

AUTHOR'S PROGRAM

Everyday English



УДК 373
ББК 74.235.4

Рецензенты:

Мұқатаев О.О. педагог мастер, Қазақстан Республикасы «Өркениет» ғылыми-әдістемелік орталығының аға ғылыми қызметкері;

Everyday English /құрастырған.: **Бекебай Т.С., Избасарова Э.С., Мырзамұрат Б.М.**— ағылшын пәні мұғалімдері, 2021. —129б.

ISBN 978-631-8776-51-9

Оқушыларға грамматиканы үйрету арқылы коммуникативтік-эмоционалдық саласын, шығармашылық қабілеттерін және стандартты емес ойлауын дамыту, диалогқа қатысу дағдыларын жетілдіру, типтік жағдайларда ауызша түрде қарым-қатынас негіздерін оқытуға бағытталған.

УДК 373
ББК 74.235.4

«Өркениет» ғылыми-әдістемелік орталығының 2021 жылғы «22» ақпандағы №1 хаттамасына сәйкес сараптау комиссиясының шешімімен баспаға ұсынылды

ISBN

978-631-8776-51-9

© ҚР «Өркениет» ҒӨО, 2021

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ
«ÓRKENIET» ҒЫЛЫМИ-ӘДІСТЕМЕЛІКТІҢ БАСПАСЫНА ҰСЫНЫЛДЫ



Рецензенттер:

Рецензенттер: «Órkeniet» ғылыми-әдістемелік орталығының аға ғылыми қызметкері
О.О. Мұқатаев

Құрастырған: Түркістан облысы, Сайрам ауданы №41 М.Оразалиев атындағы
жалпа орты мектебінің ағылшын тілі пәні мұғалімі **Бекебай Толепберген**
Сейдульдаулы

Шымкент қаласы, М.Х.Дулати атындағы үш тілде оқытатын №8 мамандандырылған
гимназиясының ағылшын тілі пәні мұғалімі **Избасарова Эльмира Сапарбаевна**
Нұр-Сұлтан қаласы, №53 мектеп-лицей КММ, ағылшын тілі пәні мұғалімі
Мырзамұрат Балерке Мошқалқызы

© Қазақстан Республикасы «ÓRKENIET» ғылыми-әдістемелік орталығы
2021 жыл

Аңдатпа

Кез келген шет тілін үйренуде ерекше қиындық күнделікті қарым-қатынаста қажетті сөйлеу үлгілерін меңгеру болып табылады. Бұл курс күнделікті қарым-қатынас жағдайында қолданылатын белгілі бір сөздік қорын және оңтайлы сөйлемдерді меңгеруге көмектеседі. Әр тақырыпты оқу барысында әртүрлі лексикалық жаттығуларды орындау, өткен оқу негізінде диалогтарды оқу, құрастыру және драматургиялау, дәлме-дәл материалдарды тыңдау, Қазақстан мен оқытылатын тіл елдерінің көрнекті қайраткерлерін және олардың жұмыстарын зерделеу жоспарлануда. Бұл поэтикалық шығармаларды оқу дағдыларын дамытуға, грамматикалық құрылымдарды белсендіруге, оларды ауызша сөйлеуге шығаруға, сөйлеу дағдыларын жетілдіруге және мәнерлеп оқуға мүмкіндік береді. Оқыту коммуникативтік қағидат бойынша құрылған және шетелде, сондай-ақ өз елінде шетел қонақтарын қабылдау кезінде күнделікті қарым-қатынастың негізгі жағдайларымен таныстырады. Диалог-үлгілермен және дайын сөйлеу формулаларын меңгеру арқылы сөйлеу тілін оқыту тәсілі курстың басынан бастап стандартты жағдайларда шет тілді ортада табысты қарым-қатынас жасауға көмектеседі.



Annotation

In the study of any foreign language is particularly difficult to master the typical speech models necessary in everyday communication. This course helps to master a certain vocabulary and an optimal set of expressions used in situations of daily communication. During the study of each topic, it is planned to perform a variety of lexical exercises, reading, drafting and dramatization of dialogues based on the passed, listening to authentic material, studying the outstanding figures of Kazakhstan and the countries of the studied language and their work. This contributes to the development of reading skills of poetic works, activation of grammatical structures, their removal in oral speech, development of pronunciation skills and expressive reading. The training is based on the communicative principle and introduces the main situations of everyday communication, both abroad and when receiving foreign guests at home. The method of teaching spoken language through the mastery of dialogues-samples and ready-made speech formulas helps to communicate successfully in a foreign language environment in standard situations from the very beginning of the course.



Түсінік хат

Ағылшын тілі халықаралық қарым-қатынас тілі болды. Ол бүкіл әлемде кеңінен таралған. Бұл адами қарым-қатынастың барлық салалары: іскерлік, ғылыми, саяси және экологиялық тіл. Тіл басқа мәдениеттер мен дәстүрлердің өкілдерімен тең құқықты диалогқа кіру үшін тәжірибені берудің әмбебап құралы болып табылады; жеке тұлғаны қазіргі заманғы жалпы өркениетті процестерге қосуды қамтамасыз етеді.

Халықаралық және ұлтаралық қарым-қатынас деңгейіне шығатын адам өз ойларын ағылшын тілінде жеткізе білуі тиіс. Осылайша, коммуникация ең маңызды орынға шығады, бірақ ол өз кезегінде мотивацияны қажет етеді.

Біздің 6 сынып оқушылары үшін «Everyday English» курсы оқушыға пәнге деген қызығушылықты жүзеге асыруға, сөйлеу алдындағы қорқынышты жеңуге көмектеседі.

Сабақтар аптасына 1 рет өткізіледі және 34 сабақты қамтиды. Тақырып оқушылардың жас ерекшеліктері мен қызығушылықтары: денсаулық, бос уақыт, білім беру, саяхат, театр және кино, бақ т. Б. Есепке алынған. Бұл курсты оқу қазіргі өмірде «Шет тілі» пәнінің танымал және сұранысқа ие болуына байланысты өзекті болып табылады.

Жұмыс бағдарламасы балалардың психологиялық-жас ерекшеліктерін ескере отырып құрастырылған. Бағдарлама зерделеудің сабақтастығы мен келешегін сақтайды.

Бағдарламаның мақсаты: Оқушыларға грамматиканы үйрету арқылы коммуникативтік-эмоционалдық саласын, шығармашылық қабілеттерін және стандартты емес ойлауын дамыту, диалогқа қатысу дағдыларын жетілдіру, типтік жағдайларда ауызша түрде қарым-қатынас негіздерін оқыту.

Курстың міндеттері:

- оқушыларды білім беру үдерісіне тарту;
- тіл сезімін қалыптастыру;
- бағдарламада ұсынылған тақырыптар аясында балалардың шет тілін меңгеруі.
- оқушылардың басқа халықтардың өмірі, олардың мәдениеті, ғылымы, өнері туралы білімдерін жинақтауға ықпал ету;
- диалогтың негізгі мазмұнын есту және түсіну;
- сөйлеу этикеті ережелерін сақтай отырып, тыңдалған шет тіліндегі мәтінге байланысты мәселелерді талқылауға қатысу;
- алынған ақпаратты талдау және жүйелеу білігін дамыту;
- өзіндік қызметті ынталандыру;
- ақпараттық кеңістікте бағдарлай білуді дамыту.

Күтілетін нәтиже: сөйлеу әрекетінің барлық түрлерінде коммуникативтік-сөйлеу құзыреттілігіне қол жеткізу.

Explanatory note

English was the language of international communication. It is widespread all over the world. These are all spheres of human relations: business, scientific, political and environmental language. Language is a universal tool for the transfer of experience to enter into an equal dialogue with representatives of other cultures and traditions; it ensures the inclusion of the individual in modern civilizational processes. A person who reaches the level of international and interethnic relations should be able to Express his thoughts in English. Thus, communication comes to the most important place, but it, in turn, requires motivation.

For our students of 6th grade course «Everyday English» will help the student to realize interest in the subject, to overcome fears of performance.

Classes are held once a week and cover 34 classes. Topics are selected taking into account the age characteristics and interests of students: health, leisure, education, travel, theater and cinema, media, etc. The study of this course is relevant in connection with the demand and popularity of the subject "foreign language" in modern life.

The working program is made taking into account psychological and age features of children. The program saves the continuity and perspectives of the study.

The purpose of the program: the Development of communicative and emotional sphere, creative abilities and unconventional thinking of students, improving the skills of participation in dialogue; learning the basics of oral communication in typical situations.

Course objective:

- involvement of students in the educational process;
- formation of language sense;
- foreign language skills of children in the framework of the topics proposed in the program.
- to contribute to the accumulation of students ' knowledge about the life of other Nations, their culture, science, art;
- hear and understand the main content of the dialogue;
- participation in the discussion of issues related to the text in the listened foreign language in compliance with the rules of speech etiquette;
- development of the ability to analyze and systematize the information received;
- promotion of independent activities;
- development of orientation in the information space.

Expected result: achievement of communicative and speech competence in all types of speech activity.

Calendar and thematic plan

№	The theme of the lesson	Number of lessons	Date	Note
Денсаулық				
1.	Proper diet	1		
2.	Personal hygiene	1		
3.	Modern medicine	1		
Спорт				
4.	Sport	1		
5.	My favorite sport is law	1		
6.	We are fans	1		
Менің уақытым				
7.	My hobby	1		
8.	Books or Internet?	1		
9.	Social network	1		
Білім				
10.	At school	1		
11.	In class	1		
12.	At recess	1		
13.	In the canteen	1		
Мамандық				
14.	Types of profession	1		
15.	Oldest profession	1		
16.	Interesting profession	1		
17.	Professions of the future	1		
Саяхат				
18.	Types of travel	1		
19.	At the airport	1		
20.	Famous traveler	1		
21.	At sea	1		
Өнер				
22.	Music	1		
23.	In the cinema	1		
24.	In the theater	1		
25.	Галлерейда - In the gallery	1		
Қоршаған орта				
26.	Young ecologist	1		
27.	Air pollution	1		
28.	Water pollution	1		
Әйгілі тұлғалар				
29.	The pride of the country	1		
30.	Celebrities of the world	1		
Салт-дәстүр мен әдет-ғұрыптар				
31.	Meet guests	1		
32.	Heritage of ancestors	1		
33.	Traditional holiday	1		
34.	The final lesson	1		

Lesson plan

Theme of the Lesson: Дұрыс тамақтану - Proper diet

Lesson objectives:

- focus students ' attention on health and longevity values;
- to help students think about the need to be healthy, familiarizing with a healthy lifestyle;
- to work on the formation of sustainable skills of healthy lifestyles, food hygiene, the principles of safe and quality food;
- develop creativity, memory, attention, cognitive interest;
- to nurture a responsible attitude of pupils towards their health.

Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.


Expected result:


















































































All students: Tells the theme and reveals the main idea

Majority of students: Performs tasks of a creative nature

Some students: Draws conclusions on the topic

Plan

The stages of the lesson	Student actions in the classroom	Res our ces
The beginning of the lesson 5 minutes	<p>Which flavour would you like?</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p><input type="text"/> flavour would you like?</p> <p>I'd <input type="text"/> lemon.</p> <p>Which <input type="text"/> would you like?</p> <p>I'd like <input type="text"/>.</p> <p>Which flavour <input type="text"/> you like?</p> <p><input type="text"/> like coconut.</p> </div> </div> <ol style="list-style-type: none"> 1. Which, would, I'd 2. Would, flavour, like 3. Flavour, chocolate, like 4. Flavour, would, chocolate 5. Like, chocolate, would 6. Would, I'd, Which 	
Physical minute		
The middle of the lesson	Write the names:	

30 minutes	<table><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td colspan="3">Banana, grapes, apple, orange, mango, pear</td></tr></table>							Banana, grapes, apple, orange, mango, pear								
																
																
Banana, grapes, apple, orange, mango, pear																
	<p>Insert the missing letters:</p> <table><tr><td rowspan="6"></td><td>m _ ng _</td><td rowspan="6"><div><div>e</div><div>o</div><div>a</div></div></td></tr><tr><td>p _ _ r</td></tr><tr><td>_ ppl _</td></tr><tr><td>b _ n _ n _</td></tr><tr><td>_ r _ ng _</td></tr><tr><td>gr _ p _ s</td></tr></table>		m _ ng _	<div><div>e</div><div>o</div><div>a</div></div>	p _ _ r	_ ppl _	b _ n _ n _	_ r _ ng _	gr _ p _ s							
	m _ ng _		<div><div>e</div><div>o</div><div>a</div></div>													
	p _ _ r															
	_ ppl _															
	b _ n _ n _															
	_ r _ ng _															
	gr _ p _ s															
	<p>Pick up the words pictures:</p> <table><tr><td></td><td><div>potatoes</div></td><td><div>lemon</div></td><td><div>egg</div></td><td><div>carrot</div></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>		<div>potatoes</div> 	<div>lemon</div> 	<div>egg</div> 	<div>carrot</div> 										
	<div>potatoes</div> 	<div>lemon</div> 	<div>egg</div> 	<div>carrot</div> 												
																
																
The end of the lesson 5 minutes	<p>Divide products into 3 colums</p> <table><tr><th>Fruits</th><th>Deserts</th><th>Drinks</th></tr><tr><td></td><td></td><td></td></tr></table> <table><tr><td> </td><td> </td><td>   </td></tr></table>	Fruits	Deserts	Drinks				 	 	   						
Fruits	Deserts	Drinks														
 	 	   														

Theme of the Lesson: Жеке гигиена - Personal hygiene

Lesson objectives:

- To form students ' idea of hygiene, personal hygiene, knowledge of the basic rules of care for the scalp, teeth and hair.
- Develop initiative and activity in the classroom.
- To educate the desire for mandatory compliance with the rules of personal hygiene.

Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.




Expected result:


All students: Tells the theme and reveals the main idea

Majority of students: Performs tasks of a creative nature












Some students: Draws conclusions on the topic







Plan

The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	Under what number are the items needed?  	
Physical minute		
The middle of the lesson 30 minutes	Put personal care items in the suitcase, write them: 	

	 <p>What do you think about people who drop <input type="text"/>?</p> <p>Do you always put your litter in the <input type="text"/>?</p> <p>What do you <input type="text"/>?</p> <p>Do you prefer weather that is <input type="text"/> or freezing?</p> <p>What do you know about <input type="text"/>?</p> <p>Have you ever seen a <input type="text"/>?</p> <div> climate change litter nonsense ice lolly bin hurricane weather recycle boiling </div>	
The end of the lesson 5 minutes	Reflection Learners reflect on their learning: <ul style="list-style-type: none"> - What has been learned? - What remained unclear? - What is necessary to work on 	

<p align="center">Theme of the Lesson: Заманауи медицина - Modern medicine</p> <p>Lesson objectives: Our lesson is dedicated to one of the most important problems in our life. Look at the screen, do this puzzle and you'll know the topic of our lesson.</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> • Develops knowledge of the English language • Performs formative assessment tasks • A learner can express their opinion with extensive reasoning. • A learner can understand the context and deduce meanings of words accurately. <p>Expected result:</p> <p><u>All students:</u> Tells the theme and reveals the main idea</p> <p><u>Majority of students:</u> Performs tasks of a creative nature</p> <p><u>Some students:</u> Draws conclusions on the topic</p>		
Plan		
The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	Say if it is healthy or unhealthy. I exercise 3 times a week. I eat at McDonald's every night. I eat fruit and vegetables every day. I wash my hands before breakfast. I watch TV 7 hours a day. I listen to very loud music. I go on walks regularly. I drink 5 cups of coffee a day.	

	<div>I take vitamins every day.</div> <div>I take a shower in the morning.</div> <div>I sit in the sun without a suntan lotion.</div> <div>I eat food when I watch TV.</div> <div>I drink coke with every meal.</div> <div>I visit a doctor regularly.</div> <div>I eat fish for dinner.</div>	
Physical minute		
<div>The middle of the lesson</div> <div>30 minutes</div>	<div>Task №1.</div> <div>Match the examples:</div> <div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div> <div><div>vet</div><div>nurse</div><div>optician</div><div>doctor</div><div>dentist</div></div> <div><div>Task №2.</div><div>Put the sentences in order.</div><div><div></div><div><div>Doctor: Let me see...</div><div>Doctor: Why don't you eat some fruit and drink some water today?</div><div>Sam: Yes, that's a good idea.</div><div>Sam: Oh doctor, I've got a terrible stomachache. It really hurts.</div><div>Sam: Owwwww!</div><div>Doctor: Don't worry. You'll be fine.</div><div>Doctor: Good morning, Sam. How can I help you?</div><div>Sam: A burger and chips.</div><div>Doctor: What did you eat for dinner yesterday?</div></div></div></div> <div><div>Task №3.</div><div>Look at the picture and complete the advice.</div><div>The first is an example.</div></div>	

	 He <input type="text"/> <i>should go</i> to hospital.	 He <input type="text"/> an eye test.	 She <input type="text"/> a doctor.
The end of the lesson 5 minutes	 He <input type="text"/> a plaster on his cut.	 She <input type="text"/> a dentist.	 She <input type="text"/> to bed.
	<p><i>That brings us to the end. Today we have talked a lot about problems of health. To conclude, I would like to remember some rules which help you be healthy.</i></p> <p>Eat healthy food to keep fit. Take a cool shower to be healthy. Wash your hands before you eat. Too many sweets are bad for your teeth. Try to avoid fast food. Be careful about drinks. Don't smoke. Do regular exercises. Go on walks regularly.</p> <p><i>Thank you for your work. I hope our lesson will be useful for you. You should always remember that health is above wealth. Try to follow these rules and you will feel strong, fresh, healthy and study well.</i></p>		

Theme of the Lesson: Спорт түрлері - Sport

Lesson objectives: Enhance students' experience, received in English lessons, or lessons in other subjects, as well as from literature, Newspapers, TV shows, the Internet, etc. on the topic "Sport".


Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.

Expected result:

All students: Tells the theme and reveals the main idea

Majority of students: Performs tasks of a creative nature

<u>Some students:</u> Draws conclusions on the topic		
Plan		
The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	<p>Today we`ll practice giving an oral presentation «A new sport», evaluating presentations and exchanging opinions. Sport. ..Sport is as old as humanity itself. All over the world people of different ages are very fond of sport and games. Sport not only helps people to become strong and to develop physically but also makes them more organized in their daily activities. It makes for a healthy mind in a healthy body. Sports help people to stay in good health. We all need exercise. Even if you don`t plan to make a career in sport you still have to practice. Regular exercises give you more energy. That is why many people who suffer from general tiredness should take more exercises than more rest. Exercise makes you fill and look better. A person can choose sports and games for any season and for any taste.</p>	
Physical minute		
The middle of the lesson 30 minutes	<p>Task №1. Name sports equipment:</p>  <p>this saddle, that red helmet, that blue helmet, that green helmet, these roller, skates, this backpack, these snow shoes, those mountaineering shoes</p> <p>Task №2. Complete the proposal.</p>	

The basketball players meet on (day of the week) at . (time)

The basketball players meet in . (place)

There are (number) sportsmen in the school basketball club.

There are (number) basketball players in a team.

Gilbert can very high and very fast.




Friday	run	7 pm	6
12	5	5 pm	jump
a school gym	10	Monday	

Task №3.

Listen and fill in the application form Gilbert.

	Questionnaire
Name	
Surname	
Age	
Height	
Weight	
Interests	



12	Gilbert	Karate	Basketball	Enrique
40 kg	Grace	1.5 m	11	1.8 m

The end of
the lesson
5 minutes

1) So, at the lesson we've spoken about our favourite colours and sports. Now tell me what your favourite colours and sports are (My favourite sport is volleyball. My favourite colour is blue)

2) And now take your seats, open your journals and write down your homework for the next lesson:

H/t:

- 1) learn the words;
- 2) ask your father and mother about their favourite colour/sport.

3) Marks for Practice of Speech and Writing.

Theme of the Lesson: Менің сүйікті спорт ойыным - My favorite sport is law

Lesson objectives:

1. Summarize the language material on the topic "Sport".
2. To work on the development of communication skills and abilities of students, research skills, project activities.
3. To instill in students a love of sports, a healthy lifestyle.

Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks

- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.

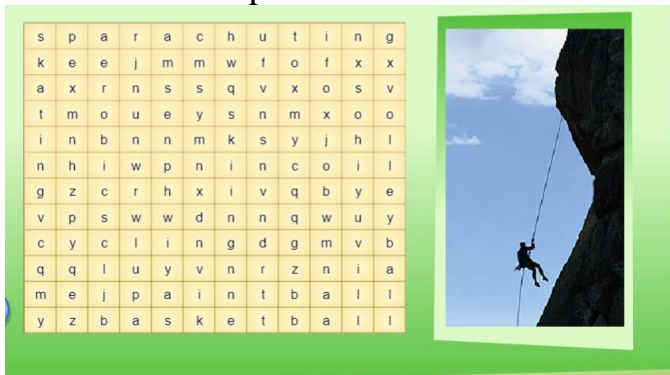
Expected result:

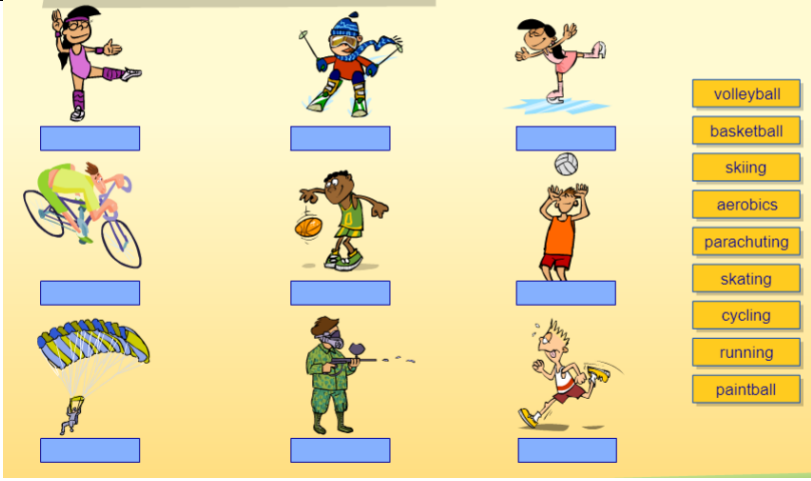

All students: Tells the theme and reveals the main idea

Majority of students: Performs tasks of a creative nature

Some students: Draws conclusions on the topic

Plan

The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	<p>Teacher: Good morning, dear friends! I am glad to see you! Sit down, please!</p> <p>- Who is on duty today? - What is the date today? Who is absent today?</p> <p>- Today we have a lesson-revision on the theme Sport and we are going to talk about different kinds of sport, your favorite sportsmen and sports teams.</p> <p>In the beginning of our lesson I would like to ask you some questions about sport.</p> <p>- Can you name these kinds of sport?</p> <p>- What sport do you do often?</p> <p>- Do you like doing sport or watching it on TV?</p> <p>- What kinds of sport do you like watching?</p> <p>- Do you usually do morning exercises?</p> <p>- What do you do often to be healthy?</p>	
Physical minute		
The middle of the lesson 30 minutes	<p>Task №1. Find the names of the sports.</p>  <p>Task №2. Correlate the names of sports with pictures.</p>	

	 <p>Task №3. Select verbs.</p> <p>In winter they <input type="text"/> skating or they <input type="text"/> skiing. People <input type="text"/> different sports. Some people <input type="text"/> really exciting and dangerous sports, like bungee jumping. A lot of people <input type="text"/> paintball.</p> 	
The end of the lesson 5 minutes	<p>On the Board written statements about the sport of famous people. <i>You have statements of famous people. Try to guess who says these words.</i> Shows on screen. Students repeat the expressions. Express their own opinion about the topic of the lesson.</p>	

Theme of the Lesson: Біз жанкүйерміз - We are fans


Lesson objectives:



1. Summarize the language material on the topic "Sport".
2. To work on the development of communication skills and abilities of students, research skills, project activities.
3. To instill in students a love of sports, a healthy lifestyle.

Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.

Expected result:

<u>All students:</u> Tells the theme and reveals the main idea <u>Majority of students:</u> Performs tasks of a creative nature <u>Some students:</u> Draws conclusions on the topic																				
Plan																				
The stages of the lesson	Student actions in the classroom	Resources																		
The beginning of the lesson 5 minutes	<p>T (teacher): Good morning, boys and girls. I'm very glad to see you.</p> <p>P (pupils): Good morning, good morning, good morning to you</p> <p>Good morning, good morning we're glad to see you.</p> <p>T : Sit down, please. Let's start our lesson.</p> <p>Today we'll speak about sport, different kinds of sports. We'll know many interesting things about the Olympic Games. And of course we'll play the games and have fun. Do you like sport?</p>																			
Physical minute																				
The middle of the lesson 30 minutes	<p>Task №1. Complete the table.</p> <table border="1"> <thead> <tr> <th>PLAY</th><th>GO</th><th>DO</th></tr> </thead> <tbody> <tr> <td>Paintball</td><td>Skating</td><td>Sports</td></tr> <tr> <td></td><td>Skiing</td><td></td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td></tr> </tbody> </table> <div style="display: flex; align-items: center;">  </div> <p>Task №2. Complete the proposal. There are two extra words!</p>	PLAY	GO	DO	Paintball	Skating	Sports		Skiing											
PLAY	GO	DO																		
Paintball	Skating	Sports																		
	Skiing																			

	<div data-bbox="443 114 1177 528"> <p>People do <input type="text"/> sports.</p> <p>Skiing is exciting! <input type="text"/> I</p> <p>Some people do really <input type="text"/> and <input type="text"/> sports,</p> <p>like <input type="text"/> jumping...</p> <p>Oh, it is really <input type="text"/> so <input type="text"/> and exciting.</p> <p>Do you like taking <input type="text"/> ?</p> <p>It's fun and it teaches you how to <input type="text"/>.</p> <p>It is a kind of <input type="text"/> fight.</p> <div> <div>compete</div> <div>bungee</div> <div>peaceful</div> <div>different</div> <div>filming</div> <div>exciting</div> <div>Surprising</div> <div>dangerous</div> <div>great</div> <div>risks</div> <div>sometimes</div> <div>quick</div> </div>  </div> <p>Task №3.</p> <p>Read and guess, what kind of sport are we talking about</p> <div data-bbox="472 658 1153 1037"> <div><input type="text"/> To practise that sport you need water.</div> <div><input type="text"/> You can practise this sport in a gym and in the open air. You need a partner, a good racquet and a small ball.</div> <div><input type="text"/> There are five players in one team. To play this game you need one ball and two baskets.</div>  </div>	
<p>The end of the lesson 5 minutes</p>	<p>T: At first let's practice the English sounds. I shall show you the symbols of the English sounds and the task for you is to pronounce this sound and name three words with it on the topic " Sport".</p> <p>[l] – football, volleyball, basketball. [b] – boxing, rugby, badminton. [t] – table tennis, skating, gymnastics. [f] – football, figure skating, windsurfing. [h] – hockey, handball, horse riding. [s] – swimming, wrestling, baseball.</p>	

Theme of the Lesson: Мениң хоббиым - My hobby

Lesson objectives:

- to improve the skills of monologue and dialogue speech on the topic "Hobby»;
- improve reading skills with the extraction of the necessary information;
- develop translation skills

Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.

- A learner can understand the context and deduce meanings of words accurately.






Expected result:

All students: Tells the theme and reveals the main idea

Majority of students: Performs tasks of a creative nature

Some students: Draws conclusions on the topic

Plan

The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	<p>Good morning, boys and girls! We've spoken a lot about hobbies and your favourite occupations this month. Today is our final lesson on this topic. It is an unusual lesson because we have two teachers at the lesson and we hope we will enjoy the way you can speak about things you like doing.</p> <p>In fact, it will be very interesting to speak about hobbies in our life. I think they help us to make our life more interesting and happier. I know that N.V. is fond of travelling. She visited many European countries as Germany, Holland, France, Finland, Sweden and others. During our lesson, we'll speak about it. Now let us begin our work. As usual phonetic exercises.</p>	
Physical minute		
The middle of the lesson 30 minutes	<p>Task №1. Where did you go last weekend?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  I went <input style="width: 100px;" type="text"/> </div> <div style="text-align: center;">  I went <input style="width: 100px;" type="text"/> </div> <div style="text-align: center;">  I went <input style="width: 100px;" type="text"/> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">  I went <input style="width: 100px;" type="text"/> </div> <div style="text-align: center;">  I went <input style="width: 100px;" type="text"/> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> to the countryside to the beach for a drive to the cinema to the sports centre </div> <p>Task №2. Continue the dialogue:</p>	



Task №3.

Insert the missing words:

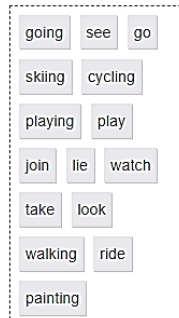


Wednesday.
I got up at eight o'clock. I made my and then I had breakfast. After breakfast, I my homework. I sent a text to Lucy and I a text from Kim. Then I made a present for Alex. I had lunch at 1 o'clock. In the afternoon I a birthday cake for Alex. Then I went to his party. I the 37 bus to his home. But I made a . It wasn't his birthday! His party was yesterday! What a day!

The end of
the lesson
5 minutes

Complete the sentences with the correct words.

1. I'm going to after my parents when they're old.
2. We're going to a show at the theatre on Saturday.
3. How about fishing at the lake tomorrow?
4. 'I'm bored!' 'How about a picture of the country?'
5. I might a horse out on the hills this afternoon.
6. We may go in the Alps this winter.
7. 'Shall I photos of the party?'
8. Mum! Can I an after-school chess club?
9. When I grow up I'll the guitar in a band!
10. 'I'm tired!' 'You could down for half an hour.'



Theme of the Lesson: Книга немесе интернет па? - Books or Internet?

Lesson objectives: formulate various questions based on conclusions and conclusions, Express your attitude to the problem, write an argumentative essay based on the text, based on keywords and phrases; use inversion;

Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.

- A learner can understand the context and deduce meanings of words accurately.

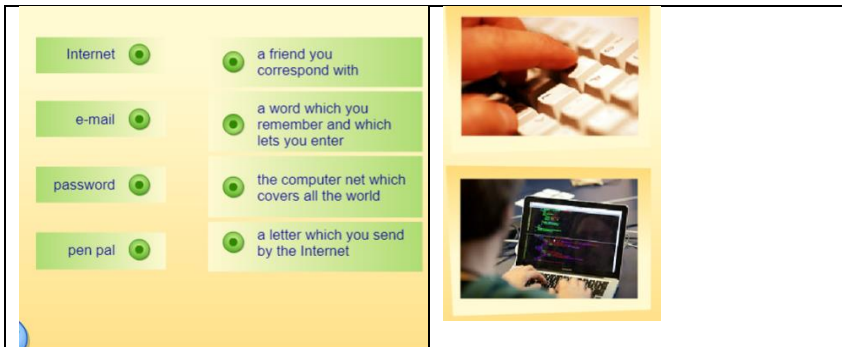


Expected result:





All students: Tells the theme and reveals the main idea

Majority of students: Performs tasks of a creative nature

Some students: Draws conclusions on the topic

Plan

The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	<p>T: Books are very important in our life. We take knowledge from books. They help us to live and to work. We can not buy all books we want to read, that is why we go to the library. What is the library?</p> <p>P 1 : A library is a collection of books. If you have fifty or sixty books at home, this is your library. A library is also a building where there is a large collection of books. There are libraries for grown-ups and libraries for children.</p> <p>T:- P 2: Can you add?</p> <p>P 2: Yes, sure. We may take out three books at a time and keep them for two weeks. If we have not finished reading a book by the end of two weeks, we may go to the library and say that we want it for longer time.</p> <p>T: What books can you see at the library?</p> <p>P 2: There are many books at the library. For smaller children you can take fairy tales, books on geography, books on art, books on science. Some like to read travel books or adventure books. As for me a book about great people is a present for me. Others like spy books, detective books, fiction. Girls and women like love stories.</p>	
Physical minute		
The middle of the lesson 30 minutes	<p>Task №1. Correlate</p>  <p>Task №2. Make words from these letters.</p>	 

	<div><div><div>When you are lonely, it can (1) you. 1. i r n a e n e t t</div><div>When you need friends, it can help you (2) them. 2. t t o c c a n</div><div>It always a secret but, (3) like humans, it is not perfect. 3. e p s k e</div><div>They slow down and (4) strange messages... 4. p l a s y i d</div><div>Show some sympathy and, (5) OK? 5. i u r s a g n n d n e t d</div><div>Both people and machines, including your computer, can (6) from a disease called 'GENERAL FAILURE' from time to time. 6. r f s e u f</div></div><div></div></div> <div><h3>Task №3.</h3><p>Read the letter. Right or wrong?</p><table><tr><td><div><div><div>TrueFalse</div><div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div></div><div><div>Gilbert Grace is from St Albans.</div><div>The school building is beautiful.</div><div>The classrooms are very big.</div><div>There is no swimming pool in the school.</div><div>There is a language laboratory in the school.</div><div>There are nice teachers in the school.</div><div>Gilbert has got nice friends in his school.</div></div></div></div><div><div><div>Monday, October 01</div><div>Dear Prime Minister, My name is Gilbert Grace. I am from St Albans and I go to Primary School here. I have got a problem. My school is very ugly. Well, I like the teachers and the students, but the building is terrible. It's really awful. It is very small and dark. The classrooms are very ugly and very small. There is not a swimming pool or a gym. There is no language laboratory or a good library. It is really very difficult and unpleasant to learn in such a school. I hope you can do something about it.</div><div>Yours faithfully Gilbert Grace</div><div></div></div></div></td></tr></table></div>	<div><div><div>TrueFalse</div><div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div></div><div><div>Gilbert Grace is from St Albans.</div><div>The school building is beautiful.</div><div>The classrooms are very big.</div><div>There is no swimming pool in the school.</div><div>There is a language laboratory in the school.</div><div>There are nice teachers in the school.</div><div>Gilbert has got nice friends in his school.</div></div></div></div> <div><div><div>Monday, October 01</div><div>Dear Prime Minister, My name is Gilbert Grace. I am from St Albans and I go to Primary School here. I have got a problem. My school is very ugly. Well, I like the teachers and the students, but the building is terrible. It's really awful. It is very small and dark. The classrooms are very ugly and very small. There is not a swimming pool or a gym. There is no language laboratory or a good library. It is really very difficult and unpleasant to learn in such a school. I hope you can do something about it.</div><div>Yours faithfully Gilbert Grace</div><div></div></div></div>	
<div><div><div>TrueFalse</div><div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div></div><div><div>Gilbert Grace is from St Albans.</div><div>The school building is beautiful.</div><div>The classrooms are very big.</div><div>There is no swimming pool in the school.</div><div>There is a language laboratory in the school.</div><div>There are nice teachers in the school.</div><div>Gilbert has got nice friends in his school.</div></div></div></div> <div><div><div>Monday, October 01</div><div>Dear Prime Minister, My name is Gilbert Grace. I am from St Albans and I go to Primary School here. I have got a problem. My school is very ugly. Well, I like the teachers and the students, but the building is terrible. It's really awful. It is very small and dark. The classrooms are very ugly and very small. There is not a swimming pool or a gym. There is no language laboratory or a good library. It is really very difficult and unpleasant to learn in such a school. I hope you can do something about it.</div><div>Yours faithfully Gilbert Grace</div><div></div></div></div>			
<div>The end of the lesson 5 minutes</div>	<div><p>T: So, we spoke much about books. Let,s say how we must treat books. Love books. Books are our best friends. Wash your hands before you begin to read. Do not make dog,s ears in your book. Do not read books in bed. It is bad for your eyes. Do not mark marks on the pages of a library book with a pen or pencil. Do not tear the pages of a book. «Love books, they are the source of knowledge». «Boors, I believed, may be divided into three groups: books to read, books to re-read, books not to be read at all» (O.Wilde).</p></div>		

Theme of the Lesson: Әлеуметтік желі - Social network



Lesson objectives: to acquaint with the advantages and disadvantages of social networks, to develop lexical skills, to improve the monological and dialogical speech of students.


Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.

Expected result:

All students: Tells the theme and reveals the main idea

<u>Majority of students:</u> Performs tasks of a creative nature		
<u>Some students:</u> Draws conclusions on the topic		
Plan		
The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	<p>Hello boys and girls! Are you an online network socialite? Do you Twitter about your Facebook status? Have your friends noticed that you'll only talk to them 140 characters at a time? Then you've got your finger on the pulse of online social networking - a big part of Web 2.0.</p> <p>Today we are talking about social networks and I guess some of you are very experienced social networks users. Just a few years ago, the idea of an online social network was revolutionary. While the Web has always provided a way for people to make connections with one another, social networking sites made it easier than ever to find old friends and make new ones. Today, it's rare to find someone who hasn't heard of V Kontakte, Facebook, MySpace, Twitter or one of a hundred other social networks.</p> <p>What are the most popular social networks in Russia? (Students' answers)</p>	
Physical minute		
The middle of the lesson 30 minutes	<p>Task №1.</p> <p>Right or wrong?</p> <div><div><p>True False</p><div><div><input type="radio"/></div><div><input type="radio"/></div></div><div>It is an English school site.</div></div><div><div><input type="radio"/></div><div><input type="radio"/></div></div><div>English Online Every Day is the place where you can learn French.</div></div> <div><div><input type="radio"/></div><div><input type="radio"/></div></div> <div>There is no date on the site.</div> <div><div><input type="radio"/></div><div><input type="radio"/></div></div> <div>You can read information about pen pals and schools abroad.</div> <div><div><input type="radio"/></div><div><input type="radio"/></div></div> <div>You can learn something from e-mails.</div> <div><div><input type="radio"/></div><div><input type="radio"/></div></div> <div>They don't send free e-mails.</div> <div></div> <p>Task №2.</p> <p>Put the words in the correct order. Fill in the blanks.</p> <div><div><div>thisCan?youprintpage</div><div>Sorry, I . The printer is out of work.</div></div><div><div>this?filecansaveIWhere</div><div>You can it in a new folder.</div></div><div><div>findwecaninformation?Howthe</div><div>You can find it on the . Just Google it.</div></div><div><div>typetextShallIthis</div><div>No. You can copy and it in your document.</div></div><div><div>IHowopencan?mye-mail</div><div>You need to know your</div><div></div></div></div>	

	<p>Task №3. Make a sentence of these words.</p> 	
The end of the lesson 5 minutes	<p>Teacher: And now match the words from the text with their definitions.</p> <p>geek a. to believe that someone has done something, usually something bad</p> <p>update b. a silly trick that you play on someone to surprise them</p> <p>intimidated c. someone who is interested only in computers</p> <p>prank d. to add the most recent information to something</p> <p>propose e. feeling frightened and not confident</p> <p>suspect f. to ask someone to get married to you</p>	

Theme of the Lesson: Мектепте - At school

Lesson objectives:

- formation of communicative competences on the topic;
- development of cognitive interests of students, the ability of social communication in joint activities;
- formation of creative thinking of students, the ability to justify their point of view.

Assessment criteria:



- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.

Expected result:

All students: Tells the theme and reveals the main idea

Majority of students: Performs tasks of a creative nature

Some students: Draws conclusions on the topic

Plan																																												
The stages of the lesson	Student actions in the classroom	Resources																																										
The beginning of the lesson 5 minutes	<p>We are going to speak about schools in England and Russia. You know that Misha Inin is in England now. He studies at St David’s School. That’s why our task is to revise and to discuss some aspects of school education in Russia and England. We’ll compare two schools: Maiskaya Secondary School and St David’s School. And at the end of the lesson you should tell me about one of them. I would like you to work hard.</p> <p>And now I want to divide you into two groups. The pupils of the first variant will be the pupils of St David’s School, and the pupils of the second variant will be the pupils of Maiskaya Secondary School. Take your badges.</p> <div><div></div><div><p>Maiskaya Secondary School Central Street Maisky</p></div><div><p>St David's Blackstone Road York Yorkshire YO24 3HF</p></div></div>																																											
Physical minute																																												
The middle of the lesson 30 minutes	<p>Task №1.</p> <p>What programs should Gilbert watch to improve his academic performance? Complete the table.</p> <div><div><table><tr><th colspan="2">TV Programme</th></tr><tr><th>Monday</th><th>Friday</th></tr><tr><td>7.30 Political History Of The World - Part One</td><td>21.35 Cartoons</td></tr><tr><td>8.05 News</td><td>22.30 African Elephants</td></tr><tr><th>Tuesday</th><th>Saturday</th></tr><tr><td>15.50 Cartoons</td><td>23.05 News</td></tr><tr><td>16.10 News</td><td>23.20 Mexican Art</td></tr><tr><th>Wednesday</th><th>Sunday</th></tr><tr><td>17.05 Maths Is Fun</td><td>12.00 Mozart - His Life And Music</td></tr><tr><td>18.05 Cartoons</td><td>12.50 Computer Club</td></tr><tr><th>Thursday</th><td></td></tr><tr><td>19.55 A Minute To 8 pm - English As A World Language.</td><td></td></tr><tr><td>20.30 A Minute After 8 pm - German Dialects</td><td></td></tr></table></div><div><table><tr><td>English</td><td></td></tr><tr><td>German</td><td></td></tr><tr><td>History</td><td></td></tr><tr><td>Maths</td><td></td></tr><tr><td>ICT</td><td></td></tr><tr><td>Science</td><td></td></tr><tr><td>Music</td><td></td></tr><tr><td>Art</td><td></td></tr></table></div></div>	TV Programme		Monday	Friday	7.30 Political History Of The World - Part One	21.35 Cartoons	8.05 News	22.30 African Elephants	Tuesday	Saturday	15.50 Cartoons	23.05 News	16.10 News	23.20 Mexican Art	Wednesday	Sunday	17.05 Maths Is Fun	12.00 Mozart - His Life And Music	18.05 Cartoons	12.50 Computer Club	Thursday		19.55 A Minute To 8 pm - English As A World Language.		20.30 A Minute After 8 pm - German Dialects		English		German		History		Maths		ICT		Science		Music		Art		
TV Programme																																												
Monday	Friday																																											
7.30 Political History Of The World - Part One	21.35 Cartoons																																											
8.05 News	22.30 African Elephants																																											
Tuesday	Saturday																																											
15.50 Cartoons	23.05 News																																											
16.10 News	23.20 Mexican Art																																											
Wednesday	Sunday																																											
17.05 Maths Is Fun	12.00 Mozart - His Life And Music																																											
18.05 Cartoons	12.50 Computer Club																																											
Thursday																																												
19.55 A Minute To 8 pm - English As A World Language.																																												
20.30 A Minute After 8 pm - German Dialects																																												
English																																												
German																																												
History																																												
Maths																																												
ICT																																												
Science																																												
Music																																												
Art																																												
<p>Task №2.</p> <p>Find the names of the days of the week.</p>																																												

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

Task №3.

Look at the picture. Complete the proposal.

A (a) poster is on the wall in the classroom.

We can see the (b) in the hall. My (c) is on the (d) in the (e). The (f) and my (g) are on the (h).

Gilbert's (i) is in the (j) under the (k). A big (l) is on the wall in Tracy's (m).

a b c d e f g h i j k l m

The end of the lesson 5 minutes

So dear friends as usual at first we'll repeat some words and expressions. Look at the blackboard. Let's read all together and you'll translate one by one.

state school	to get a scholarship	to get a detention
public school	to pay money for studying	to do lines
boarding school	to choose	to bully
all-boys school	subject	each other
all-girls school	compulsory	cheeky
to study together	optional	strict
to wear a school uniform	to have a punishment	classmates

Theme of the Lesson: Сабақта - In class

Lesson objectives:

- formation of communicative competences on the topic;
- development of cognitive interests of students, the ability of social communication in joint activities;
- formation of creative thinking of students, the ability to justify their point of view.

Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.


Expected result:


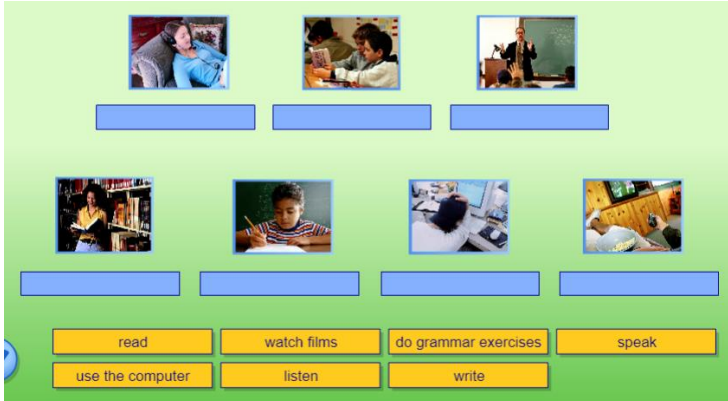
All students: Tells the theme and reveals the main idea

Majority of students: Performs tasks of a creative nature



Some students: Draws conclusions on the topic

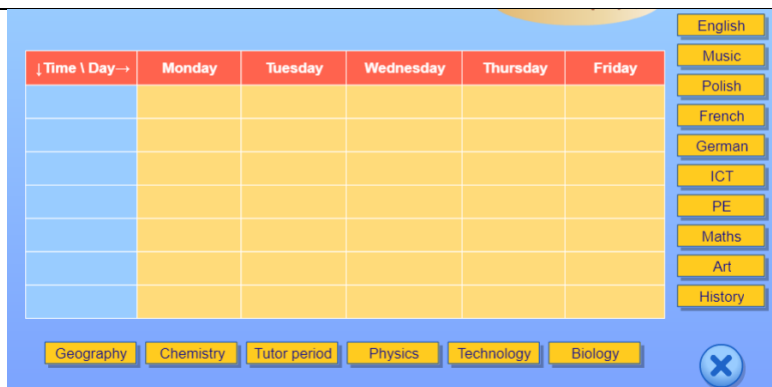
Plan

The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	Good morning boys and girls. I'm very glad to see you. Sit down, please. How are you? What day is it today? Is it Monday today?.....Is it Friday today? Is it Sunday today? What day is it today? Yes, today is Wednesday. Do you like Wednesday? Where are you? How many lessons do you have on Wednesday?	
Physical minute		
The middle of the lesson 30 minutes	Task №1. Complete the proposal. <div style="border: 1px solid green; padding: 10px; margin: 10px 0;"> 1. My parents work every day. 2. On Mondays you Maths and Art. 3. Gilbert and Tracy ▽ at school. 4. Children to school five days a week. 5. Gilbert's parents ▽ in St. Albans. </div> <div style="display: flex; justify-content: center; gap: 10px; margin-top: 10px;"> <div style="border: 1px solid orange; padding: 2px;">play</div> <div style="border: 1px solid orange; padding: 2px;">go</div> <div style="border: 1px solid orange; padding: 2px;">study</div> <div style="border: 1px solid orange; padding: 2px;">live</div> <div style="border: 1px solid orange; padding: 2px;">speak</div> <div style="border: 1px solid orange; padding: 2px;">have</div> </div>  Task №2. Read and complete the sentences.	

	<p>I <input type="text"/> at seven o'clock in the morning. Then I <input type="text"/> to the bathroom and I <input type="text"/> a shower. After that I usually <input type="text"/> breakfast. Then I <input type="text"/> my school bag and I go to school. I <input type="text"/> school at 2 pm and I come back home.</p> <p>At home I usually <input type="text"/> pictures. This is my hobby. I spend all the evening with a pencil or a paint brush in my hand. I go to bed at 10 pm but I get up at night very often because I like the light at night so I paint pictures at night too.</p> <p> <input type="text"/> put <input type="text"/> stand up <input type="text"/> go up <input type="text"/> wash up <input type="text"/> wash <input type="text"/> practise <input type="text"/> make <input type="text"/> put <input type="text"/> pack <input type="text"/> get up <input type="text"/> brush <input type="text"/> paint <input type="text"/> take </p> 	
	<p>Task №3.</p> <p>How do you study English?</p> 	
The end of the lesson 5 minutes	<p>What do you do to learn English?</p> <p>Is it difficult to speak a foreign language?</p> <p>Why do you learn English?</p>	

<p align="center">Theme of the Lesson: Ўзилісте - At recess</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> • formation of communicative competences on the topic; • development of cognitive interests of students, the ability of social communication in joint activities; • formation of creative thinking of students, the ability to justify their point of view. <p>Assessment criteria:</p> <ul style="list-style-type: none"> • Develops knowledge of the English language • Performs formative assessment tasks • A learner can express their opinion with extensive reasoning. • A learner can understand the context and deduce meanings of words accurately. <p>Expected result:</p> <p><u>All students:</u> Tells the theme and reveals the main idea</p> <p><u>Majority of students:</u> Performs tasks of a creative nature</p>		
---	--	--

<u>Some students:</u> Draws conclusions on the topic																																																																										
Plan																																																																										
The stages of the lesson	Student actions in the classroom	Resources																																																																								
The beginning of the lesson 5 minutes	Let’s play the game “Interview”. I ask questions on our topic “School” and you answer my questions. “What have you got in your school bag?” Have you got a pen/a ruler/paints? We have 2 guests Teddy and Trudy. I will give you their schoolbags. The task is to pack the schoolbag for Teddy and Trudy. I’ll give different things. The task is to find the school supplies and put it in Teddy’s and Trudy’s schoolbag. Is it clear?																																																																									
Physical minute																																																																										
The middle of the lesson 30 minutes	Task №1. It's Tuesday. Look at Gilbert's schedule and mark the things he should take with him to school. <div><div>Gilbert's timetable.</div><table><tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr><tr><td>8.50 - 9.40</td><td>Art</td><td>Science</td><td>Art</td><td>English</td><td>History</td></tr><tr><td>9.40 - 9.50</td><td>B</td><td>R</td><td>E</td><td>A</td><td>K</td></tr><tr><td>9.50 - 10.40</td><td>ICT</td><td>Music</td><td>ICT</td><td>Maths</td><td>Maths</td></tr><tr><td>10.40 - 10.50</td><td>B</td><td>R</td><td>E</td><td>A</td><td>K</td></tr><tr><td>10.10 - 11.00</td><td>Maths</td><td>PE</td><td>English</td><td>PE</td><td>Art</td></tr><tr><td>11.00 - 11.10</td><td>B</td><td>R</td><td>E</td><td>A</td><td>K</td></tr><tr><td>11.10 - 12.00</td><td>English</td><td>Maths</td><td>History</td><td>German</td><td>Music</td></tr><tr><td>12.00 - 12.10</td><td>B</td><td>R</td><td>E</td><td>A</td><td>K</td></tr><tr><td>12.10 - 13.00</td><td>German</td><td>English</td><td>German</td><td>Science</td><td>German</td></tr><tr><td>13.00 - 13.40</td><td>L</td><td>U</td><td>N</td><td>C</td><td>H</td></tr><tr><td>13.40 - 15.00</td><td>Travel Club</td><td>Computer Club</td><td>Travel Club</td><td>Internet Cafe</td><td>Art Gallery</td></tr></table><div>ICT - Information and Communication Technology PE - Physical Education</div></div> <div><div></div></div>		Monday	Tuesday	Wednesday	Thursday	Friday	8.50 - 9.40	Art	Science	Art	English	History	9.40 - 9.50	B	R	E	A	K	9.50 - 10.40	ICT	Music	ICT	Maths	Maths	10.40 - 10.50	B	R	E	A	K	10.10 - 11.00	Maths	PE	English	PE	Art	11.00 - 11.10	B	R	E	A	K	11.10 - 12.00	English	Maths	History	German	Music	12.00 - 12.10	B	R	E	A	K	12.10 - 13.00	German	English	German	Science	German	13.00 - 13.40	L	U	N	C	H	13.40 - 15.00	Travel Club	Computer Club	Travel Club	Internet Cafe	Art Gallery	
	Monday	Tuesday	Wednesday	Thursday	Friday																																																																					
8.50 - 9.40	Art	Science	Art	English	History																																																																					
9.40 - 9.50	B	R	E	A	K																																																																					
9.50 - 10.40	ICT	Music	ICT	Maths	Maths																																																																					
10.40 - 10.50	B	R	E	A	K																																																																					
10.10 - 11.00	Maths	PE	English	PE	Art																																																																					
11.00 - 11.10	B	R	E	A	K																																																																					
11.10 - 12.00	English	Maths	History	German	Music																																																																					
12.00 - 12.10	B	R	E	A	K																																																																					
12.10 - 13.00	German	English	German	Science	German																																																																					
13.00 - 13.40	L	U	N	C	H																																																																					
13.40 - 15.00	Travel Club	Computer Club	Travel Club	Internet Cafe	Art Gallery																																																																					
Task №2. Make your schedule.																																																																										



Task №3.

Find the antonyms.

interesting ●	short ●	
tall ●	boring ●	
easy ●	small ●	
big ●	expensive ●	
clean ●	difficult ●	
cheap ●	dirty ●	

The end of
the lesson
5 minutes

- Well done, and now let's sing a bit. Look at the board and sing with them. While singing you show to the things they mention. You may dance if you like.

This is my table,

This is my chair.

This is my bag that I take everywhere.

Sit down, stand up,

One, two, three.

School, school, school for you and me.

This is my pencil,

This is my pen.

I use my school things again and again.

Sit down, stand up,

One, two, three.

School, school, school for you and me.

This is the window,

This is the door.

This is the ceiling, this is the floor.

Sit down, stand up,

One, two, three.

School, school, school for you and me.

Theme of the Lesson: Асханада - In the canteen

Lesson objectives: development of communicative skills of students on the example of the theme "rules of etiquette at the table."

Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.


Expected result:

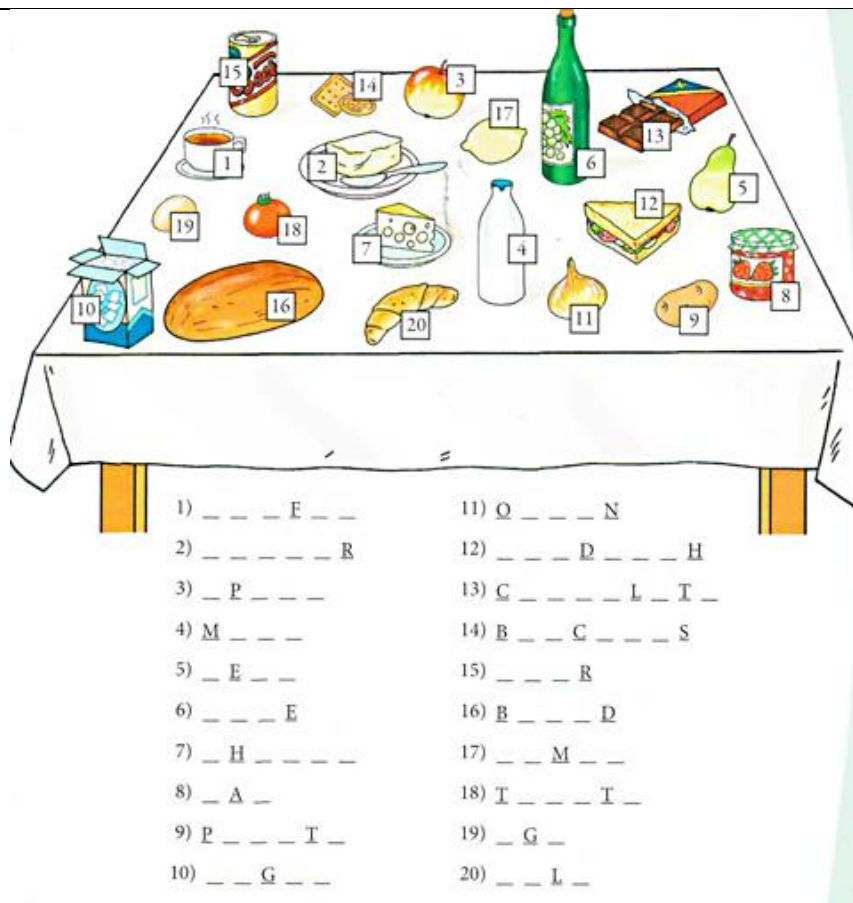
All students: Tells the theme and reveals the main idea

Majority of students: Performs tasks of a creative nature

Some students: Draws conclusions on the topic

Plan

The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	<p>- Today I would like to invite you... Where will we go today? Have you got any ideas?</p> <p>- Yes, I would like to invite you to a café, or to a restaurant. And as I'm an English teacher it will be an English café! Have you ever been to a café? Did you like it? Have you ever been to an English café? Would you like to go there?</p>	
Physical minute		
The middle of the lesson 30 minutes	<p>Task №1. Find the extra word in each of these groups and put it in the basket.</p>  <p>Task №2. Write product names</p>	



Task №3.

Write the names of Cutlery



The end of
the lesson
5 minutes

If we imagine that some tasks of the lesson are some dishes, what was the most delicious for you?
 - Would they have tasted it again? What was tasteless?
 - What dish did you "overeate" today?

Theme of the Lesson: Мамандықтардың түрлері - Types of profession

Lesson objectives: formation of skills and abilities of foreign language speech activity: listening, speaking (monologue), reading, writing; mastering the students aspects of the language (pronunciation, vocabulary). Activation of skills and abilities to improve speaking; updating vocabulary on the topic "Profession".

Assessment criteria:

- Develops knowledge of the English language

- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.

Expected result:



All students: Tells the theme and reveals the main idea

Majority of students: Performs tasks of a creative nature

Some students: Draws conclusions on the topic

Plan

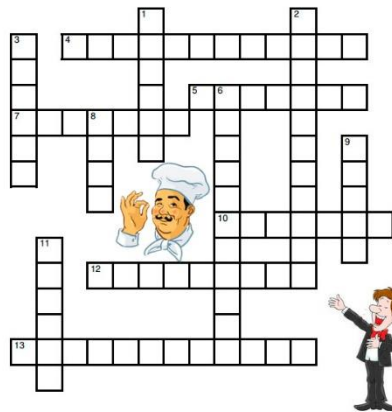
The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	<p>Teacher: Good morning! I am very glad to see you. Smile to each other! Take your seats, please.</p> <p>Now, I want you to look at the screen .(слайд 1)Do you know these buildings? What are they for? Who can work there?</p> <p>Pupils: It's a hospital.It's a fire station.It's a factory. It's a school.</p> <p>Workers,teachers,firefighters,doctors.</p> <p>T: Great! Let's set the topic of our today's lesson.</p> <p>Pupils: The topic is "Professions"</p> <p>T: Yes,you are absolutely right.</p> <p>T: So,today we are going to talk about different professions</p>	
Physical minute		
The middle of the lesson 30 minutes	<p>Task №1.</p> <p>Read the sample diary entry about the first day in a new job.</p> <div data-bbox="368 1370 1190 1809" data-label="Image"> </div>	
	<p>What is your dream job? Write a diary entry describing your first day. Use the prompts to help you.</p>	<p>Think about: what time you started what you did what your place of work was like what your co-workers were like</p>

		<p>what went wrong how you felt</p>	
	<p>Task №2.</p> <div data-bbox="371 434 1273 694">  </div> <p>A person who is applying for a job is a c <input type="text"/></p> <p>A person who is being trained is a t <input type="text"/></p> <p>If you don't have a job you are u <input type="text"/></p> <p>If an employer is interested in employing you, they will ask you to come for an i <input type="text"/></p> <p>In a letter of application, you should say when you are a <input type="text"/> for work.</p> <p>In your CV you should list your qualifications, skills, abilities and e <input type="text"/></p> <p>If you study at university, you hope you will get a d <input type="text"/></p> <p>If you succeed at university, you will become a g <input type="text"/></p>		
	<p>Task №3.</p> <p>Work in small groups. Discuss the questions:</p> <p>What are the normal ways of getting into work in your country?</p> <p>Which do you think are best? Why? Which would you choose for yourself?</p> <div data-bbox="371 1494 1145 1935"> <div data-bbox="389 1534 751 1895">  </div> <div data-bbox="804 1615 1094 1814"> <p>You can talk about:</p> <ul style="list-style-type: none"> • apprenticeships • graduate training • work experience when you're at school • holiday jobs • university degrees • family businesses • vocational training courses • learning on the job </div> </div>		
The end of the lesson	<p>And one more thing. I'll give you the envelopes. You can see the pictures there. Choose only one picture and give</p>		

5 minutes	yourself a mark for this lesson. (Картинки с изображением людей различных профессий с подписями.) “Картинки для рефлексии” At the beginning we have seen different buildings with different organizations of our town. And you saw a town and many people of different professions in this town. Let’s make our town of professions : “SUPER!” - 5! “WELL DONE!” – “4”! “TRY HARDER!” – “3”!	
-----------	--	--

<p align="center">Theme of the Lesson: Көне мамандықтар - Oldest profession</p> <p>Lesson objectives: formation of skills and abilities of foreign language speech activity: listening, speaking (monologue), reading, writing; mastering the students aspects of the language (pronunciation, vocabulary). Activation of skills and abilities to improve speaking; updating vocabulary on the topic “Profession”.</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> • Develops knowledge of the English language • Performs formative assessment tasks • A learner can express their opinion with extensive reasoning. • A learner can understand the context and deduce meanings of words accurately. <p>Expected result:</p> <p><u>All students:</u> Tells the theme and reveals the main idea <u>Majority of students:</u> Performs tasks of a creative nature <u>Some students:</u> Draws conclusions on the topic</p>		
Plan		
The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	The whole group work. Stand in a circle and revise all the words about professions. Give the definitions of these words: “work”, “job”, “career”, “occupation”. Make circles in two’s. Ask each other questions: What do you want to be? What is your mother’s/father’s profession?	
Physical minute		
The middle of the lesson 30 minutes	Task №1.	

Crossword: «Profession»



Across

- 4 Who fights crime?
- 5 Who studies at school?
- 7 Who teaches students at school?
- 10 Who takes care of teeth?
- 12 Who drives a bus?
- 13 Who brings our mail?

Down

- 1 Who sings songs?
- 2 Who fights fires?
- 3 Who serves food in a restaurant?
- 6 Who drives a truck?
- 8 Who cooks in a hotel or restaurant?
- 9 Who looks after sick people and helps doctors?
- 11 Who treats patients (sick people) ?



Task №2.

Connect words with a picture

shop assistant	postman	cook	driver

Task №3.

accountant	hairdresser	secretary	nurse

The end of
the lesson
5 minutes

- Answer my questions, please.
- Do you like going to school? Why/ Why not?
- How many lessons do you have today?
- What lessons do you have today?
- What lesson is the most difficult for you today?
- What lesson is the easiest today?
- What is your favourite subject?

Theme of the Lesson: ҚЫЗЫҚТЫ МАМНДЫҚТАР - Interesting profession

Lesson objectives: formation of skills and abilities of foreign language speech activity: listening, speaking (monologue), reading, writing; mastering the students aspects of the language (pronunciation, vocabulary). Activation of skills and abilities to improve speaking; updating vocabulary on the topic “Profession”.

Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.













Expected result:

All students: Tells the theme and reveals the main idea









Majority of students: Performs tasks of a creative nature

Some students: Draws conclusions on the topic

Plan

The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	<ul style="list-style-type: none"> - What is your mother by profession? - What is your father by profession? - Where does your mother work? - Do you like your parents professions? - Let's talk about your future jobs. What are you going to be in the future? Why? <p>Say what characteristics are necessary for your job? (I think a teacher should be intelligent and kind.)</p>	
Physical minute		
The middle of the lesson 30 minutes	<p>Task №1. Answer the test questions:</p> <div style="display: grid; grid-template-columns: 1fr 1fr 1fr 1fr; gap: 10px;"> <div> <p>1. He's a _____.</p> <p>a. farmer b. doctor c. bus driver</p>  </div> <div> <p>2. He's a _____.</p> <p>a. singer b. doctor c. musician</p>  </div> <div> <p>3. She's a _____.</p> <p>a. nurse b. dancer c. waitress</p>  </div> <div> <p>4. She's a _____.</p> <p>a. doctor b. hairdresser c. nurse</p>  </div> <div> <p>5. He's a _____.</p> <p>a. pilot b. dentist c. farmer</p>  </div> <div> <p>6. He's a _____.</p> <p>a. postman b. fireman c. waiter</p>  </div> <div> <p>7. She's a _____.</p> <p>a. conductor b. singer c. reporter</p>  </div> <div> <p>8. He's a _____.</p> <p>a. pilot b. farmer c. bus driver</p>  </div> <div> <p>9. He's a _____.</p> <p>a. teacher b. doctor c. cook</p>  </div> <div> <p>10. He's a _____.</p> <p>a. detective b. reporter c. doctor</p>  </div> <div> <p>11. He's a _____.</p> <p>a. fireman b. postman c. detective</p>  </div> <div> <p>12. She's a _____.</p> <p>a. waitress b. cook c. hairdresser</p>  </div> </div> <p>Task №2.</p>	

Answer the test questions:

<p>13. He's a ____.</p> <p>a. teacher b. hunter c. waiter</p> 	<p>14. He's a ____.</p> <p>a. mechanic b. postman c. fireman</p> 	<p>15. She's a ____.</p> <p>a. teacher b. cook c. waitress</p> 	<p>16. He's a ____.</p> <p>a. hunter b. painter c. mechanic</p> 
<p>17. She's a ____.</p> <p>a. teacher b. doctor c. cook</p> 	<p>18. She's a ____.</p> <p>a. nurse b. teacher c. student</p> 	<p>19. He's a ____.</p> <p>a. fisherman b. cook c. mechanic</p> 	<p>20. She's an ____.</p> <p>a. actress b. architect c. artist</p> 

Task №3.

Can you find names of jobs and professions hidden in the puzzle?

<p>X G D L T E C H N I C I A N B B U</p> <p>R D R N B R C Q R F T S I T N E D</p> <p>E X I E R E A T D C K E Z R O Y Z</p> <p>R K V U E D R E E W A X S C Z M X</p> <p>O V E C K L P T P A R S R R E G Q</p> <p>B P R V A I E V H D C E H C U E R</p> <p>A H I V M U N M A I E H H I I N E</p> <p>L A E L L B T Y P N R A E F E N M</p> <p>D G C C O R E K I E N X A R V R R</p> <p>P O E F O T R G T I R E K N A B A</p> <p>N A C U T E N N C K R E A Q P M F</p> <p>Z D E T L E I T M E Q E T M J V A</p> <p>J J I C O A R T I S T H G I E U E</p> <p>V U W M P R R E T I R W G A A Q N</p> <p>D C O O K T L A W Y E R U G N W Z</p> <p>W T Y R A T E R C E S N C D Q A J</p> <p>X I O Z R R E T H G I F E R I F M</p>	<p>ARTIST</p> <p>BANKER</p> <p>BUILDER</p> <p>CARPENTER</p> <p>CASHIER</p> <p>CLERK</p> <p>COOK</p> <p>DENTIST</p> <p>DOCTOR</p> <p>DRIVER</p> <p>ENGINEER</p> <p>FARMER</p> <p>FIREFIGHTER</p> <p>LABORER</p> <p>LAWYER</p> <p>MANAGER</p> <p>MECHANIC</p> <p>NURSE</p> <p>PAINTER</p> <p>PILOT</p> <p>SECRETARY</p> <p>TEACHER</p> <p>TECHNICIAN</p> <p>TOOLMAKER</p> <p>WAITER</p> <p>WRITER</p>
--	---

The end of
the lesson
5 minutes

Answer to my questions, please: (Ball game. The teacher throws the ball to each student and asks a question)

What date is it today?

What day is it today?

What is your name?

What is your surname?

How old are you?

Where are you from?

Where do you live?

What is your favourite colour?

What is your favourite animal?

Today we are going to travel.

Theme of the Lesson: Болашақтың мамандықтары - Professions of the future

Lesson objectives:

- 1) activate lexical skills on the topic "Professions»;
- 2) improve reading skills;
- 3) repeat grammatical constructions: forms of the present simple verb to be;
- 4) improve listening and speaking skills;

Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.


Expected result:


All students: Tells the theme and reveals the main idea

Majority of students: Performs tasks of a creative nature

Some students: Draws conclusions on the topic

Plan

The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	What is your name? Where are you from? How old are you? What's profession of your mother/father? Who do you want to be? Why?	
Physical minute		
The middle of the lesson 30 minutes	Task №1. Guess the professions?  Task №2. Read each sentence and write the correct word on the line. Choose from the careers in the box.	

	<ol style="list-style-type: none"> 1. This person helps uphold the laws. _____ 2. This person drives trucks that carry things we need. _____ 3. This person cleans and fixes your teeth. _____ 4. This person works in a school and helps people learn. _____ 5. This person helps grow the food we eat. _____ 6. This person works with numbers and helps people do their tax returns. _____ 7. This person works in an office and may type or use a computer. _____ 8. This person takes care of animals when they are sick or hurt. _____ 9. This person puts wiring in houses and other buildings. _____ 10. This person works in a hospital or a doctor's office. _____ 	<p>teacher dentist farmer secretary electrician</p> <p>veterinarian nurse accountant truck driver police officer</p>	
	<p>Task №3. Make a dialogue about your future profession:</p> <p style="text-align: center;">Dialogue</p> 		
The end of the lesson 5 minutes	<p>This station is called «Riddles».</p> <p>work in pairs</p> <p>Read and guess, what are these people?</p> <p>Mr. Hopkins works out-of-doors almost the whole year. He works at the weekends. His family has some animals. His wife and two sons help him to take care of animals. Mr. Hopkins likes his job. What is Mr. Hopkins ?</p> <p>***</p> <p>There are a lot of different books and magazines at her work place. Mrs. Clifford works both with people and books. She helps people to find necessary books and magazines, tells them about writers and their novels. She thinks her job is very important. What is Mrs. Clifford ?</p>		

Theme of the Lesson: Саяхат түрлөрі - Types of travel

Lesson objectives: to enrich vocabulary and deepen knowledge on the topic of tourism and travel, to increase the cognitive interest of students in the English language in the process of project work, to teach students to work in pairs and groups

Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks

- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.

Expected result:


All students: Tells the theme and reveals the main idea

Majority of students: Performs tasks of a creative nature


Some students: Draws conclusions on the topic

Plan

The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	<p>T: Let's try to guess the topic of our lesson. I have prepared a crossword puzzle for you. If you guess all the words correctly, you will be able to name the topic of our lesson.</p> <p>You buy it, if you want to go by bus, or by plane, or by car. (a ticket)</p> <p>A grey animal, likes cheese, but it's bigger than a mouse. (a rat)</p> <p>A means of transport which you can see at the railway station. (a train)</p> <p>Tomato, cucumbers are... (vegetables)</p> <p>Name the antonym to the word "old". (new)</p> <p>It's a sour yellow fruit. (a lemon)</p> <p>What can birds and planes do, but people can't? (to fly)</p> <p>Where can you see a lot of planes? (an airport)</p> <p>What do monkeys like to eat? (bananas)</p> <p>Football, tennis are... (games)</p>	
Physical minute		
The middle of the lesson 30 minutes	<p>The theme of the lesson: Саяхат түрлери - Types of travel</p> <p>Task №1.</p> <p>Insert the missing words:</p> <p>In the holidays I went to <input type="text"/>.</p> <p>First I went to New York. It was a great <input type="text"/>. I went shopping and a friend invited me to a <input type="text"/>. Then I caught a <input type="text"/> to the north. It was cold and snowy there. I walked in the <input type="text"/>. It was beautiful. Then I went west and it was rainy every <input type="text"/>. I went to the cinema. Then I went south. It was very hot and sunny there. I was good at riding a <input type="text"/>. It was fun! Then I went <input type="text"/>. It wasn't sunny in the east. It was raining and very <input type="text"/>. I didn't go to the beach.</p> <p>What was America <input type="text"/>? It was exciting!</p> <div> <input type="text"/> east <input type="text"/> party <input type="text"/> windy <input type="text"/> horse <input type="text"/> weekend <input type="text"/> mountains <input type="text"/> America <input type="text"/> bus <input type="text"/> day <input type="text"/> like </div> <p>Task №2.</p>	

	<p>Hi Emma and William,</p> <p>Milan is such a <input type="text"/> place!</p> <p>We've arrived and the <input type="text"/> is great! It's warm here, and we're <input type="text"/> to meet Maria and her mum and dad for lunch.</p> <p>After that <input type="text"/> going to climb the cathedral – they say the view of Milan is amazing from there!</p> <p>Mum and Dad want to see the Leonardo da Vinci paintings, but the <input type="text"/> will be really busy and maybe they won't get tickets.</p> <p>Then, on Monday, we'll <input type="text"/> in Milan and go shopping. We want to <input type="text"/> all the big fashion houses! Of course, I won't have any money to buy any clothes, but it'll be nice to see them.</p> <p>My Italian is getting better!</p> <p>How are you two?</p> <p>Lots of love, Kate</p> <p>Task №3. Mark the odd one out.</p> <div> <input type="text"/> transport <input type="text"/> leave <input type="text"/> arrive <input type="text"/> cross </div> <div> <input type="text"/> bus <input type="text"/> tram <input type="text"/> turn <input type="text"/> train </div> <div> <input type="text"/> van <input type="text"/> turn left <input type="text"/> coach <input type="text"/> taxi </div> <div> <input type="text"/> away <input type="text"/> across <input type="text"/> nearby <input type="text"/> turn right </div> <div> <input type="text"/> tyre <input type="text"/> kayak <input type="text"/> canoe <input type="text"/> ship </div> <div>  </div>	
The end of the lesson 5 minutes	<p>Reflection:</p> <p>Do you like our lesson?</p> <p>What do you know from our lesson about travel and tourism. You all were very active today. Thank you for your hard work. I'm going to write your marks.</p>	

<p align="center">Theme of the Lesson: Аэропорт - At the airport</p> <p>Lesson objectives: to increase cognitive interest in the English language, to instill interest in travel; to develop the ability to logical presentation, to guess, to develop the ability to carry out productive and reproductive speech actions, to develop communication skills;</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> • Develops knowledge of the English language • Performs formative assessment tasks • A learner can express their opinion with extensive reasoning. • A learner can understand the context and deduce meanings of words accurately. <p>Expected result:</p> <p><u>All students:</u> Tells the theme and reveals the main idea</p> <p><u>Majority of students:</u> Performs tasks of a creative nature</p> <p><u>Some students:</u> Draws conclusions on the topic</p>		
Plan		
The stages of the lesson	Student actions in the classroom	Resources
The	Introduction to the lesson: questions	

beginning of the lesson 5 minutes	<p>Do you like to travel?</p> <p>What is your favourite means of transport? Why?</p> <p>Do you think being an airport staff member is a good job? Why? Why not?</p> <p>What airports do you know?</p> <p>What can you see in the airport?</p>																																																											
Physical minute																																																												
The middle of the lesson 30 minutes	<p>Task №1.</p> <table><tr><th>FLIGHT</th><th>Destination</th><th>Departure</th><th>Gate</th><th>Status</th></tr><tr><td>239</td><td>Amsterdam</td><td>07:00</td><td>2A</td><td>On time</td></tr><tr><td>340</td><td>New York</td><td>0.7:45</td><td>31B</td><td>delayed</td></tr><tr><td>575P</td><td>Paris</td><td>0.8:15</td><td>67D</td><td>On time</td></tr><tr><td>123T</td><td>Tokyo</td><td>0.8:30</td><td>44H</td><td>On time</td></tr><tr><td>722</td><td>Barcelona</td><td>0.9:00</td><td>19C</td><td>delayed</td></tr></table> <p>Look at the flight information board. Which column tells you.....?</p> <div><div><p>1.- When a plane leaves</p><p>2.- Where it is going</p><p>3.- Where people get on the plane</p><p>4.- The flight number</p><p>5.- A flight is or isn't late</p></div></div> <p>Do the exercises on the following page</p> <p>Task №2.</p> <p>Match the verbs to their meaning by writing the numbers in the boxes below</p> <table><tr><th>#</th><th>Verb</th><th>#</th><th>Meaning</th></tr><tr><td>1</td><td>To pack</td><td></td><td>To get onto a plane.</td></tr><tr><td>2</td><td>To check in</td><td></td><td>To put things that belongs to you (e.g. clothes) into a bag (e.g. a suitcase).</td></tr><tr><td>3</td><td>To board</td><td></td><td>To get off a plane.</td></tr><tr><td>4</td><td>To take off</td><td></td><td>To tell a customs officer that you want to take something (such as alcohol, food, an animal etc.) into their country.</td></tr><tr><td>5</td><td>To disembark</td><td></td><td>To let the airline know you have arrived at the airport.</td></tr><tr><td>6</td><td>To declare</td><td></td><td>The plane leaves the ground and goes into the air.</td></tr></table> <p>Task №3.</p> <p>Translate:</p>	FLIGHT	Destination	Departure	Gate	Status	239	Amsterdam	07:00	2A	On time	340	New York	0.7:45	31B	delayed	575P	Paris	0.8:15	67D	On time	123T	Tokyo	0.8:30	44H	On time	722	Barcelona	0.9:00	19C	delayed	#	Verb	#	Meaning	1	To pack		To get onto a plane.	2	To check in		To put things that belongs to you (e.g. clothes) into a bag (e.g. a suitcase).	3	To board		To get off a plane.	4	To take off		To tell a customs officer that you want to take something (such as alcohol, food, an animal etc.) into their country.	5	To disembark		To let the airline know you have arrived at the airport.	6	To declare		The plane leaves the ground and goes into the air.	
FLIGHT	Destination	Departure	Gate	Status																																																								
239	Amsterdam	07:00	2A	On time																																																								
340	New York	0.7:45	31B	delayed																																																								
575P	Paris	0.8:15	67D	On time																																																								
123T	Tokyo	0.8:30	44H	On time																																																								
722	Barcelona	0.9:00	19C	delayed																																																								
#	Verb	#	Meaning																																																									
1	To pack		To get onto a plane.																																																									
2	To check in		To put things that belongs to you (e.g. clothes) into a bag (e.g. a suitcase).																																																									
3	To board		To get off a plane.																																																									
4	To take off		To tell a customs officer that you want to take something (such as alcohol, food, an animal etc.) into their country.																																																									
5	To disembark		To let the airline know you have arrived at the airport.																																																									
6	To declare		The plane leaves the ground and goes into the air.																																																									



Useful phrase	Translation
Here is my ticket.	
Here is my passport.	
Here is my visa.	
Here is my insurance policy for the time of the trip.	
His bag is my hand luggage.	
My luggage is missing.	
The purpose of my visit is tourism.	
I have nothing to declare.	
What's the boarding gates for the flight...?	
Where is the information service of the airport?	
Where can I receive my luggage?	
Where is the indicator-board of departures?	
May I get my luggage?	

The end of
the lesson
5 minutes

Fill in the gaps:

The first thing you should do at the airport is to ...

If you have a heavy bag, take a ...

You should put your baggage on the ... and if you have ...
..., they have to ... you.

There is usually a huge ... at the ... check because a lot of
passengers are not ready for it.

You have to ... your pockets and ... away all ... objects.

Besides, you should ... your laptop if you have any.

Your flight may be ...

You can get any information on the

You must have a ... pass.

You must come to the boarding

Theme of the Lesson: Атақты саяхатшылар - Famous traveler

Lesson objectives: to create meaningful and organizational conditions for students to independently apply a set of knowledge and methods of activity, to work out the vocabulary on the topic “Journey”, “Transport”.





Assessment criteria:






- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.

Expected result:

All students: Tells the theme and reveals the main idea
Majority of students: Performs tasks of a creative nature
Some students: Draws conclusions on the topic

Plan

The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	<p>Students work with the forms of the task: listening to the sounds of different modes of transport, correlate the illustration and the word, then check the Board and pronounce the grammatical structure</p> 	
Physical minute		
The middle of the lesson 30 minutes	<p>Task №1.</p> <p><u>Before you go answer the questions:</u></p> <ol style="list-style-type: none"> 1. What countries have you studied today? 2. Would you like to visit them? What country and why? 3. What form of transport do you like best of all?    <p>Task №2.</p>	

	<p>You can see some photos. So the next task is to match each photo of famous travellers on the left with the correct item on the right.</p> <div></div> <p>discovered South and Central America travelled on the Silk Road discovered Norfolk, South Georgia discovered the seaway to India took part in the expedition to West India</p> <p>Task №3. Answer the question:</p> <ol style="list-style-type: none">1. Do you like travelling?2. How do you usually travel? By train/bus/plane/car/ship?3. Where did you travel last year?4. Where are you planning to go this year?5. What's the best place to visit in your country?6. Have you ever been abroad?7. What was the first foreign country you visited?8. What country would like to visit?9. Do you want to live abroad?																									
The end of the lesson 5 minutes	Students assess the level of their knowledge and skills <table><tr><th>Aspects</th><th>Very good</th><th>Good</th><th>Satisfactory</th></tr><tr><td>Basic words: countries things you need transport activities</td><td></td><td></td><td></td></tr><tr><td>Grammar</td><td></td><td></td><td></td></tr><tr><td>Plan of travelling</td><td></td><td></td><td></td></tr><tr><td>Group work</td><td></td><td></td><td></td></tr><tr><td>Individual work</td><td></td><td></td><td></td></tr></table>	Aspects	Very good	Good	Satisfactory	Basic words: countries things you need transport activities				Grammar				Plan of travelling				Group work				Individual work				
Aspects	Very good	Good	Satisfactory																							
Basic words: countries things you need transport activities																										
Grammar																										
Plan of travelling																										
Group work																										
Individual work																										

Theme of the Lesson: Теңіз жағасында - At sea

Lesson objectives:

- introduce new vocabulary on the topic “The Sea and Sea Animals”;
- develop skills in the use of grammatical structures have got/ has got, there is/ there are, present simple time (Present Simple);
- form reading skills with information extraction;
- to develop speech skills on the basis of the studied lexical material.

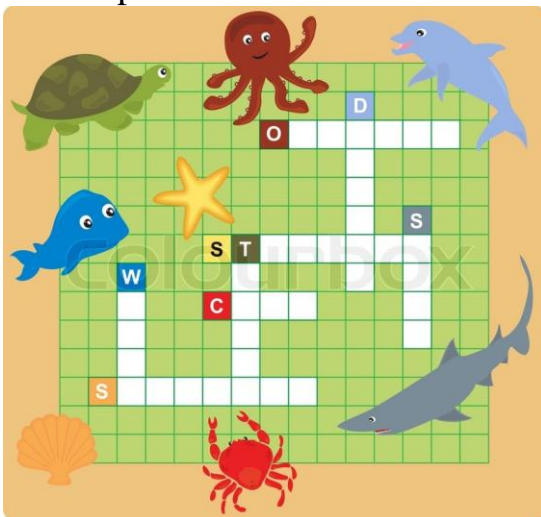
Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.


Expected result:

All students: Tells the theme and reveals the main idea
Majority of students: Performs tasks of a creative nature
Some students: Draws conclusions on the topic

Plan

The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	<p>Hello boys and girls. Today we have an unusual lesson. We are going to travel into the sea. We will see many animals and plants there. But first I'd like to ask you: Do you like cartoons? Do you want to watch a cartoon? Ok. Let's watch a cartoon. (video : "Finding Nemo")</p> <ul style="list-style-type: none"> • Do you know this cartoon? • Who's this fish? - Nemo • Where does he live? – In the ocean. • What kind of fish is he? – Fish the Clown. • What colour is he? – Orange and white. • Is he funny? – Yes, he is. • What else can you say about him? – He's brave, clever, kind and nice. • Who else live in the sea? – Sharks, turtles, jelly fish, sea slopes. 	
Physical minute		
The middle of the lesson 30 minutes	<p>Task №1. Solve a crossword puzzle with sea animals:</p>  <p>Task №2. Fill in the blanks:</p>	

1. On our map the mountains are red.
2. On our map the uplands are .
3. On our map the towns and cities are .
4. On our map the rivers and seas are .
5. On our map the lowlands are .



Task №3.

What color are they? Write.



The end of
the lesson
5 minutes

Let's watch the video.
What else can you say about Nemo?
Who else live with him?

What new animals do you know now?
What new words do you remember?

Theme of the Lesson: Музыка – Music

Lesson objectives:


- work on the development of skills of dialogue and monologue speech on the topic and listening skills;
- to activate the lexical material and verbal phrases;
- work on the formation of grammatical skills on the topic

Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.

Expected result:

All students: Tells the theme and reveals the main idea

<u>Majority of students:</u> Performs tasks of a creative nature <u>Some students:</u> Draws conclusions on the topic		
Plan		
The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	<p>T. Hello, boys and girls. I hope everybody is fine today. Don't get nervous, be energetic and optimistic. I see your happy, smiling faces and it makes me feel happy too. What about you? What can make you feel happy? Look at the screen. Finish the sentence: I'm happy when. Drafting sociogram "Music is..."</p>	
Physical minute		
The middle of the lesson 30 minutes	<p>Task №1. Correlate:</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <p>Kamazhay <input type="text"/></p> <p>Cossachok <input type="text"/></p> <p>Flamenco <input type="text"/></p> <p>Samba <input type="text"/></p> <p>Zorba <input type="text"/></p> </div>  </div> <p>Task №2. Play the game:</p>	



Task №3.



Play a Tune

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

ACCORDION
 BANJO
 CELLO
 CLARINET
 DRUM
 FLUTE
 GUITAR

HARMONICA
 HARP
 MARIMBA
 ORGAN
 PIANO
 RECORDER
 SAXOPHONE

TRIANGLE
 TRUMPET
 TUBA
 XYLOPHONE



The end of
the lesson
5 minutes

Teacher: Our lesson is nearly over and we have little time for reflection. We have discussed much today. I wonder what feelings and thoughts you`ve got now. Please, express your opinion in your cinquain poetry. You know its structure.
Cinquain poetry:

	1 word (a subject or a noun) 2 words (adjectives) that describe the first word 3 words (action verbs) that relate to the first word 4 words (feelings or a complete sentence) that relate to the first word	
--	--	--

<p style="text-align: center;">Theme of the Lesson: Кинотеатрда - In the cinema</p> <p>Lesson objectives: The aim of the lesson: To enrich pupils' knowledge about the history of cinematographe. To talk about films, about making films and to find out pupils' opinion about some films.</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> • Develops knowledge of the English language • Performs formative assessment tasks • A learner can express their opinion with extensive reasoning. • A learner can understand the context and deduce meanings of words accurately. <p>Expected result:</p> <p><u>All students:</u> Tells the theme and reveals the main idea</p> <p><u>Majority of students:</u> Performs tasks of a creative nature</p> <p><u>Some students:</u> Draws conclusions on the topic</p>		
Plan		
The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	Organization moment: Greeting pupils, asking about their mood, absentees. Asking who is on duty, the date and the day. Teacher: Good morning, pupils! Pupils: Good morning , the teacher! Teacher: How are you? Pupils: I'm OK I'm well I'm fine, how are you? Teacher: I'm OK, thank you. Sit down. Who is on duty today? Pupil: I am. Teacher: What date is it today? Pupil: Today is the 13-th of February. Teacher: What day is it today? Pupil: Today is Friday. Teacher: OK. Thank you! Sit down.	
Physical minute		
The middle	Task №1.	

of the lesson
30 minutes

Insert the missing words:


She going to the cinema.

My friends quite like milk.

She really hates homework.

They singing songs.

Cats drinking milk.



Task №2.

Answer the question:

1. What is your favorite film?
2. Are there any kinds of films you dislike?
3. Do you usually watch films at home or at the cinema?
4. How often do you go to the cinema?
5. Who is your favorite actor or actress?
6. What was the last movie you saw?

Task №3.

I _____ to the cinema yesterday			
a) go	b) goed	c) went	d) did go
Tom _____ very tired last week			
a) was	b) were	c) be	d) been
I _____ her in the shop yesterday.			
a) not saw	b) not seen	c) didn't see	d) didn't saw
We _____ a picnic last weekend.			
a) not had	b) not have	c) didn't had	d) didn't have

The end of
the lesson
5 minutes

Find 9 words of the topic "Cinema"

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

Film, comedy, actor, adventure, director, action, genre, horror, melodrama

Theme of the Lesson: Театрда - In the theater

Lesson objectives: Қазақ халқының салт-дәстүрлерін, әдет-ғұрпын үйренуге және сыйлап құрметтеуге шақыру, балалардың күнделікті танымдық қорын байыту.

Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.

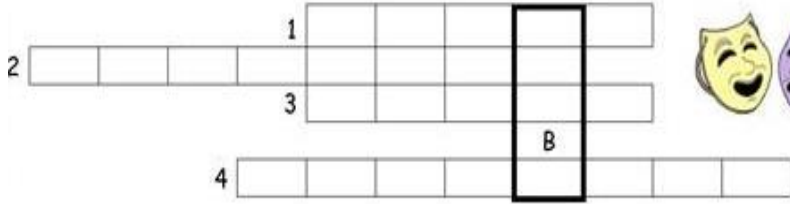

Expected result:

All students: Tells the theme and reveals the main idea

Majority of students: Performs tasks of a creative nature

Some students: Draws conclusions on the topic

Plan

The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	Look at the blackboard. We have flowers but without buds. You should choose one of red, yellow, green, orange, write down your name and glue your bud. Red – you will be active. Yellow – you will be lucky. Green – you will be purposeful. Orange – you will be talkative.	
Physical minute		
The middle of the lesson 30 minutes	<p>Task №1. Write the words into the crossword:</p>   <ol style="list-style-type: none"> 1. The part of a theatre where actors, dancers, etc stand and move. 2. A short time between two parts of a play or concert. 3. A person who acts in plays, films or television programmes. 4. All the people who are watching or listening to a film, play, concert or the television. <p>Task №2. Read the information and answer the questions:</p>	

Shakespeare's Globe Theatre has been recreated on the south bank of the River Thames in London, very close to the place where the original Globe Theatre was built in 1599. Many of William Shakespeare's plays were first produced in the Globe Theatre in the reign of Elizabeth I. The theatre was burnt down during a performance of *King Henry VIII*. The fire was started by an ember fired from a cannon used as a prop in the play into the thatched roof of the theatre.

1. Where can you find the Globe Theatre?
2. When was it built?
3. Whose plays were performed here?



Task №3.

Write what emotions shows actress:



The end of
the lesson
5 minutes

To sum up: did you like the lesson? What did you like in the lesson? (Pupils answer)

Teacher – each student has two masks on the desk: a sad and a happy one. Which mask reflects your mood in the end of the lesson.

Show me your mood...I'm really pleased all the students were great, let's applaud. And your homework is to write a brief review on the movie which you like most of all.
Thank you for the lesson.

Theme of the Lesson: Галереяда - In the gallery

Lesson objectives:

- 1) Ensure that during the lesson students learn vocabulary on this topic, to study information on three museums in London: "Madame Tussauds", the Museum of natural History", "tower of London".
- 2) to Develop skills of reading and speaking, working in groups, to develop the ability of students in listening, memory.
- 3) to Educate students the love for art.

Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.

Expected result:

All students: Tells the theme and reveals the main idea

Majority of students: Performs tasks of a creative nature

Some students: Draws conclusions on the topic

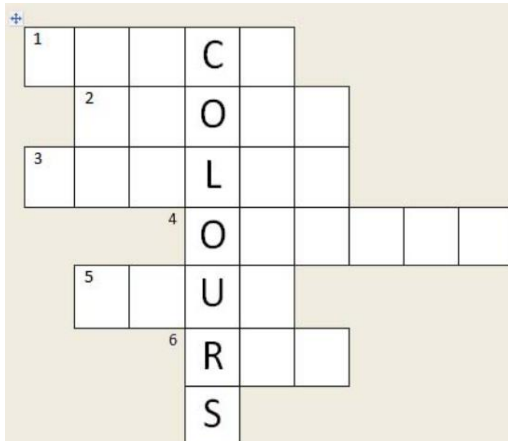
Plan

The stages of the lesson	Student actions in the classroom		Resources
The beginning of the lesson 5 minutes	To learn the topic of the lesson, you need to perform the following task. I will say the words in Russian, you have to translate them into English in your mind and write down only the first letters of all these words. You will learn the lesson topic. (to the arch " Museums») M - Masterpiece (masterpiece) U - Unique (unique) S - State (state) E - Exhibition (exhibition, display) U - Unforgettable (unforgettable) M - Musical (musical)		
Physical minute			
The middle of the lesson 30 minutes	Task №1. <div><div>What is the name of the famous artist:</div><div>SPPO</div></div>		



IKAL AOBS

Task №2.



1. What colour is the night?
2. What colour is the bear?
3. What colour is the sun?
4. What colour is the juice?
5. What colour is the sky?
6. What colour is the apple?

The end of
the lesson
5 minutes

1. Did you enjoy our lesson?
 2. Did you enjoy your work in our class?
- What did you learn in class? What do you like and dislike?

Theme of the Lesson: Жас экологтар - Young ecologist

Lesson objectives: systematize students' knowledge on the topic "Ecology" on the problems and methods of environmental protection, prepare students for the subsequent implementation of the project "Earth is our home»

Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.

Expected result:

All students: Tells the theme and reveals the main idea

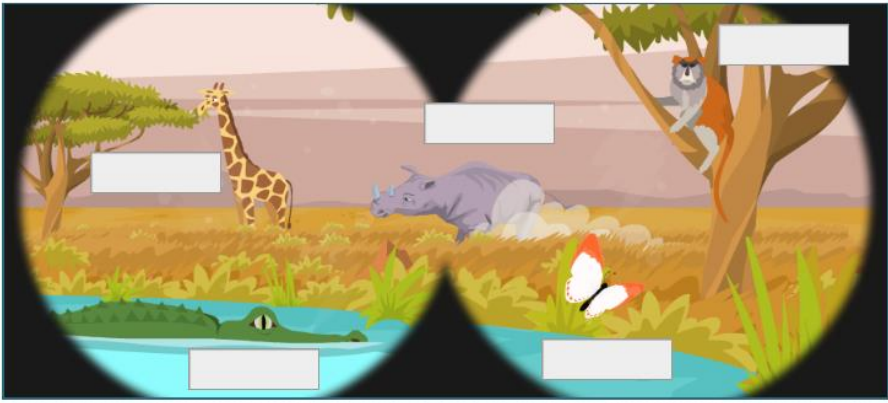




Majority of students: Performs tasks of a creative nature

Some students: Draws conclusions on the topic

Plan

The stages of the lesson	Student actions in the classroom	Resources
The	Teacher: Now let's watch the first film. After watching the	

<p>beginning of the lesson 5 minutes</p>	<p>film you should give your associations. Pupils: Beautiful forests, clean rivers, green grass, fresh air... Teacher: Do you like it? Now I'd like you to watch one more film and then give your associations again. Pupils: Yes, we do. Polluted rivers, cutting down the forests, a lot of litter...</p>	
Physical minute		
<p>The middle of the lesson 30 minutes</p>	<p>Task №1. Label the picture:</p> <div data-bbox="386 598 1238 974"> </div> <div data-bbox="517 994 1110 1028"> <p>a lake the mountains the sea the jungle the ground</p> </div> <p>Task №2. Read and choose the right word</p> <div data-bbox="383 1173 810 1494"> </div> <div data-bbox="845 1137 1230 1527"> <p>Hello from the <input type="text"/>! I'm in the rainforest. It's always very hot and <input type="text"/> here. It rains every day. Yesterday I went on a boat on the <input type="text"/> and I saw two <input type="text"/>. There are always a lot of monkeys in the <input type="text"/>. Sometimes there are spiders on the <input type="text"/> too.</p> </div> <div data-bbox="517 1565 1094 1603"> <p>jungle river ground wet crocodiles trees</p> </div> <p>Task №3. Read and choose the right word.</p> <div data-bbox="437 1727 785 1989"> </div> <div data-bbox="813 1724 1201 1989"> <p>Hello again. I'm by the <input type="text"/> / <input type="text"/> now. It's cold here, and it's <input type="text"/> / <input type="text"/> and windy too, but it's beautiful. Look, there's a <input type="text"/> / <input type="text"/> over there. Can you see it? And there are a lot of <input type="text"/> / <input type="text"/> here. I climbed that mountain yesterday. It was difficult, but there <input type="text"/> / <input type="text"/> no spiders!</p> </div> <p>Task №4.</p>	

	<p>Look and choose.</p>  <p>a crocodile a rhino a butterfly a giraffe a monkey</p> <p>Task №5. Read and choose.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>There's a monkey [] the tree. Now it's jumping [] the tree. Can you see it at the bottom of the tree?</p> </div> <div style="text-align: center;">  <p>The giraffe's walking slowly to the tree. Now it's eating the leaves at the []</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>There's a crocodile [] the river. He's swimming quickly.</p> </div> <div style="text-align: center;">  <p>I can see a big, angry rhino, and he's running [] Ben!</p> </div> </div> <p style="text-align: center; margin-top: 10px;">after top under in into</p>	
<p>The end of the lesson 5 minutes</p>	<p>Teacher: You worked very well at the lesson. Now I'd like you to say what you did successfully and what you liked at the lesson.</p> <p>Pupils: I think we made sentences well. I think we made good dialogues. I like the film.</p>	

<p style="text-align: center;">Theme of the Lesson: Ауаның ластануы - Air pollution</p> <p>Lesson objectives: improving the communicative competence of students on the topic "environmental Problems".</p> <p>Educational: to enlarge pupils' knowledge and vocabulary by the theme "Air pollution"</p> <p>Educative: to make students be disciplined at English lessons.</p> <p>Developing: to develop pupils' oral, speech-memory, attention, cognitive skills, thinking.</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> • Develops knowledge of the English language 	
--	--

- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.

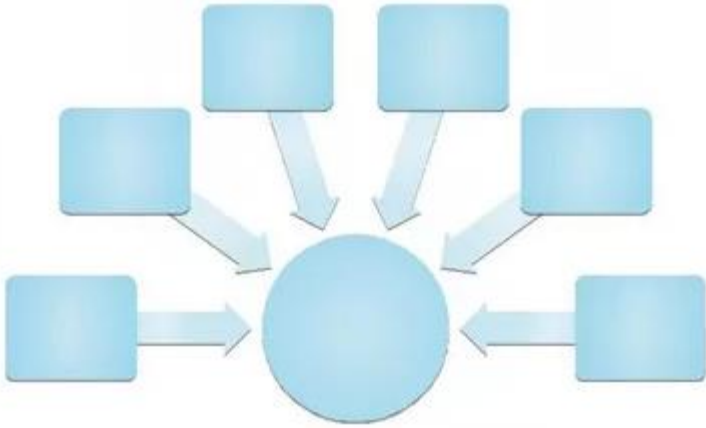
Expected result:

All students: Tells the theme and reveals the main idea

Majority of students: Performs tasks of a creative nature

Some students: Draws conclusions on the topic

Plan

The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	<p>Teacher: Look at the screen. Read the sounds and the words.</p> <p>Pupils: [e] – environment, protect, protest [l] – pollute, litter, less, collect [r] – protect, forest, problem, prohibit, rubbish [s] – solve, sea, recycle, plastic, spoil, solution [k] – cut down, pick up, protection, container [i] – ecology, environment, litter, region, river [i:] – clean, people, keep, please, breathe, see [v] – save, river, village, everybody, never [w] – water, well, want, winds, weather, we [t] – transport, trees, plant, a lot of, city, street</p>	
Physical minute		
The middle of the lesson 30 minutes	<p>Task №1. Fill the cluster about air pollution:</p>  <p>Task №2.</p>	

POLLUTION

There are lots of environmental problems nowadays, mainly because of pollution. It is the contamination of air, water and soil by different materials that interfere with human health and quality of life.

The emissions from industries and engines, including cars, are big causes of air pollution and simple things that we do at home, like using aerosols, have bad effects on the ozone layer, which protects life on Earth from ultraviolet radiation.

Water is also suffering from pollution by domestic, municipal and also industrial waste.

It is up to us to stop damaging the environment. We all should be environment friendly!



* Answer the following questions.

1. What is the biggest enemy of the environment?
2. What are the causes of air pollution?
3. What's wrong with aerosols?
4. What is the function of the Ozone Layer?
5. Why is water suffering from pollution?
6. Why do you think we should all be environment friendly?



* Complete the sentences with Should/Shouldn't do to save the Earth.

SHOULD

SHOULDN'T

1. We _____ burn trees.
2. We _____ walk or ride a bike to school.
3. We _____ leave the tap running when we're brushing the teeth.
4. We _____ turn off the lights and the computer when we leave the room.
5. We _____ recycle waste paper, bottles and cans.
6. We _____ use aerosols.
7. We _____ use low energy light bulbs.
8. We _____ drop litter in the streets.



The end of the lesson 5 minutes

Teacher: You worked very well at the lesson. Now I'd like you to say what you did successfully and what you liked at the lesson.

Pupils: I think we made sentences well.

I think we made good dialogues.

I like the film.

Theme of the Lesson: Судың ластануы - Water pollution

Lesson objectives: to acquaint students with the need for clean water in human life; to consider the causes of pollution of water bodies

Assessment criteria:

- Develops knowledge of the English language
- Performs formative assessment tasks
- A learner can express their opinion with extensive reasoning.
- A learner can understand the context and deduce meanings of words accurately.


Expected result:

All students: Tells the theme and reveals the main idea
Majority of students: Performs tasks of a creative nature
Some students: Draws conclusions on the topic

Plan

The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	Greeting of the students The teacher divides students into 3 groups by giving each of them yellow, red and green cards. Then the teacher gives each of the students stickers with different colors (6 different colors). What they are for the students will know at the end of the lesson. On the desks each of the students has lists of self-assessment. They'll fill in them after work.	

Physical minute

The middle of the lesson 30 minutes	<p>Task №1.</p>  <p>Complete the sentences.</p> <ol style="list-style-type: none"> _____ is when we make nature dirty. Air pollution _____ by smoke from _____ and cars. Dirty air is _____ for our bodies, especially our lungs. We need _____ to clean the dirty air. Water pollution is caused when _____ and dirty liquids enter the lakes and the _____. Water pollution can cause fish to _____ and can _____ our bodies, making us very sick. _____ is caused when we throw _____ on the ground. To _____ our environment, we need to _____ pollution. People _____ stop cutting down trees and plant new trees. Instead of throwing rubbish away, we _____ recycle it. <table border="1"> <tr> <td>protect</td><td>die</td><td>trees</td></tr> <tr> <td>must</td><td>rubbish</td><td>pollution</td></tr> <tr> <td>is caused</td><td>should</td><td>stop</td></tr> <tr> <td>factories</td><td>sea</td><td>dangerous</td></tr> <tr> <td>poison</td><td>land pollution</td><td>rubbish</td></tr> </table> <p>Task №2. Pick examples:</p> <table border="1"> <tr> <td>Noise Pollution</td><td> <ul style="list-style-type: none"> • Factory Emissions • Wildfires and dust storms • Burning Fossil Fuels • Cars, Aeroplanes, Lorries etc • Volcanic Eruptions </td><td></td></tr> <tr> <td>Water Pollution</td><td> <ul style="list-style-type: none"> • Factories • Transport • Loud Music • Construction Works • Sirens and Alarms </td><td></td></tr> </table>	protect	die	trees	must	rubbish	pollution	is caused	should	stop	factories	sea	dangerous	poison	land pollution	rubbish	Noise Pollution	<ul style="list-style-type: none"> • Factory Emissions • Wildfires and dust storms • Burning Fossil Fuels • Cars, Aeroplanes, Lorries etc • Volcanic Eruptions 		Water Pollution	<ul style="list-style-type: none"> • Factories • Transport • Loud Music • Construction Works • Sirens and Alarms 		
protect	die	trees																					
must	rubbish	pollution																					
is caused	should	stop																					
factories	sea	dangerous																					
poison	land pollution	rubbish																					
Noise Pollution	<ul style="list-style-type: none"> • Factory Emissions • Wildfires and dust storms • Burning Fossil Fuels • Cars, Aeroplanes, Lorries etc • Volcanic Eruptions 																						
Water Pollution	<ul style="list-style-type: none"> • Factories • Transport • Loud Music • Construction Works • Sirens and Alarms 																						

	Air Pollution	
The end of the lesson 5 minutes	<p>The teacher asks students to choose the colors (as at the beginning of the lesson) once again and try to compare their mood (colors) before and now. Has it changed and how? The meaning of the colors students can see on the board (flipchart).</p> <p>Using lists of self-assessment students should assess their work during the lesson.</p>	

<p>Theme of the Lesson: Ел мақтанышы - The pride of the country</p> <p>Lesson objectives: education of positive attitude to outstanding personalities and their achievements; education of pride for outstanding people of the country;</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> • Develops knowledge of the English language • Performs formative assessment tasks • A learner can express their opinion with extensive reasoning. • A learner can understand the context and deduce meanings of words accurately. <p>Expected result:</p> <p><u>All students:</u> Tells the theme and reveals the main idea</p> <p><u>Majority of students:</u> Performs tasks of a creative nature</p> <p><u>Some students:</u> Draws conclusions on the topic</p>		
Plan		
The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	<p>Good afternoon, boys and girls! I'm glad to see you today. I hope you are fine and ready to work hard at our lesson, aren't you? So, let's start our lesson.</p> <p>The topic of our lesson is "Who Is the Pride of Your Country?"</p> <p>Each nation has its heroes. Everybody knows them. We've spoken a lot about some great people of the UK and the USA and today it's time to speak about some famous people of our country and what they are famous for.</p>	
Physical minute		
The middle of the lesson 30 minutes	<p>Task №1.</p> <p>Supplement the information</p>	


Name	
Born on	Málaga in Spain
	father – José Ruiz Blasco mother – Maria Picasso López
Education in	Madrid and Barcelona
	October 1900, first visit to Paris – the artistic capital of the world
City	April 1904, Picasso moved to Paris
	an artist, a painter, a sculptor
Works of Art	'Guernica' 1937 8 April 1973




Parents	Born in
Died on	Travels
Pablo Picasso	25 October 1881
Jobs	

Task №2.

Read the biography again. Mark the verbs in simple past time (Simple Past).



Mark Twain was the pseudonym of Samuel Langhorne Clemens. Mark was born on 30 November 1835 in the city of Florida in the state of Missouri in the USA. He was the sixth child in a big family. His parents' names were John Marshall and Jane Lampton Clemens. His father worked in a grocery store, he also practised law and he entered local politics. He was not very successful so the family was very poor. Mark was four when his family moved to Hannibal, on the west bank of the river Mississippi. Mark lived there happily when he was a child. Mark liked watching the big boats on the river and also different people who were there in the ports, for example the workers, sailors, etc.



Mark's father died when he was 11 years old. So the boy started to earn money to help his family. He worked as a delivery boy and grocery clerk after school or during holidays. He worked as a printer and then he asked the captain of a boat to teach him how to sail. He travelled as a sailor for four years. After that he started to work as a journalist. Mark Twain was an American humorist, writer and lecturer. He was very famous for his stories about adventures of young people, especially 'The Adventures of Tom Sawyer' and 'The Adventures of Huckleberry Finn'.

The end of
the lesson
5 minutes

Let's revise the vocabulary of the previous lessons. It can help you in your work today.
The British are proud of:
Admiral Nelson who won the important battle of Trafalgar.
Isaac Newton who contributed much to developing life

	<p>sciences.</p> <p>William Shakespeare who was the world's most famous playwright and poet.</p> <p>Americans admire:</p> <p>The Wright brothers whose plane was the first one to fly.</p> <p>Amelia Earhart whose ambition was to fly around the world.</p> <p>Neil Armstrong who was the first man to go on the Moon.</p>	
--	---	--

<p align="center">Theme of the Lesson: Әлем жұлдыздары - Celebrities of the world</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> • Improving skills in oral speech on the topic “ Celebrities” • Formation of skills to work with information, development of communicative abilities in speaking. • Formation of research skills, ability to make optimal decisions (in the process of creating and protecting presentations on a specific topic). • Development of motivation for learning aimed at cognitive activity. <p>Assessment criteria:</p> <ul style="list-style-type: none"> • Develops knowledge of the English language • Performs formative assessment tasks • A learner can express their opinion with extensive reasoning. • A learner can understand the context and deduce meanings of words accurately. <p>Expected result:</p> <p><u>All students:</u> Tells the theme and reveals the main idea</p> <p><u>Majority of students:</u> Performs tasks of a creative nature</p> <p><u>Some students:</u> Draws conclusions on the topic</p>		
Plan		
The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	<p>1. Good afternoon, girls and boys! How are you? I am so glad to see you today. As you can see there are a lot of guests here. But don't worry, I think everything will be OK.</p> <p>2. So, we shall begin our lesson with the stories about famous people, then we'll sing our song about celebrities, guess some popular people who live and lived in our region and in our town.</p> <p>3. Now, let's get down to some work.</p> <p>Our topic is ‘ Celebrities’. At first we'll remember the adjectives. Read them:</p>	

	<p>Brilliant Famous Popular Funny Experienced Successful Trendy</p> <p>Good. Let's look at these adjectives and say your own sentences about celebrities that you like, using cliches.</p>	
Physical minute		
<p>The middle of the lesson 30 minutes</p>	<p>Task №1. Correlate:</p> <div data-bbox="379 629 1249 1144"> </div> <p>Task №2. Read. Choose the correct answer.</p> <div data-bbox="459 1227 1169 1774"> </div>	

	<p>Mark Twain was the pseudonym of Samuel Langhorne Clemens. Mark was born on 30 November 1835 in the city of Florida in the state of Missouri in the USA. He was the sixth child in a big family. His parents' names were John Marshall and Jane Lampton Clemens. His father worked in a grocery store, he also practised law and he entered local politics. He was not very successful so the family was very poor. Mark was four when his family moved to Hannibal, on the west bank of the river Mississippi. Mark lived there happily when he was a child. He liked watching the big boats on the river and also different people who were there in the ports, for example the workers, sailors, etc.</p>	<p>Mark's father died when he was eleven years old. So the boy started to earn money to help his family. He worked as a delivery boy and grocery clerk after school or during holidays. He worked as a printer and then he asked the captain of a boat to teach him how to sail. He travelled as a sailor for four years. After that he started to work as a journalist. Mark Twain was an American humorist, writer and lecturer. He was very famous for his stories about adventures of young people, especially 'The Adventures of Tom Sawyer' and 'The Adventures of Huckleberry Finn'.</p>	
The end of the lesson 5 minutes	<p>Was this lesson useful for you?</p> <p>Now in these papers underline those words that are true.</p> <p>You may sign your paper; you may not sign your paper, as you wish. Leave these papers on your desks.</p>		

<p align="center">Theme of the Lesson: Қонақ кyтеміз - Meet guests</p> <p>Lesson objectives: To repeat previously learned conversational expressions. To learn a new conversational clichés while meeting and representation of the people. Learn to use new vocabulary in the dialogues of live communication.</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> • Develops knowledge of the English language • Performs formative assessment tasks • A learner can express their opinion with extensive reasoning. • A learner can understand the context and deduce meanings of words accurately. <p>Expected result:</p> <p><u>All students:</u> Tells the theme and reveals the main idea <u>Majority of students:</u> Performs tasks of a creative nature <u>Some students:</u> Draws conclusions on the topic</p>		
Plan		
The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	<p>Teacher: Good morning, students. I'm glad to see you.</p> <p>Today we have the unusual lesson. We are going to have some fun. And now let's remember our previous lessons.</p> <p>We have spoken so much about Great Britain and English-speaking countries.</p> <p>What parts does the United Kingdom consist of? (England, Scotland, Wales and Northern Ireland)</p> <p>What is the capital of Britain? (London)</p> <p>What is the symbol of England? (a red rose)</p> <p>What are the main colours of the Union Jack? (blue, red and white)</p>	

Physical minute

The middle
of the lesson
30 minutes

Task №1.

How do people usually celebrate birthdays?



They meet with their families and friends at home, and have a lot of fun.

They go to the beach with their families and friends and swim together in the sea.

They have birthday cakes with candles and the guests sing the 'Happy Birthday' song.

They receive presents, eat, listen to music and dance.

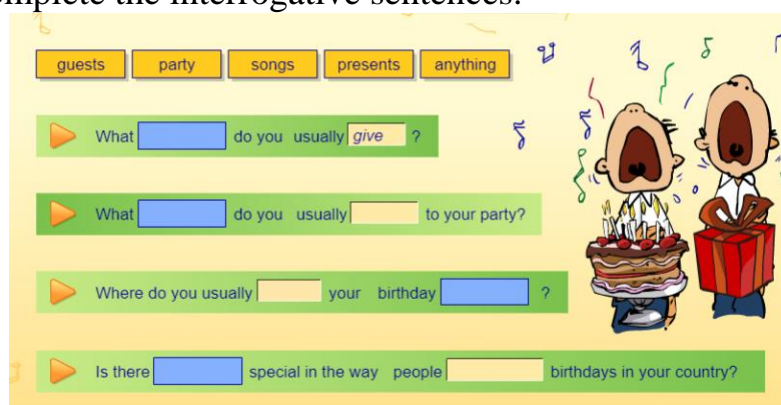
They have to give every person invited to the party a small present.

They meet with their families and friends and go together to the cinema.

They meet with their families and friends at home, community centres or in pubs.

Task №2.

Complete the interrogative sentences.



words: guests, party, songs, presents, anything

▶ What do you usually *give* ?

▶ What do you usually to your party?

▶ Where do you usually your birthday ?

▶ Is there special in the way people birthdays in your country?

Task №3.

Arrange the questions and answers in the correct order.

What do you sing?

What presents do you usually get?

Is there anything special about your birthday or birthdays in your country?

What season of the year is it?

What do you usually do during a birthday party?

Who do you invite?

Where do you usually have your party?

When is your birthday?

All my friends and the whole family.

We play games, laugh, eat, listen to music and dance.

It's summer.

'Happy Birthday'.


At home - usually in the garden it's always hot and it's great to play outside.


Toys, books and computer games.

In the evening we always go to watch fireworks - after all, it's also Independence Day.

On the 4th of July.



The end of the lesson 5 minutes	<div> <div> <h2>Reflection</h2> <ul style="list-style-type: none"> • I worked ... • The class worked ... • The lesson was ...  </div> <div> <ul style="list-style-type: none"> • very well • actively • excellent • hard • not hard • interesting • badly • bad • good • ... </div> </div>	
------------------------------------	--	--

<p align="center">Theme of the Lesson: Ата-баба мұрасы - Heritage of ancestors</p> <p>Lesson objectives: Formation of ideas about the features of travel, visits to attractions of English-speaking countries in the process of learning English, the development of speaking skills through communication in English.</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> • Develops knowledge of the English language • Performs formative assessment tasks • A learner can express their opinion with extensive reasoning. • A learner can understand the context and deduce meanings of words accurately. <p>Expected result:</p> <p><u>All students:</u> Tells the theme and reveals the main idea</p> <p><u>Majority of students:</u> Performs tasks of a creative nature</p> <p><u>Some students:</u> Draws conclusions on the topic</p>		
Plan		
The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	<p>Good morning dear students! I am glad to see you at this lesson! What are you thinking now? What we will do at the lesson?</p>  <p>Reception "Good wishes» I ask you all to stand in a circle and hold hands and wish each other something nice. Hello! I wish you...</p>	

Physical minute

The middle
of the lesson
30 minutes

Task №1.

Look at the map and answer the questions.










Is there...? Yes, there is...
No, there isn't...

Are there...? Yes, there are...
No, there aren't...

- Are there any rivers in Great Britain?
- Are there any mountains in Great Britain?
- Are there any lakes in Scotland?
- Are there any big cities in Great Britain?

Task №2.


You know these flags? Fill in the blanks

	Poland	It is the <input type="text"/> flag. It is <input type="text"/> and <input type="text"/> .
	Spain	It is the <input type="text"/> flag. It is <input type="text"/> and <input type="text"/> .
	Germany	It is the <input type="text"/> flag. It is <input type="text"/> and <input type="text"/> .
	Italy	It is the <input type="text"/> flag. It is <input type="text"/> and <input type="text"/> .
	the USA	It is the <input type="text"/> flag. It is <input type="text"/> and <input type="text"/> .
	France	It is the <input type="text"/> flag. It is <input type="text"/> and <input type="text"/> .
	Russia	It is the <input type="text"/> flag. It is <input type="text"/> and <input type="text"/> .


Task №3.

Make a sentence of these words.

- London. in is Enrique
- is Spanish. He
- Spain. He is from
- England. from are Gilbert and Tracy
- a in Spain is Europe. country beautiful
- yellow. The is red flag Spanish and



England – London – Tower Bridge

The end of the lesson 5 minutes	<div data-bbox="387 114 1238 741"> <p>Did you like the lesson?</p> <p>I liked the lesson. I didn't like the lesson.</p> <p>The lesson was</p> <p>Interesting useful boring</p> <p>Difficult easy</p>  </div>	
------------------------------------	--	--

<p>Theme of the Lesson: Дәстүрлі мережелер - Traditional holiday</p> <p>Lesson objectives: Train of grammar, lexical and phonetic materials. Activate new speech phrases. Develop: speaking and reading practice, memory and mental outlook.</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> • Develops knowledge of the English language • Performs formative assessment tasks • A learner can express their opinion with extensive reasoning. • A learner can understand the context and deduce meanings of words accurately. <p>Expected result:</p> <p><u>All students:</u> Tells the theme and reveals the main idea</p> <p><u>Majority of students:</u> Performs tasks of a creative nature</p> <p><u>Some students:</u> Draws conclusions on the topic</p>		
<p align="center">Plan</p>		
The stages of the lesson	Student actions in the classroom	Resources
The beginning of the lesson 5 minutes	<p>Good morning boys and girls and our dear guests!</p> <p>I'm very glad to see everybody at our lesson!</p> <p>The theme of our lesson today is "Traditions, customs and holidays."</p> <p>Lots of people all over the world look forward to a number of holidays each year. So do we. First of all, most holidays are our days-off and days of enjoyment. While having holidays we enjoy various things: singing, dancing, eating, visiting friends and relatives, playing, walking and etc ...</p> <p>By the way, who knows "the origin of the word "holiday".</p>	
<p align="center">Physical minute</p>		

<p>The middle of the lesson 30 minutes</p>	<p>Task №1. Make a sentence of these words.</p> <ol style="list-style-type: none"> time wonderful is Christmas a Claus of lots Santa with presents comes a We tree with of lots have decorations Christmas outside Some people houses with their decorate lights roast turkey also We have   <p>Task №2. Complete the crossword.</p>  <p>Task №3. Answer the question:</p>  <ol style="list-style-type: none"> Kazakhstani people celebrate this holiday on the 22nd of March? When do people of Kazakhstan celebrate the Day of Constitution? Which holiday do people celebrate on the 22nd of September? When do people of Kazakhstan celebrate the Independence Day? Which holiday do we celebrate on the 9th of May?
<p>The end of the lesson 5 minutes</p>	<p>In each of these Proverbs missing word. Choose one of the listed to get the right option.</p> <ol style="list-style-type: none"> Feast today and fast tomorrow ... today and fast tomorrow – feast, holiday, house Enough is as good as a feast Enough is as good as a ... - custom, symbol, feast Every dog has his day

	<p>Every ... has his day – person, dog, child</p> <p>4. Christmas comes but once a year, (but when it comes it brings good cheer)</p> <p>... comes but once a year, (but when it comes it brings good cheer) Easter, New Year, Christmas</p> <p>5. Custom is a second nature</p> <p>... is a second nature – custom, hobby, leisure</p> <p>6. So many countries, so many customs</p> <p>So many ..., so many customs – people, countries, books</p>	
--	---	--

Workbook

Chapter I. Health is the main wealth

The theme of the lesson: Proper diet

Task №1. Which flavour would you like?



flavour would you like?

I'd lemon.

Which would you like?

I'd like .

Which flavour you like?

like coconut.

1. Which, would, I'd
2. Would, flavour, like
3. Flavour, chocolate, like
4. Flavour, would, chocolate
5. Like, chocolate, would
6. Would, I'd, Which

Task №2.


Write the names:



Banana, grapes, apple, orange, mango, pear

Task №3.

Insert the missing letters:



m ng

p r

ppl

b n n

r ng

gr p s

e





o





a


Task №4.


Pick up the words pictures:


potatoes lemon egg carrot















Task №5.

Divide products into 3 colums

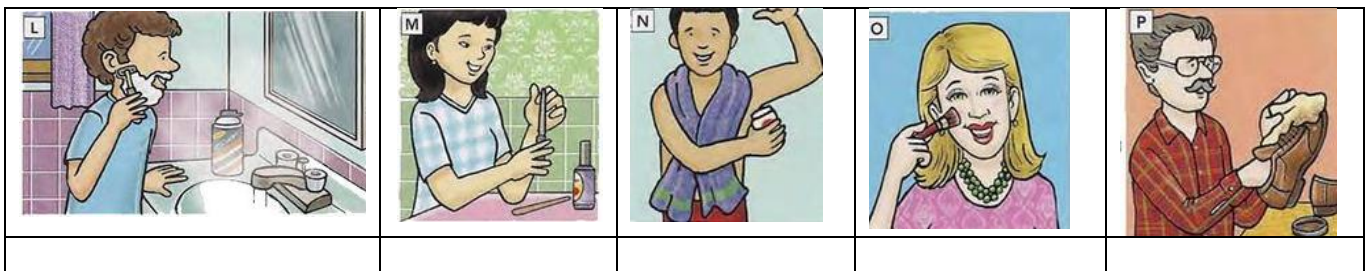
Fruits	Deserts	Drinks



The theme of the lesson: Personal hygiene

Task №1.

Under what number are the items needed?



Task №2.

Put personal care items in the suitcase, write them:



Task №3.



What do you think about people who drop ?

Do you always put your litter in the ?

What do you ?

Do you prefer weather that is or freezing?

What do you know about ?

Have you ever seen a ?

climate change

litter

nonsense

ice lolly

bin

hurricane

weather

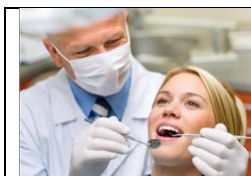
recycle











boiling

The theme of the lesson: Modern medicine

Task №1.

Match the examples:



				
				
vet	nurse	optician	doctor	dentist

Task №2.

Put the sentences in order.

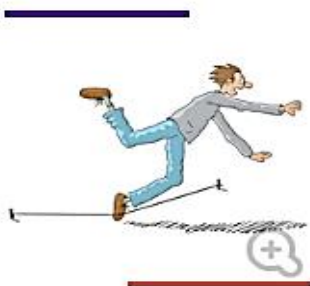


Doctor: Let me see...
Doctor: Why don't you eat some fruit and drink some water today?
Sam: Yes, that's a good idea.
Sam: Oh doctor, I've got a terrible stomachache. It really hurts.
Sam: Owwww!
Doctor: Don't worry. You'll be fine.
Doctor: Good morning, Sam. How can I help you?
Sam: A burger and chips.
Doctor: What did you eat for dinner yesterday?

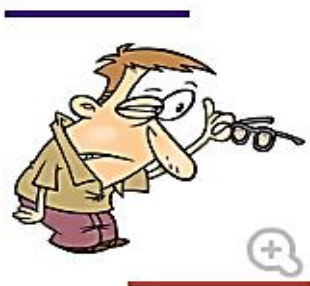
Task №3.

Look at the picture and complete the advice.

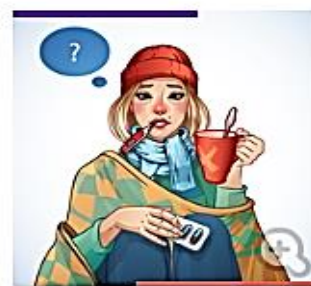
The first is an example.



He *should go* to hospital.



He an eye test.



She a doctor.



He a plaster on his cut.



She a dentist.



She to bed.

Chapter II. Спорт - Sport

The theme of the lesson: Sport

Task №1.

Name sports equipment:



this saddle, that red helmet, that blue helmet, that green helmet, these roller, skates, this backpack, these snow shoes, those mountaineering shoes

Task №2.

Complete the proposal.

The basketball players meet on (day of the week) at (time)

The basketball players meet in (place)

There are (number) sportsmen in the school basketball club.

There are (number) basketball players in a team.

Gilbert can very high and very fast.



Friday	run	7 pm	6
12	5	5 pm	jump
a school gym	10	Monday	

Task №3.

Listen and fill in the application form Gilbert.

	Questionnaire
Name	
Surname	
Age	
Height	
Weight	
Interests	



12	Gilbert	Karate	Basketball	Enrique
40 kg	Grace	1.5 m	11	1.8 m

The theme of the lesson: My favorite sport is law

Task №1.








Find the names of the sports.

s	p	a	r	a	c	h	u	t	i	n	g
k	e	e	j	m	m	w	f	o	f	x	x
a	x	r	n	s	s	q	v	x	o	s	v
t	m	o	u	e	y	s	n	m	x	o	o
i	n	b	n	n	m	k	s	y	j	h	l
n	h	i	w	p	n	i	n	c	o	i	l
g	z	c	r	h	x	i	v	q	b	y	e
v	p	s	w	w	d	n	n	q	w	u	y
c	y	c	l	i	n	g	d	g	m	v	b
q	q	l	u	y	v	n	r	z	n	i	a
m	e	j	p	a	i	n	t	b	a	l	l
y	z	b	a	s	k	e	t	b	a	l	l



Task №2.

Correlate the names of sports with pictures.

			<input type="text" value="volleyball"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="basketball"/>
			<input type="text" value="skiing"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="aerobics"/>
			<input type="text" value="parachuting"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="skating"/>
			<input type="text" value="cycling"/>
		<input type="text"/>	<input type="text" value="running"/>
			<input type="text" value="paintball"/>

Task №3.

Select verbs.

In winter they skating or they skiing.

People different sports.

Some people really exciting and dangerous sports, like bungee jumping.

A lot of people paintball.



The theme of the lesson: We are fans

Task №1.

Complete the table.

PLAY	GO	DO
Paintball	Skating	Sports
	Skiing	



Task №2.

Complete the proposal.

There are two extra words!

People do sports.

Skiing is exciting! !

Some people do really and sports,

like jumping...

Oh, it is really , so and exciting.
Do you like taking ?

It's fun and it teaches you how to .

It is a kind of fight.



compete

bungee

peaceful

different

filming

exciting

Surprising

dangerous

great

risks

sometimes

quick

Task №3.

Read and guess,
what kind of sport are we talking about

To practise that sport you need water.

You can practise this sport in a gym
and in the open air. You need a partner,
a good racquet and a small ball.

There are five players in one team.
To play this game you need one ball
and two baskets.



Chapter III. My free time

The theme of the lesson: My hobby

Task №1.

Where did you go last weekend?



I went



I went



I went



I went



I went

to the countryside

to the beach

for a drive

to the cinema

to the sports centre

Task №2.

Continue the dialogue:



Task №3.

Insert the missing words:



Wednesday.

I got up at eight o'clock. I made my and then I had breakfast. After breakfast, I my homework. I sent a text to Lucy and I a text from Kim. Then I made a present for Alex. I had lunch at 1 o'clock. In the afternoon I a birthday cake for Alex. Then I went to his party. I the 37 bus to his home. But I made a . It wasn't his birthday! His party was yesterday! What a day!

Task №4.

Complete the sentences with the correct words.



- I'm going to after my parents when they're old.
- We're going to a show at the theatre on Saturday.
- How about fishing at the lake tomorrow?
- 'I'm bored!' 'How about a picture of the country?'
- I might a horse out on the hills this afternoon.
- We may go in the Alps this winter.
- 'Shall I photos of the party?'
- Mum! Can I an after-school chess club?
- When I grow up I'll the guitar in a band!
- 'I'm tired!' 'You could down for half an hour.'

going see go
skiing cycling
playing play
join lie watch
take look
walking ride
painting

The theme of the lesson: Books or Internet?

Task №1.

Correlate

Internet	a friend you correspond with	 
e-mail	a word which you remember and which lets you enter	
password	the computer net which covers all the world	
pen pal	a letter which you send by the Internet	

Task №2.

Make words from these letters.

When you are lonely, it can (1) you. 1. **i r n a e n e t t**


When you need friends, it can help you (2) them. 2. **t t o c c a n**

It always a secret but, (3) like humans, it is not perfect. 3. **e p s k e**

They slow down and (4) strange messages... 4. **p l a s y i d**

Show some sympathy and, (5) OK? 5. **i u r s a g n n d n e t d**

Both people and machines, including your computer,
can (6) from a disease called 'GENERAL FAILURE' from time to time. 6. **r f s e u f**



Task №3.

Read the letter. Right or wrong?


True	False	
<input type="radio"/>	<input type="radio"/>	Gilbert Grace is from St Albans.
<input type="radio"/>	<input type="radio"/>	The school building is beautiful.
<input type="radio"/>	<input type="radio"/>	The classrooms are very big.
<input type="radio"/>	<input type="radio"/>	There is no swimming pool in the school.
<input type="radio"/>	<input type="radio"/>	There is a language laboratory in the school.
<input type="radio"/>	<input type="radio"/>	There are nice teachers in the school.
<input type="radio"/>	<input type="radio"/>	Gilbert has got nice friends in his school.

Monday, October 01

Dear Prime Minister,

My name is Gilbert Grace. I am from St Albans and I go to Primary School here. I have got a problem. My school is very ugly. Well, I like the teachers and the students, but the building is terrible. It's really awful. It is very small and dark. The classrooms are very ugly and very small. There is not a swimming pool or a gym. There is no language laboratory or a good library. It is really very difficult and unpleasant to learn in such a school. I hope you can do something about it.

Yours faithfully
Gilbert Grace




The theme of the lesson: Social network

Task №1.

Right or wrong?

True	False	
<input type="radio"/>	<input type="radio"/>	It is an English school site.
<input type="radio"/>	<input type="radio"/>	English Online Every Day is the place where you can learn French.
<input type="radio"/>	<input type="radio"/>	There is no date on the site.
<input type="radio"/>	<input type="radio"/>	You can read information about pen pals and schools abroad.
<input type="radio"/>	<input type="radio"/>	You can learn something from e-mails.
<input type="radio"/>	<input type="radio"/>	They don't send free e-mails.



Gilbert!


This is the address of an English school: English Online Every Day. Look at it, maybe there is another one for French language online. Check it! There is some information about schools abroad and about pen pals. There is a date and day of the week on the site so you can learn it, too. I think you can find something for you. They even send free e-mails so you can learn from the e-mails too.

See you soon
Enrique

Task №2.


Put the words in the correct order. Fill in the blanks.

this Can ? you print page	Sorry, I <input type="text"/> . The printer is out of work.
this ? file can save I Where	You can <input type="text"/> it in a new folder.
find we can information ? How the	You can find it on the <input type="text"/> . Just Google it.
type ? text Shall I this	No. You can copy and <input type="text"/> it in your document.
I How open can ? my e-mail	You need to know your <input type="text"/> .



Task №3.

Make a sentence of these words.

mean? What does it	
the of you? front is in What thing	
computers do day? many every you see How	
understanding? some Can show and you sympathy	
computer partner? perfect Is a a	
they everywhere? Are	
it always Does secret? keep a	
sometimes? Do computers get tired	

Chapter IV. Education

The theme of the lesson: At school

Task №1.

What programs should Gilbert watch to improve his academic performance? Complete the table.

TV Programme			
Monday		Friday	
7.30	Political History Of The World - Part One	21.35	Cartoons
8.05	News	22.30	African Elephants
Tuesday		Saturday	
15.50	Cartoons	23.05	News
16.10	News	23.20	Mexican Art
Wednesday		Sunday	
17.08	Maths Is Fun	12.00	Mozart - His Life And Music
18.05	Cartoons	12.50	Computer Club
Thursday			
19.59	A Minute To 8 pm - English As A World Language.		
20.30	A Minute After 8 pm - German Dialects		

English	
German	
History	
Maths	
ICT	
Science	
Music	
Art	

Task №2.

Find the names of the days of the week.

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

Task №3.

Look at the picture. Complete the proposal.

A (a) poster is on the wall in the classroom.

We can see the (b) in the hall. My (c) is on the (d) in the (e). The (f) and my (g) are on the (h) . Gilbert's (i) is in the (j) under the (k) . A big (l) is on the wall in Tracy's (m) .

a b c d e f g h i j k l m



The theme of the lesson: In class

Task №1.

Complete the proposal.

1. My parents every day.
2. On Mondays you Maths and Art.
3. Gilbert and Tracy at school.
4. Children to school five days a week.
5. Gilbert's parents in St. Albans.

play go study
live speak have



Task №2.

Read and complete the sentences.

I at seven o'clock in the morning. Then I to the bathroom and I a shower. After that I usually breakfast. Then I my school bag and I go to school. I school at 2 pm and I come back home.


At home I usually pictures. This is my hobby. I spend all the evening with a pencil or a paint brush in my hand. I go to bed at 10 pm but I get up at night very often because I like the light at night so I paint pictures at night too.


put stand up go up wash up wash practise make
 put pack get up brush paint take





Task №3.


How do you study English?

















read

watch films

do grammar exercises

speak

use the computer

listen

write

What do you do to learn English?

Is it difficult to speak a foreign language?

Why do you learn English?

The theme of the lesson: At recess

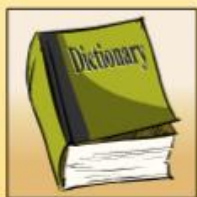
Task №1.

It's Tuesday. Look at Gilbert's schedule and mark the things he should take with him to school.

Gilbert's timetable.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.50 - 9.40	Art	Science	Art	English	History
9.40 - 9.50	B	R	E	A	K
9.50 - 10.40	ICT	Music	ICT	Maths	Maths
10.40 - 10.50	B	R	E	A	K
10.10 - 11.00	Maths	PE	English	PE	Art
11.00 - 11.10	B	R	E	A	K
11.10 - 12.00	English	Maths	History	German	Music
12.00 - 12.10	B	R	E	A	K
12.10 - 13.00	German	English	German	Science	German
13.00 - 13.40	L	U	N	C	H
13.40 - 15.00	Travel Club	Computer Club	Travel Club	Internet Cafe	Art Gallery

ICT - Information and Communication Technology
PE - Physical Education



Task №2.

Make your schedule.

↓ Time \ Day →	Monday	Tuesday	Wednesday	Thursday	Friday

English

Music

Polish

French

German

ICT

PE

Maths

Art

History

Geography

Chemistry

Tutor period

Physics

Technology

Biology

✕

Task №3.

Find the antonyms.

interesting

tall

easy

big

clean

cheap

short

boring

small

expensive

difficult

dirty

















The theme of the lesson: In the canteen

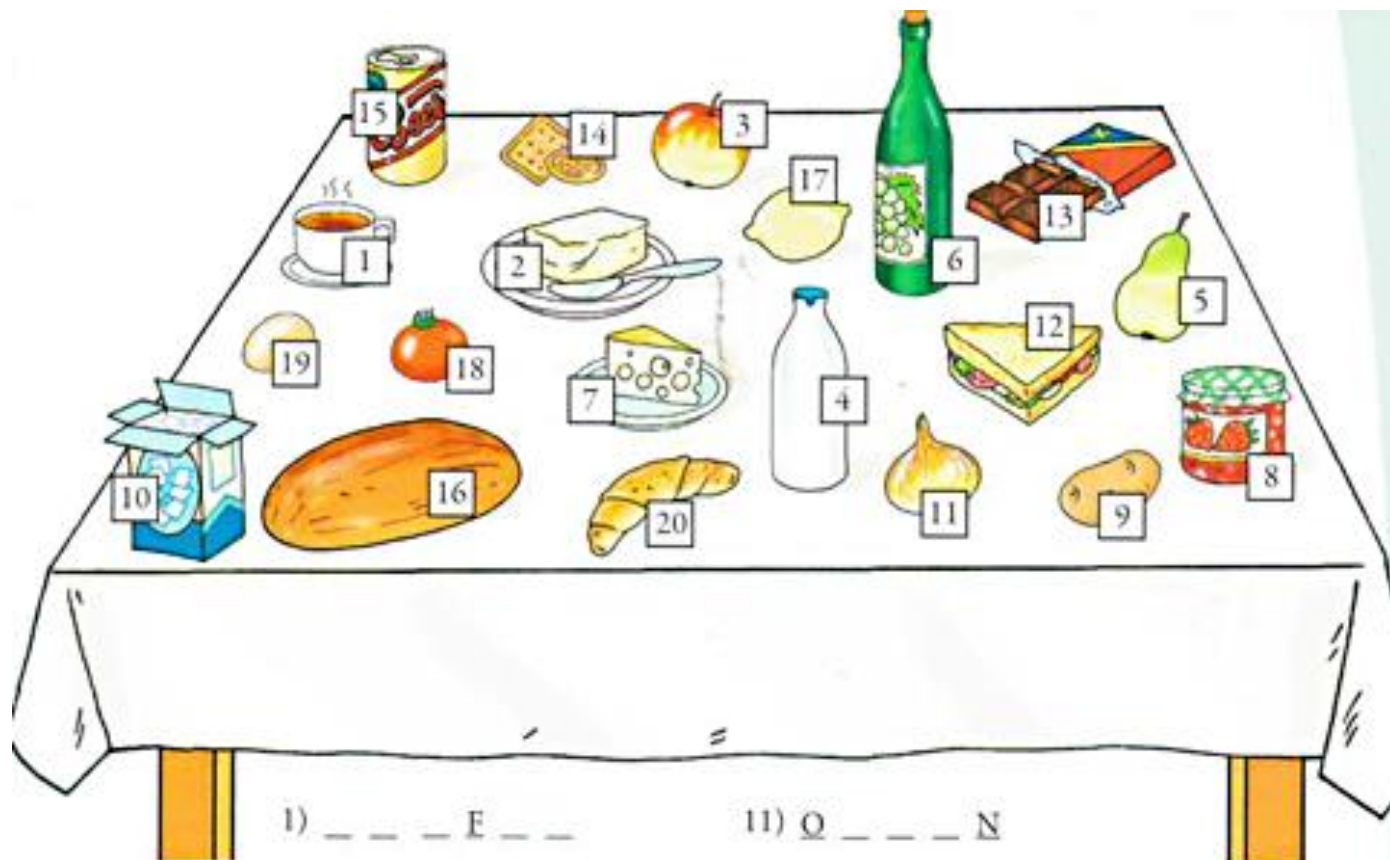
Task №1.

Find the extra word in each of these groups and put it in the basket.



Task №2.

Write product names



1) _ _ _ E _ _

2) _ _ _ _ _ R

3) _ P _ _ _

4) M _ _ _

5) _ E _ _

6) _ _ _ E

7) _ H _ _ _ _

8) _ A _

9) P _ _ _ T _

10) _ _ G _ _

11) O _ _ _ N

12) _ _ _ D _ _ _ H

13) C _ _ _ _ L _ T _

14) B _ _ C _ _ _ S

15) _ _ _ R

16) B _ _ _ D

17) _ _ M _ _

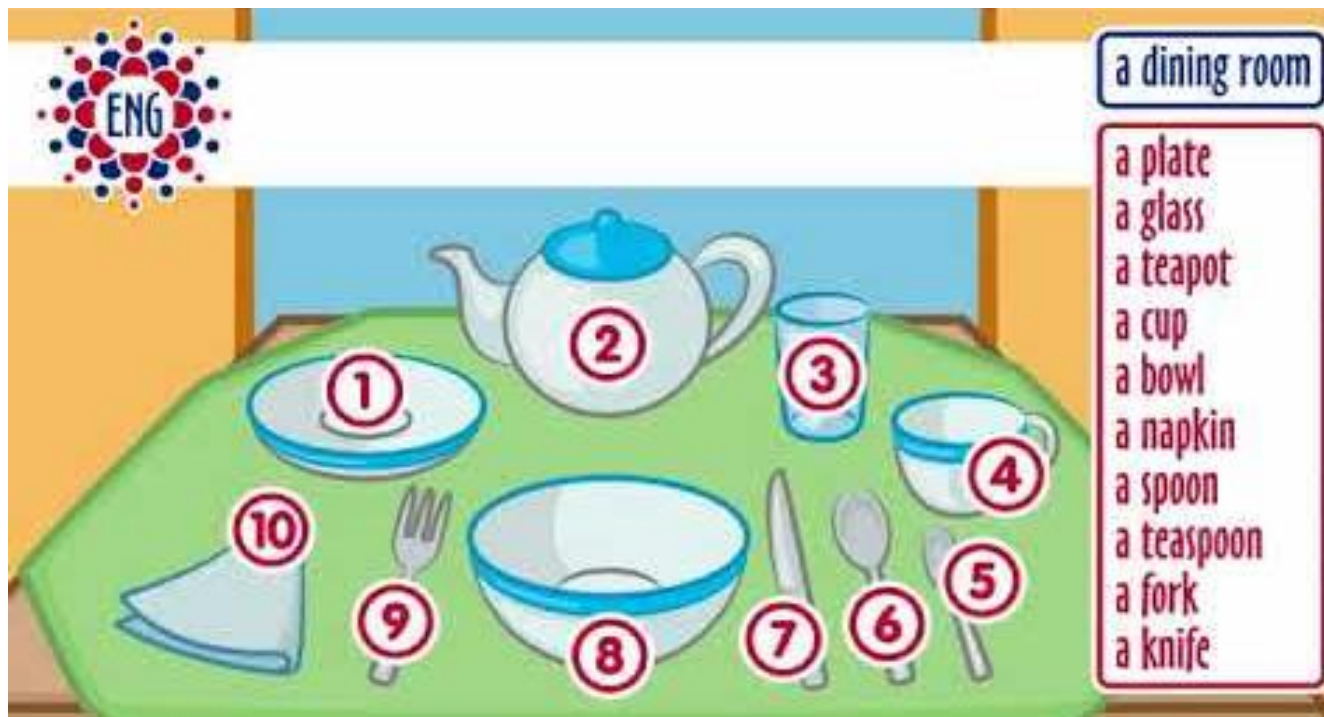
18) T _ _ _ T _

19) _ G _

20) _ _ L _

Task №3.

Write the names of Cutlery



Chapter V. Profession

The theme of the lesson: Types of profession

Task №1.

Read the sample diary entry about the first day in a new job.

Dear Diary

Today was my first day in my new job as a teacher in Cranborne Middle School!

I turned up for work really early. I'd met most of the other teachers before and they seemed really nice and helpful. I like the head teacher, too. We had assembly and then it was time for my first class! The kids were really noisy when I went in and I knew that if I didn't show them who was boss right then I'd be in trouble – so I put my books down on the table, but I was so nervous they fell onto the floor. It was not the best start! Anyway,

What is your dream job? Write a diary entry describing your first day. Use the prompts to help you.

Think about:
what time you started
what you did
what your place of work was like
what your co-workers were like
what went wrong
how you felt

Task №2.



A person who is applying for a job is a c

A person who is being trained is a t

If you don't have a job you are u

If an employer is interested in employing you, they will ask you to come for an i

In a letter of application, you should say when you are a for work.

In your CV you should list your qualifications, skills, abilities and e

If you study at university, you hope you will get a d

If you succeed at university, you will become a g

Task №3.

Work in small groups. Discuss the questions:

What are the normal ways of getting into work in your country?

Which do you think are best? Why? Which would you choose for yourself?

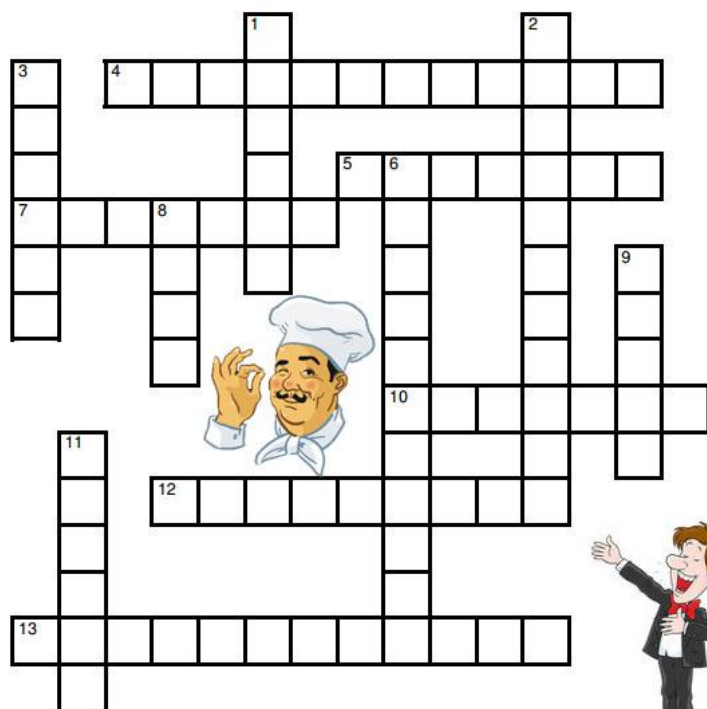


You can talk about:

- apprenticeships
- graduate training
- work experience when you're at school
- holiday jobs
- university degrees
- family businesses
- vocational training courses
- learning on the job

The theme of the lesson: Oldest profession
Task №1.

Crossword: «Profession»



Across

- 4 Who fights crime?
- 5 Who studies at school?
- 7 Who teaches students at school?
- 10 Who takes care of teeth?
- 12 Who drives a bus?
- 13 Who brings our mail?

Down

- 1 Who sings songs?
- 2 Who fights fires?
- 3 Who serves food in a restaurant?
- 6 Who drives a truck?
- 8 Who cooks in a hotel or restaurant?
- 9 Who looks after sick people and helps doctors?
- 11 Who treats patients (sick people) ?



Task №2.

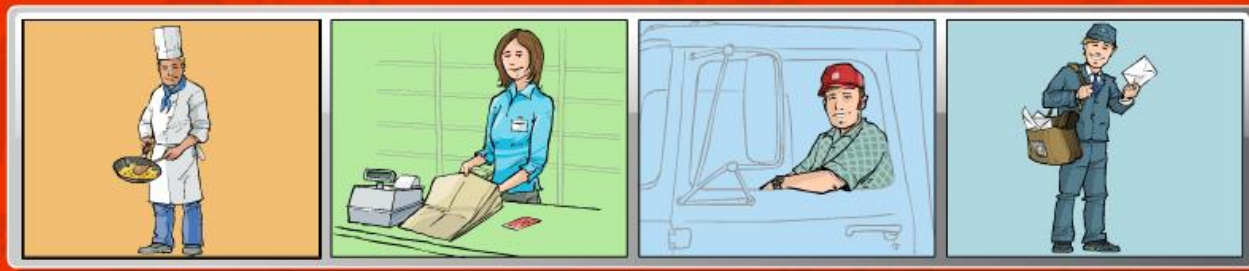
Connect words with a picture

shop assistant

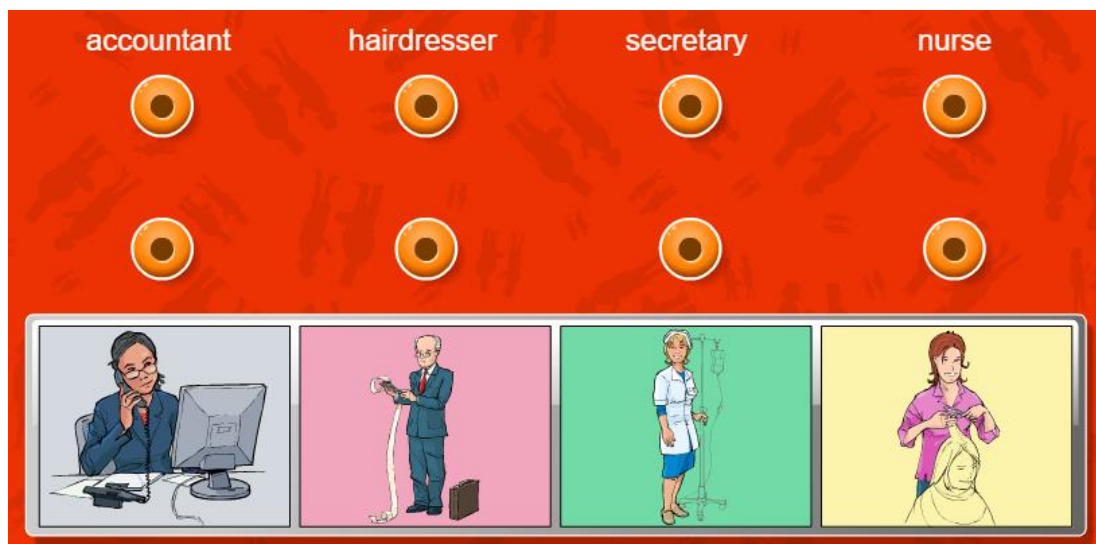
postman

cook

driver



Task №3.



The theme of the lesson: Interesting profession









Task №1.

Answer the test questions:

<p>1. He's a ____.</p> <p>a. farmer b. doctor c. bus driver</p> 	<p>2. He's a ____.</p> <p>a. singer b. doctor c. musician</p> 	<p>3. She's a ____.</p> <p>a. nurse b. dancer c. waitress</p> 	<p>4. She's a ____.</p> <p>a. doctor b. hairdresser c. nurse</p> 
<p>5. He's a ____.</p> <p>a. pilot b. dentist c. farmer</p> 	<p>6. He's a ____.</p> <p>a. postman b. fireman c. waiter</p> 	<p>7. She's a ____.</p> <p>a. conductor b. singer c. reporter</p> 	<p>8. He's a ____.</p> <p>a. pilot b. farmer c. bus driver</p> 
<p>9. He's a ____.</p> <p>a. teacher b. doctor c. cook</p> 	<p>10. He's a ____.</p> <p>a. detective b. reporter c. doctor</p> 	<p>11. He's a ____.</p> <p>a. fireman b. postman c. detective</p> 	<p>12. She's a ____.</p> <p>a. waitress b. cook c. hairdresser</p> 

Task №2.

Answer the test questions:

<p>13. He's a ____.</p> <p>a. teacher b. hunter c. waiter</p> 	<p>14. He's a ____.</p> <p>a. mechanic b. postman c. fireman</p> 	<p>15. She's a ____.</p> <p>a. teacher b. cook c. waitress</p> 	<p>16. He's a ____.</p> <p>a. hunter b. painter c. mechanic</p> 
<p>17. She's a ____.</p> <p>a. teacher b. doctor c. cook</p> 	<p>18. She's a ____.</p> <p>a. nurse b. teacher c. student</p> 	<p>19. He's a ____.</p> <p>a. fisherman b. cook c. mechanic</p> 	<p>20. She's an ____.</p> <p>a. actress b. architect c. artist</p> 

Task №3.

Can you find names of jobs and professions hidden in the puzzle?

X	G	D	L	T	E	C	H	N	I	C	I	A	N	B	B	U	ARTIST BANKER BUILDER CARPENTER CASHIER CLERK COOK DENTIST DOCTOR DRIVER ENGINEER FARMER FIREFIGHTER LABORER LAWYER MANAGER MECHANIC NURSE PAINTER PILOT SECRETARY TEACHER TECHNICIAN TOOLMAKER WAITER WRITER
R	D	R	N	B	R	C	Q	R	F	T	S	I	T	N	E	D	
E	X	I	E	R	E	A	T	D	C	K	E	Z	R	O	Y	Z	
R	K	V	U	E	D	R	E	E	W	A	X	S	C	Z	M	X	
O	V	E	C	K	L	P	T	P	A	R	S	R	R	E	G	Q	
B	P	R	V	A	I	E	V	H	D	C	E	H	C	U	E	R	
A	H	I	V	M	U	N	M	A	I	E	H	H	I	I	N	E	
L	A	E	L	L	B	T	Y	P	N	R	A	E	F	E	N	M	
D	G	C	C	O	R	E	K	I	E	N	X	A	R	V	R	R	
P	O	E	F	O	T	R	G	T	I	R	E	K	N	A	B	A	
N	A	C	U	T	E	N	N	C	K	R	E	A	Q	P	M	F	
Z	D	E	T	L	E	I	T	M	E	Q	E	T	M	J	V	A	
J	J	I	C	O	A	R	T	I	S	T	H	G	I	E	U	E	
V	U	W	M	P	R	R	E	T	I	R	W	G	A	A	Q	N	
D	C	O	O	K	T	L	A	W	Y	E	R	U	G	N	W	Z	
W	T	Y	R	A	T	E	R	C	E	S	N	C	D	Q	A	J	
X	I	O	Z	R	R	E	T	H	G	I	F	E	R	I	F	M	

The theme of the lesson: Professions of the future

Task №1.

Guess the professions?

Who works in a field?
 Who works with computers?
 Who helps sick animals?
 Who helps children to learn?
 Who takes pictures of famous people?
 Who makes new cars?
 Who flies in a spaceship?
 Who helps doctors?
 Who flies in airplanes?
 Who can play tricks?

A farmer
 A programmer
 A vet
 A teacher
 A photographer
 An engineer
 An astronaut
 A nurse
 A pilot
 A clown

Task №2.

Read each sentence and write the correct word on the line. Choose from the careers in the box.

1. This person helps uphold the laws. _____	teacher dentist farmer secretary electrician	veterinarian nurse accountant truck driver police officer
2. This person drives trucks that carry things we need. _____		
3. This person cleans and fixes your teeth. _____		
4. This person works in a school and helps people learn. _____		
5. This person helps grow the food we eat. _____		
6. This person works with numbers and helps people do their tax returns. _____		
7. This person works in an office and may type or use a computer. _____		
8. This person takes care of animals when they are sick or hurt. _____		
9. This person puts wiring in houses and other buildings. _____		
10. This person works in a hospital or a doctor's office. _____		

Task №3.

Make a dialogue about your future profession:

Dialogue



Chapter VI. Journey

The theme of the lesson: Types of travel

Task №1.

Insert the missing words:

In the holidays I went to .

First I went to New York. It was a great . I went shopping and a friend invited me to a . Then I caught a to the north. It was cold and snowy there. I walked in the . It was beautiful. Then I went west and it was rainy every . I went to the cinema. Then I went south. It was very hot and sunny there. I was good at riding a . It was fun! Then I went . It wasn't sunny in the east. It was raining and very . I didn't go to the beach.

What was America ? It was exciting!

east party windy horse weekend mountains America bus day like

Task №2.

Hi Emma and William,

Milan is such a place!

We've arrived and the is great! It's warm here, and we're to meet Maria and her mum and dad for lunch.

After that going to climb the cathedral – they say the view of Milan is amazing from there!

Mum and Dad want to see the Leonardo da Vinci paintings, but the will be really busy and maybe they won't get tickets.

Then, on Monday, we'll in Milan and go shopping. We want to all the big fashion houses! Of course, I won't have any money to buy any clothes, but it'll be nice to see them.

My Italian is getting better!

How are you two?

Lots of love,
Kate

museum see

we're stay

cool hotel

going

Task №3.

Mark the odd one out.

transport , leave , arrive , cross

bus , tram , turn , train

van , turn left , coach , taxi

away , across , nearby , turn right

tyre , kayak , canoe , ship



The theme of the lesson: At the airport

Task №1.

FLIGHT	Destination	Departure	Gate	Status
239	Amsterdam	07:00	2A	On time
340	New York	0.7:45	31B	delayed
575P	Paris	0.8:15	67D	On time
123T	Tokyo	0.8:30	44H	On time
722	Barcelona	0.9:00	19C	delayed

Look at the flight information board. Which column tells you.....?

1.- When a plane leaves

.....

2.- Where it is going

.....

3.- Where people get on the plane

.....

4.- The flight number

.....

5.- A flight is or isn't late

.....



Do the exercises on the following page

Task №2.

Match the verbs to their meaning by writing the numbers in the boxes below

#	Verb	#	Meaning
1	To pack		To get onto a plane.
2	To check in		To put things that belongs to you (e.g. clothes) into a bag (e.g. a suitcase).
3	To board		To get off a plane.
4	To take off		To tell a customs officer that you want to take something (such as alcohol, food, an animal etc.) into their country.
5	To disembark		To let the airline know you have arrived at the airport.
6	To declare		The plane leaves the ground and goes into the air.

Task №3.

Translate:



Useful phrase	Translation
Here is my ticket.	
Here is my passport.	
Here is my visa.	
Here is my insurance policy for the time of the trip.	
His bag is my hand luggage.	
My luggage is missing.	
The purpose of my visit is tourism.	
I have nothing to declare.	
What's the boarding gates for the flight...?	
Where is the information service of the airport?	
Where can I receive my luggage?	
Where is the indicator-board of departures?	
May I get my luggage?	

The theme of the lesson: Famous traveler

Task №1.

Before you go answer the questions:



1. What countries have you studied today?
2. Would you like to visit them? What country and why?
3. What form of transport do you like best of all?



Task №2.

You can see some photos. So the next task is to match each photo of famous travellers on the left with the correct item on the right.



discovered South and Central America

travelled on the Silk Road

discovered Norfolk, South Georgia

discovered the seaway to India

took part in the expedition to West India

Task №3.

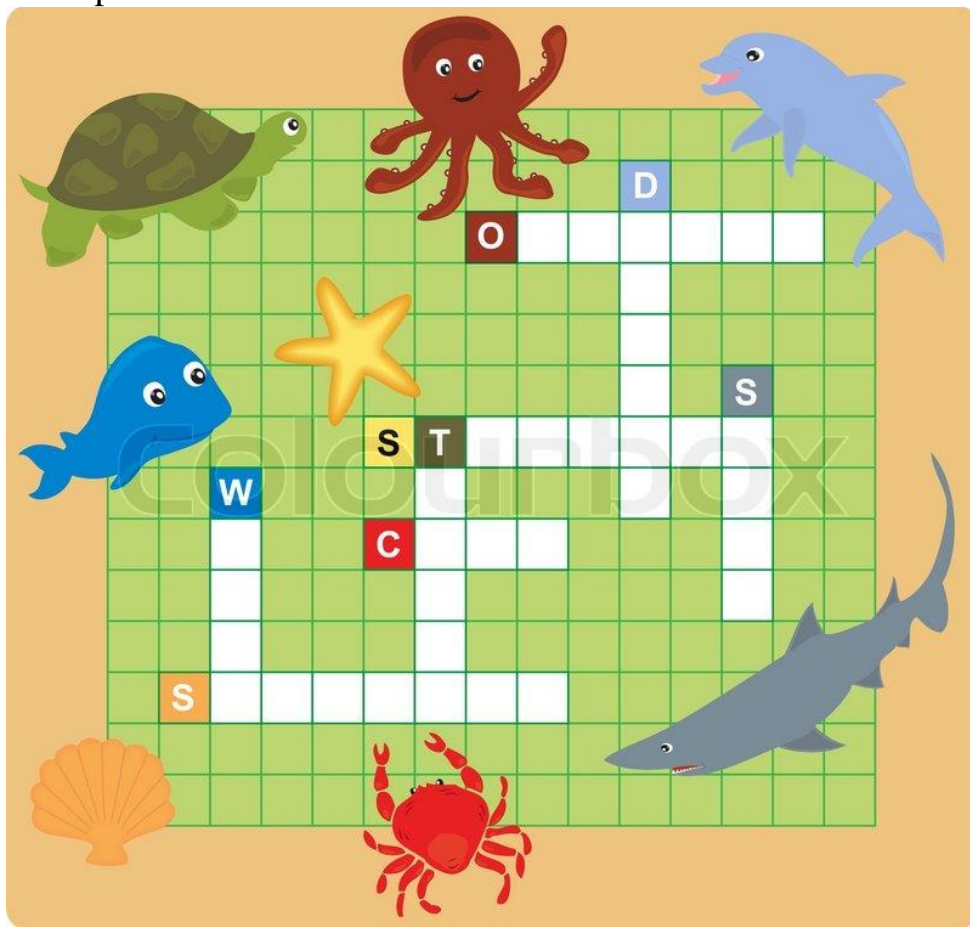
Answer the question:

1. Do you like travelling?
2. How do you usually travel? By train/bus/plane/car/ship?
3. Where did you travel last year?
4. Where are you planning to go this year?
5. What's the best place to visit in your country?
6. Have you ever been abroad?
7. What was the first foreign country you visited?
8. What country would like to visit?
9. Do you want to live abroad?

The theme of the lesson: At sea

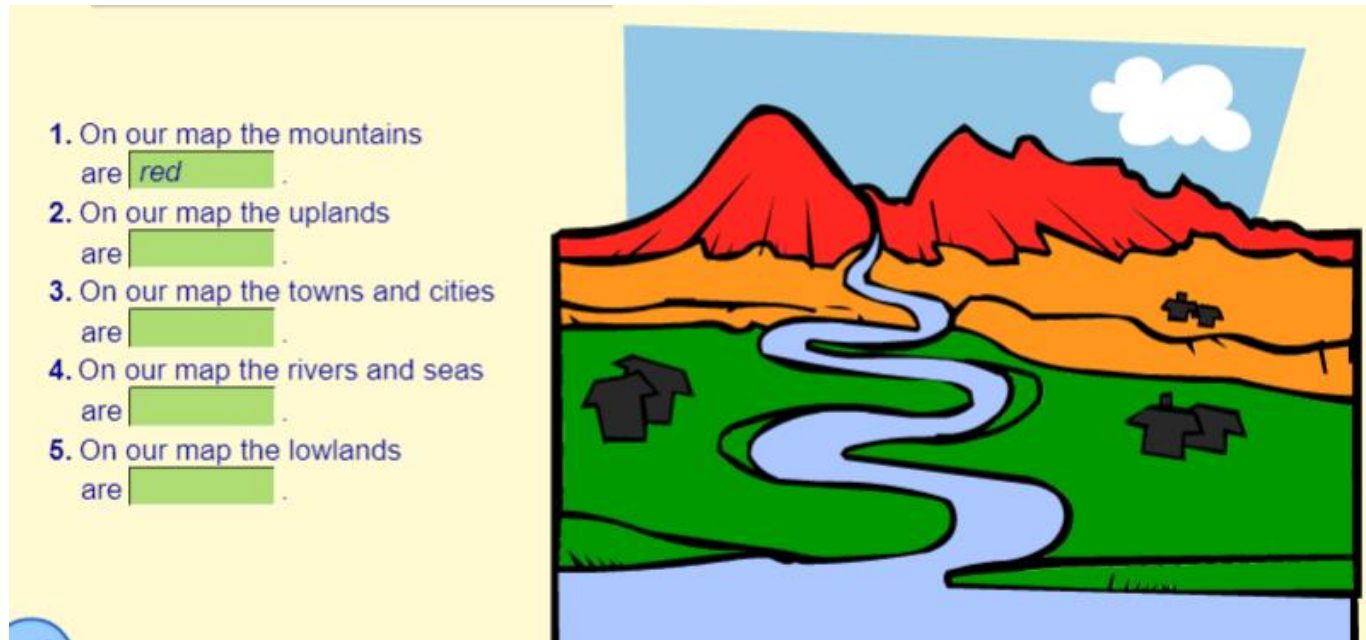
Task №1.

Solve a crossword puzzle with sea animals:



Task №2.

Fill in the blanks:



Task №3.

What color are they? Write.



Chapter VII. Art

The theme of the lesson: Music

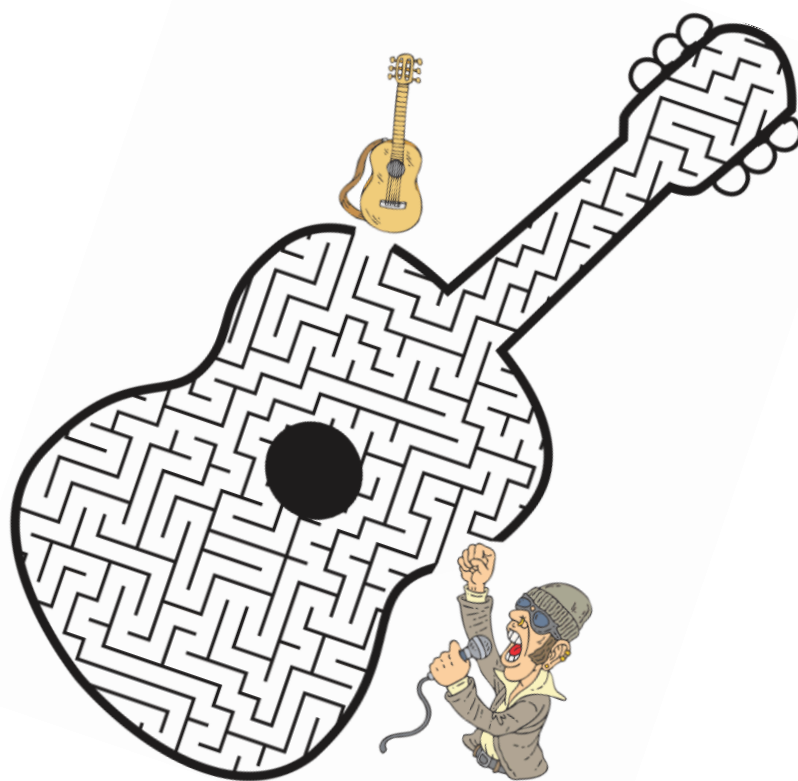
Task №1.

Correlate:

Kamazhay	<input type="text"/>	
Cossachok	<input type="text"/>	
Flamenco	<input type="text"/>	
Samba	<input type="text"/>	
Zorba	<input type="text"/>	

Task №2.

Play the game:



© www.PrintActivities.com

Task №3.



Play a Tune

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

ACCORDION
 BANJO
 CELLO
 CLARINET
 DRUM
 FLUTE
 GUITAR

HARMONICA
 HARP
 MARIMBA
 ORGAN
 PIANO
 RECORDER
 SAXOPHONE

TRIANGLE
 TRUMPET
 TUBA
 XYLOPHONE



The theme of the lesson: In the cinema

Task №1.

Insert the missing words:

She going to the cinema.

My friends quite like milk.

She really hates homework.

They singing songs.

Cats drinking milk.



Task №2.

Answer the question:

1. What is your favorite film?
2. Are there any kinds of films you dislike?
3. Do you usually watch films at home or at the cinema?
4. How often do you go to the cinema?
5. Who is your favorite actor or actress?
6. What was the last movie you saw?

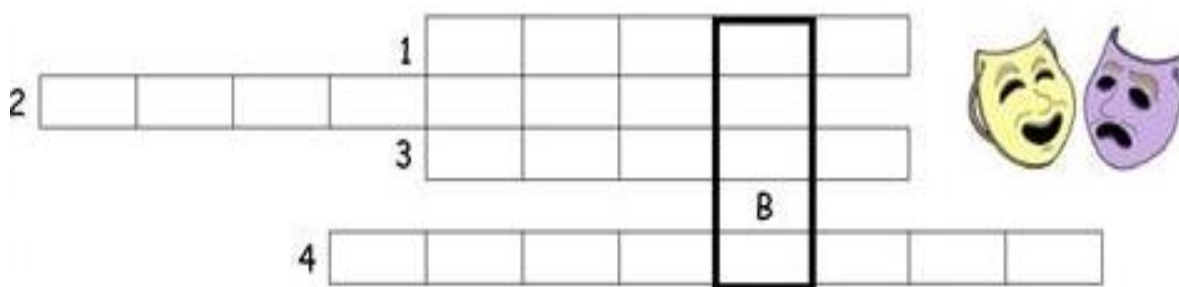
Task №3.

I _____ to the cinema yesterday			
a) go	b) goed	c) went	d) did go
Tom _____ very tired last week			
a) was	b) were	c) be	d) been
I _____ her in the shop yesterday.			
a) not saw	b) not seen	c) didn't see	d) didn't saw
We _____ a picnic last weekend.			
a) not had	b) not have	c) didn't had	d) didn't have

The theme of the lesson: In the theater

Task №1.

Write the words into the crossword:



1. The part of a theatre where actors, dancers, etc stand and move.
2. A short time between two parts of a play or concert.
3. A person who acts in plays, films or television programmes.
4. All the people who are watching or listening to a film, play, concert or the television.

Task №2.

Read the information and answer the questions:

Shakespeare's Globe Theatre has been recreated on the south bank of the River Thames in London, very close to the place where the original Globe Theatre was built in 1599. Many of William Shakespeare's plays were first produced in the Globe Theatre in the reign of Elizabeth I. The theatre was burnt down during a performance of *King Henry VIII*. The fire was started by an ember fired from a cannon used as a prop in the play into the thatched roof of the theatre.

1. Where can you find the Globe Theatre?
2. When was it built?
3. Whose plays were performed here?



Task №3.

Write what emotions shows actress:



The theme of the lesson: In the gallery

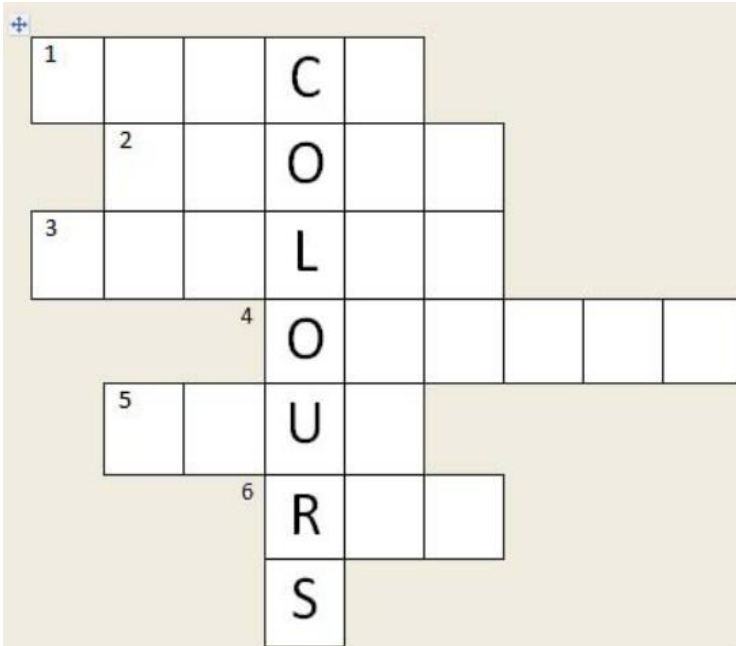
Task №1.

What is the name of the famous artist:



**SPPO
IKAL
AOBS**

Task №2.



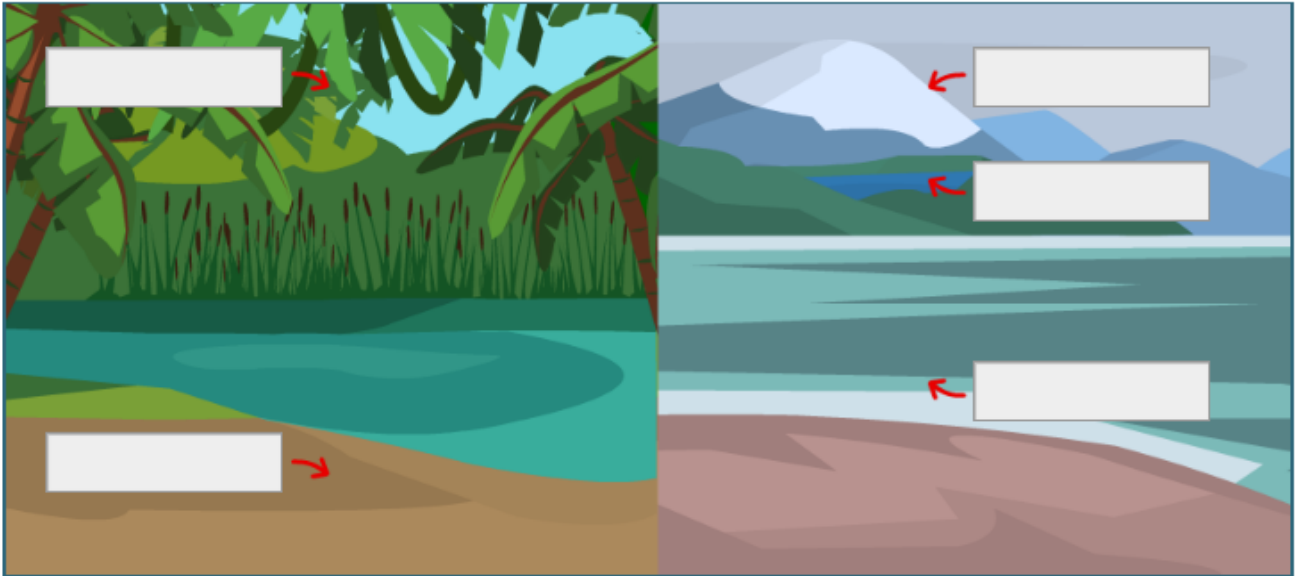
1. What colour is the night?
2. What colour is the bear?
3. What colour is the sun?
4. What colour is the juice?
5. What colour is the sky?
6. What colour is the apple?

Chapter VIII. Environment

The theme of the lesson: Young ecologist

Task №1.

Label the picture:



a lake

the mountains

the sea

the jungle

the ground

Task №2.

Read and choose the right word



Hello from the ! I'm in the rainforest. It's always very hot and here. It rains every day. Yesterday I went on a boat on the and I saw two . There are always a lot of monkeys in the . Sometimes there are spiders on the too.

jungle

river

ground

wet

crocodiles

trees

Task №3.

Read and choose the right word.



Hello again. I'm by the sea / forest now.
 It's cold here, and it's rainy / sunny and
 windy too, but it's beautiful. Look, there's
 a shop / lake over there. Can you see it?
 And there are a lot of mountains /
 countryside here. I climbed that
 mountain yesterday. It was difficult, but
 there were / are no spiders!

Task №4.
 Look and choose.



a crocodile

a rhino

a butterfly

a giraffe

a monkey

Task №5.
 Read and choose.



There's a monkey

the tree.

Now it's jumping

the tree.

Can you see it at the
bottom of the tree?



The giraffe's walking
slowly to the tree.

Now it's eating the
leaves at the .



There's a crocodile

the river.

He's swimming quickly.



I can see a big,
angry rhino,
and he's running

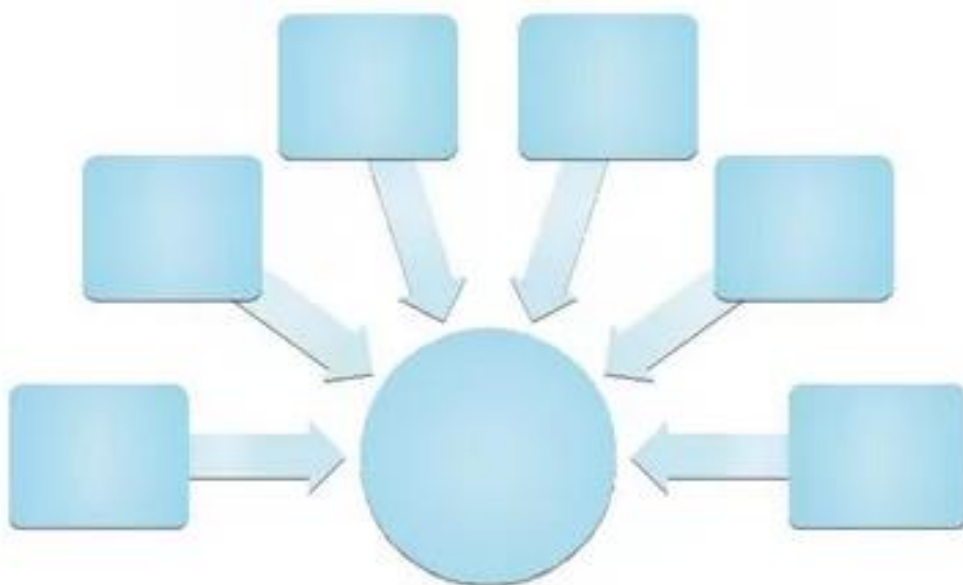
Ben!

after top under in into

The theme of the lesson: Air pollution

Task №1.

Fill the cluster about air pollution:



Task №2.

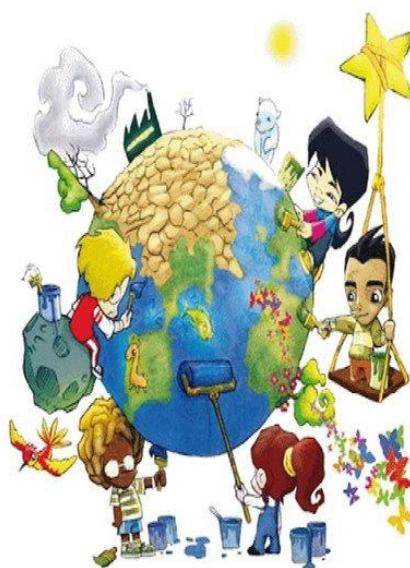
POLLUTION

There are lots of environmental problems nowadays, mainly because of pollution. It is the contamination of air, water and soil by different materials that interfere with human health and quality of life.

The emissions from industries and engines, including cars, are big causes of air pollution and simple things that we do at home, like using aerosols, have bad effects on the ozone layer, which protects life on Earth from ultraviolet radiation.

Water is also suffering from pollution by domestic, municipal and also industrial waste.

It is up to us to stop damaging the environment. We all should be environment friendly!



★ Answer the following questions.

1. What is the biggest enemy of the environment?
2. What are the causes of air pollution?
3. What's wrong with aerosols?
4. What is the function of the Ozone Layer?
5. Why is water suffering from pollution?
6. Why do you think we should all be environment friendly?



iSLCollective.com

★ Complete the sentences with Should/Shouldn't do to save the Earth.

SHOULD

SHOULDN'T

1. We _____ burn trees.
2. We _____ walk or ride a bike to school.
3. We _____ leave the tap running when we're brushing the teeth.
4. We _____ turn off the lights and the computer when we leave the room.
5. We _____ recycle waste paper, bottles and cans.
6. We _____ use aerosols.
7. We _____ use low energy light bulbs.
8. We _____ drop litter in the streets.



The theme of the lesson: Water pollution

Task №1.



Complete the sentences.

1. _____ is when we make nature dirty.
2. Air pollution _____ by smoke from _____ and cars.
3. Dirty air is _____ for our bodies, especially our lungs.
4. We need _____ to clean the dirty air.
5. Water pollution is caused when _____ and dirty liquids enter the lakes and the _____.
6. Water pollution can cause fish to _____ and can _____ our bodies, making us very sick.
7. _____ is caused when we throw _____ on the ground.
8. To _____ our environment, we need to _____ pollution.
9. People _____ stop cutting down trees and plant new trees.
10. Instead of throwing rubbish away, we _____ recycle it.

protect	die	trees
must	rubbish	pollution
is caused	should	stop
factories	sea	dangerous
poison	land pollution	rubbish

Task №2.

Pick examples:

Noise Pollution	<ul style="list-style-type: none"> • Factory Emissions • Wildfires and dust storms • Burning Fossil Fuels • Cars, Aeroplanes, Lorries etc • Volcanic Eruptions
Water Pollution	
Air Pollution	<ul style="list-style-type: none"> • Factories • Transport • Loud Music • Construction Works • Sirens and Alarms
	<ul style="list-style-type: none"> • Mining • Fertilisers from farming • Chemicals from Factories • Oil Spills • Untreated Sewage

Chapter IX. Great personality

The theme of the lesson: Ел мақтанышы - The pride of the country


Task №1.

Supplement the information


Name		
	Málaga in Spain	
Born on		Parents Born in
	father – José Ruiz Blasco mother – Maria Picasso López	
Education in	Madrid and Barcelona	Died on Travels
	October 1900, first visit to Paris – the artistic capital of the world	
City	April 1904, Picasso moved to Paris	Pablo Picasso 25 October 1881
	an artist; a painter, a sculptor	
Works of Art	'Guernica' 1937	Jobs
	8 April 1973	

Task №2.

Read the biography again. Mark the verbs in simple past time (Simple Past).



Mark Twain was the pseudonym of Samuel Langhorne Clemens. Mark was born on 30 November 1835 in the city of Florida in the state of Missouri in the USA. He was the sixth child in a big family. His parents' names were John Marshall and Jane Lampton Clemens. His father worked in a grocery store, he also practised law and he entered local politics. He was not very successful so the family was very poor. Mark was four when his family moved to Hannibal, on the west bank of the river Mississippi. Mark lived there happily when he was a child. Mark liked watching the big boats on the river and also different people who were there in the ports, for example the workers, sailors, etc.



Mark's father died when he was 11 years old. So the boy started to earn money to help his family. He worked as a delivery boy and grocery clerk after school or during holidays. He worked as a printer and then he asked the captain of a boat to teach him how to sail. He travelled as a sailor for four years. After that he started to work as a journalist. Mark Twain was an American humorist, writer and lecturer. He was very famous for his stories about adventures of young people, especially 'The Adventures of Tom Sawyer' and 'The Adventures of Huckleberry Finn'.

The theme of the lesson: Celebrities of the world

Task №1.

Correlate:

composer	<input checked="" type="radio"/>	Pablo Picasso
writer	<input checked="" type="radio"/>	Wolfgang Amadeus Mozart
painter	<input checked="" type="radio"/>	Mark Twain





Task №2.

Read. Choose the correct answer.

Mark Twain's Life



Real name

Born

Parents

Jobs

<input type="text" value="delivery boy"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Mark Twain was the pseudonym of Samuel Langhorne Clemens. Mark was born on 30 November 1835 in the city of Florida in the state of Missouri in the USA. He was the sixth child in a big family. His parents' names were John Marshall and Jane Lampton Clemens. His father worked in a grocery store, he also practised law and he entered local politics. He was not very successful so the family was very poor. Mark was four when his family moved to Hannibal, on the west bank of the river Mississippi. Mark lived there happily when he was a child. He liked watching the big boats on the river and also different people who were there in the ports, for example the workers, sailors, etc.

Mark's father died when he was eleven years old. So the boy started to earn money to help his family. He worked as a delivery boy and grocery clerk after school or during holidays. He worked as a printer and then he asked the captain of a boat to teach him how to sail. He travelled as a sailor for four years. After that he started to work as a journalist. Mark Twain was an American humorist, writer and lecturer. He was very famous for his stories about adventures of young people, especially 'The Adventures of Tom Sawyer' and 'The Adventures of Huckleberry Finn'.

Chapter X. Traditions and customs

The theme of the lesson: Meet guests

Task №1.

How do people usually celebrate birthdays?

They meet with their families and friends at home, and have a lot of fun. ☐

They go to the beach with their families and friends and swim together in the sea. ☐

They have birthday cakes with candles and the guests sing the 'Happy Birthday' song. ☐

They receive presents, eat, listen to music and dance. ☐

They have to give every person invited to the party a small present. ☐

They meet with their families and friends at home, community centres or in pubs. ☐

They meet with their families and friends and go together to the cinema. ☐



Task №2.


Complete the interrogative sentences.

▶ What do you usually give ?

▶ What do you usually to your party?

▶ Where do you usually your birthday ?

▶ Is there special in the way people birthdays in your country?



Task №3.

Arrange the questions and answers in the correct order.

What do you sing?

What presents do you usually get?

Is there anything special about your birthday or birthdays in your country?

What season of the year is it?

What do you usually do during a birthday party?

Who do you invite?

Where do you usually have your party?

When is your birthday?



All my friends and the whole family.

We play games, laugh, eat, listen to music and dance.

It's summer.

'Happy Birthday'.

At home - usually in the garden
it's always hot and it's great to play outside.

Toys, books and computer games.

In the evening we always go to watch fireworks
- after all, it's also Independence Day.

On the 4th of July.

The theme of the lesson: Heritage of ancestors

Task №1.

Look at the map and answer the questions.










Is there...? Yes, there is...
No, there isn't...

Are there...? Yes, there are...
No, there aren't...

1. Are there any rivers in Great Britain?
2. Are there any mountains in Great Britain?
3. Are there any lakes in Scotland?
4. Are there any big cities in Great Britain?

Task №2.

You know these flags? Fill in the blanks

	Poland	It is the <input type="text" value="Polish"/> flag. It is <input type="text" value="red"/> and <input type="text" value="white"/> .
	Spain	It is the <input type="text"/> flag. It is <input type="text"/> and <input type="text"/> .
	Germany	It is the <input type="text"/> flag. It is <input type="text"/> , <input type="text"/> and <input type="text"/> .
	Italy	It is the <input type="text"/> flag. It is <input type="text"/> , <input type="text"/> and <input type="text"/> .
	the USA	It is the <input type="text"/> flag. It is <input type="text"/> , <input type="text"/> and <input type="text"/> .
	France	It is the <input type="text"/> flag. It is <input type="text"/> , <input type="text"/> and <input type="text"/> .
	Russia	It is the <input type="text"/> flag. It is <input type="text"/> , <input type="text"/> and <input type="text"/> .

Task №3.

Make a sentence of these words.

1.
2.
3.
4.
5.
6.



England – London – Tower Bridge

The theme of the lesson: Traditional holiday

Task №1.

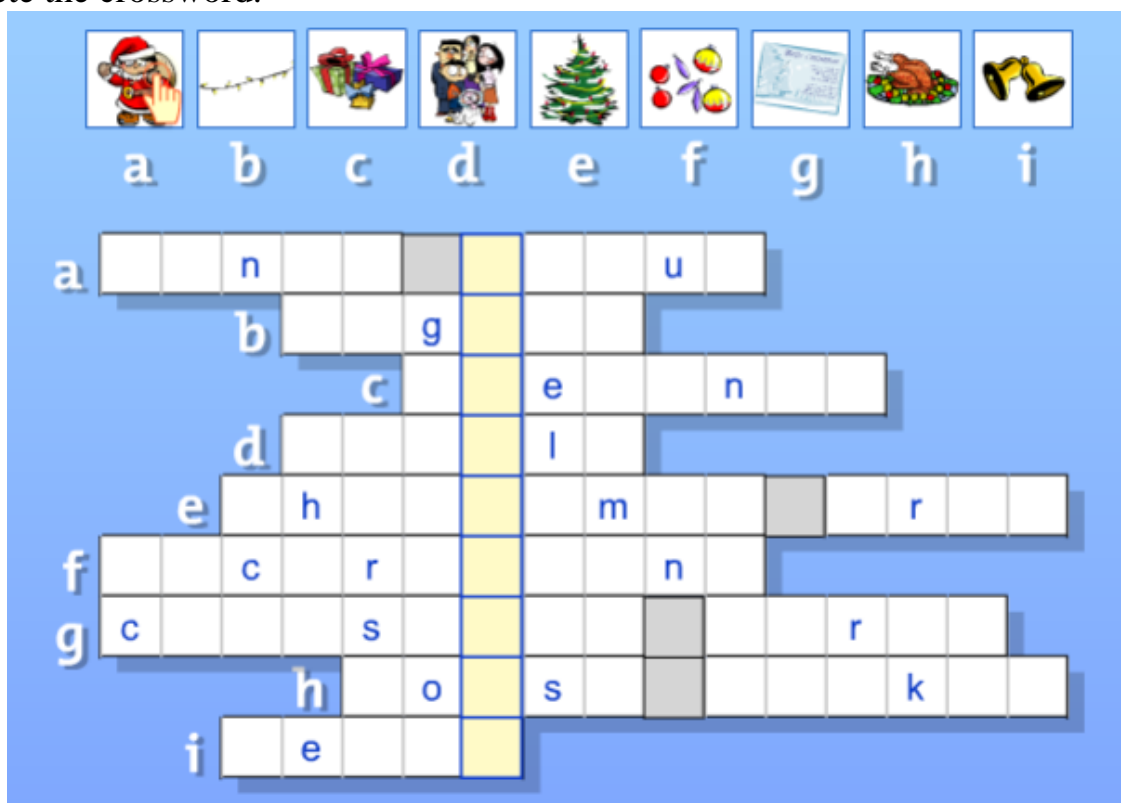
Make a sentence of these words.

1. time. wonderful is Christmas a
2. Claus of lots Santa with presents. comes
3. a We tree with of lots have decorations. Christmas
4. outside Some people houses with their decorate lights.
5. roast turkey. also We have



Task №2.

Complete the crossword.



Task №3.

Answer the question:



1. Kazakhstani people celebrate this holiday on the 22nd of March?
2. When do people of Kazakhstan celebrate the Day of Constitution?
3. Which holiday do people celebrate on the 22nd of September?
4. When do people of Kazakhstan celebrate the Independence Day?
5. Which holiday do we celebrate on the 9th of May?

**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ
«ӨРКЕНИЕТ» ҒЫЛЫМИ-ӘДІСТЕМЕЛІК ОРТАЛЫҒЫНЫҢ БАСПАСЫ
РЕСПУБЛИКА КАЗАХСТАН
ИЗДАТЕЛЬСТВО НАУЧНО-МЕТОДИЧЕСКОГО ЦЕНТРА «ӨРКЕНИЕТ»**



Электрондық почта: kabinet-2020@mail.ru

Байланыс телефоны:

87768438855

87051526879

87752577768

