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

**“Basic Foreign Language B1 (first)”**

**Lecturer: Nurlangazykyzy Balnur**

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| **Topic** | **Learning Outcomes** | **Methodical Recommendation** |
| PC 1: Eating in … and out | Students will be able to use present simple and continuous tenses, and identify action and non-action verbs. Students will expand their food and cooking vocabulary and improve vowel pronunciation. | Provide real-life scenarios where students discuss their eating habits using target grammar and vocabulary. Engage in pair work and role-play in different eating contexts. |
| PC 2: Modern families | Students will grasp future forms (present continuous, be going to, will/won’t) and utilize family-related adjectives to describe personalities. Develop understanding of stress in sentences and words. | Use family tree diagrams to prompt discussions about future plans for family members. Pair students to react to statements about families, practicing stress in pronunciation. |
| PC 3: Spending money | Students will differentiate between present perfect and past simple tenses and discuss money-related vocabulary. Pronunciation focus on ‘o’ and ‘or’ sounds. | Organize a debate or role-play on budgeting and spending habits. Focus on sentence structure when comparing past and present actions. Practice pronunciation drills of ‘o’ and ‘or.’ |
| PC 4: Changing lives | Students will use present perfect with ‘for’/‘since’ and present perfect continuous to describe changes over time. Vocabulary focuses on strong adjectives. | Have students describe personal life changes using strong adjectives and present perfect structures. Engage in partner interviews focusing on life transformations. |
| PC 5: Survive the drive | Students will distinguish between comparatives and superlatives while learning transportation-related vocabulary. Pronunciation focuses on [ʃ], [ʤ], and [tʃ]. | Arrange role-play activities about transport options using comparative and superlative forms. Incorporate listening exercises focused on the target sounds. |
| PC 6: Men, women, children | Students will practice using articles (a, an, the, no article) and collocations with prepositions. Pronunciation practice with [ǝ] and the two pronunciations of ‘the.’ | Conduct group work with sentence-building activities focusing on collocations and correct article use. Include pronunciation exercises and discussions on family dynamics. |
| PC 7: Bad manners? | Students will express obligation and prohibition using have to, must, and should. Vocabulary will center around phone language, and they’ll identify silent consonants. | Introduce a scenario-based discussion on appropriate phone manners. Encourage group discussions on phone etiquette, emphasizing the use of obligation/prohibition grammar structures. |
| PC 8: Yes, I can! | Students will discuss ability and possibility using can, could, and be able to. Focus on adjectives ending with -ed and -ing. Pronunciation: sentence stress. | Engage students in conversations about past achievements and current possibilities. Practice -ed/-ing adjectives by describing personal experiences. |
| PC 9: Sporting superstitions | Students will accurately use past tenses (simple, continuous, perfect) and sports-related vocabulary. Focus on [ɔ:] and [ɜː] sounds in pronunciation. | Organize a classroom debate on common sports superstitions, emphasizing the correct use of past tenses. Use listening tasks to reinforce the target sounds. |
| PC 10: #thewaywemeet | Students will contrast past and present habits and states. Vocabulary covers relationships, and pronunciation focuses on the letter ‘s’ and the use of ‘used to.’ | Pair students to discuss past vs. present relationship habits. Use sentence-building tasks to practice contrasting past habits with current states. |
| PC 11: Practical English 3 | Students will practice making permission requests and responding to them. | Role-play various social situations where permission needs to be asked. Encourage polite formal and informal structures. |
| PC 12: Behind the scenes | Students will practice passive voice in various tenses and use cinema-related vocabulary. Pronunciation focus on regular and irregular past participles. | Watch movie trailers and discuss them using passive constructions. Group activities on film production to practice relevant vocabulary and grammatical structures. |
| PC 13: Every picture tells a story | Students will use modals of deduction (might, can’t, must) and develop vocabulary related to the body. Focus on diphthongs for pronunciation. | Have students describe images and make deductions based on the modals. Engage in interactive discussions on health or fitness using body-related vocabulary. |
| PC 14: Revise and Check 5&6 | Consolidation of Units 5 and 6, vocabulary on the body, and pronunciation of diphthongs. | Revision quizzes and interactive games reviewing the vocabulary and grammar of Units 5 and 6. Focus on identifying diphthongs in speech and text. |
| PC 15: Vocabulary-Grammar Test | Students will demonstrate understanding of grammar and vocabulary learned across the course. | Administer a comprehensive test covering key vocabulary, grammar, and pronunciation from the previous units. Review exercises and provide targeted feedback. |