**Methodical recommendation of practical works for the discipline**

**Iya1105 - Foreign Language**

**(Pre-Intermediate)**

**Lecturer: Nurlangazykyzy Balnur**

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| **Unit** | **Topic** | **Learning Outcomes** | **Methodical Recommendation** |
| Unit 1A | Everyday life | Students will be able to scan texts for specific information and apply adjectives with prepositions to express feelings. | Encourage students to practice scanning techniques using the text "Life in a day." Design activities where students pair adjectives with prepositions to describe personal experiences. |
| Unit 1B | Around the world | Students will differentiate between the present simple and present continuous tenses and comprehend volunteer project descriptions. | Organize role-plays where students describe daily routines vs. current volunteer work. Use listening tasks to identify verb tenses in action. |
| Unit 2A | Ghost towns | Students will identify paraphrasing in texts and use antonyms to describe places. | Conduct reading comprehension exercises on “Ghost towns: then and now.” Include paraphrasing tasks and vocabulary matching with antonyms. |
| Unit 2B | The kindness of strangers | Students will correctly apply the past simple and past continuous tenses and understand a narrative about a happy ending. | Provide sentence completion exercises using past tenses. Play a listening clip on acts of kindness and ask students to note the sequence of events. |
| Unit 3A | In my fridge | Students will explore the life cycle of food and understand compound nouns and adjectives. | Use mind-mapping activities to visualize the life cycle of food. Have students work in pairs to identify compound nouns and adjectives in a text. |
| Unit 3B | Burger or broccoli? | Students will correctly use determiners (a lot of, a little, a few, etc.) and comprehend eating habits in the UK. | Design fill-in-the-gap exercises for determiners and engage students in listening activities to discuss eating habits. |
| Unit 4A | Moving house | Students will use adverbs of manner and compound adjectives in sentences. | Create sentence formation tasks with adverbs and compound adjectives. Discuss changes in household practices in the past and today. |
| Unit 4B | A room of my own | Students will form and compare comparative and superlative adjectives and listen for details on room descriptions. | Organize a classroom survey where students compare rooms using comparative and superlative forms. Play a recording of room descriptions and ask students to choose the best. |
| Unit 5A | Taking risks | Students will use suffixes to form adjectives and nouns, and practice pronoun referencing. | Lead exercises on identifying pronoun references in texts. Have students form adjectives and nouns using suffixes and apply them in sentences. |
| Unit 5B | Too young, too old? | Students will distinguish between present perfect and past simple and correctly use already, just, yet. | Provide timeline-based tasks to help students differentiate between present perfect and past simple. Include real-life scenarios to practice already/just/yet. |
| Unit 5C | Fears and phobias | Students will learn base and strong adjectives and describe photos related to fear. | Use visual prompts for students to describe fears and phobias using appropriate adjectives. Role-play describing fearful experiences. |
| Unit 5D | Antarctic adventure | Students will use phrasal verbs related to travel and apply present perfect with for/since. | Assign phrasal verb matching exercises. Create a group project where students discuss an expedition using the present perfect tense. |
| Unit 6A | A hard lesson | Students will learn crime-related collocations and use negative prefixes. | Conduct matching activities with collocations and prefix exercises to form antonyms. Encourage discussion on safety and crime. |
| Unit 6B | Hungry to learn | Students will use will, going to, and first conditional in future predictions and plans. | Design dialogues where students predict future outcomes using will/going to. Include conditional sentence practice. |
| Unit 6C | The best things in life | Students will master the zero conditional and make offers and suggestions. | Engage students in real-life role-plays involving decision-making using zero conditional. Practice making offers in different social contexts. |
| Unit 7A | Big and small | Students will interpret statistical information and use nouns with two meanings. | Prepare interpretation tasks with statistics and numerical data. Introduce homonyms and have students form sentences using both meanings. |
| Unit 7B | Be an entrepreneur | Students will use modal verbs (must, mustn't, have to, don’t have to) and listen to entrepreneurial stories. | Design role-plays where students give advice and obligations using modal verbs. Play a recording of an entrepreneurial journey and discuss key points. |
| Unit 8A | Against all odds | Students will use verbs with prepositions and suffixes to describe success. | Assign exercises on verb-preposition combinations and suffix use. Facilitate group discussions on success stories. |
| Unit 8B | Foul play | Students will apply the past perfect tense and listen for details in complex narratives. | Have students complete gap-filling activities with the past perfect tense. Use listening activities where students predict outcomes. |
| Unit 9A | In the news | Students will learn media collocations and understand the structure of news articles. | Create activities around identifying collocations in news contexts. Assign a short writing task based on current news events. |
| Unit 9B | Multitasking | Students will master reported speech and use say/tell correctly. | Provide practice with direct and reported speech conversion. Use listening tasks to demonstrate multitasking situations. |
| Unit 9C | Behind the scenes | Students will listen for main ideas and vocabulary related to films. | Conduct listening comprehension tasks focusing on film production. Practice summarizing main ideas in small groups. |
| Unit 9D | The BBC story | Students will use question tags and describe types of TV programs. | Include exercises on forming question tags in conversations. Organize a discussion on favorite TV programs using appropriate vocabulary. |
| Unit 10A | Make a difference | Students will comprehend texts about clothing production and use phrasal verbs related to buying and selling. | Have students read about T-shirt production and identify phrasal verbs. Encourage debates on ethical fashion. |
| Unit 10B | Where does it come from? | Students will use passive voice forms to describe processes. | Assign tasks on identifying passive forms in readings. Have students describe a process using the passive voice. |
| Unit 10C | Protest | Students will use environment-related vocabulary and practice persuasion techniques. | Organize role-plays around environmental issues, encouraging students to use persuasive language. Practice agreeing/disagreeing in structured debates. |
| Unit 10D | Eyes in the sky | Students will use future passive forms and adjectives with -ful/-less. | Assign writing tasks to describe processes using future passive. Engage students in adjective usage by having them describe futuristic scenarios. |