**КАРТА МОДУЛЯ 1 (I семестр)**

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| Geography, Physical and Cultural Geography, Globes, Different Types of Maps. |
| МОВЛЕННЄВІ НАВИЧКИ | ЗНАТИ/ВМІТИ | Book 1 | Book 2 | Article | ПІДРУЧНИК 1 | ПІДРУЧНИК 1 |
| Reading | (reading and comprehension of texts in English, scientific articles; acquisition of the latest professional information through foreign sources; translation of non-adapted literature; to know basic vocabulary within the given topic, fundamental terminology from relevant topics (specialized vocabulary and terminology within modules). | Acquaintance with our planet: навч. посібник / укл.: Свисюк О. В., Парнус К. І. ̶ Житомир, 2022. ̶ 184 с.Unit 1 - 4 Pp.7 – 31:1). Unit 1 “Geography”, Ex. 1 – 7, p. 7-10; 2). Unit 2. “Physical and Cultural Geography”, Ex. 1 - 6, p. 11-14; Ex. 8;3). Unit 3. “Globes”, Ex. 1 - 8, p. 15-18;4).Unit 4. “Different Types of Maps”, Ex. 1 - 3, p. 21-25; p. 27-28.“Mapping”, p. 29. | 2). Career Paths: Geology. Authors: Sarah Hendrickson - Jenny Dooley. Express Publishing, 2022 – p. 136.1). Unit 4. “Parts of the Earth”, p. 10.2). Unit 5, “Landforms”, p. 12. | ResearchGate: In book: Current Research in Soil Science Publisher: AkiNik Publications New Delhi. Book Chapter. November 2023. Vivek Kumar. SinghVivek Kumar SinghVeerendra Kumar PatelVeerendra. Kumar PatelHarsh. GuptaHarsh. Gupta. Ekta Pandre. Soil Taxonomy: A Comprehensive Soil Classification System.https://www.researchgate.net/publication/375463218 | Впр. \_ ст. | Впр. \_ ст. |
| Speaking | engage in discussions, debates, and presentations on relevant topics. | 1). Unit 1. Ex. 8, p.10;2). Unit 2. Ex. 7- 8, p.14-15.3). Unit 3. Ex. 9, p.20.3). Unit 4. Ex. 5, p.26. | 1). Unit 4. Correcting a mistake2). Unit 5. “Landforms”, p. 12. Discussing plans. |  |  |  |
| Grammar | grammatical structures needed to express appropriate functions and notions flexibly and rules of Englishsyntax to understand and produce a wide range of texts in the area of Earth Science | English Grammar in Use. Raymond Murphy. – Cambridge University Press, 2019. – P. 307.1. The Present Simple Tense. (Unit 2, p.4 - Ex. 2.1 – 2.5).2. The Past Simple Tense. (Unit 5, p.10 - Ex. 5.1 – 5.5).3. The Future Simple Tense. (Unit 21, p.42, 21.1 – 21.4; Unit 22, p.44, Ex. 22.1 –2.5).4. Individual work: Questions, Auxiliary verbs (Units 48 – 51); Articles (Units 71 – 77); Plural form (Unit 78); Possessive case (Unit 71).5. The Present Continuous Tense. (Unit 1, p.2 - Ex. 1.1 – 1.5).6. The Past Continuous Tense. (Unit 6, p.12 - Ex. 6.1 – 6.4).7 The Present Perfect Tense. (Unit 13, p.26 - Ex. 13.1 – 13.4).8. The Past Perfect Tense. (Unit 15, p.30 - Ex. 15.1 – 15.5).9. The Future Perfect Tense. The Future Continuous Tense. (Unit 24, p.48 - Ex. 24.1 – 24.2). 10. Real condition (Unit 25, p.50 - Ex. 25.1 – 25.4).11. Irregular verbs (Appendix 1,p. 274).12. Individual work: Numerals. 13. The Future-in-the-Past Simple Tense.14. The Future-in-the-Past Continuous Tense.15. The Future-in-the-Past Perfect Tense.16. Individual work: Pronouns (Units 81 – 82, p. 162 – 164); Adjectives, Adverbs (Units 97 – 100, p. 194 – 200); Degrees of comparison (Units 104 – 107, p. 208 – 214); |  |  | Впр. \_ ст. | Впр. \_ ст. |
| Writing | write summaries, reports, etc. with high degree of accuracy | Acquaintance with our planet: навч. посібник / укл.: Свисюк О. В., Парнус К. І. ̶ Житомир, 2022. ̶ 184 с.1). Unit 1. Ex. 8, p.10;2). Unit 2. Ex. 4, p.13, Ex.7, p.14; |  | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. |
| Listening | comprehend information through listening related topicsunderstand main ideas and identify relevant information in extended discussions, debates, formal talks, lectures, conversations etc  | 1). World Geography Made Easy: <https://www.google.com/search?q=World+Geography+Made+Easy&rlz=1C1BNSD_ukUA979UA979&oq=World+Geography+Made+Easy&gs_lcrp=EgZjaHJvbWUyCwgAEEUYExg5GIAE0gEHOTQ1ajBqNKgCALACAA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:9627fdde,vid:hNVD8fyIsEI,st:28>2). 'Hothouse Earth' warning: BBC News Review:https://www.youtube.com/watch?v=OONr10MkRiA |  |  |  |  |
| СЛУХАННЯ | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. |

**КАРТА МОДУЛЯ 3**

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| **Я І СУЧАСНІ ТЕХНОЛОГІЇ** |
| МОВЛЕННЄВІ НАВИЧКИ | ПІДРУЧНИК 1 | ПІДРУЧНИК 1 | ПІДРУЧНИК 1 | ПІДРУЧНИК 1 | ПІДРУЧНИК 1 | ПІДСУМКОВА ОЦІНКА |
| ЧИТАННЯ | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. |
| ГОВОРІННЯ | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. |
| ГРАМАТИКА | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. |
| ПИСЬМО | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. |
| СЛУХАННЯ | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. |

ПІДСУМКОВИЙ БАЛ

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| МОВЛЕННЄВІ НАВИЧКИ | МОДУЛЬ 1 | МОДУЛЬ 2 | МОДУЛЬ 3 | МОДУЛЬ Н | ЕКЗАМЕНАЦІЙНА ОЦІНКА |
| ЧИТАННЯ |  |  |  |  |  |
| ГОВОРІННЯ |  |  |  |  |  |
| ГРАМАТИКА |  |  |  |  |  |
| ПИСЬМО |  |  |  |  |  |
| СЛУХАННЯ |  |  |  |  |  |

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| **Reading - Analyzing Information : fcio g**Teacher Name: **tyj fyik** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Identifies opinions** | Student accurately locates at least 5 opinions in the article and gives a clear explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article. Explanation is weak. | Student has difficulty locating opinions in an article. |
| **Summarization** | Student uses only 1-3 sentences to describe clearly what the article is about. | Student uses several sentences to accurately describe what the article is about. | Student summarizes most of the article accurately, but has some slight misunderstanding. | Student has great difficulty summarizing the article. |
| **Identifies facts** | Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions. | Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions. | Student accurately locates 4 facts in the article. Explanation is weak. | Student has difficulty locating facts in an article. |
| **Relates Graphics to Text** | Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text. | Student accurately explains how each graphic/diagram is related to the text. | Student accurately explains how some of the diagrams are related to the text. | Student has difficulty relating graphics and diagrams to the text. |
| **Relates Graphics to Text** | Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text. | Student accurately explains how each graphic/diagram is related to the text. | Student accurately explains how some of the diagrams are related to the text. | Student has difficulty relating graphics and diagrams to the text. |
| **Identifies facts** | Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions. | Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions. | Student accurately locates 4 facts in the article. Explanation is weak. | Student has difficulty locating facts in an article. |