

# Досвід пілотування НУШ у Вінницькому ліцеї №12

*Вчитель англійської мови*

*КЗ «Ліцей №12 ВМР»*

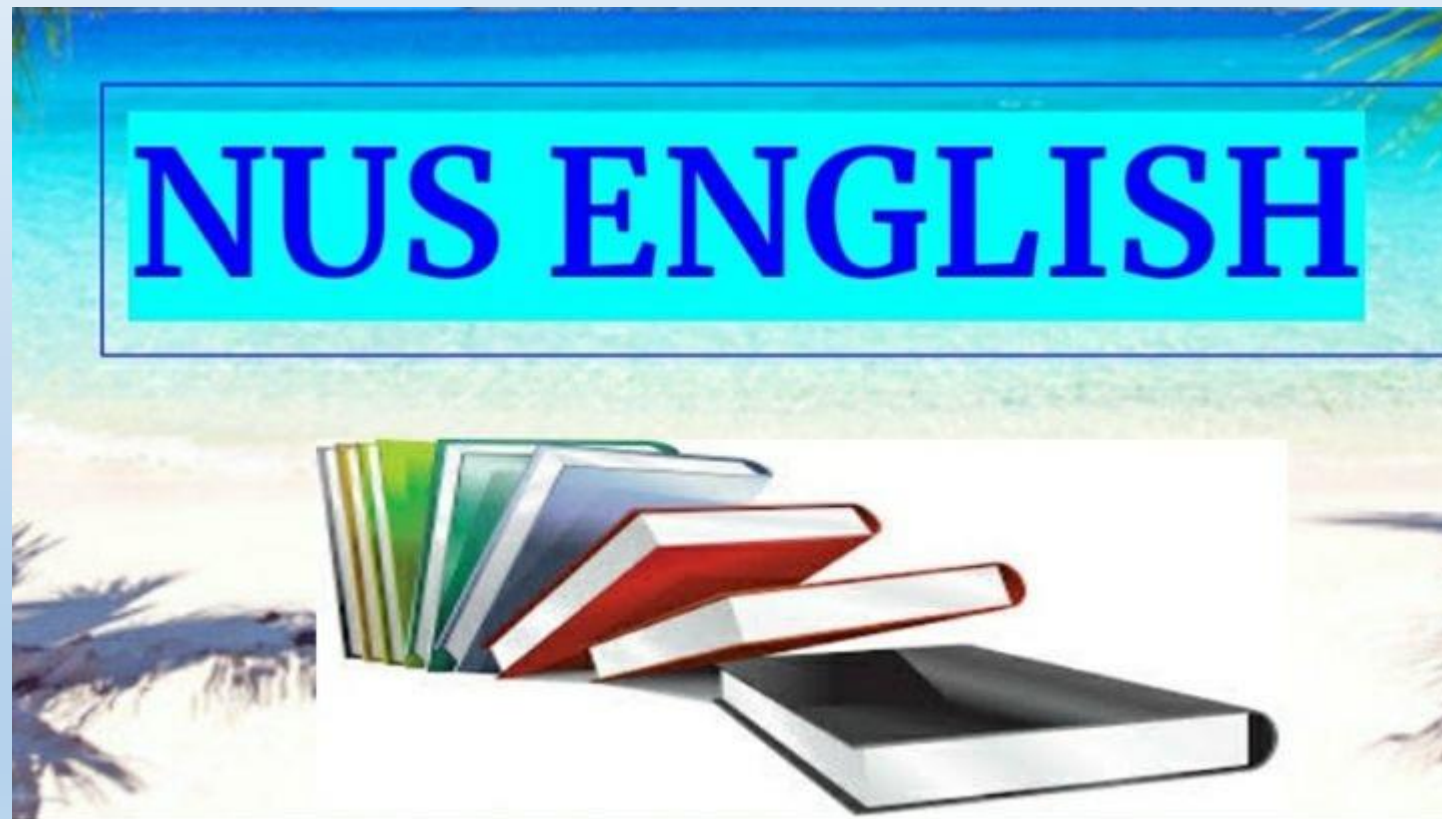
*Родомська Н.М.*

**Н  
О  
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А**

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# **Пілотування НУШ**



SUCCESS

*doesn't just*

COME AND

FIND YOU

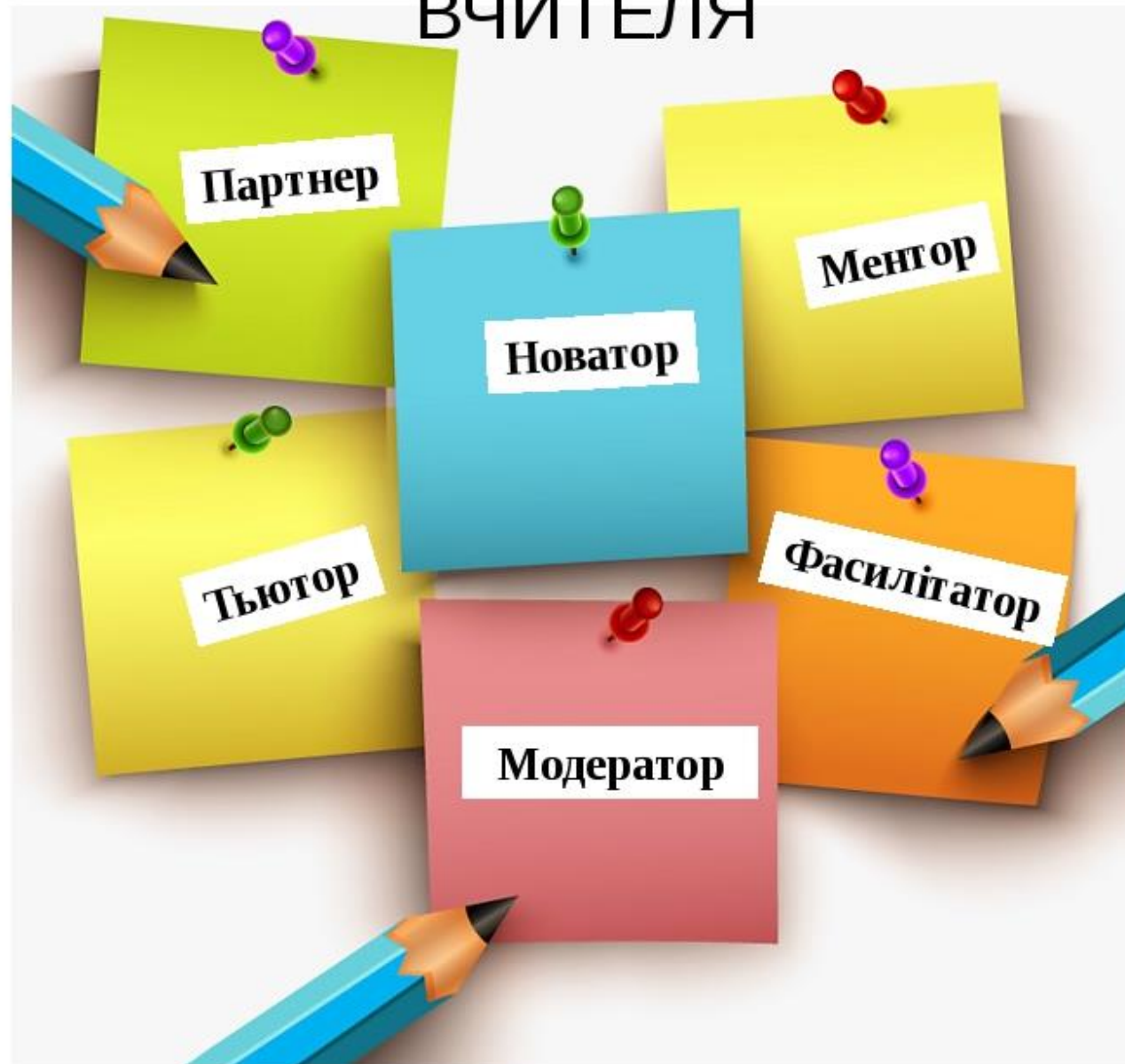
YOU HAVE TO

GO OUT

AND

GET IT

# НОВІ РОЛІ ВЧИТЕЛЯ





# **ЩО ТАКЕ КОМПЕТЕНТНІСТЬ?**

**Компетентність — це здатність застосовувати набуті знання, вміння, навички, способи діяльності, власний досвід у нестандартних ситуаціях з метою розв'язання певних життєво важливих проблем.**

# ***10 ключових компетентностей НУШ***

**Спілкування  
державною мовою**

**Спілкування  
іноземними  
мовами**

**Математична**

**Інформаційно-  
цифрова**

**З природничих  
наук і технологій**

**Уміння вчитись  
впродовж життя**

**Ініціативність і  
підприємливість**

**Соціальна та  
громадянська**

**Обізнаність та  
самовираження у  
сфері культури**

**Екологічна грамотність  
та здорове життя**

# Формула НУШ





# Учень НУШ

Ставить запитання

Вивчає нове

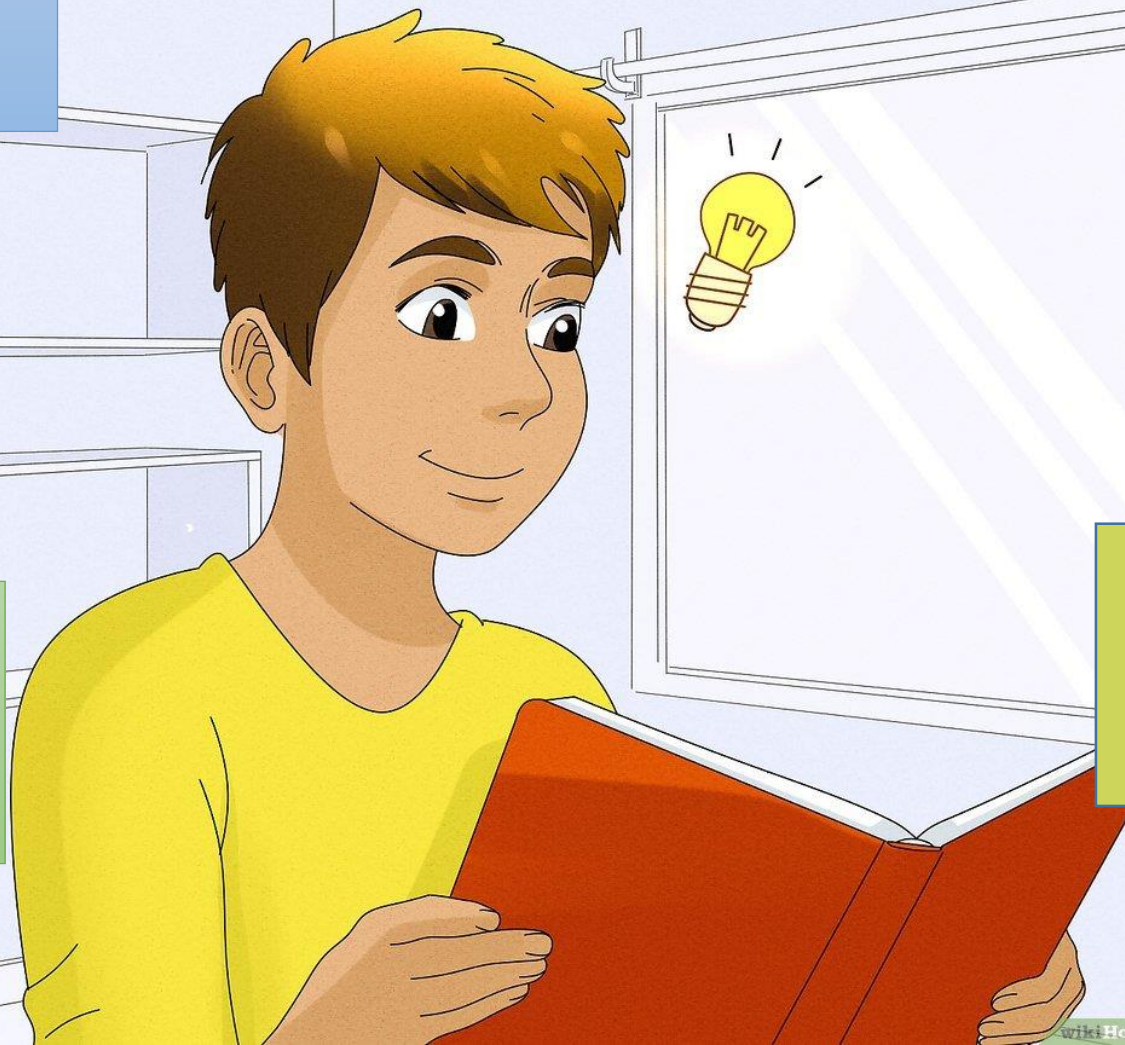
Дослідник

Вміє працювати в  
парі/групі

Шукає та аналізує  
інформацію

Відвертий та  
відкритий

Критично мислить





# Комунікативний підхід до вивчення іноземної мови, де головним є моделювання реального, життєвого спілкування





# Групи результатів навчання

**Усне  
продукування  
та взаємодія**

**Письмове  
продукування  
та взаємодія**

**Зорове  
сприймання**

**Сприймання  
на слух**



# Оцінювання



Рівневе



Бальне



Формувальне





# Ways to Say WELL DONE

- Polished performance
- Unbelievable
- Super!
- Keep it up!
- I like that
- Way to go
- Marvelous
- Clever
- Good for you
- Well, look at you go
- Tremendous
- I am impressed
- Sensational
- Felicitation
- You did it that time
- You are really improving.
- You make it look easy.

- You rock
- Greetings
- That is first class work
- Keep up the good work
- That is better than ever.
- Bravo
- Good
- The stuff of champions
- Fantastic
- I just love it
- First class
- Good work
- Nice job
- Far out
- You're doing well
- Cool
- Wow

# Наша підтримка, щоб зробити уроки яскравішими та більш насиченими

- [Компанія “Лінгвіст”](#)
- [Cambridge Assesment English – література та сертифіковане підвищення кваліфікації](#)
- [Cambridge Dictionary Official Website](#)
- [Macmillan Science and Education and Macmillan Publishers](#)
- [Macmillan Ukraine](#)
- [Macmillan Education](#)
- [Pearson](#)
- [Pearson Ukraine](#)
- [British Council Ukraine](#)
- [British Council](#)
- [Express Publishing](#)



*Перевага Модельної Програми: для досягнення очікуваних результатів навчання її розробниками визначено низку видів навчальної діяльності учнів, зорієнтованих на формування власне життєвих компетентностей, які є найважливішими при викладанні предмету «Іноземна мова»*

ЗИМОМРЯ ТА ІН.

5-9  
КЛАСИ

Іноземна мова

*Чинна модельна навчальна програма з іноземної мови для 5–9 класів авторів Зимомя І. М., Мойсюк В. А. та ін.*

 CAMBRIDGE



Пілотна версія

# PREPARE

STUDENT'S BOOK

Англійська мова  
English **5**

Joanna Kosta  
Melanie Williams

Ukrainian  
Edition

LEVEL 1

Навчальний матеріал для Prepare Ukrainian Edition відповідає модельній програмі “Іноземна мова. 5-9 класи” для 5 класів закладів загальної середньої освіти (авт. Зимомря І. М., Мойсюк В. А., Тріфан М. С., Унгурян І. К., Яковчук М. В.).

[https://publishing.linguist.ua/publishing\\_book/prepare/](https://publishing.linguist.ua/publishing_book/prepare/)

# The book includes:

- 20 Units
- Extra Activities
- Vocabulary List
- Grammar Reference and Practice
- Life Skills (**Creativity & Innovation**, **Learning English**, **ICT Literacy**, **Social Responsibility**, **Collaboration**)
- Culture Pages





# Pronunciation

## PRONUNCIATION | Yes / No questions

 3 Listen and repeat the questions.

A: *Are you cleaning the bath?*

B: *No, we aren't.*

B: *Is she helping in the kitchen?*

A: *Yes, she is.*

4 Look at the story again for one minute. Then close your book. Ask and answer with your partner.

A: *Is Tomás doing his homework?*

B: *Yes, he is.*

A: *No, he isn't. He's tidying his room.*


## PRONUNCIATION | /s/ and /k/

3 Look at the words beginning with the letter c. How do you say them?

café camera cinema city  
coffee colour computer cup

 Listen, check and repeat.

## PRONUNCIATION | can / can't

 3 Listen and repeat.

What can you do?  
Can you ride a horse?

No, I can't.


Can you play the guitar?

No, I can't.

Well, can you take photos?

Yes, I can. And I  
can speak Italian.

Oh, good!

 4 Listen and choose the word you hear.

- 0 I can / can't take good photos.
- 1 We can / can't see the TV.
- 2 I can / can't remember her name.
- 3 My sister can / can't play the guitar.
- 4 Can / Can't your little brother read?
- 5 My mother can / can't speak Chinese.

# Vocabulary

## VOCABULARY AND READING

### Things in my room

1 Match the words to the photos A-L.

EP

bed	board game	bookcase	chair
clock	computer	clothes	guitar
poster	pet fish	television (TV)	toys

Listen to check. Then repeat.



## VOCABULARY AND LISTENING

### Adjectives: feelings

1 Look at the photos. Complete the sentences with the words in the box.

EP

bored	clever	funny
happy	hot	hungry
sad	tired	nice

- 0 I'm happy.
- 1 I'm \_\_\_\_\_.
- 2 I'm \_\_\_\_\_.
- 3 I'm \_\_\_\_\_.
- 4 I'm \_\_\_\_\_.
- 5 She's \_\_\_\_\_.
- 6 You're \_\_\_\_\_.
- 7 They're \_\_\_\_\_.
- 8 She's \_\_\_\_\_.



# Listening

## LISTENING

- 1 Ania wants to meet her friends at the weekend.
- 125 Listen to the four conversations and write the names in her diary. You don't need all the names.

Alex    Ali    Eva    Clara  
Hugo    Poppy    Sara



- 45 1 Listen and complete the boxes about the tv students.

Name:	<i>Tabitha</i>	<i>Darcy</i>
Surname:	_____	_____
Age:	_____	_____
Nationality:	_____	_____
Phone number:	_____	_____

	morning	afternoon	evening
Saturday		Meet _____ at _____ inside the cinema.	Meet _____ at _____ at the juice bar.
Sunday	Meet _____ at _____ at the swimming pool.	Meet _____ at _____ outside the science museum.	





# Reading

1 Read the first part of the article and look at the photo. Answer the question.

What does Sandy Berry do?

**SANDY BERRY** has an exciting job. She's a sound engineer, and she travels around the world with bands on tour. Here, she tells us about her life, and why she loves her job so much.

**A** \_\_\_\_\_  
It's difficult to choose. I work with my favourite thing in the world – music. I travel all over the world. I was in Europe last month, and in the USA the month before that. I'm always meeting new people and learning new things. And I see brilliant shows every night. It's great fun.

**B** \_\_\_\_\_  
His name was Mr Royce and he was my music teacher when I was 11. His lessons were great. He was a sound



## READING

1 Read about Keira's home. Are the sentences right (✓) or wrong (x)?



My name's Keira and I live in a flat with my mum and dad. We've got five rooms – a kitchen, a living room, a bathroom, two bedrooms – and a small hall. We haven't got a dining room. In the kitchen, there's a table with six chairs. There's also a TV and a clock. In the living room, there's a desk and a computer. There are three pictures on the walls. In the bathroom, there's a shower. We haven't got a bath. My favourite room is my bedroom. I've got a desk, a chair and a small table in here.

- 0 There are five rooms in the flat.
- 1 There's a dining room.
- 2 There's a table in the kitchen.
- 3 There's a computer in the kitchen.
- 4 There are four pictures in the living room.
- 5 There's a bath in the bathroom.

## VOCABULARY AND READING

Adjectives: opinions

1 Complete the words 1-7 in the text using the adjectives in the box.

- amazing
- attractive
- exciting
- fantastic
- popular
- unusual
- wonderful

2 Listen, check and repeat.

## GREAT DAYS OUT

**The Eden Project**  
Come and have a great family day out.

'The Eden Project is more 'a\_\_\_\_\_ than Alton Towers.' \* Gemma 14

- See our:
- huge biomes
  - wonderful flowers from around the world
  - 'w\_\_\_\_\_ buildings and more.
- There's always lots to do and see. We're open all year round. Look at the website for prices and times.

## ALTON TOWERS

We are the best place for an 'a\_\_\_\_\_ family day out.

- We've got:
- a theme park
  - a water park
  - new rides
  - lots of different things to do.

There are always new activities to try. We're open from March to November. Look at the website for prices and times.



2 Read about the four days out and answer the questions.

- Where can you ...
- 1 have animal therapy?
  - 2 watch a play?
  - 3 go on rides?
  - 4 see a rainforest?

## Kyiv Zoo

Come and have a 'f\_\_\_\_\_ family day out with us. You can:

- go on an excursion around the zoo
- learn about all the wild animals
- have animal therapy
- help look after the animals in the zoo ... and more.

There are always new animals to see. We're open every day all year round! Look at the website for prices and times. We're very 'p\_\_\_\_\_, so there are always a lot of visitors at the zoo!

'Kamianets-Podilskiy Castle is more 'e\_\_\_\_\_ than Kyiv Zoo.' \* Alex 16.

## Kamianets-Podilskiy Castle

VISIT A VERY OLD UKRAINIAN CASTLE. Come and:

- walk around the outside
  - visit the 'a\_\_\_\_\_ rooms inside the castle
  - learn about the history of the castle
  - watch a play at night ... and more.
- You won't be bored at Kamianets-Podilskiy Castle! We're open all year round. Look at the website for prices and times.

3 Read about the days out again and answer the questions.

- 1 Which places can you visit in December?
  - 2 Where can you see animals?
  - 3 Where can you visit a water park?
  - 4 Where can you find wonderful gardens?
  - 5 Where can you learn some history?
- 4 What other places like these can you visit in Ukraine? Tell your partner.

## TALKING POINTS

1 Watch the video. Ask and answer the questions with a partner. Which of the four places would you like to visit? Why? What places in your country do you want to visit? Why? What places outside your country do you want to visit? Why?

# Speaking

## SPEAKING

1 Use a word map to make some notes about you.

What street do you live in?

What is there in your street?

What can you do there?

Do you like it? Why? / Why not?

*I live in Dniprovska street. There is a park near the river. I meet with my friends in the park. I like it there. We can swim, walk or talk, and it's never boring.*

Ask and answer the questions with your partner. Compare your answers. Underline similar things, circle different things.

## SPEAKING

1 Look at the table below. Make a table for you and three friends. Make six questions from the words in the boxes and write them in the table.

computer emails games photos texts websites

do get have listen to play  
send take visit watch write

in a day? at the weekend?  
in a week? in a month? on your phone?

homework music television

questions	me	Yurii	Vasyl	Tetiana
0 <i>How many emails do you send in a week?</i>	0	lots	4	some
1				
2				
3				

## SPEAKING

1 Play this game. Write six things in your bag. Ask and answer with your partner.

A: *Have you got a phone?*

B: *Yes, I have.*

A: *Have you got a ruler?*

B: *No, I haven't.*

You get one point when your partner says *Yes, I have*. Count your points. Who is the winner?

# Writing

## WRITING

1 Write these sentences with capital letters and full stops.

0 my name's gabby and i'm 14  
*My name's Gabby and I'm 14.*

1 my mum's from brazil and my dad's from mexico

2 my friend ling is chinese

3 they aren't from turkey

4 he isn't spanish, he's argentinian

5 my teacher's called mr brown

## WRITING

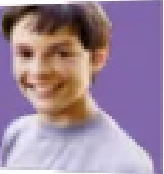
1 Work with a partner. Write a new menu for your own café.

2 Now write a conversation in the café with your partner. Use your menu and ask for food and drink. Role play the conversation in pairs.

## WRITING

1 Read Ihor's blog for the week. What's he doing now?

Day: Friday 14 October  
Time: 18:43



I've got new activities after school this term. I like film club. It's really cool. It's my favourite club. I don't like swimming club. I want to change to cooking. Then I can eat lots! I'm always hungry.

Send me an email. I'm at home and I'm bored. Are you doing your homework? I'm not. I'm sitting on my bed and I'm writing to you!

Ihor

2 Write a blog about you. Use Ihor's blog to help you.

### Spelling

cook + -ing = cooking → He's cooking.

sit + t + -ing = sitting → He's sitting on his bed.

make + -ing = making → He's making a film.



# Grammar

## UNIT 4 HAVE GOT ☹️, HAVE GOT 😊

have got ☹️	have got 😊	short answers
I <b>haven't got</b>	<b>Have I got?</b>	Yes, you <b>have</b> . No, you <b>haven't</b> .
You <b>haven't got</b>	<b>Have you got?</b>	Yes, I <b>have</b> . No, I <b>haven't</b> .
He <b>hasn't got</b>	<b>Has he got?</b>	Yes, he <b>has</b> . No, he <b>hasn't</b> .
She <b>hasn't got</b>	<b>Has she got?</b>	Yes, she <b>has</b> . No, she <b>hasn't</b> .
It <b>hasn't got</b>	<b>Has it got?</b>	Yes, it <b>has</b> . No, it <b>hasn't</b> .
We <b>haven't got</b>	<b>Have we got?</b>	Yes, we <b>have</b> . No, we <b>haven't</b> .
They <b>haven't got</b>	<b>Have they got?</b>	Yes, they <b>have</b> . No, they <b>haven't</b> .

I *haven't got* a football. He *hasn't got* a scarf.

We *haven't got* any chocolate.

'Has she got a new water bottle?' 'Yes, she *has*.'

## HOW MUCH ...? / HOW MANY ...?

countable nouns	uncountable nouns
<b>How many ...?</b>	<b>How much ...?</b>
<b>How many texts</b> do you send a week?	<b>How much fruit</b> do you eat a day?

How many people are there in the classroom?

There are 25.

How much money have you got?

I've got £5.

### Practice

3 Complete the questions with *How much* or *How many* and the verbs in the box.

get	look at	send	send	stream
take	take	watch		

0 How much homework do you

get in a day?

1 \_\_\_\_\_ texts do you \_\_\_\_\_  
in a day?

2 \_\_\_\_\_ television do you  
in a day?

## UNIT 14 BECAUSE, AND, BUT, OR

*because* gives us a reason.

*and* gives us more ideas and information.

*but* gives us a different and opposite idea.

*or* gives us a different, possible idea.

### Practice

1 Match the two parts of the sentences.

- |                                    |  |
|------------------------------------|--|
| 1 John is eating a big lunch       | a or the Underground to the city.          |
| 2 The school is near my house,     | b but I don't walk there every day.        |
| 3 I can't cycle to the pool        | c because we don't like the busy roads.    |
| 4 There is a metro in my city,     | d but I don't like travelling underground. |
| 5 You can choose to take the bus   | e or trains in my town.                    |
| 6 We take the river boat to school | f because he's hungry.                     |
| 7 There aren't any buses           | g because I don't have a bike.             |



# Projects

## PROJECT

*A poster about a museum*

In pairs or small groups, make a poster about a museum in your town / city. Use photos or draw pictures on your poster. Remember to write:

- the name of the museum
- where it is
- what it is
- why you like it
- what you can do there

Finally, present your museum poster to the class. Take turns to talk. One person says the name of the museum, where it is and what type of museum it is. Another person says why they like the museum. Another person says what you can do there.

## PROJECT

*A plan for a Saturday afternoon with friends*

Imagine you are going to the cinema and then for a pizza with your friends. In groups, decide what film to see and what to have on one big pizza. Talk about:

- the films you can see at the cinema at the moment
- the films you and your friends like / don't like

Choose a film together and then talk about:

- the things you can put on a pizza
- the things you and your friends like / don't like on pizza

Tell the class what you decide and why.

# Надає інформацією про культурні особливості рідної країни та країни, мова якої вивчається

## CULTURE

### BEACH CULTURE IN AUSTRALIA AND NEW ZEALAND

**1** Work in pairs. Discuss the questions.

- How often do you go to the beach?
- When do you go to the beach?
- What do you like doing at the beach?

**FACTFILE** Beach culture in Australia and New Zealand

Beach culture is very important in Australia and New Zealand. When it's sunny and hot, people go to the beach at the weekend and for holidays. There are lots of summer camps in Australia and New Zealand. Young people stay at the beach with their friends and do fun activities. They can:

- do activities in the water
- do activities on the beach
- have barbecues and eat on the beach
- learn about safety in the water and on the beach

**2** Read the web page quickly. Are the sentences right (✓) or wrong (x)?

- The Kiwi Summer camp is in Australia.
- The Kiwi Summer camp is on the beach.

**3** Read the web page again. Complete the sentences.

hats jackets night one swimming young

- The Kiwi Summer Camp is for \_\_\_\_\_ people.
- People go to the camp for \_\_\_\_\_ week.
- At the summer camp, there are campfires every \_\_\_\_\_.
- For activities on the beach, people wear sun \_\_\_\_\_.
- People who are good at \_\_\_\_\_ can go snorkelling in the sea.
- For activities on boats, people wear life \_\_\_\_\_.

**4** Read the sentences and write the words. Use the highlighted words on the web page.

- You do this under the water. \_\_\_\_\_
- You do this on the water. \_\_\_\_\_
- You do this on the beach. \_\_\_\_\_
- You stand or sit on this. \_\_\_\_\_
- You wear this on your face. It helps you see fish. \_\_\_\_\_
- You use this to move through the water. \_\_\_\_\_

**7** Listen to Shane talking about a surfing camp. Which activities does he talk about? Underline them.

kayaking sandboarding snorkelling  
surfing swimming

**5** Complete the table. Use the words in Exercise 4.

Things we do	_____	_____	_____
Places	under the water 	on the beach 	on the sea 
Things we use	_____	_____	_____

**8** Listen again. Choose the correct words.

- Where is this summer camp?  
a Australia      b New Zealand
- What activity do they do in the morning?  
a snorkelling      b surfing
- What equipment do they need to do this activity?  
a a paddle      b a board
- What other activities can they do in the afternoon?  
a snorkelling and swimming  
b snorkelling and kayaking
- What do they wear to be safe in the sun?  
a trousers and a shirt      b a hat and a shirt
- What do they have in the evening?  
a a barbecue      b a party

**TALKING POINTS**

Do you like the idea of staying at a summer camp on the beach?  
Which is your favourite summer activity?

**PROJECT** A summer camp leaflet

In small groups, write a leaflet for a summer camp at the beach in Ukraine. Find photos or draw pictures to put on your leaflet. Make it look fun. Remember to write:

- the name of the summer camp
- where it is
- how long young people can stay there
- what activities you can do in the morning, afternoon and evening

Present your summer camp leaflet to the class.

# Culture Page

**Welcome to KIWI SUMMER CAMP!**

Do you know? People from New Zealand are called 'New Zealanders'. Some people call them 'Kiwis'. A kiwi is also a bird, and a fruit.

- Spend a week with other young people.
- Do exciting activities at the beach.
- Enjoy campfires every night.

**GO SANDBOARDING ON THE BEACH!**

You need a special board. You can stand, sit or lie on the board. Climb to the top of the sand dune, and go down. It's fast and exciting!

Be safe. Put on a sun hat.

**GO SNORKELLING IN THE SEA!**

You need a snorkel mask. Some people also wear special swimming shoes called 'fins'. You can go on a boat and jump into the sea or you can snorkel near the beach. Swim under water and see fantastic fish.

Be safe. Are you good at swimming? That's important for snorkelling.

**GO KAYAKING IN THE SEA!**

You need a boat called a 'kayak', and you need a paddle. When we go in the sea, we use a special kayak called a 'sit on top' kayak. It's amazing!

Be safe. Always wear a life jacket.



## BEING CAREFUL ON THE INTERNET

### LIFE SKILLS

#### Being careful on the internet

We can use the internet and be safe. Look at these safety tips:

- Don't tell people your name, address or phone number.
- Remember there are age limits when you use social media sites.
- Ask adults for help.

1 Read, think and answer. Discuss with your partner.

- 1 How often do you use a computer each week?
- 2 When do you use computers?
- 3 Do you use a phone every day?
- 4 Do you send messages? Who to?
- 5 How often do you look at websites each week?

2 What do you think? Do this internet quiz. Answer a or b.

1 I often use the internet. Is it a good idea to write my real name?

- a Yes, it is. You can write your name and age.
- b No, it isn't. Don't write your name, address or phone number.

2 I've got a new 'friend' on the internet. Is it a good idea to meet this person?

- a Yes, it is. Meet this person in a café or at their home.
- b Never. You don't really know this person. Be safe. Don't meet anyone you don't know.

### BE SAFE!

Do you use a computer?  
Are you safe on the internet?  
Do this quiz and see.

5 I've got lots of photos of me and my friends. Is it a good idea to put these photos online?

- a Yes, it is. Everyone likes looking at photos.
- b No, it isn't. Put photos online and lots of people can see them. So, always ask your parents first. Before you put photos of other people online, ask them.

4 I like surfing the internet. Are all websites good for me?

- a Yes, they are. All websites are good for young people.
- b No, they aren't. Some websites are not good for young people. Ask your teacher or parents. They can help you find good websites.

3 I'm 12 years old. Can I join social media sites?

- a Yes, you can. You can join all social media sites when you are 10.
- b No, you can't. You can join most social media sites when you are 11.

3 Listen and read the answers at the bottom of the quiz and answer the questions.

- 1 Are your answers in Exercise 2 correct? How many?
- 2 Are you safe on the internet?

4 Now choose the correct words to complete the sentences.

- 1 It is / isn't a good idea to use your name on the internet.
- 2 Always / Never meet people you 'know' on the internet.
- 3 There are / aren't age limits on social media sites.
- 4 All websites are / aren't good for young people.
- 5 It's a good / bad idea to put photos of you and your friends on the internet.

5 Look at the quiz again. Find and match the verbs 1-5 to the words a-e.

- |        |                      |
|--------|----------------------|
| 1 use  | a safe               |
| 2 be   | b the internet       |
| 3 join | c the internet       |
| 4 surf | d photos online      |
| 5 put  | e social media sites |

6 Use the phrases in Exercise 5 to complete the sentences.

- 1 Be careful and \_\_\_\_\_ on the internet!
- 2 When you \_\_\_\_\_, lots of people can see them.
- 3 \_\_\_\_\_ on your computer. It can help you do your homework.
- 4 You can \_\_\_\_\_ when you are 13 years old.
- 5 \_\_\_\_\_ to find information about your hobbies and learn new things.

7 Listen to a short conversation. Is cyber bullying good or bad?

8 Listen to a talk on cyber bullying. Then complete the sentence with a, b or c.

- When someone isn't nice to you on the internet, speak to \_\_\_\_\_.
- a no one
  - b a friend
  - c an adult

9 Listen again. Match the questions to the answers.

1 How can someone be bad to you on the internet?

a You can show the emails to an adult.

2 What can you do about it?

b When another person needs help, you can tell an adult.

3 What can we all do to stop cyber bullying?

c They can put bad emails or photos of you online.

### TALKING POINTS

Do people feel good or bad when they get horrible emails or text messages? What do you and your friends think about cyber bullying?

10 Complete the table.

### USEFUL LANGUAGE

DO	DON'T
- show bad emails to your parents	- answer bad messages
- talk to an adult	- put photos online

### PROJECT A poster

With a partner, make a leaflet on the internet poster. Write the headings *do* and *don't*, and put your ideas under them.

Write ideas for:

- what you do
- what you don't do
- who you ask for help

Find pictures on the internet and illustrate your ideas.

Talk to the class about your poster. Then display your poster in your school's computer room or in your classroom.

# Life Skills

# Blueprint “Clothes”

Topic, sub-topic	Situation					
	Locations	Persons	Objects	Events	Operations	Texts
Clothes types of clothes, accessories, colours, appearance, adjectives, degrees of comparison, cardinal and ordinal numerals	Shops streets, parks home restaurant cinema theatre in the fitting-room the gym	children adults celebrities friends teens bloggers	variety of clothes and topic-related goods footwear headwear accessories (haberdashery) size colour gender seasons and weather price tags	school life holidays parties home life	put on / off wear get dressed zip/unzip fasten/unfasten try on match fit suit buying goods	dialogues party invitations dress code seasons and clothes magazine articles about fashion



**Communicative language skills**

<b>Oral comprehension</b>	<b>Written comprehension</b>	<b>Oral interaction</b>	<b>Written interaction</b>	<b>Online interaction</b>	<b>Oral production</b>	<b>Written production</b>
Describes his / her favourite clothes,	writes some simple phrases or	makes up short dialogues based on	fills out the forms, writes the	using elementary language tools for	shares his / her own opinion about	shares his / her own opinion in a
names the parts of everyday, smart and seasonal clothes, tells about his favourite clothes	sentences to describe his fashion style, writes informal letters and emails	examples, reacts to the situational phrases, asks and answers the questions, describes the pictures	invitations, completes the sentences with degrees of comparison	commentating smb's speech, participates in on-line sessions,	clothes	written form

**Core skills**

<b>Critical thinking</b>	<b>Creative thinking</b>	<b>Communication</b>	<b>Collaboration</b>	<b>Emotional development</b>
decides about the clothes' colour and size, compares different styles of clothes	makes projects about clothes	talks on different issues on clothes can ask for clarification	learns how to collaborate with others, works in teams and pairs	learns how be satisfied with personal clothes choice, makes compliments

## Language inventory

Language functions	Sample exponents	Sample vocabulary			Sample grammar
describing, characterising asking for and giving information asking for clarification comparing and contrasting expressing own impressions, views, feelings justifying own choice liking and disliking offering, accepting and refusing	What's about? What colour/size? How much does it cost? What is the price of? Does it suit/match? What are you wearing in winter/summer/spring/autumn? You should ...	shop shop-assistant on sale customer at the cashier cash pay with credit card / in cash price much / many cost, mirror to wear to put on / off to try on	wardrobe, a sweater a scarf, a coat, a blouse, uniform, trousers, mittens, a pair of, socks, shoes, sandals, gloves, dress, skirt, shorts, anorak,	tight, match, loose, short, fit, wide, narrow, high-heeled, heavy, light, dark, baggy, in style, trendy, new / old, fashionable, out of fashion, cheap, expensive, favourite	degrees of comparison, singular and plural forms of nouns, numerals, pronouns this - these, that / those

# The Flipped Classroom

DURING



Students practice applying key concepts and feedbacks

IN CLASS



GOALS

GOALS

GOALS

Students prepare to participate in class activities



BEFORE

OUT OF CLASS

Students check their understanding and extend their learning



AFTER

**Вчитель стає консультантом і координатором для учнів**

**Учні стають відповідальними за знання, шукають практичне застосування вивченому**

*Модель навчання «Перевернутий клас» - це різновид змішаного навчання. Його особливість в тому, що учні переглядають навчальні відеоматеріали або інформаційних ресурсів для опрацювання нового навчального матеріалу або закріплення вже вивченого. Потім під час уроку учні під керівництвом і за допомогою вчителя виконують практичні завдання до тієї теми, яку засвоїли вдома.*



# Reflection

How do you feel about the lesson?

What have you learnt?

What activity did you like most of all?

What will be useful for you?







Stay Safe, Stay Strong,  
and Stay Positive!