

Қазақстан республикасы оқу-ағарту министрлігі  
Алтынсарин атындағы Ұлттық білім академиясы



**5-9-СЫНЫП БІЛІМ АЛУШЫЛАРЫНЫҢ ИКЕМДІ ДАҒДЫЛАРЫН  
(SOFT SKILLS) ДАМУ ЖӘНЕ БАҒАЛАУ  
БОЙЫНША ӘДІСТЕМЕЛІК ҰСЫНЫМДАР**

Астана, 2024

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**5-9-сынып білім алушыларының икемді дағдыларын (soft skills) дамыту және бағалау бойынша әдістемелік ұсынымдар.** – Астана: Ы. Алтынсарин атындағы ҰБА, 2024. – 241 б.

Әдістемелік ұсынымдар ағылшын тілі сабағында 5-9-сынып білім алушыларының икемді дағдыларын (soft skills) дамытуға және бағалауға арналған. Келесі үлгілік тапсырмалар үлгілік оқу бағдарламасының оқу мақсаттарына сәйкес ұсынылған.

Ағылшын тілі сабағында білім алушыларының икемді дағдыларын (soft skills) дамытың және бағалаудың заманауи тәсілдеріне шолу және зерттеулердің талдауы берілген. Жұмыста икемді дағдыларын әрбір құрамдас бөлігі – сын тұрғысынан ойлау, коммуникациялық дағдылар мен оның негізгі компоненті ретіндегі эмоционалды интеллект. Материалдар негізгі орта білім беру ұйымдарының басшылары, «Ағылшын тілі» пәнінің мұғалімдері, білім беру басқармалары мен бөлімдерінің әдіскерлері, оқу-әдістемелік орталықтар үшін пайдалы болуы мүмкін.

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## КІРІСПЕ

XXI ғасырдың негізгі дағдылары болып табылатын икемді дағдыларды дамыту қазіргі заманғы білім беру жүйесінің, әсіресе тілдік пәндерді оқыту контекстіндегі басым міндеті болып табылады. Жаһандану және бәсекеге қабілеттілікке қойылатын талаптардың артуы дәуірінде ағылшын тілін оқыту тек лингвистикалық құзыреттерді дамытуға ғана емес, сонымен қатар жеке және кәсіби даму мен жаңа салаларды игеру үшін қажетті әмбебап дағдыларды қалыптастыруға бағытталуы керек. Ұлтаралық қарым-қатынас құралы ретінде ағылшын тілін меңгерген мамандардың еңбек нарығындағы серпінді өзгерістер мен ұлғайып келе жатқан қажеттіліктері және ағылшын тіліндегі кең ақпаратты кедергісіз тұтыну қажеттілігі жағдайында сыни ойлау, білімді басқару, шешім қабылдау, шығармашылық, коммуникация және ынтымақтастық сияқты икемді дағдылар табысты бейімделу мен жұмыс істеудің негізі болып табылады. Сонымен қатар, икемді дағдыларға «пайдалану» сияқты дағдылар да кіреді.

Ағылшын тілі сабақтарында икемді дағдыларды үйрету білім алушыларға бір-бірімен белсенді қарым-қатынас жасауға, командада жұмыс істеуге үйренуге және эмпатияны, ойлаудың икемділігі мен шығармашылығын, ұйымшылдық пен әлеуметтік жауапкершілікті дамытуға мүмкіндік береді. Бұл, өз кезегінде, оқытылатын тілдің мәдени және әлеуметтік аспектілерін тереңірек түсінуге ықпал етеді, бұл білім алушының жан-жақты дамуын ынталандыру және оны қазіргі қоғамда сәтті бейімделуге дайындау арқылы оқытуды біртұтас және мағыналы етеді [14].

Икемді дағдыларды бағалау әр түрлі әдістер мен тәсілдерді біріктіруді қажет ететін күрделі міндет болып табылады. Тесттер мен тесттер арқылы тексеруге болатын дәстүрлі білімнен айырмашылығы, икемді дағдылар бақылауды, әртүрлі жағдайларда білім алушылардың мінез-құлқын талдауды, жобаларды және топтық тапсырмаларды пайдалануды талап етеді. Бұл тәсіл икемді дағдылардың даму деңгейін объективті бағалауға мүмкіндік беріп қана қоймай, білім алушыларды үнемі жетілдіруге ынталандырады.

Бұл әдістемелік ұсынымдардың мақсаты – ағылшын тілі сабағындағы 5-9-сынып білім алушыларының икемді дағдыларын (soft skills) дамыту және бағалау саласындағы инновациялық педагогикалық тәжірибені жинақтау және тарату. Ұсынымдар ағылшын тілі мұғалімдерінің шығармашылық бастамасын ынталандыруға және кәсіби дамуын қолдауға бағытталған, білім беру стандарттарын жүзеге асыратын білім беру ұйымдарында.

Әдістемелік ұсыным келесі міндеттерді жүзеге асыруға бағытталған:

1. Мұғалімдерге әдістемелік қолдау көрсету
2. Кәсіби өсуін ынталандыру
3. Зерттеу қызметі
4. Оқыту процесін жаңарту
5. Мемлекеттік жалпыға міндетті білім беру стандартымен келісу.

Осылайша, ағылшын тілі сабақтарында 5-9 сынып білім алушылардың икемді дағдыларын дамыту және бағалау бойынша осы Әдістемелік ұсынымдар ағылшын тілі мұғалімдеріне білім алушының жан-жақты дамуына бағытталған әртүрлі әдістер мен әдістерді қолдануға көмектеседі және оны қазіргі қоғамда табысты өмір сүруге және білім алушылардың қажеттіліктері мен мүмкіндіктерін және олардың жас ерекшеліктерін ескере отырып, МЖМБС мақсаттарын іске асыруға дайындайды. оларға ағылшын тілінде қарым-қатынас дағдыларын дамыту үшін оңтайлы жағдайларды қамтамасыз етеді. Ұсыныстар ағылшын тіліндегі оқу бағдарламасының мақсаттарын сыни ойлау мен эмоционалды интеллектті, көптеген дереккөздерді талдау және бағалау дағдыларын дамытуға және нақты қарым-қатынас тәжірибесіне жағдай жасау арқылы коммуникативтік дағдыларды дамытуға арналған тапсырмаларды қамтитын әртүрлі жұмыс арқылы жүзеге асыру жолдарын көрсетеді.

# **1. БІЛІМ АЛУШЫЛАРДЫҢ ИКЕМДІ ДАҒДЫЛАРЫН ДАМУ ЖӘНЕ БАҒАЛАУ БОЙЫНША ХАЛЫҚАРАЛЫҚ ЖӘНЕ ОТАНДЫҚ ТӘЖІРИБЕЛЕР.**

*«Икемді» дағдылар жалпы түсінігі*

Жаһандық әлем жағдайында табысты жұмыс істеу және қоғамдық қызметтің барлық салаларын қарқынды ақпараттандыру үшін қазіргі заманғы адамға қатаң дағдылар мен құзыреттерден басқа, жаңа салаларды игеруге, өзгермелі жағдайларға бейімделуге және көпмәдениетті ортада тиімді өзара іс-қимылға ықпал ететін икемді дағдылар (soft skills) қажет. Бұл дағдыларға инновациялық ойлау қабілеті, командада жұмыс істеу қабілеті, уақыт пен ресурстарды тиімді басқару және көшбасшылықты дамыту кіреді [6]. Сонымен қатар, олар жанжалдарды шешуге, қарым-қатынас қабілеттерін жақсартуға және кәсіби байланыстарды қалыптастыруға көмектеседі, бұл жеке өсуге және қазіргі еңбек нарығында бәсекеге қабілеттілікті арттыруға ықпал етеді.

«Икемді дағдылар» термині ағылшын тілінен алынған калька – «soft skills», ол іскерлік ортада адамдармен жұмыс істеу дағдыларын білдіру үшін қолданылған. Бүгінгі таңда бұл термин «hard skills»-тің қатаң дағдыларына қарсы қолданылады және қиын жағдайлардан шығу, белгісіздік жағдайында сабырлы болу, өмірлік мәселелерді шешуге және кедергілерді жеңу қабілеті ретінде анықталады. Сонымен, икемді дағдыларды жұмсақ дағдылар, әмбебап сауаттылық немесе әмбебап құзыреттілік деп те атайды, ал қатаң дағдыларды пәндік дағдылар деп атайды, өйткені олар белгілі бір салада қолданылады (соның ішінде кәсіби салада). Әмбебап құзыреттілікті дамыту мәселесі білім алушылардың оқу нәтижелерін бағалау тәсілінің кешенді өзгеруімен тығыз байланысты. Негізгі аспект – әмбебап құзыреттіліктің пәндік (дисциплинарлық) білім мен дағдыларға қатынасы [31].

Білімді игеру сапасы айтарлықтай өзгерістерге ұшырайды: іс-әрекетке бағдарлауды және икемді дағдыларды дамытуды интеграциялау үйренген пәндік білімді әртүрлі өмірлік және кәсіби контексттерде қолданылатын күш көзіне айналдырады. Икемді дағдылар өзгермелі жұмыс ортасы жағдайында прогреске қол жеткізуге және жаңалықты сақтауға мүмкіндік беретін қатты дағдыларға қажетті икемділік береді. Олар мидың префронтальды қыртысында қалыптасқан және соңғы 50 000 жыл ішінде адам дамыған икемді, ақылға қонымды және даму қабілеттерімен тығыз байланысты. Қатаң дағдылар инженер, физик немесе философ болсын, адамның кәсіби біліктілігін анықтаса, икемді дағдылар белгілі бір кәсіби рөлден және мамандықтың қатаң талаптарынан тыс бағытта әрекет етеді [13].

Икемді дағдылар қазіргі кәсіби ортада және жеке даму үшін шешуші рөл атқарады. Олар техникалық дағдыларды толықтырып қана қоймайды, сонымен қатар қолайлы жұмыс атмосферасын құруға, коммуникацияны жақсартуға және жұмыстың тиімді жасалуына ықпал етеді. Икемді дағдыларды дамыту білім беру мен кәсіптік оқытудың маңызды аспектісіне айналды, олардың қазіргі қоғамдағы

маңыздылығын атап өтті. Икемді дағдылар (soft skills) термині алғаш рет XX ғасырдың ортасында пайда болды және бастапқыда техникалық немесе кәсіби біліммен байланысты емес дағдыларды сипаттау үшін қолданылды. Уақыт өте келе бұл термин табысты өзара әрекеттесу және ұжымда жұмыс істеу үшін қажетті тұлғааралық және жеке құзыреттердің кең ауқымын қамти бастады. Оның тарихи дамуы келесі схемада көрсетілген:

### 1960 жылдар

- Әскери контекст. "Икемді дағдылар" термині алғаш рет АҚШ армиясында нақты техникалық білімге жатпайтын тиімді көшбасшылық пен басқару үшін қажетті дағдыларды сипаттау үшін қолданылды. Бұған коммуникация, мотивация және персоналды басқару сияқты аспектілер кірді

### 1970 - 1980 жылдар

- Іскерлік ортада кеңейту. Осы кезеңде бұл термин корпоративті ортада белсенді қолданыла бастады. Кәсіпкерлер мен менеджерлер компаниялардың жетістігі қызметкерлердің техникалық дағдыларына ғана емес, сонымен бірге олардың бір-бірімен тиімді қарым-қатынас жасау қабілетіне де байланысты екенін түсінді.

### 1990 жылдан - қазіргі уақытқа дейін

- Академиялық тану және білім беру бағдарламаларына интеграция. Университеттер мен басқа да білім беру мекемелері өздерінің бағдарламаларына икемді дағдыларды дамытуды енгізе бастады, олардың жеке тұлғаны жан-жақты дамыту мен кәсіби жетістікке жетудегі маңыздылығын мойындады.

Ағылшын тіліндегі әдебиеттегі «soft skills» анықтамасының даму тарихы келесі кестеде келтірілген [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)

*Икемді дағдыларды анықтау үшін әртүрлі атаулар ұсынылды (Cinque, 2016).*

Икемді дағдылар, жұмсақ дағдылар, soft skills, әлеуметтік-эмоционалды дағдылар, негізгі құзыреттер, әмбебап құзыреттер және т. б. терминдердің

анықтамаларын талдауы оларды біріктіретін бірнеше сипаттамаларды көрсетуге мүмкіндік береді:

- икемді дағдылар жұмыс табудың да, жұмыс орнында табысқа жетудің де маңызды аспектілері болып табылады;
- икемді дағдылар еңбек нарығы үшін ғана емес, сонымен бірге адам өмірінде толыққанды бақытқа жету үшін де маңызды;
- икемді дағдылар негізінен когнитивті болып табылады және адамның интеллект коэффициентінің қайнар көзіне байланысты;
- икемді дағдыларды классификациялау және бағалау – дәстүрлі тәсілге жатпайтын күрделі процестер;
- бұл дағдыларды қолдану тек мамандықпен шектелмейді. Тапсырмалардың немесе әрекеттердің белгілі бір түрін орындауға мүмкіндік беретін адамның дағдылары мен қабілеттерінің тобы болып табылатын қатаң дағдылардан (hard skills) икемді дағдылардың айырмашылығы екіншісі әртүрлі салаларда қолдануға болатын тұлғааралық дағдылар болып есептеледі, сондықтан олар трансверсальді болып келеді [16].

Қазіргі заманғы білім беру жүйесі жаһандық әлемдегі қоғамдық қызметтің барлық салаларын қарқынды ақпараттандыру жағдайында жұмыс істейді. Даралық құндылықтарды, жеке тұлғаның дамуы мен өзін-өзі дамытудың құндылығын бекіткен постиндустриалды қоғам жаңа білім беру парадигмасына көшу қажеттілігін туғызды, оған сәйкес білімді шығармашылық, инновациялық жағынан дамыту керек, білім алушылар білім мөлшерін емес, ойлау тәсілдерін, өз бетінше білім алу және өзекті мәселелерді шешу жолдарын іздеу, шығармашылық қабілеттерін дамыту керек. Егер 2020 жылы ғана өткен «Жұмыс орындарының болашағы: жұмысқа орналасу, төртінші өнеркәсіптік революция үшін жұмыс күшінің дағдылары мен стратегиясы» халықаралық форумында Индустрия 4.0 мәселелері талқыланса, бүгінде Индустрия 5.0 қоғам алдында жаңа талаптар қоюда, олардың арасында қазіргі әлемде экологиялық тұрғыдан өмір сүре білу және бірегей өнімдер мен технологияларды жауапкершілікпен және экологиялық тұрғыдан енгізе білу, зиянды әсерді азайтуға, қалдықтарды азайтуға және ресурстарды үнемдеуге бағытталған. Мұндай жағдайда адам тәжірибесі мен оның шығармашылығына, адам мен машинаның ынтымақтастығына (соның ішінде жасанды интеллектпен), сондай-ақ технологиялардың тең мүмкіндіктері мен қолжетімділігіне назар аудару дамудың қажетті шарттары. Ол үшін білім алушыларды оқу ісін табысты жүзеге асыру үшін ғана емес, болашақта тиімді кәсіби қызмет үшін де дайындау қажет. «Педагогика кешегі емес, ертеңгі балаларды дамытуға бағытталуы керек» [9]. Бұл ретте «икеmді дағдылар» оқудың да, мансапты жалғастырудың да табыстылығын қамтамасыз ететін негізгі шарттардың бірі.

### *Икемді дағдылардың классификациясы және оларды дамыту әдістері*

Қазіргі әлемде білімге ие болу жеткіліксіз, өйткені олар тез ескіреді және оларды әрқашан қайта сатып алуға болады. Пәндерден басқа (кәсіби және

практикалық) әр түрлі салаларда қолдануға болатын дағдылар – әмбебап икемді дағдылар маңызды. Олар белгілі бір кәсіби салаға қарамастан талап етілетін кросс-функционалды құзыреттерді білдіреді.

Soft skills (софт скиллз, икемді дағдылар, жұмсақ дағдылар) командалық жұмысты ұйымдастыруды, келіссөздер жүргізуді, әріптестермен келіссөздер жүргізуді, шығармашылықты, оқуға және өзгерістерге бейімделуді қамтитын кең ауқымды дағдыларды қамтиды. Бұл дағдылар 21 ғасырдағы болашақ үшін маңызды дағдылар ретінде қарастырыла бастады, өйткені олар экономикалық немесе технологиялық өзгерістерге қарамастан сұранысқа ие болады. Икемді дағдылар тақырыбындағы кілт сөздерді суреттейтін төмендегі кесте білім беру, ынтымақтастық, дағдылар және эмоционалды интеллект сияқты басқа тақырыптармен байланыстарды анық көрсетеді.

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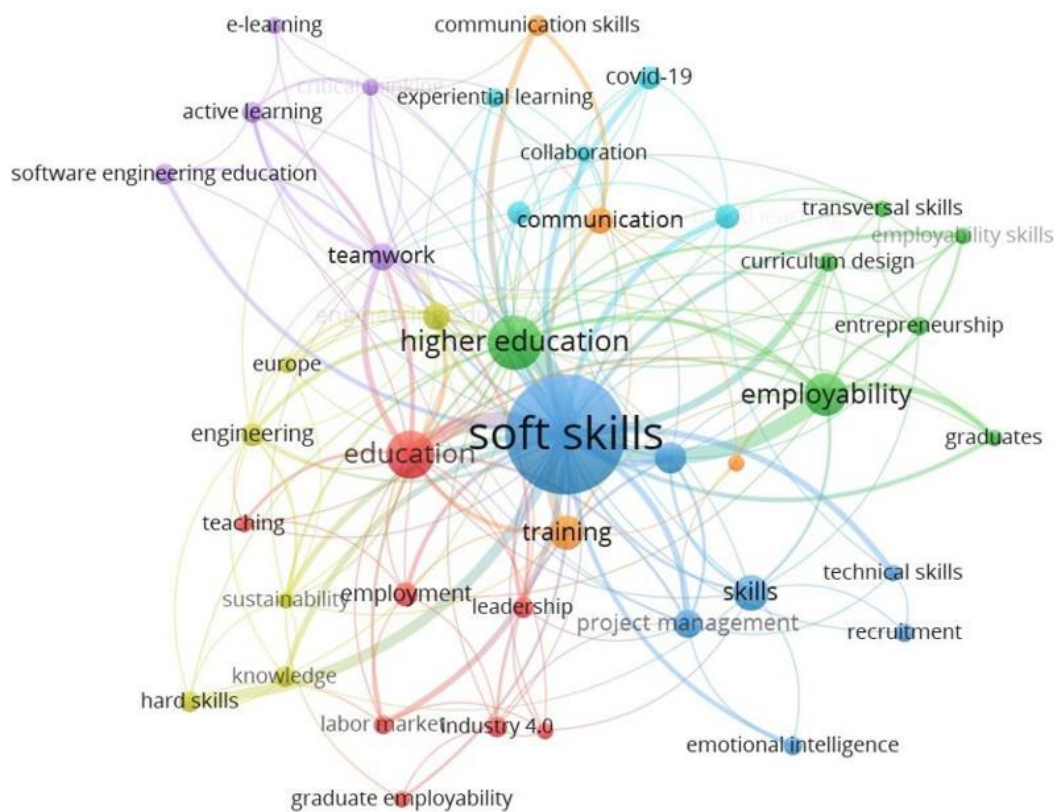


Fig. 4. Visualisation of author keywords co-occurrence network (own research based on the publications indexed in WoS)  
Source: own research.

Икемді дағдылар – бұл әртүрлі кәсіби және жеке контексттерде табысты жұмыс істеу және өзара әрекеттесу үшін маңызды тұлғааралық және жеке құзыреттер. Төменде Bernd Schulz бойынша soft skills құрамына кіретін негізгі құзыреттердің тізімі берілген [30]:

<ul style="list-style-type: none"> <li>· Қарым-қатынас дағдылары</li> <li>· Сыни және құрылымдық ойлау</li> <li>· Мәселелерді шешу дағдылары</li> <li>· Шығармашылық</li> <li>· Командалық жұмыс мүмкіндігі (capability)</li> </ul>	<ul style="list-style-type: none"> <li>· Жауапкершілік</li> <li>· Этикет және әдептілік</li> <li>· Сыпайылық</li> <li>· Өзін-өзі бағалау</li> <li>· Қарым-қатынас</li> <li>· Адалдық/ адалдық</li> </ul>
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<ul style="list-style-type: none"> <li>• Келіссөздер жүргізу дағдылары</li> <li>• Өзін-өзі басқару</li> <li>• Уақытты басқару</li> <li>• Қақтығыстарды басқару</li> <li>• Мәдени хабардарлық</li> <li>• Жалпы білім</li> </ul>	<ul style="list-style-type: none"> <li>• Эмпатия</li> <li>• Еңбек этикасы</li> <li>• Жобаны басқару</li> <li>• Бизнесі басқару</li> </ul>
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Икемді дағдыларды үш дағдылар блогы ретінде ұсынуға болады:

- Таным (ойлау) құзыреттілігі (зияткерлік мәселелерді шешу үшін ойлау дағдыларын қолдану).
- Басқа адамдармен өзара әрекеттесу құзыреттілігі.
- Өзімен өзара әрекеттесу құзыреттілігі (өзін-өзі басқару) [31].

Сол сияқты Bernd Schulz икемді дағдылардың үш негізгі категориясын қарастырады [30]:

<b>Тұлғааралық қарым-қатынас дағдылары:</b>	Оларға тиімді қарым-қатынас жасау, басқаларды тыңдау және түсіну, қақтығыстарды шешу және командада жұмыс істеу қабілеті кіреді.
<b>Жеке-тұлғалық қасиеттер:</b>	Өзін-өзі бағалау, мотивация, бейімделу, өзін-өзі дамыту және уақытты басқару сияқты аспектілерді қамтиды.
<b>Қосымша дағдылар / білім:</b>	<b>Қарым-қатынас дағдылары:</b> ақпаратты ауызша және жазбаша түрде анық және тиімді жеткізе білу.
	<b>Эмоционалды интеллект:</b> тиімді қарым-қатынас пен көшбасшылыққа ықпал ететін өз эмоцияларын, сондай-ақ басқа адамдардың эмоцияларын түсіну және басқару қабілеті.
	<b>Сыни тұрғыдан ойлау және проблемаларды шешу дағдылары:</b> жағдайды талдай білу, тиімді шешімдер табу және негізделген шешімдер қабылдау.

Бағыты бойынша Н. Н. Локтаева басқа адамдармен өзара әрекеттесу үшін қажетті тұлғааралық «икемді дағдыларды» (әлеуметтік өзара әрекеттесу дағдылары коммуникативті дағдылар, эмпатия) және ойлау және өзімен қарым-қатынас жасау үшін қолданылатын тұлғайшілік «икемді дағдыларды» (ақыл-ой әрекетінің дағдылары, жоғары тәртіп, өзін-өзі бақылау, позитивті өзіндік тұжырымдама, мақсатқа жету үшін бағдар) сияқты екі тұлғааралық икемді дағдыларды қарастырады. Тұлғааралық және тұлғайшілік икемді дағдыларды коммуникативті дағдыларға, эмпатияға және мақсатқа жетуге бағдарлануға жеке назар аударып Н. Н. Локтаев 7 түрге бөледі [20]. Ол икемді дағдылардың әр түріне келесі сипаттама береді:

дағдылар	анықтама
1. Жоғары дәрежелі ақыл-ой іс-әрекетінің икемділігі мен дағдылары	стандартты емес есептерді шешу, сыни тұрғыдан ойлау және шығармашылық ойлау, шешім қабылдау, әртүрлі көздерден алынған ақпаратпен жұмыс істей білу (іздеу, талдау, синтездеу), шешімдердің әртүрлі нұсқаларын бағалау және т. б.
2. Әлеуметтік өзара әрекеттесу	басқа адамдармен қарым-қатынас, айналасындағыларды құрметтеу, басқа мәдениеттердің өкілдерімен тиімді қарым-қатынас орнату,

дағдылары	жанжалды жағдайларды шешуге қажетті әлеуметтік орынды мінез-құлық, дағдылар мен білік, сондай-ақ командада жұмыс істей білу.
3. Коммуникативтік дағдылары	адамның өз ойларын білдіру және өз идеялары мен білімдерін жеткізу қабілетіне, сондай-ақ сендіру, келіссөздер жүргізу және тыңдау қабілетіне қатысты барлық дағдылар мен білікті қамтиды. Сонымен қатар, коммуникация дегеніміз оның кез-келген түрі: ауызша қарым-қатынас, тікелей немесе жанама сөйлеу әрекетінің барлық түрлерін, ауызша және жазбаша сөйлеу мәдениетінің негіздерін және дискурс дағдыларын, сондай-ақ вербалды емес қарым-қатынасты, соның ішінде дене қимылдарының тілін меңгеруді білдіреді.
4. Эмпатия	Эмпатия — бұл басқа адамның сезімін түсіну, бір жағдайға басқа біреудің көзімен қарау, бұл байланыс орнатуға, позитивті әлеуметтік және тұлғааралық қарым-қатынасты жүзеге асыруға көмектеседі.
5. Мақсатқа жетуге бағдарлау	Мақсаттарды өз бетінше тұжырымдау және қою қабілеті — адам қызметінің негізгі функционалдық сипаттамаларының бірі. Мақсат қою және мақсат қою-бұл қызметтің нақты формалары және көптеген зерттеулердің тақырыбы. Мақсат қою-бұл мақсаттар жүйесін құру, оларды бір-бірімен байланыстыру және артықшылықты таңдау процесі.
6. Өзін-өзі бақылау (өзін-өзі басқару)	Өзін-өзі бақылау дегеніміз — шешім қабылдай білу, қақтығыстарды шешу қабілеті, сауатты қарым-қатынас сияқты көптеген басқа дағдылар мен біліктің негізінде жатқан тұлғашылық дағдылардың бірі. Сол топқа стресс-менеджмент, уақытты басқару, өзін-өзі ынталандыру, өзін-өзі оқыту, мақсатқа жетудегі жүйелілік және т. б. жатады
7. Позитивті: Мен-тұжырымдамасы	Оның әлеуетін, мүмкіндіктерін, күшті жақтарын барабар бағалауға мүмкіндік беретін дағдылар мен жеке қасиеттер кешенін қамтиды.

GARIKIMUKKU өз жұмысында Goeran Nieragdenге сілтеме жасап, 4 топқа бөлінетін келесі дағдыларды ұсынады [10]:



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

А.Е.Абишева мен Е.М.Ералина келесі икемді дағдылар классификациясын ұсынады [3]:

Икемді дағды атрибуттары	Сипаттамасы
Коммуникация	Сөйлеу, сөз сөйлеу, жазу және ақпаратты ұсыну, тыңдау қабілеті.
Сыпайылық	Мінез-құлық немесе әдеп, соның ішінде іскерлік әдеп, қарым-қатынас әдеті (сыпайы болу).
Икемділік	Өзгерістерге бейімделу қабілеті, өзгеруге деген ұмтылыс, оқуға қабілеттілік, жаңалыққа бейімделгіштік.
Принциптерге адалдық	Адал, этикалық, жоғары моральдық стандарттары бар, құндылықтарға ие және соларға сай әрекет етеді, барлығын дұрыс жасауға тырысады.
Аралық дағдылар	Жағымды, жақсы әзіл сезімі бар, достық қарым-қатынасты сақтайтын, қамқор, эмпатиялық, өзін-өзі бақылайтын, төзімді және шыдамды, әңгімелесуге дайын және т.б.
Позитивті көзқарас	Мотивациялы, оптимистік, өз қабілеттеріне сенімді, құштарлықты, жігерлендіретін, өмірден ләззат алатын.
Кәсіби көзқарас	Іскер, киім үлгісіне, сыртқы көрініске сай, ұстамды.
Жауапкершілік	Жауапты, сенімді, жұмысын орындайтын, тапқыр, өзіндік тәртіпке ие, табысқа ұмтылатын, саналы, ақылға қонымды.
Командада жұмыс істеу дағдылары	Ынтымақтасу, басқалармен жақсы қарым-қатынас орнату, тартымды, қамқор, қолдау көрсету.
Жұмыс этикасы	Еңбекқор, жұмыс істеуге дайын, ниеті түзу, бастамашыл, өзін-өзі ынталандыратын, пунктуалды, жақсы қатысатын.
Мотивациялық дағдылар	Өзіне сенімділік, бейілділік, шыдамдылық, табандылық және мақсаттылық.
Интерактивті дағдылар	Эмпатия, тартымдылық, табандылық, тыныштық және өзін-өзі бақылау, сыпайылық.

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

Икемді дағды	Сипаттамасы
Сыни ойлау	Біздің әрекеттеріміз көп жағдайда алынған ақпаратқа байланысты болғандықтан, сұрақтар қою, ақиқатты өтіріктен ажырату, ақпаратты сүзу, талдау және өз қорытындыларын жасау қабілеті маңызды. Сыни ойлау дағдылары адамға тек маңызды ақпарат пен байсалды идеяларды анықтауға ғана емес, сонымен қатар мәселелерді тиімді шешуге көмектеседі. Бұл дағдыны дамыту үшін келесі негізгі қасиеттер қажет: байқау, ойлау, түсіндіру, талдау, қорытынды жасау, бағалау және шешім қабылдау қабілеті.
Шығармашылық	Креативтілік тек шығармашылық мамандықтағы адамдардың қасиеті болмауы керек, өйткені стандартты емес ойлау қабілеті, әртүрлі шешімдерді ұсыну, жаңа жобалардан шабыттану, эксперименттерден қорықпау, инновацияларды қолдану басқа мамандықтарда тез және дәл шешім табудың кілті болып табылады. Креативтілікті құрайтын қасиеттер: тапсырмаларды анық тұжырымдау қабілеті, мәселеге басқа қырынан қарау, көзқарасты кеңейту, менталдық блоктарды бұзу, сондай-ақ шешімдерді іздеу үдерісін жеделдету және олардың санын көбейту.
Команданы басқару	Жұпта немесе командада тиімді жұмыс істеу үшін адамдармен сәтті қарым-қатынас жасау дағдылары ғана емес, сонымен қатар команданы құра білу, ол ортақ нәтижелерге қол жеткізуге бағытталған және жауапкершілікті мойындайтын команда болуы үшін команда басқару дағдылары қажет. Команданы басқару дағдыларын меңгеру үшін адам екі типті қабілеттерді дамытуы керек. Бұл көшбасшылық дағдылар, мысалы, өзін-өзі ұйымдастыру, икемділік, жоба басқару дағдылары, мәдени интеллект, адамдарға назар аудару, командамен сенім мен ынтымақтастық, өзін-өзі аямай жұмыс істеу, қайырымдылық, шыдамдылық, тактика, шынайылық, жомарттық; және уақытты басқару дағдылары, яғни мақсаттар мен басымдықтарды анықтау, жобаларды уақытында бастау, ақылға қонымды жоспарлау, жауапты шешімдер қабылдау, маңызды іс-шараларға назар аудару, тапсырмаларды уақтылы тарату және стресстік жағдайларды жеңу.
Эмоционалды интеллект	Дамыған эмоционалды интеллект адамды сәтті етеді (Гоулман, 2018). Эмоциялық интеллекттің негізгі қасиеттеріне адамның басқа адамдардың эмоциялары мен ниеттерін тану, олардың мотивациясы мен тілектерін түсіну қабілеті, сондай-ақ өзінің эмоцияларын түсіну және бақылау қабілеті кіреді. Эмоциялық интеллекттің негізгі қасиеттеріне басқа адамдардың эмоциялары мен ниеттерін тану, олардың мотивациясы мен тілектерін түсіну қабілеті, сондай-ақ өзінің эмоцияларын түсіну және бақылау қабілеті кіреді.
Адамдармен қарым-қатынас	Адамдар арасындағы қарым-қатынас жаңа жобаны бастау немесе қақтығысты шешу үшін ортақ тіл табуға көмектеседі. Дамыған қарым-қатынас дағдылары жаңа ұжымға тез бейімделуге ықпал етеді. Ол диалог жүргізу қабілетін, яғни есту, тыңдау және келісу,

	сондай-ақ жалпы іске және оның нәтижесіне жауапкершілік алу қабілетін қамтиды. Негізгі қасиеттер: ойларды анық білдіру қабілеті, өзіне сенімділік, сұхбаттасушыны құрметтеу, достық, шынайылық және қарым-қатынаста конструктивтілік; сондай-ақ жеке қасиеттер, мысалы, позитивтілік, төзімділік, шыдамдылық, дипломатия, әзіл-оспақ сезімі, жанашырлық, көмектесуге дайын болу және т.б.
Жанжалдарды басқару	Психологтардың айтуынша, адам үшін келіспеушілік табиғи нәрсе, және өте маңызды - дұрыс сөздермен жеткізу және бұл мәселеге дұрыс қарау. Ашық, эмпатиялық және шыдамды қарым-қатынас қажетті нәтижелерге әкеледі, оған қоса жеке және кәсіби қарым-қатынастарды берік сақтайды. Қақтығысты жағдайларда эмоциялар мен күйлерді басқару қабілеті өте маңызды: эмоцияларды түсіну және оларға дұрыс жауап беру. Қақтығыста сенімді мінез-құлықты ұстану маңызды, яғни өз мүдделерін сенімді түрде қорғауға көмектесетін мінез-құлық.
Икемді сана	Бұл дағды адамға жаңа жағдайларға оңай бейімделуге және белгісіз немесе өзгермелі жағдайларда өздерін жоғалтпауға көмектеседі. Икемді санаға ие адамдар жеке дамуға көбірек бейім. Қателіктерден қорықпай, олар өседі. Олар күш салады, оқиды және қиындықтарды жеңеді. Сондықтан икемді сана өнімді және пайдалы жеке қасиет болып табылады. Негізгі қасиеттер: қиын жағдайлардан шығу үшін икемділік пен шығармашылық қабілетті қолдану, ойлау мен мінез-құлық үлгілерінен асып шығу, стандартты емес ойлау, яғни ескі көзқарастардан бас тарту және жаңа, дұрыс, пайдалы және өзекті көзқарастарды қабылдау қабілеті.
Стресске төзімділік	Стресстік жағдайдағы адам есте сақтау және шоғырлану қабілетінен айырылып, шаршап, өзіне сенімсіз болып қалуы мүмкін. Барлық айтылғандар кәсіби тапсырмаларды сапалы орындауға үлес қоспайды. Сондықтан стресске төзімділікті, яғни қайшылықты немесе екіұшты жағдайларға байсалды жауап беру, эмоционалды факторды жеңу және логикалық әрекет ету қабілетін дамыту өте маңызды.

Сыни ойлауды дамыту үшін Kostikova et al белгілі оқиғалар, оқылған материал немесе жалпыға танымал фактілер туралы сұрақтар қоюды ұсынады. Бұл идеяны «Who will ask more questions» команда ойынына айналдыруға болады, бұл оқыту материалы мен ағылшын тілін үйрену барысында сөздік қорын кеңейту немесе грамматиканы зерттеу үшін қолданылады. Когнитивті дағдыларды қалыптастыру үшін аналитикалық және сыни оқу әдістері, лексика талдауы, мәтіннің ішкі құрылымын түсіну, менталдық карталар құру, мәтін материалдарының проблемаларын талдау ұсынылады. Сыни ойлау дағдылары білім алушыларға бағытталған белсенді оқыту әдістерін қолдану арқылы ең тиімді түрде қалыптасады, мысалы, кейс-технологиялар (Case-Study) арқылы. Case-Study пәндерді оқыту барысында алынған білімді қолдануға, сондай-ақ шетел тілін үйрену барысында білім алушылардың қызығушылықтарын ескеруге мүмкіндік береді. Кейс-технологияларды қолдану білім алушыларға ойлау дағдыларын қалыптастырудың барлық кезеңдерінен өтуге мүмкіндік береді. Зерттеушілер нақты оқиғаларды ойын түрінде талқылауды ұсынады, мұнда білім

алушылар бақылаушылар («I noticed..., if I were him, I...») және қатысушы-актерлер ретінде кейстегі оқиғалардың соңғы нұсқаларын ұсына алады.

Креативтілікті дамыту «ми шабуылы» әдісін қолдану арқылы жүзеге асырылуы мүмкін, онда білім алушылар ұсынылған кейстерге мүмкін болатын шешімдердің сан алуан түрін, тіпті өмірде жоқ шешімдерді ойлап табады, содан кейін айтылған идеялардың ішінен ең жақсысын таңдайды. Kostikova et al ұсынған тағы бір әдіс – «Make the known thing or idea strange and the strange known» техникасы (Таныс идеяны таңқаларлық ету және таңқаларлық идеяны таныс ету), бұл креативті ойлауға себеп болып, таныс объектілер немесе идеялар туралы жаңа және ерекше нәрсе арқылы түсінікті арттыру әдісі. Білім беру контекстінде бұл техника білім берушілердің креативті ойлауын және икемділігін дамыту үшін пайдаланылуы мүмкін. «Менталдық карталар» техникасы және басқа «What can be put in a three-liter jar» немесе «20 uses of a thing» сияқты ойындық әрекеттер креативті ойлауды дамытуға ықпал етеді.

Дәстүрлі және қазіргі заманғы (соның ішінде цифрлық) технологияларды пайдалана отырып, командалық ойындар команда басқару дағдыларын дамытуға ықпал етеді. Тәжірибе көрсеткендей, уақытты басқару дағдылары цифрлық форматтағы ойындар арқылы жақсы дамиды, ал көшбасшылық дағдылар командалық ойындар арқылы жетілдіріледі. Әрбір білім алушы өзін команда жетекшісі ретінде де, команда мүшесі ретінде де сынап көруі маңызды, осылайша жену немесе ұтылу жағдайында айырмашылық пен жауапкершілікті сезіне алады.

Ағылшын тілі сабақтарында талқылаулар мен рөлдік ойындар барысында когнитивтік үдерісті ынталандыратын ашық сұрақтарды қолдану ұсынылады: «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?». Жанжалдар мен конфликтілерді алдын алу үшін білім алушыларға келесі клишелерді қолдануды үйреткен жөн: «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...». Талқылаулар барысында білім алушылардың назарын белсенді тыңдау техникасына аудару және оларға керек жерден тоқтау, нақтылау, қайта айту, қайталау және басқа да әдістерді ұсыну қажет [19].

Белгілі бір мақсатқа жету үшін жобаларды құру ойлау икемділігін дамытуға ықпал етеді, яғни сабақтарда PBL (Project-Based Learning) қолдану арқылы білім алушылардың ойлау икемділігі дамиды. Ағылшын тілі сабақтарында білім алушыларға үлгілік оқу бағдарламасының әртүрлі тақырыптары бойынша жобалар әзірлеуді ұсынуға болады. Мысалы, осындай тақырыптар ұсынуға болады: «How to find a good job», «How to earn more money», «How to make learning a new foreign language easier» және т.б.

Икемді дағдыларды дамытуға ықпал ететін басқа әдістер мен білім беру тәсілдері келесі схемада көрсетілген:

Кооперативтік оқыту	<ul style="list-style-type: none"> <li>•Білім алушылар шағын топтарда жетекшінің бақылауымен берілген жоба немесе мәселе бойынша жұмыс істейді.</li> </ul>
Проблемалық/жобаға негізделген оқыту (PBL)	<ul style="list-style-type: none"> <li>•Қатысушылар мәселені шешу үшін шағын топтарда жұмыс істейді және тәлімгер-фасилитатордың басшылығында болады.</li> </ul>
Белсенді оқу	<ul style="list-style-type: none"> <li>•Бұл процесс шынайы тапсырмаларды шешу үшін жиналған топтардың тәжірибе арқылы, рефлексия және іс-әрекет арқылы білім алуға ықпал етіп, оны жақсартады.</li> </ul>
Тәжірибелік оқыту	<ul style="list-style-type: none"> <li>•тәжірибеден мағына алу процесі. Оқушы тәжірибені ой елегінен өткізіп, тәжірибені концептуализациялау үшін аналитикалық дағдыларды игеріп, қолдана білуі керек.</li> </ul>
Өзара оқыту	<ul style="list-style-type: none"> <li>•Екі білім алушы белгілі бір оқу мақсатына жету үшін бір-біріне көмектесуге тырысып, оқу серіктестігін құрайды.</li> </ul>
Сыни тұрғыда пайымдау	<ul style="list-style-type: none"> <li>•білім алушылар орындалған әрекеттерге қатысты өздерінің рефлексиясын және метакогнициясын жақсартатын нақты тапсырмаларды орындауы керек.</li> </ul>
Белсенді мағына іздеу	<ul style="list-style-type: none"> <li>•білім алушыларға жасап жатқан барлық нәрселердің, сабақтарының және тәжірибелерінің жеке және әлеуметтік мәнін белсенді түрде іздеуге көмектесу, оқу барысында туындайтын қиындықтарды жеңу.</li> </ul>

Икемді дағдылар классификациясын ұсынған зерттеулер бойынша тез өзгертін әлемде, пәндік/техникалық білімдердің тез ескіретінін, сондықтан тез бейімделу және қайта оқыту қажеттілігі артты, осылайша икемді дағдыларды дамыту сындарлы маңызға ие болуда. Икемді дағдылар немесе әмбебап икемді дағдылар нақты кәсіби салаға қарамастан сұранысқа ие көпфункционалды кұзыреттер болып табылады. Олар командалық жұмысты ұйымдастыру, келіссөздер жүргізу, келісімге келу және тиімді қарым-қатынас орнату, креативтілік, үйрену және өзгерістерге бейімделу қабілеті және т.б. сияқты кең ауқымды дағдыларды қамтиды.

Икемді дағдылардың негізгі санаттарына мыналар кіреді:

1. Тұлғааралық қарым-қатынас дағдылары: Басқалармен тиімді қарым-қатынас жасау, тыңдау және түсіну, қақтығыстарды шешу және командада жұмыс істеу қабілеті.

2. Жеке қасиеттер: Өзін-өзі бағалау, мотивация, бейімділік, өзін-өзі дамыту және уақытты басқару қабілеті.

3. Қосымша дағдылар/білімдер: Коммуникациялық дағдылар, эмоционалды интеллект, сыни ойлау және проблемаларды шешу дағдылары.

Бұл дағдылар адалдық, этика, жоғары моральдық стандарттар, жауапкершілік, өзін-өзі бақылау және позитивті көзқарас сияқты аспектілерді қамтиды. Олар әртүрлі кәсіби және жеке контексттерде табысты жұмыс істеу және қарым-қатынас жасау үшін маңызды, тиімді қарым-қатынас пен көшбасшылыққа ықпал етеді, пәндік білім мен олардың практикалық қолданылуы арасындағы байланыстырушы буынға айналады, оқыту мен мансапта табысқа жетуді қамтамасыз етеді.

### *Икемді дағдылар туралы шетелдік және отандық зерттеулер*

Авторлар	Зерттеу мазмұны
A.V. Garikimukku (2014) Soft skills-the role of English language educators	Икемді дағдыларды дамытуға үйрету мүмкіндіктер мен жетістіктерді қамтамасыз етуге бағытталған. Білім алушылар тілдік дағдыларды меңгеріп қана қоймай, тиімді қарым-қатынас жасауды, командада жұмыс істеді, конфликтілерді шешуді және өзгертін жағдайларға бейімделуді үйренуі керек. Бұл оларға бәсекеге қабілетті болуға және жұмыстың бірінші күнінен бастап кәсіби қызметке дайын болуға мүмкіндік береді. Оқытушылар фасилитатор ретінде әрекет етуі керек, білім алушыларға тәжірибе және білім беру процесіне белсенді қатысу арқылы қажетті дағдыларды дамытуға көмектеседі [10].
L. Naamati Schneider, A. Meirovich, N. Dolev (2020) Soft Skills On-Line Development in Times of Crisis	Мақала қашықтықтан оқыту арқылы білім алушылардың икемді дағдыларын дамытудың әдістері мен құралдарын ұсынады. Ұсынылған модельдің негізінде оны әртүрлі пәндерде қолдануға мүмкіндік беретін теориялық ережелер жатыр. Пилоттық зерттеулер әлі де жалғасып жатқанымен, икемді дағдыларды дамытуды онлайн оқытуға біріктіру және олардың оқу пәндерімен байланысы білім алушыларды 21 ғасырдағы өмірге дайындауға көмектеседі деп болжануда. «Икемді дағдылар» термині таза когнитивті немесе техникалық емес дағдылар жиынтығын сипаттайды (Hurrell, 2016). Бұл жалпы оңтайлы жұмыс істеу үшін маңызды тұлғашылық және тұлғааралық дағдыларды қамтиды (Heckman & Kautz, 2012) және әсіресе өзгермелі әлем мәселелерін тиімді шешу (Deming, 2017) [24].
N.U.Karimova (2020) Soft Skills Development in Higher Education	Гарвард университеті мансаптық жетістіктердің 80% — икемді дағдылар (soft skills) және тек 20% - қатты дағдылар (hard skills) әсер ететінін атап өтті [16].
Irina G. Kondrateva et al (2016) The Development of the Student as a Person of Culture in the Context of	Мақалада көпмәдениетті сәйкестікті қалыптастыруға және әмбебап құзыреттіліктерді дамытуға бағытталған көпмәдениетті білім беру процесі қарастырылады. Мәдени плюрализм қағидаттарына негізделген білім беру кеңістігін құруға және шетел тілдік ортаны мақсатты қалыптастыруға



Multicultural Education in Non-Language High School by Means of a Foreign Language	баса назар аударылады. Мәдениеттің тұлғасын сипаттайтын негізгі жеке қасиеттер анықталды және олардың дамуына қажетті педагогикалық жағдайлар ұсынылды. Эксперименттік жұмыс ұсынылған модельдің бес қағидаға негізделген тиімділігін растады: гуманистік, мәдени сәйкестік, көпмәдениеттілік, әлеуметтік-бағалау және шығармашылық бағдар [17]. Бұл модельді жүзеге асыруда икемді дағдылар маңызды рөл атқарады
Dr. Jessy John (2009) Study on the Nature of Impact of Soft Skills Training Programme on the Soft Skills Development of Management Students	Мақала көпмәдениетті бірегейлікті қалыптастыруға және әмбебап құзыреттілікті дамытуға бағытталған көпмәдениетті білім беру процесін қарастырады. Мәдени плюрализм қағидаттарына негізделген білім беру кеңістігін құруға және шетел тілдік ортаны мақсатты қалыптастыруға баса назар аударылады. Қажетті негізгі жеке қасиеттер: төзімділік, мәдениетаралық диалог, эмпатия, басқа мәдениеттерге ашықтық [15].
Н.Н.Локтаева (2019) «Икемді дағдылар» ұғымы педагогикалық категория ретінде: мәні мен мазмұны	Мақалада икемді дағдылардың негізгі жіктемесі қарастырылады. Авторлар икемді дағдыларды дамыту білім беру мекемелері қызметінің маңызды бағыты болып табылатынын атап көрсетеді [20].
M.Polakova et al (2023) Soft skills and their importance in the labor market under the conditions of Industry 5.0	Мақала 5.0 индустриясы контекстіндегі икемді дағдылардың маңыздылығын қарастырады. Техникалық және цифрлық дағдыларды ғана емес, сонымен қатар адами қасиеттерді де қажет ететін жаһандық жағдайда икемді дағдылар технологияны тиімді пайдалану үшін таптырмайтын болады. Бұл дағдыларға сыни және аналитикалық ойлау, проблемаларды шешу, коммуникативті қабілеттер және шығармашылық жатады. Бұл дағдыларға сұраныс артады деп болжануда, өйткені олар қиындықтарды сәтті жеңуге және жаңа технологиялар ұсынатын мүмкіндіктерді пайдалануға көмектеседі [27].
T.L. Shek et al (2017) Paradigm shift in youth development: Development of “soft skills” in adolescents	Мақалада техникалық және академиялық білімге бағытталған дәстүрлі білім беру жүйесінен жастардың икемді дағдыларын дамытуға көшу талқыланады. Тұлғааралық қарым-қатынас, қақтығыстарды шешу, мәдениетаралық қатынастар, өзін-өзі ұйымдастыру сияқты жеке қасиеттер сияқты икемді дағдылар, тұрақтылық, және жеке қасиеттер, барған сайын маңызды бола түсуде. Зерттеулер көрсеткендей, бұл дағдыларды дамыту жастардың жұмыспен қамтылуын және жалпы жеке жетістіктерін жақсартумен тікелей байланысты [29].
A. Y. Abisheva, E. M. Yeralina (2022) Soft skills of bachelor degree students: analysis of sources by gender for employment	Мақала білім алушылардың икемді дағдылар, олардың түрлері және сатып алу орындары туралы білімдерін зерттейді. Нәтижелер жауапкершілік пен сыпайылық отбасында, содан кейін оқу орындарында қарқынды дамып келе жатқанын көрсетті. Мектепте дағдылар университетке қарағанда аз дамыды. Білім алушылар жұмысқа орналасу үшін икемді дағдылардың маңыздылығын түсінеді, бұл оқу барысында алынған дағдыларды егжей-тегжейлі талдау қажеттілігін көрсетеді [3].

<p>A.Mukhametkairov et al (2024) Networking as one of the ways to develop soft skills of students</p>	<p>Мақалада тиімді қарым-қатынас пен болашақта табысты жұмыс істеуге ықпал ететін маңызды құзыреттер болып табылатын икемді дағдыларды қалыптастыру мәселесі қарастырылады. Университетте коммуникативті қабілеттер сияқты икемді дағдыларды үйренуге болатындығы анықталды, бірақ бұл үшін дамыған елдерде тиімділігі дәлелденген желілік және цифрлық желілер сияқты заманауи технологиялар қажет. Өткізілген іс-шаралар білім алушылардың коммуникативтік қабілеттерінің деңгейін, коммуникативтік құзыреттілігі мен қарым-қатынасын арттыруға бағытталған [23].</p>
<p>Cinque (2016) “Lost in translation”. Soft skills development in European countries*</p>	<p>Еуропада икемді дағдыларды дамыту әр елде әртүрлі деңгейде жүреді. Кейбір елдерде, мысалы, Бельгия мен Финляндияда, бұл тақырып маңызды деп саналады және белсенді зерттелуде, ал басқа елдерде ол әлі де дамып келеді. Бельгияда U2ES сияқты икемді дағдыларды дамытуға арналған қосымша курстар ұсынатын және HoGent кәсіпкерлік орталығы сияқты білім алушыларға арналған қолданбалы зерттеулер мен тренингтер жүргізетін бірнеше бастамалар бар. Испанияда да осы тақырыпқа үлкен назар аударылады, көптеген зерттеулер мен тренингтер өткізілуде. Ұлыбританияда түлектердің жұмыспен қамтылуын арттыру үшін икемді дағдыларды дамытуға үлкен мән беріледі. Университеттер мен жатақханалар осы дағдыларды дамытуға ықпал ететін ортаны құруда, ресми және бейресми білім беру бағдарламалары арқылы негізгі рөл атқарады [7].</p>
<p>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</p>	<p>Икемді дағдылар – жұмысқа сәтті қатысу үшін қажетті техникалық емес дағдылар мен білім жиынтығы. Олар нақты жұмысқа байланысты емес және жеке қасиеттер мен қарым-қатынастармен (өзіне сенімділік, тәртіп, өзін-өзі бақылау), әлеуметтік дағдылармен (коммуникация, командада жұмыс істеу, эмоционалдық интеллект) және басқарушылық қабілеттермен (уақытты есепке алу, мәселелерді шешу, сыни ойлау) тығыз байланысты. Белгілі бір деңгейдегі ұсталмайтындықтан, кейбіреулерін сандық бағалау және дамыту қиын [8].</p>

Зерттеулер көрсеткендей, икемді дағдыларды оқыту мүмкіндіктер мен жетістіктерді, соның ішінде проблемаларды шешу және оңтайлы жұмыс істеу үшін маңызды тұлғайшілік және тұлғааралық құзыреттіліктерді қамтамасыз етуге бағытталған. Гарвард университеті мансаптық жетістіктердің 80% икемді дағдыларға байланысты екенін атап өтті. Осы жұмыстардың талдаулары толеранттылыққа, мәдениетаралық диалогқа, эмпатия мен ашықтыққа баса назар аудара отырып, көпмәдениетті бірегейлік пен әмбебап құзыреттілікті қалыптастыру үшін көпмәдениетті білім берудің қажеттілігін көрсетеді. Білім алушылар тиімді қарым-қатынас жасауды, командада жұмыс істеуді, конфликтілер мен жанжалдарды шешуді және бейімделуді үйренуі керек, бұл олардың бәсекеге қабілеттілігін арттырады, ал оқытушылар тәжірибе мен белсенді қатысу арқылы осы дағдыларды дамытуға ықпал етуі керек.

5.0 индустриясы контекстіндегі икемді дағдылардың маңыздылығы айқын, өйткені олар қиындықтарды жеңуге және технологияның мүмкіндіктерін пайдалануға көмектеседі. Дәстүрлі білім беру парадигмасынан жастардың икемді дағдыларын дамытуға көшу олардың жұмысқа орналасу мен жеке табысқа жету үшін маңызды. Отандық ғалымдардың зерттеулері отбасында жауапкершілік пен сыпайылық дамитынын, мектепте икемді дағдыларды дамытуға университетке қарағанда аз уақыт жұмсалғанын көрсетеді. Басқа отандастардың мақаласы білім алушылардың коммуникативтік қабілеттерін арттыруда желілік және цифрлық желілердің тиімділігін растайды.

*Soft skills дамыту контекстіндегі коммуникативті дағдылар*

Коммуникативтік дағдылар икемді дағдылардың негізгі құрамдас бөлігі болып табылады және олардың дамуына шешуші рөл атқарады. Коротких және Носенко атап өткендей, коммуникативтік дағдылардың кластері тар мағынада шетел тілін оқытуға лингвомәдениеттану тұрғысынан қараумен тығыз байланысты, өйткені ол мәдениет пен тілдің өзара байланысын, өзара әрекеттесуін ескереді, сонымен қатар бұл үдерісті лексикалық бірліктердің тұтас құрылымы, олардың тілдік және тілден тыс мазмұнының бірлігінде көрсетеді [18]. Кең мағынада, коммуникативтік дағдылар әлеуметтік дағдылар кластеріне кіреді, ол коммуникацияны тиімді пайдалануға және нәтижеге жету үшін қарым-қатынас орнатуға арналған. Бұл басқаларды түсіну және қарым-қатынас орнату, өзіңнің және өзгелердің құндылықтарын, мақсаттарын, күтілімдерін және эмоцияларын түсіну, сондай-ақ басқалардың қажеттіліктері мен контекстің анық/анық емес әлеуметтік ережелерін ескере отырып, шешім қабылдауды болжайды (мұндай дағдылар эмоционалды интеллектті қамтиды) [8].

Коммуникативті дағдылар	<p>Қабілет:</p> <ul style="list-style-type: none"> <li>• сөйлеушінің кез келген түріне анық және сыпайы сөйлесіңіз (бас, әріптестер, клиенттер және т.б.)</li> <li>• кезінде дене қимылын, ым-ишараны, дауыс ырғағын/жоғарылығын дұрыс қолдану</li> <li>• әртүрлі деңгейлер мен контексттер</li> <li>• әртүрлі деңгейлер мен контексттерде қарым-қатынас жасау кезінде қандай ортаны пайдалану керектігін білу</li> <li>• ақпаратты (соның ішінде техникалық) анық және қолжетімді түрде ұсыну.</li> <li>• жұмысты тиімді қамтамасыз ету үшін деректерді (кестелер, суреттер, статистика) дұрыс түсіну және түсіндіру</li> </ul>
Әлеуметтік шеңберді басқару	Белсенді тыңдау, қайталау, еске түсіру, түсіндіру (парафраза), эмпатия (басқалардың сезімдерін түсіну), кері байланыс беру қабілеті.

Тиімді қарым-қатынас сыни ойлау, ынтымақтастық және эмоционалды интеллект сияқты басқа икемді дағдыларды жақсарту және нығайту үшін катализатор ретінде қызмет етеді. Бұл дағдыларды дамыту синергетикалық әсерді тудырады, ол өзара байланысты және жеке және кәсіби өсуге ықпал етеді.

## Сыни тұрғыдан ойлау

Сыни тұрғыдан ойлау мен икемді дағдылардың өзара байланысы олардың тұлғааралық өзара әрекеттесу мен шешім қабылдау тиімділігінің қосымша әсерінде көрініс алады. Сыни тұрғыдан ойлауды дамыту жалған тұжырымдарды анықтауға және оларды болдырмауға көмектеседі, бұл өз кезегінде икемді дағдылардың сапасын жақсартады және табысты кәсіби және жеке қызметке ықпал етеді. Том Чатфилд өзінің «Сыни ойлау» кітабында сыни ойлаудың негізін құрайтын жалған тұжырымдар (логикалық қателіктер) туралы түсінік береді. Автор жалған тұжырымды «алғышарттар мен қорытынды арасында жалған байланыс орнататын, сондықтан осы тұжырыммен келісуге жеткілікті негіз бермейтін жалпы типтегі теріс аргумент» деп анықтайды [5].

Жалған дәлелдің алғышарттары:

Жалған дәлелдің алғышарты	Анықтама	Жалған дәлелдің мысалы
Танымалдылыққа шағымдану	Көпшіліктің пікірі шындық деген алғышартқа негізделген жалған дәлелдің бір түрі	«Жастар өздерінің тәжірибесіздігіне байланысты ақылға қонымды шешім қабылдай алмайды, сондықтан ересектердің талаптарын сөзсіз орындау керек» «Young people, due to their inexperience, cannot make reasonable decisions; therefore, they should follow the instructions of adults without questioning»
Қиялдағы билікке жүгіну	Қарастырылып отырған мәселеде маман болып табылмайтын адамның немесе адамдардың пікірінің айқын беделіне негізделген жалған дәлелдің түрі.	«Белгілі әнші белгілі бір қаржы компанияларының акцияларына салынған инвестициялардың жоғары кірістілігі туралы айтты» «A famous singer commented on the high profitability of investments in the stocks of certain financial companies»
Негізсіз жасырын алғышарт	Жалған тұжырымға сүйенетін қате ойлау элементі; қатені анықтау үшін оны айту керек. Дедуктивті логиканы дұрыс түсінбеудің салдары.	«Интроверт-коммуникативті емес адам, сондықтан интроверт априори президент бола алмайды» «An introvert is unsociable; therefore, an introvert cannot become a president»

Салыстырмалы мысалдар әдісі логикалық қателермен жағдайды нақтылауға мүмкіндік береді – дәл сол логиканы қолдана отырып, бірақ мүлдем басқа тақырыпта, параллель аргументтер құру.

Жалған қорытынды мазмұндағы қателік себебінен жасалуы мүмкін – формалды емес қате, және аргумент құрылымындағы қателік себебінен – формалды қате.

Бейресми логикалық қателер үш негізгі түрге бөлінеді:

Қате түрі	Анықтама	Мысал
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Сәйкестік қатесі («жалған із»)	қорытындының сенімді негіздемесі ретінде қызмет ету үшін маңызды емес немесе жеткілікті маңызды емес үй-жайларға сүйенеді.	«Мен Астанаға барған сайын ыстық болады, сондықтан Астана – ыстық қала». Every time I go to Astana, it's hot there. Therefore, Astana is a hot city.
Белгісіздік қателігі (лингвистикалық қате)	ойлау барысында сөздің немесе Тұжырымдаманың мағынасының өзгеруімен немесе негізсіз тұжырымды күшейтуге тырысудың белгісіздігі мен түсініксіздігімен байланысты.	«Ескі достар әрқашан жақсы». Ескі-ескі және ескі-жас емес. «Old friends are always better». Here, «old» means both long-time known and not young.
Нысандағы қате (презумпция қатесі)	имеет предпосылки, делающие слишком вольные допущения; это одна из самых распространенных проявлений порочной логики, даже если прямая ошибка отсутствует.	«Барлық табысты кәсіпкерлер әрқашан ерте тұрады. Егер сіз табысты кәсіпкер болғыңыз келсе, таңғы 5-те тұруды бастауыңыз керек» «All successful entrepreneurs always get up early. If you want to be a successful entrepreneur, you need to start getting up at 5 AM».

Ресми қате логиканың бұзылуын білдіреді. Бұл дедукцияның дұрыс емес түрі-қисынсыз пайымдау үлгісі. Формалды қателер төрт түрге бөлінеді:

Қате Түрі	Анықтама	Форма
Салдарын растау	қате болжамға сүйенеді, егер в міндетті түрде шынайы болса, онда фактіні дәлелдеу үшін В-ны байқау жеткілікті А: «егер сен мені сыйласаң, онда менің хатыма жауап бересің. Сен хатқа жауап бердің, сондықтан мені сыйлайсың».	Жалпы форма: «Егер А, онда В; В, демек, А».
Шартты жоққа шығару	қате болжамнан туындайды, егер А шынайы болған кезде В міндетті түрде шынайы болса, онда А-ның орындалмағаны себебінен В-ның жоқтығын дәлелдеуге болады: «Егер сіз стейкке тапсырыс берсеңіз, сізге кешкі ас ұнайды. Сіз стейкке тапсырыс берген жоқсыз; демек, сізге кешкі ас ұнамайды».	Жалпы форма: «Егер А болса, онда В; А емес; демек, В емес».
Бөлінбеген орташа мән	егер бір санаттағы заттар туралы Х фактісі белгілі болса, онда бұл факт тек осы санаттағы заттарға қатысты деген негізсіз болжамға байланысты қате: «Барлық сиқыршылардың сақалы бар. Менің досым сақал қояды. Демек, ол сиқыршы!» «Барлық сиқыршылардың сақалы бар» деген рас болса да, бұл «тек сиқыршылардың сақалы ба» дегенді білдірмейді.	Жалпы көрініс: «Барлық А-да В белгісі бар; С-да В белгісі бар; демек, С-да А бар».
Базалық деңгейді елемеу	Егер А-ның көпшілігінде С белгісі болса, ал В-нің кейбіреуінде С белгісі болса, онда кездейсоқ таңдалған кез-келген С В-дан гөрі А болады деген ұтымды болып көрінетін қате мәлімдемеде байқалады. Өйткені біз В санатымен салыстырғанда А санатының қаншалықты үлкен екенін білмейінше, кездейсоқ мысалдың бір топқа немесе басқа топқа жату ықтималдығын бағалай алмаймыз. Мысалы: «Дипломаттардың көпшілігі билингв. Лондондықтардың арасында екі тілді адамдар аз. Егер мен Лондонда екі тілде кездесем, ол дипломат шығар». Бұл жалған дәлел, өйткені ол Лондонда жалпы	

халықпен салыстырғанда дипломаттардың өте аз екендігін елемейді.
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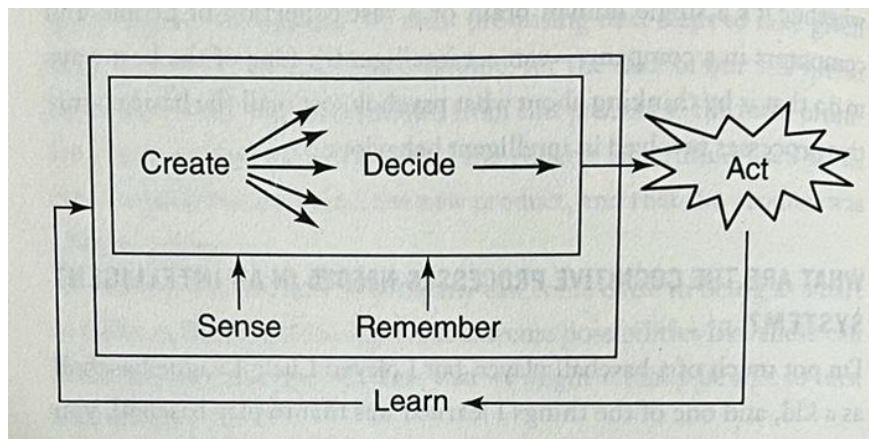
Сыни тұрғыдан ойлау кезінде логикалық қателіктерге жол бермеумен жұмыс істеу зейінді, оқуды және тәжірибені қажет етеді. Мұндай қателіктердің бар екенін түсіну, оларды жүйелі түрде талдау және тұжырымды тексерудің дәлелденген әдістерін қолдану дәлелдеуде және шешім қабылдау сапасын арттыруға көмектеседі. Ол үшін келесі қадамдар ұсынылады:

- Логикалық қателіктерді түсіну және зерттеу
- Дәлелдер мен тұжырымдарды талдау
- Сұрақтар қою
- Фактілер мен дереккөздерді тексеру
- Логикалық схемаларды қолдану
- Әңгімелесушілерден кері байланыс

Сыни тұрғыдан ойлау және икемді дағдылар бір-бірімен тығыз байланысты, өйткені олардың бірлескен дамуы тұлғааралық қарым-қатынас пен шешім қабылдаудың тиімділігін айтарлықтай арттырады. Сыни тұрғыдан ойлауды дамыту жалған тұжырымдарды анықтауға және болдырмауға көмектеседі, бұл өз кезегінде икемді дағдылардың сапасын жақсартады және табысты кәсіби және жеке қызметке ықпал етеді.

Яғни, жалған тұжырымдар алғышарттар мен қорытынды арасында жалған байланыс орнататын теріс дәлелдер болып табылады. Дамыған сыни ойлау формалды емес және формалды логикалық қателерді тануға көмектеседі. Формалды емес қателіктер маңызды емес алғышарттардан, мағыналардың белгісіздігінен немесе тым еркін болжамдардан туындауы мүмкін. Формалды қателіктер, керісінше, аргумент құрылымындағы логиканың бұзылуынан туындайды.

Сыни тұрғыдан ойлауды тиімді пайдалану үшін логикалық қателердің бар екенін мойындау, дәлелдер мен мәлімдемелерді жүйелі түрде талдау, сұрақтар қою, фактілер мен дереккөздерді тексеру, логикалық диаграммаларды пайдалану маңызды. Сұхбаттасушыдан кері байланыс алу сыни тұрғыдан ойлау дағдыларын жақсартуға көмектеседі. Бұл процесті келесі диаграммада көруге болады:

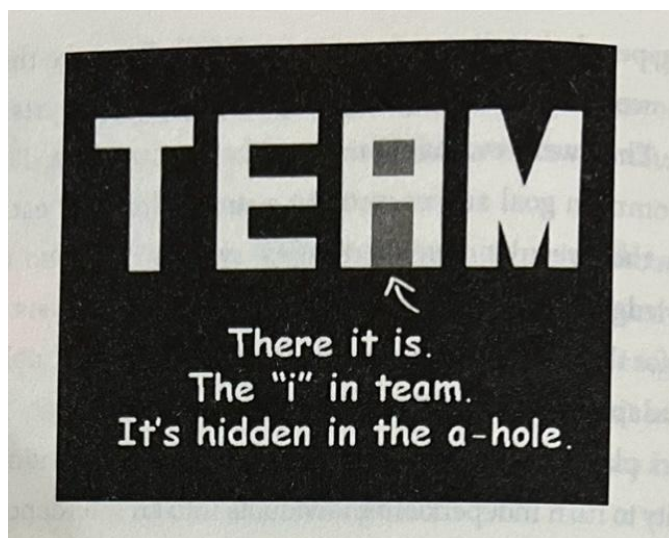


Алынған дәлел талданып, оны қабылдау немесе теріске шығару туралы шешім қабылданады, нәтижесінде белгілі бір әрекет жасалады. Ойлау барысында білім алушы сыни тұрғыдан ойлау дағдыларын қолдану тәжірибесін жинақтайды. Аргументте логикалық қате болса, оны анықтау және оның болашақта орын алуына жол бермеу үшін процесс қайталанады.

Осылайша, сыни тұрғыдан ойлауды дамыту басқа икемді дағдыларды айтарлықтай күшейтеді, бұл оны білім алушылардың академиялық және жеке өмірінде таптырмас құралға айналдырады.

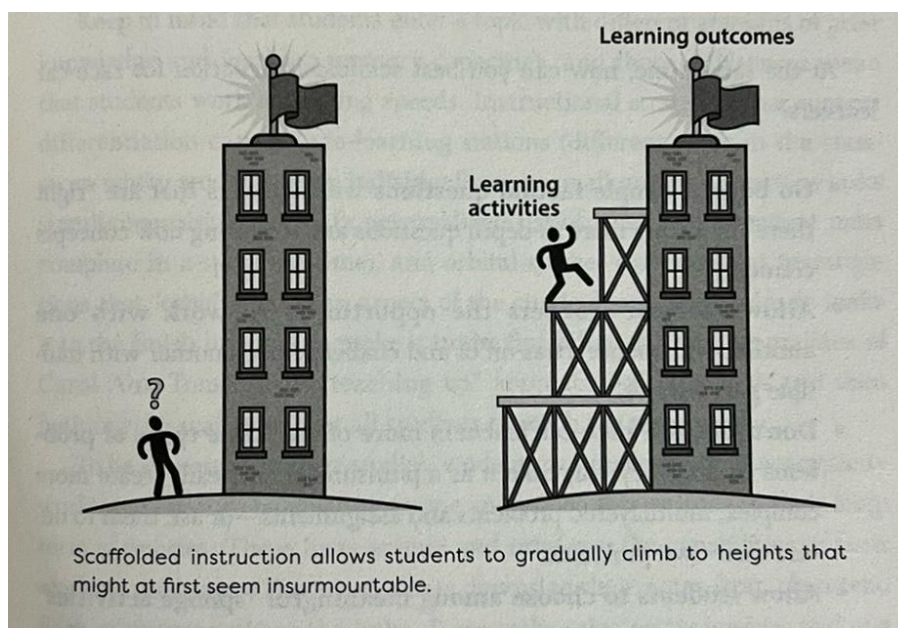
### Коллаборация және ынтымақтастық

Бүгінгі таңда кез келген ауқымды өнімді жасау талантты мамандардың ынтымақтастығын талап етеді. Мұндай ынтымақтастық өнімдерді бірлесіп жасау, командалық іс-шараларды ұйымдастыру, білім мен тәжірибе алмасу және ресурстармен бөлісу процесін қамтуы мүмкін. Нағыз талантты топ ондағы жеке ақылды адамдардың кез келгеніне қарағанда ақылдырақ, өйткені зиялы адамдар тобының бірлескен іс-әрекетінің нәтижесі ұжымдық ақыл [21] болып табылады. Ғалымдар атап өткендей, мұндай топ «өз ортасына тиімді бейімделуге қабілетті» және «бір немесе бірнеше мәдени ортада бағаланатын мәселелерді шешуге немесе өнімдер жасауға қабілетті» [21]. Басқаша айтқанда, тиімді жұмыс істеу үшін команданың әрбір мүшесі оңай бейімделу және команда ретінде бірлесіп жұмыс істеу үшін икемді дағдыларға ие болуы керек.



Мәселелер соншалықты күрделі болғандықтан, мәселені жалғыз шешу мүмкін емес болса, ынтымақтастықтың мәні бар [22]. Л.С.Выготский бұл туралы былай деп жазды: «Бүкіл оқу психологиясының орталық сәті – ынтымақтастықта жоғары интеллектуалдық деңгейге көтерілу, бала жасай алатын нәрседен еліктеу арқылы мүмкін емес нәрсеге көшу мүмкіндігі. Даму үшін оқытудың барлық маңыздылығы осыған негізделген және бұл, шын мәнінде, жақын даму аймағы тұжырымдамасының мазмұнын құрайды (ЖДА)» [9]. Топта жұмыс істей отырып, білім алушылар бір-біріне үлгі болады, сонымен қатар бір біріне

scaffolding қолдауын ұсынады. «Қолдау (scaffolding) дифференциацияның негізі болып табылады» [25], бұл білім алушыларға олардың қажеттіліктеріне қарай көрсетіледі. Сонымен, ынтымақтастықта бала өз бетінше жұмыс істеуден [9] көп нәрсе орындай алады.



Біздің елімізде жүргізілген зерттеу көрсеткендей, негізінен икемді дағдыларды білім алушылар университетте үйренеді: олар өзара әрекеттесу дағдыларын, кәсіби қарым-қатынас орнату үшін қажет басқа икемді дағдылармен қатар, отбасы мен мектепке қарағанда университетте көбірек үйренеді [3]. Бұл білім алушыларды болашақ кәсіби сынақтарға дайындау және олардың әртүрлі өмірлік жағдайларда бейімделуі мен тиімділігін арттыру үшін мектеп кезеңінде икемді дағдыларды дамыту қажеттілігін көрсетеді. Икемді дағдыларды дамытуға бағытталған тапсырмаларды орындау, сабақтарды ұйымдастыру формаларын таңдау (жұппен жұмыс, топтық жұмыс), бағалаудың әртүрлі түрлері мен әдістерін қолдану (өзін-өзі бағалау, жұптық бағалау, топтық бағалау, кері байланыс, бағалау парақтары және т. б.) тұлғаның неғұрлым үйлесімді және жан-жақты дамуына, сондай-ақ түлектердің еңбек нарығында бәсекеге қабілеттілігін арттыруға ықпал етуі мүмкін. В. Oakley et al «Оқытудың әдеттен тыс белгісі. Білім алушыларға кез-келген пәнді игеруге және емтихандардан қорықпауға қалай көмектесуге болады» кітабында «жақсы ұйымдастырылған бірлескен оқыту білім алушылардың өзін-өзі бақылауын, шыдамдылығын, әлеуметтік мәселелерді шешуде өзін-өзі бағалауын және эмоционалды интеллектін жақсартуға мүмкіндік береді. Бұл, сайып келгенде, академиялық қатысуды жақсартып алады» [25].

Кез келген бірлескен оқуды жобалау кезінде Oakley et al бірлескен оқытудың келесі компоненттерін қарастыруды ұсынады:





Позитивті өзара тәуелділік (Positive interdependence). Өзіңден сұраңыз, әр оқушының өз рөлі бар ма? Рөлдер жеке мүшелер топтың басқа мүшелеріне сүйенетіндей байланысты ма? Жұмыс жүктемесі біркелкі бөлінген бе?



Жеке жауапкершілік (Individual accountability). Әр білім алушы өзінің білім алуына қалай жауап береді? Мен жеке оқушылардан қандай мәліметті дәлел ретінде жинаймын?



Жеке өзара әрекеттесу (Face-to-face interaction). Топта өзара әрекеттесу кезінде әр қатысушы өз ісін істеп, содан кейін өнімдерді біріктіріп қана қоймай, бетпе-бет кездесетіндей ұйымдастырылған ба?



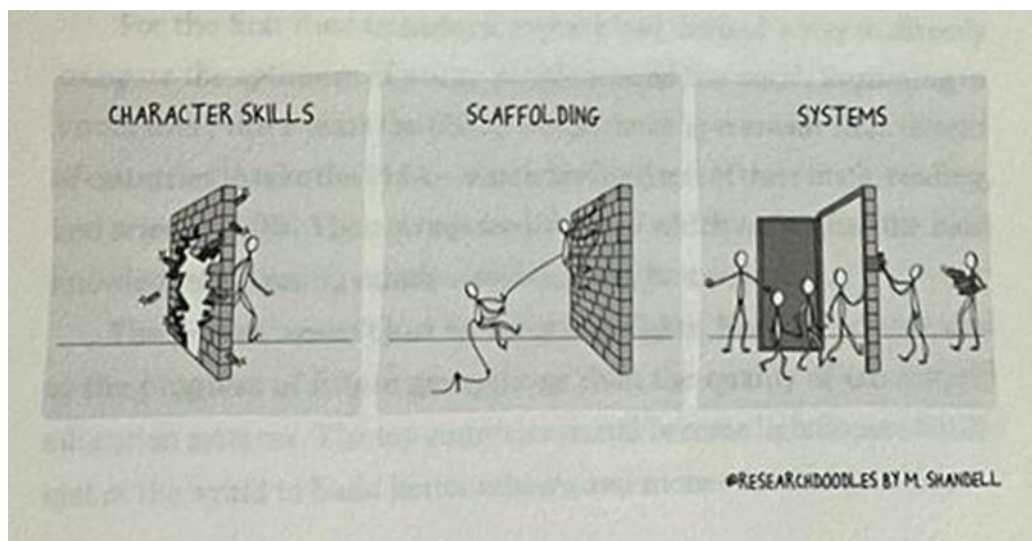
Әлеуметтік дағдылар (әлеуметтік дағдылар). Қандай әлеуметтік дағдыларды үйрету немесе бекіту керек (мысалы, әңгімені бастау немесе конфликтілерді/ жанжалдарды басқару)?



Топтық талдау (Group processing). Топ мүшелеріне топтағы жұмысы туралы, сондай-ақ әріптестері туралы ой жүгірту үшін қандай механизм беремін?

Айтылған жұмыста авторлар топтық сабақтарды ұйымдастыруға және әртүрлі жағдайларды шешуге, мысалы, топта мәселені шешуге арналған ұсыныстар береді. Авторлардың пікірінше, мәселелерді ынтымақтастықта шешудің ең жақсы тәсілдерінің бірі проблемалар туындаған кезде мерзімді түрде он минуттық ынтымақтастық жиналыстарын (Collaboration Clinics) өткізу. Бұл кездесулер білім алушыларға өз командаларында туындауы мүмкін мәселелерді шешуге көмектеседі. Жиналыс жұмысын бастамас бұрын, кез келген мәселелер туралы ашық сөйлесуге көбірек мүмкіндік алатындай топтарды араластырған жөн. Ең алдымен, білім алушылар есімдері айтылмауы керек, оның орнына дисфункционалды мінез-құлыққа назар аудару керек екенін атап өту керек!

Топтық жұмысты ұйымдастырған кезде Oakley et al топтарды алдын ала тағайындап, оларды сабақтың алғашқы күнінен бастап бірге отырғызуды ұсынады. Әдетте, үш немесе төрт адамнан тұратын шағын бірлескен оқу топтары үлкен топтарға қарағанда жақсы жұмыс істейді, шағын топтарда оқушы көрінбей отыра алмайды. Бір-бірінің жанында отырған білім алушылар серіктес болады – олар жылдам әрекеттесу және көмек (scaffolding) үшін әсіресе пайдалы. Неғұрлым күрделі тапсырмалар үшін екі жұп серіктесі төрт адамнан тұратын топ құра алады.



Ынтымақтастық топтарын алдын ала құру және олардың құрамын белгілі бір уақыт аралығында (мысалы, бір ай немесе бақылау кезеңі бойынша) сақтау бірлесіп жасайтын жұмысты бастау уақытын қысқартады және білім алушыларға топта тиімді жұмыс істеуге қажетті уақытты береді. Мұғалімнің топтарға тапсырма беруі әрбір қатысушының қажеттіліктері мен мүмкіндіктеріне қарай біркелкі және әділ бөлінуіне мүмкіндік береді. Оқытудағы жүйелілік білімді біртұтас және дәйекті игеруді қамтамасыз етеді, материалды жақсы түсінуге және есте сақтауға ықпал етеді. Бұл оқу процесін құрылымдауға, басымдықтарды белгілеуге және уақытты тиімді бөлуге көмектеседі. Жүйелік тәсіл сыни ойлауды дамытуға ықпал етеді, өйткені білім алушылар ақпаратты талдауды, себеп-салдарлық байланыстарды анықтауды және білім мен дағдыларды шынайы өмірде қолдануды үйренеді. Ол сондай-ақ мотивация мен сенімділікті арттыру арқылы оқу процесінде хаос пен шатасудан аулақ болуға көмектеседі. Сонымен қатар, жүйелілік оқу жоспарлары мен әдістерін уақтылы түзетуге мүмкіндік беріп, прогресс пен жетістіктерді бағалауды жеңілдетеді.

Баға қойғанда білім алушыны емес адамның жұмысын сынау керек. Тапсырмаға қатысты идеяларды сынау тиімді және білім алушыларға сыни тұрғыдан ойлауға көмектеседі. Дегенмен, мұғалім білім алушылардың жеке тұлғаны сынау әрекеттерінің барлығын тоқтату керек [25].

### Эмоционалды интеллект

Бүгінгі таңда дамыған технологиялар мен процестерді автоматтандыру дәуірінде адамгершілік алдыңғы қатарға шығады. Адам мен технологияның үйлесімді өзара әрекеттесуіне бағытталған 5.0 индустриясы мен 5.0 білім беру контекстінде эмоционалды интеллект маңызды. Өз эмоцияларын сезіну мен басқаруды, сондай-ақ басқа адамдардың эмоцияларын түсіну мен оларға әсер етуді қамтитын эмоционалды интеллект дамыған қарым-қатынас дағдыларының арқасында айтарлықтай жақсарады. Эмпатикалық тыңдау, қолдау білдіру және позитивті қарым-қатынас орнату қабілеті қолайлы жұмыс атмосферасын құруға көмектеседі және ұжымдағы өзара әрекеттесуді жақсартады. Эмоционалды

интеллектуалды көшбасшы конфликтілерді басқаруды, шиеленісті азайтуды және ынтымақтастықты дамытуды біледі.

5.0 индустриясындағы технологиялар мен жасанды интеллекттің дамуы эмоционалды жағдайларды талдауға және өзара әрекеттесудің бейімделу стратегияларын құруға арналған құралдарды ұсына отырып, эмоционалды интеллектті арттырудың жаңа мүмкіндіктерін ашады. Интеллектуалды жүйелер көшбасшылардың команданы басқару қабілетін жақсарту және тиімді ынтымақтастықты дамыту арқылы эмоционалды интеллект дағдыларын үйренуге және дамытуға көмектеседі. Технология мен гуманистік құндылықтарды біріктіруге бағытталған білім 5.0 қазіргі әлемде табысты жұмыс істеу және өмір сүру үшін қажетті эмоционалды және әлеуметтік құзыреттіліктерді қоса алғанда, тұлғаның жан-жақты дамуына, көшбасшылардың команданы басқару қабілетін жақсарту және тиімді ынтымақтастықты дамыту үшін қажет эмоционалды интеллектінің дамуына ықпал етеді.

5.0 білім беру білім алушыларды 21 ғасырдың сын-тегеуріндеріне дайындауға бағытталған және мынадай қағидаттарға негізделеді:



**Тұрақтылық:** 5.0 білім беру экологиялық және әлеуметтік тұрғыдан тұрақты дамуға бағытталған. Ол білім алушыларға планетаны қорғаудың және әділетті және тең әлем құрудың маңыздылығын үйретеді.



**Адамға бағытталғандық:** 5.0 білім беру жеке білім алушының қажеттіліктері мен мүдделеріне бағытталған. Бұл білім алушыларға өздерінің бірегей таланттары мен қабілеттерін дамытуға, сондай-ақ өмірде өз жолын табуға мүмкіндік береді.



**Инновация:** 5.0 білім беру оқытудың жаңа технологиялары мен тәсілдерін қолданады. Бұл білім алушыларды шығармашылықпен ойлауға және мәселелерді жаңа тәсілдермен шешуге шақырады.



**Ынтымақтастық:** 5.0 білім беру білім алушыларды ортақ мақсаттарға жету үшін бірлесіп әрекет етуге үйретеді. Бұл білім алушыларға жаһандық экономикада табысты жұмыс істеу үшін қажетті дағдыларды дамытуға көмектеседі.

T.Chamorro-Premizic өзінің «I, Human» кітабында жасанды интеллект дәуірі біздің тәуелсіздігіміз бен өзін-өзі бақылауымызға нұқсан келтіріп, адамның ойлауын машиналық баламалармен алмастырғанын атап өтеді. Біздің назарымызды басқаратын алгоритмдер шыдамдылық қабілетімізді нашарлатып ұзақ мерзімді пайда алудан бас тартып лездік қанағаттануды таңдауымызға себепкер. Бұл өз кезегінде интеллектуалдық өсуге және білім алуға кедергі

келтіреді. Адамдар жалған ақпараттың таралуына ықпал етіп, ақпаратты тексермейтін болды. Дегенмен, адам интеллектінің ЖИ-ден басты айырмашылығы – адамдардың басқа адамдарды түсіну қабілеті және ең маңызды міндет – өзін-өзі жетілдіруге және адамзатты дамуға апару болып қала береді, бұл тек ерік-жігерді ғана емес, сонымен қатар эмоционалдық интеллектті дамытуды талап етеді [4].

Эмоционалды интеллект және эмпатия – біздің кез келген басқа дағдылар мен қабілеттерді қаншалықты жақсы пайдалана алатынымызды анықтайтын мета-қабілет, басқа адамдардың сезімдерін түсіну, адамдардың жағдайларға әртүрлі қатынасын құрметтеу, олардың көзқарасын түсіну және қабылдау. өмірлік табысқа әсер ететін негізгі әлеуметтік қабілеттер [11]. Бұл дағдылар балалық шақта жағдаяттар мен реакциялардың қайталануы арқылы қалыптасады. Д.Гоулман сондай-ақ жақсы тыңдаушы болу және сұрақ қою, өз реакциясы мен басқа біреудің іс-әрекетіне қатысты пайымдауларын ажырата білу, өзіне сенімділік таныту және ынтымақтастық өнерін үйрену, жанжалдарды шешу, ымыраға келу және келіссөздер жүргізу сияқты эмоционалдық интеллект дағдыларын атап өтеді. Зерттеулер көрсеткендей, диссемиясы бар адамдар (рецептивтік және/немесе экспрессивті вербалды емес коммуникацияның бұзылғаны) әдетте әлеуметтік оқшауланған және академиялық үлгерімі төмен болады[11].

П.Саловей эмоционалдық интеллекті анықтаудың 5 бағытын ұсынды, оның дамуы қоғамда қолайлы өмір сүруге, тиімді оқуға және мәселені табысты шешуге ықпал етеді [11]:

1. Өз эмоцияларын білу	Өзін тану, яғни пайда болған сезімдерді олардың пайда болу сәтінде тану қабілеті эмоционалды интеллектінің негізі болып табылады. Шынайы эмоцияларын түсіну мүмкін еместігі адамды олардың алдында осал етеді. Өз сезімдері туралы жақсы хабардар адамдар әдетте өмірлеріне қанағаттанған және жеке шешімдерінің дұрыстығына сирек күмәнданады.
2. Эмоцияларды басқару	Өзінің сезімдерін басқару және оларды рұқсат етілген шектерде ұстау қабілеті адамның өзін тануға негізделген. Өзін тыныштандыра алмайтын және артық алаңдаушылық, меланхолия немесе ашуланшақтықпен күресе алмайтын адамдар үнемі азапты алаңдаушылыққа тап болады.
3. Өзін мотивациялау	Эмоцияларды басқару зейінді шоғырландыру, өзін-өзі ынталандыру, өзін-өзі бақылау және шығармашылық қабілет үшін қажет. Эмоцияларды басқару өнеріне ие адамдар, қанағаттануды кейінге қалдыру және импульсивтілікті басу қабілетін қоса алғанда, «шабыт» күйіне ену қабілетіне ие, әдетте, барлық бастамаларында өнімдірек және табысты.
4. Басқалардың эмоцияларын тану	Эмоционалды өзін-өзі тануға негізделген тағы бір қабілет - эмпатия, негізгі «адам сыйы» болып табылады. Басқаларға жанашырлық таныту қабілеті мұғалімдік, сауда және басқару сияқты басқаларға қамқорлық көрсетумен байланысты мамандықтарды таңдауға мүмкіндік береді.
5. Қарым-қатынасты қолдау	Қарым-қатынасты сақтау өнері көбінесе басқалардың эмоцияларын ескере тырып шебер қарым-қатынаста болу. Танымалдылықты, көшбасшылықты және тұлғааралық қарым-қатынастың тиімділігін арттыратын таланттарымен ерекшеленетін адамдардың табысы басқалармен шебер қарым-қатынасқа байланысты болатын істерді жақсы орындауға байланысты.

Эмоционалды интеллекттің тиімді дамуы үнемі тәжірибе мен өзін-өзі жетілдіруді қажет етеді. Мұғалімдер ағылшын тілі сабақтарында білім алушылардың коммуникативтік дағдыларын жақсартуға ғана емес, сонымен қатар эмпатия мен өзін-өзі басқару қабілетін дамытуға ықпал ететін тапсырмаларды таңдауы керек. Бұған эмпатикалық тыңдау, қолдау білдіру және жағымды қарым-қатынас орнату мүмкіндігі кіреді. Naamati Schneider et al білім алушылардың өзіндік жұмысына және тапсырмадан тапсырмаға апта сайынғы прогресті бақылауға және ынталандыруға негізделген эмоционалды дағдыларды дамыту үшін дамытушы тапсырмаларды орындауды ұсынады. Зерттеу оқу мазмұнына сәйкес қарым-қатынас пен тәртіпті сақтау бойынша ұсыныстарды қамтиды [24].

Қазіргі технологиялық ортада эмоционалды интеллект одан да маңызды бола түседі, өйткені ол адамға машиналармен алмастырылмайтын салаларда адамның өзара әрекеттесуін тиімді құруға көмектеседі. Өз эмоцияларын сезіну мен басқаруды, сондай-ақ басқа адамдардың эмоцияларын түсіну және оларға әсер етуді қамтитын эмоционалды интеллект дамыған қарым-қатынас дағдыларының арқасында айтарлықтай жақсарады. Эмпатикалық тыңдау, қолдау білдіру және позитивті қарым-қатынас орнату қабілеті қолайлы жұмыс атмосферасын құруға көмектеседі және ұжымдағы өзара әрекеттесуді жақсартады. Эмоционалды интеллектуалды адам конфликтілерді басқара алады, шиеленісті азайтады, ынтымақтастықты дамытады және сәтті қарым-қатынас жасай алады.

Эмоционалды сауаттылық балалардың әлеуметтенуіндегі олқылықтарды толтыра отырып, білім беру мүмкіндіктерін кеңейтуге ықпал етеді. Бұл процесс екі негізгі өзгерісті қажет етеді: мұғалімдердің дәстүрлі міндеттерден тыс өтуі және қоғамның білім беру мәселелеріне қатысуын арттыру [11]. Ғылыми тұрғыдан алғанда, білім беру мекемелерінде эмоционалды сауаттылықты дамыту тұлғаның үйлесімді және жан-жақты дамуын қалыптастыруға жағдай жасайды. Эмоционалды сауаттылығы бар білім алушылар ұжымға жақсы бейімделеді, жоғары қарым-қатынас дағдылары мен ынтымақтастық қабілеттерін көрсетеді. Осы мақсаттарға қол жеткізу үшін эмоционалды тәрбие әдістерін оқу бағдарламаларына біріктіру және ата-аналардың, жергілікті ұйымдардың және жұртшылықтың білім алушылардың икемді дағдыларын дамытуға белсенді қатысуын ынталандыру қажет. Бұл балалардың дамуы және оларды табысты әлеуметтік және кәсіби өмірге дайындау үшін қолайлы жағдай жасауға мүмкіндік береді.

Көңіл-күйдің шамалы өзгеруі де когнитивті процестерге айтарлықтай әсер етуі мүмкін, бұл өз кезегінде оқу қабілетіне әсер етеді [11]. Сондықтан білім алушылардың эмоцияларын басқара білуі және жоғары эмоционалды сауаттылыққа ие болуы маңызды. Эмоционалды реттеу зейін, есте сақтау және шешім қабылдау процестерінде шешуші рөл атқарады. Зерттеулер көрсеткендей, жағымды эмоционалды күй ақпаратты тиімді игеруге ықпал етеді және шығармашылық пен сыни ойлау сияқты когнитивті функцияларды жақсартады.

Сонымен қатар, стресс пен мазасыздық сияқты жағымсыз эмоциялар оқу өнімділігін төмендету арқылы когнитивті ресурстарға тосқауыл қоюы мүмкін.

Икемді дағдыларды бағалау туралы дамытуға бағытталған тапсырмаларды орындау білім алушылардың академиялық нәтижелерін едәуір арттыруға ықпал етуі мүмкін. Бұл тапсырмаларға эмоцияларды тану және білдіру дағдыларын үйрету, эмпатия мен әлеуметтік өзара әрекеттесуді дамыту, стрессті басқару және релаксация әдістері кіруі мүмкін. Өз эмоцияларын түсіну және басқару білім алушыларға оқу процесіне жоғары мотивациямен қатысуға мүмкіндік береді, бұл сайып келгенде олардың жалпы табысы мен әл-ауқатына ықпал етеді.

Шетел тілін оқытуда коммуникативті тәсілді қолдану «коммуникацияны» сыни ойлау, креативтілік, эмоционалды интеллект, өзара түсіністік, көпмәдениетті ортада табысты өзара іс-қимыл және т. б. сияқты икемді дағдыларды дамытуға бағытталған теориялық және практикалық білімдердің жан-жақты бірлестігі ретінде анықтауда маңызды рөл атқарады. Шетел тілін оқытудың басты мақсаты – шығармашылық және өмірлік міндеттерді шешуде олардың білімдерін, дағдылары мен дағдыларын тиімді пайдалану үшін қажетті коммуникативтік құзыреттіліктерді дамыту.

Коммуникативті дағдыларына өз ойларын анық және тиімді жеткізу, әңгімелесушіні тыңдау және түсіну және ауызша, жазбаша және вербалды емес қарым-қатынас сияқты әртүрлі қарым-қатынас түрлерін пайдалану мүмкіндігі кіреді. Бұл дағдылар тұлғааралық қатынастарды орнату және қолдау, қақтығыстарды шешу және командалық ынтымақтастық үшін маңызды. Шетел тілін оқыту кезінде коммуникативтік дағдыларды дамыту бірқатар «қатан» құзыреттерді, атап айтқанда: өнімді (сөйлеу, жазу) және рецептивті (тыңдау – тыңдау, оқу) дағдыларды, әртүрлі екпіндерді түсіну қабілетін, сөйлеу әрекетінің регистрін (ресми және бейресми) және тілдік құралдарды таңдау қабілетіне тікелей байланысты.

Сонымен қатар, коммуникативті дағдылар шетел тілін оқытудың лингвомәдени тәсілімен тығыз байланысты, өйткені ол мәдениет пен тілдің өзара байланысы мен өзара әрекеттесуін ескереді, бұл процесті олардың тілдік және тілден тыс контекстіндегі лексикалық бірліктердің тұтас құрылымы түрінде ұсынады. Практикалық тұрғыдан алғанда, лингвомәдениеттану зерттелетін тілдің елі туралы білімді байытады; сөйлеу-ойлау қызметі үшін ақпарат көзі ретінде қызмет етеді; жеке тұлғаны мәдениетаралық қарым-қатынасқа дайындауға ықпал ететін тілдік құралдардың нақты жұмысын көрсетеді.

Осылайша, коммуникативті дағдылар басқа икемді дағдыларды дамыту мен нығайтудың негізі болып табылады. Олар тиімді көшбасшылықтың негізін құрайды, сыни ойлауды ынталандырады және эмоционалды интеллекттің дамуына ықпал етеді. Табыстылық көбінесе тұлғааралық өзара әрекеттесу және бейімделу қабілетімен анықталатын қазіргі әлем жағдайында коммуникативті (қарым-қатынас) дағдыларын дамыту негізгі факторға айналады

*«Ағылшын тілі» пәні бойынша ҮОБ контекстінде икемді дағдыларды дамыту*

«Педагогика кешегі емес, ертеңгі балаларды дамытуға бағытталуы керек» [9]. Осыған байланысты ағылшын тілін оқытудың Үлгілік оқу бағдарламаларын әзірлеу кезінде болашақ мамандарға қойылатын талаптар ескеріледі, мысалы, еңбек нарығының жылдам өзгеретін жағдайлары мен талаптарына бейімделу қабілеті, көпмәдениетті ортада жұмыс істей білу, сыни ойлау және проблемаларды шешу дағдыларын меңгеру. Оқу бағдарламалары білім алушылардың қарым-қатынас, командалық жұмыс және көшбасшылық дағдылары сияқты икемді дағдыларын (soft skills) қалыптастыру қажеттілігін ескере отырып әзірленеді. Оқыту процесін тиімдірек және заманауи өмірге бейімдеуге мүмкіндік беру үшін жобалау, интерактивті тапсырмалар және цифрлық технологиялар сияқты инновациялық оқыту әдістерін пайдалануға ерекше назар аудару қажет.

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

Жоғарыда келтірілген кестеде икемді дағдылармен байланысты байқауға болатын әртүрлі сыныптардың кейбір мақсаттары көрсетілген. Мысалы, 6-сыныпта коммуникативтік дағдыларды (тыңдау, диалог жүргізу және жалпы ақпарат пен аргументтің егжей-тегжейін түсіну қабілеті) дамыту кезінде эмпатия сияқты икемді дағдыны да дамыту қамтылған, сол себепті бағдарламада «6.1.3.1 respect differing points of view» сияқты мақсатқа жету көзделеді.

Бүгінгі білім беру контекстінде пәнаралық тәсілге және білім алушылардың функционалдық сауаттылығын дамытуға бағдарлау маңызды аспект болып табылады, бұл білім алушылардың әртүрлі салалардан білімді интеграциялау және оларды өмірлік жағдайларда практикалық қызметте қолдану қабілетін дамытуға ықпал етеді. Бұл тәсіл табысты кәсіби қызметке, қоғамдық өмірге белсенді қатысуға және қазіргі заманның жаһандық мәселелерін шешуге қабілетті мамандарды дайындауға мүмкіндік береді.

Қазіргі уақытта Ы.Алтынсарин атындағы Ұлттық білім академиясында білім беру саласындағы кәсіби мамандары, ғалымдар мен педагогтар тобымен

бірлесіп Үлгілік оқу бағдарламаларын жетілдіру бойынша жұмыс жүргізілуде, онда пәндік құзіреттіліктерге қоса білім берудегі ақпараттық технологияларды оқу процесіне енгізу, оқытудың интерактивті әдістерін пайдалану, білім алушылардың сыни ойлауы мен шығармашылық қабілеттерін, икемді дағдыларын дамыту сияқты заманауи әлемдік қажеттіліктерге назар аудару көзделеді. Бұл өзгерістер білім беру сапасын арттыруға және инновациялар мен технологияның жылдам өзгеруі бейімделуді және үздіксіз оқытуды қажет ететін заманауи қоғамда білім алушыларды табысты өмірге дайындауға бағытталған.

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
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Жоғарыдағы кесте «Ағылшын тілі» пәні бойынша ТУІр жобаларында икемді дағдыларды, цифрлық дағдыларды дамытуға, яғни болашақта сапалы өмір сүру үшін қажетті функционалдық сауаттылықты дамытуға бағытталған мақсаттар енгізілгенін көрсетеді.

### *Икемді дағдыларды бағалау*

Икемді дағдылар (soft skills) қазіргі әлемдегі табысты өзара әрекеттесу мен кәсіби дамудың негізгі факторлары болып табылады. Бұл дағдылар тиімді қарым-қатынасқа, өзгерістерге бейімделуге және күрделі мәселелерді шешуге ықпал етеді. Жоғарыда айтылғандай, икемді дағдыларды бағалау дәстүрлі тәсілдерді қабылдамайтын күрделі процесс [8; 16].

Әдетте орындалған тапсырма үшін балл қою кезінде тек соңғы нәтиже ескерілетін болатын: дұрыс орындалды/ қателермен орындалды және қателер санына байланысты білім алушы тиісті бағасын алды. Жаңартылған білім беру мазмұны контекстінде орта білім беру жүйесінде оқу материалын игеру барысында тапсырманы орындаудың бүкіл процесін бағалауды көздейтін критериялды бағалау қолданылады. Білім алушының ілгерілеуі критериялды бағалаудың екі түрі арқылы бағаланады: формативті және жиынтық бағалау.



Жиынтық бағалау педагогтерге, білім алушыларға және олардың ата-аналарына оқу бағдарламаларының бөлімдерін немесе өтпелі тақырыптарын және белгілі бір оқу кезеңдерін (тоқсан, триместр, оқу жылы, орта білім деңгейі) аяқтағаннан кейін білім алушылардың үлгерімі туралы ақпарат беру үшін жүргізіледі. Бағалау белгілі бір кезеңдегі оқу материалын игеру деңгейін анықтауға және белгілеуге мүмкіндік беретін баллдар мен бағаларды қоюмен бірге жүреді. Формативті бағалау – күнделікті оқу барысында жүргізілетін, білім алушылардың үлгерімінің ағымдағы көрсеткіші ретінде қызмет ететін бағалау түрі. Ол білім алушы мен педагог арасындағы жедел байланысты қамтамасыз етеді, кері байланысты қамтамасыз етеді және білім алушының білім, білік және дағдыларын жетілдіруге ықпал етеді. Бағалаудың осы түрінің негізгі сипаттамалары – білім алушыларды бағалау процесіне белсенді тарту, оқытуды білім алушылардың қажеттіліктеріне бейімдеу және сындарлы кері байланыс беру [28].

Сонымен, ағылшын тілі сабақтарында білім алушылардың жұмысын бағалау кезінде педагогтар үш аспектіні ескереді, білім алушы әр аспект бойынша кері байланыс алады:

- 1) тапсырманы орындаудың таңдалған тәсілі;
- 2) аралық әрекеттер/есептеулер;
- 3) алынған жауап [32].

Мұғалімнің формативті бағалау процесіндегі қызметі келесі кезеңдерді сақтауды қамтиды:

- формативті бағалауды жоспарлау және ұйымдастыру;
- формативті бағалау әдістерін таңдау;
- кері байланыс беру;
- формативті бағалау нәтижелерін талдау [28].

Бұл әдістемелік ұсынымдамаларда икемді дағдыларды дамытуға арналған тапсырмалар, сондай-ақ формативті бағалау әдістері ұсынылады.

Формативті бағалау кезінде оқу мақсатына сәйкес бағалау әдісін таңдау маңызды. Ол үшін сабақты әзірлеу кезінде мұғалім келесі сұрақтар қою керек: қандай дағдыларды дамытуға назар аудару керек? Бұл үшін бүгін сабақта қандай оқу мақсатын жүзеге асырамыз? Білім алушылардың осы дағдыларын дамытуға қандай тапсырмаларды беру тиімді болады? Оқушының мақсатқа жетуін қалай (қандай әдістер мен тәсілдер арқылы) өлшеуге болады (бұл үшін оқушылар мұғаліммен бірге бағалау критерийлерін жасай алады)? Бұл процесс тұйық болып табылады (сабақтың соңында мақсатқа оралып, мақсатқа қол жеткізілгендігі және сәттіліктің/ сәтсіздіктің себептері анықтау үшін рефлексия жасау керек: тапсырмалар мен бағалау әдістері қаншалықты дұрыс таңдалған, дескрипторлар түсінікті ме, кері байланыс қаншалықты тиімді болды және т.б.

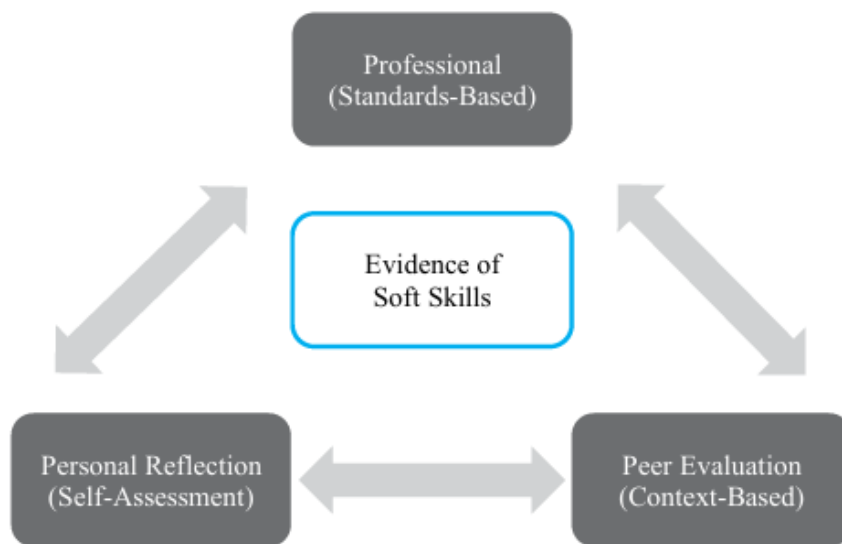
Формативті бағалау процесі келесі кезеңдерді жүзеге асыру арқылы өткізіледі:

- формативті бағалауды жоспарлау және ұйымдастыру;
- формативті бағалау әдістерін таңдау;

- кері байланыс беру;
- формативті бағалау нәтижелерін талдау [28].

Формативті бағалау нәтижелері негізінде келесі сабақтағы формативті бағалау жоспарланады.

Икемді дағдыларды бағалау бойынша зерттеулер әртүрлі бағалау құралдарын ұсынады. Олардың кейбіреулері технологияны дамыту дәуірінде цифрлық белгішелерді (digital badges) пайдалануды ұсынады [6; 26], ол дамыған икемді шеберліктің жақсы дәлелі болады. Осы мақсатта зерттеушілер төсбелгілерді табыстау критерийлері мен стандарттарын әзірледі, міндетті өзін-өзі бағалауды, сондай-ақ субъективті немесе жиі жеке деректерге негізделген шешім қабылдауды тоқтату мақсатында бақылау мен бағалау процессіне тәрбиешіні немесе сыныптастарын тарту ұсынады, бұл бағалау тәсіліне экологиялық негізділік береді [26]:



Сурет. Бағалау құралының графикалық көрінісі

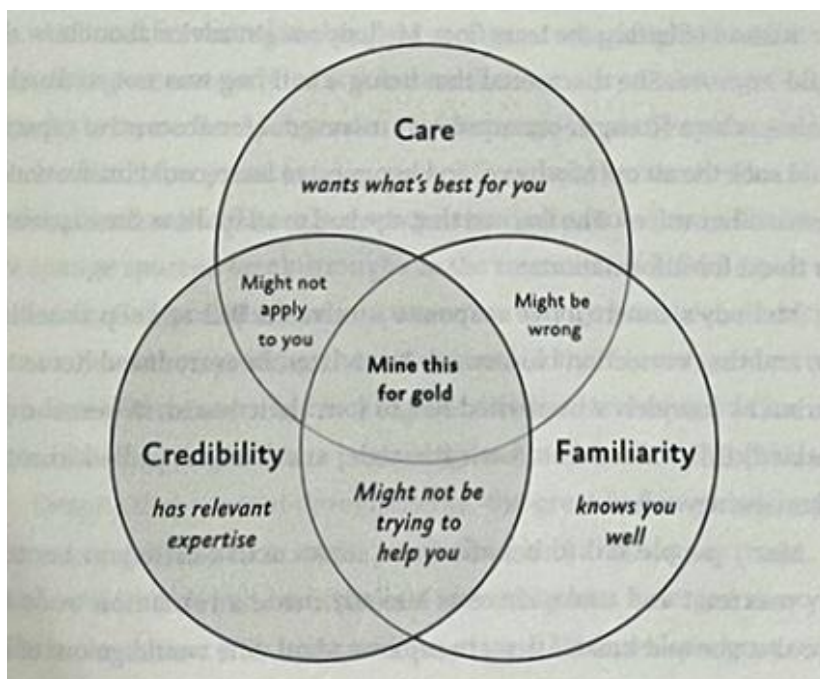
Оқу мен сабақтың мақсаттарын ескере отырып сыныпта бейімдеуге болатын келесі іскерлік ортада қолданылатын икемді дағдыларды бағалау құралдары ұсынылады:

Бағалау әдісі	Сипаттама	Қолдануы
Сұхбат	Тікелей қарым-қатынас арқылы оның әлеуеті мен табысқа жету үшін қолданылатын әдістерін толығырақ бағалауға болады, бұл әдіс икемді дағдыларды бағалау үшін ең талап етілетін әдіс болып табылады.	Сұхбат құрылымы әртүрлі болуы мүмкін. Тікелей сұрақ қоюға болады: «Сіз сыныптастарыңызбен тіл табысасыз ба?» немесе білім алушының сыныптағы конфликтті жағдайын қалай шешетінін айтып беруді сұраңыз.
Кейстер	Кейс әдісі потенциалды және қолданыстағы икемді	Әдіс білім алушыларға көптеген мәліметтерді қамтитын күрделі жағдайларды талдауды және

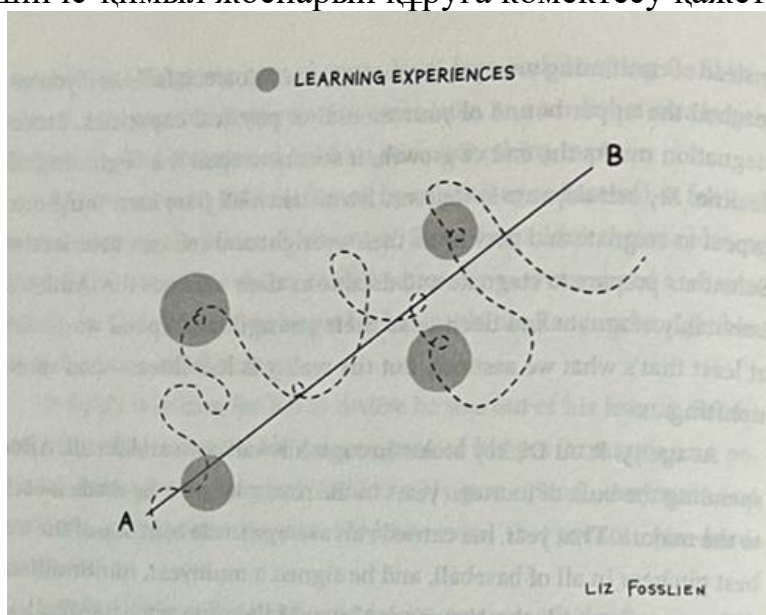
	дағдыларды бағалауға мүмкіндік береді.	өздерінің икемді дағдыларына сүйене отырып шешім қабылдауды ұсыну болып табылады. Мақсат шынайы болуы керек және мәселені қамтуы керек. Мысалы, проактивтілікті (басқа адам тарапынан қысым болған кезде эмоцияларды бақылау қабілетін) бағалау үшін стресс жағдайын модельдеуге болады.
Іскерлік ойындар	Бұл білім алушыларға өздерінің күшті және даму аймақтары туралы конструктивті ақпарат алуға мүмкіндік береді.	Білім алушыларға тапсырманы орындау ұсынылады, оның орындалуы кезінде «мамандар» процесті бақылайды. Олар топ мүшелерінің өзара әрекетін, қолданылатын стратегиялар мен қабылданатын шешімдерді бағалайды.
Бақылау	Бұл икемді дағдыларды бағалаудың ең тиімді әдістерінің бірі болып табылады.	Бақылау жұмыс нәтижесіне әсер етуі мүмкін ықтимал мәселелерді анықтауға ықпал етеді.
Бағалау 360 градус	Қызметкердің күшті және әлсіз жақтарын, сондай-ақ оның іс-әрекеттері мен шешімдерінің айналасындағыларға әсерін бағалауға мүмкіндік береді.	Икемді дағдыларды оқыту процесіне барлық қатысушылар, соның ішінде өзі де бағалайды. Сұрақтарды дұрыс және нақты тұжырымдау маңызды.
Жағдаятқа қатысты тесттер және жеке сауалнамалар	Икемді дағдылар мен құндылықтар туралы шынайы жауап алуға мүмкіндік береді.	Алғашқы жауапты тез таңдауға кеңес беріледі (шыншылдықтың маңыздылығы атап өтіледі).

Ұқсас бағалау құралдарын топтық бағалау, модельдеу, жазбаша тесттер, тағылымдамалар, HR менеджерімен сұхбат және менеджермен сұхбат қарастырылған басқа зерттеушілер де талдады, мұнда сұхбат арқылы бағалау бағалаудың ең қолайлы әдісі болды [6; 8]. Дегенмен, зерттеушілер кейбір көзге көрінбейтін икемді дағдыларды бағалау мүмкіндігіне күмән келтіреді [8].

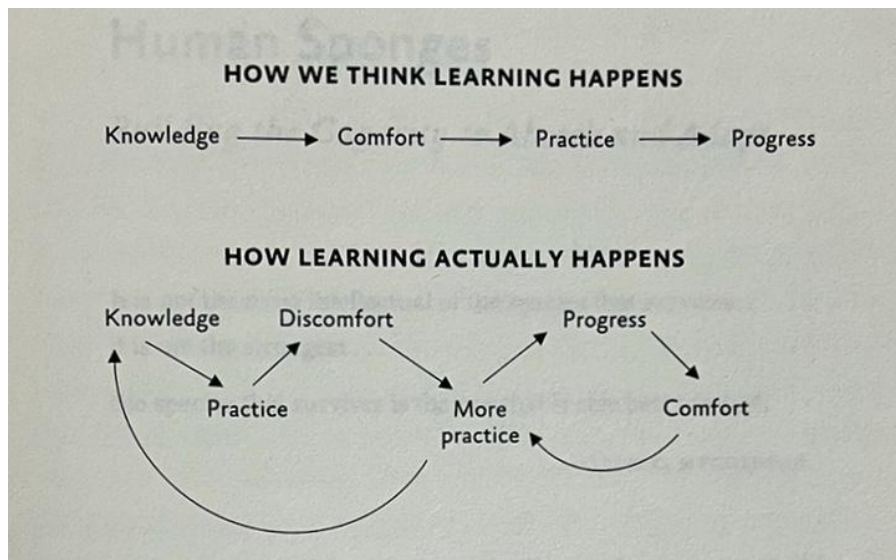
Ақпаратқа ие болудың кілті – қандай деректерді сіңіру керектігін және қайсысынан арылу керектігін анықтау. Бұл қандай мұғалімдерге сену керек деген сұрақ. «Hidden potential» авторы А. Грант сенімділікті үш құрамдас бөлікке бөледі: қамқорлық, сенімділік және хабардарлық [12]:



Осылайша, бағалау кезінде дағдылар біркелкі дамымайтынын есте ұстаған жөн: әркімнің өзіндік траекториясы мен оқу тәжірибесі бар (сурет). Білім алушыларды бір - бірімен салыстыруға болмайды, тек білім алушының үлгерімін, атап айтқанда оның өткен нәтижесін қазіргі кездегі нәтижемен талдап, табысқа жету үшін іс-қимыл жоспарын құруға көмектесу қажет:



«Дағдыларды жақсарту тауға көтерілу сияқты» – деп, «Hidden potential» авторы айтқан. «Біз жоғарыға көтерілгенде, жол тік болады және біздің жетістіктеріміз кішірейді. Импульс таусылғанда, біз тоқтай бастаймыз. Тек газды басу жеткіліксіз – біздің дөңгелектер айналады, бірақ біз қозғалысын тоқтаттық» [12]. Авторлар білім алудың ойдағы процесі мен нақты іс жүзіндегі процеспен салыстырып, ол табыспен де, жайсыздықпен де қатар жүретін, және жүзеге асыруда тәжірибені қажет ететінін көрсетеді. Оқытудың іс жүзінде қалай жүретіні келесі диаграммада көрсетілген:



Егер біз оқу процесін дұрыс жобалап, потенциалын кеш ашатын (late bloomers) және перспективалы үміткерлердің (long shots) әлеуетін тануды үйренсек, онда жақсы идеялар тек жоғарыдан төменге қарай қозғалмайтынын мойындаймыз. Ал мектеп жүйелері сәтсіздіктен бастаған білім алушыларға табысқа жетуге мүмкіндік бере алады. Данышпандарды табамыз деп күткен жерден ғана іздеудің орнына, әрбір білім алушының данышпандығын тәрбиелеу арқылы адамзаттың ең үлкен әлеуетін аша аламыз [12].

### *Әр түрлі елдерде икемді дағдыларды дамыту тәжірибесі*

ЕLene4work жобасы аясында кейбір Еуропа елдерінде икемді дағдыларды дамытудың салыстырмалы талдауы жүргізілді. Деректерді жинау үшін серіктестерге бірыңғай тәсілді қолдануға мүмкіндік беретін шаблон мен глоссарий жасалды. Бельгияда білім алушыларға икемді дағдыларды дамыту бойынша қосымша курстар ұсынатын U2ES және кәсіпкерлерге арналған зерттеулер мен тренингтер өткізетін HoGent кәсіпкерлік орталығы сияқты бірнеше бастамалар бар.

Финляндияда өмірлік дағдыларға баса назар аударылады, ал фин университеттері академиялық, әлеуметтік және коммуникативті дағдыларды қамтитын оқу бағдарламаларын белсенді түрде дамытуда. Францияда Career Center көшбасшылықты, командалық жұмысты және басқа дағдыларды дамытуды ұсынады. Германияда негізгі дағдылар тақырыбы да өзекті, университеттер оларды дамыту үшін пәнаралық орталықтар құруда. Грецияда өнімділікті арттыру үшін икемді дағдылардың маңыздылығын мойындайды, бірақ оларды анықтау мен жүзеге асыруда қиындықтар бар. Италияда университеттер мен басқа ұйымдар еңбек нарығына қажетті дағдыларды дамытуға бағытталған тренингтер мен зерттеулер жүргізеді. Польша мен Испанияда да осы тақырып бойынша зерттеулер мен талқылаулар жүргізілуде. Ұлыбританияда икемді дағдыларды дамытуға, әсіресе үкімет пен білім беру мекемелері тарапынан көп көңіл бөлінеді.

Соңғы жылдары Еуропада икемді дағдыларды дамытуға бағытталған ЕО қаржыландыратын бірнеше жоба жүзеге асырылды. Mass жобасы икемді дағдыларды бағалаудың әртүрлі тәсілдерін қолданудың маңыздылығын көрсетеді. E-QUA жобасы жиырма сегіз университеттің сегізі ғана икемді дағдыларды дамыту бағдарламаларын ұсынатынын көрсетті. DAISS жобасы жұмыссыз ересектерге өздерінің икемді дағдылары мен бәсекеге қабілетті еңбек нарығындағы маңыздылығы туралы хабардарлықты дамытуда қолдау көрсетті. Niss жобасы әртүрлі мақсатты топтарда икемді дағдыларды бағалау әдістерін қолдануды кеңейтуге бағытталған. GRASS жобасы білім алушылардың ресми валидациясы мен танылуы үшін икемді дағдыларын сандық бағалауға бағытталған. S-Cube жобасы әлеуметтік кәсіпорындарда икемді дағдыларды жақсарту үшін онлайн оқытуды әзірледі. YES ME жобасы жастардың жұмыспен қамтылуы мен ұтқырлығын жақсарту үшін икемді және көлденең дағдыларды дамытудың халықаралық тәжірибелерін зерттеді [7].

Осылайша, икемді дағдылар білім беру процесінде шешуші рөл атқарады, өйткені олар білім алушыларға пәндік дағдыларды игеруге және тұлғааралық қарым-қатынас, эмпатия, сыни ойлау және басқа да әмбебап дағдыларды дамытуға мүмкіндік береді. Ағылшын тілі сабақтарында икемді дағдыларды дамыту және бағалау гуманистік құндылықтарды бекітуге ықпал етеді, білім алушылардың жеке дамуына ықпал етеді және коммуникативтік құзыреттілікті дамытуға ерекше назар аудара отырып, өзгермелі білім беру парадигмаларына сәйкес білім алушылардың академиялық үлгерімін арттырады.

## 2. 5-9-СЫНЫП БІЛІМ АЛУШЫЛАРЫНЫҢ ИКЕМДІ ДАҒДЫЛАРЫН ДАМЫТУ ЖӘНЕ БАҒАЛАУ БОЙЫНША ӘДІСТЕМЕЛІК ҰСЫНЫМДАР.

### Tasks for Developing Soft Skills in Grade 4

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

**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><i>Where</i></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.

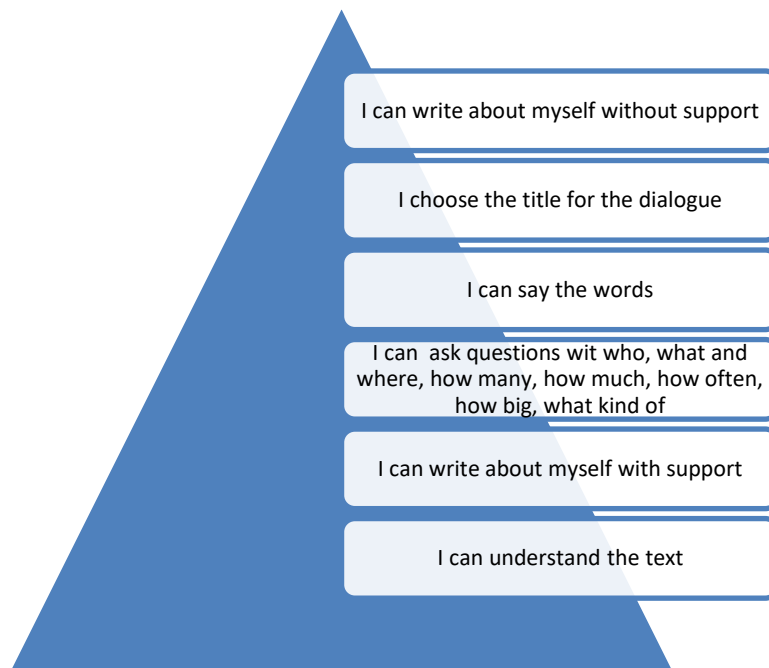
First name	
Surname	
Title	Mr____ Ms____ Mrs_____
Age	
Address	
Postcode	
Email	

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 4.3.5.1 understand the main points of short simple texts on a growing range

	<p>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 range of general and some	Determining the value of the materials and methods when aims, standards and criteria are defined	Justify that gasoline cars are harmful to the environment

		curricular topics		
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.

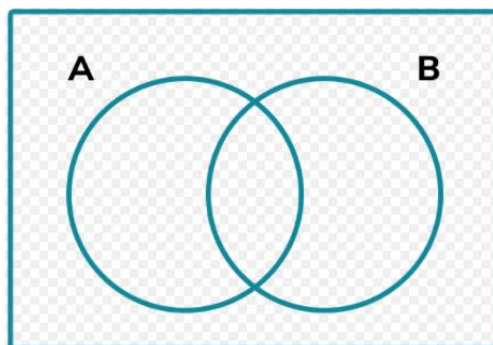
**APPLYING:**

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:**

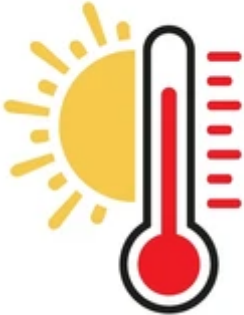
Task 6. Make your electric car. Draw it and add some characteristics.

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 experiences on an increasing range of general and some curricular topics</p>
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>
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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 objects on a limited range of general and some curricular topics, begin to describe past	Making the integer of the particular parts	Look at the pictures and tell the story.

		experiences on an increasing range of general and some curricular topics		
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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-djavol-nosit-prada.html">https://kinogo.media/31054-djavol-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	Memorization of	Read the

		sound with support a growing range of language at text level	specific information.	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?

### 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.

### Tasks for Developing Soft Skills in Grade 5

Grade	5
Unit 1	Home and away
Level	A2
Aims	5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics; 5.1.6.1 organise and present information clearly to others
Skills	Soft skills (teamwork, creativity, presentation skills)
Strategies and techniques	Project presentation
Assessment	Group assessment using the strategy “2 stars and a wish” (feedback forms): it suggests giving evaluations with 2 positive statements and conclude with a wish about the things which need to be improved.
Criteria	Teamwork, creativity, and problem-solving strategies.
Materials Needed:	- topics - Feedback forms - Rubric for assessment - Timer
Expected Results:	1. Students demonstrate their creativity and ability to think critically. 2. Students develop empathy by understanding different perspectives. 3. Students practice reading literacy analysis of the written material.

Task 1. Read 2 texts about Paul and Azamat. Then answer the questions.

Paul: Hi! I’m Paul. I’m 12 years old. My family is not big. I have a mother, a father and a sister. We live in a small town. There are four rooms in our flat: two bedrooms, a living room and a kitchen. I have to share a bedroom with my sister but we have different interests. She likes singing, dancing and listening to loud music. I

like reading books or drawing. Also I like high places and big views.

Azamat: Hello! My name is Azamat and I'm 11 years old. I live in the village. I have a big family. I have a grandmother, a grandfather, a mother, a father and two sisters. On holidays we have a big meal with all the relatives. My father cooks fish on a barbeque and we all have a great time together. I often help my mum in the garden. My mum likes flowers and there are different kinds of flowers in our backyard. Our house is not very big and I have to share the room with my sisters. I want to have my own room.

Questions:

1. Who has a large family? (Azamat)
2. Who has got a small family? (Paul)
3. Who hasn't got his own room? (Paul and Azamat)
4. Who likes gardening? (Azamat)
5. Who likes quiet places? (Paul)

Organize the students into two groups. In large classes you can divide the learners into four groups. In this case there will be 1 task for 2 groups and then they can compare their projects.

Task 2. Now you are realtors and you should find a suitable house or flat for Paul and Azamat.

Group 1-2: prepare a project of a house for Azamat where he can live with all the members of his family.

Group 3-4: prepare a project of a flat for Paul where he can live with his family and do his hobby.

You will evaluate each other's projects according to the following criteria:

- Creative
- Colourfull
- Clear presentation
- Suitable for Azamat (or Paul)
- Participation of the whole group

When all the groups have presented their projects, each group should choose only one project and give them feedback using "Two stars and a wish" strategy.

The image shows a yellow feedback form titled "Two Stars & A Wish". Below the title, it says "Feedback for:". The form is a table with three rows and two columns. The first column contains three yellow stars: the top one is solid, the middle one is solid, and the bottom one is a star with a trail, representing a wish. The second column is empty for writing feedback.

Two Stars & A Wish	
Feedback for:	
★	
★	
★	

**Group assessment sheet**

Criteria	Group 1	Group 2	Group 3
· creative;			
· colourful;			
· clear presentation;			
· suitable for Azamat (or Paul).			
· Participation of the whole group			

Doing this task students will learn to solve the problem creatively, analyse other people's needs, present their ideas clearly, and collaborate with other members of the group. All of these will help them to develop such crucial soft skills as teamwork, creativity, problem-solving and presentation skills. They should have enough time to discuss and create a poster or a model.

Grade	5
Unit 2	Living things
Level	A2
Aims	5.4.9.1 recognize the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics 5.1.4.1 evaluate and respond constructively to feedback from others;
Skills	Soft skills (time-management, problem solving, critical thinking, emotional intelligence)
Strategies and techniques	Jigsaw reading, research, Think-pair-share
Assessment	Peer assessment using the strategy "Think-pair-share" (feedback forms): it suggests first thinking individually about the work and criteria, then discuss in pairs and share with the whole class or mini-group. It gives the learners time to think and make up their mind, then discuss with a partner, it gives them more confidence
Criteria	time-management, problem solving, critical thinking, emotional intelligence
Materials Needed:	- a topic about endangered animals - a chart for facts and opinion - access to the internet and links for the relevant information - paper, markers, and other materials for presentations - feedback forms - rubric for assessment - timer
Expected Results:	1. Students identify the facts and opinion of the writer in the text. 2. Students develop empathy to the endangered animals and become more aware about ecological problems. 3. Students practice researching and presenting information 4. Students express their emotions about the topic



Divide the class into 2 groups for Jigsaw reading. Group 1 reads the text about giant panda and group 2 reads the text about a sea turtle.

**Task 1. Read the text about endangered animals and do the task.**

**Endangered Animals**

Endangered animals are those that are in danger of disappearing forever. They need our help to survive because their numbers are getting smaller and smaller.

One example of an endangered animal is the giant panda. Giant pandas are big, black-and-white bears that live in China. They eat bamboo, but there is not enough bamboo left for them to eat because people are cutting down their forests. We need to protect their homes and help them find more bamboo to eat.

Another endangered animal is the sea turtle. Sea turtles live in the ocean and lay their eggs on beaches. But sometimes, they get caught in fishing nets or eat plastic by mistake, which makes them very sick. We need to keep our oceans clean and make sure that sea turtles have safe places to lay their eggs.

**Vocabulary Matching**

Match the following words with their meanings:

- |               |                           |
|---------------|---------------------------|
| 1. Endangered | a) A place to live        |
| 2. Habitat    | b) To keep safe from harm |
| 3. Protect    | c) at risk of extinction  |

Key: 1. c; 2. a; 3. b

Task 2. Read the text again and complete the chart then tell the class about an endangered animal you have read about.

Facts	Opinion of the writer

Keys:

Group 1. Giant pandas

Facts	Opinion of the writer
1. big, black-and-white bears 2. live in China 3. eat bamboo 4. there is not enough bamboo left 5. people are cutting down forests	1. We need to protect their homes 2. we need to help them find more bamboo to eat

Group 2. Sea turtles

Facts	Opinion of the writer
1. live in the ocean 2. lay their eggs on beaches 3. get caught in fishing nets 4. eat plastic by mistake, which makes them very sick.	1. we need to keep our oceans clean 2. organize safe places to lay their eggs

**Task 3. Research and Presentation**

1. Divide students into small groups and assign each group a special area. Group 1 –

endangered animals living in the sea, Group 2 – endangered animals living in the forest, Group 3 – endangered animals living in the mountain.

2. Provide resources for students to research animals and set the time

Assessment criteria:

- use time wisely
- gather relevant information
- organize the poster clearly
- express your emotions about the endangered animals

**Giving feedback with “Think-Pair-Share” to another group.**

1. Think about the following questions:

Did they finish on time?

Did they give relevant information?

Is their poster clear?

How did they express their emotions?

2. Discuss the questions with your partner.

3. Share your ideas with the whole class.

Grade	5
Unit 3	Values
Level	A2
Aims	5.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;
Skills	Soft skills (time-management, problem solving, critical thinking, emotional intelligence)
Strategies and techniques	Role-play scenarios, “Exit ticket”
Assessment	Formative assessment strategy “Exit Tickets”: At the end of a lesson or class period, students should answer a few brief questions or prompts related to the day’s learning objectives and target soft skills. This provides immediate feedback to the teacher on student understanding. Questions should be prepared beforehand
Criteria	problem solving, critical thinking, emotional intelligence
Materials Needed:	Role-play scenario cards Exit tickets for each student
Expected Results:	1. Students understand the problem. 2. Students solve the problem together. 3. Students practice important social and emotional skills 4. Students learn value the relationships

**Family and Friends Role-Play Scenarios:**

- Task: Provide students with role-play scenarios related to family and friends, such as resolving conflicts, expressing gratitude, or supporting each other during difficult times.

- Problem Solving: Encourage students to work together to brainstorm creative solutions to the scenarios, considering the perspectives and feelings of all parties

involved.

- Emotional Intelligence: Guide students in exploring the emotions and interpersonal dynamics involved in each scenario, helping them develop empathy, communication skills, and emotional awareness.

### 1. Resolving Conflicts:

#### **Scenario 1: Sharing Toys**

- Situation: Two friends both want to play with the same toy.

- Role-play: Each student takes turns being the friend who has the toy and the friend who wants to play with it. They practice using calm voices, taking turns, and finding a compromise, such as sharing the toy or finding another activity to do together.

#### **Scenario 2: Playground Disagreement**

Situation: Two classmates have different ideas for what game to play during the break.

- Role-play: One student suggests their game idea while the other student suggests theirs. They work together to find a solution, such as playing one game first and then the other, or combining elements of both games.

### 2. Expressing Gratitude:

#### **Scenario 1: Thanking a Teacher**

- Situation: A teacher helps a student with a challenging math problem during class.

- Role-play: The student expresses gratitude to the teacher, saying thank you and explaining how the teacher's help made a difference in their understanding of the problem.

#### **Scenario 2: Thanking a Classmate**

- Situation: A classmate shares their crayons with another student who forgot theirs.

- Role-play: The student expresses gratitude to their classmate, saying thank you and explaining how much they appreciate the kindness.

### 3. Supporting Each Other During Difficult Times:

#### **Scenario 1: Cheer Up a Friend**

- Situation: A friend is feeling sad because they lost their favorite toy.

- Role-play: One student acts as the sad friend while the other student tries to cheer them up by offering words of encouragement, suggesting fun activities to do together, or simply being there to listen.

#### **Scenario 2: Helping a Family Member**

- Situation: A family member is feeling stressed because they have a lot of chores to do.

- Role-play: The student offers to help their family member with chores, such as setting the table for dinner or tidying up their room, showing kindness and support during a busy time.

Assessment of soft skills with “Exit ticket”:



**Exit Ticket**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

The most interesting scenario was \_\_\_\_\_

I could solve the problem because \_\_\_\_\_

At the lesson I felt myself \_\_\_\_\_

The most valuable thing for me is \_\_\_\_\_

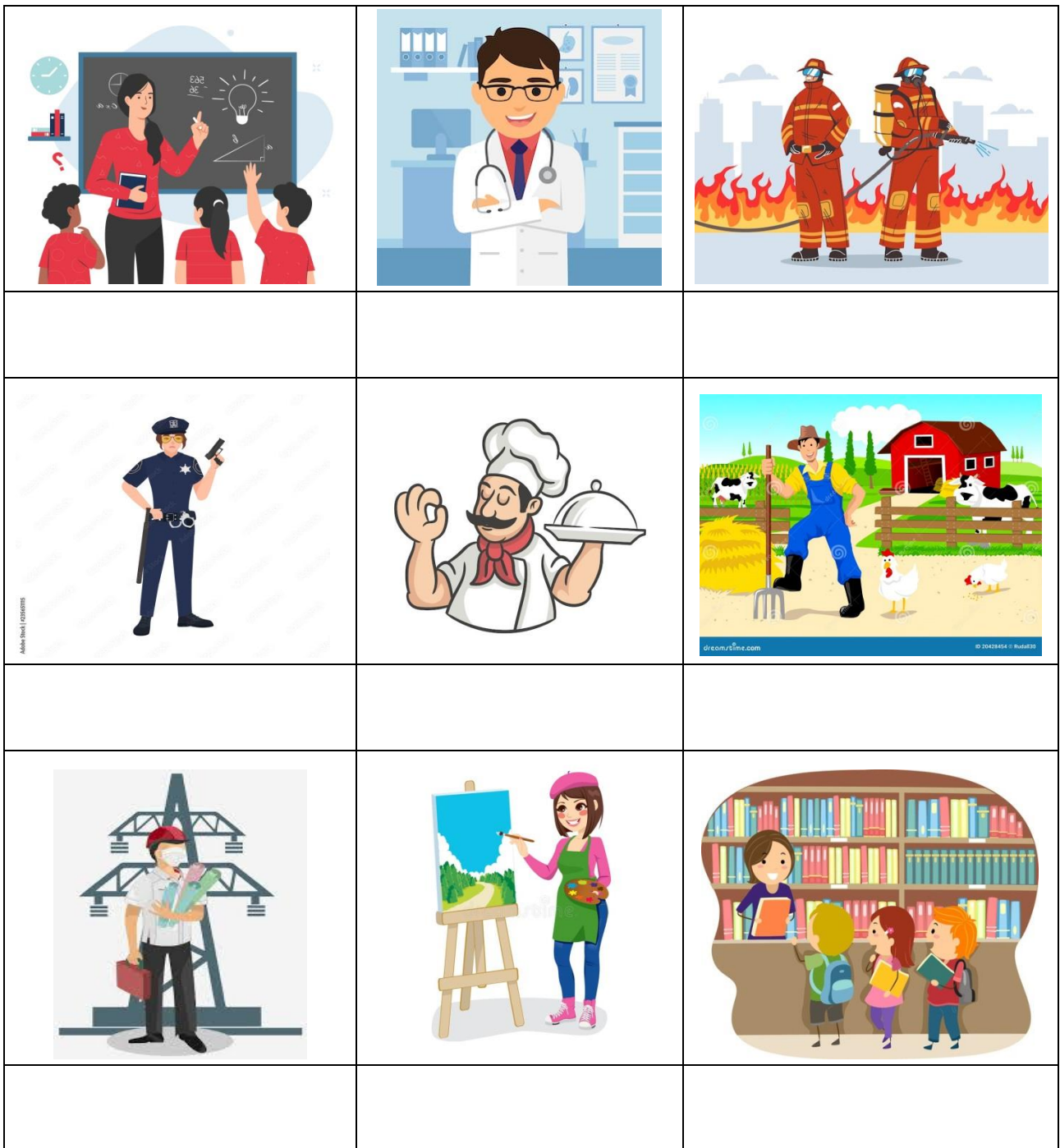
These role-play scenarios provide engaging opportunities for elementary learners to practice important social and emotional skills while exploring the values of empathy, cooperation, and kindness within the context of family and friendships.

Grade	5
Unit 4	The world of work
Level	A2
Aims	5.1.7.1 develop and sustain a consistent argument when speaking or writing; 5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics;
Skills	Soft skills (time-management, communication, teamwork, problem solving, critical thinking, emotional intelligence)
Strategies and techniques	Matching game, Guess the profession, Behavioral Checklists
Assessment	Formative assessment strategy “Behavioral Checklists”: you can create behavioral checklists that outline specific values-related behaviors and skills you want to observe in students. Use these checklists to track students' progress over time and provide feedback on areas for improvement. Peer-assessment
Criteria	time-management, communication, teamwork, problem solving, critical thinking, emotional intelligence
Materials Needed:	Cards with professions, adjective flashcards Behavioral Checklists
Expected Results:	1. Students solve the problem together. 2. Students learn to prove their points of view

To help elementary learners develop and sustain a consistent argument when speaking or writing, we should help them understand and describe different professions. That is why we should equip them with simple yet vivid adjectives that are easy for them to grasp. You can divide your class into mini-groups.

**Task 1.** Match the professions with adjectives. Describe the people of different professions with the given adjectives. You can use the same adjective more than once. Prove your choice.

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Adjectives: helpful, patient, kind, intelligent, caring, smart, dedicated, brave, strong, courageous, quick, protective, responsible, creative, skilled, talented, hardworking, friendly, innovative, imaginative, expressive, unique, organized, quiet.

Peer-assessment. Put tick or cross and count the points.

Descriptors	v	x
- writes at least 3 adjectives		
- proves his/her choice		
- describes the profession with at least 2 sentences		
- finishes the task on time		

- speaks clearly		
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**Task 2. Guessing game. Use the flashcards from task 1. Choose any volunteer from the class, ask him/her to close his/him eyes. Show the class any card, they should describe the profession at sentence level until the volunteer will guess the profession.**

Example Sentences:

Teacher: She is very patient. She is always helpful when we have questions.

Doctor: He is very caring and helps people feel better.

Firefighters: They are brave and strong, always ready to help in emergencies.

Police officers: They are brave and protect our community.

The chef: He is very creative and makes delicious food.

Farmers: They are hardworking and grow the food we eat.

Engineers: They are creative and build important structures.

Artists: They are very imaginative and create beautiful artwork.

Librarians: They are quiet and help us find great books.

**Task 3. Drawing and Describing. Have students draw a picture of someone in a profession and write a few sentences using descriptive adjectives about the person. This will enhance creativity and descriptive writing skills.**

1. for high-motivated learners: create a new profession of the future. Draw and describe it.

2. for low-motivated learners: surf the net and find unusual professions. Draw and describe 2 of them.

Formative assessment: “Behavioral Checklist”

Creating a behavioral checklist for assessing soft skills during a lesson involves identifying key soft skills and corresponding behaviors that demonstrate these skills. Here’s a comprehensive checklist that you can use:

N	Students’ name	time-management	communication	teamwork	problem solving	critical thinking	emotional intelligence

### 1. Communication Skills

- Verbal Expression: Participates in class discussions.
- Listening: Listens attentively when others are speaking.
- Clarity: Clearly expresses ideas and thoughts.
- Non-verbal Communication: Uses appropriate body language (eye contact, nodding).

### 2. Teamwork and Collaboration

- Cooperation: Works well with classmates during group activities.
- Respect: Shows respect for others’ ideas and contributions.
- Supportiveness: Offers help to peers when needed.

#### 4. Problem-Solving and Critical Thinking

- Initiative: Takes initiative to solve problems or answer questions.
- Creativity: Offers creative solutions or ideas.
- Decision Making: Makes thoughtful and informed decisions.
- Adaptability: Adapts to new situations or changes in the lesson.

Rating Scale: Use a simple rating scale (e.g., Yes/No, 1-5, Excellent/Good/Fair/Needs Improvement) to evaluate each behavior.

This checklist will help systematically assess and develop essential soft skills in elementary learners during a lesson about professions.

Grade	5
Unit 5	Creativity
Level	A2
Aims	5.1.9.1 use imagination to express thoughts, ideas, experiences and feelings; 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics;
Skills	Soft skills (time-management, communication, teamwork, problem solving, critical thinking, emotional intelligence)
Strategies and techniques	Jigsaw reading, Art projects, Creative writing, Role-playing, Quizzes and Polls, Jigsaw reading
Assessment	Formative assessment strategy “Quizzes and Polls”: Use short quizzes, polls, or clicker questions to assess student understanding of key concepts throughout a lesson or developing certain skills. Immediate feedback can be provided, and teachers can adjust instruction accordingly based on student responses
Criteria	time-management, communication, teamwork, problem solving, critical thinking, emotional intelligence
Materials Needed:	Printed paragraphs for each groups, peer-assessment sheet, Quiz for each learner
Expected Results:	1. Students create colourful art projects according to the information 2. Students demonstrate their imagination 3. Students write a coherent paragraph using the given phrases 4. Students express their emotions during the role-play activity

By engaging in these activities, students can improve their understanding of the story, enhance their creativity, and practice their language skills in a fun and meaningful way. Pre-teach some vocabulary that can be challenging for the learners.

Divide the class into 5 minigroups - a paragraph for each group. Set the time limit for each task.

**Task 1. Read the paragraph from a fairy tale and draw an art project about it so that you can look at the picture and retell the paragraph. Use bright colors and include as many details as possible.**

#### **The Enchanted Forest Adventure**

Once upon a time in a land far, far away, there was a magical forest known as

the Enchanted Forest. This forest was home to all kinds of mythical creatures like talking animals, fairies, and even a friendly dragon. The forest was a place of wonder, where trees glowed with soft, colorful lights, and flowers sang sweet melodies.

One sunny morning, a young girl named Lina and her best friend, a curious boy named Marco, decided to explore the Enchanted Forest. They had heard many stories about the forest’s magic, but they had never seen it for themselves.

As they entered the forest, they visited the Crystal Cave. Inside the cave, walls were covered with shimmering crystals that reflected light in a thousand colors. In the center of the cave, they found a crystal fountain that glowed with a magical blue light. The fountain grants a single wish to those who are kind-hearted.

Lina and Marco thought long and hard about their wish. They wanted something that would benefit everyone, not just themselves. Finally, they decided. «We wish for everyone in the village to have enough food and be happy», they said together. The fountain sparkled brighter than ever before, and a warm, gentle breeze filled the cave.

When they returned to their village, they found it transformed. Gardens were full of ripe fruits and vegetables, and the villagers were smiling and laughing. The magic of the Enchanted Forest had fulfilled their wish.

**Task 2. Organize an art gallery from the art projects of each group. Then the whole class will go from picture to picture and listen to each group’s retelling of their paragraphs.**

Peer-assessment:

Descriptors:	Group 1	Group 2	Group 3	Group 4	Group 5
- uses bright colours					
- includes many details					
- keeps time-management					
- retells the paragraphs clearly					
- uses the picture for retelling					

After the assessment and giving feedback you can the best art project and award the prize.

**Task 3. Creative Writing. Write a short paragraph of 4-5 sentences about what you would wish for if you found the magical fountain. Think about how your wish could help others.**

Useful phrases: we wish, we want, happiness, piece in the world, help the people, no war, enough food and money, kind and friendly people, and, also, always.

**Task 4. Role-Playing.**

- Divide students into small groups and assign them roles (Lina, Marco, fairies, a friendly dragon, a magical fountain).

- Have them act out scenes from the story, focusing on expressing emotions and using their imaginations.





Group 1: invent a new kind of sport that combines elements of basketball and volleyball.

Group 2: invent a new kind of sport that combines the elements of karate and kokpar?

Group 3: invent a new kind of sport that combines the elements of football and box?

Assessment sheet:

Descriptors	Group 1	Group 2	Group 3	Group 4
Finds a name for a new sport				
Creates the rules for the game				
Suggests necessary equipment				
Keeps the time-limit				
Everyone participates				

Activity: Exploring the Human Body and Exercise

Materials:

- Large posters or charts of the human body
- Markers, crayons, and colored pencils
- Cut-out labels for different body parts (heart, lungs, muscles, bones, etc.)
- Exercise equipment (e.g., jump ropes, small weights, hula hoops)
- Stopwatch or timer
- Reflection journals or sheets for self-assessment

Task 1: Body Part Identification and Functions

- Divide students into small groups (4-5 students per group).
- Provide each group with a large poster of the human body and a set of cut-out labels.

Group Work

- Instruct groups to place the labels on the correct parts of the body on the poster.
- Ask each group to write a short sentence next to each label explaining the function of that body part.

Discussion:

- Have each group present their poster and explain the functions of the body parts they labeled.

Task 2: Exercise Stations

Create exercise stations around the classroom or in an open area. Examples:

- Jump rope station
- Hula hoop station
- Small weights station (lifting light weights)
- Stretching station
- Aerobic exercise station (jumping jacks, running in place)

Instructions:

- Explain that students will rotate through the stations, spending a few

minutes at each one.

- At each station, they will perform the exercise and observe how their body feels (e.g., heart rate, breathing, muscle use).

Rotation:

- Set a timer for 3-4 minutes per station and guide students to rotate to the next station when time is up.

By engaging in these activities, students will gain a better understanding of the human body, the functions of different body parts, and the benefits of regular exercise, while also practicing physical activities in a fun and educational setting.

Soft skills assessment:

- Hand out index cards for students to write down what they learned about working in groups and presenting information.

The image shows a template for an index card titled "INDEX CARD" in a large, bold, dark red font at the top center. Below the title, there are nine rounded rectangular boxes arranged in a 3x3 grid, each containing a reflection question. The boxes have different colored borders: orange, brown, yellow, blue, green, pink, light orange, yellow, and light blue. The questions are: "Draw your emotion from the lesson", "Did you like creating a new sport?", "Did you like working in groups?", "Do you like problem solving activities?", "Did everyone participate in your group?", "Why is it important to keep time-management?", "Were you active during the lesson?", "What can you do to develop your speaking skills?", and "Is it important to develop presentation skills?".

Learners can choose any three questions from the Index card and reflect on their performance at the lesson. Teacher collects the learners' evidence and gives constructive feedback and food for thought for future development.

Grade	5
Unit	Values
Level	A2

Strand:	Listening and speaking
Aims	5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics
skills	Soft skills (communication management skills: emotional intelligence, friendliness, empathy, respect)
Strategies and techniques	Games, task-based learning
assessment	Group assessment using the criteria. The 3, 2, 1, Formula – three likes, two suggestions, and one question. The 3-2-1 structure helps students to identify main ideas from supporting information. You can ask students to record three of the most important ideas from the lesson or text, two supporting details for each of these ideas, and one question they have about each of these ideas.
Criteria	use of language in negotiating solutions, emotional intelligence, problem-solving strategies and asking good questions.
Materials Needed:	- Cards - Feedback forms - Rubric for assessment - Timer - Video camera for recording games (optional for review)
Expected Results:	1. Students demonstrate their ability to communicate effectively, avoid stress, overcome challenges and empathize with others. 2. Students develop empathy by understanding different perspectives. 3. Students practice listening and responding skills in a controlled setting. 4. Students enhance their language use in expressing feelings and asking questions.

Read and discuss the procedure of the game in a group (Cards can be distributed to students in advance of the lesson). Play the game in front of the class. Observe other groups and note down key points on cohesion and clarity, empathy, and communication. Use feedback forms to assess each student's performance in the game. Evaluate your peers based on a rubric that includes the following criteria:

- use of language in negotiating solutions
- emotional intelligence
- problem-solving strategies
- asking good questions.

Discuss what strategies were effective, what could be improved, and how well the group managed to communicate. Reflect on how you can apply these skills in real life.

### Cards: Values

*These cards will guide the students during the games. They can be printed and handed out to students before the games.*

<b>Card 1. Common thread</b>	<b>Card 2. Volunteer Unexpected Connection Challenge</b>	<b>Card 3. The Camping Trip Challenge</b>
Background: The students sit in a circle.	Background: Each group has two pictures.	Background: All students are divided into

<p>The presenter, holding a ball in his hand, wraps a thread around his index finger, and then throws the ball to the person sitting on the left and asks questions:          What do you like to do the most?          What do you like to play?          What is your favorite color?          Who's your friend?          What kind of people do you like?          The questions can be different.</p>	<p>One picture shows a book, and the second one shows a computer. Find out three similarities and three differences between them. Make a coherent story based on the pictures.</p>	<p>pairs. The monitor explains that they live on the 9th floor and are going to camping trip. One of the child from a pair had already gone down to the street, but remembered that he/she had forgotten to take some things. It's hard to go upstairs with a backpack, so he/she tries to gesture to his/her partner, who looked out the window, what he/she forgot.</p>
<p>The role of each participant:  <i>Participant:</i> must catch the ball of thread, in turn wrap the thread around his/her finger, answers the question, and accompanies his/her question to the next participant clockwise direction.</p>	<p>The role of each participant:  <i>Random Volunteer:</i> Misunderstood given instructions and failed to communicate clearly.  <i>New Volunteer:</i> Needs to lead the discussion and make a right decision.</p>	<p>The role of each participant:  <i>Participant:</i> receives a piece of paper where the names of three objects are written with capital letters (for example, a ball, glasses, a spoon). All pairs stand in a row and complete the tasks.</p>
<p><b>Objectives:</b> Each participant must learn to be attentive to his/her personal qualities, understand the differences in people's characters, and be able to evaluate them.</p>	<p><b>Objectives:</b> Develop flexibility of thinking, stimulate creative imagination while ensuring all volunteers feel valued.</p>	<p><b>Objectives:</b> To develop communication skills, imagination, the ability to convey messages by non-verbal means, to consolidate the skill of listening simple words.</p>
<p><b>Equipment:</b> a ball of thread</p>	<p><b>Equipment:</b> handout</p>	<p><b>Equipment:</b> handout</p>

<p><b>Card 4. Visualization</b></p>	<p><b>Card 5. Who am I Challenge</b></p>	<p><b>Card 6. The Family Tree Mess</b></p>
<p>Background:          The students put down their pens, relax and close their eyes. They try to imagine the scene as they listen to it, eg This is Siberia, in the north of Russia. It is cold. These are my grandparents.          After listening, students have a few moments to come out of the Boris's family and back into the world of the classroom.</p>	<p>Background:          Everyone receives a sticky note or note card with the name of a famous person. The name is placed on either the person's forehead or upper back with a piece of masking tape.</p>	<p>Background:          The students receive flash cards. During the preparation of the family party, there was a misunderstanding about what relatives is invited to the party.</p>

<p>Participants: ask questions about Boris Moldanov's family: Where were you? What could you see/hear? How do you feel? <i>Monitor:</i> Expected full attendance of the participants and is trying to keep the task on track.</p>	<p>Participants: send out and ask yes or no questions until everyone has identified the name on their own sticky note or card. And take a turn with the other participant asking yes or no questions, until he/she with the sticky note or card guesses the identity of the famous person.</p>	<p>Participants: ask students to write the names of four relatives on a piece of paper. They should explain to the group members how each person is related to them.</p>
<p>Objectives: Listen to a description. Develop a comprehensive strategy to improve communication through the imagination and to settle the class.</p>	<p>Objectives: Develop communication skills, imagination, the ability to convey messages by non-verbal means, to consolidate the skill of listening simple words.</p>	<p>Objectives: Each participant find an immediate solution to invite a relative to a party.</p>
<p>Link: <a href="#">Eyes Open Level 1 Video 1 2 My family by Boris Moldanov (youtube.com)</a></p>	<p><b>Equipment:</b> handout</p>	<p><b>Equipment:</b> handout, flash cards</p>

### Feedback form via "The 3, 2, 1, Formula"

Student's name	three likes	two suggestions	one question
Student 1			
Student 2			
Student 3			

### Group assessment sheet

Criteria	Group 1	Group 2	Group 3
use of language in negotiating solutions			
emotional intelligence			
problem-solving strategies			
asking good questions			

This task engages students actively with cards, helping them to develop crucial soft skills, especially communication management skills: emotional intelligence, friendliness, empathy. It also enhances their English proficiency in expressing

emotions and negotiating solutions. The situations should encourage dialogue, negotiation, and empathy, fostering the development of communication management skills in realistic scenarios.

### Tasks for Developing Soft Skills in Grade 6

Class		6
Unit		Our Class
Level		A2
Aims		6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 6.3.2.1 ask simple questions to get information about a growing range of general topics 6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics
Skills		Communication & Creative and Critical Thinking
Strategies and techniques		Task-based learning
Assessment		Provide feedback forms for peers to fill out, focusing on Evaluation Criteria: Criteria for Assessment is given after the tasks.
Materials Needed:		Whiteboard and markers Printed pictures Writing materials (paper, pens, pencils) Digital devices (optional for presentations) Visual aids (posters, charts showing sample routines) Worksheets and assessment sheet
Expected Results:		understand the problem, design an avatar that represents students as adventurers present an avatar analyse the similarities and difference create the background story of a hero in the world of Roblox.



The sense of Roblox is often about creativity, community, and gameplay. It's a platform where students can create and share their own games, play games made by others, and interact with classmates. Roblox provides a space for imagination and socialization, offering a wide range of experiences from casual to competitive virtual gaming which could be brought into real classroom situations and successfully used by teachers in terms of gamification. <https://create.roblox.com/>

#### Task 1

**Brainstorming Task:** Imagine your classroom as a place for an exciting adventure. Create an avatar or draw a picture of a unique personality from Roblox ready for “Knowledge Adventures”.

<p><b>Name:</b></p> <p><b>Appearance:</b> clothes, and hairstyle or etc.</p> <p><b>Accessories:</b> e.g. a backpack, tools, a magnifying glass glasses, etc.)</p> <p><b>Slogan:</b> e.g. a moto, emotes or gestures.</p> <p><b>Personalization:</b> e.g. symbols or colours that show your hobbies and interests.</p>	
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#### Task 2

**Mini-show or avatar parade:** Students can showcase and present their avatars to the entire schoolroom community. For further activities a teacher or students themselves can create grouping on their choices or randomly.

#### Task 3

**Presentation:** Each student presents their avatar to the group. They explain their choices of clothing, colours, accessories, and expressions and how they plan to cope with challenges in the future “Knowledge Adventures” during the school year.

#### Task 4

**Discussion:** After all groups have presented their designs, have a class discussion about the similarities and differences between the designs. Discuss the importance of expressing respect to other ideas.

#### Task 5



Storytelling Task: Introduce the concept of Roblox and explain that it is a platform where players can create and play games in virtual worlds and the idea can be played in the real classroom. Explain that students will be creating the background story of a hero character who exists in the world of “Roblox Knowledge Adventures”.



Brainstorming Task. Group Discussion:

- What is the name of your hero?
- What does your hero look like? What are their special characteristics or abilities?
- How did they become a hero?
- What problems does your hero face in the world of Roblox? How can they solve them?

#### Task 6

Writing a story: Once students have discussed their hero's background story, instruct them to write or tell the story of your Roblox Hero using imagination and creativity.

#### Task 7

Speaking Task: Share the creations with the class, either by reading aloud, presenting the illustrations, or acting out their hero's story.

#### Task 8

Speaking or Writing Task: Present positive feedback and ask 2 questions about each other's heroes.

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

Criteria Assessment for Feedback:

Criteria	Questions	Answers
<b>Creativity</b>	How original is the hero's background story?	
<b>Character</b>	Are the hero's personality, appearance, and abilities well shown?	
<b>Story</b>	I Is he story well-organized with a beginning, middle, and end?	
<b>Theme</b>	Does the story have the theme of heroism and bravery within the world of Roblox?	
<b>Your questions</b>	1. 2.	

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 6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics 6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.1.2.1 use speaking and listening skills to provide sensitive feedback to peers
Skills	Emotional Intelligence and Collaborative Writing
Strategies and techniques	Task-based learning
Assessment	Peer assessment
Materials Needed:	Whiteboard and markers Printed pictures Writing materials (paper, pens, pencils) Digital devices (optional for presentations) Visual aids (posters, charts showing sample routines) Worksheets and assessment sheet
Expected Results:	work cooperatively analyse the order of events create a story

### Task 1

Brainstorming Task: Work in groups of 3-4 students each. Look at the pictures and discuss who needs help and why.

#### 1. Helping an injured animal

2. Helping a lost child
3. Rescuing someone from danger
4. Helping a friend in need



### Task 2

Discuss in groups the possible variants how to help a child trapped on the roof by flooding. Choose one of the ways and write a story in groups of 3-5 students about the brave rescuer who comes to the child's aid. Describe the problems they face, the courage they demonstrate, and the heartwarming moment when the child is saved.

### Task 3

Students work in groups to write a short story based on their chosen scenario. Each group member should share ideas, sentences, and dialogues. Explain the importance of using descriptive language, dialogues, and topical vocabulary. Give students time for groups to revise and edit their stories together. Each group share their story with the class.

### Task 4



Read and act out the story in small role-play. Connect the theme to real-life examples of helpers and heroes in the neighborhoods. A sample is provided:

Title: «The Heroic Rescue»

Roles:

Aidar: A scared child trapped in the flooded street.

Diana: A courageous teenager known for her.

Narrator: Guides the story and provides descriptions of the acting and characters.

Narrator: In a city, a sudden storm hits, making chaos and mass. Streets flood, trees fall, and people hide for safety. In the chaos, a child becomes alone from their family and finds themselves placed on the roof of a flooded house.

Aidar: (Crying out for help) «Help! Is anyone there?!»

Diana: (Hearing Jack's cries, she rushes towards the street) «I'm coming! Hold on!»

Narrator: With all her courage, Diana on the boat is trying to navigate through the flooded streets, fighting with a high speed of water.

Diana: «Jack, grab onto this rope! I'll pull you to safety.»

Aidar: (Eyes wide with fear, he holds the rope) «Thank you, thank you!»

Narrator: With trembling hands, Jack holds the rope as Diana pulls him to safety, her heart is full with relief.

Diana: (Breathless but smiling) «You're safe now, Aidar. Everything's going to be okay.»

Aidar: (Tears streaming down his face) «Thank you, Diana. You're my hero!»

Narrator: As the storm begins to calm down, Diana and Aidar sitting together, think about the importance of safety.

<b>Peer Assessment for "The Brave Rescuer" Story:</b>		
<u>Criteria</u>	<u>Questions to discuss</u>	<u>Your answers and ideas</u>
Teamwork	How well did everyone work together to create this story?	
Creativity	How unique and imaginative is the story?	
Story	Does the story show the importance of helping others? How?	




Class	6
Unit	Our Countryside.
Level	A2
Aims	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics 6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics
Skills	Emotional Intelligence and Collaborative Writing
Strategies and techniques	PBL
Assessment	Teacher's feedback
Materials Needed:	Whiteboard and markers Printed pictures Writing materials (paper, pens, pencils) Digital devices (optional for presentations) Visual aids (posters, charts showing sample routines) Worksheets and assessment sheet
Expected Results:	understand the problem design an interactive classroom map of Kazakhstan that represents students as researchers create a tour leaflet with the geographical features of Kazakhstan

### Task 1

**Brainstorming Task:** Divide the class into 4 groups of 3-4 students each. Give each group of students a card with one side of the world: East, West, South and North. Ask them to discuss in group and find the side of the world in the classroom. Students fix the card with the side of the world on the walls in classroom. Students predict the theme of the lesson.

### Task 2

Students look at the pictures and match them with the geographical features, such as the Kaspian Sea, the Aral Sea and Balkhash Lake using the Interactive Whiteboard or a classroom board.

<p>1</p> 	<p>2</p> 	<p>3</p> 
<p>a. the Kaspian Sea</p>	<p>b. Balkhash Lake</p>	<p>c. the Aral Sea</p>

Answers: 1 a, 2c ,3b

### Task 3



Teacher asks the students to imagine that the floor of their classroom is a “Magic Map of Kazakhstan” and does the task together with the class to set an example. Students are given the map of Kazakhstan and pictures of the seas, rivers and lakes which are on the map. According to the sides of the world and using the map of Kazakhstan the teacher and students find the position

on the floor of the classroom of geographical features, such as Irtys and Syr-Daria Rives (use ropes), the Kaspian Sea, the Aral Sea and Balkhash Lake (use pictures), main cities (cards), such as Astana, Pavlodar, Atyrau and etc.)

### Task 4

Ask students to move around the classroom and match the North, South, East and West of Kazakhstan with the main geographical features such as:

- The Tien Shan Mountains

- The Big and Small Borsuk Desert
- The Altay Mountains
- The Korgalzhyn Nature Reserve

#### Task 5

Students work cooperatively and research the geographical feature, gathering information on its location, then discuss and plan their presentation, assigning roles such as researcher, note-taker, presenter, and visual aid creator of situated in Teacher encourages active listening and participation from the students, asking questions and sets discussions after each presentation. Conclude the activity with a class discussion on the geographical features of Kazakhstan and their importance.

#### Task 6

Design an informative tour leaflet about local natural sightseeing spots. Include the importance being careful with nature. Follow the steps:

1. Plan Your Leaflet Layout
2. Design the Cover Page
3. Write Descriptions for Each Sightseeing Spot
4. Include Photos or Illustrations
5. Add a Section on Nature Conservation:
  - Write a short section explaining why it's important to protect nature, such as:
    - «Take your trash with you!»
    - «Stay on marked trails!»
    - «Do not disturb wildlife!»
    - «Avoid picking plants or flowers!»
6. Design and Format:
  - Use a computer program or art supplies to design your leaflet.
  - Ensure the text is easy to read with clear headings and bullet points.
  - Use colors and fonts that match the theme of nature and exploration.
7. Review and Revise
8. Final Touches
  - Make any necessary changes based on feedback.

#### Task 7

Mini-show or a leaflet parade: Students in groups can showcase and present their leaflets to the entire school community.

Class	6
Unit	Drama and Comedy
Level	A2
Aims	6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics 6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.1.2.1 use speaking and listening skills to provide sensitive

	feedback to peers
Skills	Collaboration and Critical and Creative Thinking, Teamwork
Strategies and techniques	PBL
Assessment	Teacher's feedback
Materials Needed:	Whiteboard and markers Printed pictures Writing materials (paper, pens, pencils) Digital devices (optional for presentations) Visual aids (posters, charts showing sample routines) Worksheets and assessment sheet
Expected Results:	Work cooperatively Solve the problem Understand most specific information

### Task 1

Brainstorming Task. In groups of 3-4 students discuss the questions:

- Why is it important to respect your parents and appreciate their love and support?
- How can you show that you value and respect your parents in everyday life?
- How can you apply the cartoon passage that "it's never too late to change your life and become who you want to be" to a situation you might find yourself in real life?

### Task 2

#### Vocabulary Work Match the words with their meaning:

- |                |  |
|----------------|--|
| 1 Follow       | a A large and dangerous animal             |
| 2 Would rather | b Prefer to do one thing more than others  |
| 3 Beast        | c Feel shy or ashamed                      |
| 4 Embarrassed  | d Not feeling worried                      |
| 5 Expect       | e Think that something will happen         |
| 6 Unfair       | f Go behind someone                        |
| 7 Marriage     | g When two people become a couple for life |
| 8 Don't care   | h Not right or just                        |

Answers: 1f, 2 b, 3a, 4c, 5e, 6h, 7g, 8d

### Task 3

Vocabulary Practice. Watch the fragment from the cartoon "The Brave" and fill in the gaps.

<https://en.islcollective.com/english-esl-video-lessons/listening-comprehension/deep-listening-focus-on-meaning/brave-comprehension-check/265270>.

### Task 4

Creative task. Discuss in groups of 3-4 students the endings to the fragment from the cartoon. Suggest the ideas to solve the problems and present it to the class.

*This story teaches us the importance of respecting our parents and appreciating their love and help. It also teaches us that it is never too late to change our life and become who you want to be.*

Transcription of the cartoon fragment:

Queen: - I've just about had enough of you last.

Princess: - You're the one that wants me to...

Queen: - You embarrassed me.

Princess: - I followed the rules.

Queen: - You don't know what you've done.

Princess: - I just don't care how I...

Queen: - It will be fire and sword if it's not set right.

Princess: - Just listen.

Queen: - I am the Queen. You listen to me.

Princess: - This is so unfair.

Queen: - Unfair?

Princess: - You were never there for me.

- This whole marriage is what you want.

- No.

- You walk around telling me what to do, what not to do.

- Trying to make me be like you well.

- I'm not going to be like you.

Queen: - Oh, you're acting like a child

Princess: - And you're a Beast that's what you are I'll never be like

Queen: - No, stop

Princess: - That I'd rather...

Queen: - You are a princess I expect you to act like one

Subject: English

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

### **Teacher's feedback**

Class	6
Unit	Drama and Comedy
Level	A2
Aims	6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics 6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.5.5.1 develop with support coherent arguments supported, when necessary, by examples and reasons for a limited range of written genres in familiar general and curricular topics
Skills	Collaboration and Critical and Creative Thinking
Strategies and techniques	PBL
Assessment	Reflection Journal (Collaboration, Critical and Creative



	Thinking)
Materials Needed:	Whiteboard and markers Printed pictures Writing materials (paper, pens, pencils) Digital devices (optional for presentations) Visual aids (posters, charts showing sample routines) Worksheets and assessment sheet
Expected Results:	work cooperatively create a poster write a blog post understand most specific information develop with support coherent arguments

### Task 1

Vocabulary Work. Replace the underlined word with synonyms: *mess, disobey, brave, scare of, danger, look for, pal, sad, look down*.

1. I was upset when I found out the store was out of my favorite ice cream flavor.
2. The children decided to defy their parents and sneak out of the house.
3. He warned her about the risk of walking alone in the dark alley.
4. The firefighter showed great courage when he rescued the family from the burning building.
5. I need to search for my keys before we can leave for the party.
6. She was afraid of spiders, so she asked her brother to remove it from her room.
7. The living room was a total disaster after the party last night.
8. He's been my buddy since we were in kindergarten.
9. She always belittles people who don't have the same education as her.

Answers:

1. sad
2. disobey
3. danger
4. bravery
5. look for
6. scared of
7. mess
8. pal
9. looks

### Task 2

Creative Task. Watch the fragment from the cartoon “King Lion” and create a poster that reflects the main idea of the fragment from the cartoon.

<https://youtu.be/fELyfnxLU>

*King Mufasa teaches Simba the importance of safety, discipline, and knowing the consequences of his actions.*

### Task 3

Write in groups a blog post (50-60 words). A sample of the story:

*In the cartoon Simba learns from wise Mufasa: safety first! They practice discipline in the Pride Lands. Simba listens and learns, keeping danger away. Together, they show that to be brave means to be safe. Is it really so?*

Transcription of the cartoon fragment:

Mufasa: - Zazoo?

Zazoo: - Yes, sir?

Mufasa: - Take Nala home. I've got to teach my son a lesson

Zazoo: - Come, Nala

Mufasa: - Simba  
 Zazoo: - Good luck  
 Mufasa: - Simba. Simba, I'm very disappointed in you.  
 Simba: - I know.  
 Mufasa: - You could have been killed. You deliberately disobeyed me. And what's worse, you put Nala in danger.  
 Simba: - I was just trying to be brave like you. I'm only brave when I have to be.  
 Mufasa: - Simba, being brave doesn't mean you go looking for trouble.  
 Simba: - But you're not scared of anything.  
 Mufasa: - I was today.  
 Simba: - You were?  
 Mufasa: - Yes. I thought I might lose you.  
 Simba: - I guess even kings get scared, huh? But you know what?  
 Mufasa: - What?  
 Simba: - I think those hyenas were even scared.  
 Mufasa: - Because nobody messes with your dad. Come here, you.  
 Simba: - Oh, no, no.  
 Mufasa: - Come here.  
 Simba: - Got you. Dad, we're pals, right?  
 Mufasa: - Right.  
 Simba: - And we'll always be together, right?  
 Mufasa: - Simba, let me tell you something that my father told me. Look at the stars. The great king of the past looks down on us from those stars.  
 Simba: - Really?  
 Mufasa: - Yes. So, whenever you feel alone, just remember that those kings will always be there to guide you. And so, will I.

Tasks focused on soft skills development, such as enhancing collaboration and critical and creative thinking, allow students to effectively work in teams, communicate ideas, and solve complex problems. These tasks encourage participants to engage in group activities, brainstorm solutions, and consider multiple perspectives. By fostering these skills, individuals become better equipped to navigate diverse work environments, adapt to challenges, and contribute innovatively to projects.

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

### **Reflection Journal (Collaboration, Critical and Creative Thinking)**

Task: Participants maintain a journal documenting their experiences, challenges, and learning outcomes related to collaboration, critical thinking, and creative thinking throughout the tasks.

Assessment Criteria:

- Reflection on Collaboration:
  - Team was active
  - I added to the achievement of the team
  - I understand the strategies of an effective teamwork

- Reflection on Critical and Creative Thinking:
  - I added ideas to solve problems
  - I was creative enough
  - I understood the text and can use such ideas (add the ideas) in real life

Class	6
Unit	Drama and Comedy
Level	A2
Aims	6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics 6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.5.5.1 develop with support coherent arguments supported, when necessary, by examples and reasons for a limited range of written genres in familiar general and curricular topics
Skills	Collaboration and Critical and Creative Thinking
Strategies and techniques	PBL
Assessment	«10 points and what» strategy
Materials Needed:	Whiteboard and markers Printed pictures Writing materials (paper, pens, pencils) Digital devices (optional for presentations) Visual aids (posters, charts showing sample routines) Worksheets and assessment sheet
Expected Results:	work cooperatively solve the problem create a fanfiction story understand most specific information develop with support coherent arguments

### Task 1

Brainstorming Task. Watch the video and discuss in small groups what situation in the cartoon teaches us.

<https://youtu.be/fGoSddXUrG0?si=-a9yhW9o40umTI5V>

*In this scene, Shrek enters the final battle with Lord Farquaad to save Fiona and the kingdom. He defeats the evil using his strength and wits. This scene teaches us that good always triumphs over evil.*

### Task 2

Group discussion. Imagine that Shrek did not save Fiona, but left her in Lord Farquaad's castle. How would events develop further?

### Task 3

Creative task. Create a fanfiction story based on the video's characters and setting.

*A Story Sample: In the kingdom of Far Far Away, Shrek and Fiona come together with an unlikely person, Lord Farquhar, to rescue Donkey from a dragon's clutches. They look very different but they learn the power of friendship and teamwork. Together, they fight against the dragon and win. It happens that even the unlikeliest of heroes can save the day!*

Transcription:

Lord Farquaad: Let the tournament begin!

Lord Farquaad: What is that?

Lord Farquaad: It's hideous!

Shrek: Oh, that's not very nice. It's just a donkey.

Lord Farquaad: Indeed. Knights, new plan! The one who kills the ogre will be named champion! Have at him!

Shrek: Oh, hey, now come on! Hang on now.

Shrek: Can't we just settle this over a pint?

Shrek: No. All right, then. Come on!

Donkey: Tag me! Tag me!

Spectator: The chair! Give him the chair!

Shrek: Thank you. Thank you very much. I'm here till Thursday. Try the veal.

Knight: Shall I give the order, sir?

Lord Farquaad: No. I have a better idea. People of Duloc, I give you, our champion!

Shrek: What?

Lord Farquaad: Congratulations, Ogre. You've won the honor of embarking on a great and noble quest.

Shrek: Quest? I'm already on a quest. A quest to get my swamp back.

Lord Farquaad: Your swamp?

Shrek: Yeah, my swamp, where you dumped those fairytale creatures.

Lord Farquaad: Indeed. All right, Ogre, I'll make you a deal. Go on this quest for me, and I'll give you your swamp back.

Shrek: Exactly the way it was.

Lord Farquaad: Down to the last slime-covered toadstool.

Shrek: And the squatters?

Lord Farquaad: As good as gone.

Shrek: What kind of quest?

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

Use «10 points and what» strategy

Evaluate your participation in the lesson on a 10-point scale from the perspectives of «I», «We», and «Task». Then, list 10 things you learned or gained from the lesson.

I Self-Evaluation:

1. «I» (Personal Contribution):

- How effectively did I contribute to the lesson?
- Rate yourself on a scale of 0 to 10.
- Rating: 0 \_\_\_\_\_ 10

2. «We» (Group Collaboration):

- How well did our group work together during the lesson?
- Rate the group collaboration on a scale of 0 to 10.
- Rating: 0 \_\_\_\_\_ 10

3. «Task» (Task Achievement):

- How successfully did we complete the task or achieve the objectives of the lesson?
- Rate the success of the task on a scale of 0 to 10.
- Rating: 0 \_\_\_\_\_ 10

II Reflection: 10 Things You Gained from the Lesson

List 10 specific things you learned, skills you developed, or insights you gained during the lesson. These could include new knowledge, personal insights, collaborative experiences, or any other takeaways.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Class	6
Unit	Travel and Holidays
Level	A2
Aims	6 .4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.8.1 recount some extended stories and events on a limited range of general and curricular topics 6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics
Skills	Communication, Critical and Creative Thinking, Conflict Resolution.
Strategies and techniques	PBL, Jigsaw Reading
Assessment	Present the ending of the story
Materials Needed:	Whiteboard and markers Printed pictures Writing materials (paper, pens, pencils) Digital devices (optional for presentations) Visual aids (posters, charts showing sample routines) Worksheets and assessment sheet

Expected Results:	work cooperatively analyse the order of events present a product (ending of a story)
-------------------	--

Jigsaw Reading Task. Divide students into groups. Read each paragraph in a group of 3-4 students and discuss the main events and emotions described in the text. Ask students to complete the Graphic Organizer:

<b>Main events</b>	
<b>Emotions</b>	

### «Mystery on the Train»

Group 1:

On a bright and sunny morning, Sarah got the train with her family for a fun day trip to the city. They found their seats and settled in for the journey ahead. As the train moved along, Sarah looked out the window with wonder at the passing scenery of green fields and high mountains. Suddenly, she noticed something strange - a small, brown suitcase left in the aisle.

Group 2:

Sarah became very curious; she pointed out the suitcase to her parents. Her father went to tell the train conductor while her mother kept an eye on the mysterious luggage. Moments later, the conductor arrived with a security guard. They carefully examined the suitcase, looking for any clues about its owner or its contents. Sarah watched with fear, wondering what they would find inside.

Group 3:

After a while the conductor said that the suitcase belonged to an elderly gentleman who left it when he was leaving the train at the earlier station. Sarah's family came back to their seats, grateful that the situation finished safely. As the train continued its journey, Sarah felt an excitement of such an unexpected adventure.

Group 4:

As they reached their destination, Sarah's head was full with questions. What if the suitcase had something dangerous? What if they didn't notice it in time? Thinking about the experience, Sarah realized the importance of staying attentive even in ordinary situations. With a newfound appreciation for the everyday heroes like the train conductor and security guard, Sarah stepped off the train, ready to enjoy the day ahead with her family.

Speaking Task: Each group summarizes their paragraph in simpler words, highlighting the main points and emotions in the story.

Sequence Task: After summarizing, groups come together to arrange the paragraphs in the correct sequence to recreate the story. This encourages collaboration and critical thinking as students consider the logical order of events.

Creative Writing Task: Individually, write a short ending of the story, imagining what happens next after Sarah and her family leave the train.

Tasks focused on soft skills development, such as communication, critical and creative thinking, and conflict resolution, play a crucial role in personal and professional growth. These tasks allow individuals to enhance their ability to express ideas clearly and effectively, collaborate with others, and think both critically and creatively to solve problems. Additionally, they foster the ability to manage and resolve conflicts constructively, contributing to a more harmonious and productive environment in both work and everyday life. By practicing these skills, individuals become more adaptable, empathetic, and capable of navigating complex social dynamics.

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

Presentation Task. Present the endings of the story to the class.

Class	6
Unit	Our Health.
Level	A2
Aims	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics 6.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics 6.3.8.1 recount some extended stories and events on a limited range of general and curricular topics
Skills	Collaboration & Critical Thinking, Emotional Intelligence.
Strategies and techniques	PBL
Assessment	Present the ending of the story
Materials Needed:	Whiteboard and markers Printed pictures Writing materials (paper, pens, pencils) Digital devices (optional for presentations) Visual aids (posters, charts showing sample routines) Worksheets and assessment sheet
Expected Results:	understand the problem use speaking and listening skills to solve problems analyse and discuss different emotions recount some extended stories

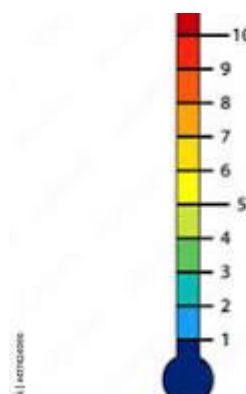


Interactive Group Game “Emotion Matching Memory”:  
 Create pairs of cards, each with a picture or word representing an emotion (e.g., smiling face for happy, crying face for sad). Shuffle the cards and lay them face down in a grid. Students working in small groups take turns flipping over two cards to find matching emotions. When a match is found, the student must describe a time or situation they felt that emotion and why.

**Task 2**

Interactive Group Game “Emotion Thermometer”:

Draw a large thermometer on the board with a scale from 1 to 10. Discuss different scenarios (e.g., receiving a gift, losing a game) and ask students to rate how they would feel on the thermometer. Encourage students to explain why they chose a particular rating. This activity helps students understand the intensity of emotions and how they can vary in different situations.



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

**Use «A diary» technique**

Write a diary describing your thoughts and feelings during the lesson. Focus on emotions, worries, and hopes. Reflect on the following criteria:

If I can...

- understand the problem
- use speaking and listening skills to solve problems creatively
- analyse and discuss different emotions
- recount some extended stories

Class	6
Unit	Transport.
Level	A2
Aims	6.1.3.1 respect differing points of view 6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings; 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics; 6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics; 6.5.9.1 punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy
Skills	Leadership and Adaptability in Creative Writing about different models



	of transport
Strategies and techniques	PBL
Assessment	Assessment sheet is provided at the end of the tasks
Materials Needed:	Whiteboard and markers Printed pictures Writing materials (paper, pens, pencils) Digital devices (optional for presentations) Visual aids (posters, charts showing sample routines) Worksheets and assessment sheet
Expected Results:	creative writing respect other opinions

### Task 1

Each group imagine they have been transported to a magical world where they encounter various types of transport, both real and imaginary. Each student in the group will have a specific role. Roles can be assigned by the group leader or chosen by the group members.

Here are the roles:

**A Leader:** Manages the group, ensures everyone contributes, and makes final decisions if there are disagreements. The leader will also present the story to the class.

**A Scribe:** Writes down the group's ideas during brainstorming and drafts the story based on the group's input.

**An Illustrator:** Creates the drawing for the story scene. If there are only two members, this role can be shared.



**Brainstorming Task:** Students spend 10 minutes discussing within the group types of transport you might find in this magical world (e.g., flying cars, talking trains, underwater buses) and different places you might visit using these transport modes (e.g., a city in the clouds, an underwater kingdom, a forest of giant flowers).

### Task 2

**Writing Task:** Students work together to write a short story (100-120 words) about your adventure in the magical transport world. Follow the plan:

**A beginning:** Describe how you entered the magical world and what it looks like.

**A middle:** Write about at least three different types of transport you used and where they took you.

**An end:** Describe how your adventure concluded and how you felt about the journey using appropriate basic connectors.



# Connectors in English

## Opinion

- I think
- I believe
- I feel
- In my opinion
- In my view
- As far as I know
- It seems likely
- It seems to me
- In my experience
- As far as I'm concerned
- I tend to think that
- As far as I understand



## Sequence

- Firstly
- Secondly
- Third
- Then
- Next
- Afterwards
- Finally
- Eventually
- Previously
- After that
- Meanwhile
- Sequently

## Addition

- And
- Also
- In addition
- Further
- Furthermore
- As well as
- And then
- Too
- Besides
- In addition to
- Moreover
- Additionally
- Not only ... but also
- Then
- Again
- Finally

### Task 3

Draw one scene from your story, showing one of the magical transport modes and the place it took you to. Each group present their story and illustration to the class.

Materials Needed:

Paper and pencils for writing and drawing

Markers or crayons for illustrations

A timer to keep track of brainstorming and writing time

Appendix: Assessment criteria for Creative writing tasks:

Criteria	Excellent	Good	Satisfactory
Objective	Writes a well-organized piece of writing that thoroughly analyzes the video's key themes with insightful interpretations and relevant supporting evidence.	Writes piece of writing that analyzes the video's themes, but may lack organization or depth in some areas. Provides some supporting evidence.	Writes a piece of writing that attempts to analyze the video's themes, but displays limited understanding or analysis. Provides little to no supporting evidence.
Content Development	Demonstrates a comprehensive understanding of the video's themes and articulately conveys complex ideas. Includes thoughtful connections to real-world	Demonstrates a general understanding of the video's themes and conveys ideas adequately. Includes some connections to real-world	Demonstrates a limited understanding of the video's themes and has difficulty conveying ideas clearly. Lacks connections to real-world applications or personal experiences.

Criteria	Excellent	Good	Satisfactory
	applications or personal experiences.	applications or personal experiences.	
Coherence and cohesion	Writing is clear, concise, and free of grammatical, spelling, and punctuation errors. Adheres to the specified format and length requirements.	Writing is generally clear, with occasional minor grammatical, spelling, or punctuation errors. Mostly adheres to the specified format and length requirements.	Writing contains frequent grammatical, spelling, or punctuation errors that impede clarity. Does not adhere to the specified format and length requirements.

class	6
Unit	Helping and Heroes
Level	A2
Aims	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.1.3.1 respect differing points of view
skills	Soft skills:Leadership (Collaboration)Team work;Problem-solving
Strategies and techniques	skimming, detailed reading
assessment	Group assessment using the criteria

### Task 1. Reading

I don't really have a hero. There are many people I respect, but they are not really my hero. Some people choose very strange heroes. My friends have rock stars and football players as heroes. Of course, these people are very good at what they do, but they're not really heroes. They get lots of money for doing what they love. When they're not singing or playing football, I wonder what they're doing. I think most of the world's heroes are unsung heroes. People who work to help others every day. We generally don't notice these heroes. Then there are those who put their lives on the line for others. Fire fighters, police officers and soldiers are heroes. Without them, the world would be less safe.

### Task 2. CORRECT THE SPELLING

I don't really have a hero. There are many people I cesrtep, but they are not really my hero. Some people choose very sgnart heroes. My friends have rock stars and football leysrpa as heroes. Of course, these people are very good at what they do, but they're not alleyr heroes. They get lots of money for igdno what they love. When they're not singing or playing football, I wonder what they're doing. I think most of the world's heroes are nusung heroes. People who work to help others every day. We generally don't teocni these heroes. Then there are those who put their lisev on the line for others. Fire fighters, police esoicffr and soldiers are heroes. Without them, the lwdor would be less safe.

**Task 3.UNJUMBLE THE WORDS**

have really don't I hero a. There are many people I respect, but are they hero my really not. Some people choose very strange heroes. My friends have rock stars and football players as heroes. Of course, these people good what do very at they are, but they're not really heroes. They lots what of they money love for get doing. When they're not singing or playing football, I wonder what they're doing. of world's I most the heroes think are unsung heroes. others help to work who People every day. We generally don't notice these heroes. Then there are those who on lives their put others for line the. Fire fighters, police officers and soldiers are heroes. Without them, safe less be would world the.

**Task 4.DISCUSSION (Write your own questions)**

**STUDENT A's QUESTIONS (Do not show these to student B)**

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

**STUDENT B's QUESTIONS (Do not show these to student A)**

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

**Task 5.STUDENT HEROES SURVEY**

Write five GOOD questions about heroes in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

	STUDENT 1	STUDENT 2	STUDENT 3
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

Now return to your original partner and share and talk about what you found out. Change partners often.

Make mini-presentations to other groups on your findings.

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

Students give feedback to each other using the phrase “What if...”. For example:

- What if Zhanat did one more task to practice his communication skills?
- I agree, I would do more tasks

class	6
Unit	Our class
Level	A2
Aims	6.1.3.1 respect differing points of view 6.3.2.1 ask simple questions to get information about a growing range of general topics
skills	Soft skills: Critical thinking. Analysis, Evaluation
Strategies and techniques	To analyze a topic or problem
assessment	Group assessment using the criteria

**Activity 1.** Introducing the topic.

School life .

Using the words make a scheme of the school life.

**Art room canteen computer room gym library playing fields staff room  
Headmaster science lab music room hallway**

**Activity 2.** Brain ring

Answer the questions

1. What sort of school do you go to?
- What facilities has your school got?
- What is the atmosphere in your school like?
- Which rules do you have at your school?
- What kind of subjects do you know?
- What's your favourite subject? Why?
- What subjects are difficult for you? Why?
- Do you like school life?

**Activity 3.** Read the text about a boy's day at school

At school

Lucas goes to school every day of the week. He has many subjects to go to each school day: English, art, science, mathematics, gym, and history. His mother packs a big backpack full of books and lunch for Lucas.

His first class is English, and he likes that teacher very much. His English teacher says that he is a good pupil, which Lucas knows means that she thinks he is a good student.

His next class is art. He draws on paper with crayons and pencils and sometimes uses a ruler. Lucas likes art. It is his favorite class.

His third class is science. This class is very hard for Lucas to figure out, but he gets to work with his classmates a lot, which he likes to do. His friend, Kyle, works with Lucas in science class, and they have fun.

Then Lucas gets his break for lunch. He sits with Kyle while he eats. The principal, or the headmaster as some call him, likes to walk around and talk to students during lunch to check that they are all behaving.

The next class is mathematics, which most of the students just call math. Kyle has trouble getting a good grade in mathematics, but the teacher is very nice and helpful.

His fourth class is gym. It is just exercising.

History is his last class of the day. Lucas has a hard time staying awake. Many lessons are boring, and he is very tired after doing gym.

**Did you understand the text?**

1. What is the class that is Lucas' teacher tells him he is a good pupil?

a Art b English c Gym d Science

2. What class that Lucas goes to is all about exercising?

a Art b Gym c History d Science

3. What is the one where Lucas draws on paper with pencils and crayons and sometimes uses a ruler?

a Mathematics b Art c History d Science

4. Who is the person that check on the students during lunch to make sure that all the students are well behaved?

a Teacher b Friend c Classmate d Principal/Headmaster

**Activity 4.** Cinquain method .

Noun .Verb. Adjective

Making sentences consists of 4 words.

1School 2Knowledge 3Lesson

Ex: Knowledge will be useful.

**Activity 5.** “Inside –Outside” strategy. Advantages and Disadvantages of school life.

Inside ( Advantages)	Outside ( Disadvantages)

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

### Reflection

After the discussion, each student will write a brief reflection on how their views might have changed after hearing others' perspectives and what they learned from the activity.

class	6
Unit	Our health
Level	A2
Aims	6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics; 6.4.6.1 recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;
skills	Soft skills: Critical thinking. Analysis, Evaluation
Strategies and techniques	<b>Making connections. Synthesizing</b>
assessment	Group assessment using the criteria

**Task 1.** Read the article. Which of the sentences (1–3) is the best summary of the main argument?

- 1 Happiness improves our health.
- 2 Denmark is the happiest country in the world.
- 3 There are different ways to measure happiness.

### MEASURING HEALTH AND HAPPINESS

The small country of Bhutan in the Himalayan mountains is over one thousand years old. In the past it was a poor country and not many people visited it. But nowadays, it is becoming more and more popular with tourists. Medicine and health is improving and its economy is growing. King Jigme Singye Wangchuck, the king of Bhutan until 2006, talked about his country's 'Gross National Happiness'. In other words, he thought happiness is the way to measure the country's development. But how do you measure happiness? Perhaps health is the best way because a famous doctor once said, 'Happy people generally don't get sick.' It's also easy to measure how many people feel ill or unhealthy in a country. For example, one survey says Iceland is the 'healthiest country in the world' because men and women live a long time there, the air is very clean and there are more doctors available per person than anywhere else in the world. However, there was another survey of the happiest countries in the world and Iceland was not near the top. The questions on this survey included: How much do you earn? How healthy are you? How safe do you feel? After visiting 155 different countries, the researchers decided that Denmark feels happier than other countries. So does happiness equal money and good health? Not according to the artist Erik Krikortz. He feels that there are other ways of measuring happiness. Krikortz has a website and visitors click on different happy or sad faces to comment on how well they sleep, their family and friends, their level of stress, their inspiration and their physical activity. When you finish, his website adds the results for each area

and it gives you a final result for your happiness. In his home city of Stockholm, Krikortz also shows the results of his survey as different coloured lights on the side of a large building in the city. For example, red means the people of Stockholm are very happy, green is OK and purple means many people are sad. 'A lot of people look at the building every day and see how "we" are,' Krikortz says. The coloured lights are also useful if you feel like visiting the city. For example, if the lights are red, you know the locals are feeling happy!

**Task 2. Reading** . Choose the correct answer (a–c) for the questions, according to the information in the article.

1 How did the King of Bhutan measure the country's development?

a by money b by health c by happiness

2 Which is easier to measure?

a happiness b health c sickness and ill health

3 Why was Iceland number one in a survey?

a for its money b for its health c for its happiness

4 How did researchers measure happiness in 155 countries?

a with answers to questions b by looking at people's faces c by measuring the number of sick people

5 What do visitors to Krikortz's website click on?

a questions b faces c numbers

6 How many categories does Krikortz have for measuring happiness?

a three b five c seven

7 What colour are the lights on the building when Stockholm is happy?

a red b green c purple

**Task 3. Speaking** Work in groups. Discuss the questions.

Task 1. In paragraph 1, the King of Bhutan talks about 'Gross National Happiness'. How happy do you think your country is? Give reasons for your answer.

2 In paragraph 2, a doctor said, 'Happy people generally don't get sick.' How much do you agree with this opinion?

3 In paragraph 3 and 4, there are different questions and categories for measuring happiness. Which do you think are useful for measuring happiness? Which are not very useful?

Task 2. Make a list of five categories for measuring happiness (e.g. money, sleep).

Then everyone in the group gives a score for each of the categories (1= very happy, 2 = happy, 3 = OK, 4 = not very happy). How happy is your group? Present your categories and result to the class.

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

Students assess themselves using following criteria for self-assessment.

Criteria for assessment:

- I provide basic information about myself and others



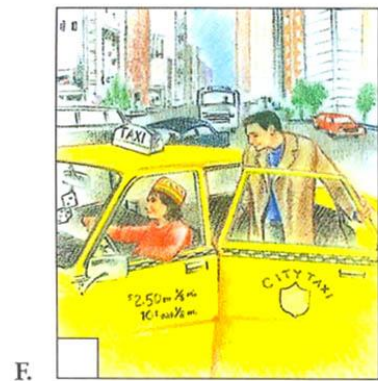
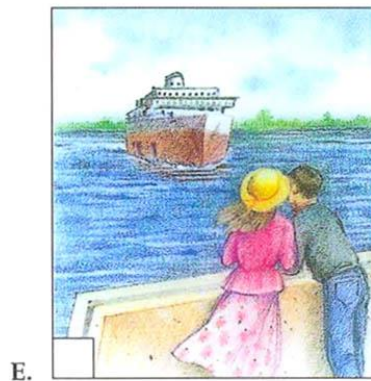
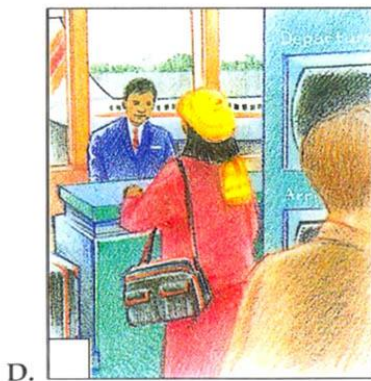
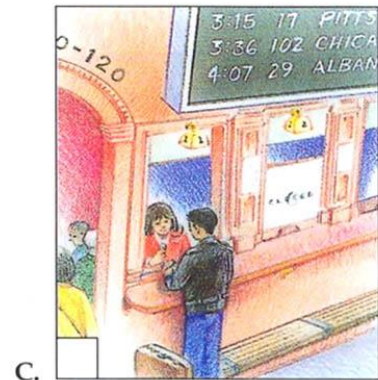
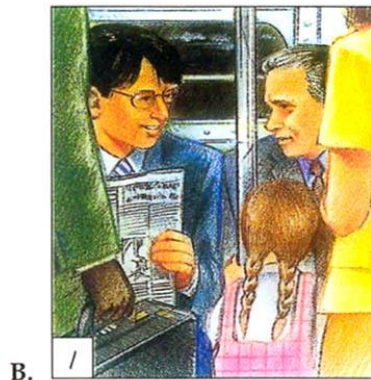
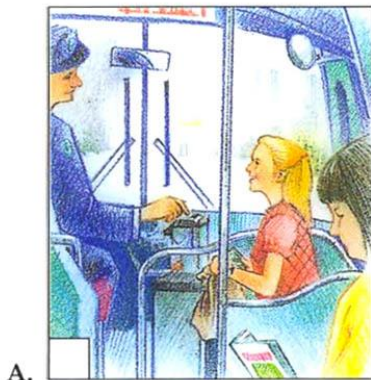
- I recognize the attitude or opinion of the writer

class	6
Unit	Transport
Level	A2
Aims	6.2.3.1 understand more complex supported questions on a growing range of general and curricular topics; 6.3.2.1 ask simple questions to get information about a growing range of general topics;
skills	Soft skills: Emotional intelligence. Social skills
Strategies and techniques	Active listening .Note-taking and summarising
assessment	Peer assessment using the criteria

**Task 1.** People are talking about transportation. Listen and number the pictures.



tactics-developing-2-01.mp3



**Answer & Transcript**

**1.**

A: Are the subways always this crowded?

B: Yep, every morning and in the evening at rush hour.

A: Wow!

**2.**

A: How much is the fare?  
B: It's \$1.25. Just put your money in the box right there.  
A: Oh, do you have change?  
B: No, you need the exact change.

**3.**

A: Are you free?  
B: Sure. Hop in. Where to?  
A: The Central Hotel. Do you know where that is?  
A: Yeah. It's not far from here. About a 10-minute ride.  
B: Okay.

**4.**

A: One ticket to Chicago, please.  
B: Yeah. Okay. That's \$24.  
A: Does this one have a dining car?  
B: Yeah, there's a dining car and a snack bar. Here's your change.  
A: Thanks.

**5.**

A: What time is the next shuttle flight to Boston?  
B: It leaves in 30 minutes.  
A: Is it too late to get a ticket?  
B: No, you still have plenty of time to make it.  
A: Great. And how long is the flight?  
B: It's about 45 minutes.

**6.**

A: Is that our ferry?  
B: I think so.  
A: It looks a little rough out there today. I think I'm going to get sick.  
B: Oh, dear.

## Task 2

1. Four hotel guests are calling for a taxi. Are these statements true or false? Listen and check the correct answer.



tactics-developing-2-02.mp3

	True	False
1. The caller's flight leaves in four hours.	<input type="checkbox"/>	<input type="checkbox"/>
2. The caller wants to go to another hotel.	<input type="checkbox"/>	<input type="checkbox"/>
3. The caller needs to catch a train.	<input type="checkbox"/>	<input type="checkbox"/>

4. The caller's friend is going to have a baby soon.



2. Listen again. How much will each ride cost? Circle the correct answer.

1. a. \$14

b. \$40

2. a. \$12

b. \$20

3. a. \$15

b. \$50

4. a. \$18

b. \$80

Answer & Transcript

**1.**

A: City Cabs.

B: Yes, I'd like a taxi to the airport, please. I'm at 421 Evergreen Street.

A: Certainly. For how many passengers?

B: Just one. About how much will it cost?

A: It's 40 dollars. Your taxi number is 6889.

B: 6889. Thanks. And will the taxi be here soon? I'm in a hurry because my flight leaves in two hours.

A: It'll be in front of your hotel in five minutes.

B: Thanks.

**2.**

A: City Cabs.

B: Could I have a taxi to the National Museum, please?

A: Sure. How many passengers are there?

B: There are three of us.

A: Okay.

B: And about how much is it to the museum from my hotel – the American Inn, on Fourth Street.

A: It'll be about \$20.

B: That's fine. And will it take long to get there? I'm in a hurry because the museum closes in two hours.

A: No problem. We'll have you there by 3:30.

B: Great.

A: And let me give you your taxi number. It's number 3556.

B: Thanks.

**3.**

A: City Cabs.

B: Yes, I need a taxi to the train station, please. I'm at 817 Iowa Avenue.

A: For how many passengers?

B: Just me.

A: Sure. And do you want it right now?

B: Yes. As soon as you can, please. I'm in a hurry. I have to catch a train.  
 A: What time is your train?  
 B: It's at three o'clock.  
 A: No problem.  
 B: Oh. And about how much is it from here by taxi?  
 A: It will be about \$15.  
 B: Thanks.  
 A: And your taxi number will be 49178.

**4.**

A: City Cabs.  
 B: Yes I'd like a cab to the hospital, please.  
 A: Sure. Do you have an emergency?  
 B: No, but I need to get there in a hurry. My friend has just had a baby. I want to take her some flowers.  
 A: It won't take long to get there. Is there just one passenger?  
 B: Yes, that's right. Oh, and I'm at 120 First Avenue.  
 A: Okay. There'll be a taxi at your door in three minutes. The taxi number is 5399.  
 B: Thanks. And about how much is the fare?  
 A: It'll cost you about \$18.  
 B: Thanks.

**Task 3**

1. Visitors are talking about taxis. Listen and check their opinions about taxi service.



tactics-developing-2-03.mp3

	Good	Okay	Not good
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Listen again. Circle the correct answer.

1. The thing she hates the most is that the ..... .
  - a. taxis aren't air-conditioned
  - b. drivers drive too fast
  - c. drivers are rude
2. The thing he likes the most is ..... .
  - a. the prices
  - b. that the taxis are clean
  - c. the drivers
3. The thing he hates the most is that the ..... .

- a. taxis are too expensive
- b. drivers don't speak English very well
- c. taxis are not very safe
- 4. The thing she likes the most is that the .....
- a. taxis are comfortable
- b. drivers speak English well
- c. taxis are very cheap

Answer & Transcript

**1.**

I hate using taxis here. The drivers drive too fast and really dangerously. And they're often rude. The cars are mostly in pretty poor condition. But what I hate the most is that they aren't air conditioned. It's so hot here. They really need air-conditioned taxis. By the time I arrive somewhere, I feel really hot and uncomfortable.

**2.**

I've taken quite a few taxi rides recently. I've never had any big problems using taxis here. They're usually clean and the cars are pretty new. The prices are good, too. The thing I like most, though, is the drivers. They drive very carefully, and I think that's very important.

**3.**

I find that taxis here are okay. They're pretty comfortable. Most of the cars they use are new and they keep them really clean. They're a little expensive, though. I paid \$50 to come from the airport. That is too expensive. I guess the thing I hate the most, though, is that the drivers don't speak English very well. It's very difficult to explain to them where you want to go.

**4.**

The taxis here are okay, I guess. They're very cheap, so that's the thing I like most about them. It never costs more than a few dollars to go anywhere. But the taxis are all pretty old, so they're not very comfortable. Half of them don't have seat belts or air conditioning.

**Task 4**

Mr. McCabe is calling to reserve a taxi. What information does he give and receive?  
Listen and write the correct answer.

Listen



tactics-developing-2-04.mp3

- 1. Flight time: .....
- 2. Pick-up time: .....
- 3. Pick-up address: ..... *West Oak*
- 4. Taxi number: .....
- 5. Fare: \$.....

Answer & Transcript

- 1. 8:40
- 2. 6:30
- 3. 343
- 4. 90
- 5. \$25

Transcript

A: Good afternoon. City Taxis.  
B: Hello. This is Thomas McCabe. I'd like to reserve a taxi to the airport for tomorrow morning.  
A: Certainly, Mr. McCabe. Is that for Midway Airport or O'Hare?  
B: Midway.  
A: Okay, and what time is your flight?  
B: It's at 8:40.  
A: Okay... so, we will be picking you up at 6:30 in the morning. Where will you be?  
B: Here, at my house, that's 343 West Oak.  
A: Okay. We'll send taxi number 90 to your house at 6:30.  
B: Oh! How much is the fare?  
A: It's \$25.00. We take cash or credit cards.  
B: Okay. Thank you.  
A: Thank you. Good-bye.

**Task 5**

A TV reporter is interviewing people about taxi service in different cities in the United States. What is the taxi service like in each city? Listen and check the correct answer.



tactics-developing-2-05.mp3

	Good	Okay	Not good
1. Bloomington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Amherst	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Honolulu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. San Francisco	<input type="checkbox"/>	<input type="checkbox"/>	

Answer & Transcript

- 1 Okay
- 2 Good
- 4 Not good
- 5 Good

### 3 Not good

#### Transcript

A: Today, we are asking people all over the U.S. how they feel about the taxi service in their city. First we go to Ray in Bloomington, Indiana. What do you think of the taxi service in Bloomington, Ray?

B: Well, it's not bad. I don't use taxis very often, but if I have to go to the airport or something, they're always on time and the drivers are careful and polite. The only problem is that they are expensive. In general, though the taxi service is okay.

A: Now we go to Maureen in Amherst, Massachusetts. How do you feel about the taxis in Amherst?

B: I've taken taxis in a lot of different cities, so I know that the taxis here are very good. The cars are often new, and they're always very clean. The drivers are polite, and they drive carefully. I always feel safe when I'm in a taxi here.

A: That's good to hear. And now we go to Ahmed in New York City.

B: The situation with taxis here in New York is not so good. The fares are high, so I can't take a taxi very often. And the cars are old and some of them don't have air conditioning. The drivers are generally good, but they don't understand English very well, which is a problem sometimes. There's definitely room for improvement.

A: Thank you, Ahmed. And now we go to Larry in Honolulu. How are the taxis out in Hawaii?

B: Awful. I mean, the drivers are not careful at all, and the fares are really high. Sometimes I think the drivers add a little bit to the fare ... that's not right.

A: Hmm... I see. Finally, we go to Patricia in San Francisco. What's the situation there?

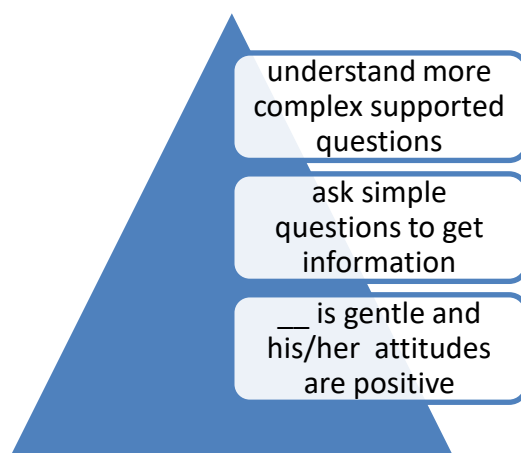
B: The cars are comfortable and usually clean. And most of the drivers are friendly and helpful. I haven't ever had a bad taxi experience here.

A: Well, I'm glad to hear that. Thanks to all of you.

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 if their classmate meets the criteria.



Grade	6
Unit	Our Neighbourhood
Level	A2
Strand:	Reading and speaking
Aims	6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics; 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	Soft skills (creativity 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.

### Home and houses

From the very ancient times people began to look for places to live in not to get cold in winter and not to stay in the sun in summer. Home is not only a place to live. It is something that any person wishes to have and enjoy with his/her family to feel safe and comfortable. Houses may be of different types. There are blocks of flats, detached houses, caravans and even houseboats.

#### Task 1.

Answer for the question:

1. Where do you live?
2. Do you live in the house or in a flat?
3. Can you describe your room?

#### Task 2.

a) If you had a chance to live alone, what type of the house do you choose?



1 \_\_\_\_\_



2 \_\_\_\_\_

b) Why do you want to live there?

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Task 3. What is the most important thing in building a house?

Foundation

roof

brick

window

rooms

layout

location and land type

Task 4. Can you make a plan of your own house?



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

Students use these criteria for self-assessment:

- recognise the attitude or opinion of the writer
- provide basic information about themselves and others

### 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> -ГЕНЕРАТОР СЛУЧАЙНЫХ ЧИСЕЛ онлайн ( <a href="http://castlots.org.ru">castlots.org.ru</a> )

	- Feedback forms
Expected Results	<ol style="list-style-type: none"> <li>1. Students use their imagination to express thoughts and ideas from the video they have watched.</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>
Assesement	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	Problem: Stress from losing information
Solution:	Solution:
Problem: Addiction to virtual world	Problem: Public information sharing
Solution:	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.

<p>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: : _____</p>
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### Task 2.

Make your own dialogue and act it out.

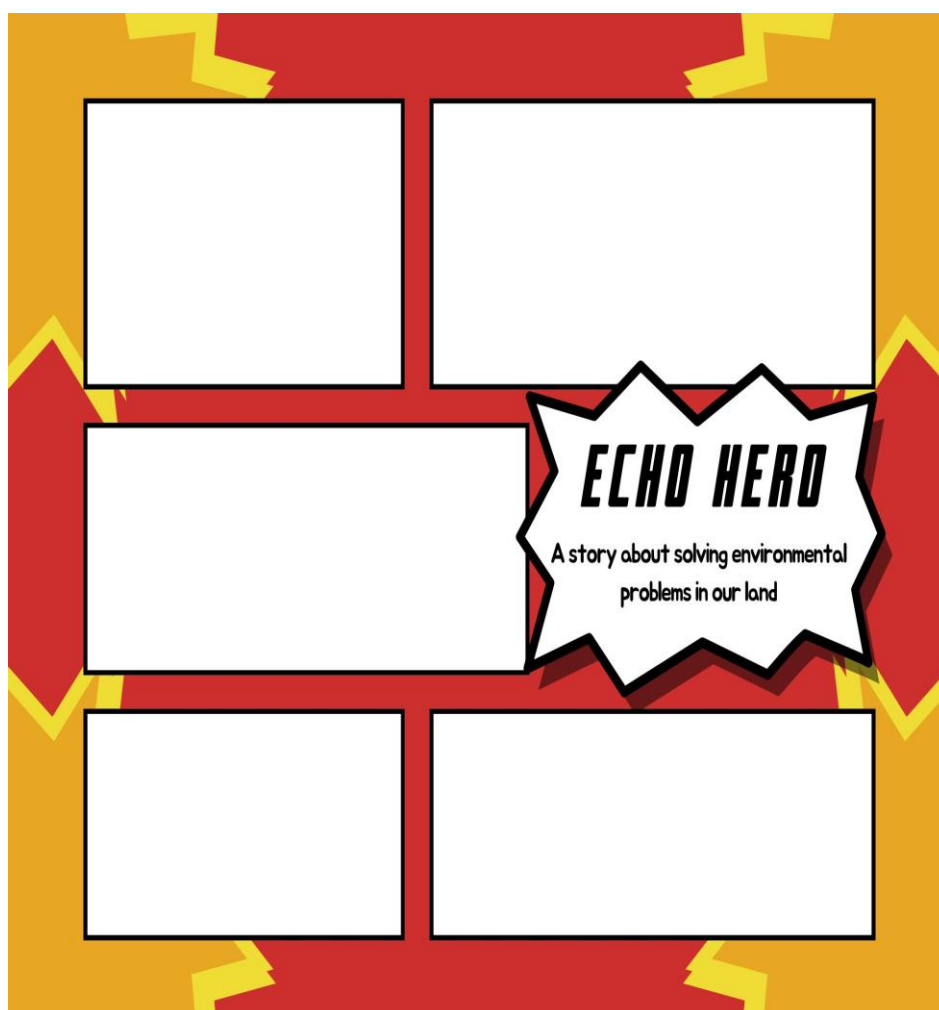
To assess whether students have met the learning outcomes outlined in the learning objectives, the following formative assessment method is recommended:

### 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	1. Students use their imagination to express thoughts and ideas to create a comic strip 2. Students actively talk and express their opinions about what others are saying at the sentence level in pairs, groups and whole classes
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.

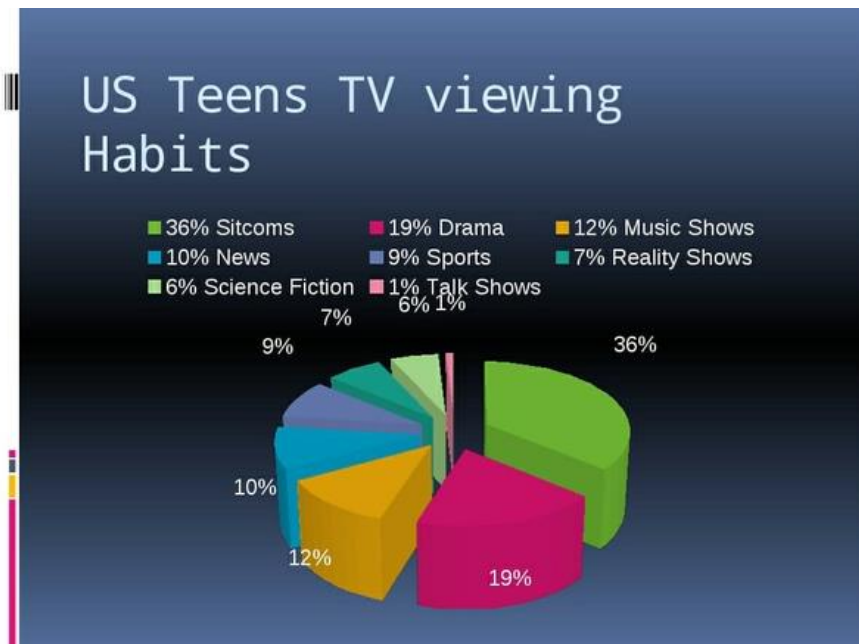
### Task on Presentation skills

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	<ol style="list-style-type: none"> <li>Students use their imagination to express thoughts and ideas from the diagram they have watched.</li> <li>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	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

#### I'm not a fur, I'm a small world!

Discuss the questions below.



1. Do you agree with the statement “**I'm not a fur, I'm a small world!**”?  
Why?
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> </ol> |
|--|

- |  |
|--|
| 4.What role do you remember most of all?<br>5.What is your favorite dish?<br>6.What is your favorite dream?<br>7.When is your next movie coming out? |
|--|

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*


#### 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 Medi». 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

#### 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:

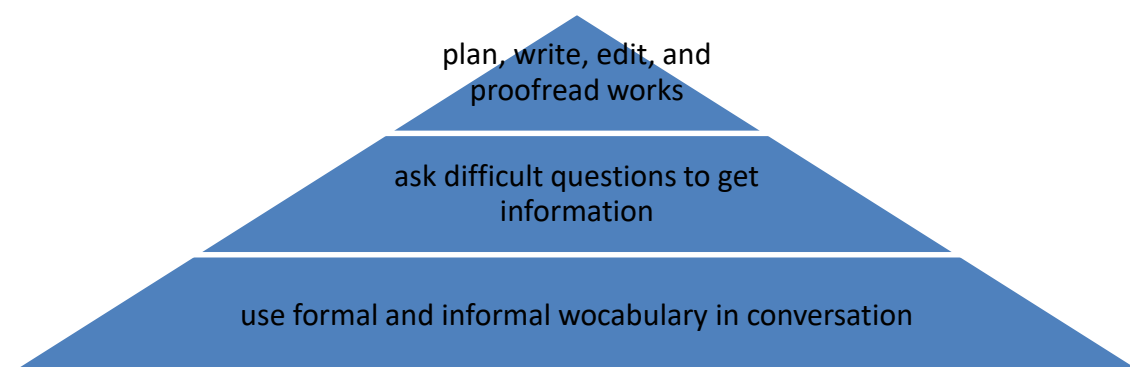
Example:

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?

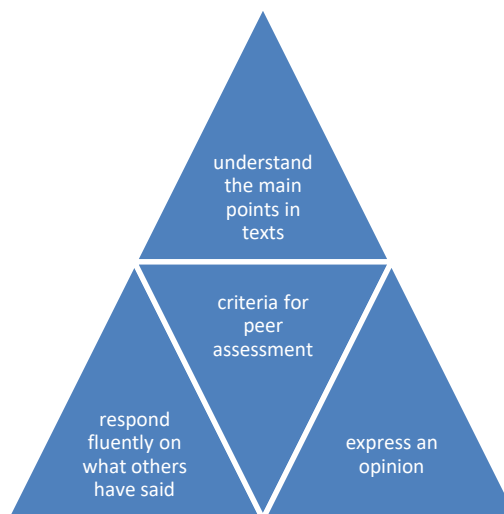
**Task 6.** Look at the poster. Which of these pictures belong to **healthy habits** and which to **unhealthy habits**?Why?



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 headache, 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)

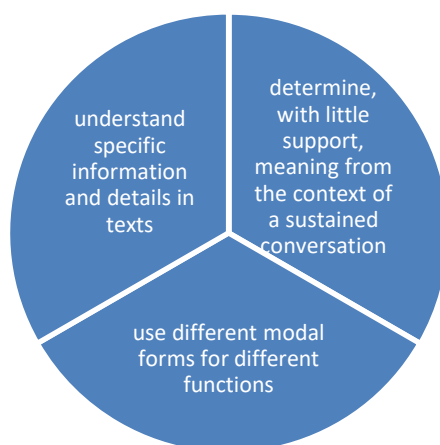
1. You meet your friend. She looks slim. You make a compliment. She expresses her thanks and expresses reasons.
2. You meet your friend. His hair doesn't smell. You make a compliment. He expresses his thanks and expresses his reasons.
3. You meet your friend. She looks great. You make a compliment. She 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>

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.

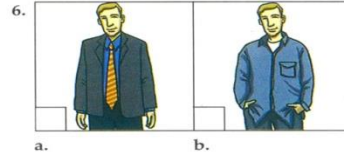
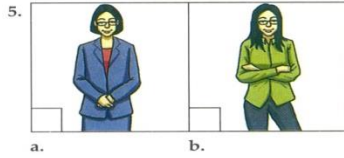
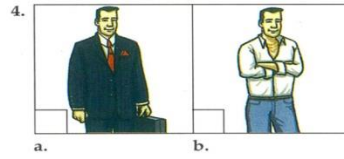
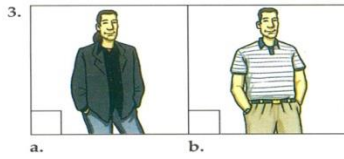
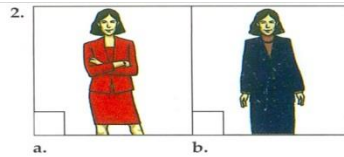
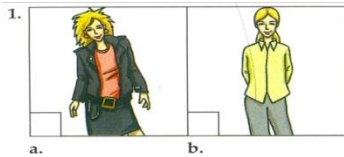
**4.** This must be the 1950s, when boys had their hair slicked back and wore really bright jackets and those very tight pants. I wonder how they ever got into them – or out of them for that matter. The girls wore tight sweaters and wide skirts.

**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**

class	7
Unit	Communication and technology



<b>Level</b>	<b>B1</b>
<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
Criteria	Conflict resolution, use of language in negotiating solutions, emotional intelligence, and problem-solving strategies.
Materials Needed:	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.

- 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.

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.

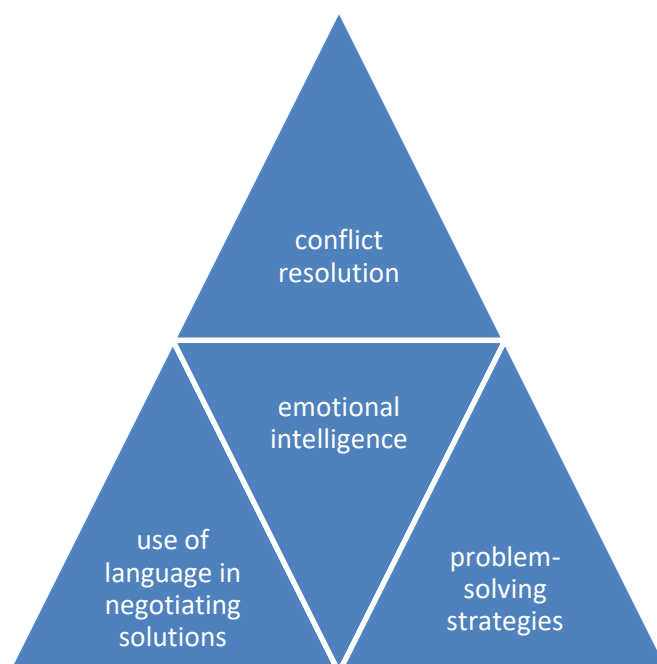
Present your “Greeting from the Planet Earth” to the class.

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
Criteria	Conflict resolution, use of language in negotiating solutions, emotional intelligence, and problem-solving strategies.
Materials Needed:	Whiteboard/projector Markers/pens Handouts with different communication methods (letter, telegram, email, phone call, video chat, social media) Chart paper Sticky notes
Differentiation:	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:

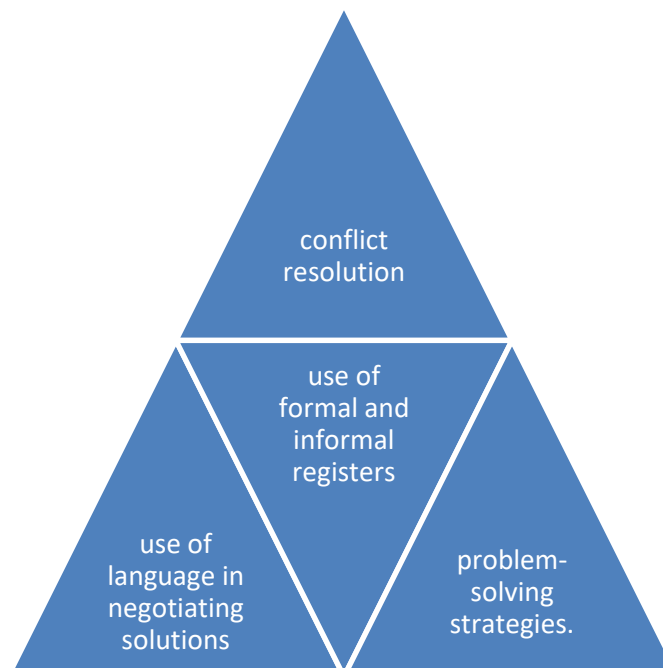
- a strategy to overcome a specific obstacle in the game.
- a rule to perform.

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:

- describing experience and actions completed in the past
- describing experiences and actions completed in the past that have a connection to the present.
- 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! (lose)  
 \_\_\_\_\_ 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

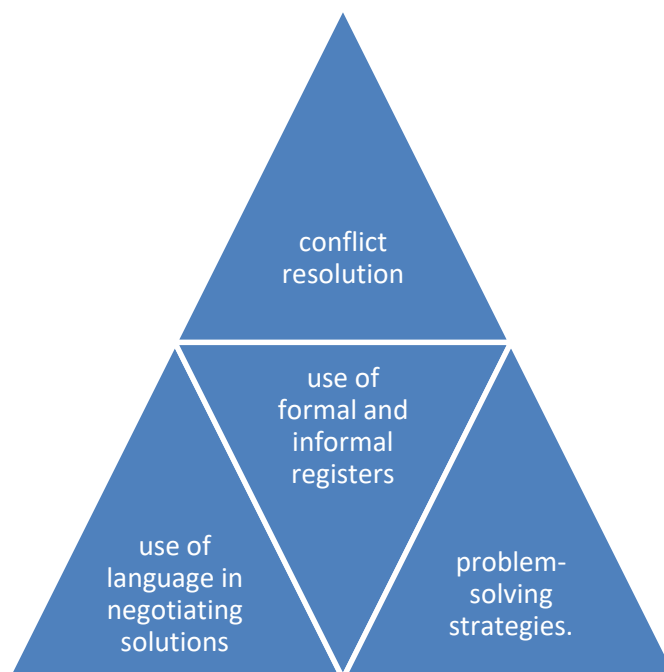
Editor: proofreading for grammar and clarity

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.

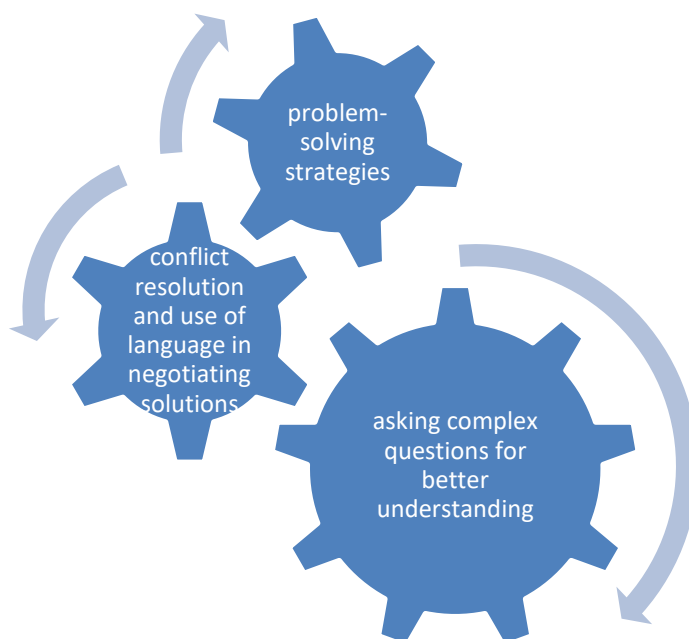
**Task 4.** Work together in groups to create your own travel story, and then share it with the class. Add to your stories the following:

- 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

<b>Class</b>	7
<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.

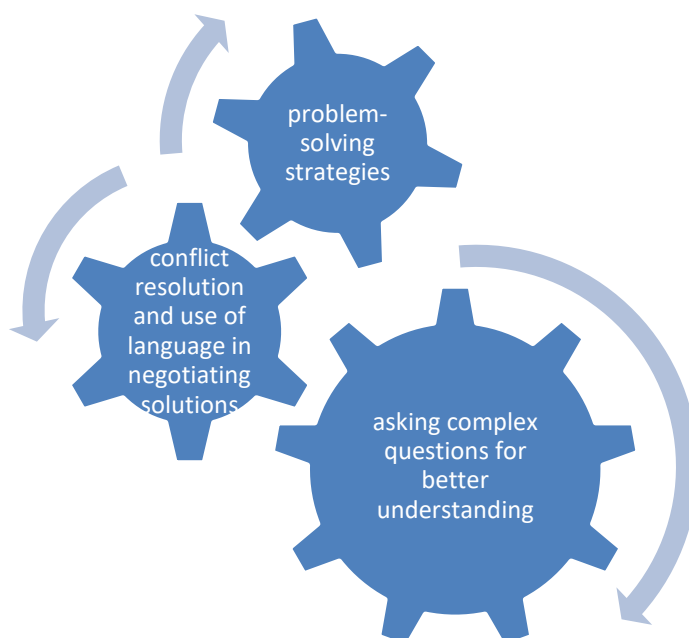
**Task 4.** In different groups create a list of “Actions We Can Take” to address environmental problems and present them to the class. Categorize solutions presented by each group by:

- 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:*

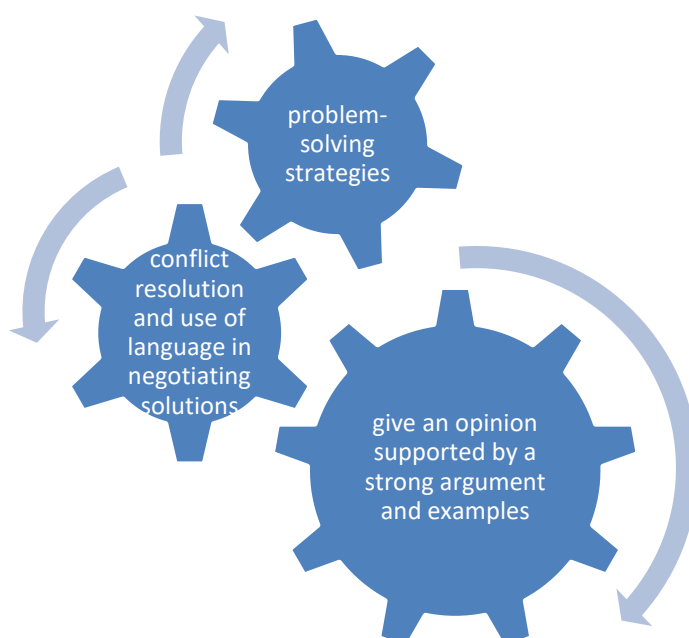
1. We need to discuss the impact of smog on public health and explore solutions that can reduce air pollution.
2. It’s essential to consider the long-term effects of smog on the environment and find ways to minimize its sources.
3. How can we collaborate to implement stricter regulations on industrial 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.

<b>Class</b>	7
<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 THREE MOMENTS 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.



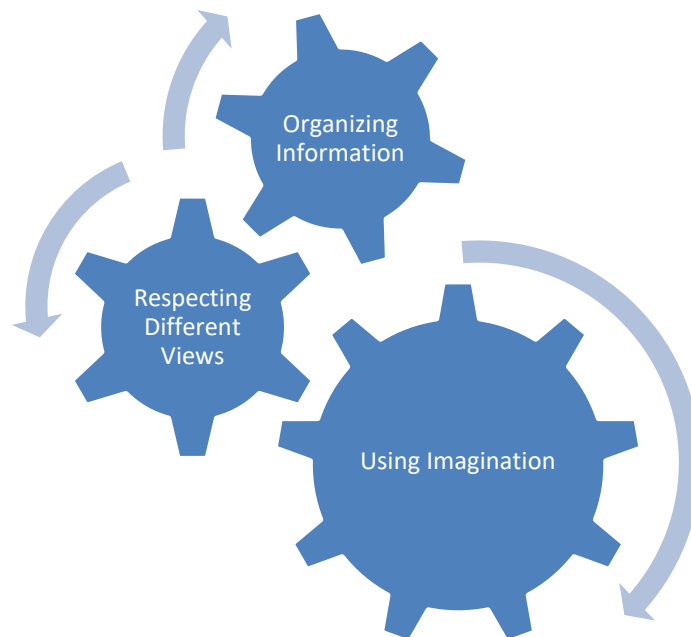
Each student shares one action they can take individually to contribute towards addressing this global issue.

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	Task-based learning

techniques	
assessment	Self - assessment using the criteria
Criteria	<ul style="list-style-type: none"> <li>· using speaking and listening to solve problems creatively and together in groups.</li> <li>· understanding the main ideas in long discussions without much help.</li> <li>· speaking both formally and informally</li> </ul>
Materials Needed:	Using videos& pictures, working with wordwall
Expected Results:	<ol style="list-style-type: none"> <li>1. Students can express their thoughts through speaking.</li> <li>2. Students can create a TV guide.</li> <li>3. Students practice critical thinking skills.</li> </ol>

**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

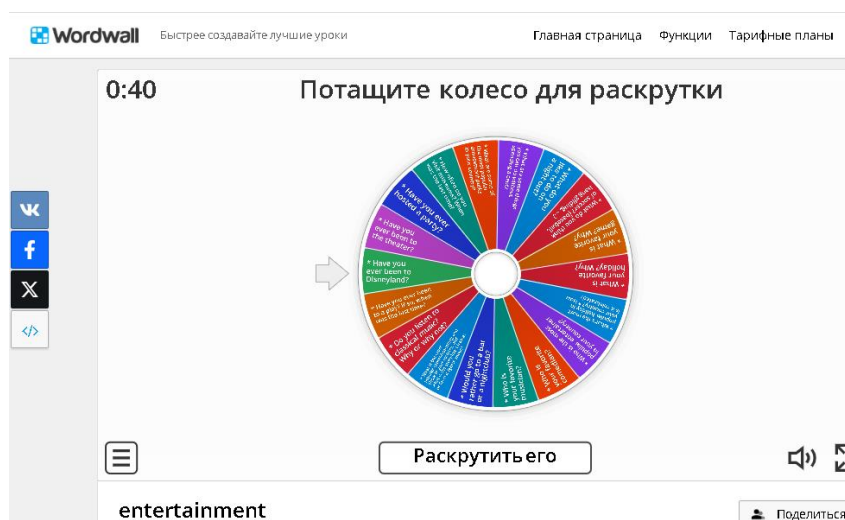
**Suggested Answer Key**

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)

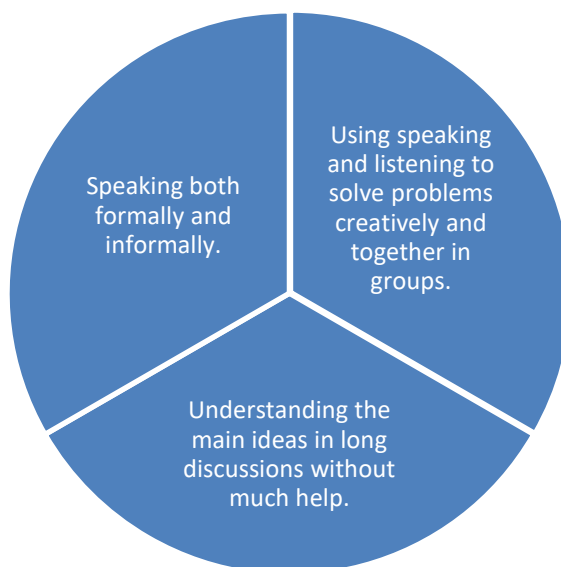
**Task 4. Consolidate your knowledge with the «Word wall» game.**

<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.*

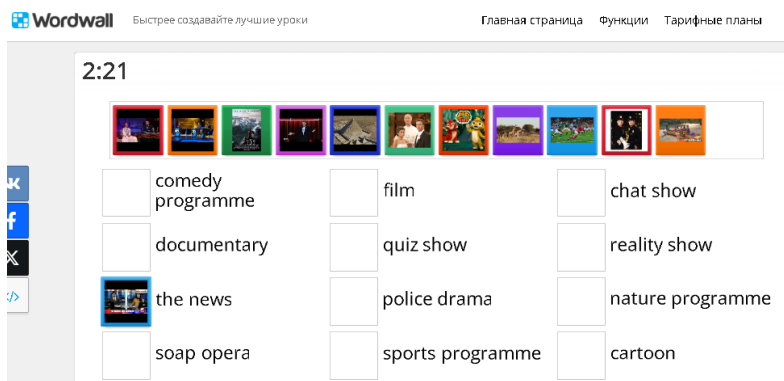
**Task 2.** Watch a video material «BBC channel» and perform role-playing games on the topic. Divide into roles and play out the situation. (reporters, editors, producers and etc.). Record a video clip and present it in class using gadgets.

<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:	<ol style="list-style-type: none"> <li>1. Students can express their thoughts through speaking.</li> <li>2. Act performance for the main characters.</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 “Kyz – Zhibek”</li> </ol>

**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=1C1YTUH\\_ruKZ1098KZ1098&oq=excel+8+kyz+zhibek&gs\\_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCDg4MjdqMGo3qAIAAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:507a1547,vid:fJkIH2LmjDU,st:0](https://www.google.com/search?q=excel+8+kyz+zhibek&rlz=1C1YTUH_ruKZ1098KZ1098&oq=excel+8+kyz+zhibek&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCDg4MjdqMGo3qAIAAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:507a1547,vid:fJkIH2LmjDU,st:0)

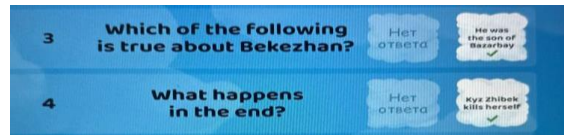
**Task 2.** Describe the characters with adjectives and phrases by using flash – cards.

[https://www.google.com/search?q=excel+8+kyz+zhibek&rlz=1C1YTUH\\_ruKZ1098KZ1098&oq=excel+8+kyz+zhibek&gs\\_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCDg4MjdqMGo3qAIAAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:507a1547,vid:fJkIH2LmjDU,st:0](https://www.google.com/search?q=excel+8+kyz+zhibek&rlz=1C1YTUH_ruKZ1098KZ1098&oq=excel+8+kyz+zhibek&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCDg4MjdqMGo3qAIAAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:507a1547,vid:fJkIH2LmjDU,st:0)

Characters	
Kyz - Zhibek	
Tolegen	
Bekezhan	

**Task 3.** Using game platform “Wordwall” consolidate knowledge about legend

**Answer keys:**



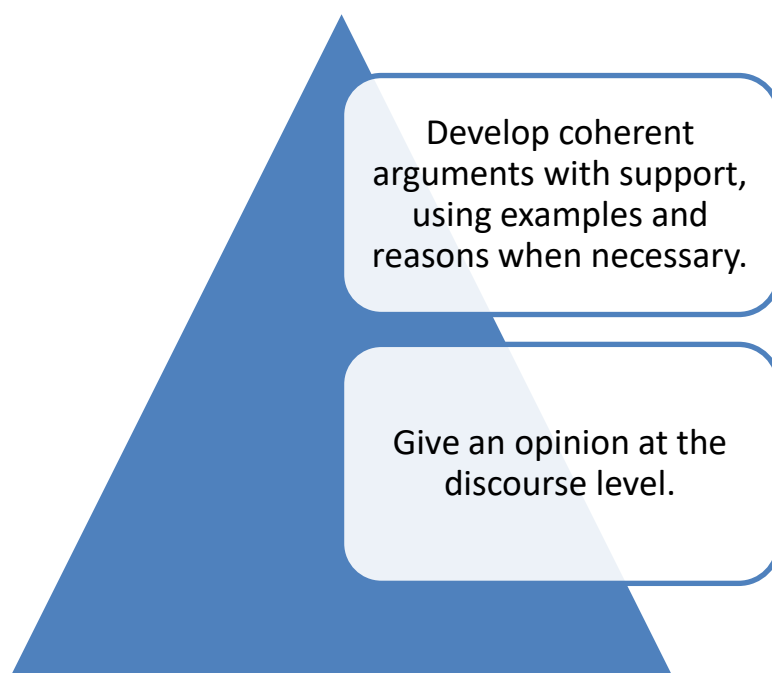
**Task 4.** Imagine the legend of Kyz – Zhibek with happy ending. Make draw the story like a comic strip.



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

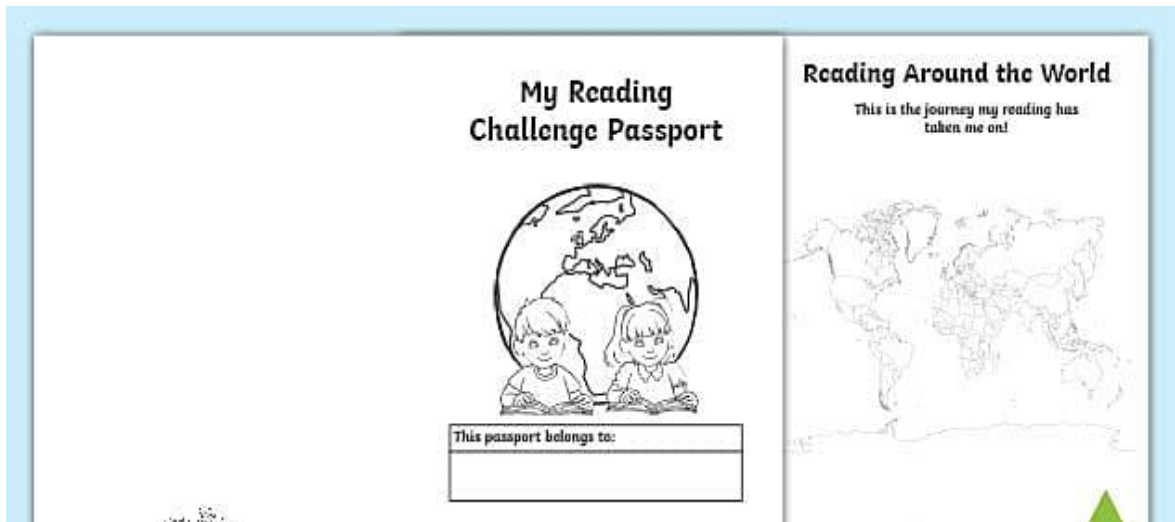




### Tasks for trip around the world

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 highns. I wonder who decides their design. Who thinks up the words to put inside? They are also pretty simple things. A passport is really just a tiny book full of empty pages and some personal information and a photo. I've always thought it must be easy to make a fake passport. I've heard passports sell for a lot of money on the black market, especially American ones. Without a passport we can't travel. Our passport makes it so easy for us to go anywhere. I love it when my passport gets old because it's full of visas and entry and exit stamps. Passports were originally for ship passengers, a pass for the ports during a sea journey. Perhaps today they should be called 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**

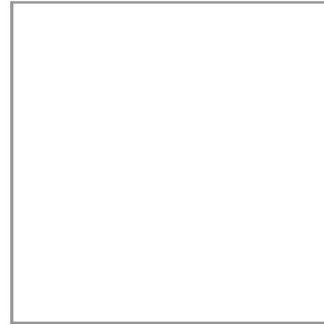
## Passport Template

Name: \_\_\_\_\_

Age: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_



Photo

Today, I went \_\_\_\_\_.

I saw \_\_\_\_\_.

\_\_\_\_\_.

I learned that \_\_\_\_\_.

\_\_\_\_\_.



Illustration

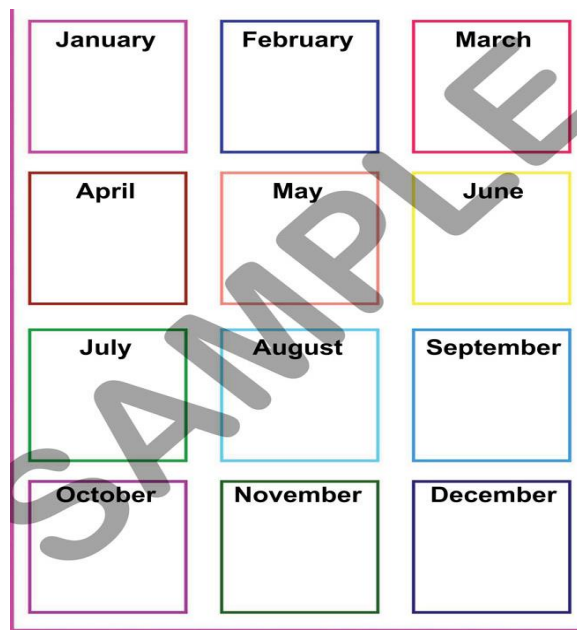
### Tasks for classifying food calendar

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:**

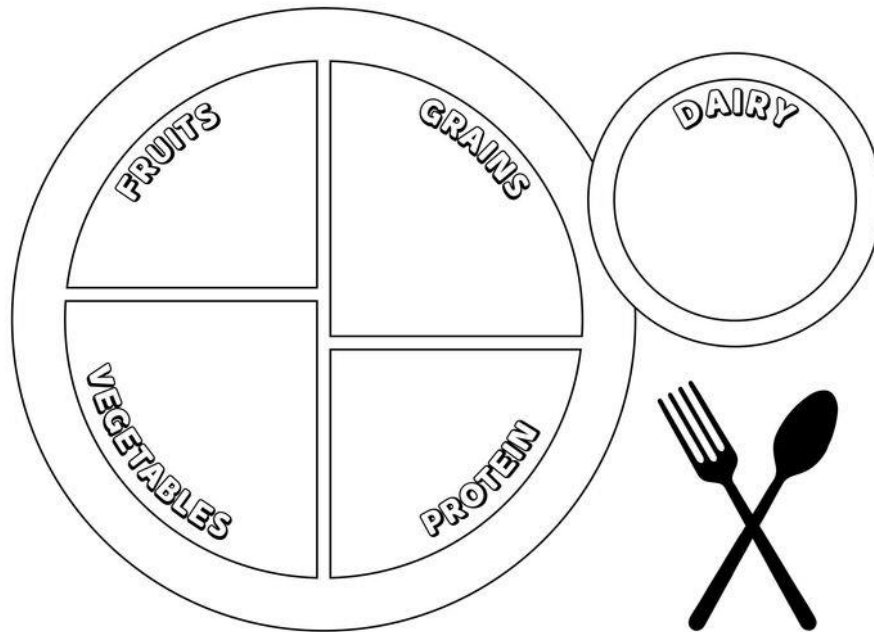
- 1 – originally
- 2 – popularity
- 3 – incredible
- 4 – comfortably
- 5 – traditional
- 6 – Typically

**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.

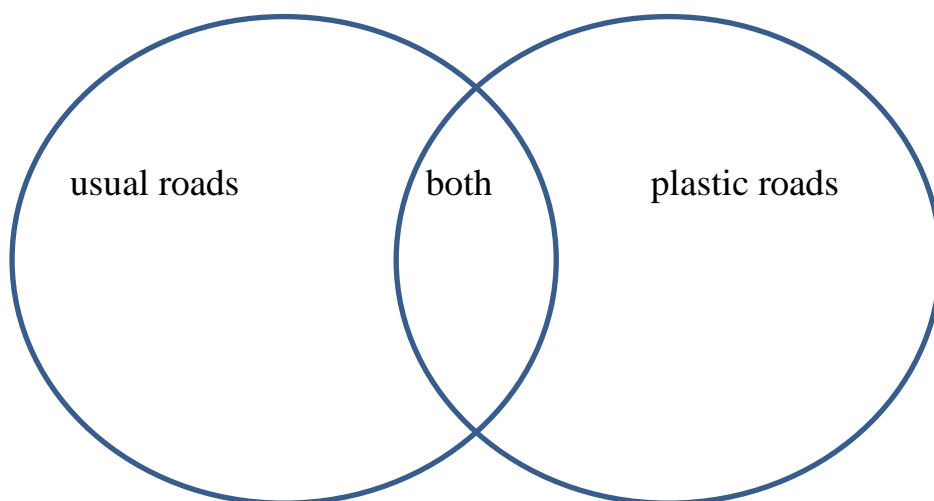
Criteria	use of language in negotiating solutions, emotional intelligence, and problem-solving strategies.
Materials Needed:	Task cards - Feedback forms - Rubric for assessment - Timer
Expected Results:	1. Students demonstrate their ability of deductive reasoning 2. Students analyze, draw conclusions 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	I have some hesitations on this	I am against putting plastic into
-----------------------------------	---------------------------------	-----------------------------------



roads with plastic composition in our country	issue	roads of our country.
--	-------	-----------------------

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>Manager of the marketplace</b> wants to solve the problem in favor of the marketplace	<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 customer is trying to quickly prove his innocence so that he can be released from the store,	<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 date is not over yet and the customer did not bring the milk on the day he bought it, but

without harming the company's reputation	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	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.
<b>Objectives:</b> each participant must argue their case and work towards a consensus or fair decision by the end of the discussion.	<b>Objectives:</b> listen to each other, show empathy and come to the most correct decision that is possible in this situation.	<b>Objectives:</b> come to the most correct decision that is possible in this situation.

### 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 the opinion of the opponents and reveal the topic of discussion	gave ideas for succinct answers during the discussion with the team
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### 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 Students convey messages in a clear and compelling way.

#### 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.

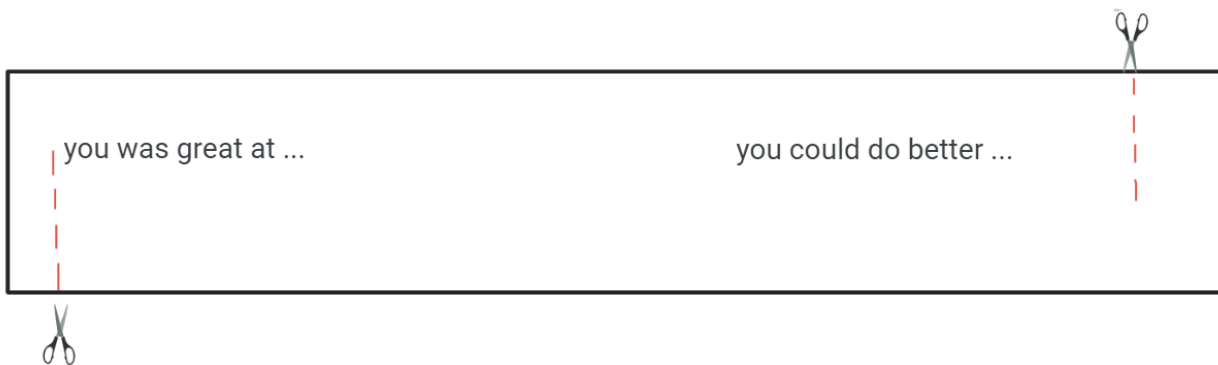
Moreover, Nepal, listed by Clinic Compare as the fourth healthiest country, is the tenth most polluted country and Afghanistan the fourteenth. Air pollution is a killer, with 7 million people dying worldwide each year from diseases associated with it. It is not just vehicle fumes and industries which 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:

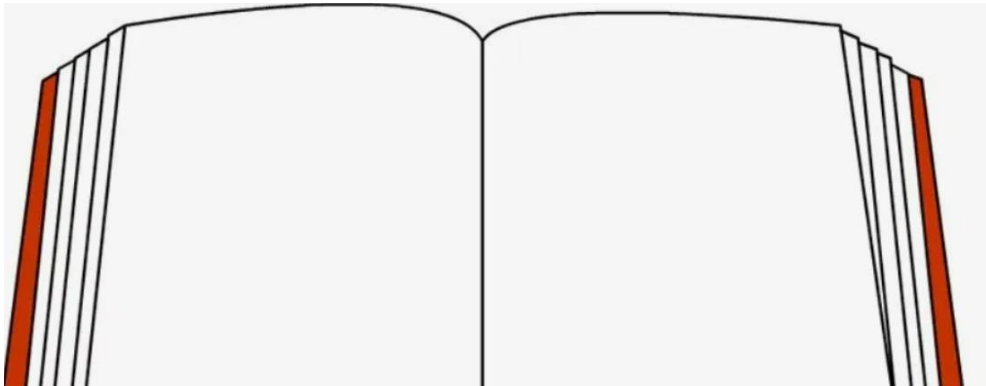
Teacher: What contribution have you made to the work of your group?

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;

- 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:

- The Earth may become a desert because of cutting forests down. What is the way out?
- Grown-up children often do not have enough time to take care of their old parents. How can we change the situation?
- Obesity is a common problem for many people. What should we do to solve the problem?

**Descriptor:**

- Solve the problem creatively;
- 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.**

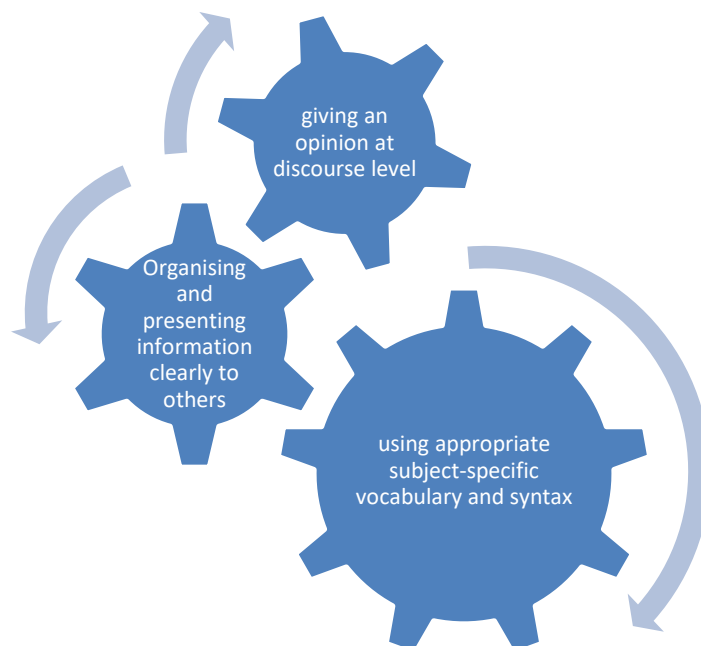
You think some people are unfair to you. Find a solution to deal with such a situation. Discuss in the class.

**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.

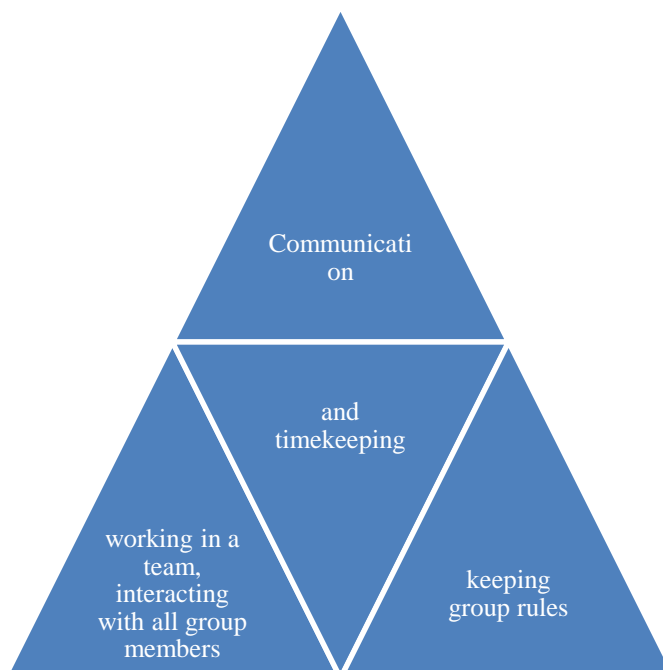
“30 circles” is an exercise aimed at developing creativity where the goal is quantity over quality. You're given a sheet of paper with 30 identical circles on it. You have a short amount of time, usually 10 minutes at most, to write connected short stories about “Our world” in as many of the 30 circles 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**

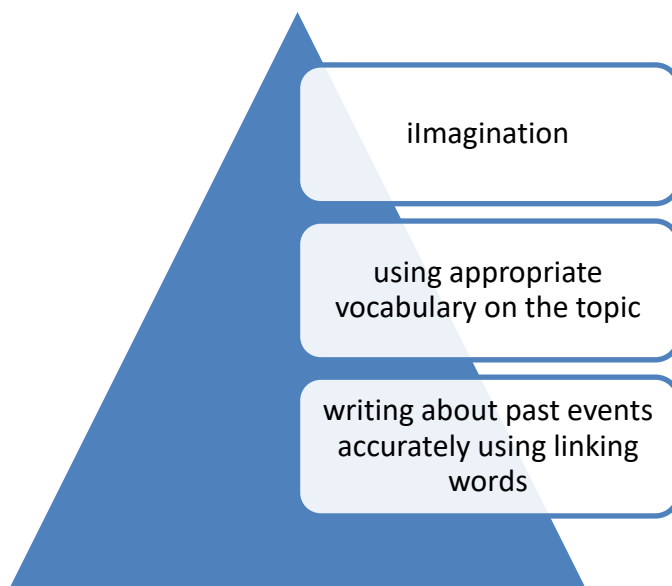
Select a word at random from the dictionary. Use the word you chose, the word above it, and the word below it to create a short story. Finding a way to create an interesting story from elements can improve your ability to make connections and combine ideas that don't necessarily relate.

**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

**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	

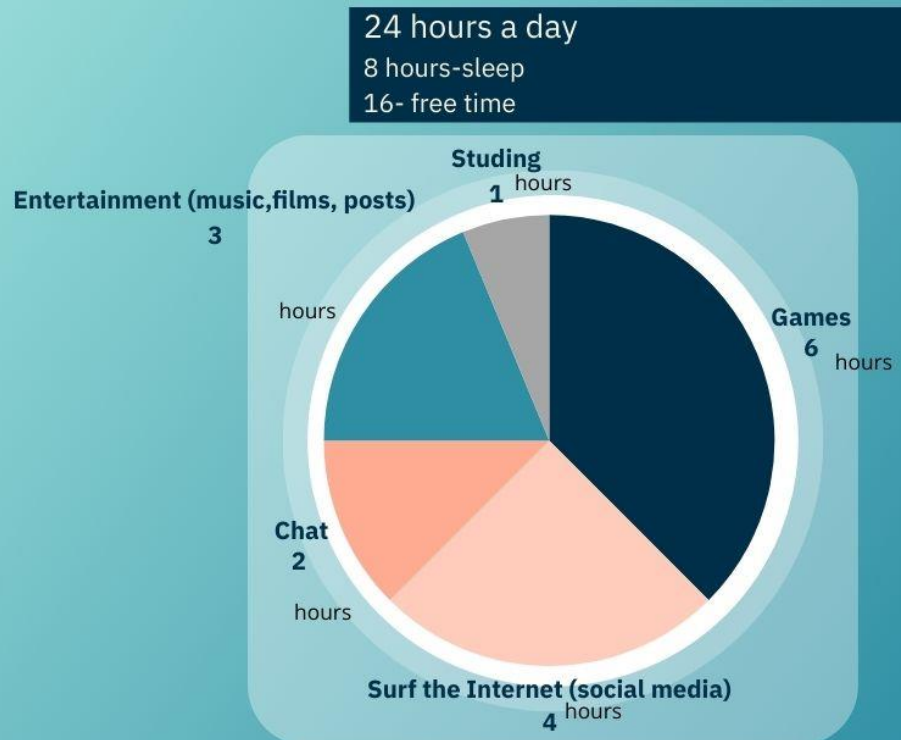
**Tasks for Developing Soft Skills in Grade 9**

Grade	9
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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>9.3.3.1 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> <p>Recognizing the speaker's opinion in longer talks on different topics.</p> <p>Figuring out the meaning from context in longer talks on different topics.</p> <p>Planning, writing, editing, and proofreading your work with little or no support on various topics.</p>
Materials:	Handout, Internet
Expected Results:	<p>students replenish their vocabulary;</p> <p>students conclude that the use of technology should be moderate;</p> <p>students conclude that for effective skill development it is better to abandon technology;</p> <p>students get acquainted with different types of skills</p> <p>students analyze, compare, evaluate their skills and activity. planning skills, time blocking</p> <p>students recognize, respect differing points of view and explain and justify their own point of view when talking about science and technology</p> <p>students deduce meaning, understand most specific and</p>

## Analysis of the using of gadgets by teenagers in their free time



### REMEMBERING

**Task 1:** Study the diagram. Answer the questions (according to the diagram).

- What part of the population was analyzed? (kids, adults, teens)

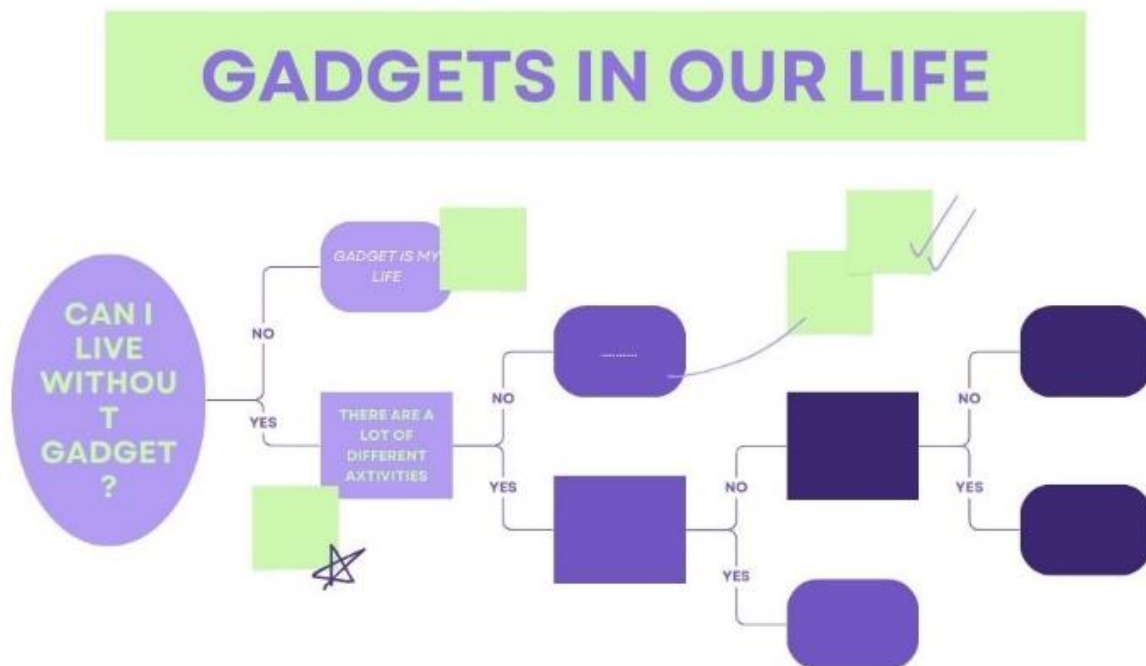
- What does “24” mean in the infographic?
- How long should a person sleep to maintain a healthy lifestyle?
- How much time of the day is left for activity?
- What is an integral part of teenagers' lives? (according to the diagram).
- What activities do teenagers spend a lot of time? (according to the 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*)

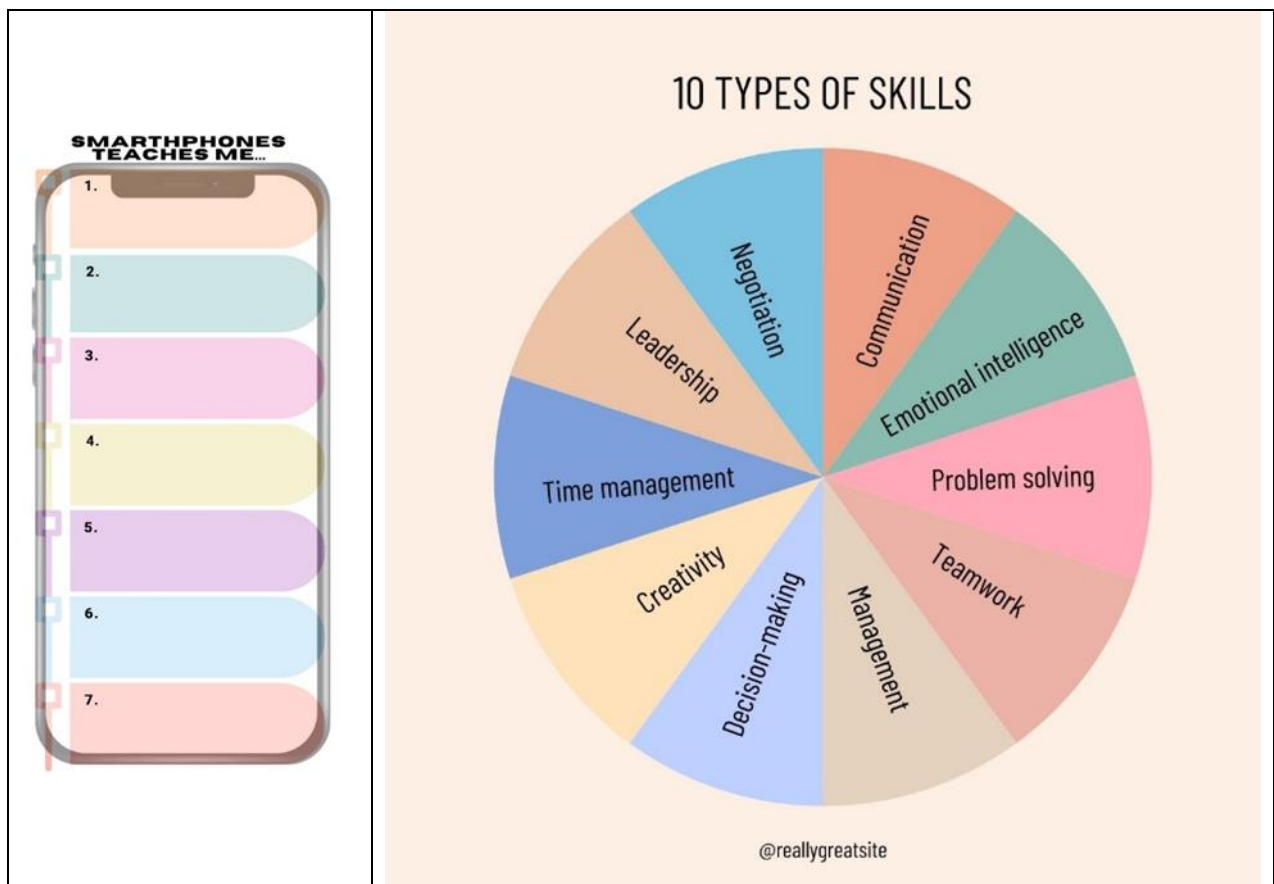
**Task 2.** Search the Internet. How many hours do teenagers typically spend using a smartphone each day? (You can look at the analysis on your smartphone). (*You may use canva.com*)

**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.



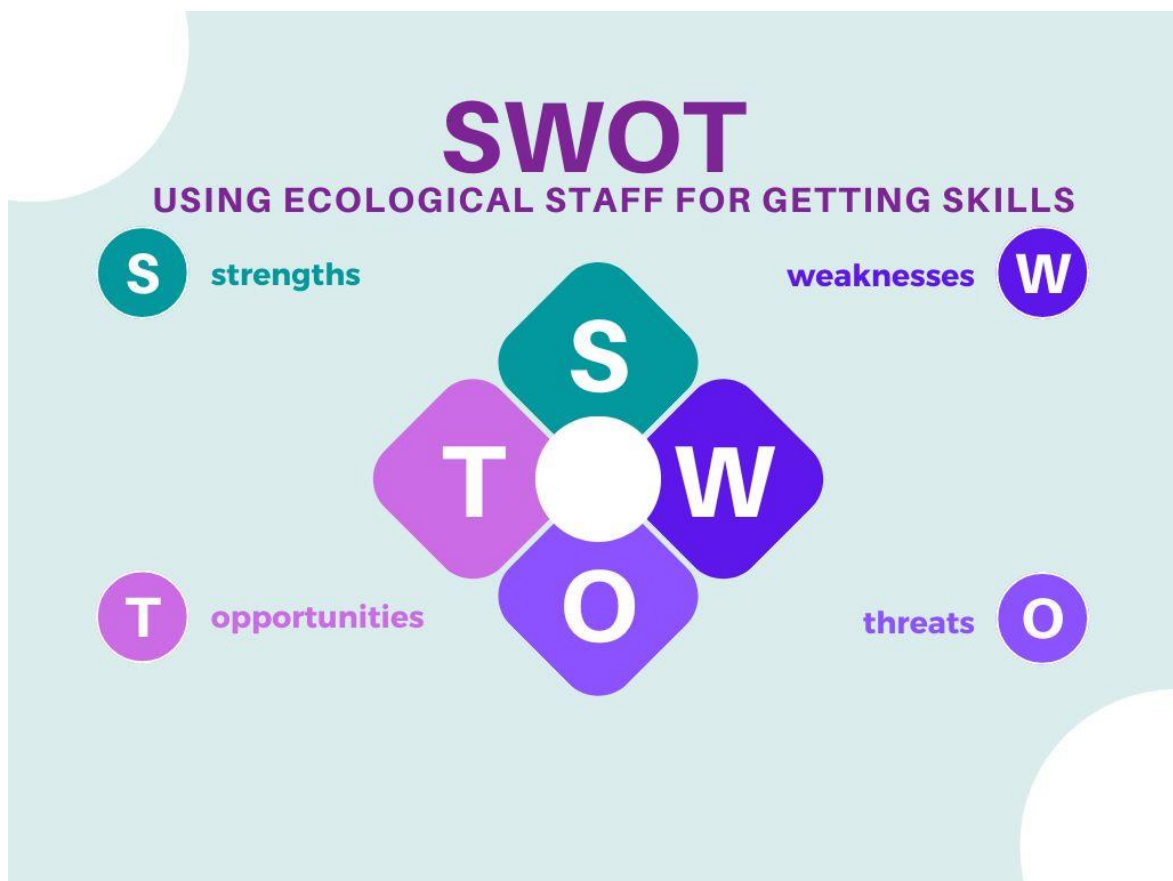
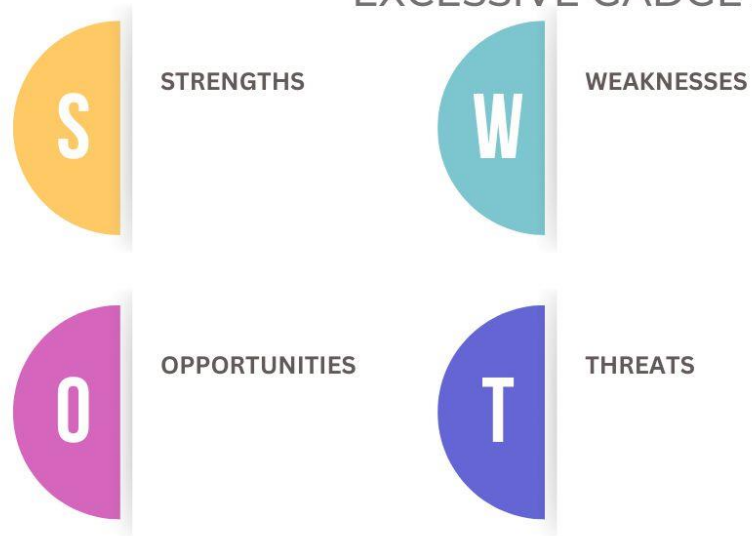
Which way of getting skills is more environmentally friendly for a person with or without a smartphone?

**Task 2.** Make a SWOT Analysis



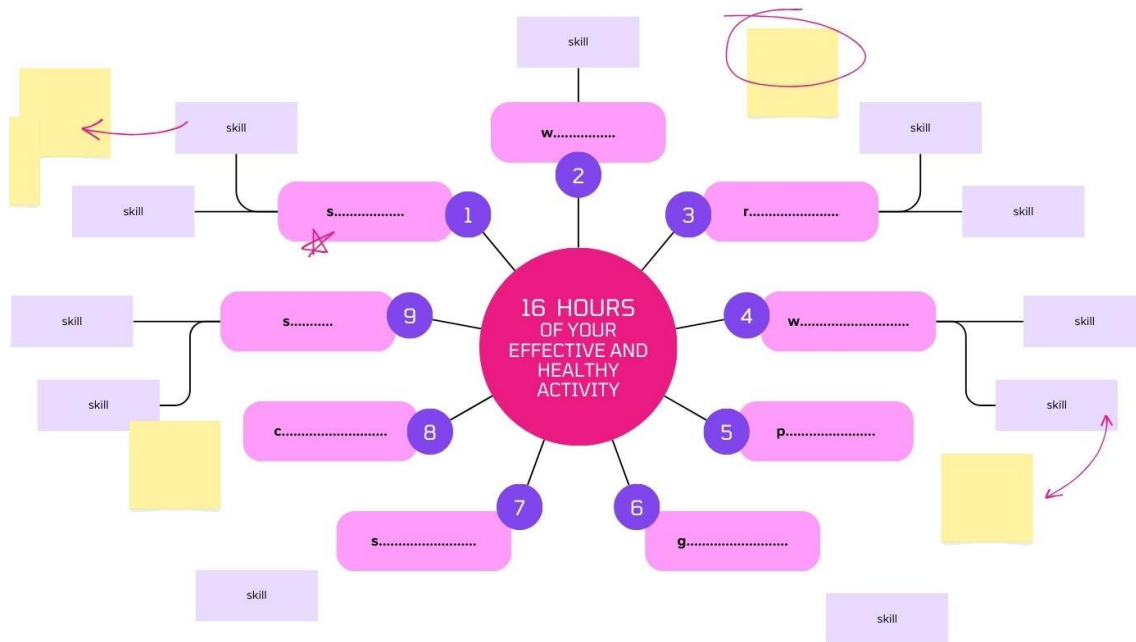
# SWOT ANALYSIS

## EXCESSIVE GADGET USE



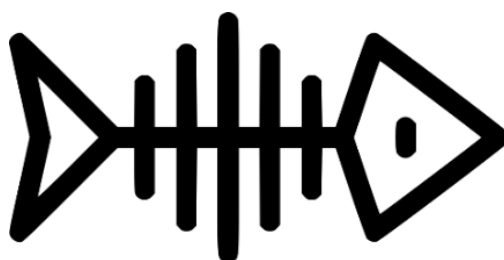
### EVALUATING.

**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)



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)							
PERSONAL QUALITIES							
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</p>

	<p>familiar general and curricular topics;  9.4.7.1 recognise typical features at word, sentence and text level in a wide range of written genres;  9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding  9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics;  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> </ul>

	<ul style="list-style-type: none"> <li>- figure out the meaning of words from the context in long texts on familiar topics.</li> <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
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

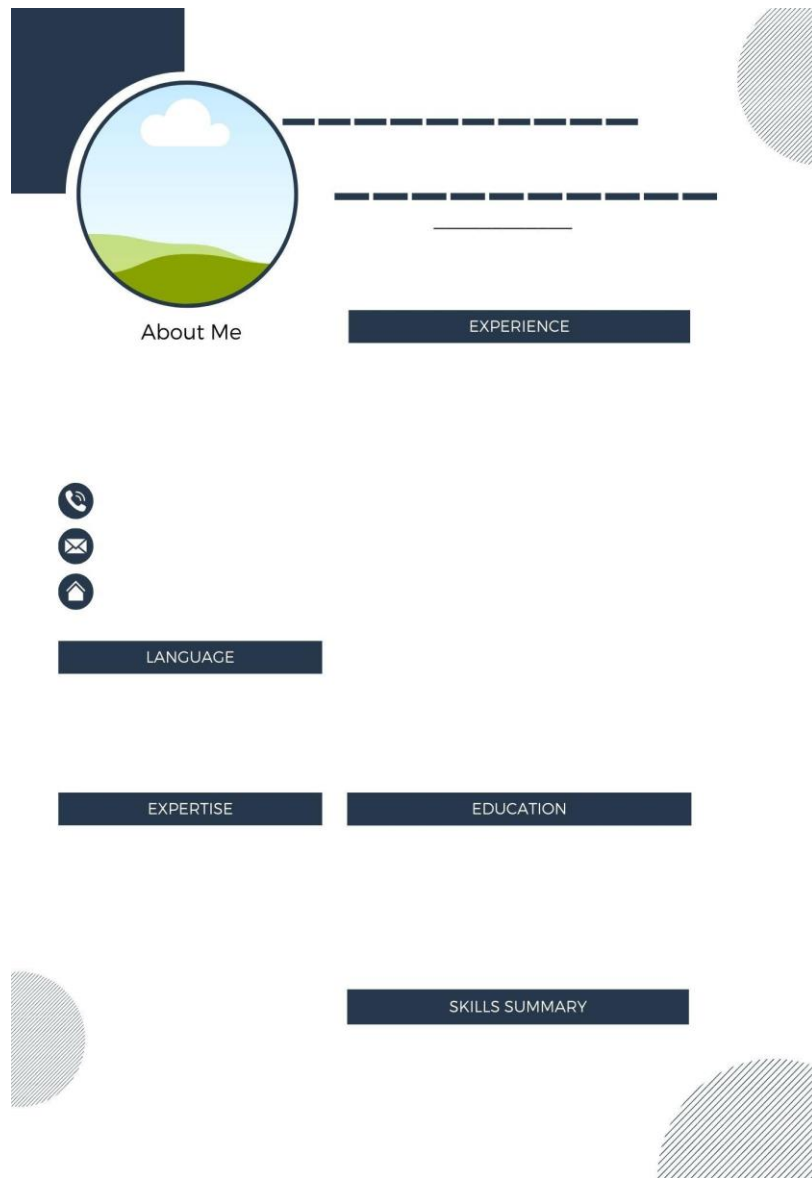
## UNDERSTANDING

**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](mailto: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](https://www.canva.com)

## EVALUATING

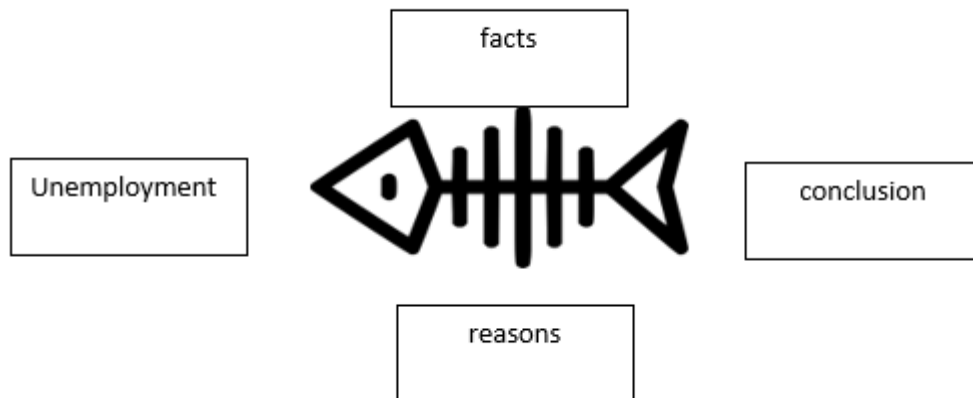


**Task 6.** Conduct the research by analyzing the statistics. How many people in your city, or region (village) are unemployed? What are the most demanded professions in the labor market in your area?

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.

Білім беру процесінде мұғалімдерге арналған ұсынымдама:

Оқу мақсаттарын нақтылау: Педагог оқу мақсатын сабақ мақсатына айналдыра білуі тиіс. Бұл мақсаттар сабақтың басында айқын және түсінікті түрде білім алушыларға түсіндірілуі керек.

Тілдік ортаны құру: Білім алушыларды ағылшын тілінде сөйлесуге ынталандыру үшін сыныпта тілдік орта құру маңызды. Мұны іске асыру үшін мұғалім білім алушылармен тек ағылшын тілінде сөйлесіп, тапсырмалар беруі керек.

Интерактивті әдістер: Білім алушылардың күнделікті өмірде жиі кездесетін жағдайларда ағылшын тілінде қалай әрекет ету керектігін үйренуі үшін рөлдік ойындар мен диалогтарды қолданыңыз.

Жобалық жұмыстары: Білім алушылардың ағылшын тілінде ақпаратты іздеу, жинақтау және ұсыну дағдыларын дамыту үшін проект жұмыстарын ұйымдастырыңыз. Бұл әдіс білім алушылардың зерттеу жүргізу, критикалық ойлау және командалық жұмыс дағдыларын дамытады.

Ақпараттық технологияларды пайдалану: Интернет ресурстарын, мобильді қосымшаларды және онлайн ойындарды ағылшын тілін үйренуде пайдаланыңыз. Бұл білім алушылардың тілдік дағдыларын дамытуда мотивацияны арттырады.

Топтық жұмыс: Білім алушыларды топтарға бөліп, олардың бірлескен жобалар мен тапсырмаларды орындауын қамтамасыз етіңіз. Бұл әрекет білім алушылардың ағылшын тілінде тиімді коммуникация жасау және өзара ынтымақтастық дағдыларын дамытуға көмектеседі.

Осы ұсынымдарды іске асыру ағылшын тілі сабағындағы функционалдық сауаттылықты арттыруға және білім алушылардың тілдік қабілеттерін жан-жақты дамытуға ықпал етеді.

## ҚОРЫТЫНДЫ

Soft skills дағдылар деп аталатын икемді дағдылар кәсіби білім мен дағдыларды толықтыратын тұлғааралық және жеке құзыреттердің кең ауқымын білдіреді. Олар бейімделу, шығармашылық, сыни ойлау, эмоционалды интеллект және топта жұмыс істеу қабілеті сияқты қасиеттерді қамтиды. Коммуникативті және икемді дағдыларды дамыту жеке және кәсіби өсу үшін маңызды. Бұл дағдылар адамдарға тиімді қарым-қатынас жасауға, өзгерістерге бейімделуге және әртүрлі өмірлік және кәсіби контексттерде табысқа жетуге мүмкіндік береді. Бұл тез өзгертін әлем мен кәсіби қызметке қойылатын жоғары талаптар жағдайында маңызды фактор болып табылады.

Икемді дағдыларды дамыту тақырыбы әртүрлі елдерде белсенді зерттелуде. Бельгияда U2ES және HoGent кәсіпкерлік орталығы сияқты бастамалар икемді дағдыларды дамыту курстары мен тренингтерін ұсынады. Испания мен Ұлыбританияда білім беру бағдарламалары арқылы түлектердің жұмысқа орналасуын арттыруға баса назар аудара отырып, осы тақырыпқа көп көңіл бөлінеді. Соңғы жылдары Еуропада икемді дағдыларды дамытуға бағытталған ЕО қаржыландыратын бірнеше жоба жүзеге асырылды. Mass жобасы икемді дағдыларды бағалаудың әртүрлі тәсілдерінің маңыздылығын көрсетеді. DAISS жұмыссыздарға өздерінің икемді дағдыларын білуге және дамытуға қолдау көрсетті. HISS жобасы икемді дағдыларды бағалау әдістерін қолдануды кеңейтуге, ал GRASS жобасы ресми валидация үшін оларды сандық бағалауға бағытталған. S-Cube жобасы әлеуметтік кәсіпорындарда икемді дағдыларды жақсарту үшін онлайн оқытуды әзірледі, ал YES ME жобасы жастардың жұмыспен қамтылуы мен ұтқырлығын жақсарту үшін халықаралық тәжірибелерді зерттеді.

Технология мен жасанды интеллекттің қарқынды дамуы жағдайында эмоционалды интеллект, сыни ойлау, шығармашылық, ынтымақтастық және ынтымақтастық сияқты икемді дағдылар білім алушыларға тиімді қарым-қатынасқа қол жеткізу үшін коммуникация шеңберіндегі өзара әрекеттесуді жақсартуға мүмкіндік береді. Басқаша айтқанда, коммуникативті дағдылар мен икемді дағдылар қазіргі әлемдегі табысты өзара әрекеттесу мен кәсіби дамудың негізгі аспектілері болып табылады. Бұл дағдылар жеке өмірде де, кәсіби өмірде де маңызды рөл атқарады, тиімді қарым-қатынасқа, өзгерістерге бейімделуге және күрделі мәселелерді шешуге ықпал етеді.

Коммуникативті дағдылары икемді дағдылардың негізгі компоненттерінің бірі болып табылады. Тиімді коммуникация көшбасшылық, сыни ойлау және эмоционалды интеллект сияқты басқа икемді дағдыларды дамытуға ықпал етеді. Мысалы, жоғары коммуникативті дағдылары бар көшбасшы команданы шабыттандырады және ынталандырады, қақтығыстарды тиімді шешеді және стратегиялық шешімдер қабылдайды. Оқу орындарында

шетел тілдерін оқытудың негізгі мақсаты білім алушыларда шығармашылық міндеттерді шешуде олардың білімдерін тиімді қолдану үшін қажетті коммуникативтік құзыреттіліктерді қалыптастыру болып табылатындығына, сондай-ақ гуманистік құндылықтарды бекітуде, жеке дамуға жәрдемдесуде және білім беру сапасын арттыруда негіз болатын коммуникативтік дағдылар мен икемді дағдыларды дамыту арасындағы өзара байланыс байқалатындығына байланысты, тілдік сабақтарда педагогикалық тапсырмаларды тиімді пайдалану қажет.

Мұндай тапсырмаларды қолдану білім алушылардың оқу процесіне белсенді қатысуына ықпал етеді, оларды шешімдерді өз бетінше іздеуге және сыни ойлауды дамытуға ынталандырады. Бұл әсіресе инновациялық тәсілдер мен оқыту әдістері шешуші рөл атқаратын заманауи білім беру кеңістігінде маңызды. Коммуникативті және икемді дағдыларды оқу бағдарламаларына біріктіру тез өзгертін әлемде және кәсіби қызметте сәтті бейімделуге дайын жан-жақты дамыған тұлғалардың қалыптасуына ықпал етеді.

Әдістемелік ұсынымдарда ағылшын тілі сабақтарында 5-9 сынып білім алушылардың икемді дағдыларын (soft skills) дамыту және бағалау мәселелері қарастырылады, оларды қолданудың маңыздылығы атап көрсетіліп, орта мектепте икемді дағдыларды дамыту және бағалау тәсілдері ұсынылады. Жұмыста заманауи педагогикалық әдістер, бағалау құралдары, сондай-ақ ағылшын тілі сабақтарында икемді дағдыларды интеграциялаудың тиімділігін көрнекі түрде көрсетуге мүмкіндік беретін практикалық мысалдар мен кейстер бар. Білім алушылардың коммуникативтік дағдыларын дамытуға және осы маңызды құзыреттерді дамытуға ықпал ететін қолайлы білім беру ортасын құруға байланысты мәселелерге ерекше назар аударылады.

Бұл ұсынымдар педагогтерге икемді дағдыларды дамытуға және бағалауға және МЖМБС мақсаттарын іске асыруға бағытталған әртүрлі әдістер мен тәсілдерді қолдануға көмектеседі, олардың жас ерекшеліктері мен мүмкіндіктерін ескере отырып, ағылшын тілінде коммуникативті дағдыларын дамыту үшін оңтайлы жағдайларды қамтамасыз етеді. Коммуникативтік қабілеттерді дамыту, қарым — қатынастың нақты жағдайларын жасау және заманауи білім беру технологияларын пайдалану-осының бәрі алға қойылған мақсаттарға тиімді қол жеткізу үшін қажет.

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**5-9-СЫНЫП БІЛІМ АЛУШЫЛАРЫНЫҢ ИКЕМДІ  
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