**Mariia Kachurovska**

**Communicative Approach**

**To Teaching English**

**КОМУНІКАТИВНИЙ ПІДХІД ДО ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ**

**Затверджено методичною радою Гусятинського РМК**

**Протокол №1 від 27 січня 2016р.**

М.П. Качуровська. Комунікативний підхід до викладання англійської як другої іноземної мови. Посібник методичний. Гусятинський райметодкабінет

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 **ЗОШ І-ІІІ ст. с.Клювинці Гусятинського району**

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 **Затверджено методичною радою Гусятинського РМК**

**Протокол №1 від 27 січня 2016р.**

 У посібнику зібрані творчі ідеї, розробки уроків згідно комунікативно орієнтованої методики викладання, матеріали до уроків, позакласних заходів, завдання для контролю та самоконтролю, які допоможуть підвищити ефективність уроків та досягти результатів у викладанні англійської мови.

 Посібник виданий для полегшення роботи учителів англійської мови та удосконалення їхньої педагогічної майстерності згідно сучасних підходів до викладання іноземної мови у школі.

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1. **How to Praise Your Students**

 **Anyone who has observed a child learning to speak and recognize words knows that acquiring these skills takes time. What is the typical development process for recognizing,understanding, and producing language?**

**І. The Communicative Approach in English as a Foreign Language Teaching**

 This article refers to the way teachers can focus the teaching of the foreign language in the classroom in such a way that students can communicate in a conscious way, taking into account their real experiences. Here, the origin of the Communicative Approach as a combination of different methods is clearly explained, as such as the role of the teacher and the students in a communicative English as a Second Language class. The article also gives some examples of communicative activities that can be developed in a class from the communicative point of view.

 This digest will take a look at the communicative approach to the teaching of foreign languages. It is intended as an introduction to the communicative approach for teachers and teachers-in-training who want to provide opportunities in the classroom for their students to engage in real-life communication in the target language. Questions to be dealt with include what the communicative approach is, where it came from, and how teachers' and students' roles differ from the roles they play in other teaching approaches. Examples of exercises that can be used with a communicative approach are described, and sources of appropriate materials are provided.

**WHERE DOES COMMUNICATIVE LANGUAGE TEACHING COME FROM?**

 Its origins are many, insofar as one teaching methodology tends to influence the next. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audiolingual and grammar-translation methods of foreign language instruction.

They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

In the intervening years, the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has spawned different teaching methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching.

**WHAT IS COMMUNICATIVE LANGUAGE TEACHING?**

 Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Margie S. Berns, an expert in the field of communicative language teaching, writes in explaining Firth's view that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" (Berns, 1984, p. 5).

**WHAT ARE SOME EXAMPLES OF COMMUNICATIVE EXERCISES?**

 In a communicative classroom for beginners, the teacher might begin by passing out cards, each with a different name printed on it. The teacher then proceeds to model an exchange of introductions in the target language: "Guten Tag. Wieheissen Sie?" Reply: "Ich рeisse Wolfie," for example. Using a combination of the target language and gestures, the teacher conveys the task at hand, and gets the students to introduce themselves and ask their classmates for information. They are responding in German to a question in German. They do not know the answers beforehand, as they are each holding cards with their new identities written on them; hence, there is an authentic exchange of information.

 Later during the class, as a reinforcement listening exercise, the students might hear a recorded exchange between two German freshmen meeting each other for the first time at the gymnasium doors. Then the teacher might explain, in English, the differences among German greetings in various social situations. Finally, the teacher will explain some of the grammar points and structures used.

 The following exercise is taken from a 1987 workshop on communicative foreign language teaching, given for Delaware language teachers by Karen Willetts and Lynn Thompson of the Center for Applied Linguistics. The exercise, called "Eavesdropping," is aimed at advanced students.

"Instructions to students" Listen to a conversation somewhere in a public place and be prepared to answer, in the target language, some general questions about what was said.

1. Who was talking?

2. About how old were they?

3. Where were they when you eavesdropped?

4. What were they talking about?

5. What did they say?

6. Did they become aware that you were listening to them?

 The exercise puts students in a real-world listening situation where they must report information overheard. Most likely they have an opinion of the topic, and a class discussion could follow, in the target language, about their experiences and viewpoints.

 Communicative exercises such as this motivate the students by treating topics of their choice, at an appropriately challenging level.

Another exercise taken from the same source is for beginning students of Spanish. In "Listening for the Gist," students are placed in an everyday situation where they must listen to an authentic text.

 "Objective." Students listen to a passage to get general understanding of the topic or message.

 "Directions." Have students listen to the following announcement to decide what the speaker is promoting.

 "Passage" "Situacion ideal...[Servicio](http://www.monografias.com/trabajos14/verific-servicios/verific-servicios.shtml) de [transporte](http://www.monografias.com/trabajos/transporte/transporte.shtml) al Aeropuerto Internacional...Cuarenta y dos habitaciones de lujo, con [aire](http://www.monografias.com/trabajos/aire/aire.shtml) acondicionado...Elegante restaurante...de fama internacional."

(The announcement can be read by the teacher or played on tape.) Then ask students to circle the letter of the most appropriate answer on their copy, which consists of the following multiple-choice options:

* a taxi service
* b. a [hotel](http://www.viajeros.com/hoteles)
* c. an airport
* d. a restaurant

 Gunter Gerngross, an English teacher in Austria, gives an example of how he makes his lessons more communicative. He cites a widely used textbook that shows English children having a pet show. "Even when learners act out this scene creatively and enthusiastically, they do not reach the depth of involvement that is almost tangible when they act out a short text that presents a family conflict revolving round the question of whether the children should be allowed to have a pet or not" (Gerngross & Puchta, 1984, p. 92). He continues to say that the communicative approach "puts great emphasis on listening, which implies an active will to try to understand others. This is one of the hardest tasks to achieve because the children are used to listening to the teacher but not to their peers. There are no quick, set recipes.

**HOW DO THE ROLES OF THE TEACHER AND STUDENT CHANGE IN**

**COMMUNICATIVE LANGUAGE TEACHING?**

 Teachers in communicative classrooms will find themselves talking less and listening more - becoming active facilitators of their students' learning (Larsen-Freeman, 1986). The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or [monitor](http://www.monografias.com/trabajos5/losperif/losperif2.shtml#moni). A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

 Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 1986).

**ІІ. Helpful Ideas to Make Your Teaching Effective**

**TEA PARTY**

 «FOOD»

 I use it with my students to practice expressing likes and dislikes in food and Present Simple structures (general, special questions, etc.). It’s better to use the activity in the second half of the lesson (it takes about twenty minutes) as it isn’t so high-impact and brings some relaxation. And I guess it’s the best to use it as a kind of summary on Present Simple and food.

 The activity is divided into four stages (separate activities): interviewing, organizing the information, writing a report, reporting.

First you divide the class into pairs and ask them to interview each other. You may organize the interview like ‘Tea party’, that is seat pairs in two circles facing each other, give time to interview each other, then one circle moves to change partners and so on. The interviewers are given special cards like the following:

Do you like ….?

How often do you eat ….?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Like | dislike | often | sometimes |
| Apples |  |  |  |  |
| Pizza  |  |  |  |  |
| Ice cream  |  |  |  |  |
| Soup  |  |  |  |  |
| Rice  |  |  |  |  |
| Vegetable salad |  |  |  |  |

 The teacher instructs the interviewers to put ticks in appropriate columns according to the answers. After the interview is over, the next stage begins. The students work in pairs, they organize the information (count the number of people who like/dislike this or that food, etc.)

 The next stage is working in groups of four, two pairs get together. Their task now is to choose a secretary to write a report on the information they have (e.g. Four people like apples. Three people don’t like apples. etc.), and the speaker who will present the information later.

 Next, two or more groups read their reports; the other groups listen and compare.

For homework children may do a similar task interviewing their relatives (mums, dads, brothers, sisters, grandparents). They may, as well, be asked to do only one stage, e.g. only writing or only interviewing.

 You can adapt this kind of activity to different levels choosing the structures and the language you want to practice. For example, for quite small learners you can use the structure ‘Have you got ….?’ and the topic ‘toys’. Besides, the last two stages (writing and reading) may be changed, too. Students can make posters instead, and then present them (it’ll be a kind of project). This activity is useful and entertaining.

**The song “Chocolate Cake”**

 Тhe song “Chocolate cake” is good for 2nd, 3rd grade students. It’s quite simple and easy for young learners and it’s great fun too. You don’t need a lot of materials, just a couple of pictures with different foods (chicken, rice, peas, blackcurrant, or chocolate cake). The song is very helpful while learning about likes and dislikes in food. It is suitable for 2nd grade students (and possibly higher) as it doesn’t contain any difficult language and has a lot of repetitive set structures which are easy for children to memorize. The song has a strong rhythm and is rather emotional so the students learn and sing it with pleasure. You can find this song on learnenglish.kids@britishcousil, there’s also some extra activity for this song which could be used for homework.

 Before singing the song for the first time, it’s good to pre-teach your students some vocabulary and structures. First of all show the pictures of foods (chicken, rice, peas, blackcurrant, chocolate cake) and practice pronouncing them. Then you can chant the whole lines, e.g. “Chicken rice and peas, chicken rice and peas” or “Blackcurrant juice, blackcurrant juice”. Your next step is to review or teach the structure “I like. You like.” You also need to teach phrases like “Yummy, yummy”, “Put it in my tummy”, “Hands up”. It would be good here to use gestures and mimics (e.g. show your tummy or raise your hand) and encourage students to repeat them while chanting the phrases. After learning the necessary vocabulary and phrases, you let the class listen to the whole song to get the general idea. Don’t discourage if some students try to sing some lines, it means they have already learned something. Then play the song part by part, again and again giving all the students the opportunity to lean the song. Moreover, encourage your students to use gestures while singing and you’ll have a traditional song with actions, which is much more fun, it involves and excites. In the end the teacher may ask the students to speak about the foods they like or don’t like, e.g. Teacher: I like rice. And you? Student: I like chicken.

 Young learners like this song as it is lively, emotional and entertaining. I usually let my students stand up when they sing, sometimes they make a circle, in general, I want them to feel free while singing, and there should always be some change, some movement here. This way even the children who are shy or find English difficult learn something and participate.

 You can change this song adding some more foods and changing the lines, e.g. instead of “chicken rice and peas” you can sing “tomatoes fish and chips” etc. A teacher can ask students about the foods they like and then they can edit the song together. It’ll be much more interesting and the students will feel involved and somehow proud to be making the song themselves. Besides this way you develop your students’ imagination and creativity. The song is for quite young learners mainly because of its simple language and structures. Older learners may find it a bit boring as there are lots of repetitions.

**Chocolate cake**

Chicken rice and peas, chicken rice and peas

Chicken rice and peas, chicken rice and peas

Chicken rice and peas, chicken rice and peas

Hands up who likes chicken rice and peas



Yummy yummy yummy

Put it in my tummy

I like, you like, chicken rice and peas.

Chicken rice and peas, Chicken rice and peas

Hands up who likes chicken rice and peas

Yummy yummy yummy

Put it in my tummy

I like, you like, chicken rice and peas.

 Chicken rice and peas, chicken rice and peas

Hands up who likes chicken rice and peas

Yummy yummy yummy

Put it in my tummy

I like, you like, chicken rice and peas.

Blackcurrant juice, blackcurrant juice ….

Chocolate cake, chocolate cake ….

**STONEHENGE Group work “Experts and detectives”**

 **T**: Now you’re going to work in groups. We’ll have two groups: ‘Detectives’ and ‘Experts’. ‘Detectives’, you are investigating about the phases of the construction of Stonehenge. So make questions to ask the ‘Experts’ about these stages. ‘Experts’, you are to read some information about the stages of Stonehenge’s construction, analyze it and answer the ‘Detectives’ questions.

 **Three phases of the construction of Stonehenge**

Stonehenge itself is not actually just one monument that most of us are familiar with. Stonehenge consists of three separate phases; the earliest dating back to around 3100 B.C. Stonehenge is composed of earthworks that surround a circular pattern of large standing stones.  The surrounding circular earth bank and a ditch, which constitute the earliest phase of the monument, have been dated to about 3100 BC

 The first monument consisted of a circular bank and a ditch, it was about   360 ft in diameter with an entrance to the north east and a smaller one to the south.  It stood in open grassland on a slightly sloping but
not especially remarkable spot. The builders placed the bones of deer and oxen at the bottom of the ditch as well as some tools. This first stage is dated to around 3100 BC after which the ditch began to silt up naturally.

 2ndPhase
There is basically nothing left that is visible from the second phase. But there are a large number of postholes which lend evidence to a large wooden or timber structure built on this site during the early 3rd millennium BC. The postholes are around 16 inches in diameter and are much less regularly spaced. Fragments of unburnt human bones as well as cremated remains and pottery were found in the ditch. Stonehenge is therefore interpreted as a cemetery of that time, the earliest known cremation cemetery in the British Isles. Burials continued at Stonehenge for at least another 500 years.

3rdPhase
Around 2600 BC the timber was upgraded to stone and the image of Stonehenge as we know it now was born. There is much debate about how humans could have transported and lifted these stones into place during this time. There is also debate over where exactly the stones came from. Although it seems evident that many people took great care to build these structures and made sure to build them there. Why there?

Possible questions

1. When was the first phase?
2. Was the first Stonehenge made of stone?
3. What was the Stonehenge of the second phase made of?
4. How do we know about it?
5. When was the last Stonehenge built?
6. What was the second Stonehenge used for?
7. Were all the Stonehenges the same size?

Possible answers

1. It was in around 3000 BC.
2. No, it wasn’t. There was only a ditch with two banks at that time.
3. It was made of wood.
4. There are a number of postholes around Stonehenge now, that’s why we can say that there was a large wooden or timber structure here long ago.
5. It was built around 2600 BC.
6. Scientists found a lot of bone fragments on this site so they think it was used as a cemetery at that time.
7. No, they weren’t. They were all of different size.

**Jig-saw reading**

 T: Now we go on with our work. We’ll deal with the structure of Stonehenge. Everybody of you has the colour. Please, yellows, come here and make a group, you’ll work together now, greens, take your seats here, and reds will work at this table. Read and analyze the given information, try to remember as much as possible and be ready to share this information with your home group later. And finally you should make short stories about the structure of Stonehenge with your home group and present them. So choose the person who will present the information.

(Students work in ‘colour’ groups then go back to their home group and share the information. Then groups make short stories about the structure of Stonehenge and present them)

**Jig-saw reading (Texts)**

**Group 1(the yellows)**

 Stonehenge is one of the most popular myths in the world, which is located in Wiltshire, England, on Salisbury Plain.

It is the most mysterious symbol of Britain, which went through the history of this country giving it a special charm of mystery and admiration.

In fact, it’s a massive construction consisting of several different sections built at different times.

The most ancient part is a ditch with two banks- outer and inner- built in around 3010 BC. Now it’s not so visible enough. The next, and the most important part, is the stone circles, actually, there are two circles – outer and inner. Each circle has two rings.

**Group 2 (the greens)**

 The biggest outer ring is called "The **Sarsen Circle**", it has 30 stones. Each stone is believed to represent one day of the lunar month. This circle is called the Sarsen Circle because of the type of natural sandstones called Sarsen.

The second ring is called the **Bluestone Circle**. There are 59 stones here. These blue stones are much smaller than the Sarsen Circle, although they can still weigh up to 4 tons each! The bluestones are a type of rock which gets blue when wet, and hence the nickname "bluestones."

The inner smaller circle also has two rings. The **Trilithons** ring has ten Sarsen Stones which are in the shape of a huge horseshoe. These stones are up to 20 feet tall and weigh nearly 50 tons each. Trilithon means "three stones" in Greek. Inside the Trilithon horseshoe there is the smaller horseshoe of 19 bluestones.

**Group 3 (the reds)**

 Apart from these stone structures, which stand in groups, there are also two key single stones at Stonehenge that have great importance.

In the middle of this huge structure there is a large stone called **the Altar Stone**. The Altar Stone is over 16 feet in length and almost 4 feet wide and, it lies on the ground. It was probably used for religious and ritual purposes.

Finally, there is the **Heel Stone**. On the first day of summer, the Sun can be seen to rise over the Heel Stone when you look from the center of the monument! This 16 foot Sarsen stone is located 150 feet outside the Circles on the next part which is called the **Avenue.** The Avenue is 3 kilometers long and goes to the river Avon.Stonehenge has two entrances: the main which faces the east and the smaller southern entrance.

Sentence auction

T: I’m going to read you some sentences. If you think the sentence is correct you buy it, if not then you don’t. But be attentive and quick because the more sentences you buy, the more points your group will get. So let’s start.

1. Stonehenge was started by Stone Age people.
2. The outer circle is as big as the inner circle.
3. The Altar Stone is in the middle.
4. Stonehenge has three main parts: the ditch, the circles and the heel stone.
5. The Heel Stone is in the big circle.
6. The second Stonehenge was wooden.
7. One of the legends says that Stonehenge looks like some giants working in a circle.
8. We surely know why Stonehenge was built.
9. It might have been a burial site.
10. These ancient people could use a wheel to transport the stones.

**ІІІ. Active Teaching –Active Learning**

 **Let’s go to the Country!**

Конспект уроку англійської мови

 ( як другої іноземної мови) у 5 клас

 ***Мета уроку***

***Освітня*:** вчити учнів вживати лексику, пов’язану з сільським життям; Практикувати у вживанні Present Simple тa Present Continuous Tenses; Активізувати вживання питальних та заперечних речень у Present Continuous**. *Мовна*:** Спонукати учнів до вільного мовлення у мовленнєвих ситуаціях, наближених до реальних**.**

***Практична*:** Тренувати у запитуванні інформації та передаванні отриманої інформації.

***Розвивальна*:** Розвивати комунікативні вміння учнів; заохочувати до спілкування та співпраці в групі, в парі; формувати вміння бачити позитив у світі довкола.

***Обладнання:*** Smart Board**,** додатки до уроку, комп’ютер, диски із записом текстів для аудіювання, дитячі долоні, вирізані з кольорового паперу, постер, маркери, квіти, виготовлені з паперу із завданнями для пантоміми.

**Хід уроку**

**І. Початок уроку**

**I. Greeting**

-Good Morning to you!

What a fine morning!

I’m glad to see you!

-Good Morning to you!

It’s a fine morning!

We are glad to see you too!

Teacher: Dear pupils! Let me introduce our guests. They are English teachers of our region. Let’s greet them!

Today we continue our topic “let’s go to the country!”.

We’ll do a lot of various activities which will develop your speaking, listening, reading and writing skills.

 I want to start our English lesson with a surprise! The matter is, we have got an invitation from the village of Wiltshire!!! Bob and Kath invite us to visit them in Wiltshire. So, we are going to the country! Are we ready for the trip?

Let’s check it!

--

**II-Фонетична вправа**

Listen to the sounds and say if it is a country sound or a town sound.

*Sounds, CD2, Tr.45*

**ІІ.** **основна частина уроку**

**1. warming-up**

* **Assoсiations**

T: and now, what do you associate the word “Kluvyntsi” with?

P*: make associations*

T: You know we must be ready for our trip to the village of Wiltshire. What do you expect to see there?

*P: name the words*

* **I-CAN-DO-GAME**

T: I’m sure; there are a lot of activities we can do in the country. So what can we do here, in our village?

Try to complete the puzzles and you will be able to answer this question.

*Ps. make puzzles and answer: I can…*

T: And what do you think, can the children do in the village of Wiltshire?

*-They can…*

* **Writing**

Pupils get cut-up hands

Write on each finger the main activities you like doing in the country.

*I like going fishing.*

*I like picking flowers.*

 ***Ps: make the poster “My favourite activities”***

(Go fishing, pick flowers, feed animals, have fun, swim in the river, work no the fun, eat apples, play football, help in the shed, ride a bike skate, draw a picture… )

* **Singing**

**T**: Now I see you are really ready for the trip! Let’s go to the village of Wiltshire!

*Ps: sing a song “Leaving town “CD-2 ,Tr.48*

**2. Listening and Speaking (CD-2 Tr.41)**

* **Pre-listening-activity**

 **Role Play: phone call**

T: speaks on the mobile

T: we have excellent news: the Jacksons are going to the village of Wiltshire too. So your friends Lisa, Emma, Terry and Sam will be there too. I wonder, are they ready for the trip? We will check it. Listen to the story and complete the table.

* **Listening to the text ( CD-2 Tr.41)**

 Під час слухання учні заповнюють табличку в парах в межах групи.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Tiger** | **Emma** | **Lisa** | **Sam** | **Terry** | **Mr.****Jackson** | **Mrs.****Jackson** |
| ***closing******the door*** |  |  |  |  |  |  |  |
| ***opening*** ***the window*** |  |  |  |  |  |  |  |
| ***feeding Tiger*** |  |  |  |  |  |  |  |
| ***sitting*** ***on the wall*** |  |  |  |  |  |  |  |
| ***sending messages*** |  |  |  |  |  |  |  |
| ***saying goodbye*** |  |  |  |  |  |  |  |

**T: Are you ready? Let’s check it.**

Завдання для груп:

* *1) Are the Jacksons ready for the trip? P. make sentences****.***
* 2) Oops, sorry, but my table is not completed. Can you help me, please! What is Sam doing?

Sam is feeding tiger. ….

* *3****)*** *I would like to compare our results! Is Sam sitting on the wall?*

*-No, he isn’t…..*

* **Chinese Whispers**

T: Our next activity is the game Chinese Whispers. You know this game, don’t you? So, we need 3 volunteers. I’m sorry, but you have to go out, please.

The class listens to the story and completes the table.

P1. Tells the story to the pupil 2.

P2. Tells the story to the pupil 3.

T: Listen to Ivan’s story attentively and count how many differences are there in their stories.

P3. Tells the story to the class.

T**: Let’s** compare what is different at Ivan’s story and at Halia’s story.

*PPP: Sam isn’t playing computer. He is working in the farm.*

**3. Speaking and Practicing Grammar**

* **Watching video**

**T**: Our next activity is pantomime (dumb show). We’ll guess what somebody is doing.

But first you‘ll watch the video and learn how to ask about it.

*P: watch video*

* **Pantomime-Play**

 T: We have such magic flowers in our classroom! Now choose a flower for yourself. Read the task and make the dumb show. Pupils must guess what you are doing now.

*-Are you helping in the shed? -Yes, I’m./ no, I’m not.*

Один учень демонструє гру на клас, дальше продовжують гру в групах.

 **4. Reading and Writing**

* **Pre-reading task**

T: we have got the E-mails here but they were confused. I think, you are the right people to complete them.

* **Reading**

Each group gets an E-mail and completes it.

T: read your E-mails aloud please to make sure everything works

*Groups read their texts.*

* **Writing**

Teacher: I think it would be great to answer your E-mails. You have got e-mails and now you must complete them. Use the Present Continuous. Work in groups, please!

Групи отримують текст з пропусками і продовжують його.

T: put your e-mails into the mail-box and I’ll check them later.

 **ІІІ. Закінчення уроку**

* Yourhometask for the next lesson is to write your own e-mail to your friend about your life in the country. Open your daybooks please, and write for tomorrow. Send your messages on my e-mail: kamari40@meta.ua, please. You can see the address on the Smart Board.
* Pupils get their notes.
	1. Summing – up
* **Speaking in a form of relaxation**

 **Web-net “We want to be happy “**

T: stand up in a cycle, please. I held up a ball of string in my hand. We’ll throw it and share with the group what we are doing to feel happy in this wonderful world.

So, we have created a giant web. This web represents our happiness here at school, at home, in our village, in our country Ukraine, on our planet the Earth. Everyone and everything within it is interconnected. And we’ll be happy when the others feel happy too.

P1,P2,P3 let go of your string. What happens to the Web? What happens to us? How do you feel?( Sad, bad,unhappy, disgusting, awful )

 Remember, dear pupils,: When someone is unhappy , the others we’ll be unhappy too.

Thank you for your active work, positive mood and just be happy!

**Пори року. Захист проекту**

**Урок англійської у 5 класі**

Мета уроку : Узагальнити та систематизувати знання, вмiння i навики учнiв по темi. Закiнчити роботу над проектом «Пори року» та провести захист проекту. Розвивати комунікативні вміння учнів.

Обладнання: Магнiтофон, касети, снiжинки, осiннє листя, дидактичний матерiaл, постери «Пори року»

Хiд уроку

**1.»Занурення» в тему уроку**

**Teacher**: Everybody likes spring. Look, it is a lovely day today! Spring is the best season of the year! It is my favorite season and I hope – yours too, because everybody likes spring. Isn’t it?

P.1: I do not think so. My favorite season is summer.

P.2: I agree with P.1 , because I like winter.

**Teacher**: So, now I see :”*Tastes differ”*

* Repeat this English proverb!
* Learn it by head!
* Do you know some more English proverbs about season?
* Everything is good in its season.
* One swallow does not make summer.
* An apple a day keeps the doctor away.
1. ***Фонетична вправа***

Say after me!

I scream, you scream,

We all scream for ice-cream!

Little Bill, sit still!

Sit still, little Bill!

***3. Захист проекту***

So, we have got 4 groups in today’s lesson. Your home task was to present Project “Season”. This was your plan:

1. Presentation
2. Song, Poems, Rhymes
3. Activity for class

 **Group 1**

We are “Bonfire”, because our favorite season is autumn. This is our poster “Autumn”.

 This is a season

When days are cool,

When we eat apples

And go to school.

 Autumn begins after summer. The autumn months are: September, October and November. The weather is fine, but it is chilly. The sky is grey. It is cloudy. There are many leaves in the garden. We make a bonfire and fly kite. In September we go to school. Autumn is my favorite season.

Autumn

Red leaves, yellow leaves,

Orange and brown,

The leaves is on the trees.

The leaves are all around.

Brown leaves, orange leaves,

Yellow and gold,

The leaves are on the ground.

Now the leaves are very old.

Orange leaves, yellow leaves,

Gold and red.

The leaves are on the bonfire,

The bonfire’s gold and red.

**Autumn activity**

Make autumn words with your leaves!

***Now let’s make a classroom display of your work***.

**Group2**

We are “Snowflakes” because we like winter.

Winter, winter, winter

The snow is falling,

The wind is blowing,

The house is white

All day and all night.

Winter

It’s very cold

With snow and ice,

But we’re very happy,

 Winter is nice.

Snowballs are fun

With snow on the ground.

We’ve got new ice skates

For the ice all around.

Look at the snowman

With his funny round head.

He’s got two black eyes

And his nose is red.

It’s very cold

With snow and ice,

But we’re very happy,

 Winter is nice.

But we’re very happy,

 Winter is nice.

Winter begins after autumn. The winter months are December, January and February. The weather is very fine. It is cold but it is snowing. The snow is white. The sky is cloudy. It is windy. We can sledge, make a snowman, ski and skate. The boys like to play hockey and snowballs.

**Winter activity**

Match your partner’s snowflakes with winter words!

***And now, stick your snowflakes on the window in our classroom***!

**Group 3**

Our name is “Rainbow” because our favorite season is spring. This is our poster.

Spring

Let’s dance,

Let’s sing,

Here’s the spring.

Let’s jump,

Let’s run,

 Here’s the sun.

Sun and rain,

 Let’s dance and sing,

I can see a rainbow,

Here is the spring.

March, April and May are spring months. Spring comes in March. The weather is fine. The sky is blue. The sun shines. It is not very cold or very hot. It is cool. There are many flowers in spring. It often rains. We can see a rainbow in the sky. We can play football in the spring. We like spring very much.

**Spring activity**

Can you match a word to a picture? Try do it!

***What words have you got? Display your chicks on the window in our classroom***!

**Group 4**

**We are “Beach”** because we like summer.

**Summer**

The sun is yellow,

 The sky is blue.

 Now it’s summer,

And the holydays too!

We play on the beach,

We swim in the sea.

There are boats and surfboards,

For my friends and me.

We sleep in a tent,

We have picnics in the sun.

We ride in the park.

And we have great fun.

The sun is yellow,

 The sky is blue.

 Now it’s summer,

And the holydays too!

Now it’s summer,

And the holydays too!

 Poems ,rhymes

June, July and August are summer months. The trees are green. We see many flowers. The sky is blue. It is hot. It is not windy. I like summer because we can play football and ride a bike. We can swim and lay in the sun. We can make a picnic in the forest. We play on the beach. We have got boats and surfboards. We can sleep in a tent.

 **Summer activity**

Make the summer flower! Match the summer words!

***What have you got? Make the classroom display of the flowers on the window!***

4.Пiдсумки , оцiнювання

Домашнє завдання***: Write an email to your friend about your favourite season***

**Accidents and Disasters**

( pre-intermediate level)

**The subject of the lesson: “Accidents and Disasters”**

Teaching Aims:

-to revise lexis on the topic;

-to improve listening comprehension skills;

-to motivate the pupils in sharing their own opinions and views on the topic.

Developing Aims:

-to develop listening skills;

-to develop the pupils’ collective communicative skills;

-to develop pupils’ memory, logical thinking, quick reaction.

Upbringing Aims:

-to develop in pupils culture of being careful as to the accidents in order to avoid them;

-to develop in pupils knowledge of survival techniques in the case of a disaster.

Visual Aids:

-copies for evaluating themselves;

-a set of posters;

-a Power Point Presentation;

-worksheets.

Procedure of the Lesson:

1. Preliminaries of the Lesson.
2. The Main Part of the Lesson:

Today we are going to talk about a very serious and quite complicated problem-accidents and disasters. We live in the world full of wonders. Unfortunately, tragedies are a frequent phenomenon nowadays. They are everywhere around us. They happen every day all over the world.

The list of tragedies is long but we only have mentioned the best well known.

However, why do these tragedies happen? How can we cope with them or prevent them? Let us discuss it during our lesson. During our lesson we’ll revise lexis on the topic, we’ll talk about the causes of the accidents and disasters, then you will work together and in groups telling your stories, asking and answering questions, dramatizing situations, etc.

But before we start I want you to look at the copies on your desks. You will see three questions and a chart on this copy. At the end of the lesson you should answer the questions about difficulties at the lesson and your impressions of the lesson and fill in the chart to evaluate your work. During our lesson tomorrow we’ll discuss your answers and compare my marks and yours.

So, let’s start.

**WARMING UP:** There are natural disasters and those caused by man, which we call accidents. Let us brainstorm and revise the vocabulary-what kinds of disasters and accidents do we know?

**Brainstorming**

The teacher says/shows a word or a picture and the students should say/write the first five things that come to their mind, without thinking or hesitating. This is a pretty good exercise for vocabulary and speaking/defending opinions. It can be a race and there will be a first, second, and third place winner. The students just raise their hands or shout out when they are finished and then the whole class has to stop.

Here is how they might respond: *fire*-strong, fire-fighter, danger, dangerous, wind, water; *broken leg*-plaster, hospital, street, bike crash, pain, hurt, etc.

**Disasters**

**The presentation (4 students present the slides about natural disasters)**

Therefore, we see that life is dangerous. Various disasters cause great destruction and cause a lot of personal and economical hardships. Please, look at the board and complete the sentences (after presentation): - What disaster is being described in each of these sentences?

1. In 2005 New Orleans, a large southern port of the USA was destroyed by the Katrina \_\_\_. (hurricane)
2. In spring, many countries suffer from \_\_ (floods) when the ice on the rivers begins to melt.
3. It lifted the car about ten feet off the ground and then it disappeared down the street. \_\_\_ (tornado)
4. It was about two meters deep and we watched as our furniture just floated away.\_\_(flood)
5. The grass turned yellow and most of the crops died.\_\_\_\_ (drought)
6. The walls began to move visibly and large cracks opened up in the ground. \_\_(earthquake)
7. We could see the lava slowly advancing towards the town ten miles away.\_\_\_ (volcano eruption)

Thank you very much-you were brilliant. Here is one more task for you.

**Survival Techniques**

You agree with me that the main point is HOW TO PROTECT PEOPLE’S LIVES during a quake or any other natural disasters. Do you know what to do during a flood or a hurricane?

**Match the incidents with the survival techniques mentioned. Then discuss in pairs as in the example:** try not to move, cover nose and mouth with a damp cloth, light a fire, use a mirror to reflect the sun’s rays, let off flares, get rid of heavy clothes, stay close to the floor, keep head covered from the sun, keep warm, jump up and down to improve your blood circulation, go to the highest level of the building, use a whistle to signal your position, turn off electricity to prevent electrocution

|  |  |
| --- | --- |
| Fire | cover nose and mouth with a damp cloth |
| lost in the desert |  |
| trapped in debris |  |
| lost in snowy mountains |  |
| flood |  |

e.g.A. What would you do if you were trapped in a fire? B. I would cover my nose and mouth with a damp cloth.

**Complete the Worksheet *(What would you and you friend do in the case of*** ***emergency)*.** Write about yourself and about one of your friends; then say it aloud and see whether your friend agrees with you or not. For example: During an earthquake I would go outside; I think Julia would get under the bed.-Julia: you are right/wrong because I would go outside too, etc.

|  |  |  |
| --- | --- | --- |
| ***Questions*** | ***You*** | ***Classmates*** |
| What would you do during an earthquake? |  |  |
| Where would you go during a volcanic eruption? |  |  |
| What wouldn’t you do during a flood? |  |  |
| Would you stay inside during an earthquake? |  |  |
| What would you do during a train crash on a bridge? |  |  |

Well, you know what to do in different situations. Thank you for your excellent work!

Now we continue our lesson working in groups. Here is one more task for you.

**Drawing a map**

You are 2 groups of experts who have the task to make up a map of the most dangerous places in the town of Terebovlia (you need to show on a map where different disasters happened). In turn, pick up a sheet of paper and read what is written on it (ex. in my picture there is a hurricane near school #2; in my picture there is a tornado near the railway station”, etc.), then the other members of the group should find the object on the map and very quickly draw the disaster. (10 pictures).

You were quite good at this kind of work.

**Accidents**

Fortunately, it is not likely that many of us will actually experience an earthquake or a hurricane. Still, there are many different kinds of emergency situations. And nowI propose that you to watch one of them, which is called the Car Accident Police Investigation.

Improving Speaking Skills:

The prompts are on the conversational cards (on the blackboard), the students use them in their answers.

**A Car Accident Police Investigation**

**(**a policeman, a doctor, a reporter, 10 witnesses)

Three students (a reporter, a policeman and a doctor) were given scripts about the car accident police investigation to study for their home task. The rest of the students are the witnesses. They have to help the police find the guilty person by asking questions in order to get more information about the accident. Each of the students has got a short text with a certain role and the prompts on it. They should use as many words on the topic as they can. The reporter and the policeman start telling the story, stop in the middle and then suggest that other students help in the investigation.

**Newspaper reporter:**

 Good evening—my name is \_\_\_\_. I am speaking to you live from our studios in Kyiv in order to bring you an important news update. Today, at around 5 o’clock, there was a tragic car accident. Three cars ran into each other on their way to a circus, but thankfully there have been no injuries. The police are on their way to the accident as we speak, and they want to find the person responsible. I have just been informed that our camera crew has arrived at the scene—what you are seeing now is live footage of the investigation.

 (after investigation) Hello again. As you saw, the investigation has finally been finished. George, the secret driver of the yellow car, was arrested. However, the monkey and the clown are still dangerous—people all over the city are reporting hurt ankles, candy in their ears, and pie in their noses. We urge you to be calm, and not to go outside. What will happen to the crazy clown and monkey? Tune in tomorrow for our exciting update!

**Policeman script:**

 My name is Mr. Green and I’m the policeman in charge of this accident. There were three cars in the accident—the first car was yellow, the second car was green, and the third car was red. I’m looking for the driver of the yellow car, who I think is responsible for the entire car crash. You’re going to help me—you have five minutes to interview each other and find the guilty person (the students are filling in the chart asking each other questions -2 minutes).

All right! Your time is finished—now the doctor has some questions to ask you, so listen up!

 Thank you Doctor. I have some questions for you now. A secret witness told me that the guilty person was hurt in the car accident. So, if you are hurt, stand up!

Good—the secret witness also told me that the guilty person was wearing a hat. (If you aren’t wearing a hat, sit down.)

 Good—the secret witness also told me that the guilty person said they were in the café. (If you weren’t in the café, sit down.)

Good—last, the secret witness told me that the guilty person has a hurt ankle. (If you don’t have a hurt ankle, sit down.)

Hmm…which of these two people do you think was the guilty person?

**Doctor:**

 My name is Mr. Sheen and I’m the doctor. I want to know if everyone is ok. Please, will one person tell me who has a hurt ankle? And will someone else tell me who has a hurt nose? And finally, tell me please, who has candy in their ears? Thank you very much. You should all be ok, as long as you don’t eat the candy and keep the pie out of your eyes.

|  |  |  |
| --- | --- | --- |
| **What is your name?** | **Where were you when the accident happened?** | **Are you ok?** |
| Monkey |  |  |
| Jim |  |  |
| Christina |  |  |
| Alex |  |  |
| Kara |  |  |
| George |  |  |
| Sofia |  |  |
| Mark |  |  |
| Sally |  |  |
| Clown |  |  |

**Characters**

*Who are you*? Your name is Sally. *Where were you when the accident happened*? You were walking to school. *Are you hurt?* Yes-you have candy in your ears.

*Who are you?* Your name is Jim. *Where were you when the accident happened?* You were in the red car. *Are you hurt?* Yes-you have candy in your ears.

*Who are you?* Your name is George. *Where were you when the accident happened?* You were with Alex in the cafe. *Are you hurt?* Yes-you hurt your ankle. You slipped on a banana!

*Who are you?* Your name is Sofia. *Where were you when the accident happened?* You were walking to school *Are you hurt?* Yes-you hurt your ankle. You slipped on a banana!

*Who are you?* Your name is Kara. *Where were you when the accident happened?* You were in the red car with Jim. *Are you hurt?* Yes-you have candy in your ears.

*Who are you?* Your name is Mark. *Where were you when the accident happened?* You were in the café with Alex. *Are you hurt?* Yes-you have a hurt nose. You went to see the accident, and a clown hit you in the face with a pie.

*Who are you?* Your name is Alex. *Where were you when the accident happened?* You were in the café with Mark. *Are you hurt?* Yes-you hurt your ankle. You went outside to see the accident, and slipped on a banana!

*Who are you?* Your name is Christina. *Where were you when the accident happened?* You were walking to school *Are you hurt?* Yes-you have a hurt nose. A clown hit you in the face with a pie.

*Who are you?* You are a monkey. *Where were you when the accident happened?* You were in a green car, talking with the Clown.

*Are you hurt?* Yes-you have a hurt nose. The Clown hit you in the face with a pie. *Who are you?* You are a clown. *Where were you when the accident happened?* You were in a green car talking with Monkey. *Are you ok?* No-Monkey put candy in your ears. You can’t hear very well.

Thanks a lot- that was great! Our next activity is called

**Survival of the fittest**

The idea is that the students have survived a ship wreck and are stranded on a leaky lifeboat. Unfortunately, there is not enough space for all of them. Every hour one person has to be thrown out. The game is played by having the students sit in a circle. They have with them on the boat anything they may have in their school bag, as well as their own personal skills and qualities. They must go around and say why they should stay in the boat (ex. I know how to navigate using the stars, or I don’t weigh much, so it makes no sense to throw me out). After you have gone around the circle, the students have a chance to vote one person out. Then it begins again, but the catch is that no one can repeat a reason that has been used in a previous round. This makes for some pretty interesting reasons to stay in! Also, students who notice that they are about to be voted out can try and convince the class that the skill they mentioned was really important or try and persuade them that someone else's reason was less valid.

**There are people of 5 different professions:** the teachers, doctors, clowns, cooks, policemen.They discuss and decide what profession is the most important and the least important and who should be thrown out.

**Conversational Cards**

**Who are you?** I am a cook. **Why are you important?** I am important because I can prepare tasty and healthy meals. When people are hungry, I know how to cook them all kinds of food. **Why should you be on the lifeboat?** I should be on the lifeboat because I know how to cook—I can help prepare tasty meals that are good for our bodies and keep us all healthy. **How old are you?** I am only 18 years old—working on this ship was my very first job. I want to live a long life, and my friends, family, and girlfriend will be said if I do not get on this lifeboat. I am so young!

**Who are you?** I am a policeman. **Why are you important?** I am important because I am strong and fit, and I know how to protect people. When someone is in danger, I am trained to help them. I also have a gun. **Why should you be on the lifeboat?** I should be on the lifeboat because I am fit, and because I can tell people what they should and should not do. Because I know a lot about the law, if people become unhappy with each other, I can solve their problems fairly. I am strong and courageous, and will help everyone to survive. **How old are you?** I am 50 years old.

**Who are you?** I am a teacher. **Why are you important?** I am important because I can teach every subject, and people can learn about important topics from me. **Why should you be on the lifeboat?** I should be on the lifeboat because only I know all the information about different subjects—without me, the people on the lifeboat will forget their studies and become fools. Also, I am the head teacher at my school and teach over 300 students a week. The students love me, and if I don’t get back to the school, there is no one else who can teach my lessons. **How old are you?** I am 33 years old.

**Who are you?** I am a doctor. **Why are you important?** I am important because I have lots of pills in my bag, and I know how to help sick people. I have been a doctor for 25 years, and know how to cure almost every type of illness. **Why should you be on the lifeboat?** I should be on the lifeboat because I am intelligent and if anyone gets sick I can help them to become healthy. Also, I have a wife and 10 children waiting for me at home. If I don’t get on the lifeboat, then I will never see my family again, and it will be difficult for them to live without me. **How old are you?** I am 65 years old

**Who are you?** I am a clown. **Why are you important?** I am important because I can make people laugh when they are sad, and help them to be happy and not worry. I am also the most famous clown the whole world—on the ship, it was my job to entertain Presidents, Kings, and Queens. **Why should you be on the lifeboat?** I should be on the lifeboat because I am friendly and funny, and people will be happier and less worried if I am with them. Also, I know a little at navigation—before I became a clown, I was in the military.

 **How old are you?** I am 33 years old.

You were quite good at this kind of work. Thank you a lot. Our next activity is called

**An Emergency Kit**

**Do you know what things do we need to be prepared in a case of emergency?** Imagine you are experts. Your task is to complete the First Aid Kit. In front of you, there are different things. Choose among them those which are necessary for a First Aid Kit (bandage, pills, cotton balls, iodine, drops…), and one by one say why it is important and drop it into the Kit.

But to be the real rescuers, I think we need more things in case of different accidents. Now I will give you the stripes of paper with some more items which might be necessary in a case of emergency. What do we have here? I think we need these things**:**

**Whistle:** can be used to attract attention, to make noise, to scare off animals/scary people, to play music, etc… **Axe:** can be used to cut ropes, to cut trees, to scare off animals/scary people, to throw at something, etc… **Flashlight (Torch):** can be used to make light, to hit scary animals/people, to signal to someone, to scare someone, etc. **Knife:** can be used to cut food, to cut rope, to cut clothes, to cut trees, to scare off animals/scary people, etc… **Tent:** can be used to sleep in, to put your things in, to hide in, to sit on, etc…

**Fire extinguisher:** can be used to put out fires, to spray at scary animals/scary people, to signal to someone, etc… **Mobile Phone:** can be used to call for help, to throw at scary people, as a flashlight, to make funny noises, etc… **Compass:** can be used to find your direction, to find someone else, etc… **Binoculars:** can be used to see far away things, to look for people/animals, to examine something, etc… **First aid kit:** can be used to treat sickness, to help other people, as a raft in a river,etc…

Now, working in groups of 4, you should decide which five things are the most important (15 seconds). – Let’s see what you have chosen (**the Tree of Ideas**)

Thank you a lot. Tragedies happen every day. Therefore, there are different Rescue Services in every city. Many people want to be rescuers. Our town Rescue Service is looking for strong, brave and clever rescuers. I know that all of you would like to help people. So, the Rescue Service has prepared a task for you. If you cope with it, you can work as rescuers. You must use the objects you have chosen to save people who survived a plane crash. So, how can a whistle be used to help people in a plane crash, a knife, a tent, etc.

You have coped with this task very well. I am sure that you can now work as rescuers and, with such clever rescuers working for the Rescue Service, people will definitely feel safe.

**A game “What is going on?”**

**Listening Comprehension (**Make up a story according to the sounds) **-** the students listen to two girls talking on the phone about an accident which happened yesterday evening; the beginning of the story is provided, but the end is missing:

*Dialogue*

Sally: Julia! You will never believe what happened! I just got out of the hospital and had to call and tell you. Julia: Why were you in the hospital!? Are you ok? Sally: Yes, yes I’m fine. Yesterday, when I was walking home from school, I saw two cars driving by. One of the cars was a Rolls-Royce and the driver was driving slowly and carefully. Julia: What about the second car?

Sally: The second car was a Ford and a really cute boy was driving it. He was looking at me, and he wasn’t driving very carefully. Julia: I guess you were wearing a short skirt as usual. Sally: Of course, I was wearing a short skirt. Julia: And what happened then? Sally: He didn’t see the Rolls-Royce, and then something crazy happened...I don’t remember exactly what, but the next thing I know, I’m in the hospital. Julia: But don’t you remember anything? Sally: I remember there was a dog…and a cat! And maybe traffic lights…oh I don’t know. Can you help me? Listen to the sounds my phone recorded during the accident—maybe you can figure out what really happened!

Now, please, listen to the sounds the girl’s telephone recorded (The students listen to the sounds: the meowing of the cat, the barking of the dog, the scratching of the brakes, the woman’s scream, the bang of the heels, and the siren of the police car). The students should understand what might have happened, and make up an ending to the story (the teacher can cut the printed story into the stripes and students choose the stripes and put them in order).

A possible variant of *A sound story*

Use the following words: car crash; to slam the brakes; to injure; to cream; to collide; to arrest.

1. The dog saw a cat who was sitting on the opposite corner.
2. The dog didn’t like the cat so he began to bark, and ran after the cat.
3. The cat began to run away from the dog across the street.
4. A young man was driving in a car but he didn’t see the cat in time, because he was looking at the girl.
5. He slammed on the brakes at last moment and the cat stopped just 2 inches from the cat.
6. The Englishman who was behind him in a Rolls-Royce slowed down but it was too late.
7. He crashed into the first car with the young man.
8. The girl started to scream.
9. She ran away to call a doctor, someone called the police.
10. The police arrived in a few minutes.
11. The cars were damaged, the glass was broken.
12. The Englishman was injured and taken to the hospital.
13. The young man was arrested but the cat was happy he wasn’t killed even though he has nine lives.

**A computer quiz**

(There are 2 teams. The computer chooses the team who begins; the first team chooses the number. There are 15 numbers-15questions and 3 answers to each question. The team should choose one answer; if it is correct, the team can choose another question; if it is incorrect, the opposite team can choose a question.)

 **Summary of the Lesson:**

So, our lesson is going to be over in a few minutes. You have some time to answer the questions on the copies and fill in the chart.

You’ve worked hard today. You’ve revised the lexis; you were quite good at telling the stories, asking and answering the questions, and at working in groups as a whole.

I’m satisfied with your work and answers during the lesson. All of you have received excellent marks.

Your home task: to continue working in groups and make up dialogues to the stories.

**At the end of the lesson students are asked to answer the following questions:**

1) Have you completed all of the tasks which were mentioned at the beginning of the lesson?

2) What did you like when you were doing the activity?

3) What difficulties did you have?

Then the students are offered to evaluate their work and to fill in the chart:

|  |  |  |
| --- | --- | --- |
| **№** | **Evaluation** | **Points (0-3)** |
| **1.** | **I worked hard in the group -** |  |
| **2.** | **I suggested good ideas, and they were accepted -** |  |
| **3.** | **I helped other members of the group -** |  |
| **4.** | **I generalized ideas of other members of the group and encouraged my classmates-** |  |
|  | **Total** | **(0-12)** |

**IV. Have a nice time after classes!**

**What a Wonderful World!**

**Розважальна програма**

* Hello, dear teachers, guests and school friends! We are glad to greet you here!
* Our business and worries

Keep us in a hurry.

We run and run

All day and night,

But often it’s time

To stop for a while,

To say: thank you, life,

For friends and fun,

For the bright sun in the sky.

* You are welcome to a very exiting amusing performance “What a wonderful world”. We are going to associate it with family, friends, human feelings, such as: love, kindness, happiness and the wonderful world around us. Are you ready? Let’s start!
1. *The clowns dance for your!*
* By the way, do you remember a poem about the wonderful world? We have learnt it at our English lesson last week?
* Oh dear! I remember only some lines:

 “I see trees of green, red roses too,

I see them bloom for me and you”…

I’m sorry, but I don’t remember the whole poem.

* You don’t remember it because you are staying indoors and playing computer games all the time. Let’s go to the park today in the afternoon and you’ll see “ skies of blue and clouds of white…”
* OK, OK ! I remember:

“The colours of the rainbow so pretty in the sky

are also on the faces of people going by”.

 Thank you, Inna. Let’s meet in the park at 5.

* *2) OK ,V.Mulska and V.Svystun sing for you “Nobody wants to be lonely”*
* Everybody wants to feel happy. And the pupils too. But we have a lot of hometasks every day. From Monday to Friday all we do is reading books, writing exercises, doing sums… I miss my holidays so much! Oh, long live holidays!!!
* Yes, you are right! Millions of pupils dream about having no hometasks any more. But all of us want to get good education. Don’t we?
* That’s right! And?...
* And, If you study well, don’t miss lessons, do your homework properly, you will know a lot. Your life will be interesting. You will choose a job you like, you will visit many countries, you will see wonders of the world, communicate with new people. Knowledge will open this world for you. Study well, love your school and your teachers and of course, you will be happy.
* There are a lot of things, which help us feel happier even doing hard work. Such as: friends, music, hobbies, love, cooperative work and so on.
* Good- better –the best

Work newer rest

Till good is better and better is the best

* Things are getting better now

For me today, I must say.

Now I’ll climb the highest mountain,

I’ll swim the deepest sea,

I’ll walk along the longest road,

If you, my friends, come along with me.

I’ll paint the finest picture

For all the world to see,

That I’ve found the secret:

I’m happy to be me!

* *3) “The more we sing together” Pupils of the 6-th form present you a song.*
* Imagine there is no Heaven

 It’s easy if you try.

 No hell below us,

 Above us – only sky.

* It isn’t hard to do

 Nothing to kill or die for.

 Imagine all the people

 Living life in peace…

* It’s interesting to know, what will you do, if you could change the world?
* it’s a very complicated question, I must say. But I know who is able to answer it.

*The poem “If I could change the way things are” receives the pupil of the 6-th form*

* Uber allen Gipfeln ist Ruh.

In allen Wipfeln

Spurest du kaum einen Hauch.

 Die Voglein schweigen im Walde…

 Warte nur, balde ruhest du auch…

Oh, it’s very lovely. Everybody knows it is Goethe, the German poet. He was a great nature lover. He was inspired by nature and has created many masterpieces.

* And when we talk about music, I’m sure everybody knows the popular songs of Beatles. The Beatles opened a new era in the history of modern music. Their songs are very sophisticated, intellectual and profound.
* *4) the song “Yesterday” , performed by O.Vovk.*
* Do you believe in Wonder?
* Yes, of course! I think only boring and unhappy people don’t believe in it. When I was a little girl, I had my favourite fairy tale. Guess what fairy tale it was.
* Oh, it’s an easy task. All girls like tales about Princes and Princesses.
* *5) You are right! “7 dwarfs and a Snow White” perform for you to make you happy.*
* I wonder, how do you understand the word “happiness” ?
* I think, happiness is the only good.

 And we have to understand,

 The time to be happy is now,

 The place to be happy is here,

 The way to be happy is to make others so,

* Now I know a secret of happiness: At least once a day make an effort to make someone else happy or make them laugh. If you give these things to others, you’ll be in better position to receive them.
* 6*) Y. Halabitska sings about the best feelings in the song Romeo and Juliette*

Звучить мелодія «My Bonnie is over the ocean”

* Do you like this pleasant melody?
* Oh, it’s my favourite one. “My Bonnie is over the ocean” is a traditional Scottish folk song. It may have its origin in the history of Charles Edward Steward commonly known as Bonnie Prince Charlie.
* 7*) My Bonnie is over the ocean” performed by pupils of the 8-th Form.*
* Have you ever walked at night?
* No, I haven’t. I’m scared of darkness
* Do you really believe in Ghosts?
* Just a little. You know, sometimes it is so…
* Don’t be afraid of it! A lot of funny mysterious things make us happy too.
* Keep you eyes and ears open and travel with us into the magic world of ghost.
* Enjoy the performance of our school drama club “House ghosts”
* 8) “House ghosts”
* Love is something what makes people happy. It’s a very great feeling. As for you, what does love mean?
* Love means respect for each other. It makes people kinder, more beautiful. My mum says :”No one is perfect until you fall in love with them”.
* “Life is a love, enjoy it,” - said Mother Maria-Teresa.
* And she followed:”Life is a song, sing it till the end”. You know, my hobby is singing and I imagine my life like a beautiful song. That’s why I want to present a lovely song for you.
* Beauty lies in love’s eyes
* Yeh, it seems there is nothing simpler than love and at the same time, there is nothing more complicated than love.
* Everybody feels love to somebody but it is hard to explain what love is.
* Try to say what the feelings mean and you will see that the words are poor and cover only a part of the whole. Life is full of love but nobody can see that.
* The pupils of the 6-th form are very friendly and often express their fillings with the help of songs
* *10 ) they sing the song “Skidamarrink”for you*
* Various people prefer various music: some are fond of folk music or rock concerts others enjoy jazz or R&B. “Tastes differ”, you know.
* But whether we like it or not, classical music is the most sophisticated
* Music is inseparable part of our life
* Music is everywhere:

In the birds of the air,

In the hum of the honeybee,

In the song of the breeze.

as it shivers the trees,

Music is hear, filling our ear.

* And moreover “life without music would be a mistake”

11) *The song performed by Maria Yasonkiv and Maria Trudoruda, the 9-th form.*

* I wonder, what do you do when you feel happy?
* Oh, a lot of things. I sing, dance, jump, run, smile, laugh.
* Good. It’s as in a popular action children’s song.
* You have a good opportunity to sing along and do the actions too.
* *12) “If you are happy and you know it”*
* And now it’s time to say thank you, dear friends, for your coming!
* We wish you…

Live each day to the fullest

* Get the most from each hour, each day and each year of your life

Then you can look forward with confidence and back without regrets

* Be yourself but be your best self

Dare to be different and follow your own star

* And don’t be afraid to be happy

Enjoy what is beautiful

* Love with all your heart and soul

Believe, that those you love, love you

* The moment of absolute never arrives
* And above all remember ,

 that God helps those that help themselves.

* Act, as if everything depends upon you
* And pray, as if everything depends upon God
* This world is really wonderful and I know for sure: we are the right people to be happy.

*13) The final song “What a wonderful World”*

**Thanksgiving Day Celebration**

**Becky:**

The year has turned its circle,

The seasons come and go.

The harvest is all gathered in

And chilly north winds blow.

**Tom:**

Orchards have shared their treasures,

The fields their yellow grain,

So open wide the doorway –

Thanksgiving comes again!

**Becky:** Dear teachers, students and guests, you are welcome to our party. People all over the world like holidays. So do people in the USA. Today is a very important day for all the Americans. It is Thanksgiving Day.

**Tom:** This holiday is celebrated on the fourth Thursday in November to recall the goodness of god in blessing the Pilgrims with their good harvest.

*(12 pupils appear with letters in their hands.)*

T – is for turkey steaming golden on each table.

H – is for harvest gathered into barn and stable

A – is for autumn hues we marvel each year

N – is for neighbors, friends and families we hold dear

K – is for kindness and blessing that we know

S – is for smiles that greet us everywhere we go

G – is for golden grain and pumpkins in the field

I – is for Indians who shared the Pilgrims yield

V – is for vision of a land of liberty

I – is for immigrants who made the dream reality

N – is for all natural wonders – sky and birds and flowers

G – is for gratitude for all the bounty, that is ours

D – is for deer, dogs and ducks – gifts of creation

A – is for all, each and everyone

Y – is for you and your family and friends and for everything we have been.

**Tom:** I understood that Thanksgiving is a very important holiday, but I want to know how it all began, Becky.

**Becky:** I will help you, Tom. Let’s open our Magic book of the US history and find the answers. *(they open the book to the sounds of music).* It began in 1620. some religious people in England began to question the beliefs of the English church and wanted to separate it.

Scene 1.

**Pilgrim 1**: I say, ladies and gentlemen, I can’t understand our king.

**Pilgrim 2**: You are right, Mr. Brown. Just listen. He doesn’t allow worshiping our own way.

**Pilgrim 3:** He denies the right to separate from the established church.

**Pilgrim 4:** Let’s leave this country for the new land. I’m sure only there we’ll find real freedom.

**Pilgrim 5:** Oh, my God, but we have to sail across the Atlantic Ocean then it is so rough and deep.

**Pilgrim 1:** Right you are, Mrs. James. It will be a dangerous voyage.

**Pilgrim 2**: I know, but, gentlemen, we’ll be free there!

**Pilgrim 3:** But where shall we get a ship?

**Pilgrim 4:** That’s good question.

**Pilgrim 5:** I’ll try to help, gentlemen. My cousin Peter has got a wonderful ship named the Mayflower. I think he will help us, but we will have to pay him.

**Pilgrim 1**: Then talk to him, Mr. James.

*(The Pilgrims disappear)*

**Tom:** So, they got a ship and were ready to start the voyage. More than 100 people sailed across the Atlantic Ocean to settle in the New World. They left their fiends, families and sweethearts.

*(A song “My Bonnie”)*

My Bonnie lies over the ocean

My Bonnie lies over the sea

My Bonnie lies over the ocean

Oh bring back my Bonnie to me

REFRAIN:

Bring back, bring back

Bring back my Bonnie to me, to me

Bring back, bring back

Bring back my Bonnie to me

Last night as I lay on my pillow

Last night as I lay on my bed

Last night as I lay on my pillow

I dreamt that my Bonnie was dead

REFRAIN

Oh blow the winds o'er the ocean

And blow the winds o'er the sea

Oh blow the winds o'er the ocean

And bring back my Bonnie to me

REFRAIN

**Becky:** For seven long weeks the Mayflower sailed through the storms of the Atlantic Ocean. The Pilgrims were tired, weak, hungry and ill. At last they saw the land. It was North America.

**Student 1.**

The Pilgrims came across the sea,

And never thought of you and me;

And yet it's very strange the way

We think of them Thanksgiving day.

**Student 2**

We tell their story, old and true

Of how they sailed across the blue,

And found a new land to be free

And built their homes quite near the sea.

**Student 3**

Every child knows well the tale

Of how they bravely turned the sail

And journeyed many a day and night,

To worship God as they thought right.

*(Indian camp. The Indians and their Chief are sitting near the fire. An Indian comes)*

**Indian 1.** Hi! We’ve brought some strange news.

**Chief:** Say, Fast Deer!

**Indian 2**. We saw some strange people. They are white and weak.

**Chief**: White? It’s impossible. What elsr have you noticed about them?

**Indian 1**: They have made a camp. And it seems to me that they lack food.

**Indian 2:** Yes, some of them look very hungry and weak.

**Chief:** are you sure, that they are not going to fight, Cunning Fox?

**Indian 3**: Yes, I’m sure, Bold eagle. Then they need our help.

**Shaman**: Don’t listen to them, Bold Eagle. White people are dangerous!

**Indian 4**: Do you want to say that they are dark spirits?

**Indian 3:** They cannot be spirits! They are human beings! And they look exhausted!

**Chief:** Listen to me, tribe! I think that the words of Fast Deer make sense. We should send our women to bring them our vegetables and fruits.

**Indian 1:** And I think we should teach them to hunt.

**Chief:** Your words are very clever. We should help people who need it.

*(Indians go away)*

**Tom:** The first winter was terrible, for nearly half of the people died of starvation and illnesses. March brought warm weather an hope. They survived due to the help of friendly Indians.

**Becky:** Indians taught them how to plant seeds to have better harvest, how to tap maple trees for sap, how to fish, to hunt and to survive in America.

**Tom:** In 1621 they had the first harvest and it was rather good. So they decided to celebrate it.

**Pilgrim:** It’s time to give thanks! Welcome all the members of Plymouth Colony/

**Governor:** Let’s join our hearts in a special pray and thank Lord for the good harvest and a happy year in a new country.

*(A song “We gather together”)*

We gather together to ask the Lord’s blessing;

He chastens and hastens His will to make known;

The wicked oppressing now cease from distressing;

Sing praises to His Name; He forgets not His own.

Beside us to guide us, our God with us joining,

Ordaining, maintaining His kingdom divine;

So from the beginning the fight we were winning;

Thou, Lord, were at our side, all glory be Thine!

We all do extol Thee, Thou Leader triumphant,

And pray that Thou still our Defender will be;

Let Thy congregation escape tribulation;

Thy Name be ever praised! O Lord, make us free!

*(Indians appear)*

**Chief:** Hi, white-skinned brothers! Thank you for inviting us. We are happy to take part in your holiday dinner.

**Governor:** And we would like to thank you. You helped us to survive. You saved us, our red-skinned brothers! Let’s thank for everything together!

**Pilgrim 2.**

For the hay and the corn and the wheat that is reaped,

For the labor well done, and the barns that are heaped,

For the sun and the dew and the sweet honeycomb,

For the rose and the song and the harvest brought home -

Thanksgiving! Thanksgiving!

**Indian 2.**

For the trade and the skill and the wealth in our land,

For the cunning and strength of the workingman's hand,

For the good that our artists and poets have taught,

For the friendship that hope and affection have brought -

Thanksgiving! Thanksgiving!

**Pilgrim 3.**

For the homes that with purest affection are blest,

For the season of plenty and well-deserved rest,

For our country extending from sea unto sea;

The land that is known as the "Land of the Free" -

Thanksgiving! Thanksgiving!

**Governor:** *(takes the turkey)* oh, that wild bird, which looks like a chicken but is much bigger. It’s meat is so delicious. Let’s make it a symbol of this holiday!

**Pilgrims:** OK! You are right! Good idea!

**Pilgrim 1.**

Take a turkey, stuff it fat,

Some of this and some of that.

Get some turnips, peel them well.

Cook a big squash in its shell.

**Pilgrim 2.**

Now potatoes, big and white,

Mash till they are soft and light.

Cranberries, so tart and sweet,

With the turkey we must eat.

**Pilgrim 3.**

Pickles-yes-and-then, oh my!

For a dessert a pumpkin pie,

Golden brown and spicy sweet.

What a fine Thanksgiving treat!

Tom: you see, Becky, how interesting the history of Thanksgiving Day. This day proves that a man is capable to survive in all the hardships with the help of Lord.

Becky: This is the day for family reunion and giving thanks for the year’s blessing. For months everyone looks forward to the family dinner, which is usually big and festive.

Over the river, and through the wood,

To Grandfather's house we go;

The horse knows the way to carry the sleigh

through white and drifted snow.

Over the river, and through the wood,

To have a first-rate play.

Hear the bells ring, "Ting-a-ling-ding",

Hurrah for Thanksgiving Day!

Over the river, and through the wood

Trot fast, my dapple-gray!

Spring over the ground like a hunting-hound,

For this is Thanksgiving Day.

Over the river, and through the wood—

Now Grandmother's cap I spy!

Hurrah for the fun! Is the pudding done?

Hurrah for the pumpkin pie!

**«We are the champions!»**

**Брейн-ринг для учнів 7-8 класів**

**Compere I:** Dear friends! I’m very glad to meet you here and to welcome you to the English party “We’re the champions”.

**Compere II:** We have learned a lot of stuff during this semester and to check your knowledge and to have some fun we decided to arrange a competition.

**Compere I:** So we have two teams and I want to introduce our honorable jury who will judge today’s contest: ......

**Compere II:** So now we are ready for the first task of our contest. You have a picture with a symbol of your team and the name of your team but they are in a puzzle and you are to put it together. The team, which is the first, will get one point.

**Compere I:** Let’s ask our jury to announce the results of the first round. ……And now the captains of the teams will announce the name and the symbol of their team.

**Compere II:** Your next task will be to continue the sentences. The sentences are taken from the myth about King Midas, your continuation should deal with it. I will read you the sentence and if you know how to continue it raise your hand. But if your answer is not correct the second team has the chance to earn a point. For each sentence which is grammatically and lexically correct you will score one point……

**Compere I:** Let’s ask our jury to announce the results of the second round…… During this semester you have learned some proverbs about good or bad luck. Of course, today we wish you only good luck and to cope with the task we’ve prepared for you. Here on the blackboard we have these proverbs about good and bad luck. But the words are mixed. Put them in the correct order. Go to the blackboard one by one. So one representative of each team corrects only one sentence…...Let’s ask our jury to announce the results of the third round.

|  |  |
| --- | --- |
|  Fiction | Books about imaginary people and events |
|  Science fiction | Stories about things that happen in the future or in other parts of the universe  |
|  Romance | Story about love or adventure dealing with heroes and their deeds |
| Crime | A story in which someone tries to find who is responsible for a crime, especially a murder |
| Humor | A story that is amusing or funny  |
| Spy | A story about people who watch others secretly or who gather secret information about others |
| Western  | A story about cowboys and life in the 19th century in the American West  |
| Non-fiction | Books about real events, people or places |

 **The task:** 1. never**/** evil/ alone/ chance/ an / comes.

2. into/ fire/ out/ the/ to/ pan/ the/ jump/ of/ frying.

 3. get/ side/ to / of/ wrong/ out/ bed/ on /the.

 4. weather/ rain/ after/ comes/ fine.

 5. luck/ often/ bad/ brings/ luck /good.

 6. that/ well/ is/ ends/ all/ well.

1. An evil chance never comes alone.
2. To jump out of the frying pan into the fire.
3. To get out of bed on the wrong side.
4. After rain comes fine weather.
5. Bad luck often brings good luck.
6. All is well, that ends well.

 **Compere II:** You’ve got acquainted with different types of books and their definitions.

Let us see whether you still remember them. Match the words with their definition.

..Do you want to know the results? Let’s ask our jury.

**Compere I:** We had a chance to see that all of you read the comics, you know them and you like them. Would you like to try yourself as a comic-writer? But let it be group-work: one representative of each group goes to the blackboard, draws a picture and writes a sentence to it. The next one must continue the work ,so in the end it should be a complete story. The jury will take into consideration not only whether your story is grammatically correct but the plot as well. For this task you have 7 minutes. The captains of the teams come to the blackboard and read your comic to our honorable jury. Let’s listen to their remarks.

**Compere II:** Next round requires the work of all the members of the team. Go in front of the class and face the jury. I will tell you some statements and if they are wrong all the members of the team should bend their knees and if they are true – you are to jump. But do it simultaneously, because even if one member of the team is wrong you will not get a score…………………And again we will ask jury to help us.

**The statements: Do you believe that**

1.Myth –a story about things that happened in the future or in other parts of the Universe**.(F)**

2. The proverb: “There is no friend so faithful as a book” means “Вибирай книжку, як ….вибираєш друга”.**(F)**

3.The crocodiles are cold-blooded: their temperature rises and falls with the temperature of …. the water. **(T)**

4.The proverb: “To get out of bed on the wrong side” means ”Попасти з вогню в …. полум’я”**(F)**

5.The kangaroos do not stop growing as long as they live. **(T)**

6.Fish taste with their skin. **(T)**

7.Thriller – a film that makes you feel frightened. **(F)**

8. Comics – a film produced by photographing a series of changing drawings, which give

 the illusion of movement. **(F)**

9. Snails can live for many years without food. **(T)**

10. It’s impossible to sneeze with your eyes open. **(T)**

11.The proverb: “An evil chance never comes alone” means “ За нещастям часто слідує … щастя” **(F)**

12. There is a British island, which has only one house on it. **(T)**

**Compere I:** Do you like to visit circus. Now you have such a possibility, but you’ll have a special task. Let’s imagine that you work in a circus. Choose one representative of your team to be a snake-tamer. Divide this snake into different words…………..Let’s ask our jury to announce the results of this round.

**The words:** thought, ran, woke, bought, studied, left, cooked, went, drove, drew.

**Compere II:** And for the next task you will again need the teamwork. Here you have some proverbs, but they are divided into two halves and you are to find your second half. I don’t mean the romantic one, but the corresponding half of the proverb. Read your proverbs to the jury and they will decide which team is the winner.

 **The proverbs**

1. Like author, like book.

2. Choose an author, as you choose a friend

3Language is the dress of thought

4. There is no friend so faithful as good book

5A room without books is a body without soul

6. To know everything is to know nothing.

**Compere I:** We have been speaking about different topics during this semester: books, films, true stories, comics & magazines. And we have learned many words connected with these topics. Now let’s check whether you can define to what topic the given word belongs. One representative of each team comes to the blackboard. I’ll dictate you words and you are to put them into the corresponding column. And besides these our wise jury will check your spelling as well and tell us about the results.

**The words:** comics: advertisement, cartoon, photo story,

Books: horror, romance, myth, humour, author,

Films: thriller, “Star Wars”, road movie, comedy,

True stories: UFO, monster, curious creature, Bigfoot

**Compere II:** Next round is called “Interlocution”. You are to communicate with members of the other team. Who will start it? Choose a partner from another team. I’ll tell you the word and you are to make a question with this word and your partner should answer it. Think carefully before asking. If your questions and answers are wrong your team will lose one point. And our jury will define the winner.

**Words:** 1author 9 crime

2 film 10 Darth Vader

3 UFO 11 life story

4 comics 12 science fiction

5 humour 13 cartoon

6 bad luck 14 legend

7 Midas 15 Bigfoot

8 book 16 horror

 **Compere I:** Guys, have you seen the “Star Wars”. Have you liked it? And do you remember what was this film about? Here I have some words from the “Star Wars”. But the letters are mixed .You are to find & write these words correctly. And our jury will define the winner.

**Words:** Skywalker, revenge, rocket, spaceship, explode, battle.

 **Compere II:** And the last and the most important round “Captain’s Contest”. You will listen to the text. You have to title it. Whose title is the best will define our jury. Choose the correct answer.

 **Compere I:** And while our honorable jury are getting ready with a total score I would like to thank you for your participation in today’s contest. You all did your best today, and regardless of the results you all are the champions.

**V. How to Praise Your Students**

 **REMEMBER, A SMILE IS WORTH 1,000 WORDS**

1.  You're on the right track now!
2.  You've got it made.
3.  Super!
4.  That's right!
5.  That's good.
6.  You're really working hard today.
7.  You are very good at that.
8.  That's coming along nicely.
9.  Good work!
10.  I'm happy to see you working like that.
11.  That's much, much better!
12.  Exactly right.
13.  I'm proud of the way you worked today.
14.  You're doing that much better today.
15.  You've just about got it.
16.  That's the best you've ever done.
17.  You're doing a good job.
18.  That's it!
19.  Now you've figured it out.
20.  That's quite an improvement.
21.  Great!
22.  I knew you could do it.
23.  Congratulations!
24.  Not bad.
25.  Keep working on it. You're improving.
26.  Now you have it!
27.  You are learning fast.
28.  Good for you!
29.  Couldn't have done it better myself.
30.  Aren't you proud of yourself?
31.  One more time and you'll have it.
32.  You really make my job fun.
33.  That's the right way to do it.
34.  You're getting better every day.
35.  You did it that time!
36.  That's not half bad.
37.  Nice going.
38.  You haven't missed a thing!
39.  Wow!
40.  That's the way!
41.  Keep up the good work.
42.  Terrific!
43.  Nothing can stop you now.
44.  That's the way to do it.
45.  Sensational!
46.  You've got your brain in gear today.
47.  That's better.
48.  That was first class work.
49.  Excellent!
50.  You've just about mastered it.
51.  Perfect!
52.  That's better than ever.
53.  Much better!
54.  Wonderful!
55.  You must have been practicing.
56.  You did that very well.
57.  Fine!
58.  Nice going.
59.  You're really going to town.
60.  Outstanding!
61.  Fantastic!
62.  Tremendous!
63.  That's how to handle that.
64.  Now that's what I call a fine job.
65.  That's great.
66.  Right on!
67.  You're really improving.
68.  You're doing beautifully!
69.  Superb!
70.  Good remembering.
71.  You've got that down pat.
72.  You certainly did well today.
73.  Keep it up!
74.  Congratulations. You got it right!
75.  You did a lot of work today.
76.  Well, look at you go.
77.  That's it.
78.  I'm very proud of you.
79.  Marvelous!
80.  I like that.
81.  Way to go!
82.  Now you have the hang of it.
83.  You're doing fine!
84.  Good thinking.
85.  You are really learning a lot.
86.  Good going.
87.  I've never seen anyone do it better.
88.  Keep on trying.
89.  You outdid yourself today!
90.  Good for you!
91.  I think you've got it now.
92.  That's a good (boy/girl).
93.  Good job, (person's name).
94.  You figured that out fast.
95.  You remembered!
96.  That's really nice.
97.  That kind of work makes me happy.
98.  It's such a pleasure to teach when you work like that.
99.  I think you're
100.  That's the best ever