

2021-2022 оқу жылында ІІ тоқсан бойынша жиынтық бағалау өткізудің жоспары

Пән: Ағылшын тілі

Сынып: 5а

Тоқсан	Сынып	Бөлім бойынша жиынтық бағалаудың тақырыптары	Өткізілетін күні	Бағалауды өткізу түрі. БЖБ мак.баллы	Жиынтық бағалау рәсімдерінің орындалу ұзақтығы	Мерзімі		Ескерту
						құрастыру	сараптама	
ІІ тоқсан	5а	БЖБ №1 Values	30.11.2021ж	2 тапсырма түрінде 13 балл	20 мин	13.11.2021ж	15.11.2021ж	
		БЖБ №2 The world of work	14.12.2021ж	Тест 13 балл	20 мин	5.12.2021ж	7.12.2021ж	
		ТЖБ №2 Values/ The world of work	21.12.2021ж	4 тапсырма түрінде 20 балл	45 мин	10.12.2021ж	25.12.2021ж	

TERM 2

Summative assessment for the unit “Values”

Learning objectives

5.L8 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics

5.S3 Give an opinion at sentence level on a limited range of general and curricular topics

Assessment criteria

- Recognise the meaning of a story and extended talk with some support
- Provide a point of view in connected sentences

Level of thinking skills

Knowledge and comprehension
Application

Duration

15 minutes

Listening

Task 1. Listen to Jenny’s letter and fill in the blanks with suitable words from the box as in the example:

CD2. Tapescript 1.

A letter to a friend

sitting	doing	asking	learning	shining	looking
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Dear Harry,

Hi! It's now 4 o'clock in the afternoon and I'm 0) sitting in the living room writing this letter. It's a lovely day outside. The weather is great. The sun's 1) _____ and the birds are singing. My dog, Paddles, is sitting beside me and 2) _____ at me with her big brown eyes. The eyes are 3) _____ me for some food. But I'm not giving her anything because she's getting fat. I'm 4) _____ Spanish now at evening college. My Spanish is improving slowly. I like my teacher. She's 5) _____ an excellent job. I'm really enjoying my class.

I hope you are well and happy and that your family is also well. Please write to me soon.

Bye for now,

Jenny

Speaking

Task 2. Choose one picture you liked most and answer the question “Why is this picture special for you?”



Assessment criteria	Task	Descriptor	Mark
		A learner	
Recognise the meaning of a story and extended talk with some support.	1	1) writes <i>shining</i> ;	1
		2) writes <i>looking</i> ;	1
		3) writes <i>asking</i> ;	1
		4) writes <i>learning</i> ;	1
		5) writes <i>doing</i> ;	1
Provide a point of view in connected sentences.	2	answers to the question;	1
		makes sentences according to the picture;	1
		provides grammatically correct sentences;	1
		uses appropriate vocabulary on the given topic;	1
		speaks with clear pronunciation of the words.	1
Total marks			13

Rubrics for providing information to parents on the results of Summative Assessment for the unit “Values”

Learner’s name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Recognise the meaning of a story and extended talk with some support.	Has a difficulty in identifying the correct answer from the recorder. <input type="checkbox"/>	Makes mistakes in recognising the words shining / looking / asking / learning / doing. <input type="checkbox"/>	Correctly identifies words and completes the sentences from the heard recording. <input type="checkbox"/>
Provide a point of view in connected sentences.	Has difficulties in making a speech and answer the question. Uses inappropriate vocabulary. <input type="checkbox"/>	Attempts to answer the question. Makes mistakes in using grammatically correct sentences, pronunciation, topical vocabulary. <input type="checkbox"/>	Gives a full answer to the question. The speech is comprehensive. Grammar is accurate. Proper topical vocabulary is evident. <input type="checkbox"/>

Summative assessment for the unit “The world of work”

Learning objectives 5.R5 Deduce meaning from context in short texts on a limited range of familiar general and curricular topics
5.W8 Spell most high-frequency words accurately for a limited range of general topics

Assessment criteria

- Figure out the content of a short text with some support
- Write topic related vocabulary accurately

Level of thinking skills Application
Higher order thinking skills

Duration 20 minutes

Reading

Task 1. Read about Tim's normal day and then answer Yes or No for each question.

Every day Tim wakes up at five thirty when his alarm clock rings. He gets up and then goes to the bathroom. After that he makes breakfast for him and his wife, Betty. Tim is a train driver and he wears a uniform.

Tim starts work at seven o'clock and drives trains on the London Underground. He usually works in the mornings from Monday to Friday. At noon he stops work for half an hour to have his lunch. He eats cheese and tomato sandwiches which Betty makes for him, and drinks a bottle of milk. After lunch he works until four o'clock and then he goes home. In the evening he plays with his baby son, Ben, and watches TV with Betty. At ten thirty they all go to bed because they are very tired - and because they get up so early in the morning!

N^o	Question	Yes / No
1)	Does Tim wake up before his alarm clock rings?	
2)	Is Tim married?	
3)	Does Tim drive a car to his job?	
4)	Does Tim have 30 minutes for a lunch break?	
5)	Does Tim finish work late in the evening?	

Writing

Task 2. Describe the pictures. Write short sentences.

Example: He is a tailor. He sews the costume.



1)

cook



2)

singer



3)

waiter



4)

vet



5)

painter

Assessment criteria	Task	Descriptor	Mark	Additional information
		A learner		
Figure out the content of a short text with some support.	1	1) writes No;	1	
		2) writes Yes;	1	
		3) writes No;	1	
		4) writes Yes;	1	
		5) writes No;	1	
Write topic related vocabulary accurately.	2	<i>Possible answers</i>		Any other answers are acceptable if sentences describe pictures and are written grammatically correct. 1 point for 2 grammatically correct sentences.
		He is a cook. He cooks meals.	1	
		She is a singer. She sings songs.	1	
		He is a waiter. He serves in a restaurant.	1	
		He is a vet. He treats animals.	1	
He is a painter. He paints a picture.	1			
Total marks			13	

Rubrics for providing information to parents on the results of Summative Assessment for the unit “The world of works”

Learner’s name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Figure out the content of a short text with some support.	Has a difficulty in identifying the aspects of a text as needed to respond to questions posed in assigned tasks <input type="checkbox"/>	Makes mistakes in responding to the questions about Tim’s normal day according to the text. <input type="checkbox"/>	Correctly identifies the aspects of a text as needed to respond to questions posed in assigned tasks <input type="checkbox"/>
Write topic related vocabulary accurately.	Has difficulty in describing the pictures, in spelling words and using appropriate topical vocabulary. <input type="checkbox"/>	Makes mistakes in writing descriptions to the pictures and in spelling correctly topical vocabulary. Possible answers He is a cook. He cooks meals./ He is a cook. He cooks meals./ He is a waiter. He serves in a restaurant./ He is a vet. He treats the animals./ He is a painter. He paints a picture. Makes mistakes in spelling topical vocabulary. <input type="checkbox"/>	Properly writes descriptions to the pictures. Uses appropriate topical vocabulary. Spells words accurately. <input type="checkbox"/>

SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 2
Review of summative assessment for term 2

Duration of the summative assessment – 40 minutes

Listening – 10 minutes

Reading – 10 minutes

Writing – 20 minutes

Speaking task is conducted separately.

Total marks- 20

The structure of the summative assessment

This Summative Assessment consists of 12 questions: listening, reading, writing and speaking. Different types of tasks are used in the Summative Assessment for the term.

Gap filling tasks is a task in which words/numbers are removed from a text and replaced with spaces. Learners have to fill each space with the missing word/number or a suitable word.

True/False tasks offer a series of statements each of which should be judged as true or false according to the text.

Open-ended tasks require learners to follow instructions of the task, answer questions in words, expressions and sentences.

Tapescript for listening task can be found in CD3.

The content of the summative assessment for the 2 term should be selected on topics “Values” and “The world of work” for any strands.

Characteristic of tasks for summative assessment for the 2 term

Unit	Strand	Learning objective	*Total number of questions	*Question №	*Type of question	*Task description	Time	Total marks
Values. The world of work.	Listening	5.L8 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics	5	1 2 3 4 5	Gap filling	Each learner works individually. Learners listen to the recording twice and complete the sentences with suitable words from the box related to the topics “Values” or “The world of work”. Before the recording starts learners have one minute to get familiar with the questions. The task includes 5 questions. Learners match the pictures to the numbers.	10 minutes	5
	Reading	5.R2 Understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics.	5	1 2 3 4 5	True/False	Each learner works individually. Learners read the text on topic ‘The world of work’. The task consists of 5 questions. In each question learners should identify whether the statements are true or false and write True or False.	10 minutes	5
	Writing	5.W7 Use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics. 5.W5 Link without support sentences using basic coordinating connectors	1	1	Open ended	Each learner works individually. Learners write a short letter using appropriate grammar structures, layout for the letter and linking words covered during the term.	20 minutes	5
	Speaking	5.S7 Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics.	1	1	Open ended	Learners individually describe the picture using subject related vocabulary covered during the term on the topics “Values”, “The world of the work”. Learners are supposed to use appropriate grammar structures. Learners prepare for 1 minute and speak 1 minute. Teacher can ask supporting questions if necessary to help learners.	Each learner talks for 1 minute	5
TOTAL:							40 minutes	20

Note: *-sections that can be changed

Sample questions and mark scheme
Tasks for the Summative Assessment for the term 2

LISTENING

Task. Listen to the recording twice and fill in the blanks with suitable words from the box.
CD3. Tapescript 2.

Married	Lives	
Large	flowers	Works

My family 1 _____ in Melbourne. There are six people in my family. My mother and father live in a 2 _____ house. The house has four bedrooms and a big backyard. There are 3 _____ in the front yard. My older brother, Alan, is 4 _____ and has two children. My younger brother, Bill, and my sister, Sue, live at home. My father 5 _____ in an office in Belmore. He is a manager. My mother works at home and looks after the house. I am very lucky to have a wonderful family.



Total [5]

READING

Task. Read the text about Molly's job.

She works at a zoo

I'm at the zoo with Molly. Molly works at the zoo. She looks after the big animals: elephants, giraffes, lions and tigers. Molly says,



“My favorite animals are the elephants. At the moment we've got six elephants at the zoo. Two of the elephants are babies. They are very cute.”

Molly gets up every day at six o'clock. She starts work at seven o'clock. First, she feeds the lions and tigers. They eat meat.



Then she feeds the giraffes and the elephants. They eat vegetables. All the animals drink water. Molly says, “I go home at three o'clock. I'm always happy as I love my job!”



Read the text again and write next to the sentences True/False according to the text. The first task is done for you as an example.

Example: Molly works at a garage.

False

- | | | |
|---|-------|-----|
| 1. She looks after the big animals. | _____ | [1] |
| 2. Her favorite animals are the tigers. | _____ | [1] |
| 3. There are four elephants at the zoo. | _____ | [1] |
| 4. Molly gets up at 6 o'clock. | _____ | [1] |
| 5. The lions eat salad. | _____ | [1] |

Total [5]

WRITING

Task. Write a letter to your friend about your new friends. The sample letter will help you to write a reply.



Hello dear friend,

I want to tell you about my new friends in Cambridge. I met them at school. They are very funny and friendly. They are Nicola, Mark and Sue. We go to school together. We have the same interests. Write me about your friends.

I am looking forward to your answer.

Love,
Miras

Write your answer to Miras.

Total [5]

SPEAKING

Task. Choose **ONE** of the pictures and describe it. Answer the questions:

- Who is on the picture?
- What does he/she do?
- Where does he/she work?
- Who does he/she work with?
- Do you like this profession? Why? / Why not?



Total [5]
Total marks ___/20

Mark scheme
Listening and Reading

№	Answer	Mark	Additional information
1.	Lives	1	
2.	Large	1	
3.	Flowers	1	
4.	Married	1	
5.	Works	1	
1.	True	1	
2.	False	1	
3.	False	1	
4.	True	1	
5.	False	1	
Total		20	

**Mark scheme
Writing and Speaking**

CRITERIA FOR MARKING WRITING

Give points out of 5 for each criterion (content, organization, vocabulary and grammar and punctuation), and then calculate a mean to give a total mark out of 5. All fractional marks should be rounded up to the closest whole mark.

Mark / Criterion	Content (relevance and development of ideas)	Organization (cohesion, paragraphing and format)	Vocabulary (style and accuracy)	Grammar (style and accuracy) and Punctuation (accuracy)
5	<ul style="list-style-type: none"> • All content is relevant to the task; insignificant content omissions may be present. • The register on the whole corresponds to the requirements of the task; occasional and inconsistent misuse of register may be present. • Most content points are addressed, but their development may be slightly imbalanced. 	<ul style="list-style-type: none"> • Uses basic connectors correctly. • Uses paragraphs to separate ideas; most paragraphs revolve around one idea or a set of like ideas; the size of each paragraph may reflect imbalanced development of ideas. • The format is appropriate. 	<ul style="list-style-type: none"> • Uses a range of everyday vocabulary appropriately; attempts to use less common lexical items, but may make frequent errors. • Has good control of word formation; may make errors in producing less common word forms. • Spells common vocabulary items correctly; few (no more than five) occasional spelling mistakes may be present. • May often misspell less common lexical items. • Errors in word choice and/or spelling do not distort meaning. 	<ul style="list-style-type: none"> • Writes short and extended simple and compound sentence forms correctly. • Occasional errors in grammar and/or punctuation do not distort meaning.
4	<ul style="list-style-type: none"> • Most content is relevant to the task; insignificant content omissions may be present. 	<ul style="list-style-type: none"> • Uses some basic connectors, but these may be inaccurate or repetitive. 	<ul style="list-style-type: none"> • Uses everyday vocabulary generally appropriately, while occasionally overusing certain 	<ul style="list-style-type: none"> • Writes short and extended simple and some compound sentence forms correctly.

	<ul style="list-style-type: none"> • The register on the whole corresponds to the requirements of the task. • Most content points are addressed, but some content points may be more fully covered than others. 	<ul style="list-style-type: none"> • Uses paragraphs to separate ideas, but tends to misuse paragraphing (a script is a set of very short paragraphs or some paragraphs may be much longer than other ones for no apparent reason). • The format is generally appropriate. 	<ul style="list-style-type: none"> lexical items. • Has good control of word formation; can produce common word forms correctly. • May make infrequent errors in spelling more difficult words. • Errors in word choice and/or spelling rarely distort meaning. 	<ul style="list-style-type: none"> • While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted.
3	<ul style="list-style-type: none"> • Some content is relevant to the task; significant content omissions may be present. • The register barely corresponds to the requirements of the task. • Only some content points, which are minimally addressed. 	<ul style="list-style-type: none"> • Uses a very limited range of basic connectors correctly. • Writes in paragraphs, but may not use them to separate ideas (a script may have random breaks between paragraphs). • The format may be inappropriate in places. 	<ul style="list-style-type: none"> • Uses basic vocabulary reasonably appropriately. • Has some control of word formation; can produce some common word forms correctly. • Makes frequent errors in spelling more difficult words, but simple words are spelled correctly. • Errors in word choice and/or spelling distort meaning at times. 	<ul style="list-style-type: none"> • Writes short simple sentence forms and most extended simple sentence forms correctly. • Errors in grammar and/or punctuation may distort meaning at times.
2	<ul style="list-style-type: none"> • Severe irrelevances and misinterpretations of the task may be present. • Only few content points, which are minimally addressed. 	<ul style="list-style-type: none"> • May use a very limited range of basic connectors, and those used may not indicate a logical relationship between ideas. • Attempts to write in paragraphs, but their use may be confusing (may start every sentence with a new line). 	<ul style="list-style-type: none"> • Uses an extremely limited range of vocabulary. • Has very limited control of word formation; can produce a few common word forms correctly. • Makes many errors in spelling, including a range of simple words. 	<ul style="list-style-type: none"> • Writes only very short simple sentence forms correctly. • Frequent errors in grammar and/or punctuation distort meaning.

		<ul style="list-style-type: none"> • The format may be inappropriate. 	<ul style="list-style-type: none"> • Errors in word choice and/or spelling distort meaning. 	
1	<ul style="list-style-type: none"> • Attempts the task, but it is largely misinterpreted and the response is barely relevant to the task. 	<ul style="list-style-type: none"> • Links are missing or incorrect. • Does not write in paragraphs at all (a script is a block of text). • The format is not appropriate. 	<ul style="list-style-type: none"> • Can only use a few isolated words and/or memorized phrases. • Has essentially no control of word formation; can barely produce any word forms. • Displays few examples of conventional spelling. 	<ul style="list-style-type: none"> • No evidence of sentence forms.
0	<ul style="list-style-type: none"> • Does not attempt the task in any way. <p>OR</p> <ul style="list-style-type: none"> • The response is completely irrelevant to the task. <p>OR</p> <ul style="list-style-type: none"> • There is too little language to assess. <p>OR</p> <ul style="list-style-type: none"> • Content is completely incomprehensible due to extremely poor handwriting: very few words are distinguishable, so there is a lack of context to verify meaning. 			

CRITERIA FOR MARKING SPEAKING

Give a mark out of 5 for each criterion (development and fluency, and language), and then calculate a mean to give an overall total out of 5.

Mark / Criterion	Development and Fluency	Language
5	<ul style="list-style-type: none"> • Responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation. • Produces mostly extended stretches of language despite some hesitation, although instances of using short phrases may be present. 	<ul style="list-style-type: none"> • Produces error-free simple sentences. • Uses a range of appropriate vocabulary when talking about a range of general and curricular topics. • Occasional mistakes do not cause comprehension problems.

	<ul style="list-style-type: none"> • Can generally respond to change in direction of the conversation. • Pronunciation is generally intelligible. • Intonation is generally appropriate 	
4	<ul style="list-style-type: none"> • Attempts to respond to questions and prompts. • Produces responses which are extended beyond short phrases, despite hesitation. • Effort will need to be made to develop the conversation; only partial success will be achieved. • Pronunciation is mostly intelligible. • May not follow English intonation patterns at times. 	<ul style="list-style-type: none"> • Frequently produces error-free simple sentences. • Uses appropriate vocabulary to talk about a limited range of general and curricular topics. • Errors may cause comprehension problems.
3	<ul style="list-style-type: none"> • Responses tend to be brief and are characterized by frequent hesitation. • Has to be encouraged to go beyond short responses and struggles to develop a conversation. • There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication. • May not follow English intonation patterns frequently. 	<ul style="list-style-type: none"> • Produces basic sentence forms and some correct simple sentences. • Uses a limited range of appropriate vocabulary to talk about a limited range of general topics. • Errors are frequent and may lead to misunderstanding.
2	<ul style="list-style-type: none"> • Responses are so brief that little is communicated. • Barely engages in a conversation. • Pronunciation may cause some communication difficulty. • Does not follow English intonation patterns. 	<ul style="list-style-type: none"> • Attempts basic sentence forms, but with limited success. <p>OR</p> <ul style="list-style-type: none"> • Heavily relies on apparently memorized utterances. • Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics. • Makes numerous errors except in memorized expressions.
1	<ul style="list-style-type: none"> • No communication possible. • Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener. 	<ul style="list-style-type: none"> • Cannot produce basic sentence forms. • Can only produce isolated words and phrases or memorized utterances.
0	<ul style="list-style-type: none"> • No attempt at the response. <p>OR</p> <ul style="list-style-type: none"> • No rateable language. 	

*Speech deficiencies should not be considered as affecting intelligibility.

ЖШС «Turan mektebi»-нің

Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер

III тоқсан

Ағылшын тілі пәні бойынша

Сынып: 5 Ә,Б,Э

Оқушылар саны: 24,24,14

Педагог: Кушкарова Қ.А.

Мақсаты: Жиынтық бағалау жүргізу қорытындылары бойынша талдау жүргізу

БЖБ және ТЖБ нәтижелерін талдау

Пән	Орындаған оқушы	Макс балл	ЖБ балдарының пайыздық мазмұны				Сапа %	Үлгерім %
			төмен	орта	жақсы	жоғары		
			0-39%	40-64%	65%-84%	85-100%		
Оқушылар саны :								
БЖБ 1	24,24,14	10	0-4 балл	5-7 балл	8-9 балл	10-11 балл		
			-	10	11	3	58.33%	100%
			-	14	13	1	58.33%	
БЖБ 2	24,24,14	11	0-3 балл	4-6 балл	7 балл	8 балл		
			-	9	11	4	62.5%	100%
			-	16	6	2	33.3%	
ТЖБ	24,24,14	20	0-6 балл	7-10 балл	11-13 балл	14-16 балл		
			-	10	10	4	58,33%	100%
			-	13	6	5	45,83%	
-	2	9	3	85,71%				

	Қол жеткізілген максаттар	Қиындық тудырған максаттар
БЖБ 1	5.L7 recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics 5.S2 ask simple questions to get information about a limited range of general topics 5.L5 understand most specific information and detail of short, supported talk on a wide range of familiar topics 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.W8 spell most high-frequency words accurately for a limited range of general topics	5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing anything on a limited range of familiar general and curricular topics 5.UE16 use conjunctions so, if, when, where, before, after to link parts of sentences on a limited range of familiar general and curricular topics
БЖБ 2	5.UE16 use conjunctions so, if, when, where, before, after to link parts of sentences on a limited range of familiar general and curricular topics 5.S8 recount basic stories and events on a range of general and curricular topics	5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.W3 write with support factual

		descriptions at text level which describe people, places and objects
ТЖБ	5.L7 recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics	5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics 5.UE7 use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of familiar general and curricular topics

1. БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті: Жоғары (B): 85-100%, жақсы (C): 65-84%, орта (D): 40-64%, төмен (H): 0-39%

Жоғары (B) 85-100%	Жақсы (C) 65-84%	Орта (D) 40-64%	Төмен (H) 0-39%

- №1 БЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті:

Жоғары (B): 85-100%,

орта (C): 40-84%,

төмен (H): 0-39%, білім алушылардың аты-жөнін көрсету

Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі:

- Ағылшын сөздерінің әріптерін дұрыс жаза алмауы

Жоспарланған түзету жұмысы: оқушылармен дайындық жұмыстарын жүргізу

- №2 БЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті:

Жоғары (B): 85-100%,

орта (C): 40-84%,

төмен (H): 0-39%, білім алушылардың аты-жөнін көрсету

Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі:

- Берілген мәтінмен жұмыс жасау барысында сұрақтарға жауабын табуда;

Жоспарланған түзету: дайындық жұмыстарын жүргізу

- ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті: Жоғары (B): 85-100%, орта (C): 40-84%, (H): 0-39%, білім алушылардың аты-жөнін көрсету)-

3. **Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі:**

- Берілген мәтінмен жұмыс жасау барысында сұрақтарға жауабын табуда

- Кестемен жұмыс жасау барысында оқушылардың шатасуы

3. **Жоспарланған түзету жұмысы:** қосымша дайындық жұмыстарын жүргізу

Қорытынды.

Білім алушылар алған білімдерін көрсете білді. Берілген оқу мақсаттарына қол жеткізді.

Күні: 23.03.2023ж

Педагог: Кушкарлова Қ.А.