

**Викладання англійської мови
відповідно до Загальноєвропейських
рекомендацій з мовної освіти:
інтеграція екзаменаційних завдань у
сучасні уроки англійської для
забезпечення успіху на державному та
міжнародних іспитах.**

Мета:

- поглибити знання здобувачів освіти з різних видів мовленнєвої діяльності шляхом використання екзаменаційних завдань міжнародного рівня;
- допомогти опанувати тематику, структуру, види завдань вищезазначеного рівня;
- підготувати майбутніх випускників до державного і міжнародних іспитів (за власним бажанням) для професійної реалізації.

Закон
“Про застосування
англійської мови в Україні”

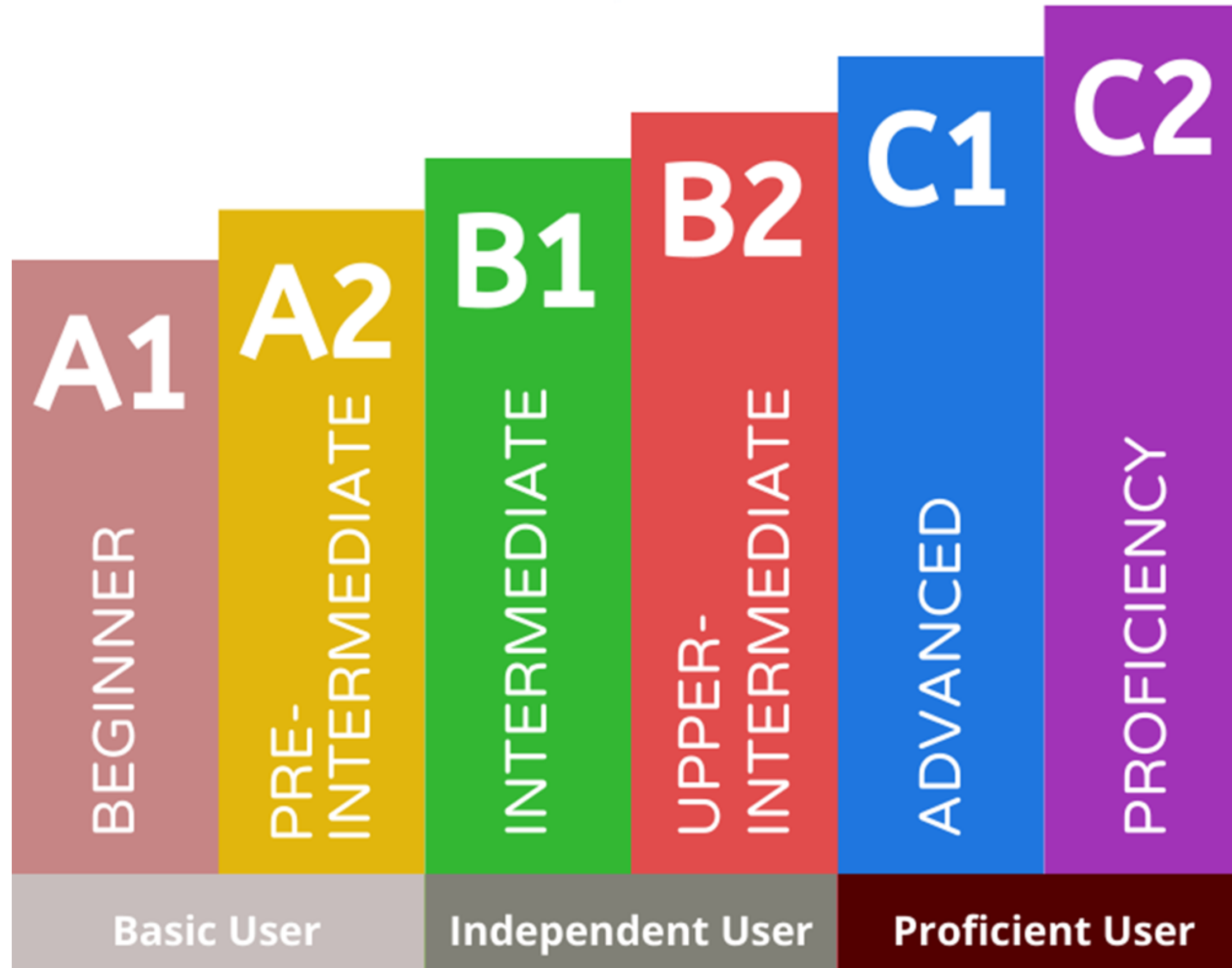
Стаття 8. Англійська мова у
сфері освіти

удосконалення стандартів
відповідних рівнів освіти на
основі шкали рекомендацій
Ради Європи з мовної освіти
(CEFR);



CEFR Levels in English

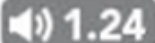
Really Learn English! ✓



- **Загальноєвропейські рекомендації з мовної освіти (CEFR) - це система визначення мовних навичок. Вона часто використовується для того, щоб правильно підібрати навчальні матеріали й курси відповідного рівня для осіб, які вивчають іноземну мову.**
- **CEFR включає шість рівнів: від A1 для початківців до C2 для осіб, які володіють мовою на високому рівні. Рівні розділено на три види: A (базовий), B (незалежний) та C (досвідчений). Для кожного рівня CEFR описує навички мовця під час говоріння, читання, сприймання на слух і писання англійською мовою.**
- **Особам, які бажають підтвердити свій рівень володіння англійською мовою для подальшого навчання, роботи або перебування в іншій країні, CEFR дозволяє порівняти результати або рівень, визначений на таких іспитах, як IELTS або Cambridge, з рівнями, які вимагають навчальні чи інші установи та організації.**

FOCUS3 Unit2

EXAM FOCUS Note completion

6  1.24 Listen again and complete the sentences with a word or short phrase.

- 1 Jackie was _____ when she won the international windsurfing championship.
- 2 When Jackie's mum was _____, she took part in windsurfing events herself.
- 3 Jackie learnt to swim when she was about _____.
- 4 Although Jackie is _____ younger, she has always admired Rachel.
- 5 Jackie and Rachel both became members of a _____ when they were young.
- 6 Jackie's mum encouraged her when she took up _____.
- 7 In Jackie's first windsurfing competition, she finished in _____ place.
- 8 Jackie thinks that she is very much like her _____.

EXAM BOOSTER B1

Exam task

2

 Track 9 For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

You will hear a talk about an exercise class called Extreme Bootcamp.

Extreme Bootcamp

The (1) use the name 'bootcamp' for soldiers' training.

Extreme Bootcamp takes place on a (2), so you can exercise and look at the river.

Members start each class at 6.30 a.m. by doing some (3)

Wear the same clothes as for other exercise classes, and bring good (4)

The next bootcamp starts on (5)

Contact Ellie (6) for more information.

Gateway to the world L5

Reading

1 How do you think cars will change in the future? Do you think they will look like the cars in the photos? Why/Why not?

2 Read this article quickly. What are the four main predictions it makes about cars in the future? Did you make any of the same predictions in 1?

Exam tip
In tasks where sentences are missing from a text, read the text carefully looking at the information before and after each gap. Then read the sentences and look for words and phrases which connect with information in the text. When you finish, read the text again to check that your answers make logical sense.

3 Read the text again. Put the sentences into the correct places in the text (a–g). There is one extra sentence that you do not need to use.

- This problem won't disappear with electric cars.
- You won't need a driver, remember?
- Or perhaps cars will simply disappear completely.
- But it will certainly be less than from fossil fuels.
- It takes a lot of energy, electrical or otherwise, to power so many cars for so few people.
- In these cases, the car can take full control from the driver.
- The technology is getting there.
- In the UK's case, this will happen by the year 2040 at the latest.

4 What do the underlined words and phrases in the text mean? Guess and then check in your dictionary.

5 **Critical thinkers**
In your opinion, how important or necessary are (a) fully electric cars? (b) driverless cars? (c) Ideas for car sharing? (d) flying cars?
What makes you say that?
Use ideas from the reading and other information to justify your opinion. Then share your ideas.

DRIVING – THE FUTURE

In the next twenty or thirty years, cars will change dramatically. In fact, several of the biggest changes have already begun. Firstly, instead of being a luxury for a relatively limited group of car-owners, fully electric cars will become the norm. According to the International Energy Agency, by 2040 there will be nearly one billion completely electric vehicles on the road. Many countries have decided that they are going to stop the sale of petrol or diesel cars. (a) Right now, in the UK alone, there are approximately 31 million cars on the road, making cars and lorries a major source of carbon dioxide, the gas most responsible for global warming.

Will electric cars solve the problem of pollution completely? It's clear that all these new cars are going to need lots of electricity and this will still cause some pollution. (b) Unfortunately, however, much of the pollution caused by driving comes from cars braking, releasing microplastics from tyres and the road surface into the air. (c) As for noise pollution, electric cars are almost silent. But that could lead to accidents with cyclists and pedestrians who are unable to hear cars approaching. So a new European law says that electric cars will have to start producing noises so that people know they are there.

Meanwhile, another major change to cars has also already begun thanks to self-driving, driverless or autonomous cars. There are officially five levels of autonomy. Today, most cars that we call self-driving are only partially autonomous (between levels 2 and 3) – the car handles some aspects of driving and the driver can occasionally take their eyes off the road, very briefly. Despite the misleading things we hear in the press, it will still be a while before we sit inside a vehicle with no steering wheel and fall asleep as it drives us away (level 5). (d) But we shouldn't underestimate the need for significant improvements to roads and road signs to avoid accidents with autonomous vehicles. Talking of accidents, one major question is to decide who will be legally responsible when you have an accident in a self-driving car – you or the car manufacturer?

It seems then that cars of the future will be electric, driverless ... and possibly shared. At the moment most commuters drive to work alone. (e) It also takes a lot of space for parking. According to one calculation in a study by the Journal of the American Planning Association, 14% of the county of Los Angeles is used exclusively for parking. Owning a car is expensive and cars spend 90% of their time not moving. So maybe people will just take a taxi (driverless, electric) to work. Most of these vehicles only need to be big enough for one person. (f) On the other hand, the people who do decide to own a car will probably have much bigger vehicles that will also serve as an office space, bedroom and living room.

Looking further to the future, our driverless, electric cars will one day be able to take to the sky. In a few years a company called Terrafugia says it will have a vehicle that will be able to take off, fly and land autonomously. When you find yourself in a traffic jam, you'll be able to get up and away to escape the motorway. (g) Next summer, a Chinese company is testing a large drone that they hope will be capable of carrying a single passenger 23 minutes, cruising at an average speed of nearly 100 kph at a maximum height of over 3,000 metres. The passenger will simply enter their destination into a smartphone app and the drone will do the rest. It seems that, in the long term, the future of driving will have no need for cars, drivers ... or even roads.

Exam Booster B2

FIRST READING AND USE OF ENGLISH PART 6

Education and study

Exam task

1 You are going to read an article about trips for school children. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

Field trips for school children



For many years, school children in the US have been taken on 'field trips' to cultural institutions such as museums of art and of science, as well as theatres, zoos and historical sites.

Despite these trips involving some expense and disruption to class timetables, educators arrange them in the belief that schools exist not only to teach economically useful skills, but also to produce civilised young people who appreciate the arts and culture.

1 So you could say that taking school students on field trips is a means of giving everyone equal access to their cultural heritage.

However, there have been increasing signs in recent years that the attitude towards field trips is changing, with the number of tours organised for school groups falling significantly in museums all around the country. Take the Field Museum in Chicago, for example. It used to have over 300,000 students each year through its doors. That number has dropped to below 200,000 more recently. 2 A survey exploring the trend carried out by a group of school administrators found that over half the schools they asked had decided to cancel trips planned for the next academic year.

So what are the reasons for this change? The most obvious one is the issue of finance. Because there are increasing demands on their funds (computers and sports facilities aren't cheap), schools are forced to make a difficult choice about how to spend the limited money they have. 3 A significant number of school heads also consider days spent away

from school a waste of time, believing that the only worthwhile use of students' time is spent preparing for exams in the classroom.

Although school trips do still happen, the nature of these field days is also changing. Schools increasingly use trips as a treat for students who work hard, rather than as an opportunity for cultural learning. They are taken to amusement parks or sporting events instead of to museums and historical sites. 4 In a recent survey, 500 Arkansas teachers were asked about the purpose of trips they organised. Older teachers were significantly more likely to believe the primary purpose of a field trip was to provide a learning experience than younger teachers, who were more likely to view the main point of a trip as fun.

But why should anybody worry if school children go on fewer trips? Those that believe this is a negative development in education would say that cultural field trips contribute to the development of students into well-educated adults who have a healthy interest in history and the arts. 5

One exception is the research led by Jay P. Greene at Arkansas University. His team found that students who received a tour of an art museum significantly improved their knowledge of and ability to think critically about art. 6 The researchers warn that if schools cut field trips or switch from 'reward' trips to less educational destinations, then valuable opportunities to broaden and enrich children's learning experiences are lost.

Gateway to the world L5

Exam Booster B2

3  12 Read the text again. Put the sentences into the correct places in the text (a–g). There is one extra sentence that you do not need to use.

- 1 This problem won't disappear with electric cars.
- 2 You won't need a driver, remember?
- 3 Or perhaps cars will simply disappear completely.
- 4 But it will certainly be less than from fossil fuels.
- 5 It takes a lot of energy, electrical or otherwise, to power so many cars for so few people.
- 6 In these cases, the car can take full control from the driver.
- 7 The technology is getting there.
- 8 In the UK's case, this will happen by the year 2040 at the latest.

and the electric (pedestrian) says that are there. Meanwhile self-driving of autonomous and the risk inside a (d) improve vehicles. responsible manufac It seems shared. /

- A** This shift to 'reward' field trips could have a basis in generational differences between teachers' reasons for organising days out of school.
- B** However, there is little evidence to support this argument, as few studies into the effect of field trips have been done.
- C** An online tour of the museum, during which they viewed and discussed five paintings, made little impact on students.
- D** Faced with this dilemma, field trips are an obvious thing to cut since they are seen by many as a luxury.

- E** While there are parents who will take their children to cultural places and events in their free time, plenty of other children who will never have the opportunity unless schools offer it.
- F** They also displayed stronger historical empathy; they were more likely to visit cultural institutions and museums in the future.
- G** A similar pattern is emerging in many other parts of the country, and is set to continue.

Ресурси:

- сайт <https://www.cambridgeenglish.org/>
- підручник Focus3
- підручник Gateway to the world for Ukraine B2
- EXAM BOOSTER B1
- EXAM BOOSTER B2
- IELTS ACADEMIC 16

English



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Завдання НМТ з англійської мови. 2025

Варіант 1

Lessons from My Students in Peru

One of the most life-changing trips I've ever been on was a volunteering experience of teaching languages in the stunning city of Cuzco in Peru. I spent a month there teaching English and Italian to a group of local adults. And even though my time there was short, the travel experience was so humbling (17) _____.

My lessons took the form of active conversations, (18) _____ between me and my students. Realising just how different their lives were from mine (19) _____ – made me look at my own life with a fresh new perspective.

One person spoke about the three years he spent living in a jungle with his dad, where they fed off of animals they hunted in order to survive. Another student told me about her ultimate dream of mastering English to become a tour guide, and have a more stable future. For me, these stories were a reminder of just (20) _____, and how much we can get consumed by the small bubbles we live in.

It was impossible not to feel inspired in Cuzco because my students always had the biggest smiles on their faces, and the locals showed me again and again (21) _____. I went to Peru to teach, but ended up learning more from my students and the locals there than they did from me.

Ever since I got back from that trip, I made it a goal to slow down and not take the simple things in life for granted. Every time I get upset about something, I think about the Peruvians in Cuzco parading their streets in song and pure joy, (22) _____

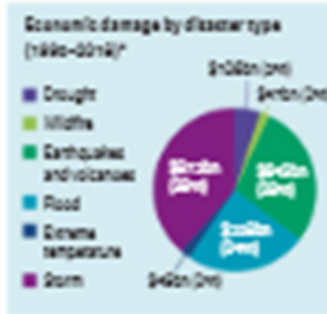
- A that simply being alive is a blessing
- B when hearing my students talk about their lives
- C and I tell myself to stop complaining
- D that it changed my outlook on life
- E which inspired me greatly
- F how small I am in this world
- G which essentially turned into a massive multilin
- H that were always ready to give a hand

Gateway to the world L5

Developing speaking

Talking about statistics

- 1 Look at the pie chart. It shows how much worldwide economic damage was caused by natural disasters between 1995 and 2016. According to the pie chart, are these statements True (T) or False (F)?



- Over one-third of the damage was caused by storms. T/F
- Just over one-third of the damage was caused by earthquakes and volcanoes. T/F
- Less damage was caused by earthquakes and volcanoes than by floods. T/F
- Less than a tenth of the damage was caused by droughts. T/F
- Just over a quarter of the damage was caused by floods. T/F
- The majority of the damage was caused by storms and floods. T/F

- 2a Express the fractions as percentages and vice versa.

- 1/4 = 25%
- 2/5 = 40%
- 1/2 = 50%
- 3/4 = 75%
- 1/3 = 33.3%
- 2/3 = 66.6%
- 1/5 = 20%
- 4/5 = 80%

- 2b Listen and check. Then practise saying the fractions and percentages.

- 3 Look at this graph. It shows the number of natural disasters in the US between 1980 and 2016. Read the text below and check that you understand the words in bold.

Natural disasters in the US (1980-2016)*



In general, the number of natural disasters rose significantly between

- 4 Find a word or words in the Speaking bank which mean:

- go up
- go from 20,000 to 40,000, for example
- go from 40,000 to 30,000, for example
- one in three
- slowly and in small amounts
- important
- in a sudden and surprising way
- most of the people or things in a group
- 50%
- three times more

Speaking bank

Words and expressions to talk about statistics

Numbers and proportions

- a half/a third/a quarter/fifth/sixth etc.
- one in two/three/five/ten etc.
- the majority

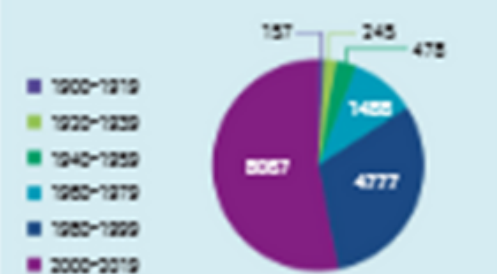
Trends

- rise/fall (n/v)
- increase/decrease (n/v)
- stay the same/change little (adj/adv)
- slowly/gradually/slightly (adj/adv)
- steady (adj), steadily (adv)
- significantly/sharply/dramatic(ally) (adj/adv)
- double/triple (n/v)
- half (n)/halve (v)
- from (year) to (year)

Practice makes perfect

- 5a Student A: Look at the pie chart below. Student B: Look at the pie chart on page 149. Then take it in turns to describe your charts. Use the percentages, and words and expressions in the Speaking bank.

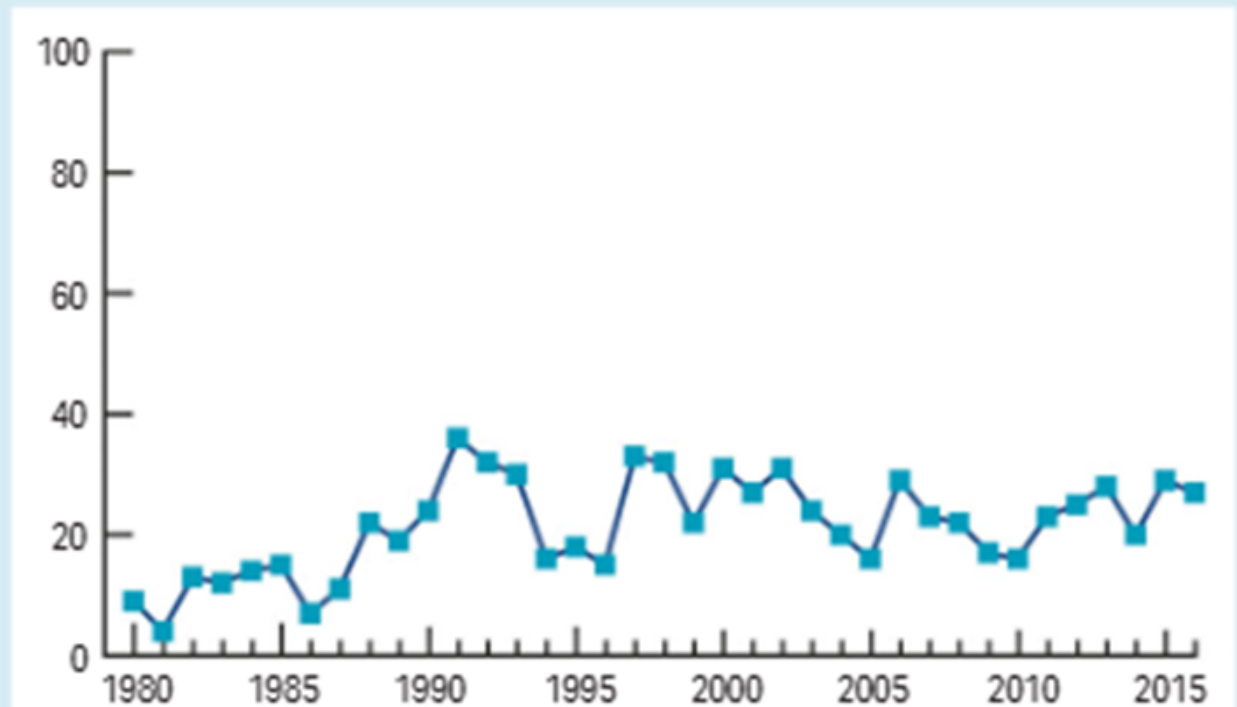
Number of disasters in the US (1900-2019)*



- 5b Work together. Discuss your opinions of the information contained in the pie charts. What information do you find surprising, interesting, worrying ...?

- 3 Look at this graph. It shows the number of natural disasters in the US between 1980 and 2016. Read the text below and check that you understand the words in bold.

Natural disasters in the US (1980-2016)*



In general, the number of natural disasters **rose significantly** between 1982 and 1985. There was a **significant decrease** in 1986 but a **sharp increase** in the number of disasters from 1988 to 1993. Between 1985 and 1991 the number more than **tripled**. The number of disasters **fell sharply** for three years after 1993. After that there was a **dramatic rise** again. The number of disasters **fluctuated a lot** between 1997 and 2015. It rarely **stayed the same** during that period.

WRITING TASK 1

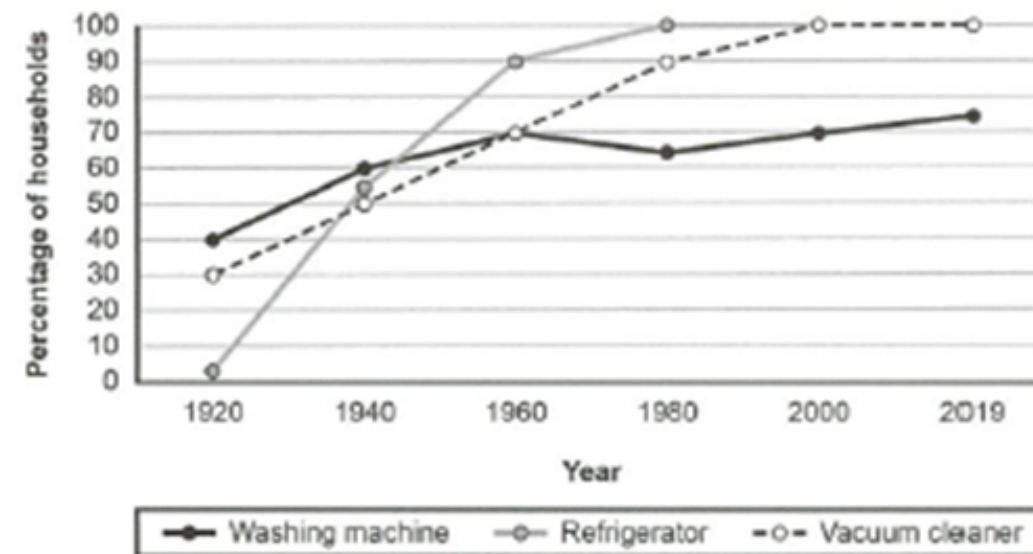
You should spend about 20 minutes on this task.

The charts below show the changes in ownership of electrical appliances and amount of time spent doing housework in households in one country between 1920 and 2019.

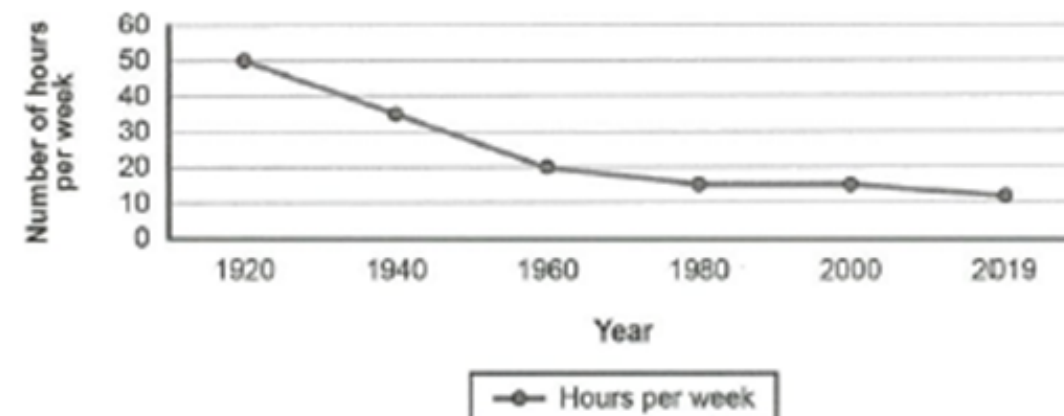
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Percentage of households with electrical appliances
(1920–2019)



Number of hours of housework* per week,
per household (1920–2019)



*Housework: washing clothes, cleaning inside, cleaning

IELTS ACADEMIC 16

Скаффолдінг:

- Рекомендувати користуватися підручником, а саме вправами з відповідною лексикою
- надати більше часу
- використати принципи формувального оцінювання

Презентація з використанням інфографіки, 8й клас, тема "Рідкісні тварини". ОПЛ "Інтелект"



Презентація з використанням інфографіки, 8й клас, тема “Рідкісні тварини”. ОПЛ “Інтелект”





CAMBRIDGE English

This is to certify that
Tetiana Dombrovska

has successfully passed
Grade A

in the
Preliminary English Test
Cambridge English Level 1 Certificate in English (International Pre-sessional)
Council of Europe Level
B2 (Intermediate) & above

Overall Score	Reading	Writing	Listening	Speaking
160	158	162	155	155

Test taken on
27 JULY 2025
Candidate Number
02080014

Head of Centre
CHRYSLER
Candidate Number
0017882

Woodward
Cambridge English Test Centre
100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 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Мовне середовище

— це сукупність умов, людей, культурного контексту та контенту, які оточують людину і впливають на її мовлення та мовленнєвий розвиток. Це включає все, що людина чує, бачить і використовує.

Мовне середовище впливає на формування мовних навичок, словникового запасу, граматики та вимови. Однією з форм мовного середовища є проведення екскурсій на англійській.

**Екскурсія
англійською
мовою в
музей
“Таємниці
підземної
Одеси”
ЗБ курс
Приморський
ліцей**

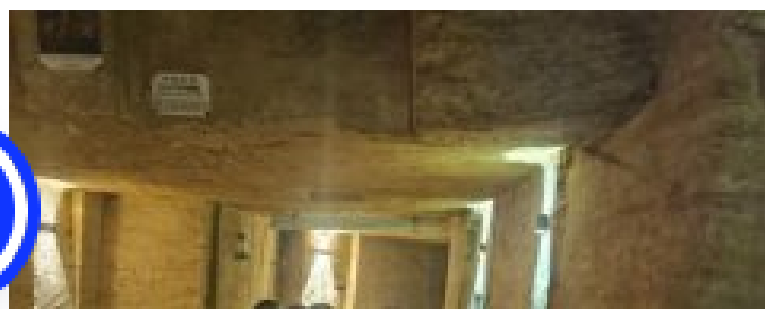


Незвичайний урок з англійської

29.10.2024

29 жовтня відбувся незвичайний урок з англійської. Він пройшов в катакомбах в самому центрі міста. Учні 3-Б курсу дізналися багато нового і цікавого!

Фотогалерея:



**Екскурсія
англійською
мовою в
Одеський
національний
академічний
театр опери та
балету
4А курс
Приморський
ліцей**



ВИСНОВКИ:

- В Україні спостерігається чіткий вектор на інтеграцію в європейський освітній простір, що передбачає використання CEFR як ключового орієнтира для розробки навчальних програм та стандартів. Це забезпечує актуальність та міжнародне визнання української освіти.
- Заняття, що включають завдання, які імітують формат та вимоги державних і міжнародних іспитів (HMT, IELTS, TOEFL, Cambridge English Qualifications), допомагають учням ознайомитися з цими форматами, знизити екзаменаційний стрес та підвищити шанси на успішне складання.
- Отже, інтеграція екзаменаційних завдань у сучасні уроки англійської мови в контексті CEFR є ефективним та необхідним підходом, який забезпечує комплексний розвиток мовних навичок учнів, їхню готовність до реального спілкування і професійної реалізації та успішне проходження стандартизованих іспитів.