

Қазақстан Республикасы Оқу-ағарту министрлігі
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**БАСТАУЫШ СЫНЫПТАРДА ШЕТЕЛ ТІЛІН ОҚЫТУДА ТІЛДІК
ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ БОЙЫНША
ӘДІСТЕМЕЛІК ҰСЫНЫМДАР**

Астана, 2025

Ы. Алтынсарин атындағы Ұлттық білім академиясы Ғылыми-әдістемелік кеңесінің шешімімен баспаға ұсынылды (2025 жылғы 5 қарашадағы №5 хаттама)

Бастауыш сыныптарда шетел тілін оқытуда тілдік құзыреттілікті қалыптастыру бойынша әдістемелік ұсынымдар. – Астана: Ы. Алтынсарин атындағы ҰБА, 2025. – 160 б.

Осы әдістемелік ұсынымдардың мақсаты CEFR деңгейлеріне сәйкес бастауыш сынып оқушыларына шетел тілін оқытудың әдіснамалық негіздерін айқындау және білім алушылардың тілдік құзыреттіліктерін, коммуникативтік және когнитивтік дағдыларын дамытуға бағытталған тапсырмаларды жоспарлау және әзірлеу үшін әдістемелік бағдарлар ұсыну.

Бастауыш сыныптарда шетел тілі сабактарында тілдік құзыреттілікті дамытуға арналған әдістемелік ұсынымдарда зерттеулерге талдау жасалып, тілдік құзыреттіліктерді дамытуға арналған заманауи тәсілдер қарастырылған. Материалдар негізгі орта білім беру ұйымдарының басшылары, шетел тілі пәнінің мұғалімдері, білім беру басқармалары мен бөлімдерінің әдіскерлері, оқу-әдістемелік орталықтар үшін пайдалы болуы мүмкін.

КИРІСПЕ

Қазіргі заманғы педагогтар үшін бастауыш мектепте шетел тілін оқыту – XXI ғасырдың әмбебап құзыреттерін (сыни ойлау, креативтілік, коммуникация және ынтымақтастық) қалыптастырудың негізгі факторларының бірі болып табылады. Ерте жастағы тіл үйрету кезеңінде шетел тілі тек қарым-қатынас құралы ғана емес, сонымен қатар білім алушының танымдық, эмоционалдық және әлеуметтік дамуының құралы ретінде қарастырылады. Ол білім алушының дүниетанымын көптілді, төзімділікті қалыптастырып және қолдануда түлғаның дамуына ықпал етеді.

Ерте кезеңдегі тілдік дайындық кейінгі табысты оқудың іргетасын қалайды, танымдық уәждемені қүшеттеді, және метапәндік дағдылардың – яғни үйрену, талдау, ой қорыту және ұжымда өзара әрекеттесу қабілеттерінің дамуын қолдайды.

Ағылшын, неміс, француз және басқа да шетел тілдерін оқыту – әлемдік қауымдастыққа кіргізу мен халықаралық ынтымақтастықты дамытудың маңызды шарты болып табылады.

Қазақстан Республикасындағы шетел тілдерін оқытуға арналған үлгілік оқу бағдарламалары CEFR (Шетел тілін менгерудің Жалпы еуропалық құзыреттері) ұсынымдарына сәйкес әзірленген, бұл өз кезегінде білім алушылардың тілдік құзыреттерін қалыптастыру мен бағалауда тұластық пен бірізділікті қамтамасыз етеді.

Қазақстандағы көптілді білім беру саясатының аясында тілдерді кезең-кезеңімен оқыту қарастырылған: шетел тілін оқыту 3-сыныптан басталады. Бастауыш білім беру деңгейінде (3–4 сыныптар) A1 деңгейіне сәйкес шетел тілінің базалық дағдылары қалыптасады.

Тілдік білім беру жүйесі Қазақстанда біртіндеп және сатылы түрде қалыптасады: бастауыш мектептегі шетел тілін енгізуден бастап, келесі білім беру сатыларында тілдік құзыреттерді кезеңдеп тереңдету мен кеңейтугебағытталады.

Әдістемелік ұсынымдардың мақсаттары

- CEFR деңгейлеріне сәйкес ерте кезеңдегі шетел тілі оқытудың әдіснамалық негіздерін айқындау;
- Білім алушылардың тілдік құзыреттіліктерін, коммуникативтік және когнитивтік дағдыларын дамытуға бағытталған тапсырмаларды жоспарлау және әзірлеу үшін әдістемелік бағдарлар ұсыну;
- Педагогтерді бастауыш сынып білім алушылардың тілдік және XXI ғасыр дағдыларын мақсатты қалыптастыруға арналған тәжірибелік құралдармен қамтамасыз ету.

Әдістемелік ұсынымдардың міндеттері

- Бастауыш білім беру контексінде CEFR A1 деңгейін қолданудың ерекшеліктерін ашу;
- Оқыту процесінде коммуникативтік және қызметтік аспектілерді интеграциялау тәсілдерін ұсыну;

- Білім алушылардың жетістіктерін халықаралық дескрипторларға сәйкес бағалау қағидаттарын айқындау;
- Білім алушылардың жас ерекшеліктеріне бейімделген әдістемелік шешімдер мен құралдардың мысалдарынкөрсету.

Бұл әдістемелік ұсынымдар бастауыш мектептің шетел тілі мұғалімдеріне, әдіскерлерге, оқу-әдістемелік кешендер мен бағдарламалар авторларына, сондай-ақ білім стандарттары мен үлгілік оқу бағдарламаларын әзірлеу және іске асырумен айналысатын мамандарға арналған.

1. БАСТАУЫШ СЫНЫПТАРДА ШЕТЕЛ ТІЛІН ОҚЫТУДА ТІЛДІК ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ БОЙЫНША ЗЕРТТЕУЛЕРДІ ТАЛДАУ

Қазақ Республикасындағы бастауыш мектепке шетел тілдерін оқыту қазіргі модельде коммуникативтік, қызметтік, когнитивтік және әлеуметтік-мәдени тәсілдердің интеграциясына негізделген. Бұл тәсілдер жасөспірім білім алушылардың тілдік, мәдениаралық және жеке тұлғалық құзыреттіліктерін дамытуға мүмкіндік береді. Бастауыш сыныптарда шетел тілдерін оқыту білім алушылардың есте сақтау, зейін, фонемалық есту және тілдік интуициясын дамытуға ықпал етеді [16]. Психолингвистикалық зерттеулер қөрсеткендей, бастауыш мектеп жасындағы білім алушылардың – тілдік дағдыларды табиғи менгеру үшін «алтын кезең» болып табылады [16]. Шетел тілін бастауыш мектеп оқу бағдарламасына енгізу коммуникативтік құзыреттілік пен мәдениаралық хабардарлық негізін қалауға мүмкіндік береді, бұл білім алушыларға ашықтық пен төзімділік қасиеттерін қалыптастырады [14].

Бастауыш сыныптағы шетел тілі сабағында тілдік құзыреттілік – білім алушының шетел тілін қарапайым, тұрмыстық мағыналы қарым-қатынас жағдайларында қолдана білу қабілеті ретінде түсініледі: негізгі сөздік қорға, элементарлық грамматикалық құрылымдарға және дұрыс айтылым дағдыларына сүйене отырып. Оның құрамына төрт өзара байланысты сөйлеу қызметі кіреді: тындау, сөйлеу, оқу және жазу, олар бастауыш сыныптарда кешенді түрде қалыптасады.

1. Тындалым — ең бастапқы кезеңде негізгі қызмет. Білім алушылар педагог пен сыныптастарының сөзін түсінуге, таныс сөздер мен нұсқауларды (мысалы: *What's your name?*, *Open your book*, *Comment tu t'appelles ?*, *Ouvre ton livre*, *Wie heißt du?*, *Öffne dein Buch*) тануға, сондай-ақ қысқа өлеңдер мен әндерді, мультфильм фрагменттерін түсінуге үйренеді.

2. Сөйлеу — қайталау және тілдік үлгілер арқылы құрылады: қайталау арқылы, мини-диалогтар, қолдау арқылы жауап беру, рөлдік ойындар. Мақсаты — «мінсіз» фраза айту емес, сөйлеуде батылдық таныту мен өз ойын тиісті түрде білдіру.

3. Оқылым — бұрын естілген және айтылған материалға сүйене отырып енгізіледі: білім алушылар таныс сөздерді, суреттерге жазылған сөздерді, кейіпкерлердің қысқа репликаларын, бұрын жаттаған ән жолдарын оқиды.

4. Жазылым — алдын ала даярлап, қолдау сипатында болады: сөздерді, хабарламаларды, қарапайым сөйлемдерді жазу, «My family, My pet», «Ma famille, Mon animal de compagnie», «Meine Familie, Mein Haustier» сияқты тақырыптар бойынша өз жұмыстарын жазу, яғни жазу сөйлеу тәжірибесін бекітуге қызмет етеді, орфографияны ғана оқыту мақсатында емес.

Маңызды принцип: төрт дағдының барлығы коммуникативтік контексте — ойындар, әндер, TPR, жұптық және топтық жұмыс, визуалды қолдауы бар тапсырмалар арқылы қалыптасады. Бұл білім алушыға тек «сөз білу» ғана емес,

тілді әрекет құралы ретінде пайдалануына мүмкіндік береді, және бұл бастапқы деңгейдегі тілдік құзыреттіліктің өзегі болып табылады.

CEFR (Шетел тілін менгерудің жалпы еуропалық өлшемі) үш категорияны және тілдік менгеруінің алты деңгейін белгілейді:

- A1–A2 – базалық пайдаланушы (elementary/basic user)
- B1–B2 – тәуелсіз пайдаланушы (independent user)
- C1–C2 – білікті пайдаланушы (proficient user)

Әрбір деңгей үш сөйлеу қызметі саласындағы дағдыларды сипаттайды: ақпаратты қабылдау (тындау, оқу), тілді өндіру (сөйлеу, жазу), өзара әрекет (ауызша және жазбаша қарым-қатынас)

A1 деңгейі — бастауыш мектепке тән — білім алушыларға келесі жатады:

- қарапайым өрнектерді, таныс сөздерді және педагогтің нұсқауларын түсінүү;

- өздері, отбасы, мектеп, ойындар, сүйікті заттар туралы негізгі сөз қорына сүйене отырып сөйлеу;

- егер сөйлесүші баяу әрі анық сөйлессе, қарапайым диалогтарға қатысу;

- қысқа мәтіндерді жазу, қарапайым сөйлемдер немесе ашықхаттар арқылы.

Бастауыш сыныптарға арналған CEFR-ға негізделген әдістемелік принциптер

- Коммуникативтік бағыттылық: тіл — қарым-қатынас құралы ретінде оқытылады.

- Сөйлеудің барлық түрлерінің интеграциясы: тындау, сөйлеу, оқу, жазу кешенді түрде дамытылады.

- Білім алушыға бағдарлану: тапсырмалар білім алушының жеке тәжірибесіне, ойындарға, эмоционалдық жағдайларға жақын болады.

- Икемділік және бейімделу: CEFR дайын шаблон емес; ол жас ерекшеліктеріне және ұлттық білім жүйесі контекстіне бейімделеді.

1-кесте. Бастауыш сыныптардағы тілдік құзыреттілік бойынша зерттеулер

Дерек көзі	Қысқа мақұны
Cruz & Orange (2016)	Шетел тілдерін ерте оқыту – XXI ғасыр дағдыларын қалыптастырудың құралы; назар Web 2.0, мультимодалдық, геймификация және мәдениетаралық бағытқа аударылады [12].
Исламов (2021)	Бастауыш мектептегі тілдік ойындар білім алушының мотивациясын арттырып, есте сақтау, зейін мен қарым-қатынас дағдыларын дамытады, окуды табиғи әрі қызықты етеді [7].
Ivanova (2020)	Бастауыш мектеп жасы – дыбысты және тіл ырғағын менгерудің ең қолайлы кезеңі; оқытуда ойын, көрнекілік және коммуникативтік әдістер қажет [16].
Kuchiboev & Ruzikulov (2022)	Білім алушылардың өмірлік тәжірибесіне жақын коммуникативтік жағдаяттар тілді функционалды менгеруге ықпал етеді; жұптық және топтық жұмыс маңызды [18].
Ševečková (2016)	Креативтілік – ерте кезеңдегі шетел тілін оқытудың ажырамас бөлігі; визуализация мен рөлдік ойындарды қолдану ұсынылады [21].

Еремина & Мещеряков (2019)	Ойын технологиялары сабактың барлық кезеңдерінде қызығушылықты сақтап, лексиканы есте сақтауды жеңілдетеді [5].
Apakina et al. (2020)	Нейродидактика қағидалары бойынша екі жарты шардың, эмоцияның және мультимодалдықтың белсендірілуі шетел тілін үйренуде есте сақтау мен мотивацияны арттырады [1].
Безденежных & Цветкова (2022)	Заттық, сюжеттік және шығармашылық ойындар – лексиканы табиғи менгерудің және диалогтік сөйлеуді дамытудың басты құралы [3].
Guryanov, Rakhimova & Guzman (2019)	Шетел тілі сабактары бастауыштан бастап социомәдени құзыреттілік, толеранттылық және мәдениеттер диалогына дайындықты қалыптастыруы тиіс [14].

Шетел тілін оқытудың әдіснамалық негізі дәстүрлі және инновациялық педагогикалық технологиялардың үйлесіміне сүйенеді. Бұл технологиялар білім алушылардың тілді **табиғи, эмоциялық тұрғыдан мәнді және уәждемелік түрде менгеруін қамтамасыз етеді.** Қазіргі зерттеулер бастауыш сынып оқушыларына шетел тілін оқытуда бірнеше негізгі тәсілді айқындауды, соның ішінде:

- **Коммуникативтік-қызметтік тәсіл**, мұнда тіл нақты және эмоциялық мәні бар қарым-қатынас жағдаяттары арқылы менгеріледі [18].
- **Ойын тәсілі**, ол ойындарды, әндерді және рөлдік жаттыгуларды пайдалана отырып, жағымды мотивацияны қалыптастырады және тілдік кедергілерді жоюға көмектеседі [5; 20].
- **Мультимодальды және аудиовизуалды әдістер**, онда музика, қозғалыс және көрнекі бейнелер қолданылып, материалды белсенді қабылдау мен есте сақтауға ықпал етеді [4; 19].
- **Нейродидактикалық стратегиялар**, мидың екі жарты шарын белсендіру және эмоциялық тұрғыдан қанық оқу жағдайларын жасауға бағытталған [1].
- **Цифрлық платформалар мен құралдарды пайдалану** оқытудың интерактивтілігін арттырып, білім алушылардың цифрлық сауаттылығын дамытуға ықпал етеді [12].

Шетел тілін менгерудің табысты болуында лексикалық білім берудің маңызы зор, себебі дәл осы сөздік қор білім алушының өз ойын жеткізуге, өзге адамның сөзін түсінуге және қарапайым қарым-қатынас әрекеттеріне қатысуына мүмкіндік береді. Бұл — ерте кезеңдегі тіл үйренудің негізгі алғышарты. Коммуникативтік тәсіл шенберінде лексика жеке түрде емес, нақты өмірлік жағдайлар контекстінде қарастырылады: ойындар, диалогтар, әндер, шағын жобалар және интерактивті тапсырмалар арқылы. Мұндай әдіс білім алушыларға сөздерді жай жаттап қана қоймай, оларды қарым-қатынас құралы ретінде қолдануға, сонымен қатар тілге деген тұрақты қызығушылық пен өзіне деген сенімділікті дамытуға мүмкіндік береді.

Лексикалық материалды іріктеу бірқатар әдістемелік принциптерге сүйенеді:

- тілдік санада лексика-семантикалық құралдардың жүйелі бейнеленуін қамтамасыз ету;
- лексиканың функционалдығы мен коммуникативтік бағыттылығы;

- тақырыптық өріс шеңберінде жиілік принципін сақтау;
- лексикалық-фразеологиялық байланыстар мен өзара тәуелділіктерді ескеру.

Қазіргі білім беру жүйесі білімді жай менгеруден оны тәжірибеде қолдануға және үздіксіз оқуға қабілетті тұлғаны дамытуға бағытталған. Негізгі міндет — оқуға үйрету қабілетін қалыптастыру, бұл оқу бағдарламаларының мазмұнында айқын көрініс табады [10].

Үлгілік оқу бағдарламаларының ерекшеліктері:

- **спиральдық принцип**, яғни тілдік білім мен дағдыларды біртіндеп кеңейтіп, терендегіп қалыптастыру;
- **сквозной (бірыңғай) тақырыптардың болуы**, бұл пәнаралық байланысты және оқу үдерісінің тұтастығын қамтамасыз етеді;
- **мазмұның өзектілігі**, заманауи талаптарға сай келуі және әлеуметтік-коммуникативтік құзыреттерді дамытуға бағытталуы.

Осылайша, басты назар — тұлғаның өзгермелі әлем жағдайына бейімделуіне қажетті функционалдық білім мен дағдыларды қалыптастыруға аударылады [10].

Шетел тілін оқыту бағдарламасының өзегінде коммуникативтік тәсіл жатыр, ол төрт негізгі сөйлеу әрекетін — тыңдау, сөйлеу, оқу және жазуды дамытуға бағытталған. Әр сабак — сөйлеуді дамыту сабағы ретінде қарастырылады, онда білім алушылар түрлі мәтіндерді тыңдап, оқиды, ой қорытады, талдайды, өз пікірін ауызша және жазбаша түрде білдіреді, пікірталастарға қатысады, ақпарат іздейді және оқу-танымдық міндеттерді шешу үшін бірлесе жұмыс істейді.

Бастауыш мектепте шетел тілін оқыту тәсілдері

1. Коммуникативтік-қызметтік тәсіл

Тілді оқытудың негізгі әдістемелік қағидаты — коммуникативтілік, яғни тілді грамматикалық ережелер жиынтығы ретінде емес, қарым-қатынас құралы ретінде менгеру. Білім алушылар тілдік дағдыларды нақты немесе модельденген өмірлік жағдаяттарда игереді: отбасы, мектеп, достар, жануарлар, мерекелер, қызығушылықтар [18].

Бұл тәсілдің бастауыш мектептегі ерекшеліктері мыналарды қамтиды:

- диалогтарды, жұптық және топтық тапсырмаларды қолдану;
- сөйлеу үлгілері мен коммуникативтік клишелер арқылы оқыту;
- сөйлеу мен тыңдау дағдыларын басым түрде дамыту [13];
- репродуктивтік қызметтен өнімді (шығармашылық) әрекетке кезеңдеп көшу;
- имплициттік тәсілді қолдану.

Имплициттік тәсіл тілдік құбылыстарды табиғи жолмен менгеруді көздейді — яғни грамматикалық ережелерді тікелей түсіндірусіз немесе лексикалық бірліктерді оқшау жаттаусыз. Оқыту үдерісі білім алушыларды нақты қарым-қатынас жағдайларына еліктіре отырып, тілді оқу нысаны емес, қарым-қатынас пен өзара әрекет құралыретінде пайдалануға бағытталады.

Осылайша, шетел тілі сабағы интерактивті кеңістікке айналады, мұнда тіл механикалық емес бірақ функционалды және жағдаяттық түрғыда қолданылады.

2. Ойын технологиялары

Ойын — бастауыш мектеп жасындағы балаларды оқытуудың негізгі әдістерінің бірі. Ол тек көңіл көтеру ғана емес, сонымен бірге танымдық, коммуникативтік және мотивациялық қызмет атқарады [5].

Ойын технологияларының негізгі түрлеріне жатады:

- лексикалық және грамматикалық ойындар (синонимдер мен антонимдерді табу, сөздерді топтастыру, командалық викториналар);
- сюжеттік-рөлдік және сахналық ойындар, сторителлинг элементтерімен (дүкенде, мектепте, үйде сөйлесу ұлғілері);
- бәсекелік және кооперативтік ойындар, топтық өзара әрекет пен ынтымақтастықты дамытуға бағытталған;
- цифрлық ойын платформалары, оқыту процесіне геймификация элементтерін енгізу;
- карточкалар мен көрнекі материалдарды пайдалану арқылы лексиканы менгерту.

Ойын әдістері білім алушылардың тілдік мазасыздығын төмендетіп, оқуға тұрақты мотивацияны қалыптастырады, әрі тілдік дағдыларды табиғи түрде дамытуға мүмкіндік береді. Ойын — бастауыш сынып оқушысының табиғи іс-әрекет түрі, ол материалды женіл әрі эмоциялық түрғыдан есте сақтауға ықпал етеді.

Ойындық (лексикалық, сюжеттік-рөлдік, музикалық) формалар білім алушылардың сөйлеу қабілетін, есте сақтауын және зейінін дамытады. Мұндай орта табысты оқу жағдайын қалыптастырып, білім алушының өз күшіне деген сенімін арттырады [3].

Лексика мен грамматиканы жүйелеу үшін сөздер, ұғымдар мен контекст арасындағы байланыстарды визуалдауға мүмкіндік беретін құралдар қолданылады [9]. Бұл құралдар білім алушылардың ассоциативтік ойлауын, дербестігін және танымдық белсененділігін дамытады.

Графикалық органайзерлер

Графикалық органайзерлер — бұл ақпаратты құрылымдауға, түсінуге және есте сақтауға көмектесетін визуалды сыйбалар, кестелер мен диаграммалар. Олар шетел тілін оқытуда лексикалық, грамматикалық және коммуникативтік дағдыларды дамыту құралы ретінде қолданылады және білім алушылардың белсенді қатысуын арттырады.

Бастауыш мектеп жағдайында графикалық органайзерлер ерекше тиімді, өйткені олар білім алушылардың көрнекі-образдық ойлауына сүйенеді. Олар сөздер мен ұғымдар арасындағы байланыстарды көрнекі түрде көрсету арқылы жаңа материалды түсінуді және есте сақтауды женілдетеді.

Ең көп қолданылатын графикалық органайзер түрлері:

- **Mind maps (интеллект-карталар)** — тақырыптық сөздік немесе ассоциативтік қатарларды көрсету үшін;
- **Venn diagrams (Венн диаграммалары)** — ұғымдар мен кейіпкерлерді салыстыру үшін;
- **T-charts және KWL-charts** — талдау, жоспарлау және рефлексия үшін;
- **Story maps** — мәтін мазмұнын құрылымдау және әңгімелу үшін;
- **Word webs** — лексиканы тақырыптар мен сөз таптары бойынша жүйелеу үшін.

Графикалық органайзерлерді коммуникативтік және қызметтік тәсілдермен біріктіре қолдану оку процесін мағыналы және құрылымдалған етеді, сонымен қатар сынни ойлауды, ақпараттық және визуалды сауаттылықты дамытады.

3. TPR әдісі (Total Physical Response — толық физикалық әрекет арқылы оқыту әдісі)

TPR – сөйлеу мен қымыл арасындағы байланысты негізге алған шетел тілін оқыту әдісі. Бұл әдісті америкалық психолог және лингвист Джеймс Ашер ұсынған. Оның идеясы бойынша, балалар тілді ана тілін меңгерудегідей, яғни қабылдау мен есте сақтаудың табиғи механизмдеріне сүйене отырып әлдеқайда тиімді үйренеді.

TPR әдісінде педагог ауызша нұсқаулар береді, ал білім алушылар тыңдаған сөздері мен тіркестеріне қымыл арқылы жауап береді (мысалы: *Stand up! Sit down! Point to the window! / Lève-toi! Assieds-toi! Montre la fenêtre! / Steh auf! Setz dich! Zeig auf das Fenster!*). Осылайша, білім алушылар алдымен тілді әрекет арқылы түсінеді, кейін оны өз бетінше қолдануға көше бастайды.

Бұл әдіс бастауыш мектепте ерекше тиімді, өйткені ол:

- кіші жастағы білім алушылардың қозғалыс пен ойынға деген жоғары қажеттілігіне сай келеді;
- тілдік мазасыздық деңгейін тәмендетеді;
- тыңдау және сөйлеу дағдыларының табиғи дамуына ықпал етеді;
- сөз бен әрекет арасындағы тұрақты байланыстарды және ассоциативтік жадты қалыптастырады;
- жоғары мотивация мен эмоциялық қатысуды қамтамасыз етеді.

TPR әдісі коммуникативтік және имплициттік тәсілдермен табиғи үйлесім табады, өйткені оқыту тәжірибе, ойын және өзара әрекет арқылы жүреді, механикалық жаттаусыз.

4. Шығармашылық әдістер

Креативтілікті дамыту — бастауыш мектепте шетел тілін оқытудың маңызды бағытының бірі. Шығармашылық тапсырмаларды (өлең шығару, синквейндер, инсценировка, шағын жобалар) қолдану қиялды, сынни ойлауды және ішкі мотивацияны дамытады [8; 21].

Тиімді шығармашылық құралдар мыналарды қамтиды:

- **Драма** және **сторителлинг**— ертегілерді сахналу, өз әңгімелерін құрастыру;

- Өлең және ырғақ қолданатын тапсырмалар [8; 21];
- Ән және музыкалық түрлер [4].

Шығармашылық тапсырмалар білім алушылардың қиялын, дербестігін және креативті ойлауды дамыта отырып, тілді табиғи және эмоциялық түрғыдан мәнді контексте қолдануға мүмкіндік береді. Олар оқуға оң мотивацияны қалыптастырады, жаңа жағдайларда білімді қолдану дағдысын жетілдіреді, сондай-ақ коммуникативтік, әлеуметтік және когнитивтік құзыреттердің дамуына ықпал етеді. Бұл коммуникативтік және қызметтік тәсілдердің қағидаттарын жүзеге асырумен толық сәйкес келеді.

5. Жобалық оқыту (Project-based learning)

Жобалық әдіс – зерттеу, қозғалыс және коммуникация элементтерін біріктіретін, білім алушыларға тілді практикалық контексте қолдануға және нәтижеге жауапкершілікпен қарауға мүмкіндік беретін оқыту тәсілі.

Жобалық оқытуда білім алушылар шетел тілін өздерінің қызығушылықтары мен шынайы өмірлік жағдайларымен байланысты практикалық тапсырмалар (жобалар) орындау арқылы менгереді. Жоба барысында білім алушылар жоспарлайды, зерттейді, талқылайды, өнім дайындауды және нәтижелерін ұсынады — бұл ретте шетел тілі қарым-қатынас пен таным құралы ретінде қолданылады.

Тиімді құрал ретінде **мини-жобалар** қолданылады (мысалы: “*My Family*”, “*Our Traditions*”, “*Animals Around Us*”, “*Ma famille*”, “*Nos traditions*”, “*Les animaux autour de nous*”, “*Meine Familie*”, “*Unsere Traditionen*”, “*Tiere um uns herum*”), олар білім алушылардың креативтілігін және дербестігін дамытады.

Бастауыш мектеп жағдайында жобалық оқыту:

- коммуникативтік және зерттеу дағдыларын дамытады;
- топта жұмыс істеу және рөлдерді бөлу қабілетін қалыптастырады;
- тілдік, әлеуметтік-мәдени және когнитивтік құзыреттерді біріктіреді;
- мотивация мен жауапкершілікті арттырады;
- креативті және сынни ойлауды дамытады.

Жобалық әдіс коммуникативтік және қызметтік тәсілдермен табиғи үйлеседі, себебі білім алушылар тілді өмірлік жағдайда қолданады — **қарым-қатынас жасау, ақпарат іздеу, өмірге қажетті өнімдер жасау** (постерлер, презентациялар, шағын кітапшалар, буклеттер, бейнежазбалар және т.б.) арқылы.

6. Зерттеу элементтерін қолдану

Шетел тілін оқыту процесінде зерттеу элементтері де қолданылады, олар білім алушылардың танымдық белсенділігін және сынни ойлау қабілетін дамытуға бағытталған. Бастауыш мектепте зерттеу жұмысы мини-зерттеу немесе микрожоба түрінде жүзеге асырылады. Мұндай жағдайда білім алушылар педагогтің басшылығымен бақылау жасайды, салыстырады, қорытынды шығарады және нәтижелерін шетел тілінде ұсынады.

Мысалы, білім алушылар “*My Environment*”, “*Animals Around Us*”, “*Mon environnement*”, “*Les animaux autour de nous*”, “*Meine Umwelt*”, “*Tiere um uns*

herum” тақырыптарын зерттеп, табиғатты бақылай алады, жануарларды топтастырады, постерлер жасайды және ауызша презентациялар өткізеді.

Мұндай жұмыс форматы білім алушыларда зерттеу арқылы үйрену дағдысын қалыптастырады, бұл өз кезегінде метапәндік құзыреттердің дамуына, мотивацияның артуына және тіл үйрену процесінің мағыналы әрі тәжірибеге бағытталған сипат алуына ықпал етеді.

7. Кооперативтік оқыту

Кооперативтік оқыту қазіргі педагогикадағы ең тиімді бағыттардың бірі болып табылады. Бұл тәсіл бірлескен іс-әрекетке негізделген, мұнда білім алушылар шағын топтарда жұмыс істеп, нәтижеге ортақ жауапкершілік алады, бір-біріне көмектесіп, үйретеді (Yusuf & Hidayat, 2023).

Мұндай жұмыс түрі білім алушылардың ынтымақтастық, белсенді тыңдау, өз пікірін дәлелдеу және келісімге келудағыларын дамытады. Бұл CEFR аясында қарастырылған коммуникативтік және әлеуметтік құзыреттердің қалыптасуымен тікелей байланысты.

Бастауыш мектепте кооперативтік оқыту ерекше маңызды, себебі ол шетел тілінде өзара әрекеттесудің жағымды тәжірибесін қалыптастырады. Білім алушылар өз ойын жеткізуді, сұрақ қоюды, келісіді, рөлдерді бөлуді үйренеді — мұның бәрі табиғи түрде, ортақ тапсырмаларды шешу барысында жүзеге асады.

Бірлескен ойындар, жұптық диалогтар, топтық мини-жобалар мен шығармашылық тапсырмалар эмоционалды интеллектті, жауапкершілікті және әмпатияны дамытады.

Кооперативтік және зерттеу тәсілдері біріге отырып, шетел тілін қазіргі әлемде таным мен өзара әрекеттесу құралы ретінде қолдана алатын белсенді, қызығушылығы жоғары және жауапты тұлғаны қалыптастыруға жағдай жасайды.

8. Цифрлық және мультимодальды технологиялар

Қазіргі үрдістер көрсетіп отырғандай, білім берудің цифрандырылуы ерте кезеңдегі тілдік оқытудың тиімділігін арттырады. *Glogster*, *Kahoot!*, *Padlet* сияқты цифрлық платформаларды пайдалану білім алушылардың бірлескен оқуын және шығармашылық белсенділігін дамытуға мүмкіндік береді [12].

Бұл құралдар оқу процесіне аудиовизуалды әдістерді [19] интеграциялауға мүмкіндік береді, оның ішінде:

- субтитрлер жасау және мультфильмдерді дыбыстау;
- шағын бейне және анимациялық роликтер әзірлеу;
- интерактивті мультимедиялық тапсырмаларды орындау.

Мұндай цифрлық орта тыңдалым, айтылым, сөздік қор және ғрамматикалық интуиция дағдыларын дамыта отырып, табиғи тілдік ортаға ену әсерін тудырады.

Цифрлық платформаларды белсенді енгізу оқу іс-әрекетін әртараптандыруға және дараландыруға, әр білім алушының оқу қарқыны мен мазмұнын оның жеке қажеттіліктеріне бейімдеуге мүмкіндік береді.

Сонымен қатар, жасанды интеллектіні [2] интеграциялау жаңа мүмкіндіктер ашады — бейімделген тапсырмаларды қолданудан бастап, реал уақыт режимінде жекелендірілген көрі байланыс беруге дейін, бұл өз кезегінде оқыту процесін икемді, мағыналы және тиімді етеді.

9. Нейродидактикалық тәсіл

Нейродидактика — шетел тілін оқытудың жаңа әдістемелік бағыты ретінде нейроғылым, психология және педагогика деректерін біріктіретін сала [1].

Негізгі қағидаттары мыналарды қамтиды:

- мидаң екі жарты шарын вербалды және визуалды қабылдау арналарын біріктіру арқылы белсендіру;
- есте сақтау мен зейінді арттыру мақсатында ырғақ, музика және қозғалысты пайдалану;
- оқу үдерісін эмоциялық қолдаумен қамтамасыз ету, бұл тұрақты нейрондық байланыстарды қалыптастырады.

Бастауыш мектеп жағдайында бұл тәсіл аудиовизуалды ынталандырулар, ым-ишараптар, ассоциациялар, әндер мен қозғалыстарды қолдану арқылы жүзеге асады.

Нейродидактика — нейрооқытудың пәнаралық ғылыми-қолданбалы саласы, ол нейрофизиология, когнитивтік ғылым және оқыту теориясының жетістіктерін біріктіреді.

- **Нейрофизиология** — ми мен жүйке жүйесінің қызмет етуінің биологиялық негіздерін зерттейді.

- **Когнитивтік ғылым** — ақпаратты өндеу және тәжірибелі ішкі репрезентациялау процестерін талдайды.

- **Оқыту теориясы** — адамның қоршаған ортамен өзара әрекеттесу және оған бейімделу жолдарын түсіндіреді.

Нейродидактиканың басты мақсаты — қабылдау, зейін, есте сақтау және ойлау сияқты танымдық процестерді белсендіру, сондай-ақ эмоциялық-ерік реттеуін қамтамасыз ету.

Қазіргі нейродидактиканың инновациялық әлеуеті келесі бағыттарда көрінеді:

- жеке тұлғаның өзін-өзі дамытуы мен өзін-өзі жүзеге асыруын қамтамасыз ететін жоғары психикалық функцияларды өзекті ету;

- интерактивті білім траекторияларын жобалау, трансперспективті ойлауды дамыту;

- білімді модельдер, символдар, сыйбалар және инфографика арқылы визуализациялайтын когнитивтік технологияларды қолдану;

- иммерсивті технологиялар мен виртуалды шындық элементтерін енгізу арқылы қатысу және эмоциялық әсерді күшетту;

- стандартталған оқытудың шектеулерін икемді және дараланған нейродидактикалық шешімдер арқылы енсеру;
- жоғары психикалық функциялардың әлеуетін тиімді пайдалану арқылы нейроқыту технологияларын жетілдіру [6].

Нейродидактикалық тәсілдерді ассоциацияларға арналған тапсырмалар, виртуалды экскурсиялар, TPR (Total Physical Response) және басқа да белсенді әдістер арқылы іске асыруға болады.

Зерттеулерге сәйкес [Lennenberg, 1967, *in 15*], балалар миының жоғары пластикалығы олардың фонетикалық және грамматикалық құрылымдарды оңай менгеруіне мүмкіндік береді. 6–10 жас аралығында фонематикалық есту, есте сақтау және зейін белсенді дамиды, сондықтан бұл кезең шетел тілін табиғи жолмен үйренудің ең қолайлы уақыты болып саналады [16].

Нейродидактикалық зерттеулер көрсеткендей, оң эмоциялармен сүйемелденген оқу мидың екі жарты шарын да белсендіреді, ұзақ мерзімді жад пен мотивацияны қүштейтеді [1].

10. Фонологиялық тәсіл

Фонологиялық тәсіл – тілдің дыбыстық құрылымын саналы қабылдау, талдау және қайта жаңғыртуғабағытталған әдістемелік жүйе. Негізгі мақсаты – білім алушылардың фонемаларды, екпін мен интонациялық ұлгілерді дұрыс ажырату, тану және артикуляциялау дағдыларын қалыптастыру. Бұл тыңдалым мен айтылым дағдыларының дамуына, сондай-ақ коммуникативтік құзыреттіліктің ілгерілеуіне негіз болады.

Бастауыш мектепте фонологиялық тәсіл көбіне ойын, есту-сөйлеу және еліктеу жаттығулары арқылы жүзеге асырылады. Олар фонематикалық естуді — ұқсас дыбыстар мен сөздерді ажырату қабілетін — дамытады.

Тиімді құралдарға рифмовкалар, әндер, жаңылтпаштар, “minimal pair” жаттығулары (мысалы: *ship-sheep*) және ырғақ-интонациялық ұлгілерге арналған тапсырмалар жатады. Сондай-ақ фонетикалық ойындар мен аудиовизуалды материалдар дыбыстық ұлгілерді табиғи қабылдауға және бекітуге көмектеседі.

Фонологиялық тәсіл коммуникативтік және имплициттік тәсілдермен тығыз байланысты, себебі тілдің дыбыстық аспектілерін менгеру аутентті сөйлеу контекстінде, яғни шынайы қарым-қатынас жағдайларына жақын ортада өтеді.

Нәтижесінде білім алушыларда дыбыстық мәдениеттің элементтері, сонымен қатар шетел тілінде ауызша сөйлесуге психологиялық дайындық қалыптасады.

Фонологиялық тәсіл — ерте тілдік білім берудің жүйекұраушы компоненті, ол дұрыс айтылым құзыреттілігінің қалыптасуын қамтамасыз етіп, бастауыш сынып оқушыларының коммуникативтік қабілеттерін дамытудың негізін қалайды.

Әлеуметтік-мәдени құзыреттілікті қалыптастыру

Қазіргі тілдік білім берудің стратегиялық міндеттерінің бірі – мәдениеттер диалогына қабілетті тұлғаны тәрбиелеу болып табылады. Бастауыш мектептегі шетел тілі мәдени әртүрлілікті құрметтеуге және мәдениетаралық сауаттылықты қалыптастыруға бағытталған құралға айналады.

Ертегілер, әндер, мерекелер мен ұлттық дәстүрлерді талқылау арқылы білім алушыларда әмбебап адами құндылықтар – мейірімділік, достық, әділдік сияқты қасиеттер қалыптасады [2; 14].

Әлеуметтік-мәдени құзыреттілікті қалыптастыру үдерісі әр түрлі халықтардың дәстүрлерімен, мерекелерімен, мінез-құлық нормаларымен және құндылықтарымен танысады қамтиды. Бұл процесс аутентті мәтіндер, әндер және бейнематериалдар арқылы жүзеге асырылады [2; 14].

Мұндай оқыту тәсілі білім алушылардың эмпатиясын, құрмет сезімін және мәдениетаралық өзара әрекеттесуге дайындықтарын дамытады — бұл қасиеттер қазіргі жаһандық әлем азamatына тән маңызды сипаттар болып табылады.

2. БАСТАУЫШ СЫНЫПТАРДА ШЕТЕЛ ТІЛІН ОҚЫТУДА ТІЛДІК ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ БОЙЫНША ӘДІСТЕМЕЛІК ҰСЫНЫМДАР

Tasks for the Development of Linguistic Competence for Grade 3

Class	3
Unit	Hello English
Theme	Unit revision
Level	A1
Lesson objectives	3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations; 3.4.1.1 spell accurately a few high-frequency words;
Skills	Reading literacy
Methods, strategies and techniques	Phonics / Phonological Awareness
Assessment	Formative Assessment
Criteria	Learners know words to the English letters/which demonstrate the English alphabet.
Descriptors	-Learner identify familiar words by matching pictures with appropriate vocabulary -Learner remembers the correct spelling of words.

Circle words in the pencil and match them to the pictures.

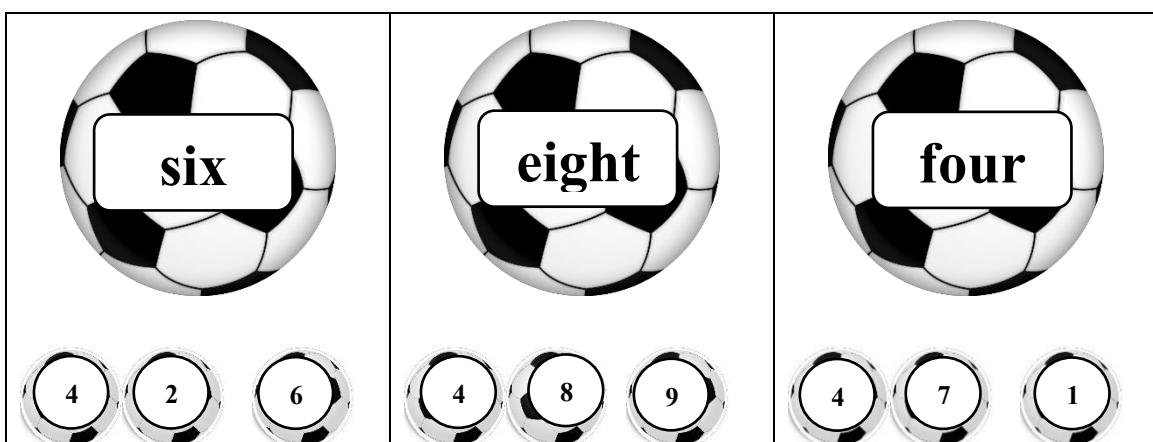


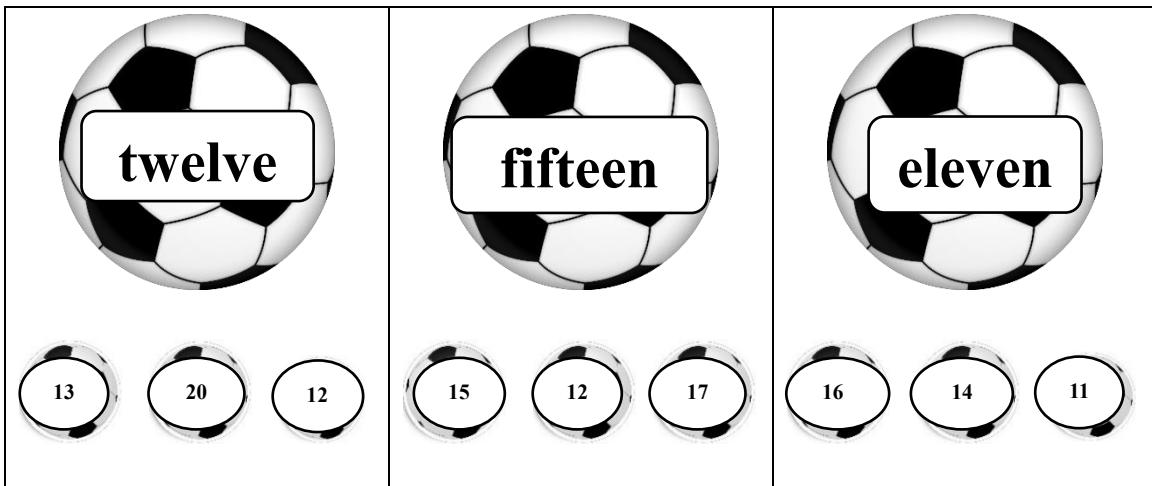


Teacher's feedback

Descriptor learners:	Well done!	Let's try this again	I must learn hard!
Find words			
Name words to every letter			

Read the words of numbers and color the right numeral





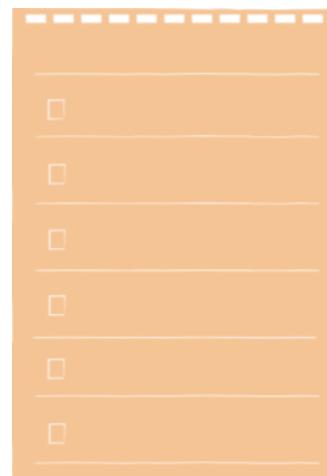
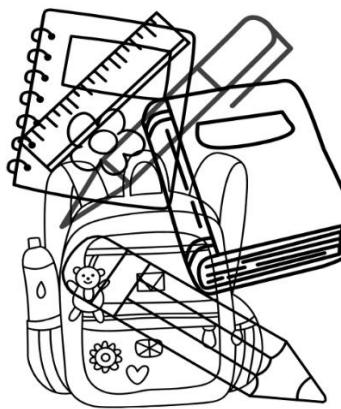
Class	3
Unit	Hello English
Theme	About me
Level	A1
Lesson objectives	3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations;
Skills	Reading literacy
Methods, strategies and techniques	Play-Based & Activity-Based Learning Visual Matching , develop critical thinking
Assessment	Formative Assessment
Criteria	Learners read words and know translation
Descriptors	- Learner read or say the words aloud clearly and correctly - Learner find correct number to every word

Correct answers: 6,8,4,12,15,11

Teacher's feedback (Self-Assessment)			
Descriptor learners:	Well done!	Let's try this again	I must learn hard!
Find correct number to every word			
Read words correctly			

=

Find 6 school things, write their names.



Class	3
Unit	My school
Theme	My schoolbag
Level	A1
Lesson objectives	3.2.1.1 pronounce various sounds of phonemes and phoneme blends using appropriate stress, rhythm, and intonation;
Skills	Writing
Methods, strategies and techniques	Develop critical thinking
Assessment	teacher's feedback
Criteria	Learners name and write words to this theme
Descriptors	-Learners name school things -Learners try to pronounce all words correctly -Learners write all words

Correct answers: pen, pencil, ruler, notebook, book, bag.

Teacher's feedback			
Descriptor learners:	Well done!	Let's try this again	I must learn hard!
Write words correctly			
Read words correctly			
Pronounce words correctly			

Put the words in the correct order and translate.

1. is/ coat/This/my

2. my /jacket/is /This

3. These/ my/are / sandals

4. boots/ are/my/These

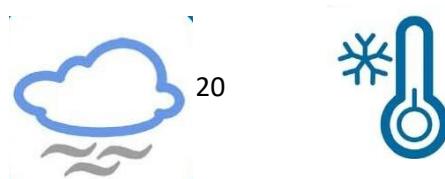
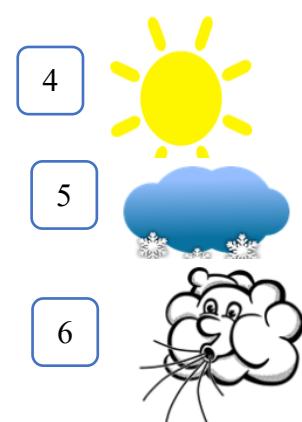
5. is /This/jumper/my

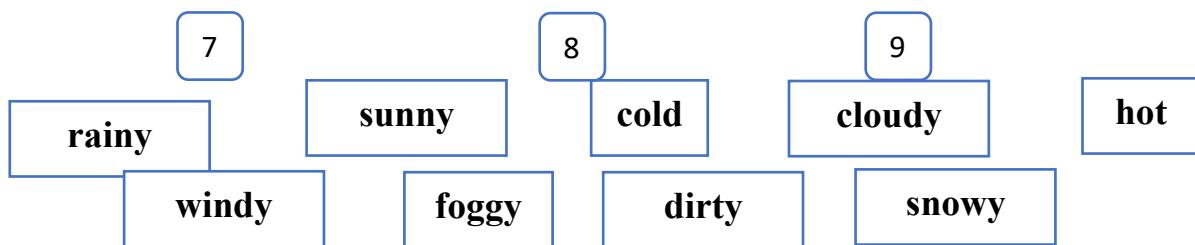
Class	3
Unit	Weather
Theme	Clothes I wear
Level	A1
Lesson objectives	3.4.2.2 use words and short simple phrases to complete a written text at a sentence level;
Skills	Writing
Methods, strategies and techniques	Implicit approach Pair Work
Assessment	Formative Assessment
Criteria	Learners make up sentences in right order of words
Descriptors	-Learners make up sentences in right order of words - Learners translate sentences.

Correct answers: 1 . This is my coat. 2. This is my jacket. 3. These are my sandals. 4. These are my boots. 5. This is my jumper

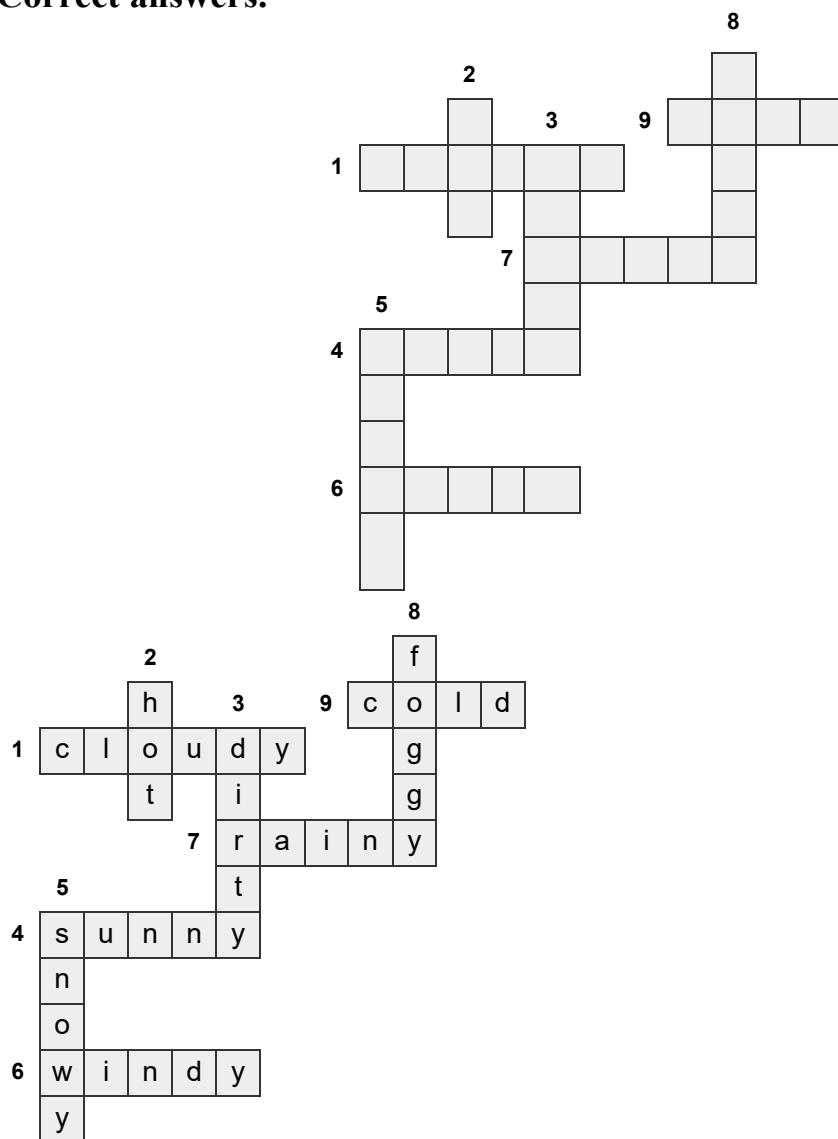
Teacher's feedback (Self-Assessment)			
Descriptor learners:	 Well done!	 Let's try this again	 I must learn hard!
Make up 5 sentences in correct order			
Translate sentences			
Pronounce sentences correctly			

Write all the words in the crossword.





Correct answers.



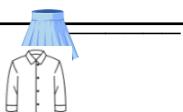
Class	3
Unit	Weather
Theme	Weather. Seasons
Level	A1
Lesson objectives	3.4.1.1 spell accurately a few high-frequency words;
Skills	Writing
Methods, strategies and techniques	CLIL Visual Matching , Pair/Group Work/ Individual
Assessment	Formative Assessment
Criteria	Learners match word with the picture
Descriptors	- Learner correctly identifies the pictures and matches them with the right words. - Learner can write the words correctly.

Teacher's feedback (Self-Assessment)			
Descriptor learners:	Well done!	Let's try this again	I must learn hard!
Write words correctly			
Read words correctly			
Match the picture with correct word			

Write word and complete with a/an/the/-.

Dress	shorts	t-shirt	skirt	trousers	shirt
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1. _____

2. There is _____  white.

3. There is _____  pink.

4. There is _____  green.

5. There are _____  yellow and blue.

6. There are _____  brown.

Correct answers: 1. a/ the . 2. a/the 3. a/the 4. a/the. 5.-/the 6. -/the

Class	3
Unit	Weather
Theme	Clothes I wear
Level	A1
Lesson objectives	3.5.1.5 use with considerable support basic determiners a, an, the to identify things;
Skills	Writing
Methods, strategies and techniques	Visual Matching , Pair/Group Work
Assessment	Formative Assessment
Criteria	Learners know where we use articles a/an/the
Descriptors	-Learners correctly identify article -Learners know words on the topic “Clothes” -Learners can read sentences

Teacher's feedback (Self-Assessment)			
Descriptor learners:	Well done!	Let's try this again	I must learn hard!
Identify articles			
Read sentences correctly			

Listen, complete and point to the person.



1. Ann is from Oxford. She is _____

2. Rosie is Ann's little _____

3. Bob is Ann's big _____

4. Toto is a _____

5. Ann's mother is a _____

6. Ann's _____ is a reporter.

Ссылка к Listening https://vk.com/wall-184378257_4269

Class	3
Unit	People I love
Theme	My family
Level	A1
Lesson objectives	3.1.4.2 understand simple descriptions of people, actions, and objects with visual support.

Skills	Listening
Methods, strategies and techniques	develop critical thinking
Assessment	Self-Assessment
Criteria	Learners listen English speech and understand it
Descriptors	-Learners correctly add missing words -Learners understand the speech

Correct answers: 1. 9 2. sister 3. brother 4. dog 5. teacher 6. father

Teacher's feedback (Self-Assessment)			
Descriptor learners:	Well done!	Let's try this again	I must learn hard!
Understand the speech			
Add missing words			

Write am is are.

1. I _____ a boy.
2. She _____ pretty.
3. You _____ tall.
4. Rose _____ very fast.
5. My friend _____ the best.
6. The bus _____ yellow.
7. I _____ intelligent.
8. We _____ clever.
9. It _____ a black cat.
10. My sister and I _____ nice

Class	3
Unit	People I love
Theme	My family
Level	A1
Lesson objectives	3.4.2.2 use words and short simple phrases to complete a written text at a sentence level.
Skills	Writing
Methods, strategies and techniques	Critical thinking
Assessment	Self-Assessment
Criteria	Learners use correct form of to be
Descriptors	-Learners use correct form of to be - Learners translate sentences.

Correct answers: 1. am 2. is 3. are 4. is 5. is 6. is 7. am 8. are 9. is 10 am

Teacher's feedback (Self-Assessment)			
Descriptor learners:	Well done!	Let's try this again	I must learn hard!
Use correct form of to be			
Translate sentences			

Listen and point.

I like  I can  I can't 

Verbs	 sing	 swim	 jump	 dance	 run	 paint
 Tim						
 Molly						
 Miras						

Class	3
Unit	My free time
Theme	My toys and sports. I like...
Level	A1
Lesson objectives	3.1.4.2 understand simple descriptions of people, actions, and objects with visual support.
Skills	Listening
Methods, strategies and techniques	Communicative Approach
Assessment	Peer-Assessment
Criteria	Learners understand English speech
Descriptors	-Learners understand English speech - Learners know can/can't like

Teacher's speech: 1. Hello my name is Tom. I am 8 years old. I like to sing. I can paint, but I can't jump. 2. Hello my name is Molly. I am 6 years old. I like to swim. I can dance, but I can't paint. 3. Hello my name is Miras. I am 10 years old. I like to jump. I can sing, but I can't run.

Correct answer:

Verbs						
-------	---	---	---	---	---	---

	sing	swim	jump	dance	run	paint
Tim	❤		✗			✓
Molly		❤		✓		✗
Miras	✓		❤		✗	

Teacher's feedback (Self-Assessment)			
Descriptor learners:	Well done!	Let's try this again	I must learn hard!
Use verbs can/can't/ like			
Understand English speech			

Look at the picture and describe it.



1.

Tommy



2.

Ellon

Class	3
Unit	Health
Theme	Body parts
Level	A1
Lesson objectives	3.2.4.1 provide simple descriptions of people, and objects.
Skills	Speaking
Methods, strategies and techniques	Communicative Approach
Assessment	Peer-Assessment
Criteria	Learners can describe body parts of monsters
Descriptors	-Learners can describe body parts of monsters

	<ul style="list-style-type: none"> - Learners pronounce words correctly - Learners use structure “have got/has got”
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Correct answers:

1. Tommy has got 1 big eye.	2. Ellon has got 3 big eyes.
Tommy has got 2 ears.	Ellon has got 4 fingers on the hand.
Tommy has got 2 hands.	Ellon has got 2 hands.
Tommy has got 2 long legs.	Ellon has got 2 short legs.
Tommy has got 2 teeth.	Ellon has got 10 teeth.

Teacher's feedback (Self-Assessment)			
Descriptor learners:	Well done!	Let's try this again	I must learn hard!
Use verb ‘has got’ correctly			
Describe body parts of monsters			
Pronounce words correctly			

Read 3 texts, write true or false.

Mary's Meals

Mary has got chicken and salad on Monday. She also drinks juice with her lunch. On weekends, she has got meat and rice. Mary doesn't like soup, but she loves eggs. She always eats breakfast with her family.

Jack's Meals

Jack has got fish and rice on Monday. He likes fish a lot! At weekends, he eats chicken and soup. Jack also eats fruit after lunch. He has got an egg for breakfast every day.

1. Mary has got chicken and salad on Tuesday.	True/ False
2. Jack eats meat and soup on Monday.	True/ False
3. Mary loves soup and eats it at weekends.	True/ False
4. Jack eats fruit after lunch.	True/ False

Class	3
Unit	Health
Theme	Healthy food
Level	A1
Lesson objectives	3.3.3.1 understand short, simple instructions used in familiar everyday contexts;
Skills	Reading
Methods, strategies and techniques	Play-Based & Activity-Based Learning
Assessment	Peer-Assessment
Criteria	Learners can read the texts and understand them

Descriptors	-Learners pronounce words of the texts correctly - Learners understand the texts - Learners can do task upon the text correctly
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Correct answers: 1. Mary has got chicken and salad on Monday. *False*
 2. Jack eats meat and soup on Monday. *True*
 3. Mary loves soup and eats it on weekends. *True*
 5. Jack eats fruit after lunch. *False*

Teacher's feedback (Self-Assessment)			
Descriptor learners:	 Well done!	 Let's try this again	 I must learn hard!
pronounce words of the texts correctly			
understand the texts			
do task upon the text correctly			

Answer to the questions about yourself.

1. What color are your eyes?
2. What color is your hair?
3. Is your hair short or long?
4. What do you like to do in your free time?
5. What is your favourite food?

Class	3
Unit	Health
Theme	Revision
Level	A1
Lesson objectives	3.2.3.1 respond to basic questions with single words or short responses;
Skills	Speaking
Methods, strategies and techniques	Communicative Approach
Assessment	Peer-Assessment
Criteria	Learners answer the question about themselves
Descriptors	-Learners make up sentences correctly - Learners pronounce words correctly - Learners answer all the questions

Correct answer: 1. My eyes are... 2. My hair is ... 3. My hair is ... 4. In my free time I like ... 5. My favouture food is

Teacher's feedback (Self-Assessment)			
Descriptor learners:	Well done!	Let's try this again	I must learn hard!
make up sentences correctly			
answer all the questions			
pronounce words correctly			

Put There is/There are/There isn't/ There aren't in the sentence .

- _____ 3 carrots in the fridge.
- _____ a fish in the fridge.
- _____ 8 eggs in the fridge.
- _____ yogurts in the fridge.
- _____ pizza in the fridge.
- _____ noodles in the fridge.
- _____ cabbage in the fridge.
- _____ beans in the fridge.
- _____ cheese in the fridge.
- _____ potatoes in the fridge.



Class	3
Unit	Health
Theme	Healthy food
Level	A1
Lesson objectives	3.5.1.11 use has got/ have got; there is/are in a limited range of familiar topics.
Skills	Writing
Methods, strategies and techniques	Critical thinking
Assessment	Peer-Assessment
Criteria	Learner use <u>There is/There are/There isn't/ There aren't</u> correctly
Descriptors	-Learners use <u>There is/There are/There isn't/ There aren't</u> correctly - Learners read sentences correctly

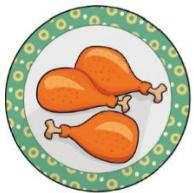
Correct answer: 1. There are 2. There is 3. There are 4. There are 5. There isn't 6. There aren't 7. There is 8. There aren't 9. There is 10. There aren't

Teacher's feedback (Self-Assessment)			
Descriptor learners:	Well done!	Let's try this again	I must learn hard!
Use <u>There is/There are/There</u>			

<i>isn't/ There aren't</i> correctly			
Read sentences correctly			

Write the names of these kind of food.

Fruits cheese	vegetables potatoes	bread noodles	milk burgers	chicken beans	meat carrot
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Class	3
Unit	Health
Theme	Healthy food
Level	A1
Lesson objectives	3.4.1.1 spell accurately a few high-frequency words;
Skills	Writing
Methods, strategies and techniques	Visual Matching,
Assessment	Peer-Assessment
Criteria	Learner can write words
Descriptors	-Learners can rewrite words correctly - Learners can identify words to the pictures

Correct answers: chicken, fruits, noodles, beans, burgers, carrot, vegetables, bread, cheese, potatoes, meat, milk

Teacher's feedback (Self-Assessment)			
Descriptor learners:	 Well done!	 Let's try this again	 I must learn hard!
can identify words to the pictures			
can rewrite words correctly			

Read and put the missing prepositions.

Infront of in under on between behind beside



1. There is a cat _____ the box.
2. There is a computer _____ the table.
3. There is a chair _____ of the table.
4. There is a dustbin _____ the table.
5. There is a bed _____ the window.
6. There is a chair _____ the box.
7. There is a bookshelf _____ the table and the bed.

Class	3
Unit	Building
Theme	My house, my room and objects
Level	A1
Lesson objectives	3.5.1.14 use basic prepositions of place.
Skills	Writing
Methods, strategies and techniques	Implicit approach

Assessment	Self-assessment
Criteria	Learner can write correct prepositions
Descriptors	-Learners can write prepositions correctly - Learners can read sentences correctly

Correct answers: 1. There is a cat **in** the box
 2. There is a computer **on** the table
 3. There is a chair **in front of** the table
 4. There is a dustbin **under** the table
 5. There is a bed **beside** the window
 6. There is a chair **behind** the box
 7. There is a bookshelf **between** the table and the bed.

Teacher's feedback (Self-Assessment)			
Descriptor learners:	 Well done!	 Let's try this again	 I must learn hard!
can write prepositions correctly			
can read sentences correctly			

Read the text and answer the questions.

My Weekends

Hello! My name is Aina. I live in Almaty. I love weekends!

At the weekend, I go hiking with my family. We go to the mountains. Sometimes, we go fishing at the lake. My father and brother like it very much.

In summer, I go swimming in the pool. It is fun! Sometimes we go mountain climbing. It is hard, but I like it! I love my weekends in Almaty!

Choose the correct answer:

1. Where does Aina live?
 a) Astana
 b) Almaty
 c) Shymkent
2. Where does Aina go at weekends?
 a) to school
 b) to the mountains
 c) to the park
3. What does Aina like to do in summer?
 a) go swimming
 b) go skiing

c) play football

4. Who does Aina go hiking with?

- a) her classmates
- b) her teacher
- c) her family

5. What activity is NOT mentioned in the text?

- a) go fishing
- b) go hiking
- c) ride a bike

6. What season is mentioned in the text?

- a) winter
- b) summer
- c) spring

Class	3
Unit	My holidays!
Theme	Family holidays
Level	A1
Lesson objectives	3.3.4.1 find specific information in different types of texts
Skills	Reading
Methods, strategies and techniques	Critical thinking
Assessment	Self -Assessment
Criteria	Learner can understand the text
Descriptors	-Learners can understand the text - Learners can answer the questions

Correct answer: 1. B 2. B .3. A 4. C 5.C 6.B

Teacher's feedback (Self-Assessment)			
Descriptor learners:	Well done!	Let's try this again	I must learn hard!
Can understand the text			
Can answer to the questions			

Read and write missing letters.



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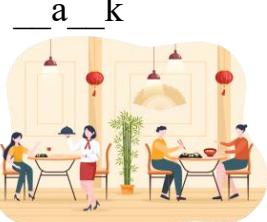
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Class	3
Unit	Buildings
Theme	Buildings in our town
Level	A1
Lesson objectives	3.3.4.1 find specific information in different types of texts
Skills	Reading
Methods, strategies and techniques	Critical thinking
Assessment	Peer-Assessment
Criteria	Learner try read words and guess missing letters
Descriptors	-Learners try read words - Learners guess missing letters

Correct answer: restaurant, city, museum, amusement park, shop, cinema, stadium, restaurant

(Self-Assessment)			
Descriptor learners:	Well done!	Let's try this again	I must learn hard!
Read words			
Put missing letters			

Teacher's feedback _____

Class	3
Unit	My free time
Theme	My toys and sport. I like ...
Level	A1
Lesson objectives	3.1.4.2 – Understand simple descriptions of people, actions, and objects with visual support
Skills	Attention and focus; Logical thinking (matching sound to meaning); Self-control and coordination.

Methods, strategies and techniques	Game-based listening with visual prompts; Total Physical Response (TPR) — students respond physically to auditory input; Visual support — picture cards enhance understanding; Repetition and variation — teacher repeats sentence with slight changes for reinforcement.
Assessment	Teacher's feedback
Criteria	Understands short spoken sentences with familiar words. Recognizes and connects the meaning of the phrase with the correct image.
Descriptors	Shows correct card for at least 3 out of 4 sentences. Listens carefully and reacts without hesitation. Demonstrates understanding of key words (ball, bike, doll, swim).

Task. Listen and show

1. I have a ball.



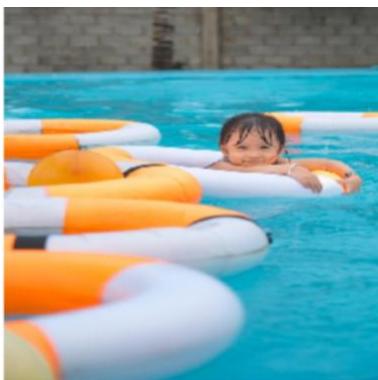
2. I ride my bike.



3. I play with my doll.



4. I like swimming.



5. I like football.



The images were captured from a publicly available source <https://pixabay.com/ru/>

Assessment.

Criteria	Excellent	Good	Needs Support
Understanding of spoken descriptions	Understands all or almost all sentences (5/5). Easily recognizes actions and objects.	Understands most sentences (3/5), may need one repetition.	Understands few sentences (1–2/5), needs visual or verbal support.
Reaction to auditory input (with visual support)	Shows the correct picture card immediately after hearing the sentence.	Shows mostly correct cards but with some hesitation.	Shows incorrect or random cards, needs teacher help.
Attention and listening focus	Listens carefully and reacts confidently throughout the task.	Listens most of the time, sometimes distracted.	Often distracted, needs prompting or repetition.

Vocabulary recognition	Recognizes and connects key words (ball, bike, doll, swim, play) correctly.	Recognizes some key words but not all.	Struggles to recognize key words, even with support.
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Total score: 12 points maximum Teacher's Feedback

Excellent	“Fantastic! You listened carefully and chose the right card every time!” / “Excellent focus!”
Good	“Good job! You understood most sentences. Let's try one more to check!”
Needs Support	“Let's listen again together — look carefully at the pictures.” / “Good try! We'll practice more.”

Class	3
Unit	My body
Theme	Body parts
Level	A1
Lesson objectives	3.5.1.11 — Use has got / have got; there is / are in a limited range of familiar topics.
Skills	Communication and collaboration; Creativity; Logical thinking; Visual interpretation; Self-expression.
Methods, strategies and techniques	Game-based learning (play and draw); Total Physical Response elements (listening and reacting through drawing); Pair work (interactive speaking practice); Visual thinking (connecting auditory input with visual output)..
Assessment	Peer-assessment
Criteria	Uses has got / have got correctly when describing. Pronounces body parts clearly. Expresses sentences with confidence.
Descriptors	Says 2–3 sentences correctly using has got / have got. Uses at least 3 body parts in description. Understands partner's description and responds appropriately.

Monster Drawing Game

Task. Listen and draw than describe it to your friend. Teacher says slowly:

1. My monster has got three eyes.
2. It has got two big arms.
3. It has got one long tail.
4. It has got two legs.
5. It has got one mouth.



The illustration has been streamlined using AI

N.B. Audio or teacher voice recording is acceptable.

Assessment.

Criteria	3 – Excellent	2 – Good	1 – Needs Support
Listening comprehension	Understands all or almost all sentences (5/5). Responds immediately and confidently.	Understands most sentences (3/5). May need one repetition.	Understands few sentences (1–2/5). Needs teacher's help or repetition.
Speaking / Oral response	Speaks clearly and repeats or names objects/actions correctly with good pronunciation.	Speaks with minor errors or hesitation but mostly understandable.	Has difficulty pronouncing or repeating words; needs strong support.
Reaction with visual support (Drawing / Showing cards)	Shows the correct card or draws accurately according to the teacher's description.	Shows mostly correct pictures or drawings with small mistakes.	Often shows incorrect card or unclear drawing; needs guidance.

Creativity and engagement	Demonstrates imagination and enthusiasm (adds colors, details, or unique ideas).	Participates with some creative effort.	Minimal effort or participation; needs encouragement.
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Total score: 12 points maximum Teacher's Feedbacks:

Level	Feedback Example	Feedback Type
Excellent	“Fantastic! You listened carefully and showed the right picture!” / “Great job — very creative!”	Positive reinforcement
Good	“Good work! You understood most of the sentences — just listen carefully next time.”	Supportive feedback
Needs Support	“Let’s listen again together — you can do it!” / “Try to match the card carefully.”	Corrective feedback

Class	3
Unit	My school
Theme	My schoolbag
Level	A1
Lesson objectives	3.4.2.2 use words and short simple phrases to complete a written text at a sentence level
Skills	Phonological awareness (sound-letter recognition); Spelling accuracy (linking pronunciation to written form); Attention and memory; Functional literacy (applying English to real-life classroom objects).
Methods, strategies and techniques	Listen–Repeat–Write sequence for sound-letter mapping; Picture-word association for meaning support; Teacher modeling correct pronunciation and sentence patterns; Guided writing with sentence starters; Peer reading practice in pairs.
Assessment	Teacher’s feedback
Criteria	Correctly writes the word according to pronunciation. Completes short sentences meaningfully. Demonstrates correct use of classroom vocabulary. Shows effort and accuracy in writing neatly.
Descriptors	Writes 5-6 correct words for given pictures. Completes sentences using correct word. Reads written sentences aloud with confidence.

Task. Look and write.

1. There is _____.
2. There are _____.
3. There is _____.
4. There are _____.
5. There are _____.
6. There are _____.



1.



2.



3.



4.



5.



6.

The images were captured from a publicly available source <https://pixabay.com/ru/>

Assessment:

Criteria	3 – Excellent	2 – Good	1 – Needs Support
Phonics and spelling	Writes all words correctly by sound; no errors.	Writes most words correctly; 1–2 small mistakes.	Writes few words correctly; needs teacher help.

Sentence completion	Completes all sentences clearly and correctly.	Completes most sentences with small errors.	Needs help to complete sentences.
Pronunciation and reading	Reads sentences clearly and correctly.	Reads with minor hesitation.	Struggles to pronounce or skips words.
Criteria	3 – Excellent	2 – Good	1 – Needs Support
Neatness and effort	Writes neatly with visible effort.	Mostly neat; some corrections.	Untidy writing or incomplete task.

Total score: 12 points maximum Teacher's Feedbacks:

Level	Feedback Example	Feedback Type
Excellent	“Excellent! You spelled all the words correctly and read beautifully!”	Positive feedback
Good	“Good work! Just check your spelling of ‘pencil.’”	Supportive feedback
Needs Support	“Let’s listen to the word again — what sound do you hear first?”	Corrective feedback

Class	3
Unit	People I love
Theme	My family
Level	A1
Lesson objectives	3.3.1.3 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter
Skills	Phonemic awareness (sound recognition) Listening and pronunciation skills Concentration and sound–symbol connection Collaboration and turn-taking
Methods, strategies and techniques	Approach: Phonological Approach (Phonics / Phonological Awareness) Techniques: Sound isolation (focus on beginning / middle / ending sounds) Repetition and echo reading Visual and auditory cues (flashcards + teacher modeling) Minimal pair comparison (mother–brother, aunt–uncle)
Assessment	Teacher’s observation and oral feedback

Criteria	Whether students can identify individual sounds; Correct pronunciation and response to sound cues; Level of participation and engagement.
Descriptors	Understands and responds correctly to simple instructions. Recognizes family vocabulary in context. Reacts quickly and appropriately to oral commands. Participates actively and confidently.

Task. Look at the poster. Listen, repeat, and find the sounds Flashcards with words

and letters:

mother, father, brother, sister, aunt, uncle, cousin



The images were captured from a publicly available source <https://pixabay.com/ru/>

Teacher asks questions such as:

“What sound do you hear at the beginning of mother?” (m) “What sound do you hear in the middle of father?” (th) “What sound do you hear at the end of uncle?” (l)

Assessment.

Criteria	3 – Excellent	2 – Good	1 – Needs Support
Sound recognition	Correctly identifies all key sounds in each word	Identifies most sounds correctly	Struggles to hear or say sounds
Pronunciation	Pronounces words clearly and confidently	Minor pronunciation errors	Needs modeling and repetition
Participation	Very active and engaged	Participates with some help	Rarely responds without prompting

Total score: 9 points maximum Teacher's Feedbacks.

Level	Feedback Example
Excellent	“Excellent! You found all the sounds and said them clearly!”

Good	“Good job! Let’s practice the /th/ sound again.”
Needs Support	“You’re trying well! Listen carefully and repeat after me.”

Class	3
Unit	Weather
Theme	Season and weather
Level	A1
Lesson objectives	3.2.3.1 respond to basic questions with single words or short responses;
Skills	Critical thinking (matching description with visual clue); Attention and memory (recalling weather words); Social interaction (responding to peers and teacher).
Methods, strategies and techniques	Communicative Approach Techniques: Teacher–student and student–student Q&A; Visual support (weather flashcards) Repetition and modeling; Pair mini-dialogues.
Assessment	Teacher observation (formative). Teacher notes students’ accuracy, pronunciation, and engagement. Immediate oral feedback and smiley/sticker reinforcement.
Criteria	Understanding – understands and responds to basic weather questions. Vocabulary use – uses correct weather words (sunny, rainy, windy, cold, hot, cloudy, snowy). Pronunciation – speaks clearly and understandably. Participation – listens actively and answers confidently.
Descriptors	Gives short, correct answers to simple weather questions. Uses 4–5 target words (sunny, rainy, windy, snowy, cloudy). Pronounces words clearly and loudly enough. Participates actively in class activity or pair work.

Task. Look and answer.

1. What's the weather like today?



2. Is it raining?



3. Is it windy today?



4. Is it snowy?



5. What color is the sky today?



The images were captured from a publicly available source <https://pixabay.com/ru/>

Assessment.

Criteria	3 – Excellent (3 pts)	2 – Good (2 pts)	1 – Needs Support (1 pt)
Understanding	Understands all questions and answers correctly	Understands most questions, minor errors	Needs questions repeated or explained
Vocabulary use	Uses 4–5 weather words correctly	Uses 2–3 words correctly	Uses 1–2 words or confuses them
Pronunciation	Clear and accurate pronunciation	Minor pronunciation errors	Difficult to understand
Participation	Very active and confident	Participates with some help	Passive or shy, rarely answers

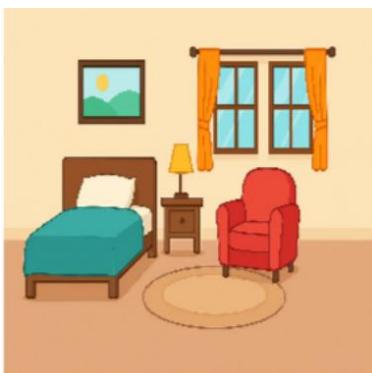
Total score: 12 points maximum Teacher's Feedbacks:

Level	Feedback Example
Excellent	“Excellent! You answered all weather questions very clearly!”
Good	“Good job! Try to say your answers a little louder next time.”
Needs Support	“You’re doing well! Let’s practice the weather words together again.”

Class	3
Unit	Buildings
Theme	My home, rooms and objects
Level	A1
Lesson objectives	3.5.1.11 use has got/ have got; there is/are in a limited range of familiar topics;

Skills	Speaking and description skills — forming sentences using <i>has got</i> and <i>there is / there are</i> ; Logical thinking — linking rooms and objects logically; Collaboration and creativity — designing and describing their own home; Functional literacy — applying English to describe real environments (home, room layout).
Methods, strategies and techniques	Collaborative task: students work in pairs or small groups to <i>create and describe their home</i> ; Visual support: teacher provides flashcards of rooms and objects (bedroom, kitchen, bathroom, sofa, bed, table, lamp, fridge, etc.); Modeling and scaffolding: teacher first models sentences (e.g., “There is a sofa in the living room.”, “The house has got two bedrooms.”); Guided production: students use patterns to describe their own home; Peer sharing: students present their mini-projects orally.
Assessment	Peer and Teacher formative assessment
Criteria	Grammar use — correctly uses <i>has got / have got</i> and <i>there is / are</i> ; Vocabulary — uses words for rooms and objects appropriately; Speaking fluency — describes confidently and clearly; Creativity and engagement — completes the task with visible effort and imagination.
Descriptors	Uses <i>has got / have got</i> and <i>there is / are</i> in at least 3 sentences; Mentions 3–5 items correctly; Speaks with confidence, minimal pauses; Participates actively in pair/group work and shows creativity (drawing, building layout, etc.).

Task. Write 3–4 sentences using *there is / there are* and *has got / have got*.



The illustration has been streamlined using AI Assessment.

Criteria	3 – Excellent (3 pts)	2 – Good (2 pts)	1 – Needs Support (1 pt)
Grammar use	Uses all structures (<i>has got / there is / are</i>) correctly	Minor grammar mistakes	Frequent grammar errors; needs help
Vocabulary	Uses 5+ correct words for rooms and objects	Uses 3–4 correct words	Uses 1–2 words, needs teacher help
Fluency and pronunciation	Speaks clearly and smoothly	Some hesitation but understandable	Hesitant or unclear speech
Creativity and participation	Completes and presents task with enthusiasm and imagination	Participates with some help	Minimal effort or incomplete task

Total score: 12 points maximum

Teacher's Feedbacks.

Level	Feedback Example	Feedback Type
Excellent	“Fantastic! You used ‘there is’ and ‘has got’ perfectly — great description!”	Positive reinforcement
Good	“Good job! Just check ‘there are’ — you’re almost perfect!”	Supportive feedback
Needs Support	“Let’s say it together: ‘There is a bed in the bedroom.’ You’re improving!”	Corrective feedback

Instruction:

Listen to the teacher and circle the words you hear.

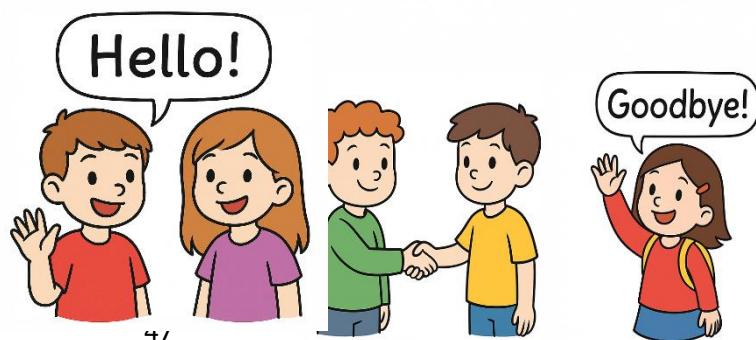
Hello

Goodbye

Thank you

What's your name?

Good morning



Class	3
Unit	1. Hello English!
Theme	Greetings and Names
Level	A1
Lesson objectives	3.1.3.1 understand a range of short classroom instructions;
Skills	Listening comprehension, coordination, attention, following instructions.
Methods, strategies and techniques	Total Physical Response (TPR), Communicative and Activity-Based Learning. Techniques: listen and act, action-based commands, group play.
Assessment	Teacher's feedback + peer-assessment (pair observation).
Criteria	Learners understand and respond correctly to short classroom instructions.
Descriptors	- Responds physically to at least 4 of 5 teacher's commands. - Demonstrates understanding without translation support. - Participates actively in pair or group activity.

Instruction:

Listen carefully and do what you hear!

Teacher's commands:

- Stand up!
- Sit down!
- Say “Hello!”
- Wave your hand!
- Clap your hands!
- Touch your head!



Class	3
Unit	1. Hello English!
Theme	Greetings and Names
Level	A1
Lesson objectives	3.1.1.1 recognise the sounds of phonemes and phoneme blends in words.
Skills	Listening comprehension, auditory discrimination, phonemic awareness, attention, memory.
Methods, strategies and techniques	Communicative approach, Phonics approach, Game-based learning. Techniques: listen and mark, phoneme identification, sound recognition.
Assessment	Teacher's observation + peer-assessment (pair comparison).
Criteria	Learners correctly identify and mark the words they hear on the bingo card.

Descriptors	<ul style="list-style-type: none"> - Recognises 4–5 familiar words by sound. - Marks words correctly during the listening task. - Participates actively and follows classroom rules.
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Instruction:

Listen carefully and mark the word you hear!

Teacher's example script:

1. Hi!
2. Bye!
3. Name!
4. Friend!
5. Class!

Visuals (Bingo Card Example)

BYE	FRIEND	HI	CLASS	NAME
NAME	CLASS	BYE	FRIEND	HI
FRIEND	HI	NAME	CLASS	BYE

Class	3
Unit	1. Hello English!
Theme	Greetings and Names
Level	A1
Lesson objectives	3.1.4.1 understand basic personal questions.
Skills	Listening comprehension, attention, language awareness, basic interaction skills.
Methods, strategies and techniques	Communicative approach, Implicit approach, Play-Based Learning. Techniques: listen and choose, pair work, interactive dialogue.
Assessment	Teacher's feedback + self-assessment using smiley faces.
Criteria	Learners correctly identify answers to basic personal questions based on listening.
Descriptors	<ul style="list-style-type: none"> - Chooses the correct answer after listening. - Understands simple personal questions such as “What’s your name?” or “How are you?”. - Demonstrates understanding through gestures or short spoken responses.

Instruction:

Listen carefully and choose the correct answer (A, B, or C).

The teacher reads each question twice. Students circle the correct letter (A, B, or C) on their worksheets.

1. What's your name?

- A) Goodbye!
- B) My name is Ben.
- C) I'm fine.

Answer: _____

2. How are you today?

- A) I'm fine, thank you.
- B) I'm ten.
- C) My name is Amina.

Answer: _____

3. How old are you?

- A) I'm eight.
- B) I'm a student.
- C) I'm fine.

Answer: _____

4. Who's your friend?

- A) My friend is Anna.
- B) It's a pencil.
- C) Goodbye!

Answer: _____

5. What's this?

- A) It's a bag.
- B) It's a name.
- C) It's a boy.

Answer: _____

Correct Answers

1. B — My name is Ben.
2. A — I'm fine, thank you.
3. A — I'm eight.
4. A — My friend is Anna.
5. A — It's a bag.

Now say it aloud!

Work with your partner.

Ask and answer the questions.

Example:

A: What's your name?

B: My name is Amina.

Tapescript

1. What's your name? – My name is Ben.
2. How are you today? – I'm fine, thank you.
3. How old are you? – I'm eight.
4. Who's your friend? – My friend is Anna.
5. What's this? – It's a bag.

Class	3
Unit	1. Hello English!
Theme	Greetings and Names
Level	A1
Lesson objectives	3.1.1.1 recognise the sounds of phonemes and phoneme blends in words; 3.1.3.1 understand a range of short classroom instructions.
Skills	Listening, pronunciation, memory, attention.
Methods, strategies and techniques	Phonics approach, Implicit learning, Play-Based Learning. Techniques: listen and repeat, choral drilling, pair work.
Assessment	Teacher's observation and oral feedback.
Criteria	Learners correctly repeat and pronounce familiar greetings and expressions.
Descriptors	- Repeats short phrases after the teacher or audio. - Pronounces key sounds clearly. - Uses expressions in short dialogues.

Instruction:

Listen carefully and repeat the words and phrases after your teacher or the audio.

Try to pronounce them clearly and with the same intonation.

Activity

1. Greetings

Listen and repeat:

- Hello!
- Hi!
- Good morning!
- Good afternoon!
- Good evening!
- Goodbye!
- Bye!
- See you soon!
- See you later!

2. Introductions

Listen and repeat:

- What's your name?
- My name is Ben.

- I'm Amina.
- Nice to meet you!
- How are you?
- I'm fine, thank you.
- I'm great!
- I'm OK.
- I'm happy!

3. Classroom expressions

Listen and repeat:

- Sit down, please.
- Stand up!
- Open your book.
- Close your book.
- Listen carefully!
- Repeat after me!
- Work with your partner.
- Say it again!
- Great job!

Now practise together!

Work in pairs.

Take turns saying greetings and answers.

Example:

A: Hello!

B: Hi! How are you?

A: I'm fine, thank you!

Class	3
Unit	1. Hello English!
Theme	Greetings and Names
Level	A1
Lesson objectives	3.1.3.1 understand a range of short classroom instructions.
Skills	Listening comprehension, creativity, visual thinking.
Methods, strategies and techniques	CLIL (Art + English), Activity-Based Learning, Communicative Approach.
Assessment	Teacher's observation, peer check, positive feedback.
Criteria	Learners follow oral instructions correctly and create drawings that match what they hear.
Descriptors	<ul style="list-style-type: none"> - Listens attentively to short commands. - Draws according to the teacher's instructions. - Adds written words where required.

Listen and Draw

Instruction:

Listen carefully and draw what you hear.

Add words if the teacher says so.

Teacher's Script

1. Draw a smiling boy and write “**Hello!**” next to him.
2. Draw a girl with a flower and write “**Hi!**”.
3. Draw two children shaking hands and smiling.
4. Draw a sun and write “**Good morning!**” under it.
5. Draw a moon and write “**Good night!**”.
6. Draw a happy face and write “**I'm fine!**” below.
7. Draw your classroom and write “**Good afternoon, class!**” on the board.

Class	3
Unit	1. Hello English!
Theme	Greetings and Names
Level	A1
Lesson objectives	3.1.4.1 understand basic personal questions.
Skills	Listening, speaking, communication, memory.
Methods, strategies and techniques	Communicative Approach, Play-Based Learning, Pair Work.
Assessment	Teacher's observation and oral feedback.
Criteria	Learners understand and respond correctly to basic personal questions.
Descriptors	<ul style="list-style-type: none">- Recognises personal questions when hearing them.- Responds with short, correct answers.- Participates in oral interaction.

Listen and Find Your Partner

Instruction:

Listen to the questions and find your partner who has the right answer card.

Teacher's Script

1. What's your name?
2. How old are you?
3. Who's your friend?
4. Where are you from?
5. What's your favourite colour?
6. What's your favourite toy?

Question Cards	Answer Cards

What's your name?	My name is Ali.
How old are you?	I'm eight.
Who's your friend?	My friend is Amina.
Where are you from?	I'm from Kazakhstan.
What's your favourite colour?	My favourite colour is blue.
What's your favourite toy?	My favourite toy is a car.

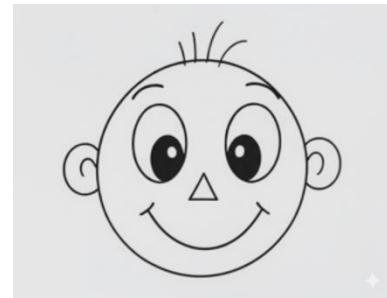
Class	3
Unit	1.2 About Me
Lesson objectives	3.1.1.1 recognise the sounds of phonemes and phoneme blends in words; 3.1.2.1 recognise familiar words with visual support.
Skills	Listening, recognition, pronunciation
Approach	Phonics + Communicative Approach
Assessment	Teacher's observation
Criteria	Learners correctly identify words and sounds.
Descriptors	- Listens and points to the correct picture - Recognises the sound of simple words.- Pronounces the word after the teacher.

Listen carefully and point to the correct picture.

When you hear the word, touch or point to the right image.

Teacher's Script

1. Eye
2. Nose
3. Mouth
4. Hand
5. Foot
6. Hair



Class	3
Unit	1.2 About Me
Lesson objectives	3.1.1.1 recognise the sounds of phonemes and phoneme blends in words; 3.1.3.1 understand a range of short classroom instructions.
Skills	Listening, phonemic awareness, creativity
Approach	Phonics + Activity-Based Learning
Assessment	Teacher's observation
Criteria	Learners follow oral instructions correctly and show understanding through drawings.
Descriptors	- Listens carefully to short instructions .- Draws according to what is said. - Writes a short caption.

Listen and draw what you hear.

Teacher's Script

1. Draw a big face.
2. Draw two eyes.
3. Draw a small nose.
4. Draw a happy mouth.
5. Draw two ears.
6. Write “**This is me!**” under your picture.

Class	3
Unit	1.2 About Me
Lesson objectives	3.1.3.1 understand a range of short classroom instructions;3.1.4.1 understand basic personal questions.
Skills	Listening, speaking, interaction
Approach	Communicative + Game-Based Learning
Assessment	Teacher's observation and peer feedback
Criteria	Learners understand and respond to basic personal questions.
Descriptors	<ul style="list-style-type: none"> - Asks and answers simple personal questions. - Listens and ticks the correct box. - Uses correct short responses.

Walk around the classroom and ask your classmates questions.

Tick (✓) when you find the right person.

Find someone who...	Name
is 8 years old	
likes apples	
has a brother	
has black hair	
likes cats	
can sing	

For weaker learners

Find someone who...	Answer 1	Answer 2
1. Are you 8 years old?	Yes, I am. ✓	No, I'm 9.
2. Do you like apples?	Yes, I do. ✓	No, I don't.
3. Do you have a brother?	Yes, I do. ✓	No, I don't.
4. Is your hair black?	Yes, it is. ✓	No, it isn't.
5. Do you like cats?	Yes, I do. ✓	No, I don't.
6. Can you sing?	Yes, I can. ✓	No, I can't.

Class	3
Unit	1.2 About Me
Lesson objectives	3.1.3.1 understand a range of short classroom instructions;3.1.4.1 understand basic personal questions.
Skills	Listening, writing
Approach	Communicative + Activity-Based Learning
Assessment	Teacher's observation

Criteria	Learners understand personal questions and write simple answers correctly.
Descriptors	<ul style="list-style-type: none"> - Listens carefully to the teacher's questions. - Writes short, correct answers. - Uses simple personal vocabulary.

Listen to your teacher and write your answers.

1. **Teacher asks:** "What's your name?"

Student writes: My name is _____.

2. **Teacher asks:** "How old are you?"

Student writes: I am _____ years old.

3. **Teacher asks:** "How are you today?"

Student writes: I am _____.

Class	3
Unit	1.2 About Me
Lesson objectives	3.3.1.1 use simple phrases to talk about themselves and ask basic questions.
Skills	Speaking, listening, interaction
Approach	Communicative + Peer Learning
Assessment	Peer assessment and teacher observation
Criteria	Learners can ask and answer basic personal questions.
Descriptors	<ul style="list-style-type: none"> - Asks simple questions to a partner.- Answers with short, correct sentences.- Introduces their partner to the class.

Ask your friend the questions. Write down their answers.

Then, your friend asks you.

Questions	Your Friend's Answer
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What's your name? My name is _____.

How old are you? I am _____ years old.

How are you? I am _____.

Class	3
Unit	1.1 Hello English!
Theme	Greetings and Names
Lesson objectives	3.2.1.1 pronounce various sounds of phonemes and phoneme blends using appropriate stress, rhythm, and intonation.
Skills	Speaking, pronunciation
Approach	Phonics + Communicative Approach
Assessment	Teacher's observation
Criteria	Learners pronounce greetings clearly and with correct rhythm and intonation.
Descriptors	<ul style="list-style-type: none"> - Repeats words and short phrases clearly.- Imitates teacher's stress and intonation.- Uses expression when greeting.

Listen, repeat and say it with expression!

Word / Phrase	How to Say It
Hello!	 Say it happy and loud!
Hi!	 Say it quickly and friendly.
Good morning!	 Say it slowly and clearly.
Good afternoon!	 Say it calm and polite.
Good evening!	 Say it soft and warm.
Goodbye!	 Say it clearly and wave your hand.

Class	3
Unit	1.1 Hello English!
Theme	Greetings and Names
Lesson objectives	3.2.2.1 use isolated words and basic expressions to provide personal information.
Skills	Speaking, interaction
Approach	Communicative + Activity-Based Learning
Assessment	Teacher's observation and peer interaction
Criteria	Learners use greetings and personal information correctly in a dialogue.
Descriptors	- Says greeting expressions correctly. - Uses short sentences to introduce themselves. - Responds politely to a classmate.

Stand in a circle. Greet your classmate and say your name.

Then, listen and reply to your friend.

Example dialogue:

A: Hello! I'm Ali.

B: Hello, Ali! I'm Amina.

A: Nice to meet you!

B: Nice to meet you, too!

 **Extension idea:**

After the circle, students can introduce one friend to the class:

This is Amina. She is my friend.

Class	3
Unit	1.1 Hello English!
Theme	Greetings and Names
Lesson objectives	3.2.2.1 use basic expressions to provide personal information; 3.2.3.1 respond to basic questions with short responses.
Skills	Speaking, listening
Approach	Communicative + Visual Support
Assessment	Teacher observation
Criteria	Learners understand simple question-and-answer exchanges and use short responses.
Descriptors	- Understands <i>What's your name?</i> and <i>How old are you?</i> - Gives short correct answer (< 4 words). - Uses greeting phrase.

Cards:

Card 1: ☺ Sam, 8 years old

Card 2: ☺ Lisa, 7 years old

Card 3: ☺ Ben, 9 years old

Example Dialogue:

A: What's your name?

B: My name is Sam.

A: How old are you?

B: I'm eight.

(Then roles swap.)

Class	3
Unit	1.1 Hello English!
Theme	Greetings and Names
Lesson objectives	3.2.2.1 use isolated words and basic expressions to provide personal information; 3.2.3.1 respond to basic questions with single words or short responses.
Skills	Speaking, interaction
Approach	Communicative + Activity-Based Learning
Assessment	Teacher and peer observation
Criteria	Learners can use greetings and short sentences appropriately in role-play.
Descriptors	- Uses greetings and farewells correctly. - Responds to partner's questions with short sentences. - Acts out the dialogue confidently.

Work in pairs.

Choose a card and act out the situation with your partner.

Card 1: Morning at school	Card 2: After school	Card 3: Evening call
☺ A: Good morning! How are you? ☺ B: I'm fine, thank you.	☺ A: Good afternoon! How are you? ☺ B: I'm good! Let's go home.	☺ A: Good evening, Mia! ☺ B: Hello, Ben! How are you?

After each pair performs, the class gives positive feedback using simple phrases:

Good job! / Well done! / Nice speaking!

Class	3
Unit	1.1 Hello English!
Theme	Greetings and Names
Lesson objectives	3.2.2.1 use basic expressions to provide personal information; 3.2.3.1 respond to basic questions with short responses.
Skills	Speaking, interaction
Approach	Communicative + Role-Play (Teach-This Limited idea)
Assessment	Peer and teacher observation
Criteria	Learners can greet, ask, and answer short personal questions.

Descriptors	- Uses correct greeting phrases.- Introduces themselves and a partner.- Responds politely and confidently.
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Read and act.

Greeting Carousel

Students work in pairs and act out short dialogues.
Then each pair introduces their partner to the class.

Example dialogue:

A: Hello! What's your name?
B: Hi! My name is Aida. What's your name?
A: My name is Ben. How old are you, Aida?
B: I'm eight years old. How old are you?
A: I'm nine. How are you today?
B: I'm fine, thank you.
A: Nice to meet you!
B: Nice to meet you too!

Final task:

Introduce your partner to the class.

Example:

This is Aida. She is eight years old. She is my friend.

Class	3
Unit	1.1 Hello English!
Theme	Greetings and Names
Level	A1
Lesson objectives	3.2.2.1 use basic expressions to provide personal information ;3.2.3.1 respond to basic questions with short responses.
Skills	Speaking, interaction
Approach	Communicative + Pair work
Assessment	Peer and teacher observation
Criteria	Learners can ask and answer personal questions and describe a partner.
Descriptors	- Asks for and gives information about name, age, and likes.- Uses simple sentences confidently.- Introduces their partner to the class.

Activity: My Friend's Profile

Instruction:

Work in pairs. Ask your friend the questions and write down the answers. Then introduce your friend to the class.

Questions	Your friend's answer
What's your name?	_____
How old are you?	_____
What do you like?	_____

What's your favourite colour? _____

Example Dialogue:

A: What's your name?
 B: My name is Amina.
 A: How old are you?
 B: I'm eight years old.
 A: What do you like?
 B: I like apples.
 A: What's your favourite colour?
 B: My favourite colour is yellow.

Then introduce your friend:

This is Amina. She is eight. She likes apples. Her favourite colour is yellow.

Class	3
Unit	1.1 Hello English!
Theme	Greetings and Names
Level	A1
Lesson objectives	3.2.1.1 pronounce various sounds using appropriate stress and rhythm;3.2.2.1 use isolated words and expressions to provide personal information;3.2.3.1 respond to basic questions with short responses.
Skills	Speaking, pronunciation, communication
Approach	Communicative + Role-play
Assessment	Teacher observation
Criteria	Learners can ask and answer simple questions about their daily routine and use correct greetings.
Descriptors	- Uses greetings and daily routine vocabulary.- Answers short questions correctly.- Speaks with appropriate pronunciation and rhythm.

Work in pairs. Read the short dialogue and then act it out with your partner.

Change names and details when you speak.

Example dialogue:

A: Good morning! What's your name?
 B: My name is Arman.
 A: How old are you, Arman?
 B: I'm eight years old.
 A: What do you do in the morning?
 B: I get up and brush my teeth.
 A: Me too! Then I have breakfast.
 B: Great! Let's go to school!

Follow-up task:

Write two sentences about your own morning:

1. _____
2. _____

Class	3
Unit	1.1 Hello English!
Theme	Greetings and Names
Level	A1
Lesson objectives	3.2.1.1 pronounce various sounds using correct rhythm and intonation;3.2.2.1 use basic expressions to provide personal information;3.2.3.1 respond to basic questions with short responses.
Skills	Speaking, listening, memory
Approach	Communicative + Game-based
Assessment	Teacher observation
Criteria	Learners can describe themselves or others using short, accurate sentences.
Descriptors	<ul style="list-style-type: none"> - Describes personal features or preferences. - Listens attentively and guesses correctly. - Uses simple structures with confidence.

Instructions for learners:

1. You will get a secret card from your teacher.
2. Don't show your card to your classmates!
3. Your classmates will ask you questions to guess who you are.
4. Answer with **Yes** or **No** only.

Example questions:

- Are you a boy or a girl?
- Are you eight years old?
- Do you like apples?
- Is your favourite colour blue?

Teacher's Materials: Secret Identity Cards

 *Cut and give one card to each student.*

Name	Age	Favourite Colour	Favourite Food
Aida	8	Pink	Apples
Dani	9	Blue	Pizza
Sara	8	Yellow	Ice cream
Timur	7	Green	Bananas
Alina	9	Red	Chocolate
Nurkan	8	Orange	Bread
Madina	7	Purple	Cake
Ali	8	Brown	Rice

Tasks for the Development of Linguistic Competence for Grade 4

Class	4
Unit	All about me.
Theme	All about me.
Level	A1
Lesson objectives	4.3.1.2 recognise, identify, and sound with support a growing range of language at a text level. 4. 5. 1. 12 use basic adverbs of time and frequency, begin to use simple adverbs of manners;;
Skills	Knowledge and comprehension, application
Methods. strategies and techniques	Game-based learning, TPR
Assessment	peer-assessment, teacher's feedback
Criteria	Use basic adverbs of frequency correctly in sentences Recognizes the correct adverb of frequency for each sentence. Writes the adverb of frequency in the correct place within the sentence.
Descriptors	recognises the correct next word in the given sequence of familiar language items. writes the correct next word with accurate spelling.

Game Setup:

1. Print or write the tasks on cards or slips of paper.
2. Put them in a jar, box, or bag.
3. Each student takes turns drawing one task and completing it.

Example Task Cards:

1. My Favorites

Name your favorite:

Color

Food

Animal

Book

Movie

1. Fun Facts

Share 3 interesting or funny facts about yourself.

2. My Dream Day

Describe your perfect day from start to finish.

3. Family & Friends

Tell us about someone in your family or a friend who is really special to you.

4. My Talents

What are 2 things you're really good at?

5. My Hobbies

What do you love to do in your free time?

6. Show & Tell

Draw a quick picture of something important to you and explain why.

Task2. Read and write what comes next.

August third a hundred thirty-nine May

1. first, second, _____
2. June, July, _____
3. March, April, _____
4. eighty, ninety, _____
5. thirty-seven, thirty-eight, _____

peer-assessment using assessment criteria

teacher's feedback

Class	4
Unit	All about me.
Theme	Back to school.
Level	A1
Lesson objectives	4. 5. 1. 13 use can to make requests and ask permission; 4.4.2.2 use words, short phrases, and statements to complete a written text at a sentence level
Skills	Knowledge and comprehension, application
Methods. strategies and techniques	TBL, TPR
Assessment	peer-assessment, teacher's feedback
Criteria	Complete sentences by using appropriate words from a given list at a sentence level. Use can correctly to complete sentences for making requests or asking permission
Descriptors	completes each sentence with the correct word uses accurate spelling uses can correctly in sentences makes requests and asks permission.

Task 1. Read, look and complete. Make your own sentences



1. A: Can I watch (watch) TV, please?
B: Yes, you can.



2. A: Can you (help) me, please?
B: No, I _____.



3. A: Can I go out, please?
B: No, you _____.



4. A: Can you (spell) that, please?
B: Yes, I _____.

Task 2. Instructions: Look in your real school bag (or imagine one).

Write or say 5 things you have.

I have a _____.

Example: *I have a pencil, book, ruler, eraser, notebook.*

What Do

You Like? Instructions: Match or say your favorites school things

Desk



bag



rubber



pencil



bookcase



bed



My Wish

Instructions: Complete the sentence.

This year I want to _____.

Example: This year I want to read more books.

peer-assessment using assessment criteria

teacher's feedback

Class	4
Unit	All about me.
Theme	My daily routine.
Level	A1
Lesson objectives	4. 3. 1. 2 recognise, identify, and sound with support a growing range of language at a text level

	4. 5. 1. 15 use prepositions of place and time;
Skills	Knowledge and comprehension, application
Methods. strategies and techniques	TBL, TPR
Assessment	peer-assessment, teacher's feedback
Criteria	Use appropriate prepositions of place to complete sentences Recognise and identify the correct information from a short, familiar text.
Descriptors	recognises the correct words or phrases identifies the correct answers chooses the correct prepositions of place writes the prepositions accurately

Task 1. Look, read and write.

on under in next to

1. The books are _____ the bed.
2. The toys are _____ the bed.
3. The ball is _____ the bed.
4. The boxes are _____ in the shelf.



Task 2. Read the text again and circle the correct words.

Lina's Blog

About Me:

Hi! My name is **Lina**. I'm from **Shymkent, Kazakhstan**. I'm **ten years old**.

My Schedule:

Every day, I get up at **seven o'clock**. I eat breakfast, and then I go to school by **bus**. School finishes at **three o'clock**. After school, I do my homework and help my mom.

My Hobbies:

In the evening, I like **listening to music** and **dancing**. I also like watching cartoons. My headphones are always in my bag.

What do you like to do in the evening?

Choose the correct answer:

1. Lina is from Astana / Shymkent.
2. She gets up at seven / eight o'clock.
3. Lina goes to school by bus / bike.
4. She likes listening to music / playing football.
5. Her headphones are in her bag / desk.

Task 3.

Bonus Task (Draw!):

Draw a picture of a room.

Put a toy **on** the bed.

Put a ball **under** the chair.

Put a cat **in** the box.

Put a bag **next to** the table.

Then describe it using English!

peer-assessment using assessment criteria

teacher's feedback

Class	4
Unit	All about me.
Theme	When is your birthday?
Level	A1
Lesson objectives	4. 5. 1. 3 use cardinal numbers 1 – 1000 and ordinal numbers 1– 100
Skills	Knowledge and comprehension, application
Methods, strategies and techniques	Game-based learning, TPR
Assessment	peer-assessment, teacher's feedback
Criteria	Correctly in given contexts. Uses cardinal numbers (1–1000) and ordinal numbers (1–100)
Descriptors	identifies the correct ordinal number in the given sequence. colours the item accurately according to the given instruction.

Birthday Numbers Game

Topic: *When is your birthday?*

Grammar focus: *Cardinal and Ordinal Numbers*

Format: Game-like activity

Game: “Birthday Bingo!”

Instructions for students:

- 1. Write your birthday** like this:

My birthday is on the twenty-third of March.

I was born in 2014.

(Teacher can help with spelling or number chart.)

Find classmates who match the clues below.

Walk around the class and ask:

“*When is your birthday?*”

“*What year were you born?*”

When you find a match, write their **name** in the box.

Birthday Bingo Card

Find someone who...	Name
Was born in 2013	
Has a birthday in July	
Was born on the 1st of any month	
Has a birthday on the 15th	
Was born in the year two thousand twelve (2012)	
Has a birthday in December	
Was born on the 31st	
Shares the same birthday month as you	

Follow-up (Writing Task):

Write 3 sentences about you and a friend:

My birthday is on the twenty-second of May.

I was born in 2014.

Ali's birthday is on the fifteenth of September.

peer-assessment using assessment criteria

teacher's feedback

Unit	All about me.
Class	4
Theme	My School
Level	A1
Lesson objectives	4.4. 1. 1 spell accurately some high-frequency words; 4. 4. 2. 2 use words, short phrases, and statements to complete a written text at a sentence level
Skills	Knowledge and comprehension, application
Methods. strategies and techniques	Game-based learning, TPR
Assessment	peer-assessment, teacher's feedback
Criteria	Completes sentences with grammatically correct structures Spell high-frequency words correctly.
Descriptors	reads incompletely words. selects the correct letters to fill in the blanks. writes the completed words accurately based on given cues. looks at words and pictures. arranges the words in the right order to describe the pictures accurately.

matches the phrases with the correct picture.

Task 1: Fill in the blanks

1. I go to _____ school.
2. My classroom is _____. (big/small/clean/loud...)
3. My favorite subject is _____.
4. My teacher's name is _____.
5. I go to school at _____ o'clock.
6. At school, I _____. (read, write, draw, play...)

Task 2: Draw your school!

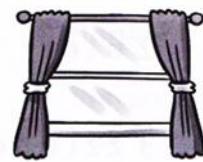
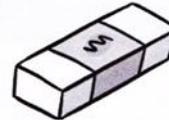
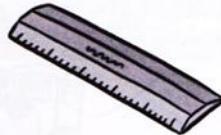
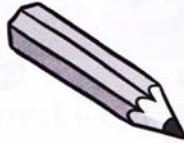
Draw your classroom or your school building.

Label 3–5 things (e.g. *teacher, board, desk, window, chair*)

Write one sentence about your picture:

“This is my school. I like it!”

Task 3. Complete the words. Write more words on the topic.



1 b _ o _ o k 2 p _____ l 3 r _____ r 4 r _____ r 5 w _____ w

Game: “Flashcard Race”

How to play:

Put flashcards with pictures of words (book, ruler, window, etc.) on the table or wall. Students take turns running to the flashcards when the teacher says a word and show the correct card. You can divide students into teams, and each correct answer earns points for the team.

Game: “Guess What?”

How to play:

One student chooses a word from the topic (for example, pencil) and describes it without saying the word. Others try to guess it.

Example description: “You use it to write. It is yellow and has an eraser.”

Players ask questions and make guesses.

peer-assessment using assessment criteria

teacher's feedback

Class	4
Unit	All about me
Theme	My Cool Family!
Level	A1
Lesson objectives	4.3.3.1 follow short written instructions and directions 4. 4. 2. 2 use words, short phrases, and statements to complete a written text at a sentence level;
Skills	Knowledge and comprehension, application
Methods. strategies and techniques	TBL, TPR
Assessment	peer-assessment, teacher's feedback
Criteria	Identify key information in the written directions. Fill the boxes with the correct answers based on the given context.
Descriptors	reads and follows short written instructions and directions completes a given task chooses the correct words to complete the pictures writes the correct answers in the blanks provided.

Task1. Circle the odd one out.

1. mum, dad, granny, swimming cap
2. tired, hungry, grandad, thirsty
3. boy, girl, man, poor
4. grandmother, rubbish bin, uncle, aunt

Task 2. Fill in the blanks

Complete the sentences with the correct family words:
(mom, dad, brother, sister, grandma, grandpa, uncle, aunt)

1. My ___ is very kind.
2. I have one ___ and one sister.
3. My ___ loves to cook.
4. My ___ likes to tell stories.
5. My ___ is my mother's brother.

Task 3. Answer the questions

Answer these simple questions about your family:

How many people are in your family?

Who do you live with?

Do you have brothers or sisters?

Who is your favorite family member? Why?

Task 4. My Family Tree

Draw your family tree. Write the names of your family members and their relation to you (mom, dad, brother, sister, grandma, grandpa). Then, say or write 2 sentences about your family, for example:

“My mom’s name is Anna.”

“I have one brother.”

Task 5. Match the words and pictures

Draw lines to match family words with pictures:

Mom



Dad



Brother



Sister



Grandma



Grandpa



peer-assessment using assessment criteria

teacher’s feedback

Class	4
Unit	All about me.
Theme	My family and friends
Level	A1
Lesson objectives	4. 5. 1. 1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, talk about ownership; 4. 5. 1. 5 use determiners a, an, the to refer to things on a limited range of general and some curricular topics with support;
Skills	Knowledge and comprehension, application
Methods. strategies and techniques	TBL, TPR
Assessment	peer-assessment, teacher’s feedback
Criteria	Identify and matches each picture to the correct singular or plural noun Use the determiners a, an, and the appropriately to refer to objects or things within familiar general and curricular topics, with support.
Descriptors	looks at pictures depicting different people (man, men, woman, women, child, children).

	identifies and matches each picture with the corresponding word. writes down the correct word next to each picture based on their observation.
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Task 1. Fill in the blanks

Choose the correct word: **man / men / woman / women / child / children**

1. There is one ___ in the park.
2. There are many ___ playing football.
3. This ___ is my mother.
4. Those ___ are singing a song.
5. The ___ is reading a book.
6. The ___ are playing in the garden.

Task 2. Make sentences

Write simple sentences using these words:

man / men

woman / women

child / children

Example:

The man is tall.

The women are happy.

The children are playing.

Task 3. Draw lines to match:

Singular Plural

man men

woman women

child children

Task 4. Game: “Singular or Plural?”

How to play:

1. The teacher or leader says a word — for example, “man” or “children.”
2. The children must quickly say whether the word is singular or plural.
3. You can add simple sentences: for example, if the word is “woman,” the child can say:
“Woman is singular.”
Or, if the word is “men,” “Men is plural.”
4. Whoever answers correctly gets a point. You can play in teams.

peer-assessment using assessment criteria teacher's feedback

Class	4
Unit	All about me.
Theme	My family and friends
Level	A1
Lesson objectives	4. 5. 1. 1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, talk about ownership; 4. 5. 1. 5 use determiners a, an, the to refer to things on a limited range of general and some curricular topics with support;
Skills	Knowledge and comprehension, application
Methods. strategies and techniques	Game-based learning, TPR
Assessment	peer-assessment, teacher's feedback
Criteria	Identify and matches each picture to the correct singular or plural noun Use the determiners a, an, and the appropriately to refer to objects or things within familiar general and curricular topics, with support.
Descriptors	reads sentences completes with the appropriate articles a, an, or the based on the context.

Task 1. Read and complete with a, an, or the.

1. This is ____ cat. ____ cat is black and white.
2. I have ____ orange pencil.
3. There is ____ egg on the table. ____ egg is big.
4. She has ____ book. ____ book is interesting.
5. There is ____ apple on the plate. ____ apple is green.

Task 2. Game: “Article Race”

How to play:

1. Prepare cards with sentences missing articles. For example:
This is ____ apple.
I see ____ dog.
____ sun is bright today.
2. Divide the children into teams.
3. Show or read the sentence aloud, and the children must quickly say or write which article should be used: a, an, or the.

4. For each correct answer, the team gets a point.
5. The team with the most points wins.

Task 3. Correct or Incorrect?

Read the sentence and say if the article (a, an, or the) is used correctly. If not, correct it.

1. I have a orange pencil.
2. She saw an cat in the garden.
3. The sun is hot today.
4. He wants a apple.
5. There is an umbrella on the table.

Task 4 Choose the correct article

Circle the correct article: **a, an, or the**

1. I saw ___ (a / an / the) dog in the park.
2. She is eating ___ (a / an / the) apple.
3. ___ (A / An / The) moon is shining tonight.
4. There is ___ (a / an / the) orange on the table.
5. He wants to buy ___ (a / an / the) new book.

peer-assessment using assessment criteria

teacher's feedback

Class	4
Unit	My World
Theme	must / mustn't
Level	A1
Lesson objectives	4. 3. 3. 2 identify the main points of short simple texts with support;
Skills	Knowledge and comprehension, application
Methods. strategies and techniques	Game-based learning, TPR
Assessment	peer-assessment, teacher's feedback
Criteria	Demonstrate understanding by answering questions or completing related tasks based on the text. Give correct answers to questions about the main idea, details, or characters. Use information from the text to explain your answers.
Descriptors	Correctly uses must and mustn't in all sentences. Gives clear and simple reasons for each answer. Uses full sentences to explain.

Task 1. Complete the sentences with must or mustn't

Fill in the blanks with **must** or **mustn't**:

1. You do your homework every day.
2. You run in the school corridors.
3. We be polite to our teachers.
4. You eat too much candy.
5. Children go to bed early.
6. You shout in the library.

Task 2. Game-task: “School Rules Challenge”

How to play:

1. The teacher (or leader) reads a rule without must / mustn't, for example:
“You be quiet in the classroom.”
“You eat in the classroom.”
2. The children must quickly fill in the correct word — must or mustn't — and say the sentence out loud.
Example: “You must be quiet in the classroom.”
3. Each correct answer gives the team a point.
4. You can make cards with rules, so children take turns drawing and explaining them.

Additionally:

Make a poster with school rules where children write 5 rules using **must** / **mustn't** themselves.

Discuss why these rules are important.

Example rule cards:

You wear a uniform.
You be on time.
You use your phone during lessons.
You respect your classmates.
You do your homework.

Choose must or mustn't and explain why

Fill in the blanks with **must** or **mustn't**, then write why:

1. You wear a helmet when you ride a bike.

Why? _____

2. You eat too much candy.

Why? _____

3. We be kind to our friends.

Why? _____

4. You talk loudly in the library.

Why? _____

5. Students ___ do their homework on time.

Why? _____

peer-assessment using assessment criteria

teacher's feedback

Class	4
Unit	My World
Theme	must / mustn't
Level	A1
Lesson objectives	4. 3. 3. 2 identify the main points of short simple texts with support;
Skills	Knowledge and comprehension, application
Methods. strategies and techniques	Game-based learning, TPR
Assessment	peer-assessment, teacher's feedback
Criteria	Demonstrate understanding by answering questions or completing related tasks based on the text. Give correct answers to questions about the main idea, details, or characters. Use information from the text to explain your answers.
Descriptors	reads sentences completes with the appropriate articles a, an, or the based on the context.

Task1. Read the text and write T for True or F for False.

School Rules

Hi! My name is Emma. I like my school. We have some rules to follow. At school, we must be on time. We must listen to our teacher. We mustn't run in the halls or shout in class. We must do our homework and keep our desks clean. We mustn't eat in the classroom. School is fun when we follow the rules!

Task 2. Read the sentences. Write True or False.

1. Emma must be late for school.
2. Students must listen to the teacher.
3. Children must run in the halls.
4. Students must keep their desks clean.
5. They must eat in the classroom.

Task 3: Fill in the blanks (must / mustn't)

1. You _____ shout in class.
2. You _____ do your homework.
3. You _____ run in the halls.
4. You _____ listen to your teacher.
5. You _____ be on time.

Task 4: Write 2 rules for your school using must or mustn't

Example:

- We must wear a uniform.
- We mustn't use our phones.

1. _____
2. _____

Game-Task: “Act It Out – Must or Mustn’t?”

How to play:

1. One student picks a card with a rule (for example: You must wash your hands or You mustn't run in class).
2. Without speaking, the student acts out the rule — like in a game of charades.
3. The rest of the class tries to guess the sentence using must or mustn't.

Example:

- “You must wash your hands!”
- “You mustn't run in class!”

4. The student who guesses correctly gets a point and is the next to act.

peer-assessment using assessment criteria

teacher's feedback

Class	4
Unit	My Hobby
Theme	Let's have fun!
Level	A1
Lesson objectives	4. 4. 2. 2 use words, short phrases, and statements to complete a written text at a sentence level;
Skills	Knowledge and comprehension, application
Methods. strategies and techniques	Game-based learning, TPR
Assessment	peer-assessment, teacher's feedback
Criteria	Choose the correct word or phrase to complete each sentence.

	Use correct spelling and punctuation. Make sure the sentence makes sense.
Descriptors	observes pictures or prompts and writes appropriate words or phrases to complete sentences. understands and uses the Present Continuous tense correctly to complete sentences. applies spelling and punctuation rules accurately.

Task 1. Look and write.



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

Task 2. Read and complete. Use the Present Continuous.

1. I _____ (fish) with my dad.
2. Look! Zhangir _____ (fly) a kite.
3. The children _____ (have) fun in the park.
4. My baby sister _____ (sleep).

Task 3. What Are They Doing?

Instructions: Look at the pictures (or imagine them!) and write sentences in the **Present Continuous** (is/am/are + verb + -ing).

Example:

A boy is playing football.



Sentence: He is playing _____ football.

Sentences to complete: (is/am/are + verb + -ing).

1. Anna _____ (read) a book.
2. Ben and Tom _____ (play) with a ball.
3. The dog _____ (run) in the park.
4. The teacher _____ (talk) to the class.
5. Dad _____ (cook) dinner.

Task: Draw and Write!

1. Draw a picture of you doing something fun.
2. Write one sentence using Present Continuous.

Example: I am riding my bike.

peer-assessment using assessment criteria

teacher's feedback

Class	4
Unit	My Hobby
Theme	Sports and exercises
Level	A1
Lesson objectives	4. 1. 4. 3 recognise specific information on familiar everyday topics from short recordings with visual support; 4.3.3.2 Identify the main points of short simple texts with support.
Skills	Knowledge and comprehension, application
Methods. strategies and techniques	Game-based learning, TPR
Assessment	peer-assessment, teacher's feedback
Criteria	Finds specific information in short, simple texts about everyday topics. Understands the main idea with some support (pictures, questions, etc.). Answers comprehension questions correctly using words or short phrases.
Descriptors	selects appropriate words or phrases uses correct spelling

Task 1. Fill in the blanks

Complete the sentences with your hobby words:

1. My hobby is _____.
2. I play it with my _____.
3. I play it on the _____.
4. I feel _____ when I play.

Task 2. Speaking Practice

Answer these questions:

1. What is your hobby?
2. When do you play?
3. Do you play alone or with friends?
4. Why do you like it?

Task 3. Read and Match

Match the hobbies with the correct pictures or descriptions:

1. Playing video games
2. Playing board games

3. Playing football
4. Playing with friends



My hobby games

Part 1: Complete the sentences

Fill in the blanks using the words from the box:

play – friends – happy – computer – hobby

1. My _____ is playing games.
2. I _____ games every day.
3. I play with my _____.
4. I play games on the _____.
5. Games make me feel _____.

Part 2: Draw and Write

1. Draw yourself playing your favorite game.

2. Write 3 sentences about your favorite game:

Example:

My favorite game is Minecraft.

I play it on my tablet.

I play with my brother.

Part 3: Speak!

Answer the questions (or write your answers):

1. What is your hobby?
2. When do you play games?
3. Do you play alone or with friends?
4. Why do you like games?

Read the text:

Hello! My name is Tom. I am 10 years old. I live in London with my family. My favorite hobby is playing games. I like video games and board games. After school, I do my homework and then I play games. I usually play video games on my computer or tablet. My favorite game is Minecraft. Sometimes I play alone, but I often play with my sister. We build houses and explore together. At the weekend, I play board games with my family. Our favorite board game is Monopoly. Playing games makes me happy. I love my hobby!

Write TRUE or FALSE:

1. Tom is 11 years old. _____
2. He lives in London. _____
3. His favorite hobby is reading books. _____
4. He plays games after school. _____
5. Tom's favorite video game is Minecraft. _____
6. He always plays games alone. _____
7. On the weekend, he plays board games with friends. _____
8. His favorite board game is Monopoly. _____
9. Playing games makes him happy. _____
10. He doesn't like his hobby. _____

Find Someone Who... – My Hobby: Games**Task:**

Walk around the class (work in a pair/group) and find someone who...

Ask your classmates questions and write their names.

Use the question:

“Do you...?” and listen to the answer:

“Yes, I do.” / “No, I don’t.”

Find someone who...

Task	Name of the classmate
plays video games every day	_____
plays games with a brother or sister	_____
plays board games at the weekend	_____
likes Minecraft	_____
plays games on a phone or tablet	_____
plays with friends	_____
likes to play outside	_____
plays games after homework	_____

Example dialogue:

You: Do you play video games every day?

Classmate: Yes, I do.

You: (Write their name)

Extra task (at the end):**Write 3 sentences about your classmates:**

Example:

– Anna plays video games every day.

- Ben likes Minecraft.
- Lisa plays board games on Sunday.

Read the text and choose the correct answer:

Hi! My name is **Lena**. I'm 9 years old. My favorite hobby is **playing games**. I play **video games** on my tablet after school. I play with my best friend, **Kate**. We love playing **Roblox** together. At the weekend, I play **board games** with my family. It's so much fun!

choose the correct answer:

1. What is Lena's hobby?
 - a) Reading books
 - b) Playing games
 - c) Drawing
2. How old is Lena?
 - a) 10
 - b) 8
 - c) 9
3. What does she play after school?
 - a) Football
 - b) Video games
 - c) Chess
4. Who does Lena play with?
 - a) Her teacher
 - b) Her best friend
 - c) Her dog
5. What game do they love?
 - a) Roblox
 - b) Minecraft
 - c) Fortnite
6. What does she play at the weekend?
 - a) Board games
 - b) Tennis
 - c) Puzzle games

7. Does she play alone?

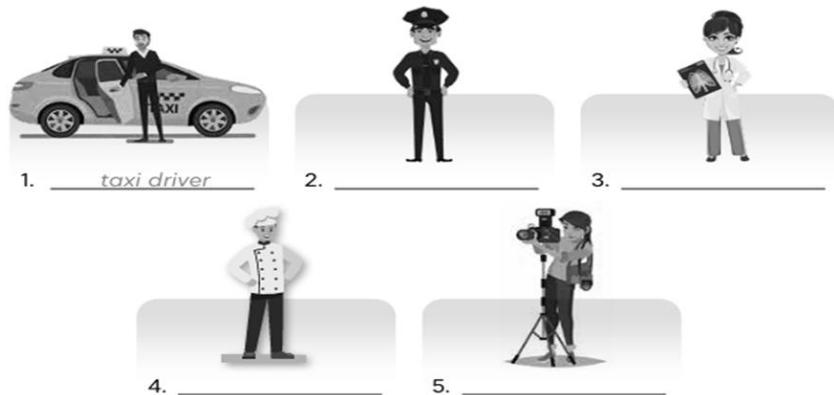
- a) Yes
- b) No

peer-assessment using assessment criteria

teacher's feedback

Class	4
Unit	People and Jobs.
Theme	Different jobs
Level	A1
Lesson objectives	4.3.2.1 recognise familiar names, words, and basic phrases in common everyday situations. 4. 4. 3. 2 write a short paragraph on curricular topics with support
Skills	Knowledge and comprehension, application
Methods. strategies and techniques	TBL, TPR
Assessment	peer-assessment, teacher's feedback
Criteria	Write a short paragraph on a curricular topic using simple sentences
Descriptors	reads the questions and answers carefully. recognises familiar names, words, and basic phrases. matches each question to the correct answer accurately. looks at the given picture or prompt and gathers ideas for writing. writes a short paragraph on the curricular topic with support

Task 1. Look and write.



chef	doctor	taxi driver	photographer	police officer
------	--------	-------------	--------------	----------------

Task 2. Read and match.

1. Who's that?
a. I'm a photographer
2. Whose violin is this?
b. Twelve
3. Where's my watch?
c. It's my Uncle Mark.
4. What do you do?
d. It's my cousin's.
5. How many helmets.
e. It's on the table.

Speaking practice

Ask and answer in pairs:

1. What do you want to be?
2. Why do you like this job?
3. What does a firefighter do?

Write

Write 3 sentences about jobs. Use this model:

A doctor helps sick people.
A builder works outside.
A cook works in a kitchen.

Task 3. Game: “Who Am I?” – Guess the Job

How to play:

One student thinks of a job and gives 2–3 clues without saying the job.
Others try to guess what it is.

Example:

I wear a white coat. I help sick people.

— Are you a doctor?
— Yes, I am!

You can play in pairs or as a whole class.

Task 4. Job Charades

How to play:

One student acts out a job using gestures (no words).

The others guess the job.

Words to use:

teacher, doctor, firefighter, cook, builder, police officer, driver, vet, singer, farmer

Rule: No speaking — only actions!

Task 5. Draw and Guess

One student draws a job on the board or paper.

The others guess what it is.

“It’s a cook!” / “Is it a vet?” / “Yes, it is!”

Task 6. Job Bingo

Make Bingo cards with different jobs (for example, 3x3 grid). The teacher says a job — students cover it on their cards. The first one to cover a row or the whole card says:

“Bingo!”

Example job words:

- doctor
- teacher
- cook
- firefighter
- police officer
- builder
- vet
- driver
- singer

Read the text:

Hello! My name is **Max**. I live in a small town. My mom is a **doctor**. She works in a hospital. She helps sick people and wears a white coat. My dad is a **firefighter**. He drives a big red fire truck. He stops fires and helps people. I want to be a **teacher**. I like helping children and working at school. My best friend Anna wants to be a **cook**. She loves food and cooking!

Answer the questions:

1. What is Max’s mom’s job?
2. Where does she work?
3. What does Max’s dad do?
4. What does Max want to be?

5. Why does Anna want to be a cook?

peer-assessment using assessment criteria

teacher's feedback

Class	4
Unit	People and Jobs.
Theme	What do you do?
Level	A1
Lesson objectives	4.3.2.1 recognise familiar names, words, and basic phrases in common everyday situations.
Skills	Knowledge and comprehension, application
Methods. strategies and techniques	TBL, TPR
Assessment	peer-assessment, teacher's feedback
Criteria	Job sentence matches the correct job title. Job matches the correct picture. Shows understanding of job roles and actions. Work is clear and complete.
Descriptors	reads each job title and description aloud correctly. recognises and understands familiar job-related words and phrases. matches the sentence to the correct description and picture accurately. chooses a man or woman from the prompt or picture. gives a simple description of the person's job. uses basic vocabulary and simple sentence structures.

Task1. Read, look and match.

What do you do?

1. I'm a photographer.  a. I take photos.

2. I'm a dentist.  b. I put out fires.

3. I'm a vet.  c. I fix people's teeth.

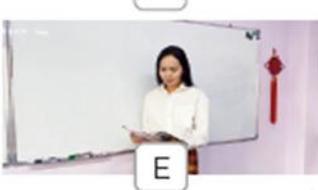
4. I'm a firefighter.  d. I help people.

5. I'm a farmer.  e. I grow fruit and vegetables.

6. I'm a teacher.  f. I help students.

7. I'm a police officer.  g. I help and save animals.

Task2. Speaking. Choose a man or a woman and describe his/her job.



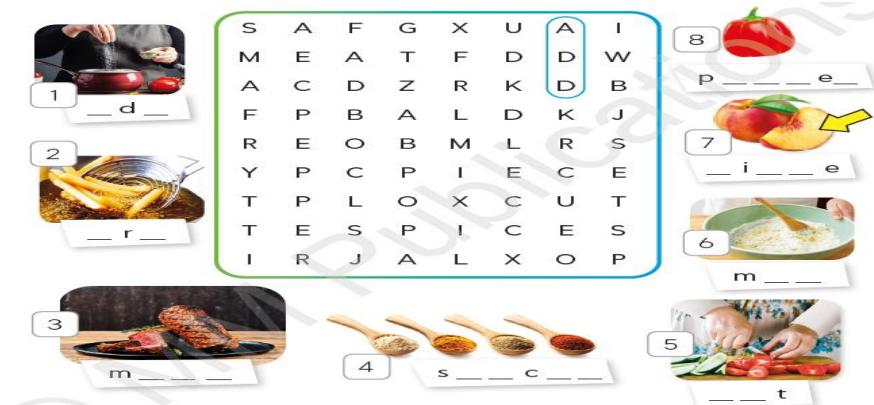
peer-assessment using assessment criteria

teacher's feedback

Class	4
Unit	Food and drinks
Theme	My favourite food... Syrne.
Level	A1

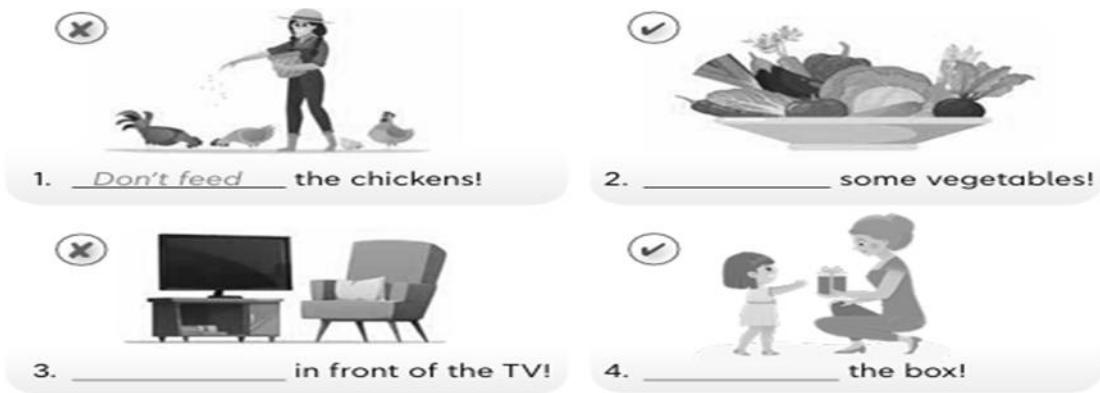
Lesson objectives	4.3.1.2 recognise, identify, and sound with support a growing range of language at a text level. 4. 5. 1. 9 use imperative forms to give short instructions on a growing range of familiar topics;
Skills	Knowledge and comprehension, application
Methods. strategies and techniques	TBL, TPR
Assessment	peer-assessment, teacher's feedback
Criteria	Recognise and find familiar words in the word grid. Use imperative forms correctly in writing
Descriptors	looks at each picture and understands what it shows. finds and circles the correct word in the grid. writes the word correctly. reads the instruction carefully. writes a short instruction using the correct imperative form.

Task1. Look at the pictures and circle the words in the grid. Then write.



Task2. Look, read and write. Make your own sentences

cut open feed stand

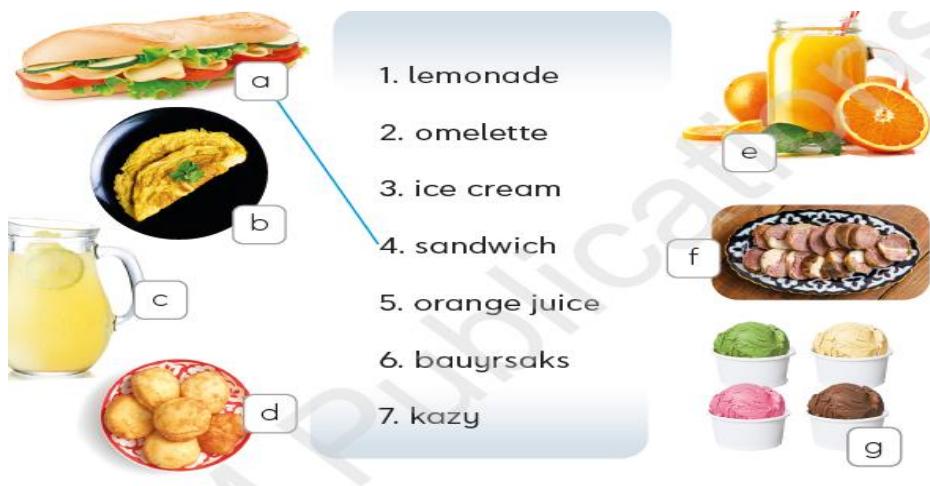


peer-assessment using assessment criteria

teacher's feedback

Class	4
Unit	Food and drinks
Theme	Daily meals: What is Rob-eat?
Level	A1
Lesson objectives	4.3.2.1 recognise familiar names, words, and basic phrases in common everyday situations. 4. 5. 1. 7 use demonstrative pronouns this, these, that, those in short statements, in open and closed questions and responses;
Skills	Knowledge and comprehension, application
Methods. strategies and techniques	TBL, TPR
Assessment	peer-assessment, teacher's feedback.
Criteria	Recognise Food and Drink Words, Use Correct Demonstrative Pronouns, Picture Understanding
Descriptors	reads the given list of food and drink words aloud with correct pronunciation. observes each picture carefully to identify what it shows. matches each word to the corresponding picture accurately. observes the given picture or context carefully. selects the appropriate demonstrative pronoun (this, these, that, those). writes pronouns correctly.

Task1. Read and match.



Task2. Read, look and write.



peer-assessment using assessment criteria

teacher's feedback

Class	4
Unit	Food and drinks
Theme	“My Drink is Colder!”
Level	A1
Lesson objectives	4.3.2.1 recognise familiar names, words, and basic phrases in common everyday situations.

	4. 5. 1. 4 use common adjectives, including possessive adjectives to describe things, use with considerable support simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons with considerable support;
Skills	Knowledge and comprehension, application
Methods. strategies and techniques	TBL, TPR
Assessment	peer-assessment, teacher's feedback
Criteria	Identify and write the correct names of drinks by recognising familiar words from the given pictures. Identify the correct comparative form of adjectives.
Descriptors	observes each picture carefully. recognises the drink shown. writes the correct name using accurate spelling. reads each sentence carefully. looks at the pictures to understand the comparison. chooses the correct comparative adjective from the options. writes the correct word in the blank space.

Task1. Look at the pictures and write.



1. _____

2. _____

3. _____

4. _____

Task2. Read, look and write

1. The tomato salad is _____ than the green salad.
The green salad is _____ than the tomato salad.



Small **Big**



2. The coffee is _____ than the tea.
The tea is than _____ the coffee. **Hot**



Cold



3. The apple is than _____ the egg.
The egg is than _____ the apple. **Big**



Small



4. The soup is than _____ the noodles.
The noodles are _____ than the soup. **Hot**



Cold



:

peer-assessment using assessment criteria

teacher's feedback

Class	4
Unit	Food and drinks
Theme	Traditional food
Level (CEFR):	A1
Learning objectives	4.4.2.1 follow word order rules in more complex statements;
Skills	Critical thinking, Self-Management
Methods, strategies and techniques	Communicative Approach, Implicit approach,
Assessment	Self-assessment, Teacher's feedback
Criteria	The learner followed word order rules to construct more complex statements about traditional food
Descriptors	The learner: -Put the words in the correct order
Bloom's taxonomy	Understanding

Order the words.

1. A / family / traditional / cooks / my / dish / often / a.

Answer: _____

2. eat / people / Kazakhstan / sometimes / in / Beshbarmak.

Answer: _____

3. is / delicious / and / Baursak / always / warm / very.

Answer: _____

Answers:

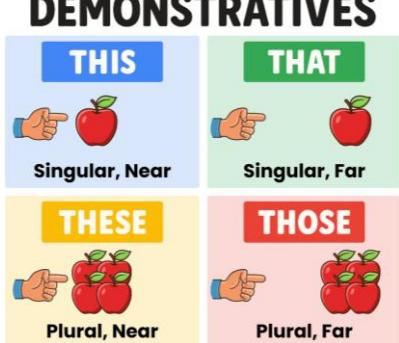
1. My family often cooks a traditional dish.
2. People in Kazakhstan sometimes eat Beshbarmak.
3. Baursak is always very warm and delicious.

Self-assessment: I can make correct sentences/ I need help.

Teacher's feedback: *Good job! You identified the simple sentence structure correctly. Continue practicing word order!*

Class	4
Unit	Food and drinks
Theme	Traditional food
Level (CEFR):	A1
Learning objectives	4.5.1.7 use demonstrative pronouns this, these, that, those in short statements, in open and closed questions and responses
Skills	Critical Thinking, Self-Management
Methods, strategies and techniques	Implicit approach, Communicative Approach
Assessment	Self-assessment. Teacher's feedback
Criteria	The learner choose the correct word for one thing or many things in the statements and questions.
Descriptors	The learner: - Used the word for one thing (this/that) in sentences correctly. - Used the word for many things (these/those) in sentences correctly.
Bloom's taxonomy	Applying

Choose the correct word: THIS, THESE, THAT, or THOSE.



5. What is _____ dish? It looks like Plov. (Dish is one thing)

Answers: 1. This. 2. These. 3. That. 4. Those. 5. That

Self-assessment: I can use demonstrative pronouns / I need help.

Teacher's feedback: Great work! You matched the demonstrative pronouns correctly.

Next time, try to explain when to use **THIS** versus **THAT**.

Class	4
Unit	Animals
Theme	On the farm
Level (CEFR):	A1

Learning objectives	4.3.5.1 read short, simple illustrated fiction and non-fiction stories using a dictionary
Skills	Critical Thinking, Self-Management
Methods, strategies and techniques	Implicit approach, Communicative Approach, Activity-Based Learning
Assessment	Self-assessment. Teacher's feedback
Criteria	The learner used the provided word list/dictionary to understand the text and key vocabulary
Descriptors	The learner: - Matched the meaning of at least 3 bold words from the text using the word list correctly. - Answered at least 2 simple questions about the text correctly.
Bloom's taxonomy	Applying

Read the story. Match the words. Answer the questions.

My Farm

Hello! My name is Tom. I live on a farm. A farm is a very busy place. We have a big, quiet cow. The cow gives us tasty, fresh milk. The farmer sells the milk. We also have a small, fast horse. The horse helps the farmer work on the fields every day. In the garden, there are many little chickens. The chickens give us eggs. We also have some sheep. The sheep give us warm wool for clothes. I love my farm!

Word	Meaning
1. cow	A. Small bird that gives us eggs.
2. horse	B. A large animal that gives milk.
3. chickens	C. An animal we can ride or use for work.
4. sheep	D. An animal with thick, soft hair (wool) for clothes.

1. What does the cow give the farmer?
a) wool b) milk c) eggs
2. What does the horse do on the farm?
a) It works on the fields. b) It gives wool. c) It gives milk.

Self-assessment: I can read the story/ I can match the words / I can answer the questions / I need help.

Teacher's feedback: *Excellent! You found all the answers in the story. Great reading!*

Class	4
Unit	Animals
Theme	In the farm
Level (CEFR):	A1

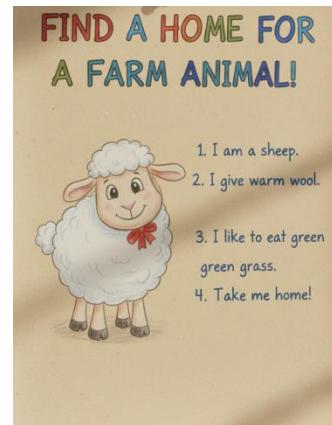
Learning objectives	4.4.3.1 create a poster, a postcard, a letter, or an advertisement using simple phrases and sentences
Skills	Creativity , Communication
Methods, strategies and techniques	Communicative Approach, Implicit approach, Play-Based / Activity-Based Learning
Assessment	Self-assessment. Teacher's feedback
Criteria	The learner created a simple advertisement for a farm animal using clear phrases and sentences.
Descriptors	The learner: -Created an advertisement. - Wrote 3-4 simple, clear phrase or sentences about the animal.
Bloom's taxonomy	Creating

Find a Home for a Farm Animal!

Draw a picture of one farm animal (a horse, a cow, a etc.). Write 3 or 4 lines about this animal . Use simple like:

- *I am a dog.*
- *I am clean and friendly.*
- *I like to eat grass.*
- *Take me home!*

1. I am a _____.
2. _____.
3. _____.
4. _____.



sheep,
lines

Self-Assessment: My animal is ready! / I need a little more help.

Teacher's Feedback : *Wow! Your animal looks amazing, and your words help it find a home! Good effort!*

Class	4
Unit	All about me
Theme	My daily routine
Level (CEFR):	A1
Learning objectives	4.5.1.10 use common simple present forms, including short answer forms contractions on a growing range of familiar topics
Skills	Communication, Self-Management
Methods, strategies and techniques	Implicit approach, Communicative Approach, Activity-Based Learning

Assessment	Self-assessment.Teacher's feedback
Criteria	The learner used the Simple Present tense correctly to write about their daily routine, including a negative form.
Descriptors	learner: - Used 4 actions in the simple present form - Used one negative statement with a short form
Bloom's taxonomy	Applying



Use the words and write as in the example.

Wake up	eat breakfast	watch TV late	go to school	don't	do homework
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Example:

1. I wake up at 7 o'clock.
2. I don't watch TV late.
3. I eat breakfast with my family.

Self-Assessment: I wrote all the sentences. / I missed some sentences / I need a little help.

Teacher's Feedback : *Great! Good effort! Remember to use the verb in every sentence. Let's practice! Almost there! Let's check the word order in the negative sentence (don't) together.*

Class	4
Unit	All about me
Theme	Back to school
Level (CEFR):	A1
Learning objectives	4.5.1.17 use let's + verb, verbs go/enjoy/like + verb + ing, infinitive of purpose on a limited range of familiar topics
Skills	Critical Thinking, Communication
Methods, strategies and techniques	Implicit approach, Communicative Approach, Activity-Based Learning
Assessment	Self- assessment, Teacher's feedback

Criteria	The learner used the correct verb form after let's, like, enjoy, and go.
Descriptors	The learner: - Used the base form of the verb after let's correctly - Used the -ing form correctly - Used the go + ing form correctly
Bloom's taxonomy	Applying

Choose the correct word.

1. My friend likes (**read / reading**) books in the school library.
2. Let's (**play / playing**) a new game during the break!
3. We enjoy (**sing / singing**) songs in the music class.
4. After lessons, I often go (**run / running**) in the park.
5. I need a pencil (**write / to write**) my name.

Answers: 1. reading

2. play
3. singing
4. running
5. to write



Self-Assessment: I can choose the right words. / I understand the rule / I need a little more help.

Teacher's Feedback : *Excellent work! You know exactly when to use -ing. Keep choosing wisely!*

Class	4
Unit	My World
Theme	My family and friends
Level (CEFR):	A1
Learning objectives	4.1.1.1 distinguish phonemically distinct words: identify initial, middle, and final phonemes and blends
Skills	Critical Thinking, Self-Management
Methods, strategies and techniques	Phonological Approach (Phonics), Implicit approach, Activity-Based Learning

Assessment	Self- assessment.Teacher's feedback
Criteria	The learner distinguished between words with different middle sounds.
Descriptors	The learner: - Circled the "different sound" word correctly. - Identified the common sound in the matching words.
Bloom's taxonomy	Understanding

Task 1. Listen and Circle

Circle the word you hear.

1. (play / pray)
2. (swim / slim)
3. (sing / thing)
4. (run / fun)



Task 2. Match the words by their final sound.

A	B
a) read	1) stay
b) play	2) catch
c) watch	3) ride

Teacher's words: Play, Slim, Thing, Fun.

Self-Assessment: I choose the right words. / I need to listen more carefully.

Teacher's Feedback : *Fantastic listening! You heard the sounds clearly and made all the right matches.*

Class	4
Unit	My World
Theme	Learn from the good, hate the bad
Level (CEFR):	A1
Learning objectives	4.3.1.2 recognise, identify, and sound with support a growing range of language at a text level;
Skills	Critical Thinking, Collaboration
Methods, strategies and techniques	Implicit approach, Communicative Approach
Assessment	Self- assessment.Teacher's feedback
Criteria	The learner recognised and identified good and bad actions in the text and sounded the key vocabulary.
Descriptors	The learner: - Identified and underlined 3 words describing good actions or qualities. - Identified and circled 2 words describing bad action or qualities. - Read the underlined and circled words clearly

Bloom's taxonomy	Understanding
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Read the text. Find 3 words that mean GOOD things. Circle 2 words that mean BAD things. Read these words.

How to Be a Good Friend

We all want to be good friends. It is important to be kind to everyone. We should always share our toys and pencils. A good friend never shouts at others. If your friend is sad, you must help him. Being selfish is not good. Always be honest and tell the truth.

Answers: Good things- kind, share, help. Bad things- sad, selfish, shout.

Self-Assessment: I found all the words! / I need a little more practice..

Teacher's Feedback : *Perfect job! You know the difference between good and bad friend qualities. Awesome vocabulary! Nice try!*

Class	4
Unit	My hobby
Theme	Sports and exercises
Level (CEFR):	A1
Learning objectives	4.4.3.1 create a poster, a postcard, a letter, or an advertisement using simple phrases and sentences;
Skills	Creativity, Communication
Methods, strategies and techniques	Communicative Approach, Implicit approach, Play-Based & Activity-Based Learning and guided writing
Assessment	Self-assessment. Teacher's feedback
Criteria	The learner created a simple poster to encourage sports using clear phrases and sentences.
Descriptors	The learner: - Created a poster - Composed 3-4 sentences about sport. - Generated one command word
Bloom's taxonomy	Creating

Create a poster "I Love Sports!"

Draw a picture of your favourite sport

Write a big title "**SPORT IS FUN!**"

Write 3 or 4 lines. Use words like "**Play!**", "**Be healthy!**",

"Run fast!"

Example:

I like football.

Play with me!

Be strong!



Word bank:

Verbs	Nouns	Adverbs/Expressions
play	football	every day
go	swimming	on weekends
do	exercise	in the morning
like	dancing	after school

Self-Assessment: My poster is awesome! / I need a little more help.

Teacher's Feedback : *Fantastic poster! Your drawing is super, and your words show how much you love sports! Great job! Let's add more colors.*

Class	4
Unit	My hobby
Theme	Sports and exercises
Level (CEFR):	A1
Learning objectives	4.5.1.19 recognize and begin to use present continuous on a limited range of familiar topics.
Skills	Critical Thinking, Communication
Methods, strategies and techniques	Implicit approach, Communicative Approach, Activity-Based Learning
Assessment	Self-assessment. Teacher's feedback
Criteria	The learner used the Present Continuous form correctly to describe actions happening now.
Descriptors	The learner: - Used the Present Continuous form correctly - Matched the form of the verb "to be" to the subject correctly
Bloom's taxonomy	Applying

Choose the correct form.

1. My friend (**is training / training**) for the school race.
2. My brothers (**are running / is running**) fast on the track.
3. I (**am playing / is playing**) football with my team at the moment.
4. The coach (**is watching / are watching**) our exercises.
5. All the students (**is doing / are doing**) their warm-up now.



Self-Assessment: I chose the right *am/is/are*! / I need a little more help with *is* and *are*.

Teacher's Feedback: *Excellent work! You know how to match the verb to the subject. Great grammar! Let's review singular and plural subjects next time.*

Class	4
Unit	People and jobs
Theme	Professions
Level (CEFR):	A1
Learning objectives	4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, talk about ownership;
Skills	Critical Thinking, Self-Management
Methods, strategies and techniques	Implicit approach, Communicative Approach, Activity-Based Learning
Assessment	Performance-based assessment: teacher observation during group activity + self-assessment smile chart
Criteria	The learner used plural nouns (including irregular) and the possessive form ('s) correctly in sentences about professions.
Descriptors	Learner: – Used the form for many people (plural) correctly – Used possessive 's and ' form to show ownership – Say or write simple sentences about who owns what
Bloom's taxonomy	Applying

Make sentences as in the example.

This is a doctor's stethoscope.

These are chefs' hats.

This is a teacher's book.

These are policemen's uniforms.

Language Support Box

Type	Example
Singular noun	a teacher, a chef
Plural noun	teachers, chefs

Irregular plural	men, women, children
Possessive (one person)	doctor's bag
Possessive (many people)	doctors' bags

Self-Assessment: I used 's and s' correctly/ I need a little more help with the apostrophe.

Teacher's Feedback: *Excellent! You matched This/These and used the possessives correctly. Good effort! We'll practice one more time!*

Class	4
Unit	Food and drinks
Theme	Daily meals
Level (CEFR):	A1
Learning objectives	4.3.1.2 recognise, identify, and sound with support a growing range of language at a text level
Skills	Reading literacy, Critical Thinking, Collaboration
Methods, strategies and techniques	Communicative Approach , Play-Based & Activity-Based Learning
Assessment	Self-assessment.Teacher's feedback
Criteria	The learner recognised and identified the names of meals and food in the text. The learner sounded key vocabulary correctly (speech clarity).
Descriptors	The learner: - Recognised and underlined 4 daily meal names in the text. - Identified and circled 5 food and drink words in the text.
Bloom's taxonomy	Understanding

Read the text, underline 4 words for daily meals. Circle 5 words for food and drinks.

Hi! My name is Mary. I love food! My first meal is breakfast at 7:30 a.m. I usually eat a bowl of cereal with milk and a piece of toast. At 1:00 p.m., I have lunch at school. Today I have a sandwich with cheese and a small box of juice. When I come home, I have a quick snack, like an apple or a yogurt. In the evening, my family eats dinner together. We often have chicken with rice and some salad. It's yummy!

Answers: breakfast, lunch, snack, dinner. Cereal, milk, sandwich, cheese juice.

Self-Assessment: I found all the meals and foods!/ I need a little help.

Teacher's Feedback: *Fantastic job! You read carefully and put all the words in the right groups! Great vocabulary! Nice try!*

Class	4
Unit	Food and drinks
Theme	Daily meals
Level (CEFR):	A1
Learning objectives	4.2.2.1 use short phrases and statements to provide factual personal information
Skills	Communication, Self-Management
Methods, strategies and techniques	Implicit approach, Communicative Approach, Activity-Based Learning
Assessment	Self-assessment. Teacher's feedback
Criteria	The learner used short phrases and statements to provide factual personal information about their daily meals
Descriptors	The learner: - Responded to all three questions clearly. - Named 4 different food and drink items they eat. - Used simple sentences and phrases correctly
Bloom's taxonomy	Remembering

Task: Interview.

Work with a partner. Ask and answer

Questions	Your Simple Answer
1. What do you eat for breakfast?	
2. Do you like milk?	
3. What is your favourite food?	



Aspect	Descriptor	Score
1. Completeness	The student responded clearly to all three interview questions.	1 point
2. Content & Vocabulary	The student named at least 4 different food or drink items (factual personal information).	1 point
3. Language Accuracy	The student used simple phrases and statements correctly	1 point
Total Score:		Max 3 points

Self-Assessment: I asked and answered everything! / I need to practice my answers.

Teacher's Feedback: *Great communication! You asked all the questions clearly. Well done! Nice try! Let's review the difference between "Yes, I do" and "No, I don't."*

Class	4
Unit	Travelling
Theme	Places around us
Level (CEFR):	A1
Learning objectives	4.5.1.15 use prepositions of place and time
Skills	Critical Thinking, Communication
Methods, strategies and techniques	Implicit approach, Communicative Approach, Activity-Based Learning
Assessment	Self-assessment.Teacher's feedback
Criteria	The learner used prepositions correctly to describe the location and timing of actions related to places..
Descriptors	The learner: - Used at least 2 prepositions of place - Used at least 2 prepositions of time
Bloom's taxonomy	Applying

Choose the right word.

in	on	at	next to
----	----	----	---------

1. My school is _____ the park.
2. The lesson starts _____ 9 o'clock.
3. We play outside _____ summer.
4. The famous museum is _____ the main street.
5. I love to read books _____ the weekend.

Answers:

1. **next to**
2. **at**
3. **in**
4. **on**
5. **at**

Self-Assessment: I used the right prepositions! / I need help.

Teacher's Feedback: *Excellent! You know when to use at, in, on, and next to perfectly! Great grammar. Nice try! Let's review the rules for telling time and seasons next time.*

Class	4
Unit	Wonderful world!
Theme	Famous People
Level (CEFR):	A1
Learning objectives	4.3.5.1 read short, simple illustrated fiction and non-fiction stories using a dictionary.
Skills	Critical Thinking, Self-Management
Methods, strategies and techniques	Implicit approach, Communicative Approach, Activity-Based Learning
Assessment	Self-assessment. Teacher's feedback
Criteria	The learner used the provided word list, dictionary to understand the text and key vocabulary.
Descriptors	The learner: - Matched the meaning of at least 3 new words from the text using the word list correctly. - Answered at least 2 simple comprehension questions about the person's life correctly.
Bloom's taxonomy	Understanding

Read the text. Mark True or False.

A Kazakh Singer

Dimash Kudaibergen is a very popular singer from Kazakhstan. He has a unique, strong voice. Dimash started singing when he was very young. He won many awards in different countries. He can sing songs in many languages, like English, Chinese, and Russian. Dimash always works hard to make his country proud.

1. Dimash is an inventor. (T / F) _____
2. Dimash won awards only in Kazakhstan. (T / F) _____
3. He can sing in many languages. (T / F) _____
4. Dimash has a strong voice. (T / F) _____

Answers:

1. F 2. F 3. T 4. T

Self-Assessment: I can mark statements True or False/ I need to read more slowly.

Teacher's Feedback: *Excellent! You read carefully and found all the true facts. Great job! Nice try! Let's re-read the text to check. We'll practice!*

Class	4
Unit	All about me
Level	A1
Lesson objectives	4.1.2.2 recognise words similar to words in a student's native language;

Skills	Critical thinking
Methods, strategies and techniques	Audio-lingual method, task-based learning, communicative approach
Assessment	self-assessment
Criteria	Understanding of meaning, identification of cognate, application in listening
Descriptors	A student listens and ticks (✓) the words that sound similar to their language

Task 1. Listen and tick (✓) the words.

Nº	Words	Similar in your language
1	Hotel	
2	Computer	
3	Doctor	
4	Apple	
5	Banana	
6	School	
7	Television	
8	Teacher	
9	Sandwich	
10	Table	

Self-assessment	Yes	A little	No
I listened carefully to the words			
I heard words that sound like in my language			
I understood most of the words			

Class	4
Unit	All about me
Level	A1
Lesson objectives	4.1.4.1 recognise simple questions on familiar topics with support;
Skills	Cognitive skills
Methods, strategies and techniques	Audio-lingual method, task-based learning, prediction, pair work
Assessment	teacher's feedback
Criteria	Recognition of question forms, understanding of familiar vocabulary, differentiation between questions and statements
Descriptors	A student listens and matches the questions to the correct answer.

Listening script:

Hello! My name is David. I'm ten years old. I live in a big house with my family. I have one sister and two brothers. I like playing tennis. My favorite food is a burger. I have got a dog. My dog's name is Rocket.

Task 2. Listen and match the questions.

1. What is his name?	a) He is ten years old.
2. How old is he?	b) The dog's name is Rocket.
3. How many brothers does he have?	c) He likes playing tennis.
4. What does he like?	d) He has got two brothers.
5. What is the dog's name?	e) His name is David.

Teacher's feedback	Achieved	Needs support
Listens and understands short text		
Matches the question correctly		
Understands short phrases and familiar words		

Class	4
Unit	All about me
Level	A1
Lesson objectives	4.2.3.2 express immediate needs, using basic phrases/ statements.
Skills	Communicative skills, collaboration skills
Methods, strategies and techniques	Task-based learning, role-play method, communicative language teaching
Assessment	peer-assessment
Criteria	Use of basic functional phrases, clarity of expression, use of contextual support
Descriptors	A student works in pairs, looks at the pictures, and answers "What can you do?"

Task 3. Look and answer "What can you do?". Work in pairs.



1. You are thirsty



2. You are cold



3. You are hot



4. You are feel sick



5. You are hungry



6.

6. You don't understand

Example: -Hello!

-Hi! You are thirsty.

-I need water.

Can I drink water?

Peer-assessment	😊	😎	😢
My partner used greetings and polite words			
My partner asked and answered questions			
We spoke clearly and loudly			
We worked together well			

Class	4
Unit	All about me
Level	A1
Lesson objectives	4.3.2.1 recognise familiar names, words, and basic phrases in common everyday situations.
Skills	Visual-thinking skills, critical thinking

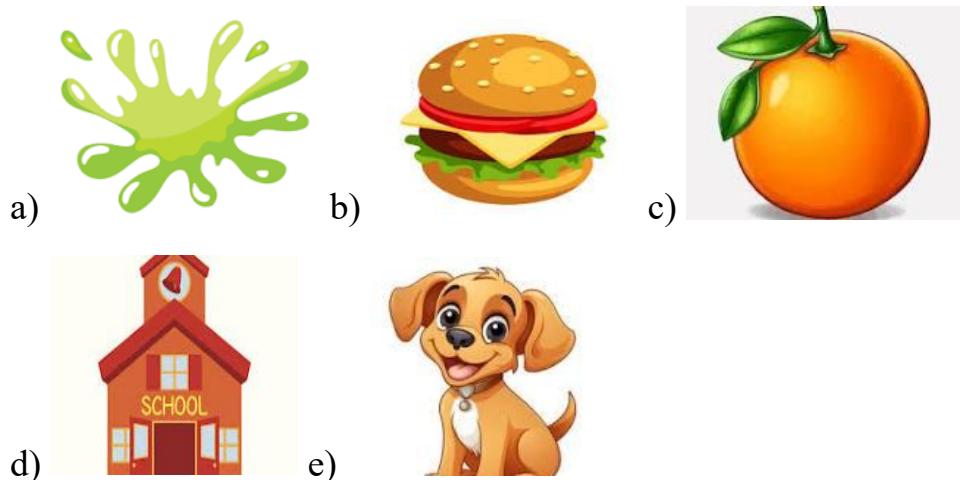
Methods, strategies and techniques	Task-based learning, visual method, reading comprehension
Assessment	Self-assessment
Criteria	Recognition of familiar names, recognition of basic phrases, response to recognized words and phrases
Descriptors	A student reads the text and matches the words to the pictures

All about me

Hello! My name is Ann. I am ten years old. I am from Great Britain. I live in a big house with my family. I have got two brothers and two sisters. My favorite color is green. I like burgers and orange. I have got a dog. The dog's name is Puffy. I go to White Hill School. My best friend is Diana.

Task 4. Read the text and match the words to the pictures.

1. Dog – []
2. Burger – []
3. Green – []
4. Orange – []
5. School – []



Self-assessment	Yes	Almost	Not yet
I can read the words correctly			
I can find the correct picture for each word			

I understand the meaning of each word			
---------------------------------------	--	--	--

Class	4
Unit	All about me
Level	A1
Lesson objectives	4.3.2.1 recognise familiar names, words, and basic phrases in common everyday situations.
Skills	Cognitive skills
Methods, strategies and techniques	Task-based learning, reading comprehension
Assessment	teacher's feedback
Criteria	Recognition of familiar names, recognition of basic phrases, appropriate response to recognized words
Descriptors	A student reads the text and fills in the blanks with using words from the box.

Task 5. Read the text and fill in the blanks.

Diana Green Great Britain Puffy Ann

1. Her name is _____.
2. She is from _____.
3. Her dog's name is _____.
4. Her favorite color is _____.
5. Her best friend is _____.

Teacher's feedback	Achieved	Needs support
Reads and understands short text		
Chooses correct words from the box		
Completes all blanks correctly		

Class	4
Unit	All about me
Level	A1
Lesson objectives	4.3.2.1 recognise familiar names, words, and basic phrases in common everyday situations.
Skills	Cognitive skills

Methods, strategies and techniques	Task-based learning, reading comprehension
Assessment	teacher's feedback
Criteria	Recognition of familiar names, recognition of basic phrases, appropriate response to recognized words
Descriptors	A student reads the text and chooses true or false.

Task 6. Read the text and choose true [T] or false [F].

1. Ann is nine years old. ____
2. Ann has got a dog. ____
3. Her favorite color is white. ____
4. She likes pizza. ____
5. Ann lives with her family. ____
6. Her best friend is Diana. ____

Teacher's feedback	Achieved	Needs support
Understands the main idea of the text		
Identifies True/False information correctly		
Reads carefully and checks answer		

Class	4
Unit	All about me
Level	A1
Lesson objectives	4.4.2.2 use words, short phrases, and statements to complete a written text at a sentence level;
Skills	Cognitive skills, self-management skills
Methods, strategies and techniques	Communicative method, task-based learning
Assessment	teacher's feedback
Criteria	Use appropriate words, use short phrases or statements of the text
Descriptors	A student completes the text about a daily routine with using words from the box.

Task 7. Complete the text with the words from the box.

dinner wash school home wake sleep watch play teeth breakfast

My daily routine

I ¹ _____ up at 8.00 am every day. I ² _____ my face and brush my ³ _____. Then I have ⁴ _____ with my family. After breakfast, I go to ⁵ _____ 8.30 am. At school we learn to read and write and at break time I ⁶ _____ with my friends. After school I go ⁷ _____ and do my homework. In the evening I have ⁸ _____ and ⁹ _____ TV. I go to ¹⁰ _____ at 9.30 pm.

Teacher's feedback	Achieved	Needs support
Uses correct words from the box		
Completes sentences logically		
Writes with correct spelling		

Class	4
Unit	My world
Level	A1
Lesson objectives	4.1.4.2 understand the main points of short talks on familiar everyday topics;
Skills	Cognitive skills, communicative skills
Methods, strategies and techniques	Audio-lingual method, task-based learning, communicative approach
Assessment	teacher's feedback
Criteria	Understand the main idea of the text, recognizes key words, identifies basic details,
Descriptors	A student listens and chooses the correct answer

Task 8. Listen and choose the correct answer.

Listening script: Hi everyone! My name is Zhanna. I'm nine years old and I live in a village. I live with my family. My family consists of 4 people. There are my mum, dad, my little sister Aida, and me. I go to school on foot every day. My school is not far from my house. I like studying math and English. In my free time, I like playing volleyball with my friends. On weekends, I go to the park with my family. I love my world!

1. What is the sister's name?

- a) Zhanna
- b) Aida
- c) Aizhan

2. How old is Zhanna?

- a) nine
- b) ten
- c) eight

3. How does Zhanna go to school?

- a) by car
- b) by bus
- c) on foot

4. What subject does Zhanna like?

- a) Math
- b) Art
- c) PE

5. Where does Zhanna go on weekends?

- a) to the cinema
- b) to the zoo
- c) to the park

Teacher's feedback	Achieved	Needs support
Understands the main idea of the text		
Chooses the correct answers		
Identifies basic words		

Class	4
Unit	My world
Level	A1
Lesson objectives	4.2.3.1 respond to questions on familiar topics with simple phrases or sentences;
Skills	Cognitive skills, social skills
Methods, strategies and techniques	Task-based learning, communicative approach
Assessment	peer-assessment

Criteria	Responding simple questions, giving relevant answers on familiar topics, recognizes simple phrases
Descriptors	A student works in pairs and answers the questions

Task 9. Work in pairs and answer the questions.

1. About your family

- How many people are in your family?

- What's your mother's name?

- Have you got a brother or sister?

- What does your family like to do together?

2. About your friends

- Who is your best friend?

- How old is your best friend?

- What do you like to do together?

- Why do you like your best friend?

Peer-assessment			
My partner answered all the questions			
My partner used full sentences			
My partner spoke clearly and loudly			
We worked together well			

Class	4
Unit	My hobby
Level	A1
Lesson objectives	4.3.2.1 recognise familiar names, words, and basic phrases in common everyday situations;
Skills	Cognitive skills, communicative skills
Methods, strategies and techniques	Task-based learning, communicative approach, recognition method
Assessment	self-assessment
Criteria	Recognizes familiar names, identifies common words, understands the general meaning of sentences
Descriptors	A student reads the text and matches the phrases

My hobby

Hi! My name is Aizhan. I am nine years old. My hobby is drawing pictures. I have many colored pencils. I like to draw flowers and animals in my free time. My brother likes tennis. He plays tennis with his friends in the park. My sister likes doing gymnastics. After school, we all do our hobbies and feel happy!

Task 10. Read the text and match the phrases.



1. play tennis



2. do gymnastics



3. colored pencils



4. draw pictures

Self-assessment	Yes	A little	No
I understood the text			
I know the meaning of the phrases			
I matched the phrases correctly			

Class	4
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Unit	My hobby
Level	A1
Lesson objectives	4.3.2.1 recognise familiar names, words, and basic phrases in common everyday situations;
Skills	Cognitive skills, communicative skills
Methods, strategies and techniques	Task-based learning, communicative approach, recognition method
Assessment	teacher's feedback
Criteria	Recognizes familiar names, identifies common words, understands the general meaning of sentences
Descriptors	A student reads the text and circles true or false

Task 11. Read the text and circle true [T] or false [F].

1. Aizhan is twelve years old _____
2. Her hobby is drawing pictures _____
3. Her brother likes volleyball _____
4. Her sister likes doing gymnastics _____
5. Aizhan draws mountains _____

Teacher's feedback	Achieved	Needs support
Understands the main idea of the text		
Chooses the correct answers		
Identifies common words		

Class	4
Unit	My hobby
Level	A1
Lesson objectives	4.5.1.8 use personal subject and object pronouns and use possessive pronouns mine, yours on a limited range of familiar topics;
Skills	Cognitive skills, communicative skills
Methods, strategies and techniques	Task-based learning, communicative approach
Assessment	teacher's feedback
Criteria	Uses personal subject/object pronouns correctly, applies pronouns correctly in short written
Descriptors	A student completes the sentences with personal subject/object pronouns

Task 12. Complete the sentences with pronouns: *us, him, I, them, she*

1. My name is Ann. ____ like playing volleyball.
2. My brother plays tennis. I play with ____ in my free time.
3. This is my mum. ____ likes dancing.
4. My mum and dad take ____ to the museum every Saturday.
5. Look at those pupils! Do you know ____?

Teacher's feedback	Achieved	Needs support
Uses correct pronouns		
Completes sentences correctly in short written		
Writes with correct spelling		

Class	4
Unit	My hobby
Level	A1
Lesson objectives	4.1.4.3 recognise specific information on familiar everyday topics from short recordings with visual support;
Skills	Cognitive skills
Methods, strategies and techniques	Audio-lingual method, task-based learning
Assessment	self-assessment
Criteria	Identifies specific information, understands key details, uses visual support, shows comprehension through correct matching
Descriptors	A student listens and matches the pictures

Task 13. Listen and match the pictures.

Listening script: Hi! My name is Zhanar. I'm ten years old. My hobby is drawing pictures. I have many colored pencils. I like to draw mountains and flowers. I usually draw on weekends. My brother's hobby is playing tennis. He likes to play tennis after school. We love hobbies very much.

Questions	Pictures
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1. What is Zhanar's hobby?	a) 
2. What does Zhanar have?	b) 
3. What does she like to draw?	c) 
4. What is the brother's hobby?	d) 

Self-assessment	Yes	Almost	Not yet
I understand the listening text			
I can find the correct picture for each questions			
I understand the meaning of each sentences			

Class	4
Unit	People and jobs
Level	A1
Lesson objectives	4.3.1.2 recognise, identify, and sound with support a growing range of language at a text level;
Skills	Cognitive skills, social skills
Methods, strategies and techniques	Task-based learning, reading comprehension
Assessment	teacher's feedback
Criteria	Recognition and identification familiar words, understanding of the meaning of familiar words
Descriptors	A student reads the text and matches the pictures and chooses the correct answers for questions

My family's jobs

Hi everyone! My name is Alizhan. I want to tell you about my family. My father is a policeman. He helps to protect people. My mother is a doctor. She helps sick people in the hospital. My older sister is a teacher. She works at school and teaches Math. My older brother is a cook. He works in a big restaurant. I want to be a doctor like my mother and want to help people, too.

Task 13. Match the person to their job.

Person	Job
1. Father	 a)
2. Mother	 b)
3. Sister	 c)
4. Brother	 d)

Task 14. Read and choose.

1. Who helps to protect people?

- a) Teacher
- b) Cooker

c) Policeman

2. Where does Alizhan's sister work?

a) In a hospital

b) At school

c) In a restaurant

3. What does Alizhan want to be?

a) A doctor

b) A policeman

c) A teacher

Teacher's feedback	Achieved	Needs support
Recognizes and understands words about people and jobs		
Matches the people to their correct jobs		
Finds specific information in short text		

Class	4
Unit	Food and drink
Level	A1
Lesson objectives	4.4.4.1 link ideas with and, but, then, or.
Skills	Cognitive skills
Methods, strategies and techniques	Task-based learning
Assessment	teacher's feedback
Criteria	Using and, but, then, or correctly to link ideas, writing short sentences, using familiar vocabulary
Descriptors	A student writes 4-5 sentences about favorite food and drinks

Task 15. Write 4-5 sentences about your favorite food and drinks.

Word bank:

Food: apple, pizza, soup, burger, fish, fried potato;

Drink: water, juice, tea, coffee, milk;

Use words: and, but, then, or;

Example:

I like burgers **and** fried potatoes.

I like apple juice, **but** I don't like coffee.

I eat my breakfast and **then** go to the gym.

I like tea **or** juice with my dinner.

Teacher's feedback	Achieved	Needs support
Uses and, but, then, or correctly to link ideas		
Writes short and clear sentences		
Uses familiar vocabulary about food and drinks		

Class	4
Unit	Food and drink
Level	A1
Lesson objectives	4.5.1.9 use imperative forms to give short instructions on a growing range of familiar topics;
Skills	Cognitive skills, communicative skills
Methods, strategies and techniques	Task-based learning, recognition method
Assessment	teacher's feedback
Criteria	Using imperative verbs, using appropriate word in imperative sentences
Descriptors	A student matches the pictures and fills in the blanks with the correct verbs

Task 16. Match the pictures to make a sandwich.

1. Take two slices of bread	 a)
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2. Put butter on the bread	 b)
3. Add cheese and tomato	 c) —
4. Eat your sandwich!	 d)

Task 17. Fill in the blanks with correct verbs.

Verbs you should use: add, put, eat, spread.

- _____ the bread on the plate.
- _____ the butter on the bread.
- _____ some cheese and tomato.
- _____ your sandwich!

Teacher's feedback	Achieved	Needs support
Matches the pictures correctly		
Uses imperative verbs correctly		
Uses familiar vocabulary about food and drinks		

Class	4
Unit	Animals
Level	A1
Lesson objectives	4.1.4.3 recognise specific information on familiar everyday topics from short recordings with visual support.

Skills	Cognitive skills, communicative skills
Methods, strategies and techniques	Task-based learning, recognition method, audio-lingual method
Assessment	teacher's feedback
Criteria	Recognizing key words, understanding main idea, identifying specific information, using visual support
Descriptors	A student listens and circles pictures, then chooses true or false

Listening script: Hello! My name is Zhanel. I visit the zoo with my family every spring. First, we see the elephants. They are big and grey, and they eat green grass. Then, we see lions. They sleep under a tree. After that, we go to see monkeys. The monkeys jump and play. We also see a long snake. It is green and very quiet. Finally, we see some penguins. They swim in the water. I love to go to the zoo very much!

Task 18. Listen and circle the animals Zhanel sees at the zoo.

1. Dog



2. Elephant



3. Monkey



4. Lion



5. Zebra



6. Cat



7. Snake



8. Penguin



Task 19. Listen again and choose true (T) or false (F).

1. The elephants are small. _____

2. The lions sleep under a tree. _____

3. The monkeys jump and play. _____

4. The snake is yellow. _____

5. The penguins swim in the water. _____

Teacher's feedback	Achieved	Needs support
Identifies all target words correctly		
Understands the topic clearly		
Answers all detail questions correctly		
Effectively uses pictures to find answers		

Class	4
Unit	Animals
Level	A1
Lesson objectives	4.3.3.2 identify the main points of short simple texts with support;
Skills	Cognitive skills, communicative skills
Methods, strategies and techniques	Task-based learning, recognition method
Assessment	teacher's feedback
Criteria	Understanding the text topic, finding specific information, using visual support, comprehension responses
Descriptors	A student chooses the main idea, matches the sentences to the pictures, and reads and chooses true or false

My favorite animal

Hi everyone! My name is Charlie. I want to talk about my favorite animal. My favorite animal is a lion. Lions are big and yellow. They have a fluffy mane and strong legs. They love to hunt animals like zebra and antelope. Lions usually live in Africa and South Asia. They are very fast and clever. I like lions because they are the king of animals.

Task 20. Choose the main idea.

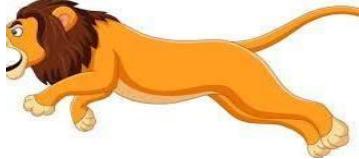
What is the text mainly about?

a) A boy's favorite animal

b) A day at the park

c) A boy's family

Task 21. Match the sentences to the pictures.

1. My favorite animal is a lion.	a) 
2. Lions have a fluffy mane.	b) 
3. They love to hunt zebras.	c) 
4. Lions usually live in Africa.	d) 
5. Lions are very fast and clever.	e) 

Task 21. Read again and choose true (T) or false (F).

1. Charlie's favorite animal is a dog. ____

2. Lions are big and yellow. ____

3. Lions usually live in Australia. ____

4. Lions love to hunt zebras. ____

5. They are very quiet. ____

Teacher's feedback	Achieved	Needs support
Identifies the main idea correctly		
Finds all key details correctly		
Effectively uses pictures to understand the text		
Answers all questions correctly		

Class	4
Unit	Traveling
Level	A1
Lesson objectives	4.4.3.2 write a short paragraph on curricular topics with support;
Skills	Cognitive skills, self-management skills
Methods, strategies, and techniques	Task-based learning, recognition method
Assessment	teacher's feedback
Criteria	Understanding of the topic, completing the paragraph, writing clearly, using the correct word meaning
Descriptors	A student fills in the missing words

Task 22. Fill in the missing words.

village² sunny swim eat home birds happy

Jane: Hello, Tina! How are you?

Tina: Hi! Good! And what about you? What did you do last weekend?

Jane: I'm good, too! I went to the _____ with my family.

Tina: Great! I was at home last weekend, because I felt sick myself.

How was the trip to the_____?

Jane: Get well! The weather was _____ and warm.

We stayed in a grandmother's_____.

Every day we went to _____ and _____ice cream.

I saw beautiful trees and_____.

I felt very _____ myself, because it was a great trip!

Tina: Wonderful! I should go to the market. Goodbye!

Jane: Have a nice day! Goodbye!

Teacher's feedback	Achieved	Needs support
Completes the paragraph correctly		
Writes neatly and clearly		
Uses correct word meaning		
Shows understanding of topic		

Class	4
Unit	Wonderful world!
Level	A1
Lesson objectives	4.5.1.6 use interrogative pronouns who, what, where, which, whose, and how many to ask questions on a growing range of familiar topics;
Skills	Cognitive skills
Methods, strategies, and techniques	Task-based learning, recognition method
Assessment	teacher's feedback
Criteria	Using question words, forming questions, and understanding of meaning
Descriptors	A student fills in the blanks with the correct question words and matches the questions to the answers

Task 23. Fill in the blanks with the correct question words.

[what, who, which, where, how many, whose]

1. _____ is your favorite teacher?

2. _____ pencil is this? It's red.

3. _____ pets do you like?

4. _____ is your mother's name?

5. _____ pupils in your class?

6. _____ is your home?

Task 24. Match the questions to the answers.

1. Who is your Math teacher?	A) I have eight pencils.
2. Where is your home?	B) It's a lion.
3. How many pencils do you have?	C) Miss Zhanar.
4. Whose book is this?	D) It's mine.
5. Who is your favorite animal?	E) It's in Almaty.

Teacher's feedback	Achieved	Needs support
Uses correct question words		
Forms complete questions		
Understands meaning		

Class	4
Unit	1
Theme	All about me
Level	A1
Lesson objectives	4.2.1.1 pronounce words, short phrases, and simple sentences using appropriate stress, rhythm, and intonation; 4.2.3.1 respond to questions on familiar topics with simple phrases or sentences; 4.3.1.1 read and pronounce frequently used words correctly; 4.3.1.2 recognise, identify, and sound with support a growing range of language at a text level; 4.4.2.2 use words, short phrases, and statements to complete a written text at a sentence level; 4.4.3.1 create a poster, a postcard, a letter, or an advertisement, using simple phrases and sentences; 4.5.1.10 use common simple present forms, including short answer forms contractions on a growing range of familiar topics;
Skills	Critical thinking – analyzing and matching information;

	Creative thinking – drawing, designing, and inventing ideas about themselves. Expressing ideas clearly and confidently in front of others. Listening actively to understand and respond.
Methods, strategies and techniques	CLIL (Content and Language Integrated Learning); Learner-Centred Approach; Task-Based Learning.
Assessment	Self-assessment, teacher's feedback
Criteria and Descriptors	<p><i>Pronunciation and speaking:</i> Pronounces words and short sentences clearly using correct stress and intonation.</p> <p>Responds to simple questions on familiar topics with short phrases or sentences.</p> <p><i>Reading and comprehension:</i> Recognises and understands key words and phrases in short texts with support.</p> <p><i>Writing:</i> Completes short written tasks using simple phrases and correct word order.</p> <p>Creates a short written product (poster, postcard, letter, or advertisement) with clear ideas.</p>

Task 1. Complete the questions with a verb.

GETTING TO KNOW YOU

- * What ___ your name?
- * How old ___ you?
- * Where ___ you from?





- * Where ____ you live?
- * What class ____ you in?
- * What ____ your favorite subject?

Task 2. Speaking. Ask and answer questions in task 1.

Task 3. Listen and read.

Hello everyone! My name's Alikhan. I'm nine years old. I live in Almaty with my family.

I go to school. I'm in class 3. I love English. It's my favorite subject at school.

I'm tall. I've got short brown hair. My eyes are brown.

My favorite sport is football. I play it every day with my friends. My best friend's name is Mansur. He's got brown hair and brown eyes too.



Task 4. Listen again and choose the correct answer.

1. Alikhan is _____ years old.
a) eight b) nine c) ten
2. He lives in _____.
a) Karaganda b) Almaty c) Astana
3. His favorite subject is _____.
a) Maths b) English c) Art
4. His favorite sport is _____.
a) Basketball b) Football c) Tennis
5. His best friend's name _____.
a) Amir b) Mansur c) Arman

Task 5. Create a fun “passport” or “ID card” about yourself. Present it to the class.
Example:



Feedback: The teacher gives oral and written feedback highlighting students' success in using personal information vocabulary and encourages them to add more details next time.

Class	4
Unit	4
Theme	People and jobs
Level	A1
Lesson objectives	<p>4.1.4.3 recognise specific information on familiar everyday topics from short recordings with visual support;</p> <p>4.2.3.1 respond to questions on familiar topics with simple phrases or sentences;</p> <p>4.2.4.1 provide simple descriptions of people, objects, actions, and feelings;</p> <p>4.3.2.2 deduce the meaning of a word in a picture or icon on an increasing range of topics.</p> <p>4.4.1.1 spell accurately some high-frequency words;</p> <p>4.4.3.2 write a short paragraph on curricular topics with support;</p> <p>4.4.5.1 apply basic rules of punctuation (use capital letters, full stops, commas, exclamation marks, and question marks).</p> <p>4.5.1.6 use interrogative pronouns who, what, where, which, whose, and how many to ask questions on a growing range of familiar topics;</p> <p>4.5.1.10 use common simple present forms, including short answer forms contractions on a growing range of familiar topics.</p>
Skills	<p>Critical thinking: students analyze information to choose the correct word, identify a job from a description;</p> <p>Memory and attention – remembering new words, grammar forms (is/are), and focusing on details in the text;</p>

	Artistic expression – they combine language, color, and visuals (drawing + caption)
Methods, strategies and techniques	Communicative Approach; Learner-Centred Approach; Task-Based Learning; Visual and Kinesthetic Learning.
Assessment	Self-assessment, teacher's feedback, peer-assessment.
Criteria and Descriptors	<p><i>Vocabulary use:</i> Uses topic-related words correctly (nurse, farmer, teacher, bus driver, shop assistant).</p> <p><i>Reading comprehension:</i> Reads the text about “My Family and Jobs” correctly and with understanding.</p> <p>Finds and fills in missing words (professions) correctly.</p> <p>Identifies the main idea and details (who does what job).</p> <p><i>Writing:</i> Writes short, correct sentences about family members and their jobs.</p> <p>Uses basic grammar correctly (Present Simple, “is / are”).</p> <p>Spells words correctly.</p>

1. Task 1. Do you know these jobs? Look at the photos and match them to the correct vocabulary in the box.

nurse

vet

chef

singer

doctor

bus driver

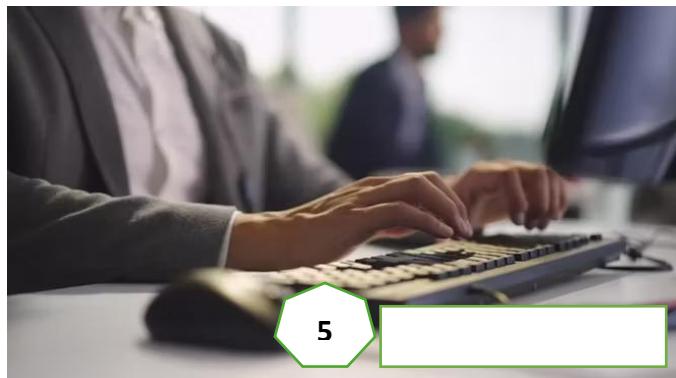
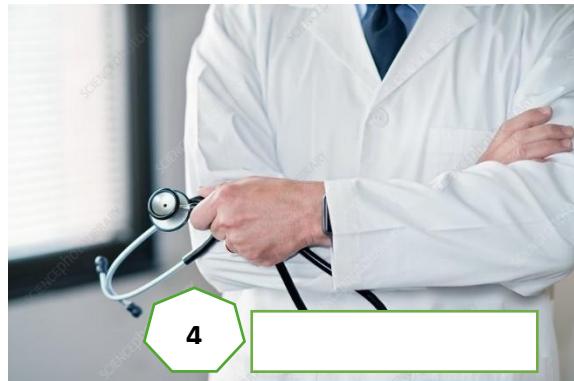
builder

farmer

shop assistant

office worker





Task 2. Read the text and complete the sentences with the correct jobs from exercise 1.

People and jobs in my family.

Today I want to talk about my family and professions we have. There are five people in my family. I go to school. I'm a schoolboy. I wear a blue uniform every day.

My dad is a _____. He drives a yellow bus with schoolchildren every day. My mum helps sick people at the hospital. She is a _____. I have got grandparents. They live in the village. My grandpa is a _____. He has lots of cows and sheep on his farm. My grandma teaches children at school. She is a _____.

I have got an older sister. She is a _____. She works in a big shop. I love my family and their jobs.

Task 3. Read the sentences. Write T (true) or F (false). Correct the false sentences.

1. The boy's dad drives a bus with schoolchildren.
2. His mum works in a shop.
3. His grandpa lives in the city.
4. His grandma is a teacher.
5. His sister helps sick people at the hospital.

Task 4. Draw your own family and write 3–5 sentences about their jobs.

Example: My mother is an office worker. She works in an office.

Feedback: Students showed good understanding of vocabulary on professions and could identify jobs from pictures and texts. They spoke confidently about their family members' jobs and used simple sentences correctly. Some students need more practice with pronunciation and spelling of new words such as *builder* and *shop assistant*.

Overall, learners were active, creative, and motivated during the lesson.

Class	4
Unit	5.1
Theme	Traditional food
Level	A1
Lesson objectives	4.1.2.2 recognise words similar to words in a student's native language; 4.1.5.1 use contextual clues to predict content in short, supported talk on an increasing range of familiar topics; 4.2.3.1 respond to questions on familiar topics with simple phrases or sentences; 4.3.5.1 read short, simple illustrated fiction and non-fiction stories using a dictionary; 4.4.4.1 link ideas with and, but, then, or;

	4.5.1.10 use common simple present forms, including short answer forms contractions on a growing range of familiar topics;
Skills	<i>Logical thinking</i> : understanding how ideas are connected. <i>Communication</i> : working in pairs or small groups to read and act out sentences. <i>Creativity</i> : making and performing own examples.
Methods, strategies and techniques	Communicative Approach; Learner-Centred Approach; Task-Based Learning; Visual and Kinesthetic Learning.
Assessment	Self-assessment, teacher's feedback, peer-assessment.
Criteria and Descriptors	Uses topic-related words correctly (Kazakh national drinks and food words). Listens to the text about “My Family and our traditional food” with understanding. Uses correct linkers in all sentences; sentences are logical and meaningful; reads or says them clearly.. Writes short, correct sentences about family members and their jobs. Spells words correctly.

Task 1. Look at the labeled pictures. Listen and repeat.



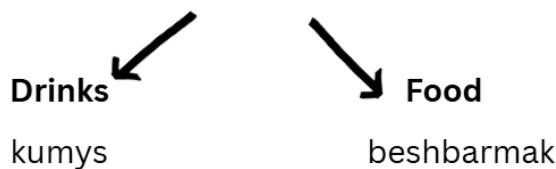
Task 2. Read descriptions and match with pictures from task 1.

1. A drink made from camel milk. _____
2. The national dish of Kazakhstan made from boiled meat and flat noodles; people eat it with their hands. _____
3. A hot dish made from fried meat, liver, and onions. _____
4. A sour, healthy drink made from horse milk. _____

5. Small pieces of fried dough, soft and golden, often served with tea. _____
6. Traditional Kazakh horse meat sausages, usually served during holidays. _____

Task 3. Fill in the diagram. Add your own ideas.

Traditional food and drinks of Kazakhstan



Task 4. Listen to a student talking about Kazakh traditional food in his family. Choose the correct answer.

1. What is Arman's grandma cooking?
 - a) Shashlik
 - b) Beshbarmak
 - c) Baursak
2. What is Arman's mother making?
 - a) Baursak
 - b) Kazy
 - c) Shelpek
3. What does his father drink?
 - a) Tea
 - b) Kumys
 - c) Juice
4. When does the family cook traditional food?
 - a) On Sunday
 - b) On Friday
 - c) On Monday

Script for a teacher.

Hello! My name is Arman. I live in Kazakhstan.

On Sunday, my family cooks traditional food.

My grandma makes beshbarmak. It has meat and noodles. My mother makes baursak. It is sweet and soft. My father drinks kumys. It is a milk drink. We all eat together and talk. I love Kazakh food. It is delicious!

Task 5. Work in pairs and act out a dialogue:

Example: Student A: What do you eat on holidays?

Student B: We eat baursak and beshbarmak. What about you?

Task 6. Complete the sentences with and, but, then, or.

1. I like beshbarmak _____ I don't like kumys.
2. We eat baursak _____ drink tea.
3. My grandma cooks beshbarmak _____ my mum makes shelpek.
4. Do you want baursak _____ chocolate cake?
5. We cook food _____ we eat together.

Task 7. Join sentences using a correct linker.

Example: *I like kazy. I like karta.* → *I like kazy **and** karta.*

1. We eat beshbarmak. We drink shubat. → _____.
2. I want tea. I don't want milk. → _____.
3. I eat soup. I eat baursak. → _____.
4. Do you want kumys? Do you want shubat? → _____?
5. We eat lunch. We drink tea. → _____.
6. I like meat. I don't like fish. → _____.
7. We make baursak. We eat it with honey. → _____.
8. Do you want tea? Do you want juice? → _____?

Teacher's Feedback: Students used linkers (and, but, or, then) correctly and created meaningful sentences. Most spoke clearly and worked well in pairs. Some still confuse but and or, so extra practice with examples is recommended

Class	4
Unit	6.1
Theme	In the farm
Level	A1
Lesson objectives	4.1.2.1 recognise familiar nouns, adjectives, and action words with visual support; 4.2.3.3. take turns when speaking with others in a limited range of basic exchanges. 4.3.4.1 find specific information in different types of texts (social media, emails, advertisements, programs for special events, leaflets, and brochures: day, time, location, etc.); 4.4.3.1 create a poster, a postcard, a letter, or an advertisement using simple phrases and sentences. 4.5.1.15 use prepositions of place and time;
Skills	Classifying and categorizing (types of animals, places on the farm) Observing and describing details in a picture Critical thinking – analyzing and matching information; Expressing ideas clearly and confidently in front of others. Listening actively to understand and respond.

Methods, strategies and techniques	Visual support; integrated skills; communicative approach, task-based learning; guided discovery, scaffolding
Assessment	Self-assessment, teacher's feedback
Criteria and Descriptors	Use of vocabulary: students name common farm animals correctly; use simple familiar words in context; Use of grammar: they use prepositions of place (in, on, under, behind, next to) correctly in sentences Speaking skills: describe a picture or farm scene using simple sentences and correct prepositions

Task 1. The names of the farm animals got mixed. Write the correct names.

goat

5. _____
6. _____
7. _____

Task 2. Listen to a song and circle the animals you hear.

https://www.youtube.com/watch?v=_6HzoUcx3eo&list=RD_6HzoUcx3eo&start_radio=1

A small black silhouette of a cow facing left, with a white star on its chest.

COW

 pig sheep horse

 dog

duck

Task 3. Listen again and match the animal with its sound.

Cow	A) oink-oink
Duck	B) baa-baa
Pig	C) quack-quack
Sheep	D) moo-moo
Dog	E) woof-woof

Task 4. Mark the animals you hear. The first student with 3 in a row shouts: “BINGO!”
[111 Old MacDonald Had A Farm | Nursery Rhymes | Super Simple Songs - YouTube](https://www.youtube.com/watch?v=111OldMacDonaldHadAFarm)
(instruction for the teacher: Give each student a 3×3 grid with animals (cow, pig, horse, duck, sheep, dog, chicken, goat, cat). Play the song. Students mark the animals they hear. The first with 3 in a row shouts: “BINGO!”)

BINGO CARD 1

	Cow		Dog		Chicken
	Horse		Cat		Duck
	Sheep		Goat		Pig

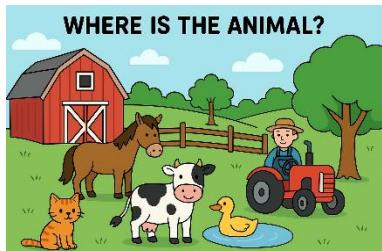
BINGO CARD 2

	Duck		Cow		Pig
	Dog		Sheep		Horse
	Goat		Chicken		Cat

BINGO CARD 3

	Pig		Chicken		Cow
	Dog		Horse		Duck
	Goat		Cat		Sheep

Task 5. Look at the picture and write True or False.



1. The **cat** is **in front of** the barn. _____
2. The **horse** is **behind** the barn. _____
3. The **cow** is **under** the tree. _____
4. The **duck** is **in** the pond. _____
5. The **farmer** is **next to** the tractor. _____
6. The **tractor** is **under** the tree. _____

Task 6. Read the text and answer the questions.

On the Farm

Old MacDonald has a big farm. There are many animals on his farm. The cows are in the field. The ducks are in the pond. The sheep are next to the barn. The horses are behind the trees. The pigs are under the apple tree. Old MacDonald works in the morning. He feeds the animals at seven o'clock. He rides his tractor on Monday and on Wednesday. He loves his farm very much!

1. What animals are on MacDonald's farm?
2. Where are the cows?

3. Where are the ducks?
4. Where are the sheep?
5. When does Old MacDonald work?
6. What time does he feed the animals?
7. On which days does he ride his tractor?

Task 7. Work in pairs and discuss.

What is your favorite farm animal?

What animals would you like to have on your farm?

What does a farmer do every day?

Feedback: Well done! You learned a lot today. You used many prepositions correctly.

Class	4
Unit	8.2
Theme	Famous people
Level	A1
Lesson objectives	<p>4.1.2.2 recognise words similar to words in a student's native language;</p> <p>4.1.4.1 recognise simple questions on familiar topics with support;</p> <p>4.2.4.1 provide simple descriptions of people, objects, actions, and feelings;</p> <p>4.3.4.1 find specific information in different types of texts (social media, emails, advertisements, programs for special events, leaflets, and brochures: day, time, location, etc.);</p> <p>4.4.3.2 write a short paragraph on curricular topics with support</p> <p>4.5.1.4 use common adjectives, including possessive adjectives to describe things, use with considerable support simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons with considerable support;</p> <p>4.5.1.8 use personal subject and object pronouns and use possessive pronouns mine, yours on a limited range of familiar topics;</p>
Skills	<p>Identifying and classifying information (who / what job / description).</p> <p>Working cooperatively in pairs and groups.</p> <p>Presenting simple information to classmates.</p>
Methods, strategies and techniques	Visual support; integrated skills; communicative approach, task-based learning; guided discovery, cross-linguistic comparison
Assessment	Self-assessment, teacher's feedback

Criteria and Descriptors	Understands short factual information; Identifies details about the person; Completes short factual sentences; Writes correct information in simple sentences Expresses simple opinions.
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Task 1. Look at the photos and discuss.

Who is this?

What does he/she do?

Is he/she from Kazakhstan?



Task 2. Use simple sentences to describe people in task 1.

Model on the board:

His/Her name is _____.

He/She is a _____.

He/She is from Kazakhstan.

He/She is _____ and _____.

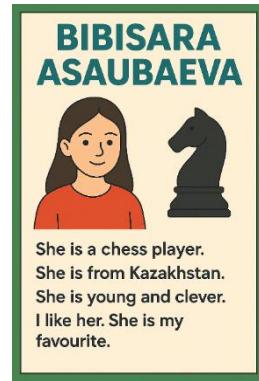
Task 3. Make a mini poster about a famous person. Include:

Example:

Picture or drawing

3–4 sentences

Adjectives and pronouns (my, his, her)



Task 4. Listen to about Dimash Kudaibergen. Choose the correct answer.

Script for the teacher:

This is Dimash Kudaibergen. He is from Kazakhstan. He is a famous singer.

He sings in English, Kazakh, Chinese, and Russian. He started singing when he was very young. Dimash has a strong and beautiful voice. Many people around the world love his songs.

1. Dimash is from
 - a) China
 - b) Kazakhstan
 - c) Russia
2. He is a
 - a) boxer
 - b) singer
 - c) poet
3. He sings in
 - a) one language
 - b) two languages
 - c) many languages
4. His voice is
 - a) strong
 - b) quiet
 - c) funny
5. People love his
 - a) books
 - b) songs
 - c) movies

Class	4
Unit	7.2
Theme	Kazakhstan and Great Britain
Level	A1
Lesson objectives	4.1.2.1 recognise familiar nouns, adjectives, and action words with visual support; 4.1.4.3 recognise specific information on familiar everyday topics from short recordings with visual support. 4.2.3.2 express immediate needs, using basic phrases/statements; 4.3.5.1 read short, simple illustrated fiction and non-fiction stories using a dictionary; 4.4.3.2 write a short paragraph on curricular topics with support;

	<p>4.4.6.1 apply basic rules of punctuation (use capital letters, full stops, commas, exclamation marks, and question marks).</p> <p>4.5.1.18 use common past simple forms (was/were) on a limited range of familiar topics.</p> <p>4.1.3.1 understand an increasing range of instructions and directions;</p> <p>4.1.4.1 recognise simple questions on familiar topics with support;</p>								
Skills	<p>Critical thinking – analyzing and matching information;</p> <p>Creative thinking – drawing, designing, and inventing ideas about themselves.</p> <p>Expressing ideas clearly and confidently in front of others.</p> <p>Listening actively to understand and respond.</p>								
Methods, strategies and techniques	<p>CLIL (Content and Language Integrated Learning);</p> <p>Pair and group work;</p> <p>Scaffolding;</p> <p>Learner-Centred Approach.</p> <p>Task-Based Learning</p>								
Assessment	Self-assessment, teacher's feedback								
Criteria and Descriptors	<table> <tr> <td>Writing accuracy</td><td>Uses capital letters and question marks correctly in most questions.</td></tr> <tr> <td>Content relevance</td><td>Questions are about real or familiar places (city, country, famous sites).</td></tr> <tr> <td>Language use</td><td>Writes clear, simple questions with familiar vocabulary (e.g., What, Where, Who).</td></tr> <tr> <td>Speaking performance</td><td>Can ask and answer simple quiz questions clearly with support.</td></tr> </table>	Writing accuracy	Uses capital letters and question marks correctly in most questions.	Content relevance	Questions are about real or familiar places (city, country, famous sites).	Language use	Writes clear, simple questions with familiar vocabulary (e.g., What, Where, Who).	Speaking performance	Can ask and answer simple quiz questions clearly with support.
Writing accuracy	Uses capital letters and question marks correctly in most questions.								
Content relevance	Questions are about real or familiar places (city, country, famous sites).								
Language use	Writes clear, simple questions with familiar vocabulary (e.g., What, Where, Who).								
Speaking performance	Can ask and answer simple quiz questions clearly with support.								

Task 1. Listen to sentences and match them to the pictures.

Script. This is Baiterek.

This is Big Ben.

London is the capital of Great Britain.

Astana is the capital of Kazakhstan.



1. _____

3. _____

2. _____

4. _____

Task 2. Work in four groups. Prepare a digital presentation about one of these countries: Kazakhstan or Great Britain.

Write information about the country. Use these questions to help you:

- How many people live in this country?
- What is the capital city? What are other big cities?
- What language(s) do people speak there?

Add a map of the country, its flag and photos of important and/or interesting places.

Share your presentation with the class.

Task 3. Read the Geography Quiz and circle the correct answer. Then listen and check.

Script for a teacher: Kazakhstan and Great Britain are two interesting countries.

Kazakhstan is a big country in Central Asia. Its capital city is Astana. People in Kazakhstan speak Kazakh and Russian. There are many beautiful places to visit — mountains, lakes, and the famous Baiterek Tower in Astana.

Great Britain is a small country in Europe. The capital city is London. People speak English there. Great Britain has a lot of rain and green parks. In London, you can see Big Ben, the London Eye, and many red buses. Both countries have long histories and friendly people.

1. Kazakhstan is in
 - Asia
 - Europe
 - Africa
2. The capital of Kazakhstan is
 - Almaty
 - Astana
 - London
3. People in Kazakhstan speak
 - English
 - Kazakh and Russian
 - French
4. Great Britain is

a) a big country b) a small country c) in Asia

5. The capital of Great Britain is
 a) Paris b) London c) Astana

6. You can see Big Ben in
 a) Astana b) London c) Almaty

7. The weather in Great Britain is often
 a) sunny b) rainy c) snowy

8. People in both countries are
 a) friendly b) angry c) quiet

Task 4. Write your own quiz questions about places you know. Test your friends.

Feedback: Well done! You wrote clear and interesting questions about your city. Great job using question words correctly (What, Where, Who). Good pronunciation when asking your quiz questions — keep practising with your partner.

Class	4
Unit	Weather & Seasons
Theme	What's the weather like? (Listening + Speaking)
Level	A1
Lesson objectives	4.1.3.1; 4.2.1.1 understand an increasing range of instructions and directions; pronounce words, short phrases, and simple sentences using appropriate stress, rhythm, and intonation;
Skills	listening for gist; short responses
Methods, strategies and techniques	audio prompts (QR), TPR, flashcards
Assessment	peer + teacher feedback
Criteria	Names weather in 4/5 prompts; answers short questions with support.
Descriptors	Understands sunny/rainy/windy/snowy/cloudy; uses It's... / I wear...

Task 1.

Listen to 5 short weather reports and answer:

1) What's the weather? 2) What should you wear? (choose from pictures)

Then tell your partner: Today it's _____. I wear _____.




Answers:

Open (e.g., sunny — T-shirt; rainy — raincoat/umbrella; windy — jacket; snowy — coat, boots).

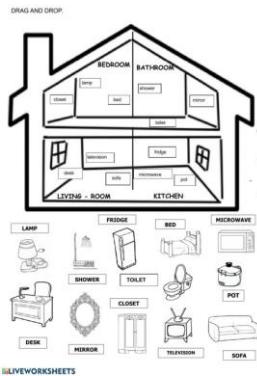
Class	4
Unit	My House
Theme	Rooms & furniture (Reading for specific info)
Level	A1
Lesson objectives	4.3.3.1; 4.5.1.15 follow short written instructions and directions; use prepositions of place and time
Skills	scanning a labelled plan; prepositions in context
Methods, strategies and techniques	CLIL Art (house plan), labeling
Assessment	teacher's checklist
Criteria	Finds 6/8 items and writes 4 correct preposition phrases.
Descriptors	Uses in/on/under/next to/behind/between

Task 2.

Look at the house plan. Answer:

- 1) Where is the sofa? 2) Where is the bed? 3) Where is the table? 4) Where is the TV?

Write 4 sentences: The ___ is ___ the ___.



Answers:

e.g., The sofa is in the living room; The TV is on the shelf; The cat is under the table; The lamp is next to the bed.

Class	4
Unit	Shopping
Theme	At the market (Speaking + Use of English)
Level	A1
Lesson objectives	4.2.2.1; pronounce words, short phrases, and simple sentences using appropriate stress, rhythm, and intonation; 4.5.1.4 use common adjectives, including possessive adjectives to describe things, use with considerable support simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons with considerable support;
Skills	asking for items; using cheap/expensive/fresh
Methods, strategies and techniques	role-play, price tags
Assessment	peer rubric
Criteria	Completes 5 exchanges using polite forms and prices.
Descriptors	Uses Can I have...? How much is...? It's ... tenge. Here you are. Thank you.

Task 3.

Role-play in pairs (Seller–Buyer). Buy 3 fruits and 2 vegetables. Use price cards. Add one adjective: fresh/cheap/expensive.



Answers:

Class	4
Unit	Health
Theme	Feeling unwell (Reading + Writing)
Level	A1
Lesson objectives	4.3.2.1; recognise familiar names, words, and basic phrases in common everyday situations; 4.4.2.1 follow word order rules in more complex statements.
Skills	reading notes/posters; writing a short note
Methods, strategies and techniques	notices, sentence frames
Assessment	teacher's feedback
Criteria	Identifies 3 symptoms; writes a 3-sentence note with advice.
Descriptors	Uses I have a ... ; You should ... ; Drink ... ; Rest ...

Task 4.

Read the school nurse poster (headache, cough, stomachache; drink water; rest; see a doctor). Write a note to your classmate with 3 sentences of advice.

Answers:

Open; check modal verbs/imperatives and spelling.

Class	4
Unit	Transport
Theme	Getting around town (Listening for specific info)
Level	A1
Lesson objectives	4.1.4.3; recognise specific information on familiar everyday topics from short recordings with visual support 4.1.5.1 use contextual clues to predict content in short, supported talk on an increasing range of familiar topics
Skills	extracting route/stop/time info; predicting with visuals
Methods, strategies and techniques	map + QR audio
Assessment	peer check
Criteria	Fills 5 details correctly (start, stop, transport, time, price).
Descriptors	Bus/train/taxi/bicycle; at... o'clock; tenge

Task 5.

Listen to the tour info and fill in the table (Start place / Start time / Transport / Ticket / Final stop).

[City map 5×5] [QR 5×5]

Script: Start at the City Square at 10:30, go by bus, ticket 250 tenge, finish at the Museum.



Answers:

City Square; 10:30; bus; 250; Museum.

Class	4
Unit	Hobbies
Theme	Free time survey (Speaking + Writing)

Level	A1
Lesson objectives	4.2.3.1; respond to questions on familiar topics with simple phrases or sentences; 4.4.3.1 create a poster, a postcard, a letter, or an advertisement using simple phrases and sentences.
Skills	simple interview; writing 4–5 linked sentences
Methods, strategies and techniques	pair survey → mini-report
Assessment	self + teacher
Criteria	Asks 4 questions; writes 4 connected sentences using and/then/but.
Descriptors	I like... I don't like... I can... I can't...

Task 6.

Interview a partner: sport, music, reading, computer games. Then write 4–5 sentences about your partner using and/then/but.



Answers:

Class	4
Unit	Nature

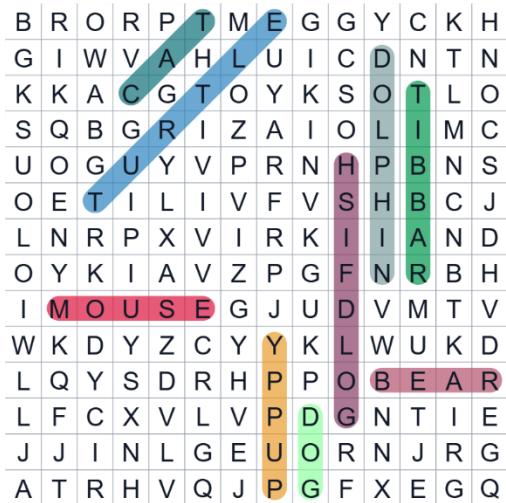
Theme	Animals & habitats (Reading for main ideas)
Level	A1
Lesson objectives	4.3.5.1; read short, simple illustrated fiction and non-fiction stories using a dictionary. 4.3.3.2 identify the main points of short simple texts with support;
Skills	gist; identify key facts
Methods, strategies and techniques	short encyclopedia cards
Assessment	teacher's checklist
Criteria	Chooses 4/5 correct main idea statements.
Descriptors	Desert/forest/ocean; can/can't; bigger/smaller

Task 7.

Read two short cards: (1) Dolphins live in oceans; they are fast and clever. (2) Bears live in forests; they are strong and big. Tick the main ideas (5 statements).

Answers:

Main ideas include: dolphins—ocean/fast/clever; bears—forest/strong/big.



Class	4
Unit	Festivals
Theme	Holidays in Kazakhstan (Use of English + Writing)
Level	A1

Lesson objectives	4.5.1.7; use demonstrative pronouns this, these, that, those in short statements, in open and closed questions and responses; 4.4.4.1 link ideas with and, but, then, or;
Skills	articles (a/an/the); connectors
Methods, strategies and techniques	sentence frames; picture prompts
Assessment	teacher's feedback
Criteria	Writes 5 sentences with correct a/an/the and at least 2 connectors.
Descriptors	Nauryz, family, food, music, games

Task 8.

Write 5 sentences about Nauryz. Use a/an/the and and/but/then/or.



Answers:

Class	4
Unit	Time & Timetable
Theme	School day (Reading + Speaking)
Level	A1
Lesson objectives	4.3.4.1; find specific information in different types of texts (social media, emails, advertisements, programs for special events, leaflets, and brochures: day, time, location, etc.);

	4.2.5.1 recount very short, basic stories and events on familiar everyday topics (with or without support).
Skills	read a simple timetable; present a short monologue
Methods, strategies and techniques	table reading; show & tell
Assessment	peer rubric
Criteria	Answers 4 timetable questions; speaks 30–45 sec using 2 connectors.
Descriptors	Uses on Monday/at 8 o'clock; then/and

Task 9.

Read the class timetable and answer: 1) When is English? 2) When is PE? 3) What is after Maths? 4) What time does school finish?

Then speak 30–45 sec about your school day using and/then.

Answers:

Open; accept correct reading from provided timetable.

Class	4
Unit	Technology
Theme	In the classroom (Vocabulary + Rules)
Level	A1
Lesson objectives	4.5.1.14; use must/mustn't to talk about obligation; 4.5.1.16 use prepositions of direction. 4.3.2.1 recognise familiar names, words, and basic phrases in common everyday situations; must/mustn't rules; read short notices
Skills	
Methods, strategies and techniques	poster design
Assessment	self + teacher
Criteria	Writes 4 rules with correct must/mustn't and punctuation.
Descriptors	Use the laptop / don't shout / charge the tablet / keep desk clean

Task 10.

Create a mini-poster: 'Good rules for ICT class'. Write 4 rules with must/mustn't. Add one picture.



Answers:

Class	4
Unit	Food & Health
Theme	Healthy plate (Listening + Writing)
Level	A1
Lesson objectives	4.1.5.1; use contextual clues to predict content in short, supported talk on an increasing range of familiar topics. 4.4.3.2 write a short paragraph on curricular topics with support;
Skills	predicting with pictures; writing a short paragraph
Methods, strategies and techniques	audio description + drawing plate
Assessment	teacher's checklist
Criteria	Places 5 items correctly; writes 4 sentences using and/but.
Descriptors	vegetables/fruit/protein/grains/water; healthy/unhealthy

Task 11.

Listen to the instructions and draw a healthy plate (5 parts). Then write 4 sentences: 'Vegetables are... I like... but I don't like...'



Answers:

Class	4
Unit	Community
Theme	People who help us (Reading + Speaking)
Level	A1.2
Lesson objectives	4.3.3.1; follow short written instructions and directions; 4.2.4.1 provide simple descriptions of people, objects, actions, and feelings;
Skills	identify specific info; describe jobs
Methods, strategies and techniques	picture prompts; mini-talk
Assessment	peer + teacher
Criteria	Matches 6/8 pictures to jobs; says 4–5 sentences about one helper.
Descriptors	doctor, firefighter, police officer, teacher, driver, nurse

Task 12.

Match pictures to job words (8). Then choose one helper and speak 4–5 sentences: name, place of work, what they do, why important.

Jobs. What do you do?

Word Bank							
singer	police officer	mechanic	doctor	fireman	farmer	waitress	
football player	teacher	pilot	baker	nurse			



I'm a _____



I'm a _____



I'm a _____



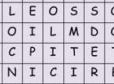
I'm a _____



I'm a _____



I'm a _____



I'm a _____



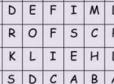
I'm a _____



I'm a _____



I'm a _____



I'm a _____



I'm a _____



I'm a _____



I'm a _____



I'm a _____



I'm a _____

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

Answers:

ҚОРЫТЫНДЫ

Осылайша, бастауыш мектепте шетел тілін оқыту — бұл білім алушының танымдық, эмоциялық және мәдени дамуын біріктіретін көпқырлы әрі интегративті процесс. Бұл кезенде шетел тілі тек оку пәні ғана емес, сонымен қатар мәдениетаралық қарым-қатынасқа, сыны ойлауға және өзін қоғамда көрсете білу сияқты қабілетті тұлғаны қалыптастырудың құралы болып табылады.

Тілдік құзыреттерді тиімді қалыптастыру тек инновациялық әдістемелер мен технологияларды жүйелі түрде интеграциялау арқылы мүмкін, ол білім алушылардың оку процесіне белсенді қатысуын қамтамасыз етеді. Ойындық, жобалық және зерттеу қызметтері тілді табиғи жолмен менгеруге жағдай жасап, оқуға деген уәждемені күштейтеді және білім алуға тұрақты қызығушылықты қолдайды.

Ерте кезендеңі шетел тілін оқыту бағдарламаларын сәтті жүзеге асырудың негізгі шарты – заманауи білім беру технологияларын менгерген, коммуникативтік және қызметтік оқыту әдістерін қолдана алатын, сонымен қатар бастауыш сынып оқушыларының жас ерекшеліктер психологиясын түсінетін кәсіби педагогтардың даярлығы болып табылады.

Сондықтан бастауыш мектептегі тілдік білім беру жүйесін дамыту әдіснамалық тұластықты, педагогикалық инновацияны және ғылыми негізділікті біріктіретін кешенді көзқарасты талап етеді. Осындай жағдайда ғана көптілді, мәдени тұрғыдан хабардар және жаһандық әлем жағдайында тиімді әрекет ете алатын үрпақтың негізін қалау мүмкін болады.

Бастауыш сыныптарда шетел тілін оқытуға арналған педагогтерді даярлау жөніндегі ұсынымдар

Бастауыш мектептегі тілдік білім берудің тиімділігі педагогтердің кәсіби құзыреттілік деңгейіне тікелей байланысты. Мұндай құзыреттілік бастауыш жастағы білім алушыға шетел тілін әдістемелік тұрғыдан негізделген және психологиялық тұрғыдан қолайлы түрде оқытуды қамтамасыз етеді.

Халықаралық зерттеулер деректеріне сәйкес, бастауыш мектеп жасындағы білім алушыларға шетел тілін үйретуге арнайы дайындалған мамандардың тапшылығы байқалады [11; 17].

Қазіргі заманғы педагогтерді даярлау моделдері кешенді кәсіби құзыреттілікті қалыптастыруға бағытталған, оған келесілер кіреді:

- шетел тілін жоғары деңгейде менгеру (кемінде CEFR C1 деңгейі);
- бастауыш сынып білім алушыларының жас ерекшеліктер психологиясы мен когнитивтік-эмоциялық даму заңдылықтарын білу;
- ойындық, коммуникативтік және цифрлық технологияларды оку процесінде тиімді қолдану қабілеті.

Мұндай тәсілдер дәстүрлі пәндік дайындықтан тәжірибеге бағытталған және тұлғаны дамытушы парадигмаға көшуін көрсетеді. Бұл өз кезегінде ерте тілдік білім берудің сапасын қамтамасыз етуге және білім алушылардың мәдениетаралық құзыреттілігін дамытуға бағытталған.

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Қол қойылған. Формат 60x84 1/16.
Бумага офсетная. Офсетная печать.
Тип шрифта «Times New Roman». Обычная печатная форм