis on your smartphone). (You may use *canva.com*)

## UNDERSTANDING

**Task 1.** State in your own words the role of modern gadgets in the lives of teenagers. What would happen if you continued to use gadgets too often? What would happen if manufacturers don't release gadgets?

**Task 2.** Make a flow chat. You may use any flow chat online (*canva.com*) or use the example



## APPLYING.

**Task 1.** Make your diagram. How many hours do your classmates usually use smartphones in 1 day? What for? Analyze the findings. (You may use *canva.com*)

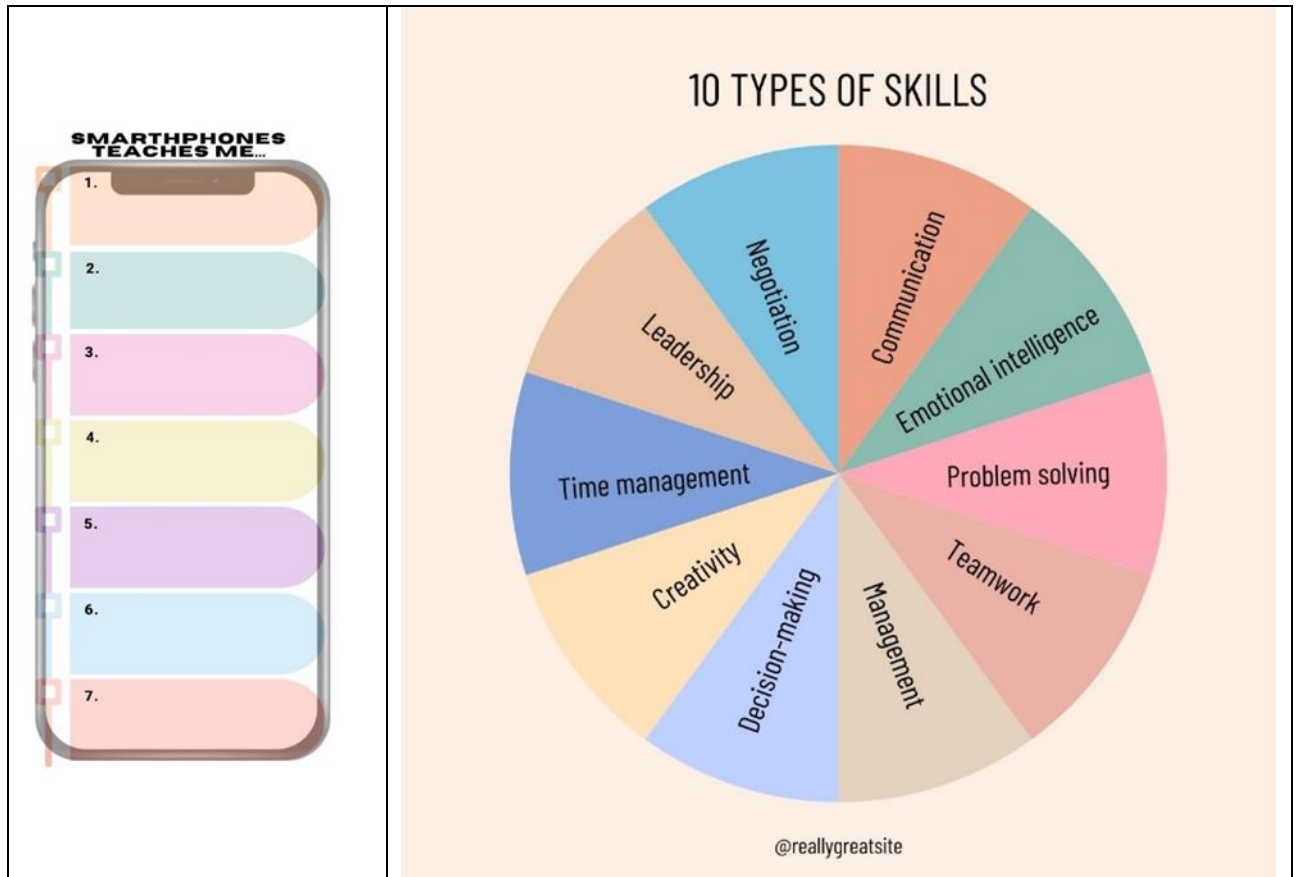
**Task 2.** Search the Internet. How many hours do teenagers typically spend using a smartphone each day? (You can look at the analysis on your smartphone). (You may use *canva.com*)

**Task 2.** Survey the parents. How many hours do they typically spend using a smartphone in a day? Analyze the findings.

**Task 3.** Compare the diagrams.  
(You may use *canva.com*)

## ANALYZING

**Task 1.** Make a list skill which you get using a smartphone. Use the prompt.

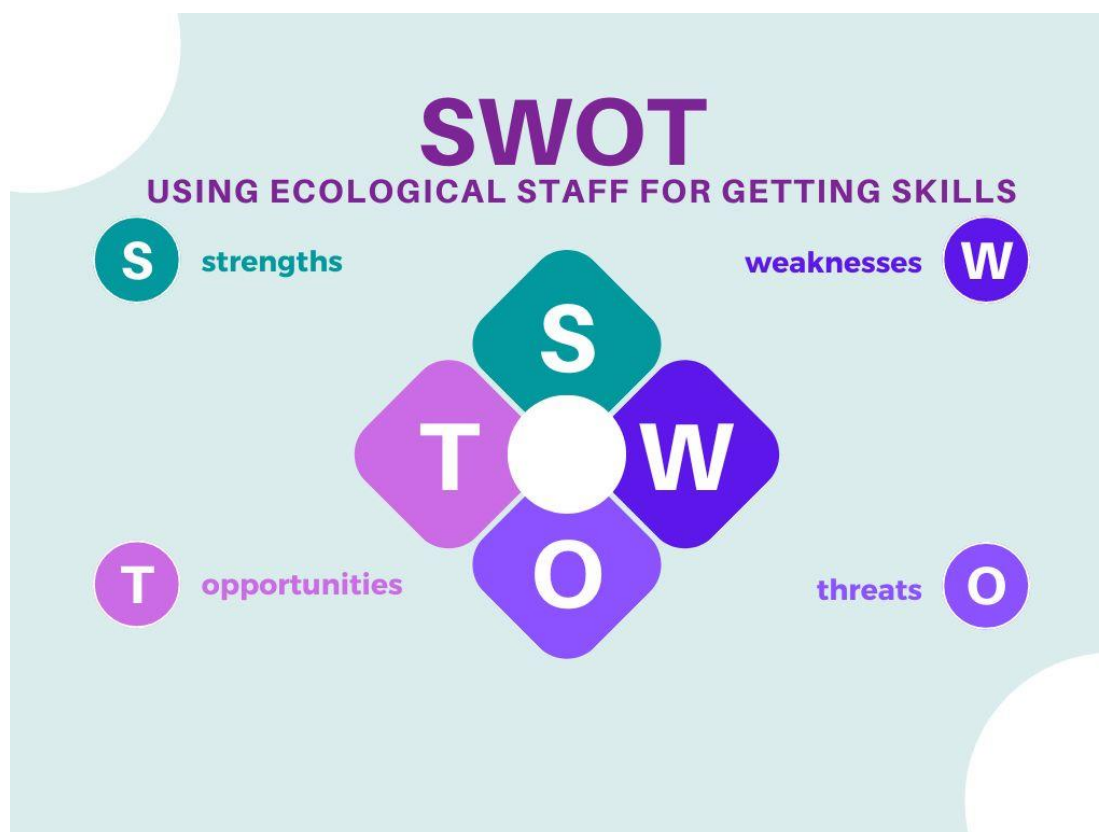
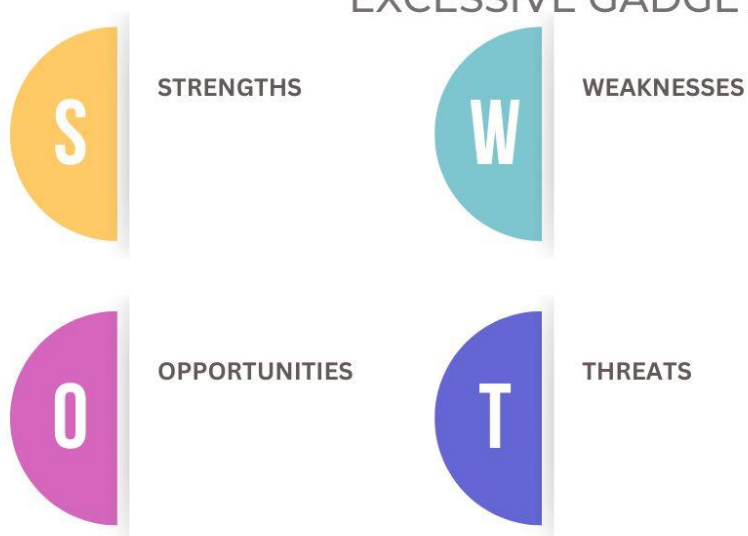


Which way of getting skills is more environmentally friendly for a person with or without a smartphone?

**Task 2.** Make a SWOT Analysis

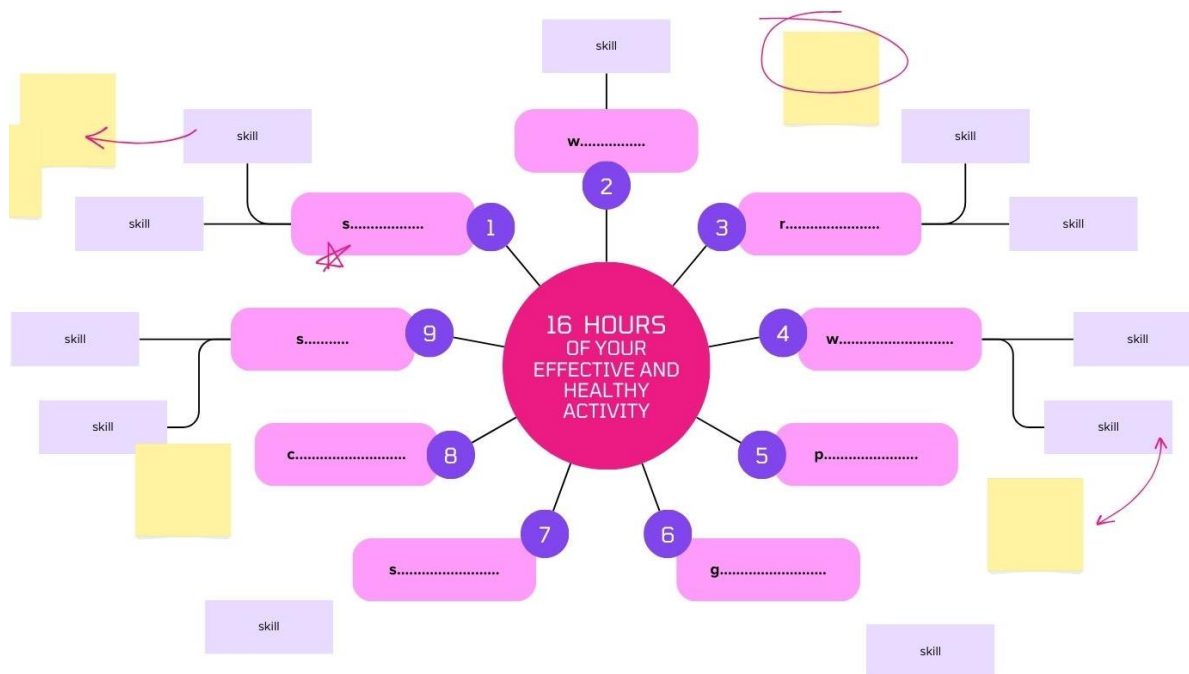
# SWOT ANALYSIS

EXCESSIVE GADGET USE



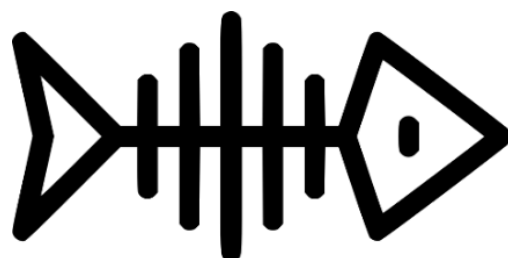
## EVALUATING.

**Task 1.** Make a mind map. How can teenagers spend time more productively?  
(You may use [canva.com](https://www.canva.com) or the table below)



**Task 2.** Solve the case. The Internet was turned off all over the world for a week. You need to do your homework. Write a biology report, an essay on the Russian language, read a short story on literature, make up a dialogue on the English language. How will you complete the tasks?

Use fishbone as a scaffolding for speaking



**CREATING. Task 1.** Imagine what skills you will master in a week while performing your homework without the Internet. Make an infographic (Use canva.com or the example below)



**Task 2.** Write an argumentative essay on the following topic «Is the lack of a gadget a problem or a solution to many problems?»

**Task 3.** Debate in three groups.

Statement: The government has passed a law banning the use of gadgets under the age of 18

1. The Government
2. The opposition.
3. Judges (I recommend giving students roles opposite to their student's point of view)

Criteria for assessment

	Alan	Albina	Kairat	Oleg	Zhasmin	Sayan	Peter
PRESENTATION OF THE TOPIC							
A) consistency (logically structured, consistent, fragmentary presentation)							
B) consistency (unity of purpose and result,							

clarity of position, identification of problems and suggestion of ways to solve them							
C) content (relevance of the presentation to the topic, fluency in facts, arguments and arguments, constructiveness, abstraction from the main issue)							
D) speech literacy (knowledge of theory, use of terms, scientific methods, creativity, quoting or borrowing)							
<b>PERSONAL QUALITIES</b>							
A) oratorical skills (the ability to interest the audience, make them listen, the ability to convince)							
B) culture of speech (diction, correctness, compliance with regulations)							
C) psychological characteristics (stress resistance (degree of excitement), inner self-feeling (free, constrained), artistry (emotionality of presentation, firmness of voice, gestures)							

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

#### Peer assessment

Criteria	v
Using speaking and listening skills to creatively and cooperatively solve problems in groups.	

Respecting different opinions.	
Developing and maintaining a clear argument when speaking or writing.	
Using imagination to share thoughts, ideas, experiences, and feelings.	
Explaining and justifying your own point of view on various general and school topics.	
Responding with increasing flexibility to unexpected comments on different topics.	
Working with classmates to negotiate, agree, and organize priorities and plans for completing tasks.	
Connecting your comments to what others say in pairs, groups, and class discussions.	
Telling extended stories and events on various topics.	
Understanding most of the specific information in longer talks without support on a wide range of topics.	
Understanding the details of an argument in longer talks without support on various topics.	
Recognizing the speaker's opinion in longer talks on different topics.	
Figuring out the meaning from context in longer talks on different topics.	
Planning, writing, editing, and proofreading your work with little or no support on various topics.	

! Ensure that the criteria used in formative assessments are consistent with the lesson objectives and have been actively reinforced throughout the instructional period. It is recommended to work with 1-2 learning objectives per lesson and choose appropriate criteria for assessment.

Grade	9
Unit	Science and technology
Level	B1
Strand:	Reading, writing, speaking, listening
Aims	<p>9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;</p> <p>9.1.3.1 respect differing points of view;</p> <p>9.1.7.1 develop and sustain a consistent argument when speaking or writing;</p> <p>9.1.9.1 use imagination to express thoughts, ideas, experiences and Feelings</p> <p>9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics;</p> <p>9.3.3.1 explain and justify their own point of view on a range of general and curricular topics;</p> <p>9.3.4.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;</p> <p>9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;</p> <p>9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics;</p> <p>9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics;</p> <p>9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics;</p>



	<p>9.4.7.1 recognise typical features at word, sentence and text level in a wide range of written genres;</p> <p>9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding</p> <p>9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics;</p> <p>9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics</p>
skills	Speaking, writing, reading, listening
Strategies and techniques	Models of thinking, mindful practice, highlighting, decision-making situations, case-method
assessment	Peer assessment
Criteria	<ul style="list-style-type: none"> <li>- using speaking and listening skills to solve problems together in groups and respect different opinions.</li> <li>- building and keeping a strong argument when speaking or writing.</li> <li>- using imagination to share thoughts, ideas, experiences, and feelings.</li> <li>- understanding most details in long talks about various topics, both in school subjects and everyday life.</li> <li>- explaining and supporting their own opinions on different topics.</li> <li>- responding more flexibly to unexpected comments in conversations about various topics.</li> <li>- working with classmates to plan and organize tasks in class.</li> <li>- understanding detailed arguments in long texts on familiar topics.</li> <li>- reading longer fiction and non-fiction texts on both familiar and new topics.</li> <li>- deducing the meaning of words from the context in long texts on familiar topics.</li> <li>- recognizing common features of words, sentences, and texts in different types of writing.</li> <li>- using both paper and digital resources to check meanings and learn more.</li> <li>- writing clear and connected texts using a variety of linking words on familiar topics.</li> <li>- spelling most common words correctly for a wide range of familiar topics.</li> </ul>
Materials Needed:	Handouts, Internet
Expected Results:	<p>Students:</p> <ul style="list-style-type: none"> <li>- use speaking and listening skills to solve problems together in groups and respect different opinions.</li> <li>- build and keep a strong argument when speaking or writing.</li> <li>- use imagination to share thoughts, ideas, experiences, and feelings.</li> <li>- understand most details in long talks about various topics, both in school subjects and everyday life.</li> <li>- explain and support their own opinions on different topics.</li> <li>- respond more flexibly to unexpected comments in conversations about various topics.</li> <li>- work with classmates to plan and organize tasks in class.</li> <li>- understand detailed arguments in long texts on familiar topics.</li> <li>- read longer fiction and non-fiction texts on both familiar and new topics.</li> <li>- figure out the meaning of words from the context in long texts on familiar topics.</li> </ul>

	<ul style="list-style-type: none"> <li>- recognize common features of words, sentences, and texts in different types of writing.</li> <li>- use both paper and digital resources to check meanings and learn more.</li> <li>- write clear and connected texts using a variety of linking words on familiar topics.</li> <li>- spell most common words correctly for a wide range of familiar topics.</li> </ul>
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Steve Jobs and Bill Gates, two iconic figures in the tech industry, both took a **cautious** approach when it came to their children's use of technology, including iPhones. While there isn't concrete evidence that they explicitly banned iPhones for their kids, they did **limit** their **exposure** to screens and gadgets. Jobs, known for his role in creating Apple products like the iPhone, believed in setting **boundaries** for his children's tech use. He understood the potential negative **impacts** of **excessive** screen time on young minds and wanted his kids to have a more balanced childhood. By encouraging them to explore other activities beyond technology, Jobs aimed to foster creativity, critical thinking, and social skills.

Similarly, Bill Gates, the co-founder of Microsoft, was reported to have **restricted** his children's access to technology when they were young. Gates and his wife Melinda emphasized the importance of limiting screen time and ensuring that their children engaged in a variety of activities, including reading, sports, and spending time outdoors.

Both Jobs and Gates recognized the value of **disconnecting** from screens and believed in the importance of a **well-rounded** upbringing for their children. Their decisions to limit tech use reflected their concerns about the potential **drawbacks** of excessive screen time on young people's development.



## REMEMBERING

**Task1.** Match the words in bold with their synonyms

Obstacle	
Integral	
Confused	
Confines	
Ultimate	
Confined	
Revelation	
Chary	
Influence	
Overabundant	

**Task 2.** Label the text.

**Task 3.** Highlight key words.

### **UNDERSTANDING**

**Task 1.** Make a crossword puzzle of words from words from the table. The main word is given to you (CHOICE). You can use your synonyms

**Task 2.** Make a mind map with key words from the text.

**Task 3. Answer the questions.**

1) What approach did Steve Jobs and Bill Gates take when it came to their children's use of technology?

- A) They banned all outdoor activities
- B) They allowed unrestricted access to gadgets
- C) They encouraged unlimited screen time
- D) They implemented strict restrictions on tech use ✓
- E) They promoted excessive screen time

2) Why did Steve Jobs and Bill Gates limit their children's exposure to screens and gadgets?

- A) To discourage reading and sports
- B) To increase screen time
- C) To limit creativity and critical thinking
- D) To encourage a balanced childhood ✓
- E) To promote addiction to technology

3) Which of the following skills did Steve Jobs aim to foster in his children by setting boundaries on tech use?

- A) Social skills ✓
- B) Unrestricted gadget use
- C) Limited creativity
- D) Addiction to screens
- E) Increased screen time

4) What activities did Bill Gates and his wife emphasize for their children besides technology?

- A) Reading, sports, and outdoor time ✓
- B) Unlimited video game playing
- C) Technology competitions
- D) Only screen time
- E) Indoor activities only

5) Both Steve Jobs and Bill Gates believed in the importance of what type of upbringing for their children?

- A) Unbalanced and technology-focused
- B) Exclusively outdoor-based

- C) Strictly technology-oriented
- D) Well-rounded ✓
- E) Non-educational and gadget-centric
- 6) What was one of the concerns that Steve Jobs had regarding excessive screen time for children?
- A) Balanced childhood ✓
- B) Unlimited creativity
- C) Addiction to technology
- D) Improved social skills
- E) Enhanced critical thinking
- 7) How did Steve Jobs encourage his children to explore activities beyond technology?
- A) By setting boundaries on tech use ✓
- B) By encouraging excessive screen time
- C) By limiting critical thinking skills
- D) By providing unlimited screen time
- E) By banning all outdoor activities
- 8) What did Bill Gates and his wife stress the importance of in their children's activities?
- A) Limiting screen time and engaging in a variety of activities ✓
- B) Increased screen time
- C) Spending all time indoors
- D) Focusing solely on technology
- E) Limiting outdoor play
- 9) Which values did both Steve Jobs and Bill Gates emphasize through limiting their children's tech use?
- A) Strictly technology-focused upbringing
- B) Importance of well-rounded activities ✓
- C) Excessive screen time
- D) Unlimited gadget access
- E) Addiction to screens
- 10) What were the potential drawbacks that both Jobs and Gates were concerned about regarding excessive screen time for young people?
- A) Improved critical thinking
- B) Enhanced social skills
- C) Promoting addiction to technology
- D) Negative impacts on young minds ✓
- E) Increased creativity

## APPLYING

**Task 1.** Work in pairs. Design an invention which you need most of all.

- Description
- Tech characteristics

- Cost
- Target group
- Your profit

**Task 2.** Make an advertisement for your product. Assemble your team. Which of the classmates will be a good salesperson, logistician, marketer, accountant, manager, engineer, etc.

### ANALYSING

**Task.** Compare and write. What is a gadget for the manufacturer (inventor) and what is it for the consumer?



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### EVALUATING

**Task.** Imagine one week without any technology. Make a list of actions that you will need to do and a list of skills that you will get.

Action	Skill
Make a fire	patience

## CREATING

**Task 1.** Recommend your generation the rules for effective using gadgets in any approach. Make a video, poster, poem, post, etc.

**Task 2.** Write a thankful letter to any inventor

To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

### Peer assessment

Criteria	v
using speaking and listening skills to solve problems together in groups and respect different opinions.	
building and keeping a strong argument when speaking or writing.	
using imagination to share thoughts, ideas, experiences, and feelings.	
understanding most details in long talks about various topics, both in school subjects and everyday life.	
explaining and supporting their own opinions on different topics	
responding more flexibly to unexpected comments in conversations about various topics.	
working with classmates to plan and organize tasks in class.	
understanding detailed arguments in long texts on familiar topics.	
reading longer fiction and non-fiction texts on both familiar and new topics.	
deducing the meaning of words from the context in long texts on familiar topics.	
recognizing common features of words, sentences, and texts in different types of writing	
using both paper and digital resources to check meanings and learn more.	
writing clear and connected texts using a variety of linking words on familiar topics.	
spelling most common words correctly for a wide range of familiar topics.	

! Ensure that the criteria used in formative assessments are consistent with the lesson objectives and have been actively reinforced throughout the instructional period. It is recommended to work with 1-2 learning objectives per lesson and choose appropriate criteria for assessment.

Grade	9
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Unit	Charities and conflicts
Level	B1
Strand	Reading, writing, speaking, listening
Aims	<p>9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;</p> <p>9.1.3.1 respect differing points of view;</p> <p>9.1.7.1 develop and sustain a consistent argument when speaking or writing;</p> <p>9.1.9.1 use imagination to express thoughts, ideas, experiences and Feelings</p> <p>9.3.3.1 explain and justify their own point of view on a range of general and curricular topics;</p> <p>9.3.4.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;</p> <p>9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;</p> <p>9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;</p> <p>9.3.8.1 recount extended stories and events on a range of general and curricular topics</p> <p>9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics;</p> <p>9.2.3.1 understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics;</p> <p>9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics</p> <p>9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics;</p> <p>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;</p>
skills	Speaking, writing, reading, listening
Strategies and techniques	Role-play, research, fishbone, case-method, decision-making situations, simulations.
assessment	Self assessment
Criteria	<p>Using speaking and listening skills to work together in groups to solve problems creatively.</p> <p>Respecting different opinions.</p> <p>Building and maintaining a clear argument when speaking or writing.</p> <p>Using imagination to express ideas, thoughts, experiences, and feelings.</p> <p>Explaining and supporting their own opinions on a variety of general and school topics.</p> <p>Responding more flexibly to unexpected comments during discussions on different general and school topics.</p> <p>Working with classmates to discuss, agree on, and organize plans to complete classroom tasks.</p> <p>Connecting their comments to what others say more flexibly during pair, group, and whole-class discussions.</p> <p>Telling detailed stories and describing events on a variety of general and school topics.</p>

	<p>Understanding most specific details in longer, unprepared talks on many general and school topics.</p> <p>Understanding most details of an argument in longer, unprepared talks on various general and school topics.</p> <p>Recognizing the speaker's opinion in longer, unprepared talks on different general and school topics.</p> <p>Deducing meanings from context in longer, unprepared talks on a range of general and school topics.</p> <p>Planning, writing, editing, and proofreading their work with minimal or no help on a variety of general and school topics.</p>
Materials Needed:	Handout, Internet
Expected Results:	<p>students will replenish their vocabulary, learn new words</p> <p>students will learn about the qualities that a modern person needs to be successful</p> <p>students will learn about the qualities that a specialist needs at work</p> <p>students will think about their future profession</p> <p>students will gain experience in getting a job, interviews</p> <p>students will learn how to write a resume</p> <p>students try on the role of an employer and employee</p> <p>students will conclude that The problem of unemployment is created by those people who do not want to work, do not want to develop</p>

## REMEMBERING

### Task 1. Match the words with the meaning

self-awareness	the way in which you are treated and educated when young, especially by your parents, especially in relation to the effect that this has on how you behave and make moral decisions
communication	the process of teaching or learning, especially in a school or college, or the knowledge
self-confidence	the quality of knowing what you intend to do, or behavior
upbringing	knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience
education	to be in a position of authority over someone and to have a duty to make certain that particular things are done
optimism	the ability to make yourself do things you know you should do even when you do not want
goal-setting	the belief that you can do things well and that other people respect you
self-discipline	the process of sharing information, especially when this increases understanding between people or groups
responsibility	the feeling that good things are more likely to happen than bad things

## KEY



upbringing	the way in which you are treated and educated when young, especially by your parents, especially in relation to the effect that this has on how you behave and make moral decisions
education	the process of teaching or learning, especially in a school or college, or the knowledge
goal-setting	the quality of knowing what you intend to do, or behavior
self-awareness	knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience
responsibility	to be in a position of authority over someone and to have a duty to make certain that particular things are done
self-discipline	the ability to make yourself do things you know you should do even when you do not want
self-confidence	the belief that you can do things well and that other people respect you
communication	the process of sharing information, especially when this increases understanding between people or groups
optimism	the feeling that good things are more likely to happen than bad things

## UNDERSTANDING

**TASK.** Make a mind-map. What qualities do modern people need to be successful?

## APPLYING.

The teacher divides students (in any way) into 2 groups employers and workers.

**Task 1.** The task for employees: Create your own CV. You can use a template or make your own version using Use canva.com



**TASK 2.** Act as employers. Create and present an advertisement looking for a worker. You can use a template or make your own version using Use canva.com

**TASK 3.** Look for information on the essential soft skills that a modern professional should possess in any job.


Look for the following information: “What specific hard skills should a person in your future profession possess?”

COMPANY

# We are Hiring!

SPECIALIST

We are seeking a creative \_\_\_\_\_ Specialist to join our team and help us \_\_\_\_\_



Responsibilities

Requirements

Send Your CV To:

hello@reallygreatsite.com

For More Information

**Task 4.** Students act as employers of different groups: a group of employers from the same company, a group of employers from different companies, a group of employers from different fields

Case

The employee meets with a group of employers (employers from different companies). They ask questions and the employee answers. Employers need to decide on which area they plan to get an employee.

## ANALYSING

**Task 5.** Create your own CV. What knowledge, skills, and achievements do you add there? You can use a template or make your own version using canva.com

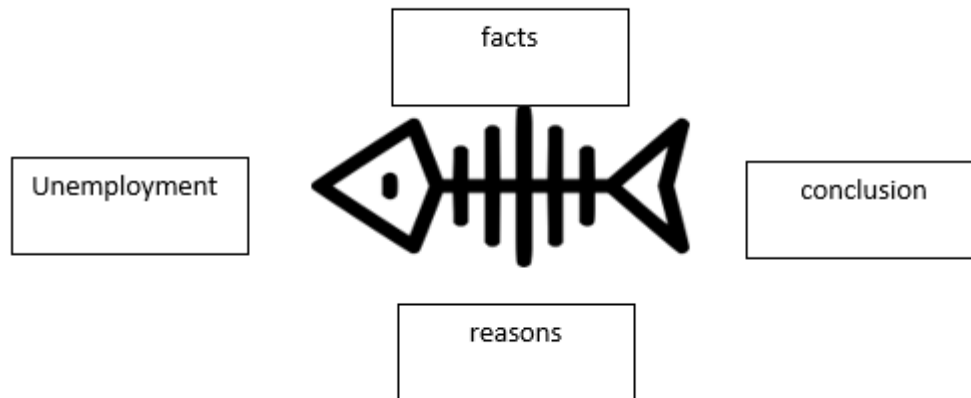
## EVALUATING

**Task 6.** Conduct the research by analyzing the statistics. How many people in your city, or region (village) are unemployed? What are the most demanded professions in the labor market in your area?

Why do you think people are unemployed?

What should you do, what qualities and skills should you have so that you don't have a chance to be unemployed?

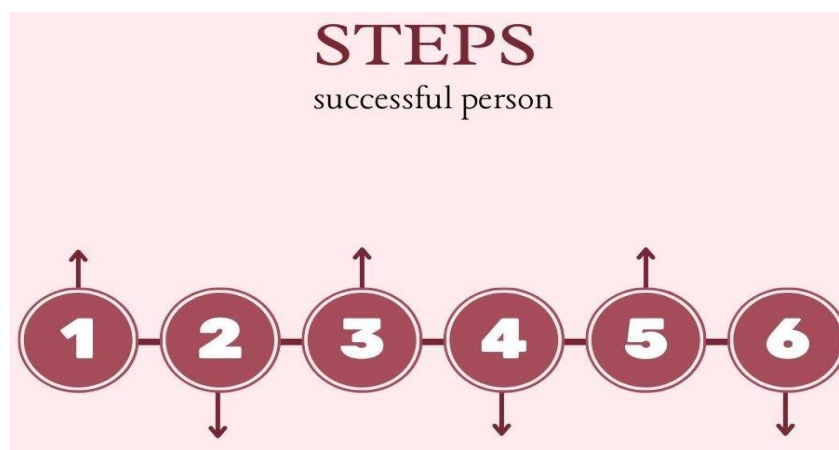
Organize your thoughts in the form of a fishbone



## CREATING

**Task 7.** Make your future CV

What will change in your resume in 5(10) years? What do you need to do now and do all the time to become a professional? You can use a template or make your own version using Use canva.com



To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

For self-assessment, students use the “Reflexive diary” technique. They reflect on their experience whether they met the criteria and how they felt while listening and write it down.

Criteria for self-assessment

Criteria	v
Using speaking and listening skills to work together in groups to solve problems creatively.	
Respecting different opinions.	
Building and maintaining a clear argument when speaking or writing.	
Using imagination to express ideas, thoughts, experiences, and feelings.	
Explaining and supporting their own opinions on a variety of general and school topics.	
Responding more flexibly to unexpected comments during discussions on different general and school topics.	
Working with classmates to discuss, agree on, and organize plans to complete classroom tasks.	
Connecting their comments to what others say more flexibly during pair, group, and whole-class discussions.	
Telling detailed stories and describing events on a variety of general and school topics.	
Understanding most specific details in longer, unprepared talks on many general and school topics.	
Understanding most details of an argument in longer, unprepared talks on various general and school topics.	
Recognizing the speaker's opinion in longer, unprepared talks on different general and school topics.	
Deducing meanings from context in longer, unprepared talks on a range of general and school topics.	
Planning, writing, editing, and proofreading their work with minimal or no help on a variety of general and school topics.	

! Ensure that the criteria used in formative assessments are consistent with the lesson objectives and have been actively reinforced throughout the instructional period. It is recommended to work with 1-2 learning objectives per lesson and choose appropriate criteria for assessment.

### Task on Conflict Resolution through Role-Play

Grade	9
Unit	Charities and conflict
Level	B1
Strand:	Listening and speaking
Aims	9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.3.5.1 interact with peers to negotiate, agree, and organise priorities and plans for completing classroom tasks 9.1.3.1 respect differing points of view
skills	Soft skills (conflict management skills: conflict resolution, empathy, and communication skills)
Strategies and techniques	Role-play, flipped classroom
assessment	Group assessment using the criteria Sandwich technique for providing feedback to peers (feedback forms): it

	suggests beginning evaluations with positive feedback, inserting critical comments in the middle, and concluding with a positive note.
Criteria	Conflict resolution, use of language in negotiating solutions, emotional intelligence (respect different point of view), and problem-solving strategies.
Materials Needed:	<ul style="list-style-type: none"> <li>- Scenario cards</li> <li>- Feedback forms</li> <li>- Rubric for assessment</li> <li>- Timer</li> <li>- Video camera for recording role-plays (optional for review)</li> </ul>
Expected Results:	<ol style="list-style-type: none"> <li>1. Students demonstrate their ability to resolve conflicts effectively.</li> <li>2. Students develop empathy by understanding different perspectives.</li> <li>3. Students practice listening and responding skills in a controlled setting.</li> <li>4. Students enhance their language use in expressing feelings and negotiating solutions.</li> </ol>

Read and discuss the scenario in a group (Scenarios can be distributed to students in advance of the lesson). Perform the role-play in front of the class. Observe other groups and note down key points on conflict resolution, empathy, and communication. Use feedback forms to assess each student's performance in the role-play. Evaluate your peers based on a rubric that includes the following criteria:

- conflict resolution;
- use of language in negotiating solutions;
- emotional intelligence (respect different point of view);
- problem-solving strategies.

Discuss what strategies were effective, what could be improved, and how well the group managed to resolve the conflict. Reflect on how you can apply these skills in real life.

### **Role-Play Scenario Cards: Charities and Conflict.**

*These cards will guide the students during their role-play activity. They can be printed and handed out to students before their role-play activities.*

<b>Card 1. Resource Allocation Conflict</b>	<b>Card 2. Volunteer Coordination Challenge</b>	<b>Card 3. The Charity Choice Challenge</b>
Background: Your charity has received a limited amount of funding to support community projects. Members must decide whether to allocate more funds to educational programs or to emergency food services.	Background: A large charity event is approaching, but there is confusion over volunteer assignments causing tension among the team.	Background: The school has a budget to donate to one charity, and the student council must decide which one. The choices are between an environmental cause and a social welfare program.
Roles: <i>Project Manager (Education Programs):</i> Argue for the importance of sustained educational support.	Roles: <i>Event Coordinator:</i> Wants to reassign roles based on skill and experience but faces resistance.	Roles: <i>Environment Advocate:</i> Pushes for funding towards climate change initiatives. <i>Social Welfare Supporter:</i>

<p><i>Project Manager (Food Services):</i> Emphasize the urgent need for food in the community.</p> <p><i>Finance Officer:</i> Discuss the financial constraints and need for careful budgeting.</p> <p><i>Community Representative:</i> Express the community's current most pressing needs.</p>	<p><i>Senior Volunteer:</i> Feels they should have the choice of assignment due to their long-term commitment.</p> <p><i>New Volunteer:</i> Eager to take on more responsibility to prove their worth.</p> <p><i>Volunteer Manager:</i> Needs to ensure everyone feels valued and the event goes smoothly.</p>	<p>Argues for the donation to go to a local homeless shelter.</p> <p><i>Student Council President:</i> Needs to lead the discussion and make a final decision.</p> <p><i>Secretary:</i> Wants to ensure the decision process is fair and documented.</p>
<p><b>Objectives:</b> Each participant must argue their case and work towards a unanimous decision.</p>	<p><b>Objectives:</b> Resolve assignment issues while ensuring all volunteers feel valued and the event's success is prioritized.</p>	<p><b>Objectives:</b> Discuss and decide which charity to choose. Ensure a democratic and transparent decision-making process.</p> <p>Achieve a consensus or fair decision by the end of the discussion.</p>

<b>Card 4. Event Sponsorship Ethical Dilemma</b>	<b>Card 5. The Volunteer Vanishing Act</b>	<b>Card 6. The Miscommunication Mess</b>
<p>Background: A potential sponsor for the charity's next event is a company with a questionable ethical record. The team is conflicted about accepting their sponsorship.</p>	<p>Background: Several volunteers did not show up for a scheduled beach cleanup, leaving the team understaffed and ineffective.</p>	<p>Background: During a charity book sale preparation, there was a miscommunication about who was responsible for collecting donated books, leading to a shortage of books on the day of the event.</p>
<p>Roles:</p> <p><i>Sponsorship Manager:</i> Eager to secure the sponsorship due to the financial benefits.</p> <p><i>Ethics Officer:</i> Opposes the sponsorship, citing the sponsor's poor ethical history.</p> <p><i>CEO:</i> Looks for a decision that balances ethics and financial needs.</p> <p><i>Community Representative:</i> Worried about negative reactions from the community because of the connection with the sponsor.</p>	<p>Roles:</p> <p><i>Team Leader:</i> Expected full attendance and is trying to keep the project on track.</p> <p><i>Absent Volunteer:</i> Had a valid reason for not showing up but failed to communicate it.</p> <p><i>Remaining Volunteer:</i> Feels overwhelmed with the extra workload.</p> <p><i>Project Sponsor:</i> Concerned about the project's success and the team's reputation.</p>	<p>Roles:</p> <p><i>Event Coordinator:</i> Thought someone else was in charge of book collection.</p> <p><i>Communications Officer:</i> Misunderstood the instructions given and failed to communicate clearly.</p> <p><i>Logistics Manager:</i> Frustrated with the lack of organization and coordination.</p> <p><i>Book Donor:</i> Upset because their books weren't picked up as promised.</p>
<p>Objectives: Come to a consensus on whether to accept the sponsorship, balancing ethics and financial needs.</p>	<p>Objectives: Discuss the importance of reliability and communication. Think about ways to finish cleaning up with limited resources. Plan measures to ensure better</p>	<p>Objectives: Develop a comprehensive strategy to improve communication and find an immediate solution to increase the number of books for sale.</p>

	volunteer commitment in the future.	
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### Feedback form via “Sandwich technique”

Student’s name	praise	critique	praise
Student 1			
Student 2			
Student 3			

### Group assessment sheet

Criteria	Group 1	Group 2	Group 3
· conflict resolution;			
· use of language in negotiating solutions;			
· emotional intelligence (respect different point of view);			
· problem-solving strategies.			

This task engages students actively with practical scenarios, helping them to develop crucial soft skills, especially conflict management skills: conflict resolution, empathy, and communication skills. It also enhances their English proficiency in expressing emotions and negotiating solutions. The situations should encourage dialogue, negotiation, and empathy, fostering the development of conflict resolution skills in realistic scenarios.



## **Рекомендации для учителей в образовательном процессе:**

- Подбирать задания к целям обучения для развития мягких навыков: Педагог должен уметь подбирать задания к целям обучения. Эти цели должны быть понятными и достижимыми для обучающихся.
- Создать языковую среду, чтобы побудить обучающихся говорить по-английски. Для этого педагог должен общаться с обучающимися только на английском языке. Доброжелательный настрой и позитивное оценивание обязательные факторы.
- Интерактивные методы: необходимо использование ролевых игр и диалогов, различных методов, как PBL, TBL, case-study, чтобы обучающиеся научились принимать решения и использовать английский язык в ситуациях, которые часто встречаются в повседневной жизни.
- Использование информационных технологий: использование Интернет-ресурсов, мобильных приложений, ИИ и онлайн-игр для развития коммуникативных навыков и мягких навыков

## ЗАКЛЮЧЕНИЕ

Гибкие навыки, также известные как soft skills, представляют собой широкий спектр межличностных и личностных компетенций, которые дополняют профессиональные знания и умения. Они охватывают такие качества, как адаптивность, креативность, критическое мышление, эмоциональный интеллект и способность работать в команде. Развитие коммуникативных и гибких навыков важно для личного и профессионального роста. Эти навыки позволяют людям эффективно взаимодействовать, адаптироваться к изменениям и достигать успеха в различных жизненных и профессиональных контекстах. Что является важным фактором в условиях быстро меняющегося мира и высоких требований к профессиональной деятельности.

Тема развития мягких навыков активно исследуется в разных странах. В Бельгии инициативы, такие как U2ES и Центр предпринимательства HoGent, предлагают курсы и тренинги по развитию мягких навыков. В Испании и Великобритании также наблюдается значительное внимание к этой теме, с акцентом на повышение трудоустройства выпускников через образовательные программы. В последние годы в Европе реализованы несколько проектов, финансируемых ЕС, направленных на развитие мягких навыков. Проект MASS подчеркивает важность различных подходов к оценке мягких навыков. DAISS поддержал безработных в осознании и развитии своих мягких навыков. Проект HISS направлен на расширение использования методик оценки мягких навыков, а проект GRASS - на их количественную оценку для формальной валидации. Проект S-Cube разработал онлайн-обучение для улучшения мягких навыков в социальных предприятиях, а проект YES ME изучал международные практики для улучшения занятости и мобильности молодежи.

В условиях стремительного развития технологий и искусственного интеллекта такие гибкие навыки, как эмоциональный интеллект, критическое мышление, креативность, коллаборация и сотрудничество позволяют обучающимся улучшать взаимодействие в рамках коммуникации для достижения эффективного общения. Другими словами, коммуникативные навыки и мягкие навыки являются ключевыми аспектами успешного взаимодействия и профессионального развития в современном мире. Эти навыки играют важную роль как в личной, так и в профессиональной жизни, способствуя как эффективной коммуникации, адаптации к изменениям, так и решению сложных задач.

Коммуникативные навыки являются одной из ключевых составляющих мягких навыков. Эффективное общение способствует развитию других мягких навыков, таких как лидерство, критическое мышление и эмоциональный интеллект. Например, лидер, обладающий высокими коммуникативными навыками, способен вдохновлять и мотивировать команду, а также эффективно разрешать конфликты и принимать стратегические решения. В связи с тем, что основной целью преподавания иностранных языков в учебных заведениях

является формирование у обучающихся коммуникативных компетенций, необходимых для эффективного применения их знаний при решении творческих задач, а также наблюдается взаимосвязь между развитием коммуникативных навыков и гибкими навыками, которые являются основополагающими в утверждении гуманистических ценностей, содействии индивидуальному развитию и повышению качества образования, необходимо эффективно использовать педагогические задания на языковых занятиях. Применение таких заданий способствует активному вовлечению обучающихся в учебный процесс, стимулирует их к самостоятельному поиску решений и развитию критического мышления. Это особенно важно в условиях современного образовательного пространства, где инновационные подходы и методы обучения играют ключевую роль. Интеграция коммуникативных и гибких навыков в учебные программы способствует формированию всесторонне развитых личностей, готовых к успешной адаптации в быстро меняющемся мире и профессиональной деятельности.

В методических рекомендациях рассматриваются вопросы развития и оценивания гибких навыков (soft skills) обучающихся 5-9 классов на уроках английского языка, подчеркивается важность их применения и предлагаются подходы к развитию и оцениванию гибких навыков в процессе в средней школе. Работа содержит современные педагогические методики, инструменты оценивания, а также практические примеры и кейсы, позволяющие наглядно продемонстрировать эффективность интеграции гибких навыков на уроках английского языка. Особое внимание уделено вопросам, связанным с развитием коммуникативных навыков обучающихся и созданием благоприятной образовательной среды, способствующей развитию этих важных компетенций.

Данные рекомендации помогают педагогам использовать различные методы и приемы, направленные на развитие и оценивание мягких навыков и реализацию целей ГОСО, обеспечивают оптимальные условия для развития навыков общения на английском языке с учетом их возрастных особенностей и возможностей. Развитие коммуникативных способностей, создание реальных условий общения и использование современных образовательных технологий — все это необходимо для эффективного достижения поставленных целей.

## Содержание

Введение	3
1 Зарубежные и отечественные исследования по развитию и оцениванию гибких навыков обучающихся.	5
2 Методические рекомендации по развитию и оцениванию гибких навыков обучающихся 5-9 классов.	41
Заключение	238
Список использованной литературы	241

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**«Методические рекомендации  
ПО РАЗВИТИЮ И ОЦЕНИВАНИЮ ГИБКИХ НАВЫКОВ (SOFT  
SKILLS) ОБУЧАЮЩИХСЯ 5-9 КЛАССОВ»**

Подписан. Формат 60x84 1/16.  
Бумага офсетная. Офсетная печать.  
Тип шрифта «Times New Roman». Обычная печатная форм