

Национальный институт образования

Уроки

АНГЛИЙСКОГО
ЯЗЫКА

В **7** КЛАССЕ

7

Аверсэв

Национальный институт образования

М. Г. Гец

УРОКИ

АНГЛИЙСКОГО ЯЗЫКА В **7** КЛАССЕ

Пособие для учителей учреждений общего
среднего образования с белорусским
и русским языками обучения

*Рекомендовано
Научно-методическим учреждением
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Пособие включает дидактические сценарии уроков по некоторым темам в соответствии с учебным пособием по английскому языку для 7 класса. Данные материалы могут использоваться в процессе обучения и контроля уровня подготовки учащихся.

Адресуется учителям английского языка, методистам, студентам педагогических специальностей учреждений высшего образования.

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ПРЕДИСЛОВИЕ

Данный сборник предназначен для учителей английского языка и может рассматриваться как дополнительный компонент учебно-методического комплекса для VII класса. Дидактические сценарии уроков разработаны в соответствии с предметно-тематическим содержанием учебной программы для учреждений общего среднего образования с белорусским и русским языками обучения «Иностранные языки: английский, немецкий, французский, испанский, китайский. III—XI классы» (Минск: Национальный институт образования, 2012).

Сценарии уроков соответствуют возрастным особенностям учащихся, дифференцируются по уровням их обученности. Материалы сценариев направлены на формирование и совершенствование фонетических, лексических и грамматических навыков, развитие умений говорения, чтения и письменной речи.

К каждому из 9 разделов учебника разработаны сценарии 1—3 уроков. Некоторые из них приводятся последовательно, чтобы отследить преемственность в освоении содержания, этапность работы над речевыми навыками и умениями. В уроках используются оригинальные, разработанные автором упражнения разных типов и видов, коммуникативно-ориентированные задания в сочетании с технологиями учения в сотрудничестве, игровыми и здоровьесберегающими технологиями. Особое внимание уделено наглядности (рисунки, таблицы, схемы, фотографии). В некоторых уроках предусмотрены мультимедийные презентации. Ко всем урокам подобраны музыкальные фрагменты для организации физкультур-

минуток¹. Интересен и познавателен материал, знакомящий с фактами культуры Великобритании, Беларуси, творчеством У. Шекспира, достопримечательностями Лондона.

Предлагаемая структура дидактических сценариев уроков, преемственность целей и задач этапов урока способствуют проявлению интереса и активности учащихся в классе и при подготовке домашних заданий, стимулируют их мотивацию и потребность в общении. Сценарии многих уроков предполагают постановку перед учащимися познавательной задачи, эвристической проблемы, ее коллективное обсуждение и поиск решения. Задания ориентированы на индивидуальную, парную и групповую работу, поисковую деятельность, что способствует созданию атмосферы коммуникативной компортности на уроке.

¹ Данные материалы можно скачать **бесплатно** на нашем сайте (aversev.by, раздел «Скачать»).

УРОК 1

ТЕМА УРОКА: **THE BEGINNING OF THE SCHOOL YEAR**

Цели урока

Образовательная цель: получение сведений о начале учебного года в разных странах мира; повторение форм и ситуаций употребления настоящего и прошедшего простого времени; совершенствование навыков диалогической и письменной речи.

Развивающая цель: развитие оперативной памяти учащихся, аналитического мышления.

Воспитательная цель: формирование положительной мотивации изучения английского языка.

Коммуникативные задачи: выражение своего отношения к иностранному языку; анализ своей деятельности на уроке английского языка.

Оснащение урока и дидактические материалы: карта мира, фотография, музыкальное сопровождение физкультпаузы.

Communicative aim: to express attitude to studying at school, learning English.

Aims of the lesson:

- to revise grammar tense forms;
- to learn about the beginning of the school year in different countries;
- to develop pupils' short-term memory, thinking and analytical skills;
- to develop dialogue and writing skills;
- to provide positive motivation for learning English.

Equipment: cards, flashcards, a tape-recorder.

Этап урока / Stage of the lesson: экспозиция урока / preliminaries.

Задачи этапа / Objectives of the stage: to warm-up, create the atmosphere of foreign language communication and provide positive motivation for learning English.

 **Деятельность учителя / Teacher activity**

Greetings. Introduction. Let's do a mini-survey "Group profile". Choose a question and ask everybody. Let the pupils put down their answers. Here are possible questions:

1. When is your birthday? 2. Have you got a pet? If no, what pet would you like to have? 3. What are your parents' jobs? 4. What is / are your most favourite / least favourite subject / s? 5. Do you have a hobby? What is your favourite pastime? 6. Why do you learn English? 7. What countries have you been to? 8. What do you like / dislike doing at the English lessons? 9. Have you got brothers / sisters / cousins? 10. Did you have a good time in summer? 11. How do you feel about the beginning of the school year? (Questions should be printed / written on cards.)

 **Деятельность учащихся / Pupil activity**

Everybody asks all their group-mates the same question. Pupils should put down their peers' answers and tell the class about the results. Possible answers: ... pupils were born in September, ... pupils have their birthday in October, etc.

Время / Time: 7 min.

Модель взаимодействия / Interaction model: P1 – P2 – P3 – P4 – P5 – P6 – P7 – P8, etc. P1 – Cl; P2 – Cl; P3 – Cl, etc.

Этап урока / Stage of the lesson: фонетическая зарядка / phonetic drill.

Задача этапа / Objective of the stage: to improve phonetic habits.

 **Деятельность учителя / Teacher activity**

Read out the following September rhyme:

Leaves are old

Turning gold

To recall summer months read out and match the rhymes with the names of the months:

Roses bloom, sweet perfume (June)

Watch my boat

See it float (July)

Spend the day making hay (August)

Transcribe one of them. (The teacher may show the cards with the vowels.)

Деятельность учащихся / Pupil activity

The pupils pronounce all the rhymes one by one. Then they choose and transcribe one rhyme in their exercise books.

Время / Time: 2 min.

Модель взаимодействия / Interaction model: P1 – Cl; P2 – Cl;
P3 – Cl, *etc.*

Этап урока / Stage of the lesson: **составление диалогов по образцу / oral speech practice.**

Задача этапа / Objective of the stage: to develop dialogue skills.

Деятельность учителя / Teacher activity

Act out the dialogues. Mind the intonation of special questions. Fill in the gaps with facts about your life. Exchange the dialogues with your classmates.

Dialogue 1.

- When does the school year begin in Belarus?
- The school year begins on September 1 in our country. This year we have ... lessons on this day. They're ..., ..., ...

Dialogue 2.

- When does the school year begin in Great Britain?
- I'm not sure. I think it ...

Dialogue 3.

- How many pupils are there in our class?
- There are ... pupils in our class: ... boys and ... girls.

Dialogue 4.

- What's your favourite pastime?
- I don't know. Maybe ...

Dialogue 5.

- How long have you been learning English?
- I started learning English when I was a ... year pupil. I've learned ... words so far.

Dialogue 6.

- What do you like or dislike doing at your English lessons?
- Well, I like ..., I dislike (getting bad marks).

Dialogue 7.

- How long does it take you to get to school?
- It depends. If I walk, it takes me ... minutes. If I go by public transport, it takes me ... minutes.

Деятельность учащихся / Pupil activity

Pupils receive flash cards of different colours with printed / written dialogues.

Each pair should act out at least 3 different dialogues.

Время / Time: 10 min.

Модель взаимодействия / Interaction model: P1 – P2; P3 – P4; P5 – P6, etc.

Этап урока / Stage of the lesson: **написание личного письма (прием «параллельного письма») / written speech practice.**

Задачи этапа / Objectives of the stage: to develop writing skills, revise tense forms.

Деятельность учителя / Teacher activity

Which do you prefer – to write letters or to receive them? Here are model letters to Nick and Rosie, who are your textbook characters. Fill in the gaps with the missing words. Choose the best alternative among the given options.

Model 1.

This is the first time I've written to an English schoolboy.

Dear Nick,

I'm writing to ask you to become my pen pal. This is the (first, second, third, ...) time I've written to an English schoolboy.

My name's I live in ... I've lived here (since my childhood, since I was ...). It's a / an (old, ancient, quite modern, big, small, ordinary) town / city / village. I can send you some pictures if you want. My address is

I'm a seventh form pupil. The school year began on September 1. This year we have some new school subjects. Last year my favourite subject

was ... Besides school I go in for sports / play musical instruments / like reading books / playing computer games / playing with my pet, *etc.*

We are ... in the family. I've got a ..., ..., ...

What do you like doing in your spare time? What are your favourite school subjects?

I'm looking forward to your answer. Best wishes, (name, surname) ...

Model 2.

Dear Rosie,

Hello. I'm your new pen pal. This is the (first, second, third, ...) time I'm writing to an English schoolgirl.

My name is ... I live in ... I've lived here for ... years. My mobile phone number is

I'm ... years old and my birthday is ... When is your birthday?

The school year began on September 1. This year we have some new school subjects. Last year my favourite subject was ... Besides school I go in for sports / play musical instruments / like reading books / playing computer games / playing with my pet, *etc.* I've got some close friends.

We are ... in the family. I've got a ..., ..., ... What do you like doing in your spare time? What are your favourite school subjects?

I'm looking forward to your answer. Best wishes, (name, surname) ...

Деятельность учащихся / Pupil activity

All the pupils receive flash cards of different colours with printed / written letters. Every pupil copies a letter in his / her exercise book. They may choose the addresses.

Время / Time: 8 min.

Модель взаимодействия / Interaction model: P1 – Cl; P2 – Cl; P3 – Cl.

Этап урока / Stage of the lesson: **физкультпауза / moving activities.**

Задачи этапа / Objectives of the stage: to relax, change activities.

Деятельность учителя / Teacher activity

Look at the upper right-hand corner, look at the upper left-hand corner (3 times), don't move your heads. Move your eyes as if drawing figures from 1 to 9. Close your eyes after each figure. (The teacher switches on the computer / tape recorder with a piece of music.)

Деятельность учащихся / Pupil activity

The pupils follow the teacher's instructions or move to the music.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T – Cl; P1 – Cl.

Этап урока / Stage of the lesson: **обучение изучающему чтению и восприятию и пониманию речи на слух с извлечением основной информации / scanning; listening for general comprehension.**

Задачи этапа / Objectives of the stage: to learn more about the beginning of the school year in different countries.

Деятельность учителя / Teacher activity

Ex. 1. *Pronounce the words from the text after the teacher. Guess their meaning:*

The CIS (the Commonwealth of Independent States) – CHF; Georgia, Latvia, Estonia, Lithuania, Australia, Canada, the People's Republic of China, Japan, public, private, elementary, middle, high, semester, term, etc.

Ex. 2. *Show the countries mentioned above on the map (below).*

Ex. 3. *What do you know about the beginning of the school year in different countries? (Possible answers: The school year in Russia begins on ...) You'll learn more about it and and make a comparison with our country. Split into 2 or more groups. You'll do several tasks in groups.*

Ex. 4. *Scan the texts. Get ready to retell the texts in details for the others. Discuss the texts in groups. (The teacher divides the text into parts in accordance with the number of groups.) Do one of the tasks on the text.*

In all the countries of the CIS, the school year begins on September 1. Though Georgia, Latvia, Estonia and Lithuania are not members of the CIS, the school year in these countries traditionally begins on this day.

In most of Australia, the school year lasts from late January to early December. The exact dates vary from year to year, as well as between states, and for public and private schools.

Generally in Canada, the first semester runs from September to mid-January and the second semester runs from early February until June.



In the People's Republic of China all schools including elementary, middle and high schools, colleges and universities have two semesters, the first from September to January, and the other from February or March, depending on the date of Chinese New Year of that year, to July.

The school year in Germany begins on the first of August and ends in June, just as in the majority of European countries. The summer break is much shorter (only 6 weeks) than in most other countries (with up to 3 months). The summer vacation starts on a different day in every state. There are 16 federal states including Berlin, Hamburg and Bremen.

In Japan pupils go to school in April. They have lessons from Monday till Friday or Saturday. Each school year is divided into 3 terms with short winter and spring breaks and a month long summer vacation.

Ex. 5. *Choose among the given tasks. Do it individually. Ask your group members for help. Help the others with their tasks.*

Task 1. Read the names of the countries and find them on the map: Georgia, Latvia, Estonia, Lithuania, Australia, Canada, the People's Republic of China, Germany, Japan.

Task 2. Match the words with their English explanation and translation.

- | | | |
|-------------------------|---|----------------------|
| 1) vacation | a) clearly defined, precise | A) большинство |
| 2) exact | b) a dependent territory from which a country consists of | B) начальная школа |
| 3) until | c) a part of a school year | C) точный |
| 4) a semester | d) up to the time that | D) летние каникулы |
| 5) majority | e) a school for children under the age of 10 | E) штат |
| 6) an elementary school | f) the greater number or part of something | F) семестр, четверть |
| 7) a state | g) a summer break | G) до тех пор, пока |

Task 3. Insert the missing prepositions.

1. The school year in Latvia and Lithuania traditionally begins _____ this day.
2. In most of Australia, the school year lasts _____ late January to early December.
3. The exact dates vary _____ year _____ year.
4. The date of the school year beginning in China depends _____ the date of Chinese New Year.
5. They have lessons _____ Monday _____ Friday or Saturday.
6. Each school year is divided _____ 3 terms with short winter and spring breaks and a month long summer vacation.

Task 4. Reproduce the situations in which the words below were mentioned in the text.

Members of the CIS; public and private schools; summer break; to have lessons.

Ex. 6. *Form 2 larger groups with the pupils from the two or more former groups. Retell all the texts (each group should have all the mini-texts). Ask 5 different questions about the texts. (Possible questions: When does the school year begin in Germany?)*

Ex. 7. *Split again into 2 or more groups. Answer the questions asked by your peers.*

Task 5. *Fill in the gaps with the names of the countries. (The teacher hands out the texts with gaps.)*

Task 5 is for all the groups. Fill in the gaps with one word.

In all the countries of the CIS the school year begins ..., 1. Though Georgia, Latvia, Estonia and ... are not members of the CIS, the school year in these countries traditionally ... on this day.

In most of ..., the school year lasts from late January to early December. The exact dates vary from year to ..., as well as between states, and for public and private ...

Generally in Canada, the first semester runs from September to mid-January and the second ... runs from early February until June.

In the People's Republic of China all ... including elementary, middle and high schools, colleges and universities have two semesters, the first from September to January, and the other from February or ..., depending on the date of Chinese New Year of that year, to July.

The school ... in Germany begins on the first of August and ... in June, just as in the majority of European countries. The summer break is much shorter (only 6 weeks) than in most other ... (with up to 3 months). The summer ... starts on a different day in every state. There are 16 federal states including Berlin, Hamburg and Bremen.

In Japan ... go to school in April. They have lessons from Monday till Friday or Saturday. Each school year is divided into 3 terms with short winter and spring ... and a month long summer vacation.

Ex. 8. *Describe the photo.* (The teacher listens to all group descriptions and chooses the best.) *Present your description to the classmates.* (Example: I can see 7 Japanese schoolgirls standing in a circle. I think they are in front of their school. They all are wearing white, blue and black uniforms. I like ... I don't see ...)

Деятельность учащихся / Pupil activity

Ex. 1. The pupils repeat the new words after the teacher in chorus.

Ex. 2. A volunteer or an appointed pupil shows the countries on the map and names them.

Ex. 3, 4. The pupils answer the teacher's questions and then split into 2–6 groups with at least 3 members. Every member of the group does a certain task. The teacher divides the text into 2–6 parts in accordance with the number of the groups. The pupils in each group choose among the additional exercises below the text. They do ex. 5 individually and ex. 6 in groups.

Время / Time: 10 min.

Модель взаимодействия / Interaction model: T – Cl; T – Gr1,
T – Gr2.



Этап урока / Stage of the lesson: **объяснение домашнего задания / assigning home task.**

Задачи этапа / Objectives of the stage: to explain and put down the home task.

 **Деятельность учителя / Teacher activity**

(optional) Write a letter to your pen pal (Nick, Rosie) describing the school year in different countries.

Prepare a short report about the time the school year ends in different countries.

 **Деятельность учащихся / Pupil activity**

Pupils put down their home task in their record books. They can fill in the gaps in the letters they copied earlier, or write e-letters and send them to each other, or prepare their own short reports.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Cl.

Этап урока / Stage of the lesson: **рефлексия / reflection.**

Задача этапа / Objective of the stage: to foster self-reflection and self-control.

 **Деятельность учителя / Teacher activity**

Finish the sentences. Use the Past Simple, the Present Perfect and Future Indefinite:

Before the lesson I wanted ...

At the lesson I

Before the lesson I didn't want to

Today I haven't

Next time I'll

 **Деятельность учащихся / Pupil activity**

Pupils receive strips of paper with unfinished sentences, insert the missing information and hand them in.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: individual work.

Этап урока / Stage of the lesson: **оценивание / evaluation.**

Задачи этапа / Objectives of the stage: to assess and motivate pupils.

 **Деятельность учителя / Teacher activity**

Nick, you correctly analysed the pupils' answers to survey questions. Alex, you should pay more attention to the intonation of special questions. Nastia and Sveta, your dialogue contained a lot of interesting facts and additional cues. Your marks are ... Thank you for your activity.

 **Деятельность учащихся / Pupil activity**

Pupils come up with self-evaluation and peer assessment.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – C1; T – P1,
T – P2, etc.

УРОК 7

ТЕМА УРОКА: **COMPARE AND CONTRAST****Цели урока**

Образовательная цель: закрепление грамматических форм образования степеней сравнения имен прилагательных и наречий; введение лексико-грамматических средств усиления степеней сравнения имен прилагательных; совершенствование навыков монологической речи на основе ситуации.

Развивающая цель: развитие критического мышления; активизация мыслительных операций сравнения, сопоставления, противопоставления.

Воспитательная цель: развитие умений работать в команде, взаимодействовать с речевыми партнерами.

Коммуникативная задача: развитие умения сравнивать и описывать количество и качество предметов и людей.

Оснащение урока и дидактические материалы: мультимедийная презентация, серия предметных картинок, музыкальное сопровождение физкультпаузы.

Communicative aim: to compare and contrast the qualities of different objects.

Aims of the lesson:

- to practise grammar and vocabulary under study (a bit, slightly, a little, much, a lot, far);
- to develop critical thinking;
- to learn comparison / contrast techniques;
- to develop monologue skills (on the basis of the situation).

Equipment: pictures, a multimedia projector, a tape-recorder.

**Этап урока / Stage of the lesson: экспозиция урока;
речевая зарядка; анкетирование речевых
партнеров / preliminaries.**

Задачи этапа / Objectives of the stage: to warm-up, create the atmosphere of foreign language communication; to provide positive motivation for learning English.

 **Деятельность учителя / Teacher activity**

Greetings. Let's do a mini-survey "A superlative survey". Choose and ask the other pupils a question. Put down the answers. (Slide 3) Here're possible questions:

1. Which pupil has got the oldest / youngest brother or sister?
2. Which pupil lives in the largest house or flat?
3. Which pupil has got the youngest parent?
4. Which pupil lives nearest to the school?
5. Which pupil has got the newest pair of shoes?
6. Which pupil usually wakes up the earliest?
7. Which pupil went to bed the latest last night?
8. Which pupil had the biggest breakfast this morning?
9. Which pupil takes the longest to come to school?
10. Which pupil is the best cook? The best chess player?
11. Which pupil is the fastest runner? *Etc.*

 **Деятельность учащихся / Pupil activity**

Pupils greet the teacher and each other. Everybody asks all the group-mates the same question. Pupils should put down their peers' answers and present their answers to the class. (Slide 4) The pupils transform the questions.

Model: Which pupil has got the oldest relative? Have you got great grandparents? How old is your great grandfather? How old is your great grandmother? How old is your grandmother? How old is your grandfather?

Время / Time: 7 min.

Модель взаимодействия / Interaction model: T – Cl; P1 – T; P1 – Cl, P2 – Cl, P3 – Cl, *etc.* (optional) The teacher uses a multimedia projector to present the list of questions.

**Этап урока / Stage of the lesson: устные высказывания
в форме правил / oral speech practice.**

Задачи этапа / Objectives of the stage: to develop monologue skills,
revise degrees of comparison.

 **Деятельность учителя / Teacher activity**

Ex. 1. (Slides 5–6) *Recall the basic rules about the formation and usage of the degrees of comparison:* if the adjective consists of one or two syllables, the comparative degree is formed with the help of -er suffix. When we compare two and more objects we use *than*, e.g. big – bigger than, slightly bigger than ...

Ex. 2. (Slide 7) *Work in pairs. Formulate the spelling rules.*

If the adjective has “e” at the end, it is dropped; it isn’t written in the comparative and superlative forms of this adjective.

If the adjective has a final -y, it changes into -i before -er, -est.

If a one-syllable adjective has a short vowel, the final consonant is doubled before -er, -est.

(The teacher listens to pupils’ recalling grammar rules and chooses the best examples to be presented to the class.)

 **Деятельность учащихся / Pupil activity**

Pupils work in groups. They choose the form (either superlative or comparative) and suggest their variants of the rules.

Pupils receive the written / printed rules with gaps and put down the missing words. They may add their own examples.

Время / Time: 15 min.

Модель взаимодействия / Interaction model: T – Cl; P1 – P2,
P3 – P4, P5 – P6, *etc.*

**Этап урока / Stage of the lesson: физкультпауза / moving
activities.**

Задачи этапа / Objectives of the stage: to relax, change activities.

 **Деятельность учителя / Teacher activity**

Look at the upper right-hand corner. Look at the upper left-hand corner (3 times), don’t move your heads. Move your eyes as if drawing capital letters from A to H. Close your eyes after each letter.

Деятельность учащихся / Pupil activity

Pupils follow the teacher's instructions. They may move to the music.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T – Cl. Switch on a tape-recorder with a piece of music.

Этап урока / Stage of the lesson: **письмо / writing practice; описание картинок / oral practice.**

Задача этапа / Objective of the stage: to practise lexical-grammar habits.

Деятельность учителя / Teacher activity

Ех. 3. (Slide 8) Divide into 3 groups. Each group will have tasks to fulfill. Group 1, here's your first task. Form the degrees of comparison of the following words. Put them down. Match them with the pictures.

1. fine –
2. short –
3. pretty –
4. thin –
5. clever –
6. long –
7. lazy –
8. mad –
9. high –
10. red –
11. new –
12. hot –
13. bright –
14. safe –
15. able –

Деятельность учащихся / Pupil activity

Pupils split into 3 un / equal groups. One pupil from the group reads out and spells out the forms of adjectives, the others follow him. They either pronounce the word or write it down. The pupils from group 1 in turn write down the forms on the board or pronounce them (spell them). The pupils from group 2 do ex. 6. Group 3 do ex. 7.

Время / Time: 2 min.

Модель взаимодействия / Interaction model: Gr1 – Cl; P1, P2, P3 – Cl, etc.

 **Деятельность учителя / Teacher activity**

Ex. 4. (Slide 9) *Fill in the gaps with the missing forms. Give your own examples.*

Ex. 5. (Slide 10) *Let's recall the rules of the formation of the degrees of comparison of the adjectives consisting of more than 1 or 2 syllables.*

Three or more syllable adjectives or adverbs form their degrees of comparison with the help of more and the most: careful – more careful(ly) – the most careful(ly); changeable – more changeable – the most changeable. To intensify the meaning we may use a bit, slightly, a little, much, a lot.

 **Деятельность учащихся / Pupil activity**

Pupils do exercises 4 and 5 independently while the teacher monitors their grammar habits.

Время / Time: 2 min.

Модель взаимодействия / Interaction model: P1, P2, P3 – T.

 **Деятельность учителя / Teacher activity**

Ex. 6. (Slide 11) *Group 2 members form the degrees of comparison of the following words, put them down and match them with the pictures.*

1. dirty –
2. cold –
3. good-looking –
4. comfortable –
5. deep –
6. busy –
7. wet –
8. famous –
9. smart –
10. heavy –
11. expensive –
12. handsome –
13. careless –

Деятельность учащихся / Pupil activity

One pupil from group 2 reads out the forms, the others follow him. Pupils either pronounce the words or write them down. The pupils from group 2 in turn write down the forms on the board or pronounce them.

Модель взаимодействия / Interaction model: Gr2 – Cl; P1, P2, P3 – Cl, etc.

Деятельность учителя / Teacher activity

(Slides 12–17) Some adjectives and adverbs have irregular comparative and superlative forms. They are: good – better – the best; bad – worse – the worst; little – less – the least; many / much – more – the most; far – farther (further) – the farthest (furthest); old – older (elder) – the oldest (the eldest).

Деятельность учащихся / Pupil activity

Pupils follow the teacher's explanation and watch the slides.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Cl.

Деятельность учителя / Teacher activity

Ex. 7. *(Slide 18) Group 3 members form the degrees of comparison of the following words, put them down and match them with the pictures.*

1. merry –
2. bad –
3. magnificent –
4. many –
5. wide –
6. hard –
7. useful –
8. good –
9. little –
10. small –
11. fortunate –
12. tight –
13. slowly –
14. far –
15. ancient –

Деятельность учащихся / Pupil activity

One pupil from group 3 reads and spells out the forms if necessary, the others follow him. Pupils either pronounce the words or write them down. The pupils from group 3 in turn write down the forms on the board and choose the appropriate pictures.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: Gr3 — Cl; P1, P2, P3 — Cl, etc.

Деятельность учителя / Teacher activity

Ex. 8. (Slide 19) Note that you can also show the equal quality while comparing 2 objects or people. Use as ... as structure. For instance, William Hogarth is as famous as Joshua Reynolds.

Деятельность учащихся / Pupil activity

Pupils listen to the teacher's explanation.

Время / Time: 2 min.

Модель взаимодействия / Interaction model: T — Cl.

Деятельность учителя / Teacher activity

Ex. 9. (Slide 20) Work in groups. One pupil in each group writes down the missing words. The groups exchange their papers and do peer checking.

Ex. 10. (Slide 21) Work in groups. One pupil in each group writes down the missing forms of the adjectives. The groups exchange their papers and do peer checking.

Деятельность учащихся / Pupil activity

Pupils work in groups. First they do the exercises, then they check their peers' papers.

Время / Time: 5 min.

Модель взаимодействия / Interaction model: Gr1 — Gr2 — Gr3. The teacher hands out the exercises and the keys.

Деятельность учителя / Teacher activity

(Slide 22) Draw the cards with the questions. Answer my questions.

1. Tom is taller than Richard. Richard is taller than Fred. Which of the boys is the tallest? Which is the shortest?

2. It is hotter in Athens than in London. It is not as hot in Oslo as in London. Which of the three cities is the hottest? Which is the coldest?

3. A train goes faster than a ship but not so fast as an airplane. Which is the fastest? Which is the slowest?

(Slide 23) Compare and contrast these pictures using as many adjectives in the degrees of comparison forms as you can.

Деятельность учащихся / Pupil activity

One pupil from each group draws a card with a question and gives an answer.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: Gr1 – Gr2 – Gr3. The teacher hands out the exercises and the keys.

Этап урока / Stage of the lesson: **объяснение домашнего задания / assigning home task.**

Задачи этапа / Objectives of the stage: to explain and put down the home task.

Деятельность учителя / Teacher activity

One of the final exercises can be given as a home task.

(optional) Compare and contrast two famous people's portraits.

Деятельность учащихся / Pupil activity

Pupils put down the home task. They either finish their stories or exchange their final variants with the peers.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Cl.

Этап урока / Stage of the lesson: **рефлексия / reflection.**

Задача этапа / Objective of the stage: to foster self-reflection and self-control.

Деятельность учителя / Teacher activity

Finish the sentences. Use the Past Simple, Present Perfect and Future Indefinite:

Before the lesson I wanted

At the lesson I

Before the lesson I didn't want to
Today I haven't
Next time I'll ...

 **Деятельность учащихся / Pupil activity**

Pupils finish the sentences on the slips of paper and hand them in.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Cl.

Этап урока / Stage of the lesson: **оценивание / evaluation.**

Задачи этапа / Objectives of the stage: to assess and motivate pupils.

 **Деятельность учителя / Teacher activity**

Let's assess the results each group showed in each task. Here's the winner ...

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Gr1; T – Gr2;
T – Gr3.



УРОК 6

ТЕМА УРОКА: **SHOPPING HABITS**

Цели урока

Образовательная цель: развитие умений диалогической речи; совершенствование грамматических навыков использования существительных в единственном и множественном числе в устной речи; автоматизация использования *too* и *enough* с именами существительными, прилагательными и наречиями.

Развивающая цель: развитие языковой догадки, речемыслительной активности, внимания.

Воспитательная цель: формирование культуры устного общения и взаимодействия.

Коммуникативные задачи: запрос и получение информации при покупке предметов одежды.

Оснащение урока и дидактические материалы: карточки с диалогами-образцами, музыкальное сопровождение для физкультурпаузы, тематические картинки.

Communicative aim: to ask for and receive information in the shops while doing shopping.

Aims of the lesson:

- to develop dialogue skills; practise grammar material (number of nouns);
- to develop thinking, to practise language guesswork;
- to broaden pupils' outlook;
- to sustain pupils' interaction.

Equipment: flashcards with words on the topic, printed dialogues.

Этап урока / Stage of the lesson: экспозиция урока / preliminaries.

Задачи этапа / Objectives of the stage: to warm-up, create the atmosphere of foreign language communication.

 **Деятельность учителя / Teacher activity**

Greetings. Good to see you again. How are you doing? Who is absent today? What has happened to him / her? What did we do at the previous English lesson? (practised the Present Perfect and Past Simple) Thank you.

Today we're going to speak about our shopping habits. We are going to make up dialogues on the topic and to revise the grammar material we've learned.

 **Деятельность учащихся / Pupil activity**

Pupils greet the teacher and each other and answer the teacher's questions.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 – P2 – P3 – P4 – P5 – P6 – P7 – P8; P1 – Cl, P2 – Cl, P3 – Cl, etc.

Этап урока / Stage of the lesson: фонетическая зарядка / phonetic drill.

Задачи этапа / Objectives of the stage: to improve phonetic habits; to provide positive motivation for learning English.

 **Деятельность учителя / Teacher activity**

Now look at the blackboard. Let's read a tongue twister. First, listen to me. Money spent on the brain is never spent in vain. Repeat after me all together. P1, will you read it? P3, will you translate the tongue twister? (Деньги, вложенные в обучение, никогда не потрачены впустую.) Now, try to pronounce it as quickly as possible (3 times in a row).

 **Деятельность учащихся / Pupil activity**

Every pupil reads out the tongue twister either slowly, or fast, whispering or loudly at least 3 times in a row.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 – Cl; P2 – Cl, etc.

Этап урока / Stage of the lesson: **речевая зарядка / speech grammar drill.**

Задача этапа / Objective of the stage: to practise the plural form of nouns.

 Деятельность учителя / Teacher activity

Now look at the tongue twister once again. Name the nouns which are used only in the plural / singular. Find the suitable personal pronoun. E. g.: jeans — they are, money — it is. Make up your own sentences using the words clothes, glasses, trousers, jeans, shorts, pants, tights, etc.

 Деятельность учащихся / Pupil activity

Pupils work in pairs making up their own sentences.

Model: *I'm not sure if these clothes are in fashion.* Pupils follow the model and add details.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 — P2; P3 — P4; P5 — P6, etc.

Этап урока / Stage of the lesson: **составление диалога из отдельных реплик / jumbled dialogue.**

Задачи этапа / Objectives of the stage: to develop dialogue skills; to revise tense forms.

 Деятельность учителя / Teacher activity

Put the lines in this dialogue in the correct order. Write the numbers in the boxes. Key: 10, 4, 5, 7, 2, 1, 3, 6, 12, 11, 9, 8.





- That's very cheap. Let me see (choosing some T-shirts). I'll take some with the views of London.
- Yes, it's awesome. How much is it?
- £20.
- Well, what about these here? They're a little bit smaller, though. But they're also very nice.
- I'd like some T-shirts with the sights of London on them. Have you got any?
- Can I help you?
- Yes, we've got lots of them. How about this one? It's the Tower.
- That's too expensive. I'd love more than just one. And I've only got £30.
- Oh, yes ... and that one with Westminster Abbey view of course. Well, I think that's it. Yes, I'll take these two.
- What about Buckingham Palace view?
- £15.
- Er... How much is one of these?



Деятельность учащихся / Pupil activity

Pupils work in pairs arranging the lines of the dialogue in the logical order. Then they act out the dialogue.

(advanced) Some pupils may use this model to make up their own dialogues or expand the given one.

Время / Time: 10 min.

Модель взаимодействия / Interaction model: P1 – P2; P3 – P4; P5 – P6, etc.

Этап урока / Stage of the lesson: **физкультпауза / moving activities.**

Задачи этапа / Objectives of the stage: to relax, change activities.

Деятельность учителя / Teacher activity

Take a pencil in your right hand. Look at the sharpened end, draw a triangle in the air, follow the end of your pencil. Draw a rectangle in the air, follow the end of your pencil. Draw a circle in the air, follow the end of your pencil. Draw an oval in the air, follow the end of your pencil. Close your eyes after each geometric figure.

Деятельность учащихся / Pupil activity

Either the teacher or one of the pupils shows the movements and leads the whole group.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: switch on the tape-recorder with a piece of music.

Этап урока / Stage of the lesson: **письмо, выполнение грамматического подстановочного упражнения / writing, doing grammar exercise.**

Задачи этапа / Objectives of the stage: to foster grammar and writing skills.

Деятельность учителя / Teacher activity

Insert “too” or “enough” where necessary to complete the texts. Make the necessary changes. Write in your exercise books.

1. The corduroy trousers were far (too / enough) expensive for my parents to buy. There were (too / enough) a lot of black and dark brown trousers; so I only chose one pair of dark grey. They didn't suit me well (too / enough) but I managed to find a smaller size. The salesgirl was attentive (too / enough) and showed us more trousers of different colours and fabric. In fact we hadn't got (too / enough) time to try them on.

2. My brother is old (too / enough) to drive the car by himself. He didn't buy the car because it was (too / enough) expensive, he took my parents' car. The day was warm (too / enough) so he turned the air-conditioner on. The coffee was (too / enough) hot to drink; so he left it for a minute to cool. My mother isn't old (too / enough) to drive, she's got her driving license but she seldom drives.

3. The suitcase was (too / enough) heavy for the kid to pick up. He wasn't strong (too / enough) to lift that heavy box either. It's (too / enough) difficult to do for a little child. Though he was (too / enough) brave to ask for help. There were (too / enough) customers in the shop to talk to him.

Деятельность учащихся / Pupil activity

Pupils work individually then exchange the exercise books with their peers and check the texts.

Время / Time: 8 min.

Модель взаимодействия / Interaction model: individual and pair work combined.

Этап урока / Stage of the lesson: **лексическая игра / lexical game.**

Задача этапа / Objective of the stage: to develop lexical skills.

 Деятельность учителя / Teacher activity

Divide into three groups. Here're 3 piles of words on the topic "Shopping around". Each group has the same words. Spread them on the table. I'll read out the word, you listen to me and then pick up the card with the word. You should say, "Got it". Keep the card.

 Деятельность учащихся / Pupil activity

Pupils receive the cards and spread them on the table with the word up. As soon as they hear the word, they pick up the card with it.

Время / Time: 10 min.

Модель взаимодействия / Interaction model: the teacher prepares cards with all the words on the topic (p. 251–252 Student's Book).

Этап урока / Stage of the lesson: **объяснение домашнего задания / assigning home task.**

Задачи этапа / Objectives of the stage: to explain and put down the home task.

 Деятельность учителя / Teacher activity

(optional) Write 2 shopping lists of Christmas presents for your parents and friends (now and a few years ago).

 Деятельность учащихся / Pupil activity

Pupils put down the home task in their record books.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Cl.

Этап урока / Stage of the lesson: **рефлексия / reflection.**

Задача этапа / Objective of the stage: to foster self-reflection and self-control.

 **Деятельность учителя / Teacher activity**

Finish the sentences. Ask and answer questions. Use the Past Simple, Present Perfect and the Present Continuous:

At the beginning of the lesson I ..., then we, after that, finally I ..., ..., and ...

How was I doing (speaking, reading)? (answer)

Why have I ...? (answer)

Why haven't I? (answer)

Next time I'll

 **Деятельность учащихся / Pupil activity**

Pupils finish the sentences on the slips of paper and hand them in.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 – T; P2 – T; P3 – T,
etc.

Этап урока / Stage of the lesson: **оценивание / evaluation.**

Задачи этапа / Objectives of the stage: to assess and motivate the pupils.

 **Деятельность учителя / Teacher activity**

Nikita, you've made 3 grammar mistakes. You get a "...". Natasha, you've mixed some cues in the dialogue. Your mark is "...". Igor, pay attention to the position of stress in three-syllable words.

 **Деятельность учащихся / Pupil activity**

Pupils listen to the teacher's comments.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – P1; T – P2; T – P3,
etc.

УРОК 7

ТЕМА УРОКА: **THE PLURAL OF ENGLISH NOUNS**

Цели урока

Образовательная цель: совершенствование произносительных навыков; активизация форм выражения единственного и множественного числа существительных; совершенствование монологических навыков.

Развивающая цель: формирование навыков коррекции, самокоррекции и самооценки.

Воспитательная цель: поддержание готовности работать в команде, играть по правилам.

Коммуникативные задачи: обоснование своего выбора; объяснение правила.

Оснащение урока и дидактические материалы: мультимедийная презентация, музыкальное сопровождение физкультпаузы, карточки с индивидуальными заданиями для двух команд.

Communicative aim: to give explanations.

Aims of the lesson:

- to practise the plural form of nouns: formation and usage;
- to raise team spirits;
- to develop pronunciation and monologue skills;
- to monitor pupils' knowledge.

Equipment: flashcards, a multimedia projector, a tape-recorder.

Этап урока / Stage of the lesson: **экспозиция урока / preliminaries.**

Задачи этапа / Objectives of the stage: to warm-up, provide positive motivation for learning English.

Деятельность учителя / Teacher activity

Greetings. Today we are having an unusual lesson. Let's have a team contest. Divide into 2 teams. Choose the leaders (captains).

Every task will be assessed. Some tasks (Slide 12) are more difficult. To recite the poem is more difficult than to answer the questions. Here's the itinerary of our trip (Slide 4). Follow me. The team results will be written on the board.

Деятельность учащихся / Pupil activity

Pupils greet the teacher and each other. Pupils split into 2 teams with the equal number of players. They choose the leader and the name of the team (optional). Every pupil brings bonuses to their teams. One or three pupils should be appointed experts.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T – Cl; T – Gr1, T – Gr2; Gr1 – Cl, Gr2 – Cl, Gr3 – Cl, etc.

Этап урока / Stage of the lesson: **фонетическая зарядка / phonetic drill.**

Задача этапа / Objective of the stage: to improve phonetic habits.

Деятельность учителя / Teacher activity

Pronunciation stop is the first one (Slide 5). One pupil from each team pronounces clearly the plural forms of the given nouns. Max 6 points.

Team 1: book, roof, video, table, box, bus. Team 2: month, rock, bee, library, wish, page.

Деятельность учащихся / Pupil activity

One pupil from each team reads out the plural forms of the nouns. Either the teacher or the expert chosen by her / him evaluates each pupil's answer.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: the words should be printed on flashcards or written on the board.

Этап урока / Stage of the lesson: **краткие монологические высказывания в форме правил / oral speech practice.**

Задачи этапа / Objectives of the stage: to foster grammar and monologue skills, revise word forms.

Деятельность учителя / Teacher activity

Give quick responses to the questions. All the team members take part in the blitz. (Slide 6) Team 1 ask: How do most English words form the plural? Are there any changes if the word ends in “-ch”, “-sh”, “-s”, “-x”, “-z”, “-ge”? Form and spell the plural form of the word “potato”. What is the plural of the word “loaf”? Is the sentence correct: “Scissors is used to cut cloth?”

(Slide 7) Team 2 ask: How can the ending “-s” be pronounced? If the word ends in “-y”, are there any changes to make the plural form? Form and spell the plural form of the word “radio”. What is the plural of the word “chief”? Is the sentence correct: “The police are investigating this case carefully”. Max 5 points.

Деятельность учащихся / Pupil activity

Pupils choose the cards with tasks.

They answer the questions with no time for thinking. The pupil-expert keeps the records. Every member of the group can receive 1 point. They may add more details and get extra points.

Время / Time: 5 min.

Модель взаимодействия / Interaction model: questions should be printed on flashcards. P1 – Cl; P2 – Cl; P3 – Cl; P4 – Cl; P5 – Cl; P6 – Cl, etc.

Этап урока / Stage of the lesson: конкурс капитанов / captains' contest.

Задача этапа / Objective of the stage: to develop self-check skills.

 **Деятельность учителя / Teacher activity**

(Slide 8) Captains receive the cards with nouns; they must correct the mistakes. Max 15 points. Card 1: A. boxes citys womans chairs mouths wolfs deers dishes shelves lives watchs keys loafs childrens places. Card 2: B. knives tomatos sheeps clouthes videos wives armys leafs postmans horses heroes safes classes men boyes (some of the forms are correct).

 **Деятельность учащихся / Pupil activity**

Captains cross out the incorrect forms and put down their variants. If the form is correct, they leave it unchanged. The experts assess the task.

Время / Time: 4 min.

Модель взаимодействия / Interaction model: P1 – Cl; P2 – Cl.

Этап урока / Stage of the lesson: поэтический конкурс / poets' corner.

Задача этапа / Objective of the stage: to improve speech habits.

 **Деятельность учителя / Teacher activity**

(Slide 9) Let's read out the poem. First, pupils work in groups reading out in whisper, very loudly, fast or slowly, etc. Then one member of each group recites the poem. Their performances are evaluated. Max 2 points.

What is this Life?

W. H. Davies

What is this life if, full of care,
We have no time to stand and to stare!
No time to see, when woods we pass,
Where squirrels hide their nuts in grass.
No time to see in broad daylight,
Streams full of stars, like skies at night.
No time to turn at beauty's glance,
And watch her feet, how they can dance.
A poor life this is, if full of care,
We have no time to stand and to stare.

Деятельность учащихся / Pupil activity

Pupils pronounce the unknown words all together. Then they read out the poem after the teacher. After that they work in groups: they whisper the poem, they pronounce it loudly; only girls / boys read it out; they read it out as fast and as slow as possible. After that each team appoints one contestant.

Время / Time: 5 min.

Модель взаимодействия / Interaction model: Gr1 — Cl; Gr2 — Cl.

Этап урока / Stage of the lesson: **лексико-грамматический конкурс / lexical-grammar contest.**

Задачи этапа / Objectives of the stage: to develop grammar skills, revise word forms.

Деятельность учителя / Teacher activity

(Slides 10–11) *Both the teams do the same task at the same time. They insert the missing forms of the nouns. All in all there are 13 missing words for 13 points.*

We'll begin with **box**, and the plural is —,
But the plural of **ox** should be —, not oxes.
The one fowl is **a goose**, but two are called —
Yet the plural of mouse should never be meese,
You may find one **mouse**, or a whole nest of —,
But the plural of house is —, not hise.
If the plural of **man** is always called —,
Why shouldn't the plural of pan be called pen?
The **cow** in the plural may be — or kine;
But a bow, if repeated, is never called bine;
And the plural of **vow** is —, never vine.
If I speak of a **foot**, and you show me your —
And I give you a boot, would a pair be called beet?
If one is **a tooth** and a whole set are —,
Why shouldn't the plural of booth be called beeth?
If the singular is **this** and the plural is —,
Should the plural of kiss ever be nicknamed keese?

Then one may be **that** and three would be —,
Yet hat in the plural would never be hose,
And the plural of **cat** is —, not cose.
We speak of a brother and also of brethren,
But though we say mother, we never say methren,
Then the masculine pronouns are he, his, him,
But imagine the feminine she, shis and shim!
So English, I think you all will agree,
Is the greatest language you ever did see.

 **Деятельность учащихся / Pupil activity**

The teams exchange their poems with noun forms. They assess their counter parts. The assessment can be done by the experts.

Время / Time: 5 min.

Модель взаимодействия / Interaction model: Gr1 — Gr2.

Этап урока / Stage of the lesson: **физкультпауза / moving activities.**

Задачи этапа / Objectives of the stage: to relax, change activities.

 **Деятельность учителя / Teacher activity**

Look at the upper right-hand corner. Look at the upper left-hand corner (3 times), don't move your heads. Move your eyes as if drawing capital letters from A to H. Close your eyes after each letter.

 **Деятельность учащихся / Pupil activity**

Pupils follow the teacher's instructions. They may move to the music.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T — Cl; switch on the tape-recorder with a piece of music.

Этап урока / Stage of the lesson: краткие монологические высказывания / oral speech practice.

Задача этапа / Objective of the stage: to develop monologue skills in the form of explanation.

 **Деятельность учителя / Teacher activity**

(Slide 12) “Curiosity Stop”. Every pupil from both the teams draws a card, gives either the plural or the singular form and explains the rule. Make use of the given model.

Model (the beginning): The singular of “clothes” doesn’t exist. The word “clothes” is always plural. We may say, “an article or a piece / item of clothing”. (Extended answers will add 2 points. Maximum 10 points.)

 **Деятельность учащихся / Pupil activity**

One pupil reads out the word, makes the necessary changes and explains the rule. The others follow him.

Время / Time: 5 min.

Модель взаимодействия / Interaction model: P1, P2, P3 – Cl, etc.

Этап урока / Stage of the lesson: контроль сформированности грамматических навыков / grammar consolidation.

Задача этапа / Objective of the stage: to develop grammar-lexical skills.

 **Деятельность учителя / Teacher activity**

(Slides 13–14) Pupils work in teams. They put down the numbers of the tasks and the corresponding letter. Time is limited to 3 min.

1. His advice ___ forgotten.
a) was b) were
2. Good news ___ always welcome.
a) is b) are
3. There ___ not much furniture in this room.
a) is b) are
4. Where ___ the money? I put the money in the drawer.
a) are b) is
5. Sheep ___ grass-eating animals.
a) is b) are
6. Mathematics ___ his favourite subject.
a) is b) are

7. The girl's hair ___ golden-brown.
a) were b) was
 8. Women ___ always right.
a) are b) is
 9. My teeth ___ not white, I'm afraid.
a) are b) is
 10. The watch ___ made of gold.
a) are b) is
- (Max 10 points. Tasks 11–12 are optional.) (*Slide 14*)

 **Деятельность учащихся / Pupil activity**

The teams fill in the gaps with one possible variant. One pupil puts down the answers. Pupils may be given the task to make up their own sentences with other nouns like knowledge, gymnastics, athletics, trousers, outskirts, cattle. The teams may exchange their sentences for peer checking.

Время / Time: 8 min.

Модель взаимодействия / Interaction model: Gr1 – Cl; Gr2 – Cl.

Этап урока / Stage of the lesson: **объяснение домашнего задания / assigning home task.**

Задачи этапа / Objectives of the stage: to explain and put down the home task.

 **Деятельность учителя / Teacher activity**

Think of your own tasks for the peers. Make up sentences or questions on the topics “The plural of nouns” and “Shopping”. Be ready with at least 2 of them. For instance, translate the word in brackets into English: My younger sister is afraid of (мыши). So am I.

 **Деятельность учащихся / Pupil activity**

Pupils put down the home task.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Cl.

Этап урока / Stage of the lesson: **рефлексия / reflection.**

Задача этапа / Objective of the stage: to develop self-reflection and self-control.

Деятельность учителя / Teacher activity

(Slide 15) Напишите синквейн – стихотворное пятистрочие без рифмы. Первая строчка – слово-существительное, название синквейна, его тема.

Вторая строчка – 2 прилагательных, характеризующих тему.

Третья строчка – 3 глагола, описывающие действия, относящиеся к теме.

Четвертая строчка – целое предложение, которое выражает отношение к теме.

Пятая строчка – слово-резюме, которое дает новую интерпретацию теме, позволяет выразить свое личное отношение.

The teacher announces the results. The winners and the pupil who earned more points receive excellent marks.

Think about your activities at the lesson. Describe them in 5 lines: line 1 – a noun, your main activity or the subject matter of the lesson; line 2 – two adjectives true to your attitude, emotional state; line 3 – three verbs characterising your activities; line 4 – one sentence statement; line 5 – one noun showing your own perspective.

Деятельность учащихся / Pupil activity

Pupils put down their answers on the slips of paper and hand them in.

Время / Time: 2 min.

Модель взаимодействия / Interaction model: P1 – T; P2 – T.

Этап урока / Stage of the lesson: **оценивание / evaluation.**

Задачи этапа / Objectives of the stage: to assess and motivate the pupils.

Деятельность учителя / Teacher activity

Anton has got the biggest number of points. Team A has won. Team B were not good at all the contests.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – P1; T – P2, etc.

УРОК 7

ТЕМА УРОКА: THE STORY OF MY FRIENDSHIP

Цели урока

Образовательная цель: получение информации о распространенности английского языка как средства межкультурного общения; описание способов общения с друзьями по переписке из разных стран; совершенствование монологических навыков в форме описания на ситуативной основе; совершенствование навыков репродуктивной письменной речи в форме диктанта; совершенствование навыков восприятия и понимания речи на слух.

Развивающая цель: развитие кратковременной памяти; активизация синтетических речемыслительных действий.

Воспитательная цель: формирование положительного эмоционального фона и культуры общения со сверстниками.

Коммуникативная задача: рассказ о знакомстве с другом (в устной и письменной форме).

Оснащение урока и дидактические материалы: ситуативные картинки, видеопесни для физкультпаузы.

Communicative aim: to tell a story of one's friendship.

Aims of the lesson:

- to develop monologue skills in the form of a description on the situational basis;
- to develop writing skills in the forms of a dictation, description and narration;
- to develop pupils' memory, thinking, synthetic skills;
- to foster positive emotional attitude towards the peers.

Equipment: pictures, a multimedia projector, a tape-recorder.

Этап урока / Stage of the lesson: экспозиция урока / preliminaries; аудирование и письменная речь / listening and writing.

Задачи этапа / Objectives of the stage: to warm-up, create the atmosphere of foreign language communication; to provide positive motivation for learning English.

 **Деятельность учителя / Teacher activity**

Greetings. Do you have any pen-friends? Would you like to have one from abroad? What language do you think you'll use in your communication? You can text a message, Skype, chat in the Internet, or talk on the phone, can't you?

 **Деятельность учащихся / Pupil activity**

Pupils greet the teacher and each other and give extended answers to the teacher's questions.

Mini-dictation.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: P1 — T; P2 — P3;
P4 — Cl.

Этап урока / Stage of the lesson: предтекстовый этап / pre-text stage.

Задача этапа / Objective of the stage: boost pupils' imagination.

 **Деятельность учителя / Teacher activity**

Do you know the number of English speakers in the world? (There're 340 mln speakers of English as a first language and 390 mln speakers as a second language.)

 **Деятельность учащихся / Pupil activity**

The pupil whose guess comes nearest to these figures is the winner and brings bonuses to his / her team.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T — Cl; P1 — Cl.

Этап урока / Stage of the lesson: **предтекстовый этап / pre-text stage.**

Задача этапа / Objective of the stage: develop listening habits.

 **Деятельность учителя / Teacher activity**

Group work. All the pupils form 3/5 groups of 2–3 in accordance with the number of sentences in the dictation. The teacher suggests making mixed abilities groups. In case there're unknown words the teacher should introduce the words.

 **Деятельность учащихся / Pupil activity**

Pupils split into groups with 2 members minimum.

Learners should listen to the dictation twice. The first time they are not allowed to make notes. The second time they may put down key words. The text should be dictated at normal spoken speed.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Gr1; T – Gr2.

Этап урока / Stage of the lesson: **текстовый этап; диктант / dictation.**

Задача этапа / Objective of the stage: develop short-term memory.

 **Деятельность учителя / Teacher activity**

1. Millions of people around the world speak English. 2. Some use it as their first language. 3. Others use it as their second or third language. 4. It is the world language for diplomacy, commerce, pop music, aviation, and sport. 5. What's your reason for learning it?

 **Деятельность учащихся / Pupil activity**

Pupils listen, then they put down key words during the second listening, finally they put down the dictation (one from the group).

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T – Cl.

Этап урока / Stage of the lesson: **этап проверки / analysis and correction.**

Задача этапа / Objective of the stage: check the dictation.

 Деятельность учителя / Teacher activity

One pupil from each group reads out the dictation. The teacher uses a multimedia projector with the dictation.

 Деятельность учащихся / Pupil activity

As soon as the teacher finishes reading out the text, the pupils work in groups / pairs to reproduce the dictation. For analysis ask 1–2 groups to put down their sentences on the board.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T – Cl; P1 – T.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T – Gr1; T – Gr2; T – Gr3, etc. Gr1 – Cl; Gr2 – Cl; Gr3 – Cl, etc.

Этап урока / Stage of the lesson: **монологические высказывания в форме описания картинок / oral speech practice.**

Задачи этапа / Objectives of the stage: to develop monologue skills, revise word formation and collocations.

 Деятельность учителя / Teacher activity

Ex. 1. *Look at the pictures (below). Think of captions. Choose among the suggested ones: “Where are you?”, “How about going to the cinema tonight?”, “KHUF (Know how you feel)”, “TTYL (Talk to you later)”.*

 Деятельность учащихся / Pupil activity

Pupils choose the caption and suggest their own captions.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 – Cl; P2 – Cl.

Деятельность учителя / Teacher activity

Ex. 2. *Work in pairs. Describe the pictures. Think of a topic sentence and controlling ideas of your description. Use the following graphic form and key words:*

1. The boy is texting to his close (great, dear, good, intimate, new) friend.

a) is sitting ..., wearing ..., can't make a call, is missing ...

b) make friends, see a friend, help a friend..., take his friend's advice, to befriend ...

2. Earlier people sent letters and wrote postcards to their friends.

a) my parents have old friends ...

b) friends share smth, laugh, embrace, have parties ...

3. Your friend is a man who knows all about you, and still likes you. (Elbert Hubbard)

(The teacher listens to pupils' descriptions and chooses the best ones to be presented to the class.)

Деятельность учащихся / Pupil activity

Pupils receive the written / printed key sentences and words and put down the description of the pictures in their exercise books.

They may add more details.

Время / Time: 12 min.

Модель взаимодействия / Interaction model: P1 – P2; P3 – P4; P5 – P6, etc.



Этап урока / Stage of the lesson: физкультпауза / moving activities.

Задачи этапа / Objectives of the stage: to relax, change activities.

 **Деятельность учителя / Teacher activity**

Listen to the song “Best Friends Forever (BFF)”. Guess the meaning of the unknown expressions in the lyrics (return the favour, see eye to eye, fit in with the crowd, etc.). Sing with the recording.

The BFF Song

- I. We don't always like the same things
Take ice cream we like different flavors (*am*)
And we don't always see things the same
Once you called me a name and I returned the favor (*am*).
Ch. But you are my best friend forever
We won't ever let that end – no never
You are here for me and I'm here for you
That's what best friends do.
- II. We don't always see eye to eye
Don't ask me why but we don't mind it.
And we don't always get along but our friendship's strong
We can always find it.
Ch. And you are ...
- III. We don't always fit in with the crowd
But we still stand proud and we stand together.
And we don't care what other people say
WE go our own true way that work a whole lot better.
Ch. And you are ... (twice)

 **Деятельность учащихся / Pupil activity**

Pupils follow the teacher's instructions. They may move to the music. They may learn the verses by heart.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T – Cl; switch on a computer to listen to the song.

**Этап урока / Stage of the lesson: письменная речь
в форме повествования и описания / written speech
practice.**

Задача этапа / Objective of the stage: to develop writing skills in the forms of description and narration.

 **Деятельность учителя / Teacher activity**

Write “A Story of My Friendship”. Make use of the given models.

Model (the beginning): Who is a true friend? In my life they are few just like in the proverb “Friends should be few but good”. There’s no shortage of acquaintances, with whom you discuss computer games and films. My best friend is someone who shares my life.

Model (the conclusion): I can rely on my friend. We care about each other. My friend is worth more than gold.

 **Деятельность учащихся / Pupil activity**

One pupil reads out the model, the others follow him. Pupils either copy the given model or develop their own. Then they write 2–3 paragraphs describing their friends and narrating an instructive story to convince (inform, entertain) the readers.

Время / Time: 11 min.

Модель взаимодействия / Interaction model: P1, P2, P3, etc.

Этап урока / Stage of the lesson: объяснение домашнего задания / assigning home task.

Задачи этапа / Objectives of the stage: to explain and put down the home task.

 **Деятельность учителя / Teacher activity**

Exchange your story with the partner. Read and check it at home.

 **Деятельность учащихся / Pupil activity**

Pupils put down the home task. They either finish their stories or exchange their final variants with the peers.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Cl.

Этап урока / Stage of the lesson: **рефлексия / reflection.**

Задача этапа / Objective of the stage: to foster self-reflection and self-control.

 **Деятельность учителя / Teacher activity**

Finish the sentences. Use the Past Simple, Present Perfect and Future Indefinite:

Before the lesson I wanted

At the lesson I

Before the lesson I didn't want to

Today I've ...

Next time I'll ...

 **Деятельность учащихся / Pupil activity**

Pupils finish the sentences on the slips of paper and hand them in.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: P1 – T; P2 – T, etc.

Этап урока / Stage of the lesson: **оценивание / evaluation.**

Задачи этапа / Objectives of the stage: to assess and motivate the pupils.

 **Деятельность учителя / Teacher activity**

Group 1, you wrote the dictation without any mistakes. Every member receives a ... Masha's story of her friendship was logical and contained some phrasal verbs. Her mark is ...

 **Деятельность учащихся / Pupil activity**

Pupils listen to the teacher.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – P1; T – P2, etc.

УРОК 5

ТЕМА УРОКА: **OLYMPIADS AND OLYMPIANS****Цели урока**

Образовательная цель: получение информации о белорусских спортсменах-олимпийцах; знакомство с новыми словами по теме; развитие умений ведения свободного диалога по ситуации; развитие умений ситуативной монологической речи.

Развивающая цель: развитие ассоциативной памяти; активизация аналитических мыслительных операций.

Воспитательная цель: воспитание патриотизма, чувства гордости за выдающиеся успехи белорусских спортсменов.

Коммуникативные задачи: описание популярных видов спорта в нашей стране; выражение своего отношения к спорту и его аргументация.

Оснащение урока и дидактические материалы: серия тематических картинок, программа зимней Олимпиады — 2010 в Ванкувере и летней Олимпиады — 2012 в Лондоне, географическая карта, карточки с диалогом для работы в парах, музыкальное сопровождение физкультпаузы.

Communicative aim: to compare popular sports in different countries.

Aims of the lesson:

- to introduce new words;
- to learn about the Olympians in Belarus and other countries;
- to develop pupils' memory, thinking and analytical skills;
- to develop dialogue skills;
- to develop situational monologues skills.

Equipment: a geographical map, pictures, flashcards.

Этап урока / Stage of the lesson: экспозиция урока / preliminaries.

Задачи этапа / Objectives of the stage: to warm-up, create the atmosphere of foreign language communication; to provide positive motivation for learning English.

 **Деятельность учителя / Teacher activity**

Greetings. Read out the dates correctly:

1998, 2002, 2006, 2010, 2012, 2014.

1996, 2000, 2004, 2008. *What sport events took place those years?*

Pronounce the following geographical names after your teacher: Nagano, Salt Lake, Turin, Vancouver, Atlanta, Sydney, Athens, Beijing, London, Sochi. Show them on the map.

(advanced) Match the dates with the Olympiads.

 **Деятельность учащихся / Pupil activity**

Pupils pronounce the dates one by one (chain activity). They may practise lip reading. One pupil whispers the date the others try to guess it. Pupils' answers can be different. The expected answer is Olympiads. Volunteers draw the lines connecting the dates with the cities.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 – P2 – P3 – P4 – P5 – P6 – P7 – P8. P1 – Cl; P2 – Cl; P3 – Cl, *etc.* Dates and geographical names should be printed / written on the board.

Этап урока / Stage of the lesson: фонетическая зарядка / phonetic drill.

Задача этапа / Objective of the stage: improve phonetic habits.

 **Деятельность учителя / Teacher activity**

Read out the following words and word combinations and transcribe them: boxing, canoeing, cycling, diving, fencing, rowing, sailing, shooting, swimming, synchronized swimming, skiing, skating, snowboarding, wrestling, weightlifting.

 **Деятельность учащихся / Pupil activity**

Every pupil transcribes at least five words.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: individual work.

Этап урока / Stage of the lesson: **речевая зарядка / oral speech practice.**

Задача этапа / Objective of the stage: to develop vocabulary skills.

 **Деятельность учителя / Teacher activity**

Which of you knows more Olympians? Match the Olympiad medal winners from Belarus with the sports:

- | | |
|-------------------------------------|------------------------------|
| 1) Alexey Grishin | a) shooting |
| 2) Igor Makarov | b) biathlon |
| 3) Julia Nesterenko | c) rowing |
| 4) Ekaterina Karsten | d) judo |
| 5) Sergei Martynov | e) track and field athletics |
| 6) Vadym Deviatovskiy | f) weightlifting |
| 7) Anastasia Novikova | g) biathlon |
| 8) Andrey and Alexander Bogdanovich | h) canoeing |
| 9) Darya Domracheva | i) freestyle skiing |
| 10) Serguey Novikov | j) athletics |

(Key: 1) – i; 2) – d; 3) – e; 4) – c; 5) – a; 6) – j; 7) – f; 8) – h; 9) – g; 10) – b.)

Tell others about the sportsmen using the model.

Model: I think Julia Nesterenko won a gold medal in 100 m dash in Athens.

 **Деятельность учащихся / Pupil activity**

Pupils recall the names of Olympiad medal winners (Victoria Azarenko, Maxim Mirny, Alexandra Herasimenya, Anton Kushnir, Alla Tsuper and others).

Pupils put down the pairs of words in their copybooks. A few pupils write the matching pairs on the board.

Pupils work in pairs following the model. They may give additional information about the sports or the Olympiads.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 – P2; P3 – P4; P5 – P6, etc. The sportsmen's names and the names of the sports should be printed / written on the board.

Этап урока / Stage of the lesson: **развитие диалогических умений / making up dialogues.**

Задачи этапа / Objectives of the stage: to develop dialogue skills, revise tense forms.

Деятельность учителя / Teacher activity

Put the lines in this dialogue in the correct order. Write the numbers in the boxes. (There's a version of this dialogue at the end of the lesson scenario.)

3	Were you alone?
8	It was disastrous.
6	It was FC BATE against FC Barcelona football match.
4	No, I was with my friend Nick.
10	Yes, I've never been to a football match before.
5	What match did you and Nick see?
9	Is this the first time you've been to a football match?
2	I was at the stadium.
7	Did you like the game?
1	Where were you last night?

Деятельность учащихся / Pupil activity

Pupils work in pairs arranging the lines of the dialogue in the logical order. Then they act out the dialogue.

(advanced) Some pupils may use this model to make up their own dialogues or expand the given one.

Время / Time: 8 min.

Модель взаимодействия / Interaction model: pair work.

Этап урока / Stage of the lesson: **физкультпауза / moving activities.**

Задачи этапа / Objectives of the stage: to relax, change activities.

 **Деятельность учителя / Teacher activity**

Take a pencil in your right hand. Look at the sharpened end, draw a triangle in the air, follow the end of your pencil. Draw a rectangle in the air, follow the end of your pencil. Draw a circle in the air, follow the end of your pencil. Draw an oval in the air, follow the end of your pencil. Close your eyes after each geometry figure.

 **Деятельность учащихся / Pupil activity**

Either the teacher or one of the pupils shows the movements and leads the whole group.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: switch on a tape-recorder with a piece of music.

Этап урока / Stage of the lesson: **введение и первичное закрепление новых лексических единиц / introduction of new words.**

Задачи этапа / Objectives of the stage: to develop monologue skills; to learn more about summer and winter Olympiad sports.

 **Деятельность учителя / Teacher activity**

(See the materials / pictures below.) They include Vancouver and London Olympiad Schedules.

Ex. 1. *Pronounce the words from the list after the teacher. Try to guess their meaning.*

Archery, athletics, badminton, basketball, boxing, calisthenics (rhythmic gymnastics), canoeing, cycling, diving, equestrian, fencing, field hockey, football, gymnastics, judo, lawn tennis, modern pentathlon, rowing, sailing, shooting, softball, swimming, synchronized swimming, table tennis, taekwondo, volleyball.

 **Деятельность учащихся / Pupil activity**

First girls then boys pronounce the words after the teacher. Then the pupils whisper the words.

 **Деятельность учителя / Teacher activity**

Ex. 2. Which of them are team sports? Name them using “I guess”, “I’m sure”, “Maybe”, etc.

 **Деятельность учащихся / Pupil activity**

Model: *I’m not sure if softball is a team sport.*

 **Деятельность учителя / Teacher activity**

Ex. 3. Match the words with the pictures. Work in pairs.

 **Деятельность учащихся / Pupil activity**

Pupils work in pairs.

 **Деятельность учителя / Teacher activity**

Ex. 4. Compare Olympic winter and summer sports. Give your opinion of any two in a comparison / contrast manner, e.g. ice and field hockey, shooting and biathlon, biathlon and skiing. Make use of the following adjectives and nouns: professional / amateur, competitive / competitor, to train, tournament, similar to, to participate / participation, coach (тренер), ability, able / unable.

Model: In my opinion, ice hockey has got a longer history than field hockey. Besides, ice hockey enjoys a greater popularity with sport fans than field hockey. In some countries, for example, Canada, it’s sport № 1.

 **Деятельность учащихся / Pupil activity**

Pupils work in pairs. They follow the model and add details.

Время / Time: 20 min.

Модель взаимодействия / Interaction model: T – Cl; Gr – T; P1 – Cl;
P1 – P2, P2 – P3, etc.

Этап урока / Stage of the lesson: объяснение домашнего задания / assigning home task.

Задачи этапа / Objectives of the stage: to explain and put down the home task.

 **Деятельность учителя / Teacher activity**

(optional) Write a letter to you pen pal (Nick, Rosie) describing popular sports in Belarus.

Find and bring along some pictures of well-known sportsmen and events. Describe them (in the written or oral form) or make up 5 sentences with the names of sports.

 **Деятельность учащихся / Pupil activity**

Pupils put down their home task in their record books.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Cl.

Этап урока / Stage of the lesson: рефлексия / reflection.

Задача этапа / Objective of the stage: to foster self-reflection and self-control.

 **Деятельность учителя / Teacher activity**

Finish the sentences. Ask and answer the questions. Use the Past Simple, Present Perfect and the Present Continuous:

At the beginning of the lesson I ..., then we, after that, finally I

How was I doing (speaking, reading)? (answer)

Why have I ... at the lesson? (answer)

Why haven't I ... at the lesson? (answer)

Next time I'll

 **Деятельность учащихся / Pupil activity**

Pupils finish the sentences on the slips of paper and hand them in.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 – T; P2 – T, etc.

Этап урока / Stage of the lesson: **оценивание / evaluation.**

Задачи этапа / Objectives of the stage: to assess and motivate pupils.

Деятельность учителя / Teacher activity

Olga and Ksenya, you should pay more attention to word stress ..., ..., etc. Vladimir, practise pronunciation of the names of sports. Record phonetic exercises and listen to them.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – P1; T – P2, etc.

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Were you alone?

It was disastrous.

It was FC BATE against FC Barcelona football match.

No, I was with my friend Nick.

Yes, I've never been to a football match before.

What match did you and Nick see?

Is this the first time you've been to a football match?

I was at the stadium.

Did you like the game?

Where were you last night?



































• Opening ceremony Event competitions • Event finals Exhibition gala • Closing ceremony

February	12 F	13 S	14 S	15 M	16 T	17 W	18 T	19 F	20 S	21 S	22 M	23 T	24 W	25 T	26 F	27 S	28 S	Gold medals	
Alpine skiing		•	•		•	•		•	•	•			•		•	•		10	
Biathlon		•	•		••		••			••		•			•			10	
Bobsleigh										•		•					•	3	
Cross-country skiing				••		••		•	•		••		•	•			•	•	12
Curling																•	•	2	
Figure skating			•		•		•			•		•		•				4	
Freestyle skiing		•	•							•		•	•	•				6	
Ice hockey		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	2	
Luge		•	•	•	•	•												3	
Nordic combined			•									•		•				3	
Short track		•				•				••			•		•••			8	
Skeleton							•	•										2	
Ski jumping	•	•						•	•		•							3	
Snowboarding				•	•	•	•								•	•		6	
Speed skating		•	•	•	•	•	•		•	•		•	•		•	••		12	
Total gold medals		6	6	5	6	7	5	4	6	6	4	4	6	5	7	7	2	86	
Ceremonies	•																•		
February	12 F	13 S	14 S	15 M	16 T	17 W	18 T	19 F	20 S	21 S	22 M	23 T	24 W	25 T	26 F	27 S	28 S		



July / August	Events
 Ceremonies	
 Archery	4
 Athletics	47
 Badminton	5
 Basketball	2
 Boxing	13
 Canoeing	16
 Cycling	18
 Diving	8
 Equestrian	6
 Fencing	10
 Field hockey	2
 Football	2
 Gymnastics	18
 Handball	2
 Judo	14
 Modern pentathlon	2
 Rowing	14
 Sailing	10
 Shooting	15
 Swimming	34
 Synchronized swimming	2
 Table tennis	4
 Taekwondo	8
 Tennis	5
 Triathlon	2
 Volleyball	4
 Water polo	2
 Weightlifting	15
 Wrestling	18

УРОК 7

ТЕМА УРОКА: **LOOKING AT THE GLORIOUS PAST OF THE REPUBLIC OF BELARUS**

Цели урока

Образовательная цель: введение имен знаменитых белорусских исторических деятелей, названий исторических мест; закрепление использования артикля с именами собственными и географическими названиями; развитие умений изучающего чтения и монологического высказывания на основе текста (разных видов пересказа); формирование социокультурной компетенции (знаниевый компонент).

Развивающая цель: развитие долговременной и ассоциативной памяти, аналитического мышления.

Воспитательная цель: воспитание гражданственности и патриотизма.

Коммуникативные задачи: рассказ и расспрос о достопримечательностях и знаменитых личностях Республики Беларусь.

Оснащение урока и дидактические материалы: карточки с текстами и заданиями, мультимедийная презентация, компьютер, карта Беларуси.

Communicative aim: to share historic facts with foreign guests.

Aims of the lesson:

- to foster patriotism;
- to introduce new historic names and dates;
- to practise articles with proper and geographical names;
- to develop scanning and monologue skills.

Equipment: cards, flash-cards, a multimedia projector, a computer.

Этап урока / Stage of the lesson: экспозиция урока / preliminaries.

Задачи этапа / Objectives of the stage: to warm-up, create the atmosphere of foreign language communication; to provide positive motivation for learning English.

 **Деятельность учителя / Teacher activity**

Greetings. Do you know what historic event took place more than 200 years ago? What happened in Russia in 1812? Was it the Patriotic War? What main battle of the Patriotic War do you know? Who wrote a poem about this event? Who was the Russian army commander? Do you know other generals' names? Today we'll learn more about Belarusian places connected with the Russian-French war. (Pupils are shown the portraits of Kutuzov, Bagration, Lermontov.) One day you'll proudly tell foreign guests about the glorious past of your country.

 **Деятельность учащихся / Pupil activity**

Everybody answers the questions. Possible pupils' answers:

1–2. Napoleon (French) troops attacked Russia. 3. It was the Patriotic War of 1812. 4. The best known battle was near Borodino not far from Moscow. 5. Lermontov did. 6. Kutuzov was.

Время / Time: 7 min.

Модель взаимодействия / Interaction model: Т – P1 – P2 – P3 – P4 – P5 – P6 – P7 – P8, etc. P1 – Cl; P2 – Cl; P3 – Cl, etc. Questions and new words can be printed / written on cards or the board. Use the map of Belarus at the end of the lesson scenario.

Этап урока / Stage of the lesson: предтекстовый этап / pre-text activities.

Задача этапа / Objective of the stage: to introduce new historic names and places.

 **Деятельность учителя / Teacher activity**

First look at the agenda of our today's lesson.

Read out after me.

(Slide 3)

– the first settlements on the territory of Belarus;

- a legend about the foundation of Vitebsk;
- first principalities at the times of the Tatar yoke;
- the Grand Duchy of Lithuania;
- Rzecz Pospolita time;
- a string of conflicts.

Деятельность учащихся / Pupil activity

Pupils read in turn after the teacher.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: Т – P1 – P2 – P3 – P4 – P5 – P6 – P7 – P8, *etc.* P1 – Cl; P2 – Cl; P3 – Cl, *etc.*
Questions and new words can be printed / written on cards or the board.

Этап урока / Stage of the lesson: **фонетическая зарядка / phonetic drill.**

Задача этапа / Objective of the stage: to develop pronunciation habits.

Деятельность учителя / Teacher activity

(Slides 4–5) Pronounce the names of the Belarusian cities, towns, settlements, rivers, dates and the names of the well-known historic figures.

Polotsk (Vitebsk region), the Polota

Vitebsk, the Dvina

Berestye, Brest-Litovsk, Brest, the Bug

Mensk (Minsk), the Menka

Turov (Gomel region), the Dnieper

Slutsk (Minsk region)

Krutogorye (Dzerzhinsk)

Golovchin village, Mogilev region, the Dnieper

Lesnaya village, Slavgorod district, Mogilev region

Brilevskoye field near Borisov, Minsk region

Vorony village, Vitebsk region

Klyastitsy village, Rossony district

Olga, the Kiev Duchess 9th c.

Alexander Nevski 13th c.

Ivan the Terrible 15th c.

Peter I 18th c.

Mindovg (Mindaugas) 13th c.
Mongol-Tatar yoke 13th c.
Crimea Tatars 14th c.
Karl XII 17th c.
Voltaire 18th c.
Tadeusz Kostushko 19th c.

Деятельность учащихся / Pupil activity

Pupils pronounce the geographical and proper names. Pupils show the places on the map of Belarus.

Время / Time: 5 min.

Модель взаимодействия / Interaction model: T – C1; T – P1;
P2 – C1, etc.

Этап урока / Stage of the lesson: **текстовый этап / while reading activities.**

Задача этапа / Objective of the stage: to develop scanning and comprehension skills.

Деятельность учителя / Teacher activity

Task 1. Scan the text.

Task 2. Express the main idea of every passage in one or two sentences.

Task 3. Entitle the passage.

Group 1. (*Slide 6*) When wandering across Belarus, one can follow the path of the Vikings. The history of Vitebsk and Polotsk counts off second thousand years. The cities are the most ancient ones in Belarus, coeval with Ukrainian Kiev, Lithuania and Russian Smolensk. Vitebsk is in the middle of the ancient trade way called “the way from the Varangians to the Greeks”.

Task 4. Find the English equivalents of the following word combinations:
путешествуя по; следуя по пути из варяг в греки; насчитывать;
сверстник; древний торговый путь.

Group 2. (*Slide 7*) A legend goes that in the year 974 Olga, the Kiev Duchess, having fought the yatvyagi and pechenegi tribes, crossed the river Dvina and camped with the troops there. She liked the mount and founded a wooden castle and called it Vitebsk because of the river Vitba. Later Vitebsk regiments waged wars under the command of Alexander Nevski, under the banners of Russian tsars Ivan the Terrible and Peter I.

Task 4. Find the English equivalents of the following word combinations:
легенда гласит; княгиня Ольга; победив племена; разбила лагерь;
вести боевые действия / сражаться под знаменами.

Group 3. (*Slide 8*) Other Belarusian settlements on the territory of modern big cities were first mentioned in the chronicles in the 12 century. Berestye settlement (modern Brest) dates back to 1019, Mensk (modern Minsk, the capital of Belarus) – to 1067. When united the Belarusian principalities (Turov, Slutsk, Polotsk and others) were lucky to avoid the Tatar yoke that enslaved the Russian neighbours for long years. In 1249 the Belarusian troops won victory over Tatars and Mongolians near Krutogorye (modern Dzerzhinsk on the outskirts of Minsk).

Task 4. Find the English equivalents of the following word combinations:
поселение; были упомянуты в летописях; княжество; монголо-татарское иго; превратить в рабов.

Деятельность учащихся / Pupil activity

The pupils are divided into 3 groups. Pupils read the texts in groups together. Then they do individual tasks in groups of 2–4. Each group is responsible for their texts and the tasks. 3 pupils from each group present their answers (task 2, 3, 4). The titles should be written on the board. When the pupils from group 1 announce their results, pupils from groups 2 and 3 are given / shown another group's texts. They listen to the answers and ask questions. Pupils are encouraged to make notes.

Время / Time: 13 min.

Модель взаимодействия / Interaction model: group work.

Этап урока / Stage of the lesson: **физкультминутка / moving activity.**

Задачи этапа / Objectives of the stage: to relax, change activities.

Деятельность учителя / Teacher activity

Take a pencil in your right hand. Look at the sharpened end, draw a triangle in the air, follow the end of your pencil. Draw a rectangle in the air, follow the end of your pencil. Draw a circle in the air, follow the end of your pencil. Draw an oval in the air, follow the end of your pencil. Close your eyes after each geometric form.

 **Деятельность учащихся / Pupil activity**

Either the teacher or one of the pupils shows the movements and leads the whole group.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T – Cl; P1 – Cl.

Этап урока / Stage of the lesson: **текстовый этап; после-текстовый этап / further activities.**

Задача этапа / Objective of the stage: grammar consolidation.

 **Деятельность учителя / Teacher activity**

Task 5. Read for details.

Task 6. Pay special attention to the articles. Find the cases where the articles are / aren't used with the ordinal numerals; with the names of the states; with the names of the seas; with proper names; with the names of cities / towns and other geographical names. Explain their usage. Use grammar references on p. 241–242.

Group 1. (*Slide 9*) In the 13th–16th centuries the Grand Duchy of Lithuania was a powerful state spanning Belarus, Lithuania, Kiev, Chernigov and Volyn areas of Ukraine and western Russia from the Baltics to the Black Sea. The Grand Duchy began its rise to power under the reign of Mindovg (Mindaugas) in the 13th century. The Belarusian language was the official state language in it. Grodno, Novogrudok and other places used to be the sieges of the royalty.

Group 2. (*Slide 10*) Rzecz Pospolita (1569–1795) was drawn into wars in Europe and with Russia including: 1654–1667 – war with Russia; 1700–1721 – the Great Northern War (Sweden and Russia) war. There are two Belarusian settlements that retain the Great Northern War in their memory. In 1708 Karl XII won his last glorious victory near Golovchin village, Mogilev region. Voltaire wrote about that battle. The same year the Russian troops headed by Peter I smashed a 12-thousand Swedish corps near Lesnaya village, Slavgorod district, Mogilev region. A memorial chapel erected in honour of the Russian troops' victory is today a place where a military and historical museum is located.

Group 3. (*Slide 11*) The outline of the main historic events within the Russian Empire period (1772–1917) can be forwarded to 1794 revolt

in Poland, Lithuania and Belarus under Tadeusz Kosciuszko's leadership (see his portrait and the monument to him in Chicago). Born in Belarus in 1746, Kosciuszko is considered a national hero in the USA, Belarus and Poland for his leadership in the American Revolutionary War and the uprising against Imperial Russia and the Prussian Empire in 1794.





(Slide 12) A string of Russian Empire conflicts also includes:

- Napoleonic invasion of Russia (1812);
- Polish Revolt (1830–1831);
- Great Rebellion, headed by Kastus Kalinovski (1863–1864).

Деятельность учащихся / Pupil activity

Pupils work in groups. They should find and explain to each other as many cases of the usage of articles with proper / geographical names as possible.

Every group member announces the results of their activity (give the English equivalents, formulate the main idea of every passage in one or two sentences; give titles to their passage). The teacher may also have mixed groups (“jigsaw” techniques) where pupils from the previously made groups responsible for tasks 2, 3, and 4 work in newly formed groups.

Время / Time: 12 min.

Модель взаимодействия / Interaction model: P1 – P2; P3 – P4, etc.

Этап урока / Stage of the lesson: **объяснение домашнего задания / assigning home task.**

Задачи этапа / Objectives of the stage: to explain and put down the home work.

Деятельность учителя / Teacher activity

Scan the final passage of the text. Get ready with the tasks on the text for 2 other groups. Eg. Make up and put down 3 questions of different types.

Insert the missing articles where necessary. Say some words about Tadeusz Kosciuszko, etc. (The teacher removes some articles from the text.)

(Slide 13) To commemorate the events of the French-Russian war the monuments in honour of the victory of the Russian forces over the French troops, and in memory of the French soldiers perished in the battlefield were erected in Brilevskoye field near Borisov (Minsk region) on the bank of the Berezina river. Other Belarusian places that witnessed the First Patriotic War are: Vorony village, Vitebsk region; Klyastitsy village, Rossony district, Vitebsk region where the troops headed by Earl Wittgenstein won their famous victory over the French troops, and Saltanovka village Mogilev region, the place of the severe battle between the corps of general Ranevsky and Napoleon's troops under the command of Davout, the marshal.

Деятельность учащихся / Pupil activity

This is a group home task. All the groups are given the same text for analysis. They are to scan the text and think of three tasks for the other groups. All in all each group prepare 6 tasks.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: the teacher prepares individual cards with the text and the task or sends it to the pupils over the Internet.

Этап урока / Stage of the lesson: **оценивание / evaluation.**

Задачи этапа / Objectives of the stage: to assess and motivate pupils.

Деятельность учителя / Teacher activity

Self assessment. Group 1, have you accomplished all the tasks? I agree that you've done tasks 1, 2 and 3 correctly. But you've failed to explain some cases of article usage. Your marks are ... (for all). You can improve your results by preparing your home task carefully.

Деятельность учащихся / Pupil activity

Pupils give their evaluation of the work done by their peers.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Gr1; T – Gr2.

(Slide 14)



УРОК 5

ТЕМА УРОКА: **THE PLACE YOU BELONG TO**

Цели урока

Образовательная цель: получение информации об отношении жителей Лондона к жизни за городом; закрепление грамматического материала (предлоги времени и места); развитие во взаимосвязи умений восприятия и понимания речи на слух с извлечением основной информации, умений репродуктивной письменной речи, изучающего чтения, диалогической речи на основе прочитанного текста.

Развивающая цель: развитие кратковременной и долговременной памяти, мыслительных операций сравнения, сопоставления и противопоставления.

Воспитательная цель: воспитание экологической культуры учащихся; формирование положительного отношения к жизни за городом.

Коммуникативные задачи: рассказ / расспрос о преимуществах и недостатках жизни в городе и в деревне; аргументация своей точки зрения.

Оборудование урока и дидактические материалы: проектор (обычный или мультимедийный).

Communicative aim: to ask and speak about pros and cons of city and countryside life.

Aims of the lesson:

- to revise prepositions of time and place;
- to improve listening and writing skills;
- to develop scanning and dialogue skills;
- to develop pupils' memory, comparison / contrast mechanics;
- to foster healthy habits.

Equipment: an overhead projector, hand-outs with texts, pictures.

**Этап урока / Stage of the lesson: экспозиция урока;
преддемонстрационный этап / previewing stage.**

Задачи этапа / Objectives of the stage: to create the atmosphere of foreign language communication; to develop listening habits; to practise vocabulary.

 Деятельность учителя / Teacher activity

Greetings. We're going to watch a series of interviews. People will answer one question. You should watch and listen attentively to understand it (there's a possibility of a slower play).

Ex. 1. *Read out the following sentences expressing the speakers' attitude to the countryside:*

I love the countryside.

I like being in the countryside.

I actually really love the countryside.

I increasingly want to visit the countryside more and more.

I love being in the countryside.

I enjoy the countryside.

Do they love it?

Ex. 2. *Guess the age of the speakers. How old are they? Are they men or women?*

Ex. 3. *Watch the interviews. Where are these people?*

 Деятельность учащихся / Pupil activity

Pupils greet each other and the teacher. Pupils read out the sentences one by one or after the teacher. Then they answer the teacher's questions. Pupils should watch the interviews for about 1 min 10 sec.

Время / Time: 2 min.

Модель взаимодействия / Interaction model: T – Cl; P1 – Cl,
P2 – Cl.

Этап урока / Stage of the lesson: **демонстрационный этап / viewing stage.**

Задача этапа / Objective of the stage: to develop general comprehension listening skills.

 **Деятельность учителя / Teacher activity**

Ex. 4. (after the first viewing) *Have you made the right guesses? These people are in London, aren't they?*

Ex. 5. *Watch again. Try to recall the arguments (the teacher hands out the tapescripts).*

Ex. 6. *Repeat after the speakers in the pauses. Imitate their intonation. Tapescript.*

Presenter: I like being in the countryside but I'm always happy to come back to the city. How about you?

Speaker 1. I actually really love the countryside. I grew up on a farm ...

Speaker 2. I love being in London. I have loved my time in London. But as I'm getting older, I increasingly want to visit the countryside more and more ...

Speaker 3. Yes, it's nice, it's quiet, you can forget about the city ...

Speaker 4. I love it as I was brought up in the countryside.

Speaker 5. I love being in the countryside. It's quiet, lots of fresh air. It's great.

Speaker 6. I love being in the countryside. I ... come from Hampshire. So ... although where I live it's not actually, directly, the countryside, you drive for 10 minutes ... It's beautiful.

Speaker 7. I love the countryside. It's a nice change to living in London and I enjoy taking weekends out ... I enjoy camping ...

Speaker 8. I enjoy the countryside because I've lived there for about 37 years. And particularly I enjoy gardening, growing a lot of vegetables.

 **Деятельность учащихся / Pupil activity**

Pupils answer the teacher's questions. They watch the interviews again. They are not allowed to make notes. First girls then boys pronounce the sentences after the speaker. They may work in pairs.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T – Cl; P1 – Cl, P2 – Cl.
Pair work. Group work.

Этап урока / Stage of the lesson: **последемонстрационный этап / further activities.**

Задача этапа / Objective of the stage: to improve listening and speaking skills.

 **Деятельность учителя / Teacher activity**

Ex. 7. *Do you share any of the expressed opinions? Give your reasons. Work in pairs.*

 **Деятельность учащихся / Pupil activity**

Pupils work in pairs. They listen to the interviews. After a short group discussion they listen to the interviews for the second time. They make notes while listening. Then each pair present their answers.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T – Gr1; T – Gr2; T – Gr3, etc. Gr1 – Cl; Gr2 – Cl; Gr3 – Cl, etc.

Этап урока / Stage of the lesson: **предтекстовый этап / pre-text stage.**

Задача этапа / Objective of the stage: to introduce the topic of the dictation.

 **Деятельность учителя / Teacher activity**

Have a look at the vegetable that people grow both in the countryside and in towns. What's this? (The teacher shows the class some cloves of garlic.) Do you know that garlic is a great healer (лекарь, врачеватель)? How do you feel about it? Let's learn more about it. We are going to write a mini-dictation.

 **Деятельность учащихся / Pupil activity**

Pupils answer the teacher's questions and give their opinions.

Время / Time: 2 min.

Модель взаимодействия / Interaction model: T – Cl; T – P1, T – P2, etc.

Этап урока / Stage of the lesson: **предтекстовый этап / pre-text stage.**

Задачи этапа / Objectives of the stage: to introduce new words, develop phonetic skills.

 Деятельность учителя / Teacher activity

Ex. 1. Pronounce after the teacher:

to use; to heal; natural; safe; antibiotic; juice; infection.

Ex. 2. Match the words with their definitions:

- | | |
|-------------------|--|
| 1) to use (v) | A) to make well again |
| 2) to heal (v) | B) to put into action for some purpose |
| 3) natural (adj) | C) free from risk or danger |
| 4) safe (adj) | D) found in nature, not artificial |
| 5) antibiotic (n) | E) the liquid part of a plant |
| 6) juice (n) | F) the spread of germs |
| 7) infection (n) | G) a medicine that kills bacteria |

 Деятельность учащихся / Pupil activity

First girls then boys pronounce the word after the teacher. They work in pairs doing ex. 2.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T – Cl; P1 – P2, P3 – P4, etc. Pair 1 – Cl; Pair 2 – Cl.

Этап урока / Stage of the lesson: **написание диктанта / text stage.**

Задачи этапа / Objectives of the stage: to improve listening and writing skills, revise prepositions of time.

 Деятельность учителя / Teacher activity

Ex. 3. Group work. Pupils form 2–5 groups of 2–3 in accordance with the number of sentences in the dictation. The teacher suggests making mixed abilities groups. In case there're unknown words the teacher should introduce the vocabulary.

Text stage. Learners should hear the dictation twice. The first time they are not allowed to make notes. The second time they may put down key words. The text should be dictated at normal spoken speed.

All through history people have used garlic for healing. People used it in India and China over 5000 years ago. Because it is a natural medicine, it is a very safe antibiotic. During World War I, for example, doctors used garlic juice because it helped stop infection.

Analysis and correction. When the dictation is over the pupils work in groups / pairs to write down the text. For analysis ask all the groups to put down their sentences on the blackboard. (The dictation can be written on the board or printed on flashcard(s).)

Деятельность учащихся / Pupil activity

Pupils work in groups of 2–3 or more. They listen to the dictation. They are not allowed to make notes. After a short group discussion they listen to the dictation for the second time. They make notes while listening. Then each group produce their dictation (one pupil from the group). After the pupils have finished writing the dictation, they exchange their dictations with the other groups. The teacher may use a multimedia projector to show the dictation for the correction stage.

Время / Time: 8 min.

Модель взаимодействия / Interaction model: Т – Gr1; Т – Gr2; Т – Gr3, etc. Gr1 – Cl; Gr2 – Cl; Gr3 – Cl, etc.

Этап урока / Stage of the lesson: **физкультпауза / moving activities.**

Задача этапа / Objective of the stage: to relax.

Деятельность учителя / Teacher activity

Repeat after me (one of the pupils) and show:
flowers (mushrooms) grow like this (bend forward, touch the toes and slowly move upward);
trees grow like this (spread arms, stretch upward);
apples / leaves fall like this (stretch upward, clench your fists and drop them fast, or slowly move your hands imitating falling leaves);
a wind blows like this (optional movements);
I grow just like that! (jump up and stretch)

Деятельность учащихся / Pupil activity

Pupils make movements with their hands, arms and bodies imitating growing flowers, mushrooms, trees, falling apples or leaves, blowing wind to the music. Repeat 3 times. The teacher switches on a tape-recorder.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T – Cl; P1 – Cl.

Этап урока / Stage of the lesson: **изучающее чтение / scanning.**

Задача этапа / Objective of the stage: to develop scanning skills.

Деятельность учителя / Teacher activity

Ex. 1. *Work in pairs. Scan the text. Put the parts of the text in a logical order (see the text and the key below).*

Ex. 2. *Insert the missing prepositions of time. Check your text against the key.*

Ex. 3. *Read the text and make it true about the place you live by choosing the best alternatives.*

Ex. 4. *Retell the text to your partner.*

Life in my village / town / city

(a) Shops, post offices and banks open (... at) 8 / 9 (... in) the morning and close (... at) about 7 or 8 (... in) the evening. Normally they don't close (... for) lunch. Most shops open (... on) Saturday, too. Some work (... on) Sundays like museums and libraries. There aren't many cafes, restaurants and supermarkets (... in) the villages. Evenings are boring though quiet there. (... In) the towns and cities there are more entertainment facilities. People go out a lot.

(b) Most people (... in) my village / town / city live (... in) the houses / flats. Most houses have / don't have gardens or vegetable gardens.

(c) Children start school (... at) about 8 / 8.30. Junior pupils finish school earlier (... at) about 1 pm. Senior pupils finish school (... at) about 2.30 / 3 pm. School children usually have lunch (... at) school. Children begin school when they are 6. Most young people finish it (... at) the age of 17 or 18.

(d) Most (the majority of) office workers / farmers go (... to) work (... at) 8.30 (... in) the morning and finish (... at) 5.30 or 6 (... in) the

evening. They use public transport / cars / go (... on) foot to get (... from) home (... to) work. They normally have an hour break (... for) lunch / dinner. Some people don't go home (... for) lunch. People usually eat a big meal with their families (... at) home (... in) the evening.

(e) I live (... in) a big / large (small / little) village / town / city. My village / town / city's name's ... Old people / historians say that it originates from / roots back to ... It was founded (... in) ... century.

(key) Life in my village / town / city

I live in a big / large (small / little) village / town / city. My village / town / city's name's ... Old people / historians say that it originates from / roots back to ... It was founded in ... century.

Most people in my village / town / city live in the houses / flats. Most houses have / don't have gardens or vegetable gardens.

Most (the majority of) office workers / farmers go to work at 8.30 in the morning and finish at 5.30 or 6 in the evening. They use public transport / cars / go on foot to get from home to work. They normally have an hour break for lunch / dinner. Some people don't go home for lunch. People usually eat a big meal with their families at home in the evening.

Children start school at about 8 / 8.30. Junior pupils finish school earlier at about 1 pm. Senior pupils finish school at about 2.30 / 3 pm. School children usually have lunch at school. Children begin school when they are 6. Most young people finish it at the age of 17 or 18.

Shops, post offices and banks open at 8 / 9 in the morning and close at about 7 or 8 in the evening. Normally they don't close for lunch. Most shops open on Saturday, too. Some work on Sundays like museums and libraries. There aren't many cafes, restaurants and supermarkets in the villages. Evenings are boring though quiet there. In the towns and cities there are more entertainment facilities. People go out a lot.

Деятельность учащихся / Pupil activity

The tasks should be written on the board. Pupils work in pairs. They rearrange the text making it coherent. The teacher can delete the prepositions of time in the pupils' handouts. The teacher gives the keys.

Время / Time: 10 min.

Модель взаимодействия / Interaction model: P1 – P2; P3 – P4, etc.

Pair 1 – Pair 2; Pair 3 – Pair 4, etc.

Этап урока / Stage of the lesson: диалогическая речь с элементами описания / description.

Задачи этапа / Objectives of the stage: to improve dialogue skills, develop pupils' memory, comparison / contrast mechanics.

Деятельность учителя / Teacher activity

Compare and contrast two pictures (see them below). The first picture shows some advantages of living in a big city, the second picture depicts some disadvantages. Make use of the adjectives from ex. 1 p. 119 and phrases from ex. 3 p. 120 of your textbook. Make up 5 or 6 statements.

Model: P1: In both the pictures we see scenes of the life in a big city. What do you think people are doing in the first picture?

P2: I guess they are going home from work.

Деятельность учащихся / Pupil activity

Pupils work in pairs. They use the model and the cues to make up their own dialogues. They act them out. The best dialogues are performed in the classroom.

Время / Time: 8 min.

Модель взаимодействия / Interaction model: Pair 1 – Pair 2; Pair 3 – Pair 4, etc.



Этап урока / Stage of the lesson: **объяснение домашнего задания / assigning home task.**

Задачи этапа / Objectives of the stage: to explain and put down the home task.

 **Деятельность учителя / Teacher activity**

Find 2 pictures with a typical countryside view and activities and a typical scene of life in a big city. Compare and contrast them (either orally or in writing). You can make use of the pictures in the textbook.

 **Деятельность учащихся / Pupil activity**

Pupils put down their home task in their record books.

Время / Time: 2 min.

Модель взаимодействия / Interaction model: T – Cl.

Этап урока / Stage of the lesson: **оценивание / evaluation.**

Задачи этапа / Objectives of the stage: to assess and evaluate the pupils.

 **Деятельность учителя / Teacher activity**

I'm satisfied with your work today. Your marks for ... are the following ... because ...

 **Деятельность учащихся / Pupil activity**

The teacher can ask the pupils to make their self-assessment.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – P1; T – P2.

УРОК 4

ТЕМА УРОКА: **ROUND LONDON**

Цели урока

Образовательная цель: осуществление коммуникативно-ориентированного контроля социокультурных знаний и умений в рамках темы «Столица Великобритании», умений говорения в форме диалогической и монологической речи.

Развивающая цель: развитие внимания, воображения; поддержание положительной мотивации изучения иностранного языка.

Воспитательная цель: активизация речевого взаимодействия учащихся; воспитание толерантности.

Коммуникативная задача: рассказ о воображаемом путешествии по столице страны изучаемого языка.

Оснащение урока и дидактические материалы: мультимедийная презентация, компьютер, экран, карта, раздаточный материал (картинка с диалогом).

Communicative aim: to give advice based on personal opinion.

Aims of the lesson:

- to monitor pupils' knowledge;
- to practise dialogue skills;
- to develop monologue skills with the communicative purpose of giving advice, expressing opinion;
- to promote pupils' interaction.

Equipment: a multimedia projector, a multimedia presentation, a map, a picture, a computer, a screen.

Этап урока / Stage of the lesson: экспозиция урока / preliminaries.

Задачи этапа / Objectives of the stage: to warm-up, create the atmosphere of foreign language communication; to positive motivation for learning English.

 **Деятельность учителя / Teacher activity**

Greetings. (Slide 4) You'll have to answer 10 questions choosing the best alternative. Each correct answer gives you 1 point. You can get maximum 17 points. The "monologue" slide (task) contains a question. You should answer this question using the words you've learned. For each correct sentence you will be given 3 points. The total number of sentences mustn't be fewer than 6 (18 points max). The "dialogue" slide (task) provides cues for making up a dialogue. Choose one part and act out the dialogue with your partner. You can receive 8 points. All in all these tasks can give you 43 points max. You can improve your results in the reading section of the lesson.

 **Деятельность учащихся / Pupil activity**

Pupils work independently writing in their exercise books. They put down the answers. Then they count their points (ex. 1, 2, 3).

Pupils may put down their answers to the questions to make up a monologue (ex. 4).

They work in pairs to make up a dialogue or to develop it adding their own statements (ex. 5).

Время / Time: 2 min.

Модель взаимодействия / Interaction model: T – P1 – P2 – P3 – P4 – P5 – P6 – P7 – P8, etc. The teacher uses a computer or the board.

Этап урока / Stage of the lesson: викторина / doing a quiz.

Задачи этапа / Objectives of the stage: to check up, self-check.

 **Деятельность учителя / Teacher activity**

Ex. 1. Read, match and write (slide 5):

Big (the Elizabeth)	Palace
Tower	London
Trafalgar	Bridge

Buckingham	Cathedral
Westminster	Abbey
The Houses of	Ben (Tower)
The Tower of	Parliament
Hyde	Square
St. Paul's	Park (8 points)

 **Деятельность учащихся / Pupil activity**

Pupils put down the names of the venues in the exercise books.

Время / Time: 2 min.

Модель взаимодействия / Interaction model: 2 columns of words are on the board.

The teacher gives the model (Big Ben – the Elizabeth Tower).

 **Деятельность учителя / Teacher activity**

Ex. 2. Choose the right answer:

The Tower of London is ... (Slide 6)

- a) a trade centre;
- b) a museum;
- c) a shop;
- d) the Royal residence.

The Parliament consists of ... (Slide 7)

- a) two Houses (the House of Lords and the House of Commons);
- b) three Houses;
- c) four Houses;
- d) the Senate and the House of Representatives.

Which bridge is in London? (Slide 8)

- a) Brooklyn Bridge;
- b) Tower Bridge;
- c) Boston Bridge;
- d) the Golden Gate. (3 points)

 **Деятельность учащихся / Pupil activity**

Pupils put down the number of the task and the appropriate letter.

 **Деятельность учителя / Teacher activity**

Ex. 3. Look at the pictures and give the right names: 6 points (Slides 9–14).

(The teacher gives the keys after pupils do ex. 3.)

Деятельность учащихся / Pupil activity

Pupils write down the names of the sights in the pictures. They count the total number of points.

Время / Time: 2 min.

Модель взаимодействия / Interaction model: P1 – T; P2 – T; P3 – T,
etc.

Этап урока / Stage of the lesson: говорение в форме монологической и диалогической речи / oral speech practice.

Задача этапа / Objective of the stage: to develop monologue and dialogue skills.

Деятельность учителя / Teacher activity

Ex. 4. (*Slide 15*) *What places of interest would you like to visit in London? Answer the question using the words you've learned. Work in pairs. For each correct sentence you will be given 3 points. The total number of sentences mustn't be fewer than 6. Begin your monologue using the following:*

If you want my opinion, I'd rather ...

In my opinion, one should start with ...

Personally I prefer ...

First of all I would like to visit ...

To my mind, ...

Frankly speaking, ...

If I had a chance, I'd ...

Деятельность учащихся / Pupil activity

First pupils work independently. They may make notes. As soon as they are ready they present the monologues to their partner. They may arrange their monologues in the form of a story or a description. The pupils check each other. One or two best descriptions / stories can be presented to all the class.

Время / Time: 7 min.

Модель взаимодействия / Interaction model: P1 – P2; P3 – P4;
P5 – C1, *etc.*

Деятельность учителя / Teacher activity

Ex. 5. (Slide 16) Make up questions and give answers to them to complete the dialogue. Use these cues. Act out the dialogue. Pay special attention to the intonation of special questions.

Pupil 1 – this / from / is / where / man?

Pupil 2 – not / I / sure / 'm. He / Scotland / is / from / think / I.

Pupil 1 – What / he / wearing / is?

Pupil 2 – is / wearing / he / a kilt.

Pupil 1 – kilt / a / what / is?

Pupil 2 – it / a / is / costume / traditional / Scottish / men / for.

Pupil 1 – you / know / the / do / of / name / the / instrument?

Pupil 2 – are / I / guess / they / the / bagpipes.



Деятельность учащихся / Pupil activity

Pupils work in pairs. They make up questions and statements and act out the dialogue.

(Advanced pupils may extend some statements or add more details. They may make up their own dialogues.)

Время / Time: 10 min.

Модель взаимодействия / Interaction model: P1 – P2; P3 – P4;
P5 – P6, etc.

Этап урока / Stage of the lesson: физкультпауза / moving activities.

Задачи этапа / Objectives of the stage: to relax, change activities.

 **Деятельность учителя / Teacher activity**

Look at the upper right-hand corner. Look at the upper left-hand corner (3 times), don't move your heads. Move your eyes as if drawing figures from 1 to 9. Close your eyes after each figure.

 **Деятельность учащихся / Pupil activity**

Either the teacher or a pupil gives instructions. The other pupils follow them. They may move to the music.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T – Cl; P1 – Cl.

Этап урока / Stage of the lesson: предтекстовый этап / pre-reading practice.

Задачи этапа / Objectives of the stage: to develop reading skills; to revise prepositions.

 **Деятельность учителя / Teacher activity**

(Slide 17) What famous places would you recommend to visit in London? Use the following phrases giving advice:

take my advice and ...

... is a must

If I were you, I'd rather start with ...

You should definitely see ...

One of the most frequently visited tourist attractions is ...

 **Деятельность учащихся / Pupil activity**

Pupils answer the questions giving their pieces of advice.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 – Cl; P2 – Cl, etc.

Этап урока / Stage of the lesson: **текстовый этап / reading stage.**

Задача этапа / Objective of the stage: improve scanning skills.

 Деятельность учителя / Teacher activity

While you read. (Slide 18)

- Scan the passage about Parliament Square and write the names of the places next to the numbers on the map that follows.
- Insert the missing prepositions.

(The text here contains the right prepositions. The teacher can divide the text into parts and split the class into groups.)

Our Trip to London

We arrived (on) ... Saturday morning (at) ... Euston Station and went (by) ... taxi (to) ... our hotel (in) ... the centre (of) ... London (in) ... Oxford Street. Oxford Street is a long, straight street (through) ... the centre (of) ... London. It's a busy and popular shopping street. It has 5 large department stores, (Slide 19) including the world-famous Selfridges and Marks and Spencer's. Oxford Street crosses Regent Street, another famous shopping street in London.

The Tower is (near) ... the River Thames next (to) ... Tower Bridge. William the Conqueror, the Norman king who invaded and conquered England (in) ... 1066, built the Tower to frighten the English. It was once the prison (for) ... enemies (of) ... the king. People say that the ghosts (of) ... men and women who died (in) ... the Tower still walk there (at) ... night. Nowadays visitors go (to) ... the Tower to see the Crown Jewels (in) ... the Jewel House.

(Slide 20) (In) ... the afternoon we went (for) ... a walk. Near Parliament Square are London's most famous landmarks. The Houses of Parliament, (next to) ... the river, are headquarters (of) ... the government. Elizabeth Tower (former Big Ben) is the name (of) ... the clock tower (on) ... the corner of the parliament building. Westminster Abbey is (opposite) ... the Houses of Parliament. (Around) ... Parliament Square there are statues (of) ... historical figures including Sir Winston Churchill (on) ... the south side. Not far (from) ... Parliament Square is 10, Downing Street, the official home (of) ... the British Prime Minister.

(Slide 21) (On) ... Saturday evening we went (to) ... the theatre and saw the musical "Chicago". It was fantastic. London is famous (for) ...

its theatres. There are (over) ... fifty large theatres (in) ... London, most (of) ... them (in) the West End. There is something (for) ... everyone – (from) ... Shakespeare and the world’s classics (to) ... the latest musicals. (Before) ... we went (to) ... the station (on) ... Saturday afternoon, we walked (through) ... Hyde Park. It was a beautiful way to end the weekend. London is famous (for) ... its parks. Hyde Park is the largest. It has large lawns and a boating lake called “The Serpentine” (Slide 22) (in) ... the centre. It also has an area called “Speakers’ Corner”. Here anyone can stand (on) ... a box and speak (about) ... anything they want, including politics and religion. Going to hear the “soap box” speakers (at) ... Speakers’ Corner is a popular pastime.

Деятельность учащихся / Pupil activity

Pupils read the text. After the first reading they insert the missing prepositions and put down their answers in their exercise books. One pupil writes the prepositions on the board. They discuss the answers and choose the correct variant (49 points).

Этап урока / Stage of the lesson: **послетекстовый этап / further activity.**

Задача этапа / Objective of the stage: the check text comprehension.

Деятельность учителя / Teacher activity

Ex. 1. Answer “true” or “false”.

1. The Prime Minister lives in the Houses of Parliament.
2. Oxford Street is famous for its shops.
3. There are more than 50 theatres in London.
- (Slide 23) 4. The Tower of London is about five hundred years old.
5. Hyde Park is London’s biggest park.

Деятельность учащихся / Pupil activity

Pupils answer orally.

Деятельность учителя / Teacher activity

Ex. 2. (Slide 24) Look at the map on the next slide (at the end of the plan) and write down the names of the places next to the numbers.

1. The Houses of Parliament
2.
3.

4.

5.

Ex. 3. *Imagine you recently spent a weekend in a big city (Warsaw, Vilnius, Minsk, Moscow). Write a letter to Nick or Rosie telling them about your trip.*

 **Деятельность учащихся / Pupil activity**

Pupils write down the names of the places in the exercise books and on the board.

Время / Time: 11 min.

Модель взаимодействия / Interaction model: P1 – C1; P2 – C1;
P3 – C1.

Этап урока / Stage of the lesson: **объяснение домашнего задания / assigning home task.**

Задачи этапа / Objectives of the stage: to explain and put down the home task.

 **Деятельность учителя / Teacher activity**

(optional) Write a letter to your pen pal (Nick, Rosie) describing your tour of a big city (in the past or in the future).

 **Деятельность учащихся / Pupil activity**

Pupils put down their task in the record books.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – C1.

Этап урока / Stage of the lesson: **рефлексия / reflection.**

Задача этапа / Objective of the stage: to foster self-reflection and self-control.

 **Деятельность учителя / Teacher activity**

Think about your activities at the lesson. Describe them in 5 lines: line 1 – a noun, your main activity or the subject matter of the lesson; line 2 – two adjectives true to your attitude, emotional state; line 3 – three verbs characterising your activities; line 4 – one sentence statement; line 5 – one noun showing your own perspective.

 Деятельность учащихся / Pupil activity

Pupils put down their answers on the slips of paper and hand them in.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 – Cl; P2 – Cl, etc.

Этап урока / Stage of the lesson: **оценивание / evaluation.**

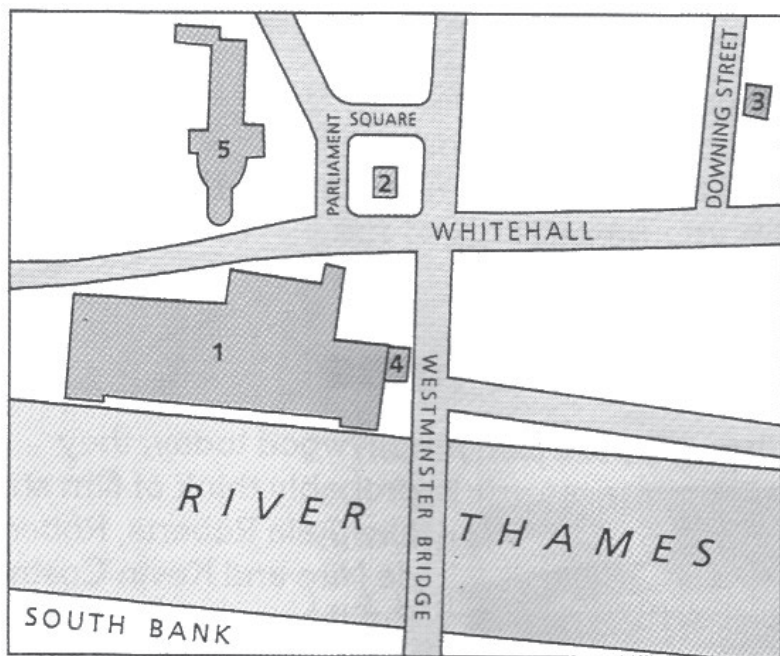
Задачи этапа / Objectives of the stage: to assess and motivate the pupils.

 Деятельность учителя / Teacher activity

Pupils count their points. They announce their results in turn. The teacher announces the names of the winners. The winners and the pupil who earned more points receive excellent marks.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: P1 – Cl; P2 – Cl, etc.



УРОК 7

ТЕМА УРОКА: **BELARUS MY
MOTHERLAND (TO BE CONTINUED)**

Цели урока

Образовательная цель: систематизация фоновых знаний и поиск новой информации об исторических событиях и заповедных природных местах Беларуси; развитие монологических умений в форме описания; активизация умений изучающего чтения.

Развивающая цель: развитие механизмов антиципации и восприятия в процессе чтения.

Воспитательная цель: формирование патриотизма и гражданственности.

Коммуникативные задачи: расспрос и рассказ об истории и достопримечательностях Беларуси.

Оснащение урока и дидактические материалы: мультимедийный проектор, компьютеры, дидактический раздаточный материал в виде карточек с текстами и заданиями к ним.

(Slide 3) Communicative aim: to make inquiries about Belarusian sites.

Aims of the lesson:

- to develop monologue skills in the form of a description;
- to practise scanning;
- to foster patriotism;
- to develop anticipation mechanisms.

Equipment: a multimedia projector, a computer, flashcards, a board.

Этап урока / Stage of the lesson: экспозиция / preliminaries.

Задачи этапа урока / Objectives of the stage: to warm-up, create the atmosphere of foreign language communication; to provide positive motivation for learning English.

 **Деятельность учителя / Teacher activity**

(The teacher greets the pupils, shows the first slide of the presentation.)

Today we're going to speak about our Motherland. Let's sing the national anthem to the music.

 **Деятельность учащихся / Pupil activity**

Pupils greet the teacher. They listen to and sing out the first verse of the national anthem. The pupils watch the presentation.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Cl; Cl – T.

 **Деятельность учителя / Teacher activity**

(Slide 4) Let's look at the agenda of the lesson. Read it out:

Brest, the western gateway with its Hero Fortress;

Belovezhskaya Pushcha, the UNESCO World Heritage Site and Biosphere Reserve (the teacher can ask pupils to read the agenda for the following lesson as well).

Who can guess the meaning of the word "agenda" (программа, план работы или решения проблемы, задачи)?

 **Деятельность учащихся / Pupil activity**

P1, P2, P3... read out the first (second) line after the teacher or together with the teacher. Pupils give their versions guessing the meaning of the unknown words and the word "agenda".

Время / Time: 2 min.

Модель взаимодействия / Interaction model: T – Cl; P1 – Cl, P2 – Cl.

Этап урока / Stage of the lesson: **предтекстовый этап / pre-reading activities.**

Задачи этапа урока / Objectives of the stage: to develop pronunciation skills; to develop anticipation.

 **Деятельность учителя / Teacher activity**

Ex. 1. (Slide 5) Pronounce the following words arranged in the alphabetical order after the teacher:

acknowledgement, anthem, ancient, accommodate, chronicles, citadel, commemorate, core, coat of arms, defense, fortress, frontier, gate, heroic, invasion, relics, resistance, ring-shaped, settlement, stronghold, semi-towers, soldier, territory, two-storey.

Ex. 2. Are there any international words in the list? Guess their meaning. Use a dictionary to find the meaning of at least 5 other words. Discuss the newly studied words with your partner.

 **Деятельность учащихся / Pupil activity**

Pupils pronounce the words after the teacher. Some of the pupils look up the meaning of the unknown words in the dictionary and then explain their meaning to their group mates.

Время / Time: 5 min.

Модель взаимодействия / Interaction model: T – Cl; T – P1; P1 – Cl.

Этап урока / Stage of the lesson: **совершенствование монологических навыков / oral speech practice.**

Задачи этапа урока / Objectives of the stage: to develop monologue skills; to foster patriotism.

 **Деятельность учителя / Teacher activity**

Ex. 3. (Slide 6) Choose the question and discuss it with your partner. Name the type of the question.

Who are the authors of our national anthem?

Do you know any legends explaining the country's name?

When did the history of independent Belarus start?

Describe the national coat of arms.
What are the symbols of Belarus?
Do you often speak Belarusian?
Do you know your great grandparents' names, jobs, and places of residence?

 **Деятельность учащихся / Pupil activity**

Pupils work in pairs, read the questions and choose one for discussion. The pupils check one another, analyze the types of the questions.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 – P2; P3 – P4; P5 – P6, etc.

Этап урока / Stage of the lesson: текстовый этап (изучающее чтение) / scanning.

Задача этапа урока / Objective of the stage: to develop scanning skills.

 **Деятельность учителя / Teacher activity**

Ex. 4. *Read some facts about famous Belarusian places and monuments (the teacher prints and hands out the mini-texts that are on the slides). Work individually. Scan the paragraph (on Slides 7–10). Make and put down one question about each paragraph. Work with your partner. Ask your question and answer your partner's question. Change the partner.*

(Slide 7) The Belarusian settlements on the territory of modern big cities were first mentioned in the chronicles in the 12th century. The archaeological museum Berestye shows a Slavic settlement of ancient Brest with relics of log street pavements, wooden houses and service buildings.

(Slide 8) Brest Hero Fortress formerly known as Brest-Litovsk Fortress was the 19th century Russian fortress.

(Slide 9) It is one of the most important World War II monuments commemorating the Red Army heroic resistance against the German invasion on June 22, 1941. Here the Great Patriotic War started. After the war, in 1971, the title Hero-Fortress was given to the Fortress in acknowledgement of the heroic defence of the frontier stronghold during the very first weeks of the Great Patriotic War.

(Slide 10) The core of the fortress, the Citadel, was a red-brick two-storey ring-shaped barrack (rondo), 1.8 km long, with 500 rooms, that accommodated 12,000 soldiers. Originally it had 4 gates, 4 semi-towers. Today one can see only Kholmiskiy and Terespol Gates.

 **Деятельность учащихся / Pupil activity**

Pupils individually read the first (second, third, fourth) mini-text and then ask 4 questions of different types and answer them working in pairs. They may change the partners.

Время / Time: 4 min.

Модель взаимодействия / Interaction model: individual and pair work;
P1 – P2; P3 – P4, etc.

Этап урока / Stage of the lesson: **послетекстовый этап / further activities.**

Задачи этапа урока / Objectives of the stage: to check comprehension; to develop monologue skills in the form of a detailed retelling.

 **Деятельность учителя / Teacher activity**

Ex. 5. (Slide 13) *Your peers from the USA or Great Britain have never heard or read about Brest and Brest Hero Fortress. Make up a short overview (4–5 sentences) about the beginning of the war, the defense of the fortress and the memorial (use Slides 11–12). Discuss it with your partner. (The teacher moves around the class and listens to the pupils' discussions.)*

 **Деятельность учащихся / Pupil activity**

Pupils choose sentences from the text and put down key words. In pairs they retell the texts to each other.

Время / Time: 5 min.

Модель взаимодействия / Interaction model: integrated pair and individual activities.

Этап урока / Stage of the lesson: физкультпауза / moving activities.

Задачи этапа урока / Objectives of the stage: to relax, change activities.

 **Деятельность учителя / Teacher activity**

Look at the upper right-hand corner, look at the upper left-hand corner (3 times), don't move your heads. Move your eyes as if drawing figures from 1 to 9. Close your eyes after each figure. (The teacher switches on a tape recorder with a piece of music.)

 **Деятельность учащихся / Pupil activity**

One pupil gives the instructions or repeats them after the teacher; everybody moves to the music.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T – Cl; P1 – Cl.

Этап урока / Stage of the lesson: предтекстовый этап / pre-text activity.

Задачи этапа урока / Objectives of the stage: to facilitate text comprehension, develop anticipation.

 **Деятельность учителя / Teacher activity**

Эх. 6. *Scan the text about Belovezhskaya Pushcha, one of 4 nature national parks in Belarus. Pronounce some new words after the teacher. Arrange them in the alphabetical order.*

Compose; lyrics; woodland; immense; primeval; spread; World Heritage Site; Biosphere Reserve; open-air cages / enclosures; habitat, etc.

 **Деятельность учащихся / Pupil activity**

Pupils pronounce the words after the teacher in chorus and then arrange them in the alphabetical order together (orally or in writing).

Время / Time: 3 min.

Модель взаимодействия / Interaction model: one pupil writes the words on the board, the others spell the words if necessary.

Этап урока / Stage of the lesson: **прослушивание / listening.**

Задача этапа урока / Objective of the stage: to develop general comprehension listening skills.

 **Деятельность учителя / Teacher activity**

Ex. 7. Listen to the song. Match the Russian verses with their translation. (Slide 14) Here is our long-forgotten family home.

And, having heard now and then the voice of ancestors calling,
Like a grey little forest bird, from far-away centuries,
I fly to you, Belovezhskaya Pushcha.

Ex 8. Scan the mini-text. Ask questions of different types about the text and answer other pupils' questions.

The Russian ballad “Belovezhskaya Pushcha” composed in 1975 by Aleksandra Pakhmutova with lyrics by Nikolai Dobronravov, was performed by “Pesnyary”.

 **Деятельность учащихся / Pupil activity**

Pupils listen to the song and match the verses with the Russian version. They go on scanning the text and asking their partners questions of different types.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: individual and pair work combined.

Этап урока / Stage of the lesson: **текстовый этап / reading activities.**

Задача этапа урока / Objective of the stage: to develop reading skills.

 **Деятельность учителя / Teacher activity**

Read out the predicates in each sentence (*is, is, spread, lies, occupies, comprises, runs, is, keeps, enjoy, are, etc.*). Compare them with the following: *was inscribed, was recognized (in the paragraphs above), was composed, were mentioned, was given, was performed.* (The teacher puts them down on the board in 2 columns.) Let's compare their forms. In the left column we've got the Active Voice forms, in the right – the Passive Voice forms. What do the latter consist of? (*was / were + V3*). Do we have similar verb

forms in Russian? When do we use them? (When the doer of the action is either unknown or of no importance (was inscribed, was recognized). Sometimes though we want to emphasize the doer, e. g. The song was composed by A. Pakhmutova and N. Dobronravov.) *How do we translate the verb in this form?*

(Slide 15) **Belovezhskaya Pushcha** is an ancient woodland located 70 km north of Brest. It is one of the last and largest remaining parts of the immense primeval forest which once spread across the European Plain.

This is the UNESCO World Heritage Site and Biosphere Reserve. It lies in Brest and Grodno regions in Belarus, and near the town of Białowieża in the Podlaskie Voivodeship not far from Białystok in Poland.

(Slide 16) On the Belarusian side the Biosphere Reserve occupies 1,771 km² (684 sq miles); the National Park and World Heritage Site comprises 876 km² (338 sq miles). The border between the two countries runs through the forest.

The forest is home to 800 wisents, the continent's heaviest land animals. The security fence keeps the Belarusian and Polish wisent herds physically and genetically separated.

(Slide 17) Visitors enjoy walking along the open-air cages where wisents (reintroduced into the park in 1929), tarpans (a semi-wild horse), wild boars, elks and other indigenous animals are in enclosures of their natural habitat.

There is also a museum, restaurant, snack bar and hotel facilities. The Reserve was inscribed on the World Heritage List in 1992 and internationally recognized as a Biosphere Reserve under UNESCO's Man and the Biosphere Program in 1993. The Polish part was inscribed in 1976.

Деятельность учащихся / Pupil activity

Pupils find and read out the predicates in the mini-texts on slides 15, 16, 17. Some pupils may individually practise pronouncing numbers from the paragraphs on these slides.

Время / Time: 5 min.

Модель взаимодействия / Interaction model: P1 – Cl, P2 – Cl;
T – Cl.

Этап урока / Stage of the lesson: **послетекстовый этап / further activities.**

Задачи этапа урока / Objectives of the stage: to check reading comprehension skills; to practise new words and prepositions.

 **Деятельность учителя / Teacher activity**

Ex. 9. (Slide 19) Find the English equivalents of the following words and word combinations in the text.

слова песни; древний лес; расположен; простираться; место, включенное в список всемирного наследия ЮНЕСКО; зубр; стадо; ограждение; физически и генетически изолированные; гостям нравится; волтеры; дикие кабаны; лоси; исчезающие животные; места естественного обитания; был включен и признан мировым сообществом.

Ex. 10. Insert the missing prepositions:

was sung ... “Pesnyary”; composed ... 1975 ... A. Pakhmutova; located 70 km north ... Brest; which once spread ... the European Plain; it lies ... Brest and Grodno regions ... Belarus; ... the Belarusian side; the border ... the two countries runs ... the forest; visitors enjoy walking ... the open-air cages; was inscribed ... the World Heritage List.

 **Деятельность учащихся / Pupil activity**

Each pupil is given certain words for practice. All the pupils insert the missing prepositions.

Время / Time: 7–8 min.

Модель взаимодействия / Interaction model: P1 – Cl; P2 – Cl; P3 – Cl, etc.

Этап урока / Stage of the lesson: **объяснение домашнего задания / assigning home task.**

Задачи этапа урока / Objectives of the stage: to explain and put down the home work.

 **Деятельность учителя / Teacher activity**

(optional) Write a letter to your pen pal (Nick, Rosie) describing one of the sites or historical places (in the present). Write down five different questions you may ask the guide who is taking you around one of the sites of Belarus.

 **Деятельность учащихся / Pupil activity**

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Cl.

Этап урока / Stage of the lesson: **рефлексия / reflection.**

Задача этапа урока / Objective of the stage: to foster self-reflection and self-control.

 **Деятельность учителя / Teacher activity**

(The teacher hands out slips of paper.) *Finish the sentences. Use the Past Simple, Present Perfect and Future Indefinite:*

Before the lesson I wanted ...

At the lesson I

Before the lesson I didn't want to

Today

Next time I'll

 **Деятельность учащихся / Pupil activity**

Pupils finish the sentences on the slips of paper and hand them in.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T – P1, P2, P3, etc.

Этап урока / Stage of the lesson: **оценивание / evaluation.**

Задачи этапа урока / Objectives of the stage: to assess and motivate the pupils.

 **Деятельность учителя / Teacher activity**

Vic and Natasha asked questions of 3 types and gave extended answers to them. Your marks are ... Sacha made some mistakes in the usage of prepositions. His mark is ... Liza, you should participate more actively in class activities.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – P1; T – P2, etc.

УРОК 8

ТЕМА УРОКА: **BELARUS MY MOTHERLAND (CONTINUATION)****Цели урока**

Образовательная цель: систематизация фоновых знаний о современных достопримечательностях Беларуси; введение и первичное закрепление новых лексических единиц; развитие умений монологической речи на основе ситуации; совершенствование рецептивных грамматических навыков определения формы и функции The Past Simple Passive; развитие умения изучающего и ознакомительного чтения.

Развивающая цель: развитие памяти, аналитического мышления.

Воспитательная цель: воспитание патриотизма, чувства гордости за свою страну.

Коммуникативные задачи: описание исторических и культурных достопримечательностей; рассказ о событии.

Оснащение урока и дидактические материалы: мультимедийный проектор, мультимедийная презентация.

Communicative aim: to describe historic sites; to tell stories.

Aims of the lesson:

- to introduce new words;
- to learn about Belarusian sites;
- to develop pupils' memory, thinking, analytical skills;
- to develop grammar skills;
- to develop situational monologue skills.

Equipment: multimedia projector, a computer, flashcards, a board.

Этап урока / Stage of the lesson: экспозиция урока / preliminaries.

Задачи этапа / Objectives of the stage: to warm-up, create the atmosphere of foreign language communication; to provide positive motivation for learning English.

 **Деятельность учителя / Teacher activity**

(The teacher greets the pupils.) *Let's look at the agenda of the lesson.*

Read it out (Slide 4):

the residence of Grandfather Frost;

the National Library;

Mir Castle;

Slavyansky Bazaar in Vitebsk.

What do you know about Santa Claus? Father Frost? Recall our last lesson agenda.

 **Деятельность учащихся / Pupil activity**

P1, P2, P3 ... read out the first (second, third, fourth) item after the teacher or together with the teacher. Pupils give their versions trying to guess the meaning of the words on the board and give answers to the teacher's questions.

Время / Time: 2 min.

Модель взаимодействия / Interaction model: T – Cl; P1 – Cl.

P2 – Cl, P3 – Cl, P4 – Cl.

Этап урока / Stage of the lesson: предтекстовый этап / pre-reading activities.

Задачи этапа / Objectives of the stage: to develop pronunciation skills; to develop anticipation.

 **Деятельность учителя / Teacher activity**

Ex. 1. *Pronounce the following word combinations after the teacher.*

Were mentioned, was known, was given, was performed, is located, is separated, was inscribed, was recognized, was founded.

Ex. 2. *Do the word combinations have common grammar features? Try to guess their meaning. Translate them (the grammar forms are on the board).*

Деятельность учащихся / Pupil activity

Pupils pronounce the words on the board after the teacher and look up the meaning of the unknown words in the dictionary.

Время / Time: 2 min.

Модель взаимодействия / Interaction model: T – C1; T – P1.

Этап урока / Stage of the lesson: **совершенствование монологических навыков / oral speech practice.**

Задачи этапа / Objectives of the stage: to develop grammar habits and guided monologue skills.

Деятельность учителя / Teacher activity

Ex. 3. *Read the facts about some famous Belarusian places and monuments. Ask three questions of different types about each slide. (The teacher prints and hands out the mini-texts from the slides.)*

(Slide 20) A new attraction in the Belarusian part of the Reserve is a New Year museum and the residence of Ded Moroz (“Grandfather Frost”, the East Slavic counterpart of Father Christmas / Santa Claus). Thousands of tourists visit this attraction annually.

Ex. 4. *(Slide 21) (Ex. 11) Describe the pictures or your visit to Grandfather Frost’s residence.*

Model: My classmates (parents) and I went on an excursion there (to Belovezhskaya Pushcha). We took a coach. (We went by car.) The weather was ... On the way we saw ... We got there at ... o’clock. First we went to the museum (to Grandfather Frost’s House). We walked along open-air cages. We saw ... We enjoyed ... we made pictures ... we fed roe deer (косули), we ate ... (some barbecue, some pancakes with honey), we drank ... (hot herbal tea with lemon). On the way back we ... It was a fabulous (...) trip.

Деятельность учащихся / Pupil activity

Pupils in pairs check each other. They analyze the types of the questions. Then the pupils watch the presentation and describe the pictures or their trips to the partners using the cues.

Время / Time: 6 min.

Модель взаимодействия / Interaction model: P1 – P2; P3 – P4; P5 – P6, etc.

Этап урока / Stage of the lesson: **текстовый этап / reading activity.**

Задачи этапа / Objectives of the stage: to develop scanning skills; to check comprehension.

 **Деятельность учителя / Teacher activity**

Ex. 12. *Scan the texts below. Have you ever been there? Do you want to visit this place?*

(Slide 22) The National Library of Belarus was founded on September 15, 1922. It houses the largest collection of the Belarusian print and the third largest collection of books in Russian after the Russian State Library (Moscow) and the Russian National Library (St. Petersburg).

It is now located in a new 72-metre high building in Minsk. The building has 22 floors. It was completed in January 2006. The building can seat about 2,000 readers and features a 500-seat conference hall. Its main architectural component has the shape of a rhomb.

(Slide 23) The library's new building opened on June 16, 2006. The National Library of Belarus is the main information and cultural centre of the country. Its depository collections include 8 million items of different kinds of media.

In 1993 the National Library of Belarus started to create its own electronic information resources. It has generated a collection of bibliographic, factual graphic, full-text, graphic, sound and language databases that comprises more than 2 million records. The repertoire of databases is quite wide: humanities, social sciences, history, art and culture of Belarus.

The library users also have access to databases of other libraries and academic institutions, including foreign ones.

(Slide 24) The library service is in great demand. More than 90 thousand citizens of Belarus are library users, who annually request 3.5 million documents. Every day the library is visited by more than 2.2 thousand people. The library daily delivers about 12 thousand documents from its funds.

Besides serving its function as a library, it is a city attraction. The National Library is situated in a park on a river bank and has an observation deck over looking Minsk. In 2009 this was the only structure in Minsk with a public observation deck. Many public events use the area in front of the library for concerts and shows.

Деятельность учащихся / Pupil activity

Pupils individually read the mini-texts and then ask and answer 3 questions of different types (general, special, disjunctive / alternative) about the text working in pairs. One of them may read out the paragraph or the answers to his partner's questions. Then they change partners.

Время / Time: 5 min.

Модель взаимодействия / Interaction model: P1 – P2; P3 – P4;
P5 – P6, etc.

Этап урока / Stage of the lesson: **послетекстовый этап / further activities.**

Задача этапа / Objective of the stage: to develop lexical-grammar skills.

Деятельность учителя / Teacher activity

Ex. 13. (Slide 25) Look through the texts again. Match the figures with the facts.

90 thousand; September 15, 1922; the third largest; 1993; 3.5 million documents; 22; 2000; 72; June 16, 2006; 2.2 thousand people; in January 2006; 500 seat.

The building is ... meters high. It has ... floors. ... visit the library every day. ... citizens are library users; ... are required annually. ... the Library started to create its own electronic information resources. It possesses ... collection of books in Russian. The National Library of Belarus was founded on the library's new building was opened. It was completed in ... The building can seat ... readers. The building features ... conference hall.

Деятельность учащихся / Pupil activity

Pupils choose sentences from the text and insert the missing key words.

Время / Time: 4 min.

Модель взаимодействия / Interaction model: individual activity,
P1 – C1; P2 – C1.

Этап урока / Stage of the lesson: **физкультминутка / moving activity.**

Задачи этапа / Objectives of the stage: to relax, change activities.

 Деятельность учителя / Teacher activity

(The teacher switches on the music.) *Everybody, look at the upper right-hand corner, look at the upper left-hand corner (3 times), don't move your heads. Move your eyes as if drawing figures from 1 to 9. Close your eyes after each figure.*

 Деятельность учащихся / Pupil activity

One pupil repeats the instructions after the teacher or acts as a teacher. Everybody moves to the music.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Cl; P1 – Cl.

Этап урока / Stage of the lesson: **предтекстовый этап для ознакомительного чтения / pre-text activities.**

Задачи этапа / Objectives of the stage: to facilitate text comprehension; to develop anticipation.

 Деятельность учителя / Teacher activity

Ex. 14. (Slides 26–27) *Skim the text. Put the paragraphs in the right order.*

(C) Around 1568 Mir Castle passed into the hands of Mikołai Krzysztof “the Orphan” Radziwiłł, who finished building the castle in the Renaissance style. A three-storey palace was built along the eastern and northern walls of the castle. The plastered facades were decorated with limestone portals, plates, balconies and porches.

(B) The construction of the castle began at the end of the 15th century, in the Gothic architecture style. The building of the castle was completed by Duke Ilinich in the early 16th century near the village of Mir (formerly Minsk guberniya).

(A) The Mir Castle Complex is a UNESCO World Heritage site in Belarus located in the town of Mir in Karelichy district, Grodno region, 29 km to the north-west from another World Heritage site, Nesvizh Castle.

Деятельность учащихся / Pupil activity

Pupils skim the text then arrange it in a logical way. One pupil writes the letters of the corresponding paragraphs on the board. Pupils may ask their partners questions of different types.

Время / Time: 6 min.

Модель взаимодействия / Interaction model: pair work; P1 – P2;
P3 – P4.

Этап урока / Stage of the lesson: **текстовый этап / reading activities.**

Задачи этапа / Objectives of the stage: to develop grammar skills; to introduce new words.

Деятельность учителя / Teacher activity

Ex. 15. (Slide 28) Look at these grammatical units – “was completed, was built, were decorated”. How are they formed? When are they used? Is it important to know the doer(s) of the actions?

Ex. 16. Read out the sentences in which these units are used. Find more sentences with Passive constructions in the texts you have already read.

Ex. 17. Fill in the missing words to formulate the rule.

The Past Simple Passive is formed with the help of the auxiliary verb ... in its past form and the of the main verb. It is used when the doer of the action is unknown or unimportant.

Деятельность учащихся / Pupil activity

Pupils give their answers. They put down the model (was / were + V3) and read the rule on p. 238 in their textbooks.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 – C1; P2 – C1.

Деятельность учителя / Teacher activity

Ex. 18. (Slide 29) Look up the words in bold in the dictionary.

The International Festival of Arts “Slavyanski Bazaar in Vitebsk” is an **annual** festival held in Vitebsk **under the auspices** of the Belarusian Government since 1992. Its main program **is devoted** to Slavic music. The **participants** come from Russia, Belarus and Ukraine, with guests from many other countries, both Slavic and non-Slavic. It is a member

of the International Federation of Festival Organizations (FIDOF) since 1998.

The festival **was awarded** the FIDOF Festival of the Year 2000 diploma “for **impeccable quality** of organization, professionalism, **hospitality**, and **promotion of noble** humanistic aims on the international level”, FIDOF Festival of the Year 2004 diploma and other awards ...

 **Деятельность учащихся / Pupil activity**

Pupils go on skimming the text, each student is given some words for practice.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 – P2; P3 – P4, etc.

 **Деятельность учителя / Teacher activity**

Ex. 19. (Slide 30) *Have you learnt any new facts about the festival? Fill in the chart with the corresponding word forms:*

Noun	Verb	Adjective / Participle	Adverb
annual	—	annual	annually
auspices	—	—	—
award (for)	to award	awarded, awarding	—
devotion, devotee	to devote	devoted / devoting	devotedly
hospitality	—	... / inhospitable	
—	—	impeccable	impeccably
(the) nobility, noble, nobleman, noblewoman	—	noble	nobly
participant, participation	to participate	participated, participating	—
promotion	to promote		
quality	—	qualitative	qualitatively

Ex. 20. *Make up at least one sentence with the words from the word families. Add more details and names to extend the text.*

 **Деятельность учащихся / Pupil activity**

Pupils work in pairs filling in the chart with the corresponding word forms.

Время / Time: 5 min.

Модель взаимодействия / Interaction model: individual activity; pair work; P1 – C1; P1 – P2, P3 – P4; group work.

Этап урока / Stage of the lesson: **послетекстовый этап / further activities.**

Задача этапа / Objective of the stage: to develop situational monologue skills.

 **Деятельность учителя / Teacher activity**

Ex. 21. *(Slide 31) Here's a map of Europe and Belarus. Show the described tourist attractions on it. Choose one and tell your classmates about it. Show that you are proud of your motherland. Follow the model: Look at the map of Belarus. It's quite a small country but it has a lot of sights. There's famous Hero Fortress in Brest. There're Belovezhskaya Pushcha with Grandfather Frost's residence in Brest region, etc.*

 **Деятельность учащихся / Pupil activity**

Pupils work individually, they choose one of the tourist attractions and say a few facts about it to their classmates.

Время / Time: 5 min.

Модель взаимодействия / Interaction model: P1 – C1.

Этап урока / Stage of the lesson: **определение домашнего задания / assigning home task.**

Задачи этапа / Objectives of the stage: to explain and put down the home task.

 **Деятельность учителя / Teacher activity**

(optional) Find some interesting facts about Nesvizh Castle. Describe it.

You may tell a story about your visit to one of the sites or historical places (in the past).

Make up 5 questions of different types to ask the guide who is taking you around one of the sites.

 **Деятельность учащихся / Pupil activity**

Pupils put down their task.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Cl; T – P1, etc.

Этап урока / Stage of the lesson: **рефлексия / reflection.**

Задача этапа / Objective of the stage: to foster self-reflection and self-control.

 **Деятельность учителя / Teacher activity**

Finish the sentences. Put down the questions and answer them. Use the Past Simple, Present Perfect and the Present Continuous:

At the beginning of the lesson I ..., then we, after that, finally I

How was I doing (speaking, reading)? (answer)

Why have I ... today? (answer)

Why haven't I today? (answer)

Next time I'll

 **Деятельность учащихся / Pupil activity**

Pupils finish the questions, write down their answers on the slips of paper and hand them in.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Cl; individual activity.

Этап урока / Stage of the lesson: **оценивание / evaluation.**

Задачи этапа / Objectives of the stage: to assess and motivate the pupils.

 **Деятельность учителя / Teacher activity**

Sergey, you've tried hard to find the meaning of the unknown words and fill in the gaps in the chart. Besides, you've correctly analysed some Past

Simple Passive forms. Your mark is ... Ann, you've told us an interesting story about your family's visit to Balovezhskaya Nature National Park. You've got a ...

Время / Time: 1 min.



УРОК 9

ТЕМА УРОКА: **REVISION OF TENSES****Цели урока**

Образовательная цель: осуществление коммуникативно-ориентированного контроля:

- сформированности грамматических навыков употребления изученных форм глагола (the Present Indefinite (Simple), the Present Indefinite (Simple) Passive, the Present Continuous (Progressive), the Present Perfect, the Present Perfect Continuous (Progressive), the Past Indefinite (Simple), the Past Indefinite (Simple) Passive, the Future Indefinite (Simple), the Future Indefinite (Simple) Passive);
- лексико-грамматических навыков использования сложносочиненных и сложноподчиненных предложений;
- умений монологической речи в форме описания на основе ситуации и повествования о событиях личной жизни.

Развивающая цель: развитие внимания, воображения; поддержание положительной мотивации изучения английского языка; формирование навыков самоконтроля и самокоррекции.

Воспитательная цель: активизация речевого взаимодействия учащихся; формирование культуры общения.

Коммуникативные задачи: описание ситуативных картинок и воображаемых ситуаций; составление рассказов о событиях личной жизни.

Оснащение урока и дидактические материалы: мультимедийная презентация, компьютер, экран, раздаточный материал (ситуативные картинки с опорами), буклеты о достопримечательностях Беларуси.

Communicative aim: to describe pictures and tell stories about personal experience.

Aims of the lesson:

- to monitor pupils' knowledge;
- to analyse and practise a compound and complex sentence structure;
- to revise verb tense forms and their functions;
- to develop monologue skills in the form of description;
- to promote pupils' interaction.

Equipment: a projector, a computer, a screen.

Этап урока / Stage of the lesson: экспозиция / preliminaries.

Задачи этапа урока / Objectives of the stage: to warm-up, create the atmosphere of foreign language communication; to provide positive motivation for learning English.

Деятельность учителя / Teacher activity

Greetings. What date / day is it today? What date / day was it yesterday? What date / day will it be tomorrow? (Slide 3) We'll revise 9 verb tense forms during the lesson. Let's briefly recall the irregular / regular forms of verbs. Fall – feel, rise – raise, lie – lay – lie, be, build, have, get, eat, drink, grow (blow), make, read, learn, speak (break), cost – cut – hurt – let – put – set, bring – buy – catch – fight – teach – think – seek, drive – ride, etc. (The teacher can show flashcards with separate forms or use a computer or the board.)

Деятельность учащихся / Pupil activity

Pupils work independently answering the teacher's questions. Then they work in pairs practising peer checking.

Время / Time: 2 min.

Модель взаимодействия / Interaction model: T – P1 – P2 – P3 – P4 – P5 – P6 – P7 – P8, etc.

Этап урока / Stage of the lesson: **контроль временных форм и их функций / revision of tense forms and their functions.**

Задачи этапа урока / Objectives of the stage: check up, self-check.

 **Деятельность учителя / Teacher activity**

Task 1. (Slides 4–5) Read the passage. Explain the usage of the tense forms. Find the sentences describing regular activities, states, conditions.

I drink fruit and veggie juice every morning. I'll make you some freshly-squeezed fruit juice if you want. My aunt grows apples, pears, plums and grapes. These fruit are very healthy and rich in vitamins. (1 point for each correct explanation.)

 **Деятельность учащихся / Pupil activity**

Pupils work in pairs following the model: the Present Simple is used in sentence 1 to denote regular actions, etc.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: pair work, peer assessment.

Этап урока / Stage of the lesson: **контроль временных форм и их функций / revision of tense forms and their functions.**

Задачи этапа урока / Objectives of the stage: check up, self-check.

 **Деятельность учителя / Teacher activity**

Task 2. (Slides 6–7) Read the passage. Insert the missing prepositions. Explain the usage of the tense forms. Give your own examples. (The text is either on the board or on the screen. The teacher gives the model and keys to task 2.)

1. The train for Minsk leaves ... (at) 10:00. 2. It's 9.45. It leaves ... (in) 15 minutes. 3. Hurry up if you don't want to be late. I don't know what platform it's ... (at). 4. Let's consult the timetable. It arrives ... (in) Minsk ... (at) 2.30. If we don't catch it, we'll miss the meeting. (5 points)

 **Деятельность учащихся / Pupil activity**

Pupils work independently. They put down the number of the sentence and the appropriate preposition(s). Then they exchange their

exercise books, check their answers against the keys and explain the usage of the tense forms to one another.

Время / Time: 3 min.

Модель взаимодействия / Interaction work: individual and pair work combined.

Этап урока / Stage of the lesson: контроль временных форм, значений и их функций / revision of tense forms, meanings and their functions.

Задачи этапа урока / Objectives of the stage: check up, self-check.

Деятельность учителя / Teacher activity

Task 3. (Slide 8) Find the verbs in the Present Simple Passive in every sentence. Compare their forms and meaning with the Present Simple Active. Work in pairs. Ask and answer questions to learn more about your friend's habits.

1. What do you do at the lesson when you are asked a difficult question?
2. How do you react if you are told somebody's secret?
3. How do you feel when you are laughed at?
4. What do you do when you are asked to help? (1 point for each correct answer about the form. 1 point for each correct reply.)

Деятельность учащихся / Pupil activity

Pupils may put down their answers to the questions to make up a monologue. They practise peer checking.

Время / Time: 4 min.

Модель взаимодействия / Interaction model: individual preparation, peer checking.

Деятельность учителя / Teacher activity

Task 4. (Slide 9) Read out the caption to the picture. Answer the questions (1 point for each correct sentence with the Present Continuous form).

The boys are playing football now. What are you doing now? What are your peers doing at the moment?

Деятельность учащихся / Pupil activity

Pupils may put down their answers to the questions to make up a monologue in the form of a description.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: individual integrated with group activity.

Этап урока / Stage of the lesson: **контроль и самоконтроль временных форм, значений и их функций / revision and self-check of tense forms, meanings and their functions.**

Задачи этапа урока / Objectives of the stage: check up, self-check.

Деятельность учителя / Teacher activities

Task 5. (Slides 10–11) Read out the caption to the photo. Explain the usage of the Present Perfect tense form. Think of your caption to these photos containing the Present Perfect tense form (1 point for the explanation and for each grammatically correct caption).

Деятельность учащихся / Pupil activity

Pupils work in pairs or in small groups. They explain the rules of the Present Perfect tense form usage. They write their own captions to the photos, assess and evaluate their peers and do self-assessment.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: pair work.

Этап урока / Stage of the lesson: **контроль и взаимоконтроль грамматических навыков / checking and peer checking of grammar habits.**

Задачи этапа урока / Objectives of the stage: check up, self-check.

Деятельность учителя / Teacher activity

Task 6. (Slide 12) Work in pairs. Read the statements in turn. Explain the usage of the verb forms. Which of the actions started in the past and continue up to the moment of speaking? Which of the tense forms indicates

that the action has lasted for a period of time and is incomplete? Answer the questions about yourself (1 point for the explanation and for each grammatically correct answer).

1. Our teacher has been learning and teaching English for more than 10 years. And you? Since when have you been learning English?

2. Our neighbour has read so many books. He has been reading the Encyclopedia Britannica for a few months. And what about you? Are you reading anything at the moment? How long have you been reading this book?

Деятельность учащихся / Pupil activity

First pupils work in pairs discussing the usage of tense forms. Then they work independently. They may make notes. As soon as they are ready they present their answers to the partner. They count the total number of points for every correct statement with the Present Simple Active and Passive, Present Continuous, Future Simple, the Present Perfect and the Present Perfect Continuous forms and prepositions.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: individual, pair and group activities combined.

Этап урока / Stage of the lesson: совершенствование монологических навыков / monologue skills development.

Задача этапа урока / Objective of each stage: to develop monologue skills.

Деятельность учителя / Teacher activity

Task 7. (Slide 13) Look at the picture. Write down 2–3 sentences to finish the story (1 point for each grammatically correct sentence). Use the model:

The kitten was playing / played all morning. It played with a ball, with a toy mouse and with its tail. Later it played with granny's slippers. Then it felt tired and went to sleep on granny's ball of threads for knitting. The kitten was too tired to eat.

Деятельность учащихся / Pupil activity

Pupils work in pairs making up a short story. One or two best descriptions / stories could be told to all the class.

Время / Time: 4 min.

Модель взаимодействия / Interaction model: pair and group activities combined.

Этап урока / Stage of the lesson: **физкультпауза / moving activities.**

Задачи этапа урока / Objectives of the stage: to relax, change activities.

 **Деятельность учителя / Teacher activity**

(The teacher switches on a piece of music.) *Look at the upper right-hand corner, look at the upper left-hand corner (3 times), don't move your heads. Move your eyes as if drawing figures from 1 to 9. Close your eyes after each figure.*

 **Деятельность учащихся / Pupil activity**

Either the teacher or a pupil gives the instructions. The other pupils follow them. They may move to the music.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 – C1; P2 – C1, etc.

Этап урока / Stage of the lesson: **контроль уровня развития умений чтения / reading skills checking.**

Задачи этапа урока / Objectives of the stage: to develop reading skills, grammar skills.

 **Деятельность учителя / Teacher activity**

Task 8. (Slides 14–16) Here're some facts about the Disneyland in Europe. Arrange them in a logical order. Change the forms of the verbs in brackets (1 point for each grammatically correct sentence and 1 additional point for the logically arranged sequence).

A. The main road (to build) through a 19th century American city to lead the guests to the castle.

B. Fantasy land with a famous Sleeping Beauty castle (to design) for young visitors.

C. The spirit of the Wild West (to transfer) in the Frontier land.

D. The park (to open) on April 12, 1992 in the town of Marne-la-Vale 30 miles from Paris.

(The teacher can hand out flashcards with printed / written texts).

 **Деятельность учащихся / Pupil activity**

Pupils read the text independently. After the first reading they put down their answers in their exercise books. Pupils answer orally.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 — Cl; P2 — Cl;
P3 — Cl.

 **Деятельность учителя / Teacher activity**

Task 9. (Slides 17–18) Here's a story of a 13-year old boy's visit to the European Disneyland. Enjoy reading it and don't forget to put the verbs either in the Past Simple or the Past Continuous (1 point for each correct sentence). (The teacher gives the key to task 9.)

Model: 1. I was travelling / travelled in France last August.

1. One day my parents and I somehow caught / were catching the wrong bus while trying to get from our hotel to the Disneyland. 2. We ended / were ending up in a small village in the middle of nowhere. Neither my parents nor I could speak French. 3. The bus driver spoke / was speaking little English. 4. We were explaining / explained to him that we wanted / were wanting to go to the Disneyland and showed / were showing him a map. 5. Just then a taxi was passing / passed by. 6. The bus driver stopped / was stopping it. 7. The taxi driver spoke / was speaking only French. 8. But he was / was being very friendly. 9. On the way to our destination we decided / were deciding to learn some French.

 **Деятельность учащихся / Pupil activity**

Pupils work independently to choose the correct variant. They put down their answers. Then they practise peer checking.

Время / Time: 4 min.

Модель взаимодействия / Interaction model: individual, pair and group activities combined.

**Этап урока / Stage of the lesson: контроль умений
говорения / monologue skills checking.**

Задачи этапа урока / Objectives of the stage: to boost pupils' imagination;
to consolidate tense forms.

 **Деятельность учителя / Teacher activity**

Task 10. (Slide 19) Think of a different caption containing the Past Continuous form.

 **Деятельность учащихся / Pupil activity**

This is a group activity. One pupil puts down the first three suggested variants on the board. Pupils choose the best among them.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 – Cl; P2 – Cl;
P3 – Cl, etc.

 **Деятельность учителя / Teacher activity**

Task 11. (Slide 20) Let's play a "Tall Tales" game. I'll start with the sentence about my trip to Australia. E. g.: Yesterday at this time I was flying to Australia. One of the pupils alters my sentence by adding a more fascinating idea. E. g.: While you were flying to Australia, I was feeding a kangaroo. The third pupil should say something more scary or amazing. Use your active verbs and nouns.

 **Деятельность учащихся / Pupil activity**

Pupils take their turns in the game. It's a chain group activity.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 – P2 – P3 – P4 –
P5, etc.

 **Деятельность учителя / Teacher activity**

Task 12. (Slide 21) Explain the implication of the action expressed by the Future Simple. What other tense forms are used to express future actions? (p. 242–243 Students' Book)

 **Деятельность учащихся / Pupil activity**

Pupils give their answers.

Время / Time: 2 min.

Модель взаимодействия / Interaction model: P1 – Cl; P2 – Cl, etc.

 Деятельность учителя / Teacher activity

Task 13. (Slide 22) Have you made up your plans for the coming summer holidays? If no, consider the following opportunities. Discuss them with your partner. Make up a dialogue. Underline the verbs in the Future Indefinite either Active or Passive form (1 point for each correct sentence and for every grammatically correct form).

Health is always in fashion. Try active tourism. If you take up hiking, you will offer / will be offered unforgettable trips to wildlife reserves in Belarus. Romantics and dreamers will be interested / will interest in horseback riding tours requiring only initial skills. Horseback riding tours will offer / will be offered by rural and ecological homesteads. (The teacher can bring along some leaflets and booklets for tourists.)

 Деятельность учащихся / Pupil activity

Pupils work in pairs to make up dialogues. They may take up the roles of a client and a tour operator. Some pupils may read the sentences with the correct forms of verbs.

Время / Time: 4 min.

Модель взаимодействия / Interaction model: pair work.

Этап урока / Stage of the lesson: **определение домашнего задания / assigning home task.**

Задачи этапа урока / Objectives of the stage: to explain and put down the home task.

 Деятельность учителя / Teacher activity

(optional) Write a letter to your pen pal (Nick, Rosie) describing your school day (day off) and using as many different verb forms as may be suitable for the situation.

 Деятельность учащихся / Pupil activity

Pupils put down their task in their record books.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Cl.

Этап урока / Stage of the lesson: **рефлексия / reflection.**

Задача этапа урока / Objective of the stage: foster self-reflection and self-control.

 **Деятельность учителя / Teacher activity**

Finish the sentences. Use the Past Simple, Present Perfect and Future Indefinite:

Before the lesson I wanted ...

At the lesson I

Before the lesson I didn't want to

At the lesson

Next time I'll

 **Деятельность учащихся / Pupil activity**

Pupils finish the sentences on the slips of paper and hand them in.

Время / Time: 2 min.

Модель взаимодействия / Interaction model: individual activity.

Этап урока / Stage of the lesson: **оценивание / evaluation.**

Задачи этапа урока / Objectives of the stage: assess and motivate the pupils.

 **Деятельность учителя / Teacher activity**

Do some calculations. Add up all your points for tasks 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13. (The teacher may give excellent marks to the three top pupils who've gained the highest number of points or to all the pupils evaluating their progress on the scale from minimum to maximum.)

 **Деятельность учащихся / Pupil activity**

Pupils count their points.

Время / Time: 2 min.

Модель взаимодействия / Interaction model: P1 – T; P2 – T.

УРОК 1

ТЕМА УРОКА: **SHAKESPEARE'S LAND**

Цели урока

Образовательная цель: знакомство с творчеством У. Шекспира; активизация лексики по теме; развитие умений изучающего чтения; совершенствование лексико-грамматических навыков использования предлогов в речи; развитие умений диалогической и монологической речи.

Развивающая цель: развитие долговременной и ассоциативной памяти.

Воспитательная цель: формирование эстетических взглядов и вкусов учащихся.

Коммуникативная задача: составление рассказа о виртуальной / реальной экскурсии в дом-музей У. Шекспира.

Оснащение урока и дидактические материалы: карточки с текстами и заданиями к ним, карточки с рекламными объявлениями, карточки с именами учащихся, магниты / английские булавки.

Communicative aim: to tell the way to one of the sights (Shakespeare's birthplace).

Aims of the lesson:

- to practise vocabulary on the topic "Shakespeare's Time";
- to develop scanning skills;
- to practise prepositions;
- to develop long-term memory;
- to develop pupils' aesthetic taste.

Equipment: hand-outs with texts, portraits, cards with advertisements, a picture of islands, cards with pupils' names.

Этап урока / Stage of the lesson: экспозиция / preliminaries.

Задачи этапа урока / Objectives of the stage: to warm-up, create the atmosphere of foreign language communication.

 **Деятельность учителя / Teacher activity**

Greetings. Do you have any good news? I've got one piece of news. It's just ... (The teacher comes up with some news. E. g.: April, 23 is both Shakespeare's birthday and the day of his death.) Do you agree that a book is one of the best presents? Which of you is fond of reading poetry? Today we are going to read a text about the greatest playwright of England. Can you guess who he is?

 **Деятельность учащихся / Pupil activity**

Volunteers inform the others about interesting events one by one (chain activity). Pupils' answers can be different. The expected answer is William Shakespeare.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 — P2 — P3 — P4 — P5 — P6 — P7 — P8.

Этап урока / Stage of the lesson: рефлексия / reflection.

Задача этапа урока / Objective of the stage: to provide positive motivation for learning English.

 **Деятельность учителя / Teacher activity**

There're 5 islands in the picture. They are: an island of little (poor) knowledge, an island of interest, an island of satisfaction, an island of disappointment, an island of inspiration (an island of success). Pin your name to the island you are on now.

 **Деятельность учащихся / Pupil activity**

Every pupil chooses at least 1 island. They pin their names on the chosen island and explain their choice. It's advisable to ask pupils to reflect on their achievements after each stage of the lesson.

Время / Time: 2 min.

Модель взаимодействия / Interaction model: P1 – C1; P2 – C1; P3 – C1, etc.

Этап урока / Stage of the lesson: **предтекстовый этап / pre-reading activities; introduction of new words.**

Задача этапа урока / Objective of the stage: to keep up pupils' interest.

 **Деятельность учителя / Teacher activity**

(See the materials / pictures below.)

At first we'll find out what you know about the England of Shakespeare's time. Answer my questions. What monarch reigned in the country in those times? (Queen Elizabeth I and later James I.) When and where did Shakespeare live? What did he do to earn his living? I wonder if he had a family. Why did he become famous? When and where did he die? We'll find the answers to these and other questions.

 **Деятельность учащихся / Pupil activity**

Pupils look at the pictures and answer the questions. Reflection (see above).

Время / Time: 2 min.

Модель взаимодействия / Interaction model: group activity.

Этап урока / Stage of the lesson: **предтекстовый этап / pre-text activity.**

Задачи этапа урока / Objectives of the stage: to relieve language and speech difficulties.

 **Деятельность учителя / Teacher activity**

Ex. 1. *Pronounce the new words. Try to guess the meaning of some of them: adventurous, optimistic, famous, the Midlands, positive associations, in the minds, to flourish, birthplace, to capitalize on.* (New words should be printed / written on the board.)

 **Деятельность учащихся / Pupil activity**

Pupils pronounce the words, try to guess the meaning of the international words and look up the meaning of the new words in the dictionaries. First girls then boys pronounce the words after the teacher. Then the pupils whisper the words. Reflection (see above).

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 – P2; P3 – P4;
P5 – P6, etc.

Этап урока / Stage of the lesson: **текстовый этап / scanning.**

Задача этапа урока / Objective of the stage: to develop scanning skills.

 **Деятельность учителя / Teacher activity**

Ex. 2. *Work individually. Scan the text. Match the paragraphs with the titles:*

Library possessions;

Biographical fact;

The Midlands;

A well-known art venue.

It was in the last quarter of the adventurous and optimistic 16th century that Shakespeare began to write his famous plays. He was the son of a glove maker. At the age of 18 he married Anne Hathaway who was 26 at that time. The actual house carefully preserved and restored, where he was born is still in the middle of Stratford-upon-Avon.

The Midlands do not have many positive associations in the minds of the British people. Tourism has flourished in “Shakespeare country” (centered on Stratford-on-Avon, W. Shakespeare’s birthplace). Besides, Nottingham has successfully capitalized on the legend of Robin Hood.

The Shakespeare Memorial Theatre in Stratford is the home of the Royal Shakespeare Company.

The National Library (a department of the British Museum) possesses more than 6,000 different editions of Shakespeare’s plays.

 **Деятельность учащихся / Pupil activity**

Pupils work in pairs matching the titles with the paragraphs and explain their choices. Reflection (see above).

Время / Time: 8 min.

Модель взаимодействия / Interaction model: individual and group activities combined.

**Этап урока / Stage of the lesson: закрепление
грамматического материала / grammar activities.**

Задача этапа урока / Objective of the stage: to consolidate prepositions.

 **Деятельность учителя / Teacher activity**

Ex. 3. *Work in pairs. Insert the missing prepositions where necessary in the advertisement below.* (The key prepositions are given below. The mini-text should be written / printed on flashcards.)

SHAKESPEARE HOUSES AND GARDENS

Join us ... (on) a dramatic (exciting, impressive) journey to celebrate Shakespeare's works, life and times and learn how his legacy (наследие) continues today ... (at) five unique houses ... (in) and ... (around) Stratford.

 **Деятельность учащихся / Pupil activity**

Pupils work in pairs. They put down their answers. Then they exchange their exercise books with another pair. One pupil writes down the prepositions on the board. Reflection (see above).

Время / Time: 3 min.

Модель взаимодействия / Interaction model: pair work and group activity.

**Этап урока / Stage of the lesson: физкультпауза /
moving activities.**

Задачи этапа урока / Objectives of the stage: to relax, change activities.

 **Деятельность учителя / Teacher activity**

Move to the music "Montecito and Capulet" by S. Prokofyev. (The teacher switches on a computer with a piece of music.)

 **Деятельность учащихся / Pupil activity**

Either the teacher or one of the pupils shows the movements and leads the whole group.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: P1 – Cl; T – Cl.

Этап урока / Stage of the lesson: построение монологов / making up situational monologues.

Задачи этапа урока / Objectives of the stage: to develop monologue skills and practice vocabulary.

 **Деятельность учителя / Teacher activity**

Ex. 4. *Work in groups. Make up your own 2-sentence tourist advertisement using the information from 2 texts. (All the pupils' ads are read out.)*

Ex. 5. *Have you ever read or watched any plays, tragedies or comedies by Shakespeare? Guess what these plays are called in Russian.*

1593 – The Comedy of Errors.

1595 – Romeo and Juliet.

1596 – A Merchant of Venice.

1599 – Julius Caesar.

1600 – Twelfth Night.

1601 – Hamlet.

1603 – All's Well That Ends Well.

1604 – Othello.

1606 – King Lear.

1606 – Macbeth.

I hope one day you'll read them and you'll like them. Or you'll watch the plays at the theatre.

Ex. 6. *Study the map "Access to Stratford-on-Avon" (fig. 1). Describe how you can get to Stratford-on-Avon from Warwick (Coventry, Worcester, etc.).*

Model: If you go by car, you can take the A4177 road and go south. After you cross the M40 motorway take the A46 road to Stratford-on-Avon.

 **Деятельность учащихся / Pupil activity**

Pupils work in pairs. They follow the models of the advertisement and the mini-monologue (above) and add details. Reflection (see above).

Время / Time: 8 min.

Модель взаимодействия / Interaction model: individual, pair and group activities combined.

Этап урока / Stage of the lesson: **построение диалогов / making up dialogues.**

Задача этапа урока / Objective of the stage: to develop dialogue skills.

 Деятельность учителя / Teacher activity

Ex. 7. Study the map “Stratford-on-Avon Town Centre” (fig. 2). Use the information about the places in the box “Key to Map”. Make up short dialogues.

Model:

– Excuse me, how can I get from Town Square to famous Shakespeare’s Birthplace?

– Walk along Wood Street for half a block, turn left at the crossing and walk along Henley Street for 5 min. Shakespeare’s Birthplace is on the right.

 Деятельность учащихся / Pupil activity

Pair work. Pupils follow and extend the given model asking the way to Anne Hathaway’s Cottage, to Holy Trinity Church, etc. Reflection (see above).

Время / Time: 6 min.

Модель взаимодействия / Interaction model: P1 – P2; P3 – P4; P5 – P6, etc.

Этап урока / Stage of the lesson: **объяснение домашнего задания / assigning home task.**

Задачи этапа урока / Objectives of the stage: to explain and put down the home task.

 Деятельность учителя / Teacher activity

(optional) Watch some fragments from the film “Shakespeare in Love”. Learn the new words. Make up 5 sentences about A. S. Pushkin using them.

Find and bring along some pictures of well-known playwrights and poets. Get ready with a story about one of them (in the written form).

 Деятельность учащихся / Pupil activity

Pupils put down their home task in their record books.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Cl.

Этап урока / Stage of the lesson: **рефлексия / reflection.**

Задача этапа урока / Objective of the stage: to foster self-reflection.

 **Деятельность учителя / Teacher activity**

Here're the 5 islands (on the board). Pin your name to the island you are on at the end of the lesson. Explain the changes.

 **Деятельность учащихся / Pupil activity**

Every pupil chooses at least 1 island. They pin their names to the island and explain their choice.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: chain activity.

Этап урока / Stage of the lesson: **оценивание / evaluation.**

Задачи этапа урока / Objectives of the stage: to assess and motivate pupils.

 **Деятельность учителя / Teacher activity**

*I'm satisfied with your work today. Your marks for ... are the following ...
How do you evaluate your progress during the lesson?*

 **Деятельность учащихся / Pupil activity**

Pupils analyse their input.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – P1, T – P2;

P1 – C1, P2 – C1, etc.

Queen Elizabeth I

King James I



William Shakespeare

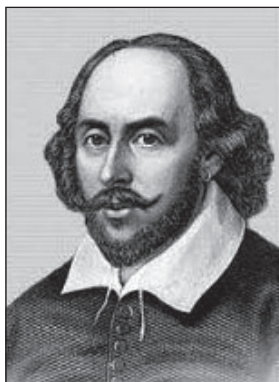


Fig. 1.

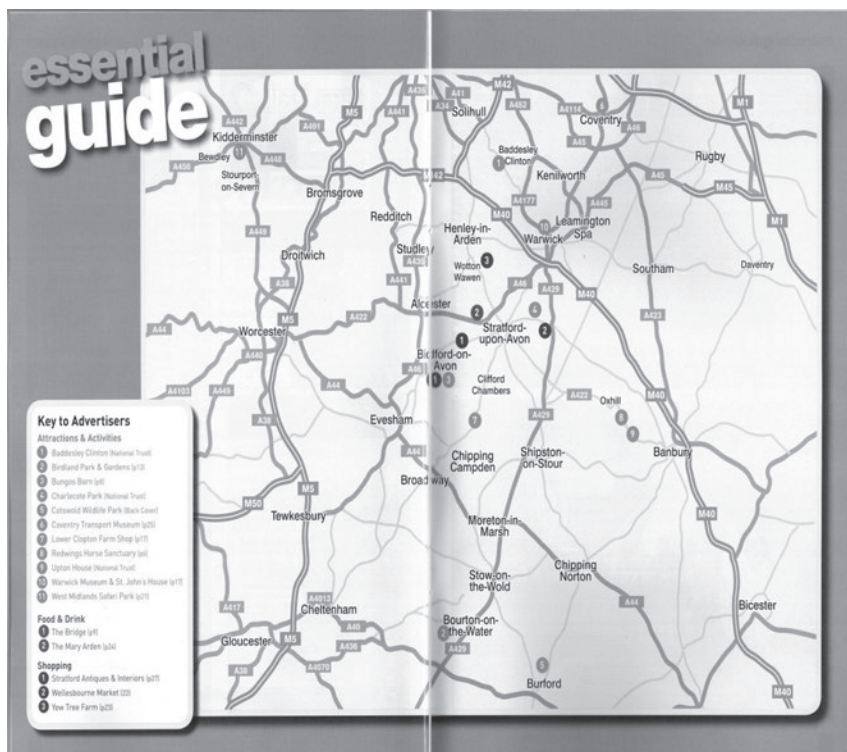
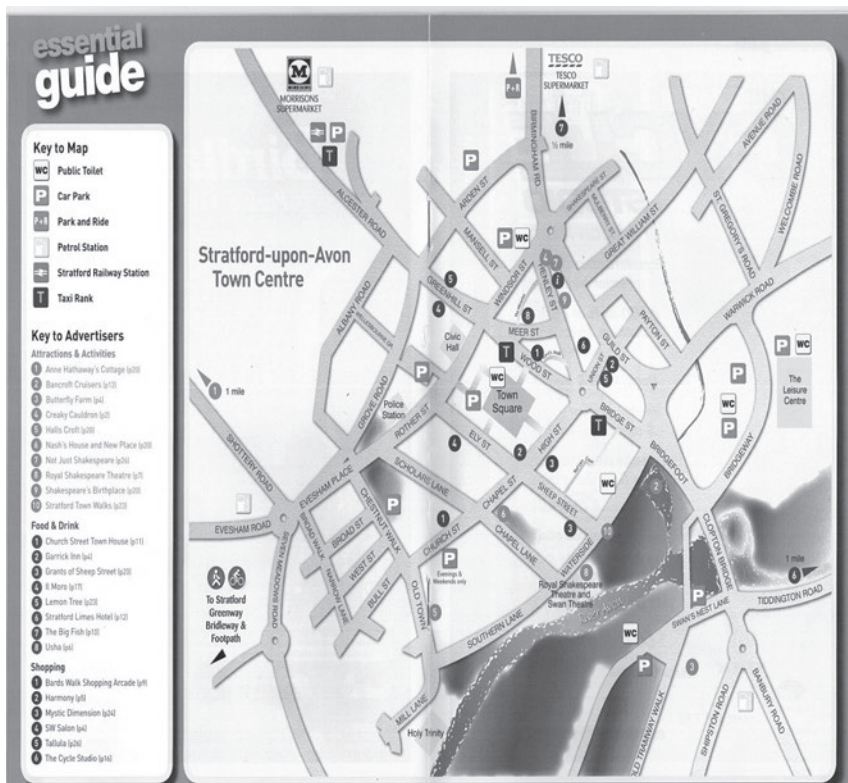


Fig. 2.



УРОКИ 7–8 (ONE OF THE FINAL LESSONS)

ТЕМА УРОКА: **ACHIEVEMENT TEST**

Цели урока

Образовательная цель: осуществление коммуникативно-ориентированного контроля уровня сформированности фонетических, лексических и грамматических навыков, уровня владения диалогическими и монологическими умениями (умениями письменной речи) в рамках программных требований.

Развивающая цель: развитие фонематического слуха, вербального мышления, произвольного внимания.

Воспитательная цель: совершенствование навыков контроля, самоконтроля, самокоррекции и взаимоконтроля.

Коммуникативная задача: использование языкового и речевого опыта для устного общения.

Оснащение урока и дидактические материалы: индивидуальные карточки с заданиями.

Communicative aim: to develop language and speech competences.

Aims of the lesson:

- to monitor pupils' pronunciation, vocabulary and grammar habits;
- to evaluate speaking skills.

Equipment: hand-outs with tasks.

Этап урока / Stage of the lesson: экспозиция / beginning of the lesson.

Задача этапа урока / Objective of the stage: explanation.

👤 Деятельность учителя / Teacher activity

The achievement test contains tasks on pronunciation, grammar, vocabulary, reading and speaking. You will do self-check using the key as soon as you are ready with the task. Each task is assessed. All the points you get must be added up at the end of the test. All in all a pupil may get maximum 50 points.

A detailed 10-point scale could be like this:

50 – “10”;

48–49 – “9”;

46–47 – “8”;

42–45 – “7”;

38–41 – “6”;

31–37 – “5”;

26–30 – “4”;

21–25 – “3”;

15–20 – “2”;

14 and less – “1”.

(The teacher rearranges the sentences inside the tasks thus making 4 or more variants / options.)

👤 Деятельность учащихся / Pupil activity

Pupils work individually. They receive the card with a task after they have done the previous task.

Время / Time: 2 min.

Модель взаимодействия / Interaction model: T – Cl.

Этап урока / Stage of the lesson: фонетическая зарядка / phonetic drill.

Задача этапа урока / Objective of the stage: to evaluate pronunciation skills.

👤 Деятельность учителя / Teacher activity

Find an odd word in which the same letters are pronounced differently. Put these words down.

- a) bought – brought – enough – sought – thought;
- b) bear – hear – dear – fear – gear;
- c) pour – four – your – would – yours;
- d) light – weight – bright – right – tight;
- e) nice – spice – police – twice – mice.

5 points

(Key 1: a) enough; b) bear; c) would; d) weight; e) police.)

Деятельность учащихся / Pupil activity

Pupils put down the number of the task, the corresponding letter and the odd word in each line. As soon as they have carried out task 1, they are given the next task and so on.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T – P1; T – P2, etc.

Этап урока / Stage of the lesson: **контроль грамматических навыков / grammar consolidation.**

Задача этапа урока / Objective of the stage: to evaluate grammar habits.

Деятельность учителя / Teacher activity

Change the following sentences from plural to singular. Put down the transformed sentences.

- a) The nurses carried babies.
- b) The cats caught the mice.
- c) We saw geese and foxes.
- d) The women told the children tales.
- e) Wolves killed the sheep.

10 points

(Key 2: a) The nurse / a baby; b) The cat / the mice; c) ... a goose and a fox; d) The woman / the child a story; e) A wolf / the sheep.)

Деятельность учащихся / Pupil activity

Pupils put down the transformed sentences.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T – C1; T – P1, etc.

Этап урока / Stage of the lesson: контроль уровня развития диалогических умений / dialogue skills checking.

Задача этапа урока / Objective of the stage: to evaluate dialogue skills.

 **Деятельность учителя / Teacher activity**

Put the sentences (cues of the dialogue) in the right order. (Different variants have a different order of sentences.)

In 1932 she became the first woman to fly across the Atlantic alone.

Her plane crashed into the sea and she died.

When she was a young woman, she learned to fly a plane.

In 1928 she flew across the Atlantic for the first time.

When she was 33, she decided to fly around the world.

Amelia Earhart was born in 1897 in Kansas City.

6 points

(Key 3: 6, 3, 4, 1, 5, 2.)

 **Деятельность учащихся / Pupil activity**

Pupils reconstruct the dialogue. They put down the numbers corresponding to the logically arranged statements.

Время / Time: 5 min.

Модель взаимодействия / Interaction model: T – C; P1 – T, P2 – T.

Этап урока / Stage of the lesson: контроль уровня развития монологических умений / development of monologue skills checking.

Задача этапа урока / Objective of the stage: to evaluate monologue skills.

 **Деятельность учителя / Teacher activity**

(The picture is at the end of the plan.) What are these people wearing? What are they not wearing? Say (write) 4 true sentences about each person. (4 pupils' answers (verbs either in the Pr. Cont. or the Pr. Simple).)

12 points

 **Деятельность учащихся / Pupil activity**

Pupils describe the three people's clothes orally (in writing). They may be given different pictures.

Время / Time: 12 min.

Модель взаимодействия / Interaction model: T – Cl; P1 – T, P2 – T.

Этап урока / Stage of the lesson: **физкультпауза / moving activity.**

Задача этапа урока / Objective of the stage: to relieve stress.

 **Деятельность учителя / Teacher activity**

Take a pencil in your right hand. Look at the sharpened end, draw a triangle in the air, follow the end of your pencil. Draw a rectangle in the air, follow the end of your pencil. Draw a circle in the air, follow the end of your pencil. Draw an oval in the air, follow the end of your pencil. Close your eyes after each geometry figure. (Switches on a piece of music.)

 **Деятельность учащихся / Pupil activity**

Pupils repeat the movements after the teacher.

Время / Time: 3 min.

Модель взаимодействия / Interaction model: T – Cl.

Этап урока / Stage of the lesson: **контроль лексических и грамматических навыков / vocabulary and grammar consolidation.**

Задача этапа урока / Objective of the stage: to evaluate lexical-grammar communicative skills.

 **Деятельность учителя / Teacher activity**

Don't copy the sentences. Add "short answers" to them. Put your sentences down. Pay special attention to the word order. Follow the model.

Model: My Mom doesn't speak English. Neither does Dad.

1. Richard can sing. (Steve)
2. Mary won't be fourteen tomorrow. (I)
3. Mary stayed up late at night. (Lilian)

4. Mary was late for school. (Elizabeth)
 5. We didn't know the right time. (they)
 6. That cap isn't mine. (this)
 7. Those books are mine. (these)
 8. I don't have a dog. (my friend)
 9. You mustn't say such things. (they)
 10. I have never been to Rome. (my parents)
- 10 points

(Key 5: 1) So can Steve. 2) Neither shall I. 3) So did Lilian. 4) So was Elizabeth. 5) Neither did they. 6) Neither is this cap. 7) So are these books. 8) Neither does my friend. 9) Neither must they. 10) Neither have my parents.)

Деятельность учащихся / Pupil activity

Pupils write down the short answers.

Время / Time: 12 min.

Модель взаимодействия / Interaction model: T – Cl; P1 – T, P2 – T.

Этап урока / Stage of the lesson: контроль лексических навыков / vocabulary revision.

Задача этапа урока / Objective of the stage: to evaluate lexical skills.

Деятельность учителя / Teacher activity

Translate the word in brackets into English. Put down the whole sentence.

- a) (Плавание) is a very enjoyable exercise.
 - b) Richard doesn't like (петь) and (рисовать) very much.
 - c) Richard hates (вставать) early in the morning.
 - d) You will only succeed by (усердие / старание) hard.
 - e) (Говорение) English every day is the best way of (изучение) it.
- 7 points
- (Key 6: a) Swimming; b) singing, drawing; c) getting up; d) trying; e) Speaking, learning.)

Деятельность учащихся / Pupil activity

Pupils translate the words, put down all the sentences and hand in their individual cards / copybooks.

Время / Time: 5 min.

Модель взаимодействия / Interaction model: T – Cl; P1 – T, P2 – T.

Этап урока / Stage of the lesson: **объяснение домашнего задания / assigning home task.**

Задачи этапа урока / Objectives of the stage: explain and put down the home task.

Деятельность учителя / Teacher activity

Make up a list of summer activities. Arrange them into an outline for summer holidays. Use different grammar and lexical means to express future actions (the Future Simple, the Present Simple, the Present Continuous, to be going to, etc.). Ex.: I'll ride my bike at longer distances. We're going to stay with my granny in July.

Деятельность учащихся / Pupil activity

Pupils put down their home task in their record books.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: T – Cl.

Этап урока / Stage of the lesson: **оценивание / evaluation.**

Задача этапа урока / Objective of the stage: to assess pupils' achievements.

Деятельность учителя / Teacher activity

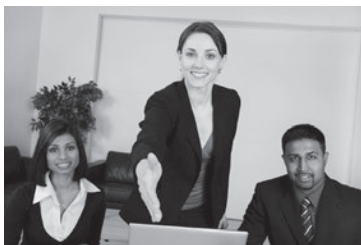
The teacher helps pupils to count the points.

Деятельность учащихся / Pupil activity

Pupils add up the points and get the total score.

Время / Time: 1 min.

Модель взаимодействия / Interaction model: P1 – T; P2 – T.



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