



**«Степногорск қаласының білім бөлімі» ММ**

**Тақырыбы:**

**«Ағылшын тілін оқытуда лексикалық дағдыларды қалыптастырудың әдістері»**

**«Ақсу кентінің №2 орта мектебі» КММ  
ағылшын тілі пән мұғалімі  
Маканова Шынар Алтынбекқызына  
педагог-модератор біліктілік санатын беру**

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a) Open lesson. Theme of the lesson: «Food and drinks» 8<sup>th</sup> grade

b) Extra-curricular lesson: “Let’s travel around Kazakhstan”.

**Shynar Makanova**



**Shynar Makanova**

**Date of Birth:** 19.03.1998

**Education:** specialized secondary

**Ualikhanov KSU**

**Professional experience:** 2 years

**Advanced training courses:**

Course on “English language” within the framework of updating the content of secondary education in the Republic of Kazakhstan, “NKO “Orleu” Kokshetau, 2019 №016354

**Discipline:** foreign language teacher

**Topic of work experience:**

**"Methods of forming lexical skills at training English language"**

## **Introduction**

The role of the language for learning a foreign language is just as important as the role of grammar. After all, the vocabulary is transmitted directly to the object of thought by its nominative function. In a lively speech, lexical and grammatical skills are inseparable: grammar organizes dictionary, resulting in formation of a unit of meaning – the basis of any speech activity.

The purpose of foreign language teaching is to develop oral and written forms of communication.

Possession of foreign language vocabulary in terms of semantic precision, synonymy of words, the adequacy and appropriateness of its use is an essential prerequisite for the realization of this objective.

The formation of lexical abilities and skills while taking into consideration the information formally structural nature, knowledge of situational, social and contextual rules.

Over the course of training on discipline «foreign language» students should learn the meaning and form of lexical units and be able to use them in different situations of oral and written communication, learn to understand a lexical unit on listening and reading.

Lexical skill is a synthesis action that correctly assimilates lexical unity and provides the correct correlation of the lexical unit in the language associated with the situation in which it is performed and delivered at a different skill level.

The purpose is to denote lexical skills, the notion of lexical skills and to identify using of lexical exercises in teaching English, the usage of lexical exercises at English lessons and a range of teaching materials, which help to improve lexical skills. There is a necessity for learners of English to learn how to form lexical skills and how to use them in everyday life.

## The content of the experiment

### Methods of forming lexical skills at training English language

The role of vocabulary for mastering a foreign language is as important as the role of grammar. Indeed, it is vocabulary that conveys the immediate subject of thought by virtue of its nominative function. In live speech, lexical and grammatical skills are indissoluble: grammar organizes a dictionary, as a result of which units of meaning are formed - the basis of all speech activity.

The purpose of elementary education is to acquire the following key broad skills:

Techniques of forming and developing lexical skills

The process of learning a word means to the pupil:

1. identification of concepts, that is learning what the word means;
2. pupil's activity for the purpose of retaining the word;
3. pupil's activity in using this word in the process of communication in different situations.

Accordingly, the teacher's role in this process is:

1. to furnish the explanation, that is to present the word, to get his pupils to identify the concept correctly;
2. to get them to recall or recognize the word by means of different exercises;
3. to stimulate pupils to use the words in speech

Approaches are the key points in building the structure and content of curriculum across the discipline.

. Teaching and learning words are carried on through methods you are familiar with; the teacher organizes learning and pupils are involved in the very process of learning, that is in the acquisition of information about a new word, its form, meaning and usage; in drill and transformation to form lexical habits; in making use of the lexical habits in hearing, speaking and reading, or in language skills. Various techniques are used to attain the goal- to fix the words in pupils' memory ready to be used whenever they need them. Presentation of new words. Since every word has its form, meaning and usage to present a word means to introduce to pupils its forms (phonetic, graphic, structural and grammatical) and to explain its meaning and usage.

The techniques of teaching pupils the punctuation and spelling of a word are as follows:

1. pure orconscious imitation;
2. analogy;
3. transcription;
4. rules of reading.

The curricula are intended to provide the expected results in the form of a system of learning goals. The day-to-day education process is focused on achieving

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the learning objectives and preparing students to use the knowledge and skills they use in any learning and life environment.

English teaching methods:

Throughout the history of teaching languages a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others. If you're just beginning your TEFL career, it would be beneficial to be familiar with a few of these.

The Direct Method:

If you've ever heard the Direct Method being taught, you may have rightly mistaken it for some sort of military drill, which is not far off as it was first established in France and Germany in the early 1900's to assist soldiers to communicate in a second language quickly.

The direct method of teaching English is also known as the Natural Method. It's used to teach a number of different languages not just English, and the main idea of the Direct Method is that it only uses the target language that the students are trying to learn.

Its main focus is oral skill and it is taught via repetitive drilling. Grammar is taught using an inductive way and students need to try and guess the rules through the teacher's oral presentation.

Today popular forms of the Direct Method are Callan and Berlitz.

Grammar Translation Method

Just like its name suggests, this method of teaching English is grammar heavy and relies a lot on translation. This is the traditional or 'classical' way of learning a language and it's still commonly used when learning some languages. Some countries prefer this style of teaching and the main idea behind this method is that the students learn all grammar rules, so they're able to translate a number of sentences.

This is particularly common for those students who wish to study literature at a deeper level.

The Audio Lingual Method

The Audio Lingual Method otherwise known as the New Key Method or Army Method is based on a behaviourist theory that things are able to be learned by constant reinforcement. However, just like in the army when someone behaves badly (or in this case bad use of English), the learner receives negative feedback and the contrary happens when a student demonstrates good use of English.

This is related to the Direct Method and just like its predecessor it only uses the target language. The biggest difference between the Audio Lingual Method and the Direct Method is its focus of teaching. The Direct Methods focuses on the teaching of vocabulary whereas the Audio Lingual Method focuses on specific grammar teachings.

Structural Approach

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As the name suggests, the method is all about structure. The idea is that any language is made up of complex grammar rules. These rules, according to this approach need to be learnt in a specific order, for example the logical thing would be to teach the verb “to be” prior to teaching the present continuous which requires using the auxiliary form of the verb “to be.”

### Suggestopedia

This is a behaviourist theory and related to pseudoscience. This method relies heavily on students’ belief about the method’s effectiveness. This theory is intended to offer learners various choices, which in turn helps them become more responsible for their learning.

It relies a lot on the atmosphere and the physical surroundings of the class. It’s essential that all learners feel equally comfortable and confident. When teachers are training to use the Suggestopedia method, there’s a lot of art and music involved. Each Suggestopedia lesson is divided into three different phases – 1; Deciphering – 2; Concert Session – 3. Elaboration.

### Total Physical Response

Total Physical Response, otherwise known as TPR is an approach that follows the idea of ‘learning by doing’. Beginners will learn English through a series of repetitive actions such as “Stand up”, “Open your book”, “Close the door”, and “Walk to the window and open it.” With TPR, the most important skill is aural comprehension and everything else will follow naturally later.

### Communicative Language Teaching (CLT)

The idea behind this approach is to help learners communicate more effectively and correctly in realistic situations that they may find themselves in. This type of teaching involves focusing on important functions like suggesting, thanking, inviting, complaining, and asking for directions to name but a few.

### The Silent Way

The Silent Way emphasises learner autonomy. The teacher acts merely as a facilitator trying to encourage students to be more active in their learning. The main of this way of teaching is for the teacher to say very little, so students can take control of their learning. There’s a big emphasis on pronunciation and a large chunk of the lesson focuses on it. This method of learning English follows a structural syllabus and grammar, vocabulary and pronunciation are constantly drilled and recycled for reinforcement. The teacher evaluates their students through careful observation, and it’s even possible that they may never set a formal test as learners are encouraged to correct their own language errors.

### Community Language Learning

This is probably one of the English teaching methods where the student feels the safest as there’s a great emphasis on the relationship and bond between the student and teacher. Unlike a lot of the other methods and approaches of teaching

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English as a Second Language, a lot of the L1 (mother tongue) is used for translation purposes.

### **Task Based Language Learning**

The main aim of this approach to learning is task completion. Usually, relevant and interesting tasks are set by the teacher and students are expected to draw on their pre-existing knowledge of English to complete the task with as few errors as possible.

### **The Lexical Approach**

The Lexical syllabus or approach is based on computer studies that have previously identified the most commonly used words. This approach in teaching focuses on vocabulary acquisition and teaching lexical chunks in order of their frequency and use. Teachers of the Lexical Approach place a great emphasis on authentic materials and realistic scenarios for more valuable learning.

The learning experience is based on a discussion-based approach and the use of interactive methods, such as didactic games, in the learning process. In particular, didactic games increase students' motivation for learning, stimulate learning and help them to apply the knowledge they have learned in practice. During the game, students have the ability to be situational, that is, to analyze the situation, to feel their role in the situation, to establish contact with their partner in the conversation, to use language concepts in communication correctly.

### **The game "Route"**

This game is based on the principle of chinaword. Chainword Challenge is a combination of words in the words that are in the chain, so that the last letter of the previous word is the last letter of the next word. For example, apple-extinction-number-rabbit-table, ... and so on.

### **The game "Remember"**

Pupils stand in front of each other, pointing out the names of their desks, what their eyes are like, what their clothes are, what their shoes are like, what their skirts are like if they are girls, or their earrings. This game helps children to get to know each other better and to better regulate their relationships. Children have better memory and control.

### **The game "Two Associations"**

Draw two columns and write four words on it. In the column write the names of any person, animal or thing. The two words need to be linked and come up with a unique association. For example, if a cat is written as light in the first column and a light in the other, then two words are added: "light cat", "lamp spiral resembles cat's nose", "cat like lampoon", and cat flu ", "cat's head is like lamp" and so on. Find similarities. Allow 5 minutes to complete. The most interesting association will be chosen from those who write.

### **The Black Box game**



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Students are divided into two groups. Put two boxes on the table, including glasses, buttons, flowers, fan, mirror, etc. stuff. The player's task is to describe when and how they use the item inside the box. The opposing group should find out what they are hiding.

The game "true or false"

The game participants are divided into two groups. It is best to plant them opposite each other. They put two seats in the middle. One seat means 'true', second seat 'false' A teacher or a pupil reads a sentence written on a piece of paper: Y. Altynsarin is one of the first to open a school. "If they feel that this is the case, they should go and sit down at the "true" seat. If they find it "false", they will be seated on the appropriate seat. Whoever goes first and finds the answer is the winner.

Game "Trip"

The game allows pupils to analyze the surrounding things. What kind of things does a departed passenger get? One group will list the items they need and the other group will need to explain why they need them.

The game "Rainbow"

Assigns you to quickly point out five different colors in one minute. For example: watermelon (red), lemon (yellow), sky (blue), leaf (green), soil (brown). Anyone who does not find the name of the item according to the color will quit the game.

The content features of the updated curriculum require a thorough knowledge and use of strategies, methods and means that will enable the student to achieve the best results one expects.

1. "The Hot Seat Method". Questions should be answered promptly as the chair is hot.
2. "The author's seat" can be seated as you read the essay or essay written by the student. These methods are most effective in homework inquiry, past lesson approval.
3. The method of "3 sticks"  
Depends on a given topic:  
1 question  
1 answer  
1 idea is prepared and presented by each group.  
For example: "About junk food"
4. The method of "5 questions"

The method is a collection of information that allows students to deeply study the issue or differentiate it into small sub-topics or tasks, which provides students with the opportunity to master complex topics. The method involves the study of various kinds of opportunities that can lead to action planning and setting goals.

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### 5. The "Check Yourself" method

Is this information TRUE or FALSE?

Examples of past texts are given. While reading the examples students will determine if the example given is in the transcript.

### 6. Shatter (Create Shaping for Students)

### 7. The "Ten Questions!"

The teacher selects one student and puts a keynote sticker on his or her forehead - the participant can ask 10 questions in the class, and the answer is YES or NO.

### 8. The Own Game Method

The method consists in forming students' skills in formulating questions to the answers provided to them. Using the method helps to identify students who are capable of creative thinking.

### 9. The method of "swift inquiry"

Drop questions among students in the class to increase their comprehension and discussion skills.

### 10. "Rain of questions"

Organization: teamwork.

Objective: To develop students' thinking and thinking skills.

Description: Students are divided into groups on a voluntary basis. Each group wrote questions and threw them on the sheet. Answer the questions and throw them away. The player who grabbed the answer sheet asked the question and then threw it. This is how the game goes.

### 11. The "detective" method

Organization: teamwork.

Objective: To develop students' critical thinking and leadership skills.

Description: Students are united into two groups. For both groups, the adventure text is divided into small pieces and written on scrap paper. They must solve the riddle in this text within 15 minutes. Each group expresses its decision. They will discuss the ways in which they are identified and share ideas about working with information.

### 12. The method of "collage talk"

Organization: teamwork.

Objective: To develop students' critical thinking and communication skills.

Description: Students will be given magazines with colorful illustrations. They paste the pictures they cut out of magazines into a flipchart and create a story.

### 13. "My Word" method

Organization: teamwork.

Purpose: assessment of knowledge and skills of students in the lesson.

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Description: One student stands in the classroom to summarize what they have learned today from the lesson. At the end of the speech, the name of another student is named. The same student continues the word and reflects on the lesson. All students participate in the lesson in the following manner.

### 14. The method "positive, negative, controversial"

Organization: teamwork.

Objective: To develop students' critical thinking, analytical skills, and interest in the lesson.

Description: Students are integrated into small groups. Each group divides the story or text into "positive, negative, or contentious" and discusses their ideas. Then, each group has only one problem, and they have to present their ideas to the larger group, and the other groups can add or comment.

### 15. The "Talk to the Picture" method

Organization: work with the whole class, in pairs.

Purpose: To give a story about a piece of drawing, to guess the beginning and end of an event in a picture.

Required materials: serial images

Description: Students are shown pictures and are told. If necessary, you can teach new words in the story in advance. You are warned that the picture is part of the story. Students are predicted what will happen before the moment depicted in the picture and what will happen next. After the students have heard their story, the full story is read.

Students compare the story and the story. Students are asked to identify the key point in the story.

### 16. "Why? Why? Why? "

Organization: teamwork.

Objective: To develop students' reflective thinking and reflection on key points of the tasks completed.

Description: Students stand in a circle. The presenter tells what he has learned in the lesson, and concludes the last sentence with the question, why? The next student answers the question, and then asks a colleague to ask the question, why? Subsequent players will continue to do the same in sequence. At the end of the game the students will remember the tasks they have completed and share their points with them.

### 17. "Story-based writing"

Organization: team / pair work

Objective: To discuss the work done in a group discussion or in pairs; Share your thoughts and ideas about the story.

Required Materials: White Sheets, Pen

Description: Students are divided into small groups or pairs to write invitations, letters, postcards, emails, diaries, and so on. Students choose one of the assignments

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or be determined by lot. Recording time is set and students are notified. One secretary is elected in each group or pair. Students discuss and write what they will write. When they have finished writing, they will share ideas about their work.

### 1. Invitation card

Students will write a letter after listening to a story about content, birthday, or other holidays.

### 2. Letter

Students write letters on behalf of the hero of the story.

### 3. Postcard

Students write on behalf of the character of the story to the character's parents.

### 4. e-mail

Students write an email to one of the characters in the story.

## 18. "Signature"

Organization: teamwork.

Purpose: development of reflexive abilities of students

Description: The teacher asks students to indicate by hand, whether or not they have understood the topic. Those who say, "I understand and can explain," direct their thumbs up. Those who say, "I still do not understand," lift their thumbs to the sides. Those who say, "I'm not sure I understand," shake their hands.

Based on these criteria, the teacher can determine the level of progress of the lesson.

## 19. Traffic light

Organization: teamwork.

Purpose: development of reflexive abilities of students

Description: Each student is given a card which corresponds to the color of the traffic light. The teacher asks them to lift the cards according to whether they understand the lesson. Students who carry a green card are considered to have understood everything. The question, "What did you understand?" Yellow and red cards will be identified and further work will be done on the topic.

Teacher can use this system to refine the theme or see if you still need to improve it.

This updated educational program is effective for both the student and the teacher. For example, Bruner has provided some very important suggestions for developing meaningful teaching practices. An integral part of Bruner's theory were the concepts of 'Discovery' and 'The results obtained are real if the learner is allowed to assemble the pieces in one place and to discover himself'. Among the four aspects of the benefits of such teaching; first, through the growth of intellectual opportunities; secondly, by moving from external rewarding to internal rewarding; thirdly, the discovery of the latter and the effectiveness of such learning for memory development.

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At this point, the learner is in-depth only when the student is actively involved in the learning process. In other words, in a student-centered learning environment, the teacher understands that students are able to make their own judgments based on their initial beliefs, knowledge, and self-confidence during class. If the learning process is based on "building a bridge" that connects the student and the teaching material, then the teachers who will be co-ordinating that process should be able to track both sides of the bridge. Teachers strive to understand what students know and can do, as well as their interests, what each student loves and wants to do.

Generally speaking, the successful implementation of the approaches in this syllabus helps to increase the child's cognitive activity, self-education, and creative activity, and tells students that learning is easier, easier to work with in a team, and greater learning depth and accuracy. That is, the student expresses his thoughts freely, learns to listen to each other. The atmosphere of co-operation is created in the classroom. Therefore, it can be argued that other disciplines are also effective if they are taught in the same way. Only by mastering this program can we build a rich, spiritually-minded, competitive, and spiritually rich personality.

In my future experience I will:

1. maintain a constant balance and freedom with the students.
2. use new approaches to improve learning quality, transform my lessons
3. collaborate and interest for my colleagues
4. develop work with students with new methods.

## CONCLUSION

Research work on teaching lexical skills at English lessons enables us to arrive at the following conclusions:

1. The formation of lexical skills is indispensable in teaching FL and its culture
2. Forming lexical skills should start at the initial stage of language instruction.

The aim of this work was to identify the most effective methods and techniques for the development of lexical skills at the English language lessons.

For achieving this goal, we solved the following objectives:

We defined the linguistic peculiarities of lexical skills in foreign languages and found that there are eight types of lexical units: International and borrowed words; Derivatives and compound words which components are familiar; The words, the amount of meanings is not contrary to the semantic volume of words in the target language; the words that are specific in their content to the target language; the words with the common root in the native language but different in content; the words and phrases, where individual components are known, but idiomatic and different in meaning; the words, the amount of which is broader than the meanings of the corresponding word in the native language; the words, the scope of which is narrower than in the native language.

One of the main objectives of the lesson is to expand the student vocabulary causes a feeling of insecurity and unwillingness of students to speak a foreign language. Work on the new lexicon consists of several stages, and the initial presentation is an extremely important lexicon.

The essence of foreign language lexicology lies in understanding the structure of the vocabulary of the native language, teaching foreign language for communication and development, using a new teaching methodology for free learning.

I am sure that in the future I will be successful in continuing to support my studies.

### Results of the experiment:

- Кудайберен Мерей 2-сынып оқушысы «Ағылшын тілі» пәнінен «Кенгуру-лингвист» халықаралық конкурсында Диплом II дәрежелі. 2018 ж.
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- Абылай Анель 6-сынып оқушысы «Ағылшын тілі» пәнінен «BRITISH-BULLDOG» халықаралық конкурсында Диплом I дәрежелі №00187. 2018 ж.
- Мащанова Аймерей 6-сынып оқушысы «Ағылшын тілі» пәнінен «BRITISH-BULLDOG» халықаралық конкурсында Диплом I дәрежелі №00188. 2018 ж.
- Шаяхметова Альнура 4-сынып оқушысы «Ағылшын тілі» пәнінен «BRITISH-BULLDOG» халықаралық конкурсында Диплом III дәрежелі №00189. 2018 ж.
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- Греднева Ксения 7-сынып оқушысы «Ағылшын тілі» пәнінен «Кенгуру-лингвист-2019» халықаралық конкурсы. №11255. Сертификат. 2019 ж.
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- Усунирбаева Гульзат 8-сынып оқушысы «Ағылшын тілі» пәнінен «Кенгуру-лингвист-2019» халықаралық конкурсы. №11258. Сертификат. 2019 ж.
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### **Help. Tips for using creative experience:**

The report was read and discussed at the Methodological Association.



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[http://perviydoc.ru/v39199/teaching\\_lexical\\_skills](http://perviydoc.ru/v39199/teaching_lexical_skills)

## Lesson plan

<b>Unit of a long term plan: Food and drink</b>		<b>School: MNI “Aksu №2 secondary school” Stepnogorsk city</b>	
<b>Date:</b>		<b>Teacher name: Shynar Makanova</b>	
<b>CLASS: 8</b>		<b>Number present: 14</b>	<b>absent: 0</b>
<b>Lesson title</b>	<b>Food and drinks</b>		
<b>Learning objectives(s) that this lesson is contributing to (link to the Subject programme)</b>	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics; 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts; 8.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics		
<b>Lesson objectives</b>	<b>Learners will be able to:</b> - talk about food and drink using appropriate subject-specific vocabulary and syntax; - identify particular facts and parts in reading passage; - practice using quantifiers including several, plenty, large/small number/amount for nouns		
<b>Assessment criteria</b>	- name topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences; - describe particular facts and parts in reading passage; - construct sentences using the correct quantifiers including several, plenty, large/small number/amount for nouns		
<b>Values links</b>	Keeping fit, love and respect food and drink		
<b>Cross-curricular links</b>	Biology, history, geography		
<b>Previous learning</b>	Food and drink words		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>		<b>Resources</b>
Beginning 5 min	Classroom routines: Greeting: Teacher: - Good morning! - How are you? ... - Sit down, please! I'm glad to see you. Let's begin our lesson. <b>Warm-up activity.</b> <b>[W] Brainstorming strategy. Watching the video</b> Learners watch a movie about food and drinks [T-S]. - How do you think, guys, what is our theme today? Students try to guess the theme of the lesson. <b>INTRODUCTION</b> Teacher introduces the theme and learning objectives		<a href="https://www.youtube.com/watch?v=rkoKjUayyS8&amp;t=20s">https://www.youtube.com/watch?v=rkoKjUayyS8&amp;t=20s</a>

<p>Middle 30 min</p>	<p><b>Dividing into groups.</b> Pupils are divided into two groups. Pupils come to the table and choose one sticker. - If in the sticker food picture you are in the first group, if in the sticker drink you in the second group.</p> <p><b>[W, E] Presentation of the new words:</b> Teacher shows pictures and asks questions about the pictures. Students name the words. Then students repeat the words after the teacher <b>[T-S]</b>.</p> <table border="1" data-bbox="408 521 1018 826"> <tr><td><i>Honey and toast</i></td><td><i>Fries</i></td></tr> <tr><td><i>Boiled eggs</i></td><td><i>Kebab</i></td></tr> <tr><td><i>Fried eggs</i></td><td><i>Stuffed pepper</i></td></tr> <tr><td><i>Scrambled eggs</i></td><td><i>Salmon and rice</i></td></tr> <tr><td><i>Cereals</i></td><td><i>Mashed potatoes</i></td></tr> <tr><td><i>Pancakes</i></td><td><i>Meatballs</i></td></tr> <tr><td><i>Burrito</i></td><td><i>Sausages</i></td></tr> <tr><td><i>Taco</i></td><td><i>Lasagna</i></td></tr> </table> <p><b>[W] Playing the game: Vocabulary box.</b> The board is divided into two parts. The student is given a certain topic "Food and Drink". From each group, students come to the blackboard and write the word using a marker chalk of a certain color that the group chooses. Teams compete with each other to write as many words as possible <b>[S-S]</b>.</p> <p><b>Descriptor. A learner:</b> - Identifies the new words quickly; - writes the words on the board.</p> <p><b>Assessment: Plus and minus.</b> Students tick the appropriate sentences according to their knowledge.</p> <table border="1" data-bbox="386 1305 1037 1494"> <thead> <tr> <th>Criteria</th> <th>+</th> <th>-</th> </tr> </thead> <tbody> <tr> <td>I know enough words</td> <td></td> <td></td> </tr> <tr> <td>I can use new words</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Differentiation by resources.</b> Less able learners can use dictionaries.</p> <p><b>[P] Playing the game: Hot Seat.</b> Students decide who will sit on the Hot Seat. Those students who will sit on the Hot Seat have to guess the words. Their pairs read the words from the board and try to show by gestures or using mimes <b>[S-S]</b>.</p> <p><b>Descriptor: a learner:</b> - reads the words; - shows it using gestures and mimes; - guesses the word; - names the word.</p> <p><b>Assessment:</b> self-assessment by "Can do". Students tick the statements which they can do.</p>	<i>Honey and toast</i>	<i>Fries</i>	<i>Boiled eggs</i>	<i>Kebab</i>	<i>Fried eggs</i>	<i>Stuffed pepper</i>	<i>Scrambled eggs</i>	<i>Salmon and rice</i>	<i>Cereals</i>	<i>Mashed potatoes</i>	<i>Pancakes</i>	<i>Meatballs</i>	<i>Burrito</i>	<i>Sausages</i>	<i>Taco</i>	<i>Lasagna</i>	Criteria	+	-	I know enough words			I can use new words			<p>Stickers</p> <p>PPT (presentation)</p> <p>PTT (presentation)</p>
<i>Honey and toast</i>	<i>Fries</i>																										
<i>Boiled eggs</i>	<i>Kebab</i>																										
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<i>Taco</i>	<i>Lasagna</i>																										
Criteria	+	-																									
I know enough words																											
I can use new words																											

Criteria	✓
I can say names of foods and drinks	
I can show mimes	
I can show gestures	
I can explain food and drinks	

**Differentiation by prompts.** The words with pictures will be written on the board.

[W, M] **Presentation of the grammar:** Teacher explains the rules Noun Quantifiers by using examples [T-S].

**Task 1. [I] Magical ‘several, plenty, a large/small number/amount’.** Learners fill the gaps and complete the sentences with the correct answer”.

There’re several notebooks on the desk.  
 There’re plenty of pens in my pencil case.  
 There are not small amount flowers in the garden.  
 There isn’t plenty of filling in the cake.  
 Eric has several problems that he has to solve.  
Plenty of participants came for an interview to get a job.  
 There’re a large number of newspapers in the stall.

**Descriptor. A learner:**

- read the task;
- use some, any, plenty,
- identifies to put some or any;
- fills in several, plenty, large/small number/amount for nouns.

**Assessment by can/can’t**

Criteria	can	can’t
I understand the task		
I put the appropriate word		
I complete the sentence		

**Differentiation by teacher’s support.** Teacher helps to less able learners to fill the right word [T-S].

**Reading. Task 2. [G]:**

**Pre-reading: Prediction.** Teacher writes the title of the text and asks students to predict the text.

**While-reading: Graphic organizer.** Students are divided into 2 groups. They have different texts to read. British cuisine and Kazakh cuisine.

They read the texts and fill in the table.

Name of food	Drink	Ingredients

**Descriptor. A learner:**

- reads the text;
- identifies the main facts;

[https://en.wikipedia.org/wiki/Kazakh\\_cuisine](https://en.wikipedia.org/wiki/Kazakh_cuisine)

<https://www.healthguidance.org/entry/14855/1/british-cuisine-traditional-british-food.html>

	<p>- fills in the table with the information from the text.</p> <p><b>Assessment: Group assessment by sandwich.</b> Students write one thing that was good, one suggestion and one thing that they were surprised.</p> <p><b>Differentiation by support.</b> More able learners help to less able learners to fill in the table the appropriate information [S-S].</p> <p><b>[G] Post-reading: True or false.</b> Students find true and false sentences.</p> <ol style="list-style-type: none"> <li>1. <u>Zhaya</u> is pickled and salted meat from sheep's hip and front leg. [F]</li> <li>2. In Britain tea-time usually consists of sandwiches and burgers. [F]</li> <li>3. Kumys and shubat are kazakh traditional drinks. [T]</li> <li>4. Chicken Tikka Masala is Britain dish. [T]</li> <li>5. Airan is britain drink. [F]</li> <li>6. <u>Shuzhuk</u> isn't kazakh food. [F]</li> <li>7. Shepherd's Pie is Britain dish. [T]</li> </ol> <p><b>Descriptor: a learner:</b></p> <ul style="list-style-type: none"> <li>- revises the text;</li> <li>- identifies true/false sentences;</li> <li>- writes "T" for true sentences;</li> <li>- writes "F" for false sentences.</li> </ul> <p><b>Assessment by traffic light.</b> Groups assess each other by ready keys and if the students do the task correctly, they show green colours, if 2 mistakes yellow, if 3 or more red colours.</p> <p><b>Differentiation by resources.</b> Less able learners are given the texts.</p> <p><b>[W, P, f] "Double Circle".</b> Learners sit in their chairs in the double circle and tell each other about their favourite food and drink. Then change their seats by clockwise and complete their communication until they can back to the original place.</p> <p><b>Descriptor. A learner:</b></p> <ul style="list-style-type: none"> <li>- identifies the food or drink;</li> <li>- uses appropriate quantifiers;</li> <li>- applies the specific words;</li> <li>- tells about food and drink.</li> </ul> <p><b>Assessment by two stars and a wish.</b> Students tell two things from their speech what they like and one suggestion for improving their speech.</p> <p><b>Differentiation by support.</b> More able learners help to less able learners to make sentences in the right order and say some specific words [S-S].</p> <p><b>Oral feedback:</b> Excellent, good, not bad.</p>	
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<p>End 5 min</p>	<p><b>Plenary.</b></p> <table border="1" data-bbox="384 230 1102 423"> <tr> <td data-bbox="384 230 616 304">I have learned</td> <td data-bbox="616 230 866 304">I have some questions</td> <td data-bbox="866 230 1102 304">I haven't understood</td> </tr> <tr> <td data-bbox="384 304 616 423"></td> <td data-bbox="616 304 866 423"></td> <td data-bbox="866 304 1102 423"></td> </tr> </table>			I have learned	I have some questions	I haven't understood				
I have learned	I have some questions	I haven't understood								
<p><b>Additional information</b></p>										
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Health and safety check</b></p>								
<p><i>Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners (Theory of Multiple Intelligences by Gardner).</i></p>	<p>Use this section to record the techniques that you will use to assess what the learners have learned during the lesson.</p>	<p>Health saving technologies. Using physical exercises and active activities. Rules from the <b>Safety Rules book</b> which can be applied in this lesson.</p>								
<p><b>Reflection</b> <i>Were the lesson objectives/learning objectives realistic? Did all the learners achieve the lesson objectives/ learning objectives? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?</i></p>	<p><b>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</b></p>									

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### Summary evaluation

What two things went really well (consider both teaching and learning)?

1:

2:

What two things would have improved the lesson (consider both teaching and learning)?

1:

2:

What have I learned from this lesson about the class or individuals that will inform my next lesson?

Appendix 2

**Extra-curricular lesson: “Let’s travel around Kazakhstan”**

Theme: “Let’s travel around Kazakhstan”

Grades: 6-7

Objectives:

- to enrich pupils’ knowledge by giving them more information about Kazakhstan;
- to develop pupils’ oral speech, help them to express their opinions and thoughts;
- to bring up pupils to be patriots of their Motherland, to love their country.

The procedure:

I. Greeting:

- Good afternoon, dear friends! I’m very glad to see you here today! You are welcome to the travel agency “TRIP”. Yes, as you understood, we are going to have a trip to some interesting country. But before let’s greet each other in an unusual way with the help of our body (hands, shoulders, hips, heads, noses).

II. Warming up:

- As I’ve already said we are going to travel. What ideas do you have?

Why do people travel?

- To see new places, to speak many languages, to learn new things, etc.
- Do you want to know where we are going to? Let’s guess.

K – Which letter stands after J ?

A – What fruit can be red, green and yellow?

Z – Which animal is white – black?

A – Where is Medeu?

K – Which snake can fly?

H – What do we wear on our head?

S – Which animal lives in the desert?

T – Where is the computer?

A – Where is the Baiterek?

N – What is on the middle of your face?

- So, as you understood we are going to travel around Kazakhstan.

III. The first station:

- Friends, look! What is it? Yes, we are in Kokshetau. Welcome to Kokshetau! We are guided here and can tell you about our town.

- Kokshetau is well known for its nature and tourist sites. The main is the Natural Park “Burabay”. There are 14 wonderful lakes among the mountain chains and green forests. The most beautiful and attractive lake for tourists is the lake “Burabau”.

- There are many cottages and places to have rest on its cost. Mild mountain climate, fresh air and medical sand make your holiday not only enjoyable but also helpful for your health.



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- There are another park “Kokshetau” which was found in 1996. There are mountain – forest and natural valley districts, water world of the following lakes such as Zerendy, Shalkar, Imantau and Samaukol. You can take a yurt to have a rest in one of the village near these places.

- Have you ever seen one of the Kokshetau statues? There many of them for the famous people and artists. There are Shokan Ualihanov’s, Malik Gabdullin’s, Talgat Begildinov’s, Abylai Khan’s and Lenin’s monuments in the honor avenue. You can also visit wonderful historical museum of Akmola region.

- There are urban lights industries such as food production. The region produces low grades of wheat and other cultures. There is a gold mining operation north of the city.

- Kokshetau Mineral Waters Company produces drinks such as still, sparkling water of the high-quality. It also produces alcohol beverages. The most known brands are: still and sparkling water “Свежесть”, sparkling water “Кулагер” and still water “Тыран”.

- Very nice friends. You did a lot of work. As you see Kokshetau is the place of the most beautiful nature and some people call it as the second Sweden.

### IV. The second station:

- Oh, how beautiful! Where are we?

- We are in Astana.

- My native land with steppes and highlands,  
The river Esil flows through.

I love your fields with crops in lowlands,

Your wealth and prosperity will be true.

- So, what our guided can tell about it?

Today Astana isn’t only the capital of Kazakhstan, but also one of the most beautiful Asian cities. It was a small town known as Akmola. The location for the town was chosen as a strategic point and a caravan’s route. For a long time the town was famous for its fairs and trade connections. People from all comers of Central Asia travelled there to buy and sell the goods. Being situated on the banks of Ishim River, Astana attract thousand of visitors each year. Today it’s a rapidly growing modern city. It is full attractions, educational institutions, hotels, office buildings and other commercial structures.

It boasts well-developed transport infrastructure and rather favorable environment. The population of the city is a bit over 800 000 people. The sights of the city are especially attractive. Among them, the Baiterek Tower, the Khan Shatyr Entertainment Center, the Nur Astana Mosque and many other picturesque attractions.

The Baiterek Tower is especially important for the local residents. It’s the symbol of happiness and prosperity. In fact, it accommodates the art gallery, the restaurant and the aquarium. Generally speaking, the inhabitants of Astana are considered to be very friendly and magnanimous. That’s another reason to visit this welcoming south capital. Its present name the city got in 1998, when the President of

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the country decided to remain it. The summer in the city are hot and dry, while the winters are frosty and long.

- It goes without saying that all governmental organizations and large business centers are Kazakhstan are now placed there. Each year the city hosts numerous diplomatic and industrial meetings.

### V. The third station:

- How nice there are! Where are we?

- You are in Almaty.

- Almaty is one of the most beautiful cities of Kazakhstan. It is a former capital of the country and one of the nicest cities in whole Central Asia. It's situated at the foot of the emerald Tien-Shan ridges and many people call it "a garden city". Almaty is a sunny and green city with wide streets, numerous parks, gardens, and beautiful architecture.

- The city is full of interesting places and millions of tourists visit it every year. One of the most famous sights is the Republic Square, which is the central square of the city. It contains magnificent ensembles of modern architecture. The City Hall, the President's Southern Residence and the television center are also situated near here.

- East of the square one can find the Central State Museum. This museum is quite popular among the city visitors. Originally found in Orenburg the museum has moved in Almaty in 1930. Nearly 120 000 exhibits present the history and culture of Kazakhstan in four exhibition halls.

- Another attractive museum is the Museum of Kazakh Folk Instruments. It houses over 1 000 exhibits and 60 types of Kazakh folk instruments, including some that belonged to famous singers, poets and composers. The most popular musical instruments included the dombra and the kobyz.

- Central Bazaar is another Almaty sight. It's also known as the Green Bazaar. Here tourists can experience a true taste of the East. This is not just a market. It's a place where numerous Asian cultures meet. The President's Palace is another famous landmark. It was erected in 1980 and still contains some of the Soviet-era style architecture. The city is also full of beautiful mosques, cathedrals, theatres, parks and gardens.

- So, we finished our travelling and it's high time to come back to our Petropavlovsk. But we are at the costume and they have questions to us. Let's answer them and we'll choose the best traveler.

### *The game "The best traveller":*

- Where are you from?

- What big cities of Kazakhstan can you name?

- What is the capital of Kazakhstan?

- What bird is on our flag?

- What color is the Kazakh ornament on our flag?

- Who is the author of the Kazakhstan anthem?

- What city is the second capital of our country?

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- What town is called as a little Sweden?
- What monuments can you see in Kokshetau?
- What is the most beautiful lake in Kokshetau?
- Can you name one of the Almaty parks?
- Where can you play winter games in Almaty?
- Where can you think of a wish?
- Where does our president sit?
- Where can you learn about different fish?
- What is the biggest Entertainment center in Astana?
- What is the national Kazakh instrument?
- What is the national Kazakh dance?

### VI. The End of the trip.

- I's like to finish our today's wonderful meeting with such a poem:

This land is your land,  
This land is my land.  
From Petropavlovsk to Almaty,  
From the white sand deserts  
To the big green valley,  
This land is made for you and me.  
This land is your land,  
This land is my land.  
From the Southern mountains  
To the Central steppe lands.  
From the Caspian Sea,  
To the Lake Balkhash  
This land was made for you and me.