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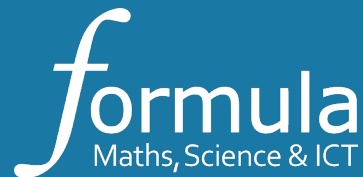
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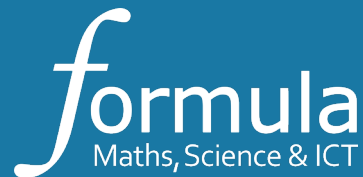
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English



German



French



Spanish



Italian



Polish



ICT



Maths

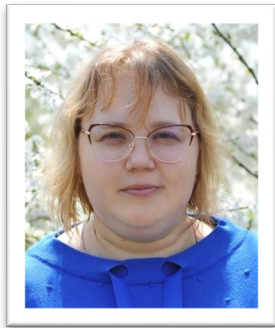


Science



Формування і розвиток комунікативної компетентності здобувачів освіти:

використання англійської мови як
інструменту для спілкування,
пізнання світу, самоідентифікації та
культурного збагачення.



Yana Sverdliuk

ELT Consultant for Linguist

- 10 years of experience
- Worked with NUS in primary and secondary school
- Teach different age groups – from 5 to 55-year-olds
- Use digital resources and online activities
- An expert in creating engaging materials for students



How to obtain your certificate?



CERTIFICATE

is awarded to

Yana Sverdliuk

for attending the webinar organized by Linguist LLC

The Art of Language:

Exploring the Beauty and Power of Words

Duration: 1 hour (0.03 ECTS credits)

Date: 29.10.2024

Diana Golovan
Editor-in-chief
at Linguist Publishing

Сертифікат відповідає вимогам постанови КМУ від 21.08.2019 №800 зі змінами,
внесенням згідно з постановою КМУ від 27.12.2019 №1133

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Ви отримаєте сертифікат
упродовж трьох днів

Заповнюємо форму

Знаходимо сертифікат

Завантажуємо його





- **Компетентнісний підхід:** чотири стовпи сучасного уроку англійської мови.
- **Трансформації у навчанні:** як змінюються теми, граматика та навички у 8 класі НУШ.
- **Практичні поради та зразки вправ** для розвитку чотирьох мовних вмінь.
- **Реалізація в підручниках:** приклади з курсів **Prepare** та **Full Blast Plus for Ukraine**.



Ключові трансформації у навчанні (на прикладі 8 класу НУШ)

Теми: Відбувається перехід від особистісних тем до обговорення соціально значущих та абстрактних понять (наукові явища, екологія, медіаграмотність)

Граматика: Акцент зміщується на складні синтаксичні конструкції для аналізу та висловлення гіпотез (умовні речення, непряма мова, пасивний стан)

Навички: Ключовий фокус на розвитку навичок аргументованого письма та говоріння (есе, відгуки).

Інструменти: Проєктна діяльність, групова взаємодія та системне використання мультимедійних ресурсів стають основними інструментами.



Етапи роботи з текстом:
1. ДО прослуховування/
читання:

Вправи на
передбачення теми
для підвищення
мотивації

Попереднє вивчення
3-5 ключових слів для
розуміння тексту

2 Read

THE SPELLING BEE



8

A. Look at the first picture. What do you think the girls are looking at? Listen to the dialogues and check. Then read them out in groups.

Josie Hey, Lucy! Come and check this out!

Lucy What is it? ... Stamps?

Josie Yeah. I've found some really cool ones... Miss Foster gave us a project to do.

Lucy Sounds pretty boring.

Josie It isn't. Do you know when the first stamp came out?

Lucy Beats me.

Josie In 1840! Stamps are more interesting than you might think! Do you want to see the oldest stamp in the world? Look...

Lucy Actually, I have to run. I'm going to the library.

Josie What for? Are you going to revise for a test?

Lucy Sort of. I'm taking part in a spelling bee.

Josie You're kidding! I thought you hated that kind of stuff.

Lucy Well, it's less exciting than the school sports day last month, but I've decided to give it a go.

Josie OK then, can you get me a book?

Lucy Sure. What's the title?

Josie *Philately*.

Lucy Come again?

Josie *Philately*. It means collecting stamps.

Lucy Oh, OK.

Josie Hello?

Lucy I can't find your book. I searched all the titles that start with 'f'.

Josie You don't spell 'philately' with 'f'. It's with 'ph'.

Lucy Oh!




розвиток навичок аудіювання та читання

2. ПІД ЧАС
прослуховування/
читання:

Використання
автентичних текстів

Прослуховування або
читання тексту двічі
або більше

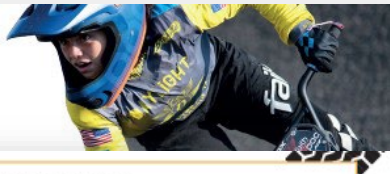
Виконання завдань на
розуміння загального
змісту та деталей



READING

1 Read the text quickly and answer the questions.

- Who are the new BMXers?
- Do they like racing or 'freestyle' BMX?



READING

1 Read the text quickly and answer the questions.

- Who are the new BMXers?
- Do they like racing or 'freestyle' BMX?

TALKING POINTS

Should schools offer the same sports to girls and boys? Or are some sports for boys and others for girls? Do you think there is too much sport on TV? Why? / Why not?

F They see BMX as a fun sport, a way of life, a good social activity.
G Normal bikes have at least 20 gears.
H This is the biggest problem with BMX races.

2 Read the article again. Five sentences have been removed from the text. For each space choose the correct sentence. There are three extra sentences which you do not need to use.

A She laughed because some of the riders were moving their legs so quickly.
B They usually only last for about 40 seconds.
C BMX race bikes can be very expensive.
D She was watching her older brother race.
E They weren't worried by the rain either.

3 Match the **highlighted** words in the text to the meanings.

- part of a bicycle that controls the speed of the wheels
- tricks or difficult jumps on a bike
- a path, often circular, used for races
- a hard hat that protects your head
- things you wear to protect parts of your body when playing a sport

Meet the new

It was a dark, rainy Manchester (UK) night. They were riding. They all obviously loved it.

Olivia, aged 15, has long hair and is confident, and the how much she loved it interested in BMX? 'I were boys, she knew in her. 'It's not harder for said - anyone can do it When you come to the new every day.'

So what is a BMX? A BMX is a small bike with a low seat. Small wheels at speeds of 20-30 mph. These mean that a bike the rider using their legs on a BMX, so the fast. 'I mean, it's not harder for said - anyone can do it When you come to the new every day.'

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CHAMPIONS 25



розвиток навичок аудіювання та читання


3. ПІСЛЯ прослуховування/ читання:

Обов'язкове
обговорення:
висловлення своєї
думки, створення
подібного тексту,
використання
вивченої лексики

Simon, 47, and his daughter Emily, 16, answer today's question ...

Is teenage life better now than in the past?


marks in everything now. It's stressful. I think my parents' teenage years were more **relaxed** than ours are today.



Simon, 47, and his daughter Emily, 16, answer today's question ...

Is teenage life better now than in the past?

Simon Everything is so different from when I was a teenager. Technology is the greatest change. I had a computer – but only for games, really. And I remember my dad's first mobile phone in the car – it was huge! I had internet and smartphones changed teenage life. We wrote letters; they are texting each other all day. I bought a few CDs every month; they've got almost all songs in the world – in a tiny device in their pocket. We moved home, we often never saw old friends. Now it's simple to stay in contact with anyone, anywhere. To me, teenage life looks more exciting than it was. Not everything is positive, of course. I don't think teenagers now are as healthy as we were in the past. They don't do enough exercise. Without technology, we were more active and spent a lot of our free time outdoors. Roads were safer, of course, but it's unbelievable that often our parents didn't have any idea where we were!



READING

- Read the article quickly. Who thinks teenage life is better now? 1 is better now? 2 was better in the past?
- Read the article again. Choose the correct answers.
 - When Simon was a teenager,
 - his dad owned a computer and a mobile phone.
 - he owned a computer.
 - he played games on his dad's phone.
 - Simon thinks that before the internet
 - teenagers spent a lot of money on music.
 - it was hard to stay friends with people you didn't see.
 - teenagers enjoyed writing letters.
 - Why does he think that teenagers spent a lot of time outside?
 - because their parents weren't worried about them
 - because the roads weren't as dangerous
 - because phones and computers didn't exist
- Match the **highlighted** words in the text to the meanings.

1 difficult to think is true	4 very bad
2 calm and not busy	5 very small
3 very tired	6 very big

TALKING POINTS

How was your parents' teenage life different from yours? What problems can modern life bring for teenagers?

Практичні поради: розвиток навичок говоріння та письма

Надавайте зразок:
Завжди пропонуйте
model-text з
необхідними фразами
та структурами

3 Speak & Write A. Natalie has written about her new friend, Jane. Read the description and tick the topics she has mentioned.

A NEW FRIENDSHIP

I met Jane two months ago when she moved next door. She's my age and we go to the same school.

Jane's got a great sense of humour so she makes me laugh all the time. She's also very kind. She's the one I turn to when I'm upset because she always tries to cheer me up. However, Jane can be annoying sometimes. The most annoying thing about her is that she's stubborn. When she makes a decision,

she never changes her mind.

Jane and I spend our free time together because we have the same interests. We are both into R&B and we love singing karaoke. Jane is also good at dancing so she's going to teach me some cool dance moves.

I like hanging out with Jane because we get along well and have lots of fun together. She isn't perfect but I know I can always rely on her.

D. Write a description of a person you've recently met. Read the tip and the plan in the Writing section at the back of the book and use your notes from activity B.

1. The qualities she likes about Jane.
2. How she feels about Jane.
3. The qualities she doesn't like about Jane.
4. The things she does that annoy Jane.
5. How she met Jane.
6. Jane's interests.
7. What they do together.
8. What they don't do together.

27

What do you do together?

C. Read and complete with *and*, *or*, *but*, *so* or *because*.

Linking words

• and

Monica is confident and outgoing.

• or

We usually go shopping or hang out at my house at the weekend.

• but

Oliver likes hip hop but I don't.

• so

We both like basketball so we usually play together after school.

• because

I can't stand him because he's really selfish.

1. Sarah can play the guitar _____ she can't sing very well.

2. We don't like horror films _____ we never watch any.

3. My best friend is easy-going _____ funny.

4. I don't like hanging out with Paul _____ he's quite rude.

5. My friends and I usually watch films _____ play computer games on Fridays.

D. Write a description of a person you've recently met. Read the tip and the plan in the Writing section at the back of the book and use your notes from activity B.

27

Практичні поради: розвиток навичок говоріння та письма

Навчайте процесу:
Забезпечуйте
можливість написання
плану та чернетки з
подальшим фідбеком

3 Complete the sentences with the correct pronoun from Ex. 2 or each other.

- 1 They walked past _____ without saying a word.
- 2 Josie introduced _____ to everyone.
- 3 Tom and I often argue with _____.

4 Work with a partner. Turn to page 130.

WRITING A story (1)

- 1 Look at the photo and the title of Ellen's story. What do you think happened?
- 2 Read Ellen's story. What do you think of the title for her story? Can you think of a better title?
- 3 Read the *Prepare to write* box. Then read Ellen's story again and put events a-e in order. Decide which events belong to the beginning, middle and end of the story.

PREPARE TO WRITE | A story

- When you write a story:
- make sure there is a beginning, middle and end
 - give the story an interesting title
 - use verbs in the past simple and past continuous
 - use adjectives and adverbs to make your story interesting.

- a Ellen saw the pickpocket.
- b The police caught the pickpocket.

- 4 Look at Ellen's story again. How many verbs can you find in the simple and past continuous?
- 5 Look at the **highlighted** words in Ellen's story. What do you think they are adverbs?
- 6 You are going to write a story which must begin with 'While I was closing my curtains one night, I noticed something unusual.' Plan the events in your story. Use the questions to help you.

7 Compare your ideas with a partner. Can you improve your plan?

8 Write your story.

- What are the main events?
- What happens in the end?

- Begin the story with the sentence in Ex. 6.
- Use the tips in the *Prepare to write* box.
- Write about 100 words.
- Check your spelling and grammar.

WRITING A story (1)

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- 2 Read Ellen's story. What do you think of the title for her story? Can you think of a better title?
- 3 Read the *Prepare to write* box. Then read Ellen's story again and put events a-e in order. Decide which events belong to the beginning, middle and end of the story.

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HERO for a day!

Last year, I went on a school trip with my classmates. We left school **early** by coach and the journey took several hours. When we arrived, everyone was feeling **exhausted**.

While I was getting off the coach, I noticed a man in his **early** twenties. He was standing really close to one of my friends. **Suddenly**, I realised what was happening. The man was trying to steal my friend's purse from her bag!

I **immediately** shouted to my friend. The man heard me, and for a few seconds we looked at each other. Then he started running. **Luckily**, there were two police officers nearby. They ran after the pickpocket and **soon** they caught him.

The next day, there was a story about it online and everyone was talking about it. I was a hero!

- c Ellen got off the coach.
- d The story appeared on the internet.
- e The coach left school.

Практичні поради: розвиток навичок говоріння та письма

Працюйте в групах:
Організуйте роботу
в парах та групах під
час створення текстів

**Використовуйте різні
жанри:** Пропонуйте
написати тексти на одну
тему в різних жанрах
(лист, блог, стаття)

**Будьте прозорими в
оцінюванні:** Надавайте
учням чек-листи для
оцінювання *перед*
написанням роботи



Практичні поради: вивчення лексики та граматики

Лексика

Обмежуйте кількість нових слів (максимум 10 за урок)

Презентуйте в три етапи: значення, форма, вимова

Використовуйте лексичний підхід: вивчайте слова в тематичних групах та з похідними фразами/контекстом

2 Vocabulary Listen and repeat.

Designs - Patterns



a checked shirt



tight jeans



baggy jeans



torn jeans



a striped shirt



sparkly trainers



spotted trainers



flared jeans

Materials



a cotton T-shirt



a denim shirt



a woolen hat



a silk scarf



a leather jacket

NOTE When describing something, follow the order of adjectives in the table. You do not have to use all the categories together.

NUMBER	OPINION	COLOUR	DESIGN	MATERIAL	NOUN
Two	nice	red and white	striped	cotton	T-shirts.

5 CALL THE POLICE!



ABOUT YOU

How much crime is there in your town or city? Which crimes are the biggest problem where you live?



VOCABULARY

Crimes and criminals

1 Match the crimes to the photos.

burglary hacking pickpocketing shoplifting theft vandalism



Практичні поради: вивчення лексики та граматики

Граматика

Подавайте нове через порівняння з уже відомим

Використовуйте формулу Test-Teach-Test для визначення потреби у заглибленні в тему

Завершуйте заняття усною або письмовою практикою з комунікативною метою та мінімальною підтримкою

GRAMMAR Past simple and continuous

1 Read the examples. Which verb is in the past continuous? How do we form the past continuous? Then choose the correct words to complete the rules.

- 1 Immediately I **heard** the noise of a loud motorbike.
- 2 She **was waiting** at the side of the road.

3 Choose the correct form of the verbs.

- 1 I couldn't call you. The thief **stole** / **was stealing** my phone!
- 2 I saw someone at your house yesterday. She **tried** / **was trying** to open your door.
- 3 What **did the burglars take** / **were the burglars taking**?
- 4 I phoned you last night but there was no answer. What **did you do** / **were you doing**?

4 Read the examples from the stories. Then complete the rules with *past simple* or *past continuous*.

- 1 I **was crossing** the road, when I **got out** my phone.
- 2 While the officers **were checking** the bikes, they **noticed** that some of them didn't have bells.
- 3 When we **arrived**, my brother and I **got changed** straight away and jumped in.

» GRAMMAR REFERENCE AND PRACTICE PAGE 150

5 Correct the mistake in each sentence.

- 1 I read a book when a woman screamed.

- a We use the *past simple* / *continuous* to talk about a completed action at a past time.
- b We use the *past simple* / *continuous* to talk about actions in progress at a past time.

We often use the past continuous and the past simple together.

- a The _____ talks about a past action in progress.
- b The _____ talks about a completed shorter action that interrupted the action in progress.
- c If one action happens after the other, we use the _____ for both actions.

We often use the past continuous and the past simple together.

- a The _____ talks about a past action in progress.
- b The _____ talks about a completed shorter action that interrupted the action in progress.
- c If one action happens after the other, we use the _____ for both actions.

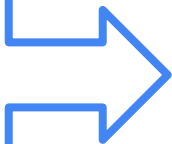


Prepare. Ukrainian
Edition. Grade 8

Проектна діяльність:
Розділи **PROJECT**
системно розвивають
навички співпраці.



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Аргументоване мовлення:

Розділи **TALKING POINTS**

вчать висловлювати та
відстоювати власну думку.



TALKING POINTS

Should schools offer the same sports to girls and boys? Or are some sports for boys and others for girls? Do you think there is too much sport on TV? Why? / Why not?



Як це реалізовано в курсах видавництва "Лінгвіст" для 8 класу

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Соціокультурна
компетентність:

Розділи **CULTURE** з відео
занурюють у живе мовне
середовище та знайомлять з
культурою англomовних країн

PROJECT A report about a famous city

Write about an interesting visit to a famous city. Think about your answers to the questions.

- What city did you visit? When did you go?
- Did you go there with your family or friends?
- What was the weather like during your visit?
- What famous places and sights did you see?
- Did you go shopping for anything special?
- What did you learn about the city's history?
- What was your favourite part of the visit?

Present your work to the class, using the phrases from the *Useful language* box.

05 NOW WATCH THE CULTURE VIDEO

NEW YORK CITY 41

PREPARE UKRAINIAN EDITION GRADE 8

CULTURE: NEW YORK CITY

NEW YORK CITY 05


1 Work in groups and answer the questions.

- What can you remember about New York?
 - o What is the population of New York?
 - o What nicknames does New York have?
 - o What can you do on Coney Island?
- Have you ever been to New York? What did you visit?
- Would you like to visit New York? Why? / Why not?

2 Match the words to the definitions. Which ones might you hear in a video about New York City? Why?

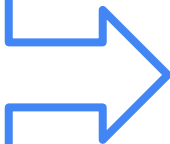
1 <input type="checkbox"/> skyscraper	a people who enter another country to live there
2 <input type="checkbox"/> subway	b groups of people that live in certain areas
3 <input type="checkbox"/> immigrants	c very tall buildings
4 <input type="checkbox"/> history	d a lot of cars on the road that are moving very slowly
5 <input type="checkbox"/> famine	e a train that often travels underground
6 <input type="checkbox"/> traffic jam	f a large group of people moving together often wearing costumes
7 <input type="checkbox"/> parade	g when there is no food in one place for a long time
8 <input type="checkbox"/> communities	h the study of the past

3 05 Watch the video and tick (✓) the words in Activity 2 you hear.



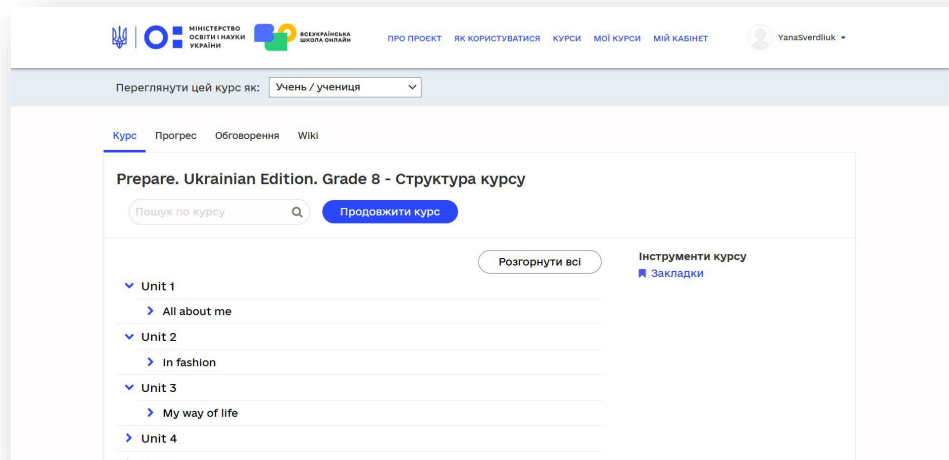

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**Prepare. Ukrainian
Edition. Grade 8**



Цифрова підтримка:

Інтерактивні завдання на платформі
**Всеукраїнська школа онлайн
(ВШО)** дозволяють ефективно
організувати змішане та
дистанційне навчання.



Як це реалізовано в курсах видавництва "Лінгвіст" для 8 класу

Full Blast Plus for
Ukraine. Grade 8

Розвиток письма:
Чітка структура уроків **Writing** зі
зразком model text, планом та
корисними фразами готує до
створення текстів.

3

Speak & Write

A. Read the story and answer the questions. You can underline/highlight words or phrases in the story to justify your answers.

1. When did the story take place?
2. Where did the story take place?
3. Who are the main characters?
4. What tenses does the writer use throughout the story to narrate what happened?
5. How does the writer feel throughout the story?
6. How does he describe the old box?
7. How does he describe his brother?

62

The wooden box

I had never noticed the wooden box in the attic before. When we started packing everything in the house to move to our new address a month ago, I offered to help clean out the attic with my brother, Joss. That was when we found it.

It was under a broken table and there were old books on the floor, and there it was. We were both curious to see what was inside. While we were staring at it, Joss picked it up. But as soon as he picked it up, he threw it on the floor again! 'There's something in it!' he shouted. 'I heard a strange noise!'



At first, I didn't believe him. I touched it but nothing happened, so I picked it up slowly. I was turning it upside down when I heard a sound too. My heart jumped! I had never felt so terrified in my life.

'Let's go downstairs!' I said nervously. 'No, let's open it and see what's inside!' said Joss. He's four years younger than I am, but he's braver. We put the box between us and sat on the floor. It had a metal lock with a key in it. We turned the key and the lid opened slowly. We had only managed to take a quick look inside when we heard music coming from it. At that moment, Dad appeared at the door. 'My old music box!' he said happily. 'It was a present from my grandparents on my fifth birthday! I thought I had lost it forever. Thanks, boys!' he said.

B. Read the story *The wooden box* again and underline the adjectives and the adverbs. Then circle all the time expressions you can find in the text.

C. Work in groups of three. Go to the Pair work activities section.

D. Choose a student from your group to tell your story narrating your story.

E. Use the ideas you discussed in activity D and write the story. Follow the plan in the Writing section at the back of the book.

TIP! Try to include adjectives and adverbs in your writing as they make your text richer.



63

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Комунікативні завдання:
Розділи **Speaking** моделюють
реальні життєві ситуації, а
Culture Pages спонукають до
міжкультурного діалогу.

III Culture page 1

Listen, read and complete the sentences.

What Is the Right Age to Start Driving a Car?

In the past in New Zealand, children as young as 15 could get behind the wheel in the countryside. One reason for this was that many years ago, young workers needed to get to farms where they worked. Today you have to be over sixteen to drive.
In the USA the minimum driving age in most states is 16. Many people feel this is too young and they want to increase it by a year at least.
In the UK you have to wait until you are 17

years old before you can drive, but some people still think this is too young.
A lot of people believe that young drivers are dangerous and haven't got enough experience. However, some parents say their children are safer driving than using public transport. So, is there a right age to start driving?
What's the minimum driving age in your country?
Should it change?

I agree that we need to do something to make our roads safer. However, I believe that we need to improve the way we teach all new drivers, not just the young ones. For example, if drivers complete at least a year of lessons before they take their test, the minimum age can be 16.
Vera Cotter, Wolverhampton, UK

In my opinion, we must reduce the number of young people who are killed and injured on our roads. I believe that the driving age should be 18. This means that all drivers will be adults.
Robert Hood, Philadelphia, USA

- In _____, you could become a driver at fifteen.
- In the USA you can drive at the age of 16 in _____.
- You can drive a car in the UK at the age of _____.
- Robert Hood thinks people shouldn't drive before the age of _____.
- Vera Cotter thinks new drivers should only take their test after _____.

Project
Make a presentation! Search the Internet and find information about the minimum driving age in Ukraine. Do you think it should change? Present your opinion to the class.

28



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Лексичний підхід:

Лексика подається тематичними
блоками і одразу активізується у
мовленнєвих вправах.

2 Vocabulary

Look at the words in the box and put them in the correct group. Then listen and check your answers.

robbery thief shoplifter
burglary burglar
pickpocketing robber
pickpocket shoplifting theft

CRIME	robbery				
CRIMINAL	robber				

3 Vocabulary

Complete the sentences with the correct form of the phrasal verbs in the box. Then listen and check your answers.

turn on turn up turn off turn into turn down turn out

- My dad wants to _____ the garage _____ a gym.
- Could you _____ the TV _____ ? I'd like to see the weather forecast for tomorrow.
- Quick, _____ the volume! I want to hear that news story.
- Don't forget to _____ the printer before you leave.
- _____ that awful music _____ ! It's too loud.
- The day _____ to be warmer than we had expected.



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Student's Book

Vocabulary List

Workbook

Videos & Worksheets

МІНІСТЕРСТВО ОСВІТИ І НАУКИ
ОСВІТНЬО-НАУКОВА ЗАКЛАДА

ПРО ПРОЕКТ ЯК КОРИСТУВАТИСЯ КУРСИ МОЇ КУРСИ МІЙ КАБІНЕТ

YanaSverdliuk

Переглянути цей курс як: Учень / учениця

Курс Прогрес Обговорення Wiki

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Пошук по курсу

Продовжити курс

Розгорнути всі

Інструменти курсу
Закладки

- Module 1
 - School Life
- Module 2
 - Teen Life
- Module 3
 - My lifestyle
- Module 4

Ключова мета: Формування комунікативної компетентності для ефективного спілкування в реальних життєвих ситуаціях.

Зміщення акценту: Від простого засвоєння граматики/лексики до використання мови як інструменту для спілкування, пізнання та самовираження

Роль вчителя: Створювати умови для активного навчання, в якому учень є не пасивним слухачем, а активним учасником освітнього процесу.





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