

,

«

»

, 2017. – 120 .

«

».

,

,

-

:

• ”

;

• ”

(7 30.11.2017 .)

. .	.....	64
WARMING UP	.....	66
. .	.....	72
. .	.....	76
. .	.....	83
. .	.....	89
( )	.....	94
. .	.....	99
. .	.....	101
( - )	.....	107
. .	.....	110
. . , . . , . .	.....	113
SMART-	.....	113

-

<<

>>.

,

.

,

.

,

:

,

,

,

,

.

,

,

,

,

.

,

,

,

,

,

,

,

,

.

.

-

,

,

,

.

-

,

,

,

,

,

.

:

,

,

,

,

,

,

,

-

,

,

,

-

,

,

-

.

,

,

5. Do you have a hobby? What kinds of hobbies do you know?
6. Where do you usually go at the weekends?
7. What are you good at?
8. What are you interested in?

II.

c) Contest. «*Matching*».

« ».

d) Contest. «*Complete the sentences*»

1. Hobby (to be – have- has) _____ something a person likes to do.
2. Some people (to collect- spend -give) _____ stamps, coins, badges.
3. Other people (have- has – take) _____ sport as their hobby.
4. Many people (to say- look -ask) _____ that reading is their hobby.
5. Children (play – draw – collect) _____ their stamps in stamp albums.
6. Stamps can (watch – show -paint) _____ famous people, things and places.
7. Many boys and girls are (tired – fond of – visited) _____ computer games.
8. Many people (say – are watch) _____ cinema goers.
9. People (take -buy – plant) _____ flowers early in spring.
10. They (love -work -take care) _____ of their garden.

e) Contest. «*Reading*»

f) Grammar contest – *Present Simple, Past Simple or Present Continuous.*

1. Children usually (not / get up) early in summer.
2. They usually (have) a lot of free time in summer
3. During last summer holidays we (take) a lot of photos.
4. Last summer we (go) to the camp.
5. He (speak) French at the moment.
6. She (watch) an interesting film yesterday.
7. The man (eat) a hotdog now.
8. We (make) new friends last year.
9. They (watch) cartoons at the moment.
10. Look! George (listen) to the music.

g) Contest for captains.

«About Myself» «My Hobbies»;

1.

2.

;

3.

,

.

:

:

1)

-

,

,

;

2)

-

;

3)

;

4)

,

.

:

1)

,

;

2)

,

,

,

.

,

•

•

:

:

1)

;

2)

-

,

;

3)

,

;

4)

-

.

:

1)

;

2)

;

3)

,

,

.

:

1.

:

-

(

)

;

-

;

-

;

2. : ; ();

3. :

4. : ; ; ();

1.	<p>« : , »</p> <p>ET – Hello, my dear children! (My talented... y charming...)</p>	<p>« , !»</p> <p>: « , »</p> <p>Hello, our dear teacher Our talented... our charming...</p>	<p><i>Plenary -</i></p> <p><i>1.</i></p>	
2. Warm up (-)	<p>ET – I’m really very glad to see you today. What day is it today?</p>			().

		(compliments)	: A compliment For a compliment in a Chain (). «Thank you» ,	
	-	« », « », « », « »		
<p>- ?</p> <p>« !</p> <p>« ».</p> <p>»</p> <p>: , , !</p> <p>«Music – »</p> <p>«The Best English Learner»</p>				
		« » .	https://cloud.mail.ru/public/BsgU/yUU6gg25x	1 ()
3.	<p>- Well, here is our school sight. Here is the video of the festival's rules</p> <p>an you speak English? an you speak on the video?</p> <p>- OK!! see you can do much. Let's start and win! Are you ready to work at the</p>	<p>: We would like you to:</p> <ol style="list-style-type: none"> 1) Speak English 2) Say compliments 3) Train in vocabulary and grammar 4) Speak on the video 5) Meet your guests and speak about yourself 6) Sing, dance, play any musical instrument <p>Yes, of course, we are!</p>	- 2	

	<p>lesson? Is everybody happy?</p> <p>– ,</p>	<p>«<i>Is Everybody Happy?</i>» ()</p>		
4.	<p>ET – Let 's have some vocabulary training</p>	<p>: « »</p>	<p>«<i>My Day</i>», «<i>My Hobby</i>»</p>	
	<p>Let's have grammar training</p>	<p>: « : Present Simple – Present Continuous» , 2 <i>Flying jets</i> –</p>	<p>– <i>pair</i> <i>work</i> <i>chain work</i> <i>pair work</i></p>	
5.	<p>ET –</p> <p>- - -</p>	<p>Who: How old: Where: Can: Can't: Likes: Doesn't like:</p>	<p>2 «My Friend's Hobbies» https://youtu.be/VigghQk0OGg</p>	+
	<p>ET –</p>			

	Skype. (),		3 https://cloud.mail.ru/public/BsgU/yUU6gg25x 6	
6.	ET-	We would like you to: 1) Speak English 2) Say compliments 3) Train in vocabulary and grammar 4) Speak on the video 5) Meet your guests and speak about yourself 6) Sing, dance, play any musical instrument Yes-No Done-Not Done	7	

	<p>ET-</p> <p>?</p>	<p>«Why?»</p>	<p>smiles,</p> <p>😊😊</p>	
	<p>–</p> <p>–</p> <p>,</p> <p>.</p> <p>!</p>	<p>(</p> <p>:</p> <p>,</p> <p>–</p> <p>(</p> <p>))</p>	<p>,</p> <p>«</p> <p>»</p>	<p>,</p> <p>,</p> <p>,</p> <p>.</p>
7.	<p>ET –</p> <p>?</p> <p>ET –</p> <p>,</p> <p>,</p> <p>«5»</p> <p>(</p> <p>)</p>			
8.	<p>–</p> <p>.</p> <p>,</p> <p>!</p> <p>ET – Thank you for your wonderful activity at the lesson. Good-bye!</p>	<p>Good-bye!</p> <p>,</p> <p>: Good-bye!</p>		

« 43», .
elmira-crimea@mail.ru

,
 .
 :
 - ;
 - ;
 - - ;
 - - () ;
 - ;
 - () ;
 - - ;
 - - .
 :
 1. - ,
 2. - ,
 3. - ,
 4. - ,
 5. ,
 6. .
 :
 - , ;
 - ;
 - ;
 - , ;
 - , ;
 - , ;
 - , , , , ;
 - ;
 - ;
 - ;
 - , , , , ;
 - , , , , .
 :
 ✓ ;
 ✓ ;

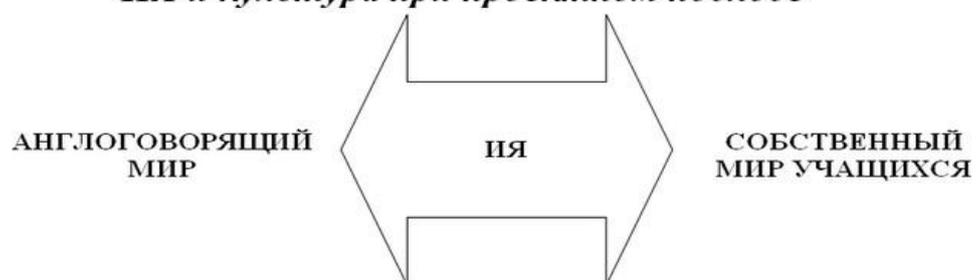
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓



ИЯ и культура при традиционном подходе



ИЯ и культура при проектном подходе



« 2»,
-
sonya.gorina@gmail.com

« 2»,
-

()

: ;
:

()

().

- 1.
- 2.

– « » [3, . 3].

(),

- 1.
- 2.
- 3.
- 4.
- 5.

«

» [4, . 129].

«Bridge to English» –

Learn English Kids –

(Collaborative Learning)

[1].

1. «The Magic World of Cinema»

«had better».

».

);) ;)

2. «Talk Show» (9-11)

« » 11

».

Mother, please, stop crying
Daddy, please stop yelling
I can't stand the sound
I can't stand the sound
Your pain is painful
Make mama stop crying
And it's tearing me down
'c use I need you around
I hear glasses breaking
My mother she loves you
As I sit in my bad
No matter what she says it's true
I told Dad that you did not mean
I know that she hurts you
Those nasty things you said
But remember I love you, too
You fight about money
It ain't easy growing in the World War III
About me and my brother
Never knowing what love could be
And this I come home to
Well I've seen I do not want love to destroy
me
This is my shelter
Like it did my family
It ain't easy growing up in the World War III
Can we work it out?
Never knowing what love could be
Can we be a family?

3. «Peppa's Friends» (5-7)

« ».

(,) ;) (,)

).

4. «Ramblers»

— , , : ,
(). — ,
, , , .
,
«That gloomy morning we did not swim, because we were
afraid of catching a cold», : «We were
afraid of catching a cold and that is why we did not swim that gloomy morning».
«Donkey's Tail» («
»).

1. , 1998. – 256 c.
2. Shuvalova N. L. Teaching Groups Methods [] / Shuvalova N. L. – 2008. – : <http://www.diva.portal.org/> (: 18.06.2017).

-	It was difficult... My feelings are ... This lesson gave me Most of all I liked the tasks ...		
---	---	--	--

1

Look at all the smokey _____
Teenagers in disguise
Look at all the smokey eyes
Smokey eyes Smokey eyes
Got no _____
Posting photos of the sky
Stay up all night
Blemish fixing my whole life

Oh Oh Oh
These are our teenage dreams
Oh Oh Oh
We're jaded and we're bored
GOD BLESS _____
2am, feeling restless
GOD BLESS the Internet
Worth more than Mercedes-Benz

GOD BLESS the Internet
_____ knows that I'm a _____
GOD BLESS the Internet
Stuck on our cyber thrones.

2

Role Card (Student A)

You've noticed that one of your friends is sometimes taking risks online and you're worried about them. You decide to talk to another friend about it.

Ask about these things:

- Sharing photos
- Keeping passwords safe
- Interacting with other people
- Keeping things private
- Personal information

Use some of the language below:

- Do you think it's a good idea to... (share photos online)?
- How important is it to... (keep your password safe)?
- Which personal information is it OK to share?
- Why should we... (be careful)?

Role Card (Student B)

One of your friends wants to talk to you about how to stay safe online. Your friend is worried about a mutual friend who might be taking risks.

Talk about these things:

- Sharing photos
- Keeping passwords safe
- Interacting with other people

- Keeping things private
- Personal information

Use some of the words and phrases below:

You should always/never (check your privacy settings)

It's/It isn't a good idea to (write down your password)

Make sure you always/never (use your birth date as a password)

It's very important to (clear your browser history)

3

: *file , virus, laptop, download, mobile, screen,*

running, fix, stressed, worried

Techno-wizard

When you've got a

Or you think a has gone

When your 's crashing

Or you just can't turn it on

When you've disconnected

And you just can't get online

Call me on my.....

And soon things will all be fine

I'm a techno wizard

You can call me day or night

I fix techno troubles

And make everything all right

If you've got a problem

And you don't know what to do

Call the techno wizard and I'll make things work for you

When a file won'tor your PC'sslow

Just ask me to It

And you know I won't say no

When your is frozen and it just won't work at all.

Don't get or

Cause there's someone you can call.

1. « » (..... -) <http://festival.1september.ru/articles/634006/> (..... : 12.04.2014 .)
2. ioMedia (..... «Techno-wizard») https://iomediamedia.ru/songsheets/module_4_p_ss2/ (..... : 15.04.2017 .)
3. TeachingEnglish (Teaching teens) <https://www.teachingenglish.org.uk/> (..... : 11.04.2017 .)
4. TeachingEnglish (.....) https://www.teachingenglish.org.uk/sites/teacheng/files/OnlineSafetyPoster-Teens-white1_0.pdf https://www.teachingenglish.org.uk/sites/teacheng/files/OnlineSafetyPoster-Kids1_0.pdf (..... : 11.04.2017 .)
5. Lingualeo – (..... «I like it...») <http://lingualeo.com/ru/jungle/i-like-it-safer-internet-day-song-456105#/page/1> (..... : 11.04.2017 .)

MINGLING ACTIVITIES

:
mingling activities
: *mingling*,

activities. mingling activities, mingling

ice-breaker (),

« , ...?», mingling activities

1)

2)

3)

4)
mingling.

mingling activities

?

1)

2)

3)

«Day by day».

3-

Present Simple

3

: 3

Ann

Ann is a school student. This is her schedule.

On Monday <i>read stories</i>
On Tuesday <i>ride a bike</i>
On Wednesday <i>sing songs</i>
On Thursday <i>play games with friends</i>
On Friday <i>paint pictures</i>
On Saturday <i>watch cartoons</i>

On Sunday
fly a kite

1. , , «Ann's schedule» .
2. , « » , . (
3. Ann). , , - ,
- Ann
4. , , : «What does Ann do on Monday?»
5. , 3-
«S»,

Ann's week.
On Monday she _____
On Tuesday she _____
On Wednesday she _____
On Thursday she _____
On Friday she _____
On Saturday she _____
On Sunday she _____

Present Simple

: «Extensive Reading. ».

:

:

-

;

-

: 6

,

,

,

,

,

1. brainstorming
2. mingling activities, : «What is your favourite school subject?»
3. pie charts,
- 4.

mingling activities

- 1) STT (student talking time).
- 2) «
- 3) »
- 4)
- 5) « »,
- 6)
- 7)

1. Borzova E.V. Mingles in the Foreign Language Classroom // English Teaching Forum. – 2014. – 2. – . 20-27.
2. Mingle. []: British Council. URL: <https://www.teachingenglish.org.uk/article/mingle> (15.05.2017).
3. Purland M. Big Activity Book. English Banana: 2004. –113 c.
4. . Spotlight. 6 . – .: , 2009. – 180 .
5. „ „ . . Spotlight 3. Student’sbook. .3 . . – .: , 2014. – 178 .
6. „ „ „ . . Spotlight 6. Student’s book. .6 . . – .: , 2016. – 136 .

1. : http://ezhvaicey.ru/teachers/nmr/metodich_razrabotki/itogi_uroka (25.06.17)
2. : <http://khutorskoy.ru/be/2008/0312/index.htm> (25.06.17)
3. *Aitken G. and Sinnema C.* (2008). *Effective Pedagogy in Social Sciences/* Wellington: Ministry of Education
4. *Robinson V. and Lai M. K.* (2006). *Practitioner Research for Educators: A Guide to Improving Classrooms and Schools.* Thousand Oaks, Calif.: Corwin.

-

up-to-date.

– « *Disappearing words* »:

1

2 – « »
 (1-2,).
 3 – .
 8 .

1	2	3	4	...
My Mother's Face. I know a face, a lovely face As full of beauty as of grace, A face of pleasure and a smile, In darkness it gives light. A face that is itself like a joy; To see it I am a happy boy; And I've a joy that have no others; This lovely Woman is my mother.	My Mother's Face. I know a ..., ... lovely face As full of ... as of grace, A ... of pleasure and a ..., In ... it gives light. A ... that is itself like a ...; To see it I am a ... boy; And I've a ... that ... no others; This lovely ... is my ...	My Mother's Face. I ... a ..., ... lovely ... As ... of ... as of grace, A ... of ... and a ..., In ... it gives ...t. A ... that is itself ... a ...; To ... it I am a; And I've a ... that ... no ...; This is my ...	My Mother's Face. I ... a ..., As ... of ... as of ..., A ... of ... and a ..., In ... it ... A ... that is ... a ...; To ... it I ... a; ... I've a ... that ... no ...; is	My Mother's Face.

«Creating video together» –

«Breaking the Ice», Spotlight 8,

«Tests online».

9 11

?!
 .

« » « ».
«Google maps».

Google maps, Yandex maps

2

1. . . . // . – 2003. – 3. – .86-90.
2. . . . - , 2003. – 3.

3) « »
 (, ,).
 (grate the carrots),
 (grate the apples), (clean orange),
 (decorate salad), (set the table) . .

2.

3.

4. « ».

5.

, ,
 .
 ,
 , ,
 , .
 , ,
 , ,
 .
 , ,
 . - ,
 . ,
 ,
 ,
 .

1. «English at school», 2010. – 4. – 2 .
2. - « », 2006. – 5. – 19 .
3. - « , 2007, 8. – 31 .
4. . . . – ., 2007.
5. . . - . – ., 2010.

learning». «Mastery

«Mastery learning» (),
).
 Same-Different (-),
 Think-Pair-Square-Share (, ,),
 Together (, ,), Numbered Heads
 (,), Fact or Fiction Guess the Fib () [3].

Same-Different.

–

– ; (),

–

11

V. Evans, J. Dooley, B. Obee, O. Afanasyeva, I. Mikheeva «Spotlight»

«Agree with me if the statement is true».

- Buckingham Palace is located in Westminster, London.
- Drawings by Leonardo Da Vinci are kept there.
- The TajMahal was built by the Shah Jehan for his wife. [4].

Think-Pair-Square-Share.

–

–

–

–

Numbered Heads Together.

Roundrobin (Roundtable).

Fact or Fiction Guess the Fib.

2-3

(, ,).

- 1) (controlled role-play);
- 2) (free role-play);
- 3)

(takes roles and interview one of the teenagers in the text:

A: So Larry, tell me, do you like to keep up with the latest fashions?

B: Oh yes! I...

... « » , - , « »

?» « »: « blue shopping bag, red and three apples» .

1. [] - .: 1949. - 415 .
2. . . . / [] - .: . - 2003. - 320 . - ISBN 5-89815-230-
3. . . . // . [] - 2-3. - 2000. - . 3-9.
4. „ „ „ „ . - .: , 2014.

Irregular Verbs, Am/ is /are, Present Simple, Present Continuous.

- 1) (, , ;),
- 2) , ;
- 3) , ;
- 4) -

I.

«Words»

«

»).

«The odd word»

II.

«Describe the objects»

;

:

1. // . – 2008. – 6. – . 10.

2. // . – 2000. – 4. – . 54-59.

3. . – : , 2007. – 170 с.

4. , 2010. – 190 .

5. . – : , 1989. – 215 .

6. , . . . [] – : , 1979. – 360 . /

1,

nata-neschetnaya@mail.ru

, *classroom arrangement*.

18 (8)

, 4

); « » (

(,);

«interact» («inter» – «act» – « »).

«Interactive Language Teaching» Wilga M. Rivers Michael Swan

Penny Ur,

(2009, p. 100)

(5-7):

TT=Teacher very active/ students only receptive

T=Teacher active, students mainly receptive

TS=Teacher and students fairly equally active

S=Students active, teacher mainly receptive

SS=Students very active, teacher only receptive [3, p. 227]

«Classroom arrangement»

«classroom management».

(2-3) –

- «Stop-activity»

«feedback»:

- ? ()

- Memory game ()

()

- (1 , 2 – . .)
- (- , - , - . .)

: « » ()

(-),

?);

« »:

(

, - . .)

« - » , (,)

- (-) ,
- () ,
- (: « 11-20», « », « », « » . , -
- « !») » - ,
- « » - ,
- . : 8 6 ; (
- : » - . . « , 2016)
- (, -
- (1 1 » , « » , « » ,
-)
- (: ,
-) - ,
- ,
- Haiku ()
- mind-map, ()
- (brain storming) => , (discussion)

=> (problem solving)

«brainwave», « » . [1]

« ?» « ?» « ?»

(, «+ - » (PMI),

, , . , .)

: *panel discussion* (), - 4-8,

« » . :

, , - . -

(, - , -) . « - »

10-15

, - . :

«Problem solving»-

•
• (-)

« »

•
• ()
• () : « , »

5-6

, ()

•
•
•
• (*mingling*) (survey) (1

, : Have you ever been to America?),

• ()
• (,)

- (, , ...)
- (drills): : Is it a cat? Do you like bananas? Are you wearing a jacket?

– : 8-10

2 +

(), « »

(, ?)

5-)

«interactive classroom allows students to communicate».

1. Oxford Wordpower dictionary. OUP, – 2000.
2. *Byrne D.* Techniques for Classroom Interaction. Londman, 1987.
3. *Geremy Hurmer* The Practice of English Language Teaching. Longman, – 1989. – 365 p.
4. *Penny Ur* A course in language teaching. Practice and theory. – Cambridge University Press, 1991. – P. 227-235
5. *Wilga M.Rivers, Michael Swan* Interactive Language Teaching. – Cambridge University Press, 1987. – 248 p.
6. *Wendy A. Scott, Lisbeth H.Ytreberg* Teaching English to Children. Longman, 1987. – 108 p.

« Bright sun».

How old is he\she? He\she is...
Where does she\he live? He\she lives in.....
What is his \ her favourite subject? His\her favourite subject is.....
Who is his\ her best friend? His\her best friend is...

«Spotlight»

2- « 3-
 « ». 4- « ».

1. []: <http://www.dissercat.com/content/rolevye-igry-na-zanyatiyakh-po-angliiskomu-yazyku-pri-obuchenii-ustnomu-professionalnomu-obs> (10.04.17)
2. []: <http://main.isuct.ru/files/konf/antropos/SECTION/4/maximova.htm> (03.04.17)
3. []: <http://www.twirpx.com/file/1245169/> (13.04.17)
4. []: <http://www.zhastar.net/content/view/40463/1280/> (13.04.17)
5. []: <https://www.hse.ru/pubs/share/direct/document/74809775> (13.04.17)

« - . . . »,
balasenok@mail.ru

WARMING UP

;
warming up.

;
.
.
.
-
,
,
(
,
,
).

1-6

;
- warming up.

- - - - .

).

1)

«Clap-tap»

•v' - •w',

•w'.

«Sit down-stand up»

),

«Phonetic fairy-tale»

« - « »

(), (), ().

•g' - •g' - •g', •r' - •r' - •r'.
•f' - •f' - •f' . .».

it – eat
sit – seat
fit – feet
mad – mat
food – foot
2)

Betty Botter bought some butter.
Julie Jackson juggled the juicy, jiggly jello.

.
()
,
, ();
;
()
).

«Who is faster?»

«Echo»

—
«What is missing?»

.
—
Julie Jackson juggled the juicy, jiggly jello.
_____ Jackson juggled the juicy, jiggly jello.
_____ _____ juggled the juicy, jiggly jello.
_____ _____ _____ the juicy, jiggly jello . .

3)

«Guess it!»

() ,
()
«Mime it!»

«It's all about»

)))) :
4) ..

«Chain game»

One, two, three, four.
Anna's sitting on the floor.
One, two, three, four.
Who's sitting on the floor?

Present

Continuous Tense

5)

One, two, three
Let me see
Who likes coffee
And who likes tea
One, two, three
Oh! I see:
You like coffee
And I like tea

One, two, buckle my shoe.
Three, four knock at the door.
Five, six, pick up sticks.
Seven, eight lay them straight.
Nine, ten, say it again!

FIVE little monkeys jumping on the bed,
One fell off and bumped his head.
Mother called the doctor and the doctor said^
"No more monkeys jumping on the bed!"
FOUR little monkeys jumping on the bed,

<http://supersimplelearning.com/songs/original-series/>

6)

Z
Z
Z
Z

warming up.

«Hello Song»

«Hello! Hello! Hello!
How are you?»

(« 1 »

2.

1

«Chain game».

«Alphabet Songs», «Alphabet Phonetic Songs».

«Alphabet Song»
«I see something blue»
«Walking walking»
«If you're happy»
«Can an elephant jump?»
«Head, shoulders, knees and toes»
«Old MacDonald»
«As silly as a fox»
«How's the weather?»
«What time is it?»

Z
()

Z
Z
,
Z
Z
Z

«Fill in the gaps»

«Complete the phrase»

«Put in the right order»

«Snowball»

1. . . 1000 , 2012. – 191 .
2. [] // « .URL: <http://festival.1september.ru/articles/571090/> (: 25.06.2017).
3. 10 . – : « », 1993. – 48 .
4. <http://supersimplelearning.com/> [] (29.06.2017).

« »,

rotayenko.olga@mail.ru

3-4

(Cooperative Learning),

1970 –

;

;

:

(Student Team Learning),
Teams Achievement Divisions),
Assisted Individualization),
Tournament), « » (Jigsaw),

(Student
(Team
(Teams Games
(Learning Together)

–

;

–

;

–

;

–

–

«

»,

«My House» 5-

:

1. Fill the missing letters.
2. Complete the Mind – map.
3. Say what there is in each room.
4. Test.

«Places to eat in the UK», 6

«

»

1. List all the names of desserts, drinks, meat, dairy products and vegetables.
2. Match the places A –D to the statements 1-5.
3. Ask questions or answer the question – What place would you choose to eat out at when in the UK?
4. Mark the statements True or False.

«What do people need to keep fit?».

1. – , ;
2. – (,),
3. – .

What do people need to keep fit?

1. Which club or clubs would you recommend for someone who:
 - wants to use weights?
 - likes moving music?
 - wants to become much stronger?
2. What role does sport play in a child's education?
3. Why do some of people count the number of calories they eat?
4. What makes people fat?
5. Which food is healthier plant or animal food?
6. What does healthy of life mean?
7. In what way have we to care about our health?

1. Why is the world in danger now?
2. What is the most important problem for teenagers?
3. Why do people travel?
4. How are you planning to use English in future?
5. How can young people solve their problems?
6. Can you say that you are happy at school? Why?
7. What role does music play in the life of people?
8. What can people do to save our planet?
9. What ways of exploring the world do you know?

1. . . . - . : , 2000. - 1. - . 4-11.
2. . . . : - . : , 1998. - 256 .
3. . . . : « » , 2005.
4. - . : , 2011. - (« »).
5. - . : . « » , 2011.

(20 -30 .),

(40 -50 .)

70-

: 1. — David
A.Wilkins , « » [11;
. 111-112]. 2.
Paul Nation : « » [10].

. 3.

[1, .316].

(Acheson D.J., MacDonald M.C. «Verbal working memory and language production»; Mota M.B., Wiessheimer J. «Working memory capacity and the development of L2 Speech Production»; Baddeley A.D., Wilson B.A. «Prose recall and amnesia: implications for the structure of working memory»; Ellis N.C. «Memory for language»).

[2, .164].

«You may live in
a *house*, but we live in a *home*».

«house» «home»

«home», «house»

. 87].

«boarding school»

« - ».

« ,

[4,

:

school»

, «boarding

[6, . 234].

[6, . 234].

: 1)

(2) - ,)

()

[3, . 299].

[7, c. 53].

(

)

«Dwelling»,

: a detached house, a semi-detached house, a cottage, a sky-line, a terraced house, a block of flats, mansion.

think», «to sleep», «to cry» «to smile», «to

» [9].

[8].

[5].

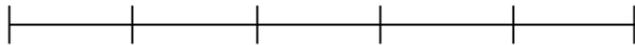
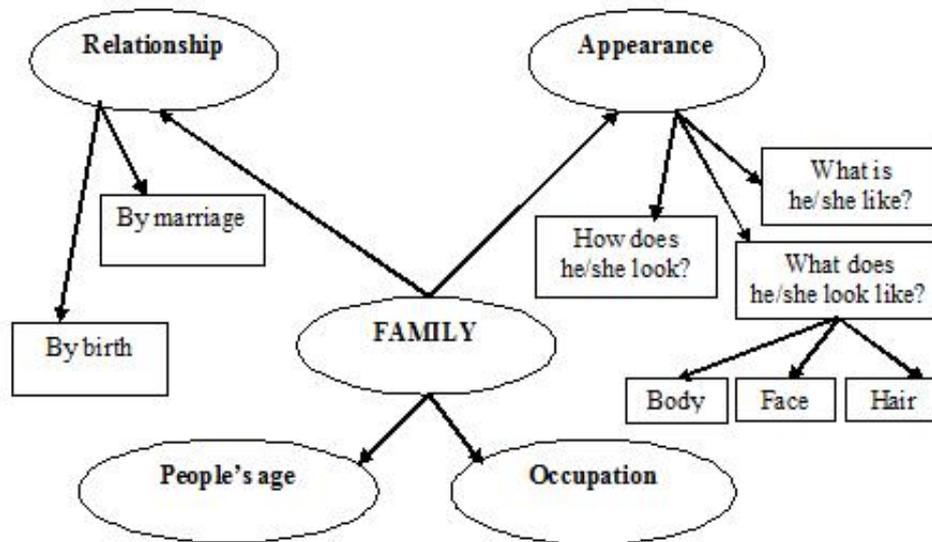
	people	clothes	building	room	furniture	views	work of art	decoration
Attractive	+	+	+	+	+	+	+	+
Beautiful	+	+	+	+	+	+	+	+
Handsome	+ men		+					
Pretty	+ women	+		+		+		
Good-looking	+	+						

« »:

	To get knowledge by making an effort	To get acquainted with smb. closer	To get knowledge through direct observation or participation	To identify smb./smth.	To get knowledge without making an effort	To get knowledge that is surprising or unexpected
learn					+	
experience			+			
find out	+					
recognize				+		
discover						+
get to know		+				

«Family»

« »,



() : slim – slender – thin – bony – anorexic;
 () : afraid – frightened – scared – fearful – panicky – terrified.

(Heimlich J.E., Pittelman S.D.

«Semantic mapping: classroom application»; Johnson D.D., Toms-Bronowski S., Pittelman S.D. «An Investigation of the Effectiveness of Semantic Mapping and Semantic Feature Analysis with Intermediate Grade Level Students»).

«bowl» : «In the morning many British families have a bowl of cornflakes and a cup of tea or coffee».

« 6 ».

un-nat@mail.ru

,

:

:

,

,

,

,

?

(

(

)

. .),

,

.

,

,

(.).

,

.

,

« »

,

:
:

,

.

,

:

:

,

.

:

—
—

,

;

;

—
—

;

—
—

;

,

;
—

,

,

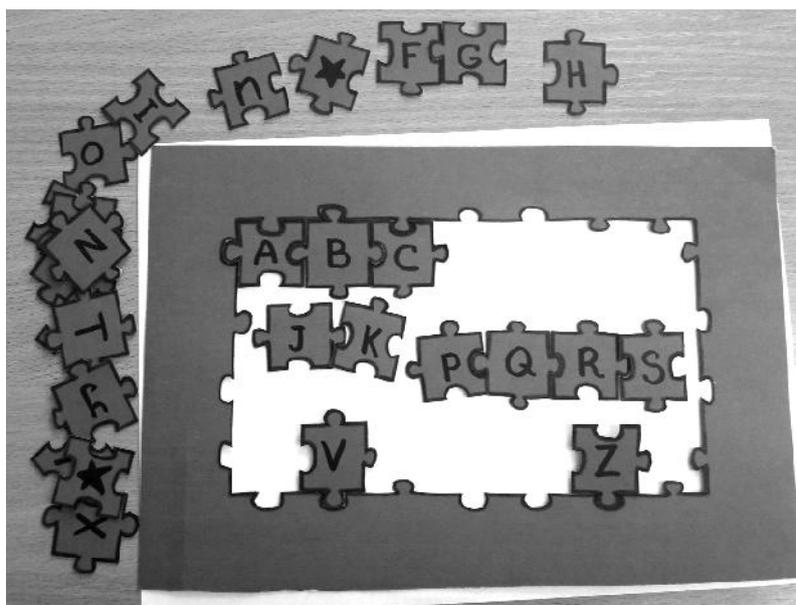
I. « »

,

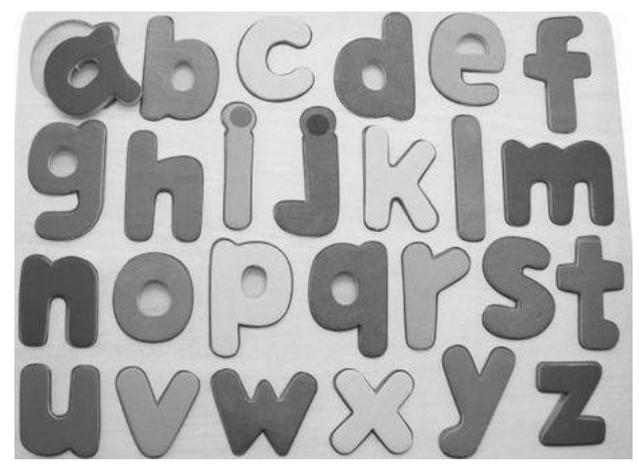
,

:

(
).



II.



(green, purple, yellow)

3

I	B	H	E	S	K	F
D	R	W	N	G	P	J
Y	T	U	L	C	Z	M
	A	X	O	V	Q	

III. «

»

A	G	n	d	B	S	M
V	T	m	k	h	o	p
O	F	a	Q	I	C	W
g	L	E	K	e	R	J
u	i	Z	X	C	f	t
Y	b	H	j	V	S	U
L	X	r	W	D	P	y
q	Z	N				

4

: 4, , .

4

().

4

) (/

Соедини строчные и прописные буквы

S	d
R	f
F	h
Q	w
D	s
G	u
U	l
B	b
J	q
B	n
P	g
H	p
N	j
W	h
L	r

IV. « »

:



(4). :

«Find **B** and make it **blue**», –

, « »

/ ,

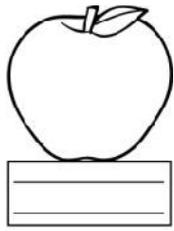
« ».

V. «Family tree» – -

, :

4

«)
»



M | a | III | a

VI. «Crossword» –

(
).

r	r	r	r	d	y	g
e	e	e	e	e	e	a
u	w	w	n	n	b	b
l	l	l	o	o	o	

Red Orange Yellow
 Green Blue Brown

4). (, () , () , () – green, yellow . .).

, « » ,

,

– « »;

– « »;

– « » ;

– « »;

– «My English name»;

– «Family tree»;

– «Crossword» (,) .

<https://infourok.ru/user/ryabinina-natalya-vladimirovna>.

1. . . / . . // . . , 2010. – 464 .
2. . . / . . . [] – . - . : . – 2003. – 320 . – ISBN 5-89815-230- .

«
»,
Elka06121984@mail.ru

«
»,

»

,

.

,

,

,

?

,

.

—

—

,

.

«
» —

«interact». «Inter» —

«
», «act» — «
».

—

(
) — (
) [1, . 72].

,

,

,

[1, . 72].

,

,

.

,

.

.
 .
 :
 - ;
 - ;
 - ;
 - « »;
 - ;
 - « »;
 - ;
 - ;
 , ,
 , .
 .
 .

➤ « » ()
 , , - ,

- I like when you
- You have a nice smile.
- You are the best friend.

➤ « » (-).
 , ,

E.g. film- melon- neck- wrist- trouble – end –dangerous.....

➤ « ».
 -
 .
 , , 7 ;
 « ».
 « , »?
 (- , -)
 ➤ « »

Ask three of your classmates what holiday is their favourite and why. Fill in the table.

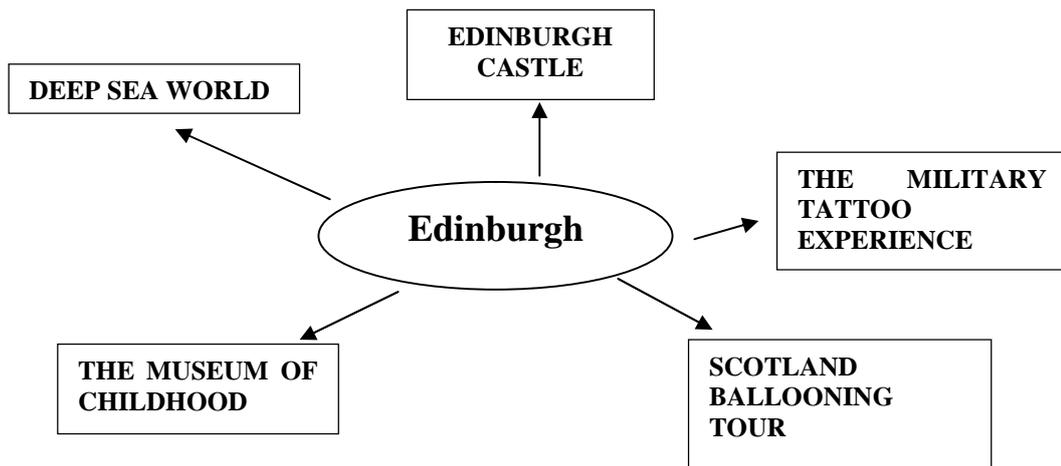
Name	Holiday	Reason

Look at the table and say what holiday is the most favourite of your classmates. Why do they like it?

➤ (« »)

«Edinburgh» 6

You learn some information about Scotland. What do you know about its capital? Look and write your ideas.

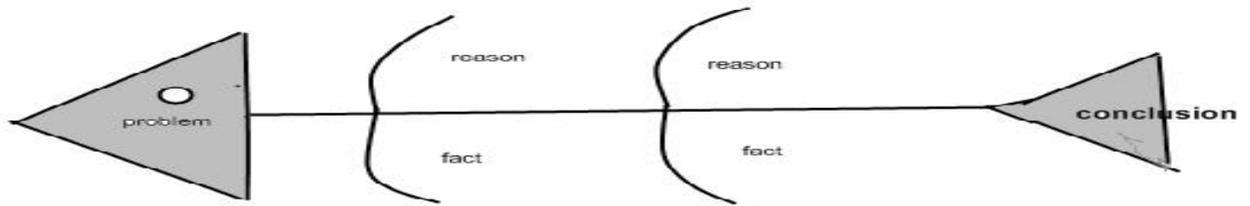


P1 – I think that

P2 – To my mind Edinburgh.....

P3 – In my opinion.....

➤ «Fishbone» – « ».



➤ «elebrity».

7

T. Dear students, today we have an unusual guest. Meet Ask him some questions.

1. What's your hobby?
2. Is it your first visit to our country?
3. When did you sing the first song?
4. Have you got any sisters or brothers?

➤ «...».

«...».

:

2-6

2

What's your name ...? How are you?

: What's your name ...? How are you?

My name is... . I am... .

➤ «...».

«Parents and children»

«...»:

«...» «...»

➤ «...».

— , « » . « ».

— , .

— , .

1. — (—).

2. —

3. —

4. — ,

5. — , .

Nature
 Nice, great
 Protecting, living, producing
 We should protect it
 Home

Sport
 Extreme, individual
 Playing, skiing, running
 A sound mind is in a sound body
 Life

,

,

1.
 — ., 2006.
2. 5-11 . — .,
 2016.
3. . — .: ., 2011.
4. <https://infourok.ru/interaktivnie-metodi-i-priemi-obucheniya-na-urokah-angliyskogo-yazika-406624.html> (: 22.06.2017 .)

2) (10-15).

3) (15-20). 3-5

4) (30).

5) (10-15).

- [3, c. 165]:
- 1) Silent viewing –
 - 2) Partial viewing –
 - 3) Picture of speech –
 - 4) Subtitled videos –
 - 5) Picture-less listening –

· , [1].
· ,

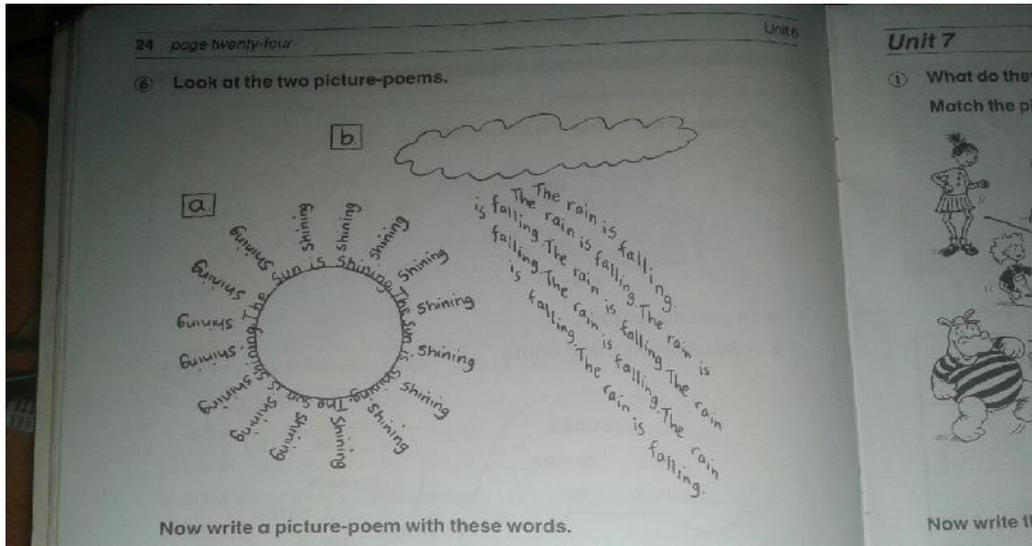
· ,
· ,

1. . 5-11 . , 2011
2. . . [] // <http://festival.1september.ru/articles/590708/>
3. . . « » [] // <http://nsportal.ru/shkola/inostrannye-yazyki/angliiskii-yazyk/library/ispolzovanie-videofilmov-na-urokah-angliyskogo>
4. . . [] / . . . – URL: kpfu.ru (22.05.2017)
5. . . « - [] // <http://www.macmillan.ru/upload/Catalogue/comment/Gateway-online-St-P.pdf>
6. . « » [] // <http://edu-lider.ru/>

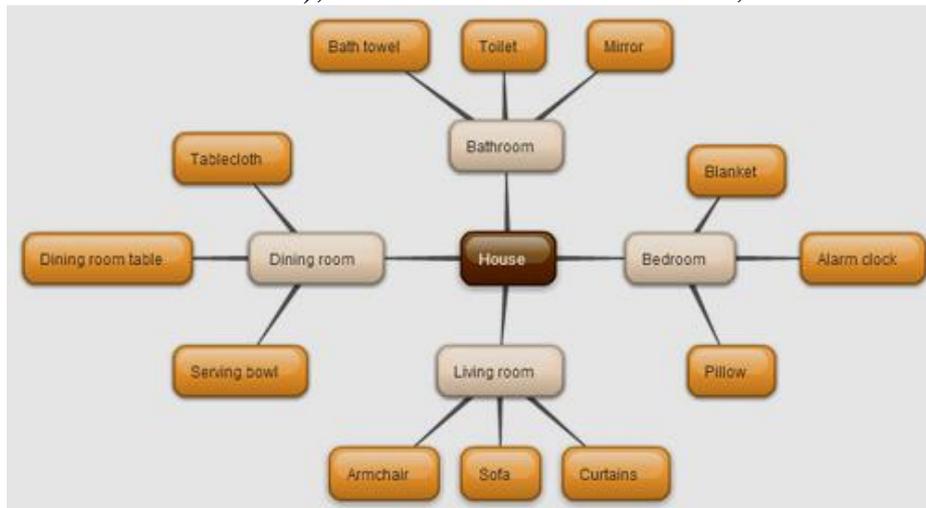
« — , c
[1].
()
/ — ,
? 2-
5- —
4 2 ().
(— , ,) .

flower		
sun		,

) 5 2 ()
5 - . [2].
, « »
, [3].



maps) 7 « » 8 «4»), 3-5 (mind



- [] URL: <https://ru.wikipedia.org/wiki/%D0%A1% D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C> (: 25.05.2017).
- [] URL: <https://foxford.ru> (: 25.05.2017).
- Strange D. Chatterbox (2). Activity book. [] URL: <http://allstuds.ru/kursi-dlja-izuchenija-angliyskogo-yazika/555-chatterbox-1-2-3-4> (: 25.05.2017).
- . - ., 2009. - 194 .

« - ».

olgatropina29@gmail.com

: , « ».

, « ».

- 1) _____,
- 2)
- 3)

: ;

;

. ,

, .

:

-

• , ,

;

• ,

,

;

• ()

:

• - ;

;

•

;

•

, ;

•

.

[2].

BREAKING THE ICE

The new girl in your class seems very interesting and you would like to get to know her better. The guy at the skate park does some amazing tricks and you would like him to show you how. But, whenever the opportunity to talk to them comes up, you can't think of anything to say. Your palms sweat, you blush, and you look away.

Whether you are starting a new school, going to a party where you don't know anyone or want to approach a person you fancy, you often need to break the ice in order to start a friendly conversation. Breaking the ice means saying or doing something to stop feeling shy or uncomfortable around someone you don't know very well. The reason you feel this way is that you don't know how the other person will react, but don't let it get you down.

You shouldn't worry. Almost everyone feels uncomfortable when they first meet. If you feel this way the following tips can help you out.

Smile When you smile, people think you are friendly and easy to talk to. They are also very likely to smile back, and help you feel more comfortable about starting a conversation.

Develop passions The best way to have interesting conversations is to be an interesting person! Get involved in activities and talk about them. Make sure you have something to add to a conversation.

Be positive Everybody likes to be around happy people. Try to always look on the bright side of life and to see something positive even in negative situations. People will enjoy your positive energy and benefit from it. Also, be confident. If you like yourself, others will probably like you too.

Be a good listener Develop listening skills. Don't take over the conversation and don't only speak about yourself! Ask other people questions about themselves too. This way they'll know you're interested in them.

Don't over-think Don't avoid being around new people just because you feel uncomfortable. If you stay in a situation, you'll get used to it. It's not easy, but it's worth it. After all, the other person may want to talk to you as well - but be too shy to break the ice!

8 Which of the adjectives in Exs. 5 & 6 best describe you? Is there a quality you don't have but would like to have? Discuss in pairs.

Writing (a list)

9 **Portfolio:** Work in groups. Organise an Eco-helpers group. Write a list of activities for the group for next weekend.

- 10%
- 26%
- 30%
- 50%
- 70%
- 80%
- 90%

- 95%

CULTURE CORNER

MASCOTS

Schools, colleges, sports teams, charities and even breakfast cereals have all used a green man in a cuddly animal costume to help their image. These mascots attract publicity and promote public relations. Many English football clubs have an official mascot. They represent the team and hospitality bring them good luck as well. Here are three of the most famous ones...

1 Listen to the music. What images come to mind? Where are you? What is happening? What are the people around you doing?

2 Look at the pictures. Which English football teams do these mascots belong to? Read to find out. What are the mascot names?

3 Read the text again and complete the gaps with the missing words.

4 Match the words in bold with their meanings below.

1 soft	4 work for
2 admired	5 walk around
3 encourage	

5 Listen and read the text again. Choose a mascot and describe it to your partner.

6 **ICT** Project: In pairs, research mascots in your country. Make a poster showing several different ones. Label the pictures with their names and which football teams they belong to. Write a short paragraph describing each one.

Gunnersaurus Rex is a friendly dinosaur. He has been the mascot for Arsenal Football Club since 1986. Gunnersaurus has proved to be very lucky so far. Since he has been with the club they have won 13 titles including the FA Cup and the European Winners' Cup! Gunnersaurus sometimes follows the team around Europe making appearances at Champions League matches too. He is one of the most respected mascots in football and all the fans love him.

Billy Bunter is one of the Bradford City A.F.C. team mascots. Billy is a tall brown hen. He is a big yellow beak dressed in his team's purple and yellow striped kit. Billy always waddles to the football pitch waving to the fans before the game and he usually leads the fans to the bars before the game and he is very popular with the younger children. Like many other mascots Fred often does charity work. In 2004, he attended down the side of Manchester United's stadium to raise money for charity!

Fred the Red is the mascot of Manchester United Football Club. He is a big ruler red devil dressed as a Manchester United kit. He usually appears before kick-off and at half-time during home games. He is very popular with the younger children. Like many other mascots Fred often does charity work. In 2004, he attended down the side of Manchester United's stadium to raise money for charity!

1 a break between two parts of a word
2 when something happens later than he and a goal
3 the start of the game when the ball is kicked from the centre of the pitch
4 a list down using a rope

1 Listen to the music. What images come to mind? Where are you? What is happening? What are the people around you doing?

Project

- 4 Portfolio:** Find or draw a map of your country and label it with some souvenirs and where you can find them. Present it to the class.

CULTURE CORNER UK souvenirs

Holidays in the UK and it's shopping time!

Here are some popular souvenirs you can buy in the UK.

HAT This is a hat. It has got shamrocks on it. The shamrock is the national symbol of Ireland.

SCARF This is a tartan scarf from Scotland. Tartan cloth is very popular in Scotland.

STUFFED TOY This is a stuffed toy. It looks like a cow. There are many cows in Scotland.

TOY BUSES These are toy buses. They are double-decker buses. You can see these in London.

PIN This is a pin. It has got a Union Jack on it. The Union Jack is the flag of the UK.

MUG This is a mug. It has got a Welsh dragon on it. The Welsh dragon is on the flag of Wales.

- Look at the title and the pictures. What do you expect to read about? Listen and read to check.
 - Match the countries to the nationalities. Which countries are the souvenirs from?

1	the UK	a	Welsh
2	England	b	Scottish
3	Scotland	c	Northern Irish
4	Wales	d	English
5	Northern Ireland	e	British

→ The scarf is Scottish.
 - Use the map to tell your partner what souvenirs one can buy in the UK.
- Project**
- 4 Portfolio: Find or draw a map of your country and label it with some souvenirs and where you can find them. Present it to the class.

World monuments in DANGER

1 What do you know about the monuments in the picture? Who do you think they are in danger? Read to find out.

2 Read the text and complete the missing words.

The Statue of Liberty in New York was a gift to the French people in the American Revolutionary War. Millions of people visit the great monument every year. The statue's crown, and even her face, are damaged by air pollution. The statue has been changed in colour.

The Louvre Glass Pyramid is located in the main entrance of the Louvre Museum in Paris. It is 17.5 metres high. Begun in 1981 and finished in 1989, the pyramid took people more than 40 years to complete. It is the world's largest glass building. It is made of 650 tonnes of glass and steel. It was designed by architect Jean Nouvel. The Chinese government began to repair it. Now, the monument is in a better state than ever before.

The Great Sphinx in Giza is one of the most famous ancient monuments of all and a national symbol of Egypt. It was built about 2500 years BC. It is the biggest stone sculpture made by man. Every year, millions of tourists visit to see the Sphinx. Unfortunately, wind, sand and acid rain are putting the wonderful monument in danger. If we want to reduce acid rain, we must have less fossil fuel. Burning coal will pollute the atmosphere. This is what causes acid rain. The best way to reduce acid rain is to use alternative energy sources to produce our electricity. Factories which use solar and wind power instead of the traditional fossil fuel can really help the environment. Another thing we can do is make our cars and other vehicles more environmentally friendly. We need to stop using petrol, because we can use cars that are electrically powered or use our own feet. In this way, the atmosphere will be cleaner and our monuments will stay beautiful.

3 Read and mark the sentences 7 (True) or F (False). Correct the false statements.

- Acid rain is caused by burning coal, oil or gas.
- The Statue of Liberty was given to the USA by the French.
- The Louvre Glass Pyramid is made of wood.
- The Louvre Glass Pyramid is being repaired.
- The Great Sphinx is made of metal.
- The Great Sphinx is visited by millions of people every year.

Study skills

Context clues: When authors write, they often include context clues to the meaning of words they are not sure you know. These clues can be definitions, synonyms, antonyms, or visual pictures.

4 What context clues has the author used in the introduction?

5 Open and read the text again. Which facts from the text supported your 'True' prediction?

- ICT** Collect information about other monuments/historic buildings which are in danger. Present your findings to the class. You can visit this website <http://whc.unesco.org> and click on: Browse world heritage sites on 3D globes.

Microsoft PowerPoint.

-
- 1) KWLH (Know – Want to know – Learnt – How I can learn more) chart
- 2) Three questions, etc.

1 What type of bag do you usually carry your shopping in?

study skills

KWLH
Before you read the text, make a KWLH (Know-Want to know-Learn-How) chart. This will help you activate prior knowledge, understand the text better and enrich your knowledge.

2 Look at the chart below and copy it into your notebooks. Read the title of the text and complete the first two rows of the chart.

What I already know
What I want to know
What I learned
How I can learn more

3 Which type of bag do the statements 1-3 refer to? Listen, read and check.

- 1 It is made from renewable resources.
- 2 Recycling it uses a lot of energy.
- 3 It takes a long time to decompose.
- 4 A lot of energy is needed to make it.
- 5 It can cause animals to die.

Paper bag VS plastic bag

Where does it come from?
Paper: As you know, paper comes from trees. But you may not know that it takes about three tons of wood chips to get one ton of paper pulp. Can you imagine the number of trees needed every year just to make paper? You might also be surprised to know that we wash, bleach and colour this paper pulp using chemicals that harm the environment.
Plastic: Plastic comes from oil. Now, we all know that the oil industry causes pollution. Furthermore, the manufacturing of plastic bags uses a lot of electricity which is not good for the environment.

Where does it end its life?
Paper: Your paper bag can end up in a landfill site where it will take years to break down. If you take it to a recycling centre it means more energy and chemicals are used. Either way, there's waste.
Plastic: Like paper, plastic bags often end up in landfills. In fact, in the UK, for example, we recycle only 1 in 200 plastic bags. So what happens to the rest? We burn them away. A plastic bag takes more than 1,000 years to decompose. In the meantime, plastic bags cause over 100,000 sea turtles and other marine animals to die every year, when animals mistake them for food.

The verdict
We use large amounts of natural resources to make both paper and plastic bags. Both bags end up in the landfill anyway, so neither of them is the winner. The best way to carry your shopping and protect the environment at the same time is to choose a reusable fabric bag. Reusable bags take minimal energy to make, are light and last for years.

study skills

KWLH
Before you read the text, make a KWLH (Know-Want to know-Learn-How) chart. This will help you activate prior knowledge, understand the text better and enrich your knowledge.

2 Look at the chart below and copy it into your notebooks. Read the title of the text and complete the first two rows of the chart.

What I already know
What I want to know
What I learned
How I can learn more

Sing THE Song

I for ink,
 J for jam,
 K for kite,
 and L for lemon,
 M for melon,
 N for nest,
 O for orange,
 P for pen,
 Q for queen,
 and R for robot.

4 Listen and repeat.

Reading Rule	
We write	We say
Jj	/dʒ/ jam, jeans
Kk	/k/ kite, ink
Ll	/l/ lemon, flag, glass
Mm	/m/ melon, name
Nn	/n/ nest, pen, ant
Pp	/p/ pen, apple, cap
Qq (+ Uu)	/kw/ queen, question
Rr	/r/ robot, orange

5 Say a word. Use the last letter to say another word.

- ▶ A: ink
- B: kite
- A: egg

GAME

Look at Exs 1 & 2. Guess the word.
 ▶ A: I _ _ _ n. What's this?
 B: It's a lemon.

6 Listen and repeat.

Reading Rule	
We write	We say
li	/aɪ/ kite, hi
ri	/i/ it, is, ink

7 Listen and repeat. Read out the English names.

Kitty, Lily, Vicky, Sid, Cliff, Chris, Miles, Mike, Eliza

8 Listen and repeat. Act out similar dialogues.



15

GAME

Look at Exs 1 & 2. Guess the word.

- ▶ A: I _ _ _ n. What's this?
- B: It's a lemon.

[2].

1.

, 2005. – 246 .

2.

/ . . . , . . . , 1993.

3.

– , 2013. – 120 .

«On the move».

-can-, -cannot-.

: 3
: Cows are Funny

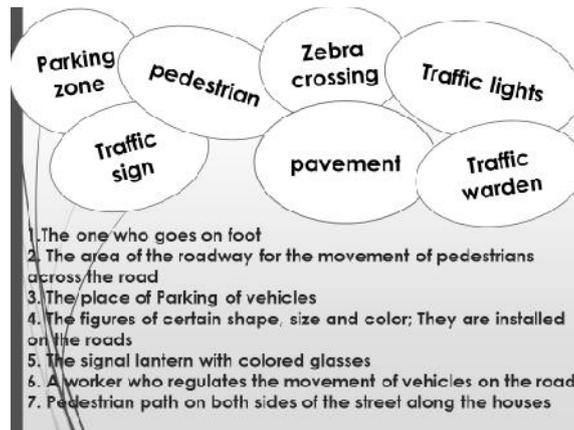
: 10

«Learn English».

: 6
: Road safety

: 3

3



: 2-11

: 3



1. - : , 2002. - 127 .
2. //
3. . - 2003. - 3. [] URL: http://tuxtet1.ucoz.ru/doc/fgos/noo/metod/urokehtapy_uroka_rekomendacii_dlja_pedagogov..pdf (21.03.2017).

- Z To choose a leader –
- Z Pay (no) attention (to) – ()
- Z «It» –
- Z To face each other –
- Z Race –
- Z Relay –
- Z To stand in line –
- Z To win –
- Z The player that crosses the finishing line first wins.
- Z To chase –
- Z To divide into teams –

- Z To sit in a circle –
- Z To score a point (to gain) –
- Z To set the time limit –

.
 , « » , « » .
 , –
 . , ,
 . , ,
 , ,
 . .

Lottery

, «Fruit» «Vegetables» .
 «Clothes» «Shoes»
Alphabetical Order

1. ABELT (You eat at it.)
 2. ACHIR (You sit on it.)
 3. ALMP (You switch it on when it is dark.)
 4. CEHLOST (You put it on when you go to the street.)
 5. CEHIKNT (A room where you cook dinner.)
- Answers: 1. Table; 2. Chair; 3. Lamp; 4. Clothes; 5. Kitchen.

« » , – « » .
 , .
 .

A chain of letters

?
 CATCHAIREADDRESSPORTHISIT

1. . // - 1996 - 3. - . 6-9. // -
2. 1989 - 4.
3. - .; , 1984. - . 15-18.
4. - : « », 2008. - 95 .

T (Time-bound) –

[2].

: ?

()

« »

SMART-

« », ()

() ()

)
)
)
)
)
)

?» (, 5)?» ? «

- 1.
- 2.
- 3.
- 4.

«

? (, , ?»

.)

?

«

»?

?

?

: “The differences between Upper/Middle Class families and Working Class families?”

:

;

;

3-5

;

His, You, We.

«His»

: I, He,

« . « »
».
: Lived, decided, done,
played, loved. ,
? ? (,
, .)

- “EatingHabits”,
: , , ,
, , , .
, , , .
:
1. , ;
2. , ..
; ;
3. , :
, ..
4. , .. ;
5. ;
6. ;
7. , ;
8. ()

SMART- , ..
SMART- « », ()
, .. ,
SMART-
2 . «Birthday».
SMART- :

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.





- SMART-

1. , 2012. – 400 .
2. : SMART-
3. « » , 2015. – 33 . [: <http://www.eidos.ru/journal/2006/0822-1.htm>(: 27.03.2017).