

5	Mad science. Наука. Progress	14	2	12	progress check
6	Big brother. Закон. Fortunes.	12	2	10	check
7	Moving home. Дом. Power.	12	2	10	progress check
8	Marketing campaign. Маркетинговая кампания. Nature.	18	2	16	progress check
9	One life. Live it. Наша жизнь. Issues.	10	2	8	progress check
10	Career openings. Карьерные возможности. Vision	10	2	8	Progress check
11	Found in translation. Feelings. Взаимопонимание.	14	2	12	Progress check
11	Повторение	6		6	
12	Итоговая аттестация	4		4	
	Итого	136	20	116	

6. Содержание дополнительной общеобразовательной общеразвивающей программы социально-педагогической направленности «Английский язык по многоуровневой системе обучения»

6.1 Содержание программы. Тематическое планирование по программе «Harry Kids» (первая ступень)

Учебный курс - « New English Adventure Starter A» by C. Bruni (Pearson Longman)

В комплект курса входят: Student's Book, Workbook, Teacher's Book, Test Book, Vocabulary Flashcards

Средства обучения: учебный комплект курса, интерактивная доска

Категория слушателей- 5-7 лет

Цель: развитие интереса и мотивации к изучению языка через красочные и эффективные материалы курса

Задачи:- познакомиться с языком и культурой страны, развить социокультурную компетенцию

- изучить базовые слова по темам курса
- познакомиться с главными героями мультфильмов Диснея
- развить коммуникативную компетенцию через игры, песни на языке
- развить позитивное отношение к языку
- построить базу знаний для дальнейшего усовершенствования языка
- мотивировать учащихся принимать активную роль в их обучении и в оценивании прогресса

Форма обучения: очная,

Срок обучения- 65 занятий

Формы контроля: текущий контроль, промежуточная аттестация

Режим занятий: 2 занятия в неделю в период с понедельника по субботу, регламентируется расписанием занятий, утверждаемым директором

Количество учебных недель: 32,5

Количество учебных дней: 65

АНО ДО «АИЯ» устанавливает следующие возможные перерывы в графике учебного процесса:

- ☐ в период зимних каникул;
- ☐ в период летних каникул;

☐ в период общегосударственных праздников.

Занятия ведутся в группах русскоязычными педагогами с использованием аутентичных учебно-методических комплектов. Занятия проводятся в помещениях оборудованных необходимыми техническими средствами обучения:

☐ аппаратурой для воспроизведения аудио файлов;

☐ обучающими таблицами, плакатами.

Кроме того, педагог может использовать ноутбук/компьютер, аудиоколонку, смарт доску.

Дата начала занятий: по мере формирования группы (сентябрь-октябрь)

Дата окончания занятий: май/июнь

Содержание программы «Happy kids» первая ступень. Тематическое планирование

Урок	Тема	Vocabulary	Functions	Skills	Revision
1	Hello	Red, blue, green, yellow	Listen. Point. Look. Colour the...	Speaking, listening	
2	Hello. Revision	Hello. I'm..+name Goodbye Red, blue, green, yellow	Listen. Point. Look. Colour the...	Speaking, listening	Check your progress
3	Unit 1. My body	My (head)	Stand up. Touch your (head) Clap your (hands) Stamp your feet	Speaking, listening	
4	Unit 1. My body	Head, body, hands, feet	Stand up. Touch your (head) Clap your (hands) Stamp your feet	Speaking, listening	
5	Unit 1. My body	Head, body, hands, feet	Stand up. Touch your (head) Clap your (hands) Stamp your feet	Speaking, listening	
6	Unit 1. My body	One, two, three, four, five	Who's this? This is... What colour is it? Well done	Speaking, listening	
7	Unit 1. My body	One, two, three, four, five	Who's this?	Speaking, listening	

			This is... What colour is it? Well done		
8	Unit 1. My body	One, two, three, four, five	Who's this? This is... What colour is it? Well done	Speaking, listening	
9	Unit 1. My body	One, two, three, four, five	How many..? Who am I?	Speaking, listening	
10	Текущая аттестация	My (head) Head, body, hands, feet One, two, three, four, five	Проектная деятельность	Speaking, listening	Check your progress
11	Unit 2. My Family	This is my (family)	It's my (mum).	Speaking, listening	
12	Unit 2. My Family	This is my (family)	It's my (mum).	Speaking, listening	
13	Unit 2. My Family	Mum, dad, granny, grandad, sister, brother, baby, family	What colour are the (flowers)? Run, jump and turn around. Where's my (brother)? How many dogs?	Speaking, listening	
14	Unit 2. My Family	Mum, dad, granny, grandad, sister, brother, baby, family	What colour are the (flowers)? Run, jump and turn around. Where's my (brother)? How many dogs?	Speaking, listening	
15	Unit 2. My Family	Mum, dad, granny, grandad, sister, brother, baby, family	What colour are the (flowers)? Run, jump and turn around. Where's my (brother)? How many dogs?	Speaking, listening	
16	Unit 2. My Family	Jump, run, big, small,	phrases: he's, she's Oh, no! Sorry. This is my family!		

17	Unit 2. My Family	Mum, dad, granny, grandad, sister, brother, baby, family	What colour are the (flowers)? Run, jump and turn around. Where's my (brother)? How many dogs?	Speaking, listening	
18	Текущая аттестация	This is my (family) Mum, dad, granny, grandad, sister, brother, baby, family	Проектная деятельность	Speaking, listening	Check your progress
19	Unit 3. My Classroom	A (blue) (pencil). Yes. No	What's this? It's a (pen).	Speaking, listening	
20	Unit 3. My Classroom	A (blue) (pencil). Yes. No	What's this? It's a (pen).	Speaking, listening	
22	Unit 3. My Classroom	Book, pencil, pencil case, rubber, bag, pen, table, chair, big, small	What colour is it? Is it big or small? It's (big). Please. Thank you.	Speaking, listening	
23	Unit 3. My Classroom	Book, pencil, pencil case, rubber, bag, pen, table, chair, big, small	What colour is it? Is it big or small? It's (big). Please. Thank you.	Speaking, listening	
24	Unit 3. My Classroom	Book, pencil, pencil case, rubber, bag, pen, table, chair, big, small	What colour is it? Is it big or small? It's (big). Please. Thank you.	Speaking, listening	
25	Unit 3. My Classroom	Book, pencil, pencil case, rubber, bag, pen, table, chair, big, small	What colour is it? Is it big or small? It's (big). Please. Thank you.	Speaking, listening	
26	Текущая аттестация	A (blue) (pencil). Yes. No Book, pencil, pencil case, rubber, bag, pen, table, chair, big, small	Проектная деятельность	Speaking, listening	Check your progress
27	Unit 4. Animals.	This is my (cat). It's (big).	Draw a (cat).	Speaking, listening	
28	Unit 4. Animals.	This is my (cat). It's (big).	Draw a (cat).	Speaking, listening	

29	Unit 4. Animals.	Cat, dog, horse, rabbit, bird, black, white, puppy, spots, six, seven, eight, nine, ten	Jump up. Sit down. His name's ...	Speaking, listening	
30	Unit 4. Animals.	Cat, dog, horse, rabbit, bird, black, white, puppy, spots, six, seven, eight, nine, ten	Jump up. Sit down. His name's ...	Speaking, listening	
31	Unit 4. Animals.	Cat, dog, horse, rabbit, bird, black, white, puppy, spots, six, seven, eight, nine, ten	Jump up. Sit down. His name's ...	Speaking, listening	
32	Unit 4. Animals.	Cat, dog, horse, rabbit, bird, black, white, puppy, spots, six, seven, eight, nine, ten	Jump up. Sit down. His name's ...	Speaking, listening	
33	Revision Unit 4	This is my (cat). It's (big). Cat, dog, horse, rabbit, bird, black, white, puppy, spots, six, seven, eight, nine, ten	Проектная деятельность	Speaking, listening	Check your progress
34	Unit 5. The Sea	It's a (fish).	I'm (happy). Is he/she (happy/sad)?	Speaking, listening	
35	Unit 5. The Sea	It's a (fish).	I'm (happy). Is he/she (happy/sad)?	Speaking, listening	
36	Unit 5. The Sea	Fish, shell, crab, starfish, orange, purple, pink, brown, happy, sad	He's/She's... (sad). Are (you) happy? Are they (big/small)?	Speaking, listening	
37	Unit 5. The Sea	Fish, shell, crab, starfish, orange, purple, pink, brown, happy, sad	He's/She's... (sad). Are (you) happy? Are they (big/small)?	Speaking, listening	
38	Unit 5. The Sea	Fish, shell, crab, starfish, orange,	He's/She's... (sad). Are (you) happy?	Speaking, listening	

		purple, pink, brown, happy, sad	Are they (big/small)?		
39	Unit 5. The Sea	Fish, shell, crab, starfish, orange, purple, pink, brown, happy, sad	He's/She's... (sad). Are (you) happy? Are they (big/small)?	Speaking, listening	
40	Текущая аттестация	It's a (fish). Fish, shell, crab, starfish, orange, purple, pink, brown, happy, sad	Проектная деятельность	Speaking, listening	Check your progress
41	Unit 6. Toys	I've got a (ball).	Open/Close your eyes.	Speaking, listening	
42	Unit 6. Toys	I've got a (ball).	Open/Close your eyes.	Speaking, listening	
43	Unit 6. Toys	Ball, train, teddy bear, doll, car, boat, kite, yo-yo.	The (car) is (yellow). Have you got a (car)? What have you got? Who's got a (train)?	Speaking, listening	
44	Unit 6. Toys	Ball, train, teddy bear, doll, car, boat, kite, yo-yo.	The (car) is (yellow). Have you got a (car)? What have you got? Who's got a (train)?	Speaking, listening	
45	Unit 6. Toys	Ball, train, teddy bear, doll, car, boat, kite, yo-yo.	The (car) is (yellow). Have you got a (car)? What have you got? Who's got a (train)?	Speaking, listening	
46	Unit 6. Toys	Ball, train, teddy bear, doll, car, boat, kite, yo-yo.	The (car) is (yellow). Have you got a (car)? What have you got? Who's got a (train)?	Speaking, listening	
47	Текущая аттестация	I've got a (ball). Ball, train, teddy bear, doll, car, boat, kite, yo-yo.	Проектная деятельность	Speaking, listening	Check your progress
48	Unit 7. Food	I like (bananas). I don't like (milk).	I'm hungry. Do you like (apples)?	Speaking, listening	

49	Unit 7. Food	I like (bananas). I don't like (milk).	I'm hungry. Do you like (apples)?	Speaking, listening	
50	Unit 7. Food	Milk, chicken, cake, bread, cheese, eggs, apple, banana, orange, pear	What does (Belle) like? It's delicious.	Speaking, listening	
51	Unit 7. Food	Milk, chicken, cake, bread, cheese, eggs, apple, banana, orange, pear	What does (Belle) like? It's delicious.	Speaking, listening	
52	Unit 7. Food	Milk, chicken, cake, bread, cheese, eggs, apple, banana, orange, pear	What does (Belle) like? It's delicious.	Speaking, listening	
53	Unit 7. Food	Milk, chicken, cake, bread, cheese, eggs, apple, banana, orange, pear	What does (Belle) like? It's delicious.	Speaking, listening	
54	Текущая аттестация	I like (bananas). I don't like (milk). Milk, chicken, cake, bread, cheese, eggs, apple, banana, orange, pear	Проектная деятельность	Speaking, listening	Check your progress
55	Unit 8. My Holiday	I've got a (doll). Yes. No	What's in the bag?	Speaking, listening	
56	Unit 8. My Holiday	I've got a (doll). Yes. No	What's in the bag?	Speaking, listening	
57	Unit 8. My Holiday	Sea, sandcastle, beach	Does he like (cake)? We're having a picnic. We've got (oranges).	Speaking, listening	
58	Unit 8. My Holiday	Sea, sandcastle, beach	Does he like (cake)? We're having a picnic. We've got (oranges).	Speaking, listening	
59	Unit 8. My Holiday	Sea, sandcastle, beach	Does he like (cake)? We're having a picnic. We've got (oranges).	Speaking, listening	

60	Unit 8. My Holiday	Sea, sandcastle, beach	Does he like (cake)? We're having a picnic. We've got (oranges).	Speaking, listening	
61	Текущая аттестация	I've got a (doll). Yes. No Sea, sandcastle, beach	Проектная деятельность	Speaking, listening	Check your progress
62	New Year Day	Happy Christmas! Father Christmas, present, star, bell, Christmas card, stocking, Christmas tree, snowman	Happy Christmas Day. Here comes Father Christmas. Happy Christmas, everyone.	Speaking, listening	Проектная деятельность (поделки)
63	New Year Day	Happy Christmas!	Songs and plays	Speaking, listening	
64	Подготовка к промежуточной аттестации				
65	Промежуточная аттестация в форме открытого урока	All	all	all	Revision of all grammar and vocabulary structures

6.2 Содержание программы. Тематическое планирование по программе «Happy Kids (вторая ступень обучения)»

Учебный курс- «New English Adventure Starter B» by C. Bruni (Pearson Longman)

В комплект курса входят: Student's Book, Workbook, Teacher's Book, Test Book, Vocabulary Flashcards

Средства обучения: учебный комплект курса, интерактивная доска

Категория слушателей- 5-7 лет

Цель: развитие интереса и мотивации к изучению языка через красочные и эффективные материалы курса

Задачи:- познакомиться с языком и культурой страны, развить социокультурную компетенцию

- изучить базовые слова по темам курса
- познакомиться с главными героями мультфильмов Диснея
- развить коммуникативную компетенцию через игры, песни на языке
- развить позитивное отношение к языку
- построить базу знаний для дальнейшего усовершенствования языка
- мотивировать учащихся принимать активную роль в их обучении и в оценивании прогресса

Форма обучения: очная,

Срок обучения- 65 занятий

Формы контроля: текущий контроль, промежуточная аттестация

Режим занятий: 2 занятия в неделю в период с понедельника по субботу, регламентируется расписанием занятий, утвержденным директором

Количество учебных недель: 32,5

Количество учебных дней: 65

АНО ДО «АИЯ» устанавливает следующие возможные перерывы в графике учебного процесса:

- ☐ в период зимних каникул;
- ☐ в период летних каникул;
- ☐ в период общегосударственных праздников.

Занятия ведутся в группах русскоязычными педагогами с использованием аутентичных учебно-методических комплектов. Занятия проводятся в помещениях оборудованных необходимыми техническими средствами обучения:

- ☐ аппаратурой для воспроизведения аудио файлов;
- ☐ обучающими таблицами, плакатами.

Кроме того, педагог может использовать ноутбук/компьютер, аудиоколонку, смарт доску.

Дата начала занятий: по мере формирования группы (сентябрь-октябрь)

Дата окончания занятий: май/июнь

Содержание программы. Тематическое планирование. Программа “Happy kids” вторая ступень

Ур ок	Тема	Vocabulary	Functions	Skills	Revision
1	Hello	I'm (Daniel). Hello, goodbye. Red, blue, yellow, green, orange, pink, pen, pencil, book, rubber. Number 1-10	What colour is it? Whats this? Find something (red). It's a (pen). Stand up. Sit down.	Speaking, listening	
2	Hello. Revision	I'm (Daniel). Hello, goodbye. Red, blue, yellow, green, orange, pink, pen, pencil, book, rubber. Number 1-10	What colour is it? Whats this? Find something (red). It's a (pen). Stand up. Sit down.	Speaking, listening	Check your progress
3	Unit 1. My face	Face, hair, ears, eyes, mouth, nose	I'm (happy).	Speaking, listening	
4	Unit 1. My face	Face, hair, ears, eyes, mouth, nose	I'm (happy).	Speaking, listening	
5	Unit 1. My face	My (eyes). This is my (face). Happy, sad	Who's this? What colour is his (hair)?	Speaking, listening	

6	Unit 1. My face	My (eyes). This is my (face). Happy, sad	Who's this? What colour is his (hair)?	Speaking, listening	
7	Unit 1. My face	Face, hair, ears, eyes, mouth, nose My (eyes). This is my (face). Happy, sad	Touch your (face). Is (he/she) happy? Give it to me! Look at my (yellow face).	Speaking, listening	
8	Unit 1. My face	Face, hair, ears, eyes, mouth, nose My (eyes). This is my (face). Happy, sad	Touch your (face). Is (he/she) happy? Give it to me! Look at my (yellow face).	Speaking, listening	
9	Unit 1. My face	Face, hair, ears, eyes, mouth, nose My (eyes). This is my (face). Happy, sad	Проектная деятельность	Speaking, listening	
10	Unit 1. My face Test1	Face, hair, ears, eyes, mouth, nose My (eyes). This is my (face). Happy, sad	Video		Check your progress
11	Unit 2. My Animals	Elephant, giraffe, hippo, lion, rhino, zebra, grey	How many (elephants) can you see? Can you see a (big hippo)? What is it? It isn't (grey). Is it a (rhino)? What's your favourite animal?	Speaking, listening	
12	Unit 2. My Animals	Elephant, giraffe, hippo, lion, rhino, zebra, grey	How many (elephants) can you see? Can you see a (big hippo)? What is it? It isn't (grey). Is it a (rhino)? What's your favourite animal?	Speaking, listening	
13	Unit 2. My Animals	It's (yellow and brown).	How many (elephants) can you see? Can you see a (big hippo)? What is	Speaking, listening	

			it? It isn't (grey). Is it a (rhino)? What's your favourite animal?		
14	Unit 2. My Animals	It's (yellow and brown).	How many (elephants) can you see? Can you see a (big hippo)? What is it? It isn't (grey). Is it a (rhino)? What's your favourite animal?	Speaking, listening	
15	Unit 2. My Animals	It's a (lion). Bird, big and small	How many (elephants) can you see? Can you see a (big hippo)? What is it? It isn't (grey). Is it a (rhino)? What's your favourite animal?	Speaking, listening	
16	Unit 2. My Animals	It's a (lion). Bird, big and small	How many (elephants) can you see? Can you see a (big hippo)? What is it? It isn't (grey). Is it a (rhino)? What's your favourite animal?	Speaking, listening	
17	Unit 2. My Animals	It's a (lion). Bird, big and small, colour,	ABC		
18	Unit 2. My Animals Test2	Elephant, giraffe, hippo, lion, rhino, zebra, grey It's (yellow and brown). It's a (lion). Bird, big and small	Проектная деятельность	Speaking, listening	Check your progress
19	Unit 3. My Toys	Circle, square, triangle, rectangle, eleven, twelve, thirteen, fourteen, fifteen, spaceship	What's number (twelve)? What shape is this? What colour are the (big squares)? It's a (pink circle). Look at my	Speaking, listening	

			present. Can you find a (triangle)?		
20	Unit 3. My Toys	Circle, square, triangle, rectangle, eleven, twelve, thirteen, fourteen, fifteen, spaceship	What's number (twelve)? What shape is this? What colour are the (big squares)? It's a (pink circle). Look at my present. Can you find a (triangle)?	Speaking, listening	
21	Unit 3. My Toys	Circle, square, triangle, rectangle, eleven, twelve, thirteen, fourteen, fifteen, spaceship	What's number (twelve)? What shape is this? What colour are the (big squares)? It's a (pink circle). Look at my present. Can you find a (triangle)?	Speaking, listening	
22	Unit 3. My Toys	It's a (boat). It's (purple). Ball, boat, car, doll, kite, yo-yo, train, teddy bear, red, blue, yellow, green, orange, pink, big, small	What's number (twelve)? What shape is this? What colour are the (big squares)? It's a (pink circle). Look at my present. Can you find a (triangle)?	Speaking, listening	
23	Unit 3. My Toys	It's a (boat). It's (purple). Ball, boat, car, doll, kite, yo-yo, train, teddy bear, red, blue, yellow, green, orange, pink, big, small	What's number (twelve)? What shape is this? What colour are the (big squares)? It's a (pink circle). Look at my present. Can you find a (triangle)?	Speaking, listening	
24	Unit 3. My Toys	It's a (boat). It's (purple). Ball, boat, car, doll, kite, yo-yo, train, teddy bear, red, blue, yellow, green, orange, pink, big, small	What's number (twelve)? What shape is this? What colour are the (big squares)? It's a (pink circle). Look at my present. Can you find a (triangle)?	Speaking, listening	

25	Unit 3. My Toys	It's a (boat). It's (purple). Ball, boat, car, doll, kite, yo-yo, train, teddy bear, red, blue, yellow, green, orange, pink, big, small	ABC		
26	Unit 3. My Toys Revision Unit 3	Circle, square, triangle, rectangle, eleven, twelve, thirteen, fourteen, fifteen, spaceship It's a (boat). It's (purple). Ball, boat, car, doll, kite, yo-yo, train, teddy bear, red, blue, yellow, green, orange, pink, big, small	Проектная деятельность	Speaking, listening	Check your progress
27	Unit 4. Food	Meat, pizza, spaghetti, sandwich, water	Do they like (cheese)? What's missing from the picnic? Does (Scamp) like (chicken)?	Speaking, listening	
28	Unit 4. Food	Meat, pizza, spaghetti, sandwich, water	Do they like (cheese)? What's missing from the picnic? Does (Scamp) like (chicken)?	Speaking, listening	
29	Unit 4. Food	Do you like (chicken)? I like (chicken). I don't like (eggs). Apple, banana, bread, cake, cheese, chicken, eggs, milk, orange, pear	Do they like (cheese)? What's missing from the picnic? Does (Scamp) like (chicken)?	Speaking, listening	
30	New Year Day	Happy Christmas! Christmas cracker, mince pies, pudding, turkey. I like presents. Bell,	How many (bells) can you see? Christmas card	Speaking, listening	Проектная деятельность (поделки)

		candle, Christmas tree, decorations, Father Christmas, present, star, stocking, toys			
31	New Year Day	Christmas songs, Christmas plays		Speaking, listening	Act
32	Unit 4. Food	Do you like (chicken)? I like (chicken). I don't like (eggs). Apple, banana, bread, cake, cheese, chicken, eggs, milk, orange, pear	Do they like (cheese)? What's missing from the picnic? Does (Scamp) like (chicken)?	Speaking, listening	
33	Unit 4. Food	Do you like (chicken)? I like (chicken). I don't like (eggs). Apple, banana, bread, cake, cheese, chicken, eggs, milk, orange, pear	Do they like (cheese)? What's missing from the picnic? Does (Scamp) like (chicken)?	Speaking, listening	
34	Unit 4. Food	Do you like (chicken)? I like (chicken). I don't like (eggs). Apple, banana, bread, cake, cheese, chicken, eggs, milk, orange, pear	Do they like (cheese)? What's missing from the picnic? Does (Scamp) like (chicken)?	Speaking, listening	
35	Unit 4. Food Revision Unit 4	Meat, pizza, spaghetti, sandwich, water Do you like (chicken)? I like (chicken). I don't like (eggs). Apple, banana, bread, cake, cheese, chicken, eggs, milk, orange, pear	Проектная деятельность	Speaking, listening	Check your progress
36	Unit 5. My body	Arms, fingers, legs, tummy, toes	I've got two (arms). I've got a (red head).	Speaking, listening	

37	Unit 5. My body	Arms, fingers, legs, tummy, toes	I've got two (arms). I've got a (red head).	Speaking, listening	
38	Unit 5. My body	I've got... body, ears, eyes, face, feet, hair, hands, head, nose, mouth, big, small, bird, giraffe, lion, rhino	Who am I? Who's got (yellow legs)? How many (fingers) have you got?	Speaking, listening	
39	Unit 5. My body	I've got... body, ears, eyes, face, feet, hair, hands, head, nose, mouth, big, small, bird, giraffe, lion, rhino	Who am I? Who's got (yellow legs)? How many (fingers) have you got?	Speaking, listening	
40	Unit 5. My body	I've got... body, ears, eyes, face, feet, hair, hands, head, nose, mouth, big, small, bird, giraffe, lion, rhino	Who am I? Who's got (yellow legs)? How many (fingers) have you got?	Speaking, listening	
41	Unit 5. My body	I've got... body, ears, eyes, face, feet, hair, hands, head, nose, mouth, big, small, bird, giraffe, lion, rhino	Who am I? Who's got (yellow legs)? How many (fingers) have you got?	Speaking, listening	
42	Unit 5. My body Revision Unit 5	Arms, fingers, legs, tummy, toes I've got... body, ears, eyes, face, feet, hair, hands, head, nose, mouth, big, small, bird, giraffe, lion, rhino	Проектная деятельность	Speaking, listening	Check your progress
43	Unit 6. My House	Bathroom, bedroom, door, garden, house, kitchen, living room, window	How many (windows) has it got? This is my (house). Where's the (teddy bear)? Is (Daniel) in the bathroom?	Speaking, listening	

44	Unit 6. My House	Bathroom, bedroom, door, garden, house, kitchen, living room, window	How many (windows) has it got? This is my (house). Where's the (teddy bear)? Is (Daniel) in the bathroom?	Speaking, listening	
45	Unit 6. My House	It's in the (kitchen). Is it in the (bathroom)?	How many (windows) has it got? This is my (house). Where's the (teddy bear)? Is (Daniel) in the bathroom?	Speaking, listening	
46	Unit 6. My House	It's in the (kitchen). Is it in the (bathroom)?	How many (windows) has it got? This is my (house). Where's the (teddy bear)? Is (Daniel) in the bathroom?	Speaking, listening	
47	Unit 6. My House	Chair, table, big, small, numbers 1-15	How many (windows) has it got? This is my (house). Where's the (teddy bear)? Is (Daniel) in the bathroom?	Speaking, listening	
48	Unit 6. My House	Chair, table, big, small, numbers 1-15	How many (windows) has it got? This is my (house). Where's the (teddy bear)? Is (Daniel) in the bathroom?	Speaking, listening	
49	Unit 6. My House Revision Unit 6	Bathroom, bedroom, door, garden, house, kitchen, living room, window It's in the (kitchen). Is it in the (bathroom)? Chair, table, big, small, numbers 1-15	Проектная деятельность	Speaking, listening	Check your progress

50	Unit 7. My clothes	Coat, dress, fairy, hat, pirate, shoes, skirt, sweater, trousers, T-shirt	What is (he) wearing? What colour are (his trousers)? Who's got (blue shoes)? Put on your hat.	Speaking, listening	
51	Unit 7. My clothes	Coat, dress, fairy, hat, pirate, shoes, skirt, sweater, trousers, T-shirt	What is (he) wearing? What colour are (his trousers)? Who's got (blue shoes)? Put on your hat.	Speaking, listening	
52	Unit 7. My clothes	I'm wearing (a red skirt).	What is (he) wearing? What colour are (his trousers)? Who's got (blue shoes)? Put on your hat.	Speaking, listening	
53	Unit 7. My clothes	I'm wearing (a red skirt).	What is (he) wearing? What colour are (his trousers)? Who's got (blue shoes)? Put on your hat.	Speaking, listening	
54	Unit 7. My clothes	Crab, fish, shell, starfish, happy, sad	What is (he) wearing? What colour are (his trousers)? Who's got (blue shoes)? Put on your hat.	Speaking, listening	
55	Unit 7. My clothes	Crab, fish, shell, starfish, happy, sad	What is (he) wearing? What colour are (his trousers)? Who's got (blue shoes)? Put on your hat.	Speaking, listening	
56	Unit 7. My clothes Revision Unit 7	Coat, dress, fairy, hat, pirate, shoes, skirt, sweater, trousers, T-shirt I'm wearing (a red skirt). Crab, fish, shell, starfish, happy, sad	Проектная деятельность	Speaking, listening	Check your progress

57	Unit 8. My Party	Animal, food, toys and clothes vocabulary	Have you got a (pet)? Who likes (dogs)? What is (she) wearing? Where's my (cake)? There's a party today.	Speaking, listening	
58	Unit 8. My Party	Animal, food, toys and clothes vocabulary	Have you got a (pet)? Who likes (dogs)? What is (she) wearing? Where's my (cake)? There's a party today.	Speaking, listening	
59	Unit 8. My Party	It's a (bird). Is it a (cat)? I've got a (yo- yo). I like (sandwiches). I don't like (cheese).	Have you got a (pet)? Who likes (dogs)? What is (she) wearing? Where's my (cake)? There's a party today.	Speaking, listening	
60	Unit 8. My Party	It's a (bird). Is it a (cat)? I've got a (yo- yo). I like (sandwiches). I don't like (cheese).	Have you got a (pet)? Who likes (dogs)? What is (she) wearing? Where's my (cake)? There's a party today.	Speaking, listening	
61	Unit 8. My Party	It's a (bird). Is it a (cat)? I've got a (yo- yo). I like (sandwiches). I don't like (cheese).	Have you got a (pet)? Who likes (dogs)? What is (she) wearing? Where's my (cake)? There's a party today.	Speaking, listening	
62	Unit 8. My Party	It's a (bird). Is it a (cat)? I've got a (yo- yo). I like (sandwiches). I don't like (cheese).	Have you got a (pet)? Who likes (dogs)? What is (she) wearing? Where's my (cake)? There's a party today.	Speaking, listening	

63	Unit 8. My Party. Revision	Animal, food, toys and clothes vocabulary It's a (bird). Is it a (cat)? I've got a (yo-yo). I like (sandwiches). I don't like (cheese).	Проектная деятельность	Speaking, listening	Check your progress
64	Повторение			Speaking, listening Writing Reading	
65	Промежуточная аттестация в форме открытого урока	All	All	All	Revision of all grammar and vocabulary structures

6.3 Содержание программы. Тематическое планирование по программе «Prodigy» для обучающихся 7-9 лет (первая ступень обучения)

Учебный курс- «New English Adventure 1» by A. Worrall (Pearson Longman)

В комплект курса входят: Student's Book, Workbook, Teacher's Book, Test Book, Vocabulary Flashcards,

Доп. пособия: Reader (домашнее чтение)

Средства обучения: учебный комплект курса, интерактивная доска, программа курса Adventure 1 для интерактивных досок

Категория слушателей- 7-8 лет

Цель: развитие интереса и мотивации к изучению языка через красочные и эффективные материалы курса

Задачи: - развить позитивное отношение к языку через веселый и мотивационный материал курса для максимального успеха в развитии

- представить материалы и задания, которые способствуют дальнейшему исследованию новых тем курса
- познакомить с героями мультфильмов Диснея
- мотивировать учащихся принимать активную роль в своем обучении и оценивании своего прогресса
- построить базу знаний для дальнейшего усовершенствования языка

Форма обучения: очная,

Срок обучения- 65 занятий

Формы контроля: текущий контроль, промежуточная аттестация

Режим занятий: 2 занятия в неделю в период с понедельника по субботу, регламентируется расписанием занятий, утверждаемым директором

Количество учебных недель: 32,5

Количество учебных дней: 65

АНО ДО «АИЯ» устанавливает следующие возможные перерывы в графике учебного процесса:

- ☐ в период зимних каникул;
- ☐ в период летних каникул;
- ☐ в период общегосударственных праздников.

Занятия ведутся в группах русскоязычными педагогами с использованием аутентичных учебно-методических комплектов. Занятия проводятся в помещениях оборудованных необходимыми техническими средствами обучения:

- ☐ аппаратурой для воспроизведения аудио файлов;
- ☐ обучающими таблицами, плакатами.

Кроме того, педагог может использовать ноутбук/компьютер, аудиоколонку, смарт доску.

Дата начала занятий: по мере формирования группы (сентябрь-октябрь)

Дата окончания занятий: май/июнь

Содержание программы первой ступени «Prodigy». Тематическое планирование.

Урок	Тема	Vocabulary	Functions	Skills	Revision
1	Hello	Numbers 1-10 Colours Classroom items The ABC, letters Aa, Oo, Ii, Uu, Ee	I'm (Beth). What's your name? Im (9). How old are you? My favourite colour/day is...	Speaking, listening, reading, writing	
2	Hello.	Numbers 1-10 Colours Classroom items The ABC Letters Ll, Tt, Nn, Ss, Hh	I'm (Beth). What's your name? Im (9). How old are you? My favourite colour/day is...	Speaking, listening, reading, writing	Writing letters
3	Hello.	Numbers 1-10 Colours Classroom items The ABC Letters Bb, Cc, Dd	I'm (Beth). What's your name? Im (9). How old are you? How are you? My favourite colour/day is...	Speaking, listening, reading, writing	
4	Hello.	Numbers 1-10 Colours Classroom items The ABC, happy, sad	I'm (Beth). What's your name? Im (9). How old are you? How are you? My favourite colour/ is...	Speaking, listening, reading, writing	Dictation letters, colours, numbers

5	Unit My favourite things	Ball, car, dinosaur, cowboy, dog, doll, spaceman, teddy bear, toy, watch, bike	What is it? It's a..Bike, computer game	Speaking, listening, reading, writing	
6	Unit My favourite things	Ball, car, dinosaur, cowboy, dog, doll, spaceman, teddy bear, toy, bat, watch, scooter	What is it? Where's ...? Bike, computer game This is... It isn't.. My favourite thing. Song	Speaking, listening, reading, writing	
7	Unit 1. My favourite things	Big, small. Colours, Horse	What is it? Is it..? Yes, No, it isn't..Bike, computer game.. Tongue twister	Speaking, listening, reading, writing	Draw your favourite thing
8	Unit 1. My favourite things	Big, small. Colours, cake, go, look, happy birthday. Oh,no! Story time	What is it? Bike, computer game How many..?,	Speaking, listening, reading, writing	Dictation words (things)
9	Unit 1. My favourite things	It's/It isn't... Is it a (dog)? Is it (purple)? What's my favourite toy, thing?	What is it? What's your name? How old are you? How are you? What colour is it? Is it..(big, small,	Speaking, listening, reading, writing	Play with cards
10	Unit 1. My favourite things	It's/It isn't... Is it a (dog)? Is it (purple)? What's my favourite toy? I like, numbers 11-15	I've got...bat-bats Watch-watches	Speaking, listening, reading, writing	
11	Unit 1. My favourite things.	It's/It isn't... Is it a (dog)? Is it (purple)? What's my favourite toy? I like, numbers 11-15	Проектная деятельность	Speaking, listening, reading, writing	
12	Текущая аттестация Unit 1 Unit 2 My family	Mum, dad, brother, sister, granny, grandma, sister, granddad, baby Big, small, red hair		Speaking, listening, reading, writing	Check your progress

13	Unit 2 My family	Mum, dad, brother, sister, granny, grandma, sister, granddad, baby Big, small, red hair	This is...my, her\his	Speaking, listening, reading, writing	
14	Unit 2 My family	Aunt, uncle, cousin, family members song, play, Oh, I'm really sad!	I've got . I haven't got... This is...my, her\his but	Speaking, listening, reading, writing	
15	Unit 2 My family	Aunt, uncle, cousin, family members, pets- a hamster, horse, cat, dog	I've got , I haven't got... Have you got? “a” ,”an” He, she, it	Speaking, listening, reading, writing	
16	Unit 2 My family	Family members, pets, tongue twister	I've got , I haven't got... Have you got? “a” ,”an” He, she, it	Speaking, listening, reading, writing	
17	Unit 2 My family	Story time! Cheese	Who's in the family? Who's this? How many people? Where are they?	Speaking, listening, reading, writing	Dictation family members
18	Unit 2 My family	Hair, eyes, ears, nose, face, pets, animals, Like	What's your name? How old are you? How are you? What colour is your hair\eyes? Who's in your family? Have you got?	Speaking, reading, writing	Play with cards
19	Unit 2 My family	Family tree, twins	Проектная деятельность My family	Speaking, listening, reading, writing	
20	Текущая аттестация Test 2	Chin, ear, eye, face, hair, mouth, nose, teeth, glasses, blond\dark\fair hair	He's got... She's got	Speaking, listening, reading, writing	

	Unit 3 My body and face				
21	Unit 3 My body and face	Chin, ear, eye, face, hair, mouth, nose, teeth, glasses, blond\dark\fair hair Long\short neck	He's/She's got... He/She hasn't got... I've got... big/small face parts	Speaking, listening, reading, writing	
22	Unit 3 My body and face	Arms, body, foot, feet, finger, hair, head, leg, hand Long/short neck\tail	He's/She's got... He/She hasn't got... I've got... big/small face parts	Speaking, listening, reading, writing	
23	Unit 3 My body and face	Sing a song Arms, body, foot, feet, finger, hair, head, leg, hand Long/short	He's/She's got... He/She hasn't got... Has she\he got..? Yes, she has. No, he hasn't	Speaking, listening, reading, writing	
24	Unit 3 My body and face	Arms, body, foot, feet, finger, hair, head, leg, hand Long/short	Tongue twister	Speaking, listening, reading, writing	
25	Unit 3 My body and face	Story time! Monster, house, rooms Big blue eyes	He's/She's got... He/She hasn't got... Has she\he got..? Yes, she has. No, he hasn't	Speaking, listening, reading, writing	Dictation pets of the body and face Play with cards
26	Unit 3 My body and face	Brush teeth, wash face, brush hair Bathroom things	Please , brush your hair! Проектная деятельность My monster	Speaking, listening, reading, writing	Проектная деятельность
27	Текущая аттестация Test 3	Представление проектов		Speaking, listening, reading, writing	Check your progress
28	Unit 4. My room	Bathroom, bedroom, kitchen, living room.	Where's ...? It's....	Speaking, listening,	

		Cupboard, carpet, box,,bed curtain, lamp, window, door, floor, wall,	In the living room In? on? under	reading, writing	
29	Unit 4. My room	Bathroom, bedroom, kitchen, living room. Cupboard, carpet, box,,bed curtain, lamp, window, door, floor, wall,	Where's ...? It's.... In the living room In, on, under Sing a song	Speaking, listening, reading, writing	
30	Unit 4. My room	Bathroom, bedroom, kitchen, living room. Cupboard, carpet, box,,bed curtain, lamp, window, door, floor, wall, armchair, mirrow, bath, chair	Look at.. Is the armchair on the carpet? Next Green box	Speaking, listening, reading, writing	
31	Unit 4. My room	Cupboard, carpet, box,,bed curtain, lamp, window, door, floor, wall, armchair, mirrow, bath, chair	Where's the....? Tongue twister What is it?	Speaking, listening, reading, writing	
32	Unit 4. My room	Story time! Garden My room!		Speaking, listening, reading, writing	Dictation rooms Play with cards
33	Unit 4. My room	In, on, under Bathroom, bedroom, kitchen, living room, furniture, numbers 16-20	Where's ...? It's.... What colour is the.. How many...? Is the box...?	Speaking, listening, reading, writing	
34	Unit 4. It's magic!	In, on, under Bathroom, bedroom, kitchen, living room, furniture, genie, spider, numbers 16-20	Where's ...? It's.... Boat, cup, genie, hat, magic lamp, magician, ring, spider Проектная деятельность My room	Speaking, listening, reading, writing	

35	Текущая аттестация Test 4	Представление проектов		Speaking, listening, reading, writing	Check your progress
36	Unit 5. I can jump	Animals, jungle. Climb, dance, fly, hide, jump, ride, run, swim, walk. Bear, panther Ride a bike/horse	I can/can't... it can... Sing a song	Speaking, listening, reading, writing	
37	Unit 5. I can jump	Climb, dance, fly, hide, jump, ride, run, swim, walk Trees, flowers, grass, monkey, tiger, snake, bird, elephant	Can you...? I can/can't... it can... Who am I? I've got, It's got It hasn't got Tongue twister	Speaking, listening, reading, writing	
38	Unit 5. I can jump	Story time! Airplane, plane	I can/can't... it can... Can you...? Can he...? Can it..? Yes, he can. No he can't I can but I can't	Speaking, listening, reading, writing	Play with cards
39	Unit 5. I can jump	Wild animals big/long/small/short Wings, beak, fins, Eat	I can/can't... it can... Can you...? It's got..	Speaking, listening, reading, writing	Dictation action verbs
40	Unit 5. I can jump	Climb, dance, fly, hide, jump, ride, run, swim, walk	I haven't got but I can Project about you or an animal	Speaking, listening, reading, writing	
41	Текущая аттестация Test 5	Представление проектов		Speaking, listening, reading, writing	Check your progress

42	Revision Unit 5	Wild animals big/long/small/short I'm... Climb, dance, fly, hide, jump, ride, run, swim, walk	Проектная деятельность	Speaking, listening, reading, writing	Check your progress
43	Unit 6. He likes cheese	Banana, bread, cheese, chicken, chocolate, fish, ice cream, milk, pizza, peas, salad, sandwich, spaghetti, grapes, mushrooms, strawberry	I like... I don't like... Do you like...?	Speaking, listening, reading, writing	
44	Unit 6. He likes cheese	Banana, bread, cheese, chicken, chocolate, fish, ice cream, milk, pizza, peas, salad, pear, sandwich, spaghetti, grapes, mushrooms, strawberry	She likes, he likes Sing a song	Speaking, listening, reading, writing	
45	Unit 6. He likes cheese	Banana, bread, cheese, chicken, chocolate, fish, ice cream, milk, pizza, peas, salad, pear, sandwich, spaghetti, grapes, mushrooms, strawberry, carrot	She likes, he likes She \he doesn't like	Speaking, listening, reading, writing	
46	Unit 6. He likes cheese	Onion, tomatoes, peas, pear	She likes, he likes She \he doesn't like Can I have a sandwich? Tongue twister	Speaking, listening, reading, writing	Play with cards
47	Unit 6. He likes cheese	Story time ! Milk, water, juice, soup	No, thanks Can I have a..? Act out	Speaking, listening, reading, writing	Dictation food
48	Unit 6. He likes cheese	Menu	He likes but he doesn't like I like ... I don't like	Speaking, listening, reading, writing	Play with cards

49	Unit 6. He likes cheese	Omelette, dinner, breakfast, lunch, meat, salad, eggs, cereal, flakes	What's for...?	Speaking, listening, reading, writing	Check your progress
50	Unit 6. He likes cheese	Omelette, dinner, breakfast, lunch, meat, salad, eggs, cereal, flakes	Project (meal and food)	Speaking, listening, reading, writing	
51	Текущая аттестация Test 6 Unit 8 What's he wearing?	Clothes Dress, t-shirt, shorts, shoes,,belt, jeans, scarf, socks, trainers, hat, cowboy	What are you wearing? I'm wearing.. What colour is ..?	Speaking, listening, reading, writing	
52	Unit 8 What's he wearing?	Clothes Dress, t-shirt, shorts, shoes,,belt, jeans, scarf, socks, trainers, hat, Raincoat, coat, wellies, jacket, skirt, sun hat	What are you wearing? I'm wearing.. What colour is ..? Sing a song	Speaking, listening, reading, writing	
53	Unit 8 What's he wearing?	Clothes Dress, t-shirt, shorts, shoes,,belt, jeans, scarf, socks, trainers, hat, Raincoat, coat, wellies, jacket, skirt, sun hat Fashion show	What is he/she wearing? He's/ she's wearing...	Speaking, listening, reading, writing	
54	Unit 8 What's he wearing?	Clothes, Tongue twister	What is he/she wearing? He's/ she's wearing...	Speaking, listening, reading, writing	Play with cards
55	Unit 8 What's he wearing?	Story time! Umbrella, rain Trousers	Come on! Come here! I've got ... He's wearing..	Speaking, listening, reading, writing	Dictation clothes

56	Unit 8 What's he wearing?	School uniform Countries: Poland, Russia, Japan, Spain, Britain	Where are you from? Is he/she wearing...?	Speaking, listening, reading, writing	
57	Unit 8 What's he wearing?	Clothes and face Colours	I'm wearing, he's wearing Project	Speaking, listening, reading, writing	
58	Текущая аттестация Test 7 unit 8			Speaking, listening, reading, writing	
59	Unit 7 Our world	Field, forest, lake, river, town, plane, city, Wings	He can.. He's got.. There's a....	Speaking, listening, reading, writing	
60	Unit 7 Our world	Field, forest, lake, river, town, plane, city, mountain	River-rivers There is.. There are Sing a song	Speaking, listening, reading, writing	
61	Unit 7 Our world	Field, forest, lake, river, town, plane, city, mountain Boat, bus, car, lorry, tractor, train, sky	There is.a.. in the There are In the... On the How many...	Speaking, listening, reading, writing	
62	Unit 7 Our world	Story time! Countries: China, Africa, Madagascar, Greece, Peru, Island, , rainforest	Look out! Well done Stop Lots of+ many, Too Postcard, letter	Speaking, listening, reading, writing	Check your progress
63	Unit 7 Our world Текущая аттестация	Project: my country		Speaking, listening, reading, writing	Check your progress

	я Test 8 Unit 7				
64	Повторение				
65	Промежуточная аттестация				Listening Speaking Reading Writing

7 Содержание программы «Active learners» для обучающихся 9-14 лет, являющейся составной частью программы «Английский язык по многоуровневой системе обучения. Тематическое планирование.

7.1 Содержание программы. Тематическое планирование. Программа «Active learners» 1-я ступень обучения.

Учебный курс- «Go getter 1» by Jayne Wildman, Graham Fruen

В комплект курса входят: Student's Book, Workbook, Teacher's Book, Test Book, Vocabulary Flashcards, video, audio, доп. пособия: reader (домашнее чтение)

Средства обучения: учебный комплект курса, интерактивная доска,

Категория слушателей- 8-10 лет

По окончании данной ступени обучения обучающийся должен знать: лексику по темам: части тела человека и внешность, одежда, личные вещи, покупки в магазине, семья, учеба; грамматику: there is /there are, a /an, any; притяжательный падеж, притяжательные прилагательные; have got, irregular plurals; модальный глагол can; время Present Simple.

По окончании данной ступени обучения обучающийся должен уметь: составлять диалоги на бытовые темы, описать человека и местонахождение объекта, сделать покупки, рассказать об учебе и семье. С помощью элементарной грамматики и лексики суметь описать различные аспекты своей жизни, а уровень владения языком должен позволить сориентироваться в англоязычном окружении.

Форма обучения: очная,

Срок обучения- 68 занятий

Формы контроля: текущий контроль, промежуточная аттестация

Режим занятий: 2 занятия в неделю в период с понедельника по субботу, регламентируется расписанием занятий, утверждаемым директором

Количество учебных недель: 34

Количество учебных дней: 68

АНО ДО «АИЯ» устанавливает следующие возможные перерывы в графике учебного процесса:

- ☐ в период зимних каникул;
- ☐ в период летних каникул;
- ☐ в период общегосударственных праздников.

Занятия ведутся в группах русскоязычными педагогами с использованием аутентичных учебно-методических комплектов. Занятия проводятся в помещениях оборудованных необходимыми техническими средствами обучения:

- ☐ аппаратурой для воспроизведения аудио файлов;
- ☐ обучающими таблицами, плакатами.

Кроме того, педагог может использовать ноутбук/компьютер, аудиоколонку, смарт доску.

Дата начала занятий: по мере формирования группы (сентябрь-октябрь)

Дата окончания занятий: май/июнь

Содержание программы. Тематическое планирование . Программа « Active learners» 1я ступень.

Урок	Название темы	Грамматика	Лексика	Учебник (Pupil's book стр.)	Разговор / Письмо / Аудирование
1	0 Get Started!	Pronouns	Alphabet	4-5	Introductions
2	0 Get Started!	Plural nouns	Numbers 1-100	6-7	This is...
3	0 Get Started!	My, your	School objects	8-9	Classroom language
4	1 Family and friends	Possessive's	Family	10-11	Talking about family
5	1 Family and friends	Personal pronouns To be +	Family	12-13	Talking about family
6	1 Family and friends	Personal pronouns To be +, -	Countries, nationalities	14-15	Talking about family
7	1 Family and friends	Articles -in, at	Family, countries, places	16-17	Family photo
8	1 Family and friends	Personal pronouns To be +, -	Family, countries, places	18	Friends
9	1 Family and friends	Personal pronouns To be +, -	Family, countries, places	20-21	Talking about family
10	Progress test	Отработка навыков			Speaking activity
11	2 My things	Demonstratives , to be +	Clothes	28	Talking about my clothes
12	2 My things	This, that, these, those	My things, adjectives	29	Talking about my favourite object
13	2 My things	Demonstratives , to be-? Short answers	My things	30	Talking about my favourite object
14	2 My things			28	Communication (asking for and giving personal information) Listening
15	2My things		backpack, games console, laptop computer, mobile phone, mountain bike, skateboard		Reading , writing tasks -My favourite things, punctuation
16	2My things	Language revision Skills revision			
17	Test2 unit 1-2				
18	3 In the house		Parts of the house and furniture	34-35	My home

19	3 In the house	There is/are +	Furniture, prepositions of place	36-37	My home
20	3 In the house	There is/are +, -, ? a, any	Furniture, prepositions	38-39	My home
21	3 In the house	There is/are +, -, ?	Furniture, prepositions	40	My home(asking for smth and saying where smth is)
22	3 In the house	There is/are +, -, ?	Household objects (carpet, cushion, lamp, plant, poster, television (TV))	41	My things- reading Writing- my favourite room, punctuation

23	3 In the house	Revision	Furniture, prepositions	44-45	Speaking favourite things Listening:favourite things
24	3 In the house	Progres test	Types of houses	47	Discussion
25	4 About me	Have got +	Face and hair plus adjectives	46-47	Discussion
26	4 About me	Have got +, - Regular and irregular plural	Body parts	48-49	My body
27	4 About me	Have got +, -, ?, short answers Possessive adjectives	Body parts	50-51	My body, my things- pair work
28	4 About me		Body parts, personality	52-53	My body, my things Appologising
29	4 About me	Have got +, -, ?	Body parts, personality	54	My body, my things Writing My favourite character
30	4 About me	Language revision Skills revision		55,56,57	
31	Test 2 Unit 3-4				
32	5 Things I can do	Can +, -	Action verbs	58-59	What I can do
33	5 Things I can do	Can +, -	Action verbs Collocations with make,play and ride	60-61	What I and my family can do
34	5 Things I can do	Can +, -, ?	Action verbs	62-63	Ask and answer, write a report
35	5 Things I can do		Action verbs	64-65	Suggestions
36	5 Thing I can do		Different clubs	66, 55	Writing What I can do at the club (and , but)

37	5 Thing I can do	Language revision		67	
38	5 Things I can do	Progress test			
39	6 My day		Daily activities Collocations with have, do and go	70-71	My daily life
40	6 My day	Present Simple +	Daily activities	72-73	My daily life
41	6 My day	Present Simple +	Daily activities, frequency adverbs, days of the week	74-75	My daily life
42	6 My day	Present Simple +	Daily activities, frequency adverbs, days of the week Months	77	Отработка навыков
43	6 My day		The time	76, 78	The time ask and answer Writing My weekend (before , after)
44	6 My day	Language revision Skills revision		79,80,81	
45	Test 3 unit 5-6				
46	7 Animals	Can, can't, has got, hasn't got	Wild animals Pets	82,83,85	Describe an animal or pet
47	7 Animals	Present Simple negative	Wild animals Pets	84,85	Talk about your weekend
48	7 Animals	Present Simple questions and short answers	Question words what, where	86,87	
49	7 Animals	Present Simple +, -, ?	Adjectives	89,90	Wild animals and pets, writing an e-mail
50	7 Animals	Language revision	Money	88, 91	Buying a ticket
51	Pets in the UK	Progress test unit 7		92,93	Project My pet
52	8 I like that!		Sports, Collocations with do, go, play	94,95	Talk about sports
53	8 I like that	Lke, love, hate+Verb+ing		96,97	
54	8 I like that	Lke, love, hate+Verb+ing Object pronouns		97	Reading, writing about your friends or family

55	8 I like that	Question words	Sports	98,99	Write questions
56	8 I like that	Question words	Hobbies Healthy lifestyle	101,102	My lifestyle
57	8 I like that	Language revision	Seasons and weather	100, 103	Favourite season
58	8 I Like that	Skills revision		104,105	
59	Progress test 4 unit 7-8				
60,61 ,62	Домашнее чтение				
63,64 ,65	Тематические уроки. Рождество.				
66,67	Повторение				
68	Промежуточное тестирование- финальный тест				

7.2 Содержание программы. Тематическое планирование. Программа «Active learners» 2-я ступень обучения.

Учебный курс- «Go getter 2» by by Jayne Wildman, Graham Fruen

В комплект курса входят: Student's Book, Workbook, Teacher's Book, Test Book, Vocabulary Flashcards, video, audio

Доп. пособия: Reader (домашнее чтение)

Средства обучения: учебный комплект курса, интерактивная доска,

Категория слушателей- 10-14 лет

По окончании данной ступени обучения обучающийся должен знать: лексику по темам: страны и национальности, месяцы, года, одежда; технологии, использование технологий, чувства, места в городе, путешествия, транспорт, праздники; грамматику: Present Simple, наречия частотности, исчисляемые и неисчисляемые существительные, Past Simple глагола to be, Past Simple отрицание, вопрос, краткие ответы, to be going to, общие и специальные вопросы.

По окончании данной ступени обучения обучающийся должен уметь: понимать и использовать элементарные выражения разговорной речи, а также формулы повседневного общения; поддерживать элементарный разговор в рамках изученных тем, составляя грамматически правильные простые предложения и задавая вопросы. Читать и понимать адаптированные тексты, выполнять по ним задания, выводить тему; самостоятельно писать небольшие грамматически правильные предложения.

Форма обучения: очная,

Срок обучения- 68 занятий в течение учебного года. Учебный год установлен с 1.09.25 по 30.06.26г

Формы контроля: текущий контроль, промежуточная аттестация

Режим занятий: 2 занятия в неделю в период с понедельника по субботу, регламентируется расписанием занятий, утвержденным директором

Точное количество занятий планируется ежемесячно и зависит от календарных возможностей месяца, от государственных праздников и других возможных причин (перенос занятий в связи с болезнью педагога дополнительного образования, возмещение отмененных занятий). Организованные праздники, творческие формы проведения занятий входят в сетку учебных занятий.

Количество учебных недель: 34

Количество учебных дней: 68

АНО ДО «АИЯ» устанавливает следующие возможные перерывы в графике учебного процесса:

- в период зимних каникул;
- в период летних каникул;
- в период общегосударственных праздников.

Занятия ведутся в группах русскоязычными педагогами с использованием аутентичных учебно-методических комплектов. Занятия проводятся в помещениях оборудованных необходимыми техническими средствами обучения:

- аппаратурой для воспроизведения аудио файлов;
- обучающими таблицами, плакатами.

Кроме того, педагог может использовать ноутбук/компьютер, аудиоколонку, смарт доску.

Дата начала занятий: по мере формирования группы (сентябрь-октябрь)

Дата окончания занятий: май/июнь

Содержание программы “Active learners” вторая ступень. Тематическое планирование

Урок	Тема	Grammar	Vocabulary	Functions	Skills
1. L0.1	Unit 0 Get started	To be. Have got.	Months of the Year. Countries and nationalities	Introduce yourself and say what you've got	Listening for detail (ex 1 p 4) Speaking (ex 2 p 4, ex 9 p 5)
2. L0.2-0.3	Unit 0 Get started	Can. There is/are	Action verbs Inside the house Prepositions of place next to.	Talk about abilities. Talk about your room and use prepositions of place.	Speaking (ex 6 p 6, ex 8 p 7) Reading for detail (ex 2 p 7)
3. L0.4-0.5	Unit 0 Get started	This, that, these, those. Possessive adjectives.	Clothes Adjectives	Talk about clothes and use this, that, these, those. Talk about people and use possessive adjectives.	Speaking (ex 3 p 8, ex 4, ex 6 p 9)
4. L 1.1	Unit 1 Classmates		School subjects and school items	Talk about school	Speaking (ex 6 p 11)
5. L 1.2	Unit 1 Classmates	Present Simple affirmative, adverbs of frequency	often, sometimes, never.	Use the Present Simple to talk about daily routine.	Speaking (ex 10 p 13)

6. L 1.3	Unit 1 Classmates	Present Simple (negative, questions and short answers)	Collocations with do and play	Ask and answer questions about hobbies.	Speaking (ex 7 p 15)
7. L1.4-1.5	Unit 1 Classmates	Present Simple (all types)	Places in a school	Ask for and give for personal information. Be able to understand a text about a school day.	Speaking (talk to your partner to ask for and give personal information) Reading for detail (ex 2 p 17)
8. L 1.6	Unit 1 Classmates	Time expressions at, in , on.	Canteen, classroom, computer room, gym, hall, library, playground, staff room.	Write short texts about your day.	Listening for specific detail (ex2, 3 p 18) Writing (ex 7 p 18)
9. L1.7 Revision	Unit 1 Classmates	Revision	Revision	Revision	Speaking (ex 8 p 19)
10	Progress test unit 1				
11. L 2.1	Unit 2 Fun with Food		Food and drink	Talk about food and drink	Speaking (ex 8 p 23) Listening for detail (ex 4 p 23)
12. L 2.2	Unit 2 Fun with Food	There is/are (all types) Countable and uncountable nouns, some/any.	Food and drink	Talk about quantity	Speaking (ex 10 p 25)
13. L 2.3	Unit 2 Fun with Food	How much...? How many...? A lot of	Containers	Ask and answer questions about quantity.	Reading for detail (ex 2 p 26)

					Speaking ex (ex 8 p 27)
14. L2.4-2.5	Unit 2 Fun with Food	How much...? How many...? A lot of	Food and drink Containers	Order food in a café or restaurant. Be able to understand a text about a food festival.	Speaking (ex 4 p 28) Reading for gist (ex 2 p 29) Reading for detail (ex 4 p 29)
15. L2.6-2.7	Unit 2 Fun with Food	Sentences with so and because.	Food and drink Containers	Write short texts about food	Writing (ex 6 p 30) Listening for gist (ex 1 p 30) Listening for specific information (ex 3 p 30)
16. Skills Revision Units1-2 (p32-33)	Unit 2 Fun with Food	Revision	Revision	Revision	Reading for specific information (ex 2 p 32) Writing (ex 3 p 32) Listening for specific detail (ex 4 p 32) Speaking (ex 6 p 33)
17	Progress test unit 1-2				
18. L 3.1	Unit 3 Technology for all		Technology items Using technology	Talk about technology.	Speaking (ex 8 p 35)
19. L 3.2	Unit 3 Technology for all	Present Continuous (affirmative and negative)	Technology items	Say what is happening now.	Speaking (ex 7, 9 p 37)

			Using technology		
20. L 3.3	Unit 3 Technology for all	Present Continuous (questions and short answers)	Feelings	Ask and answer questions about what is happening now.	Speaking (ex 7 p 39)
21. L3.4-3.5	Unit 3 Technology for all	Present Continuous (all types)	Adjectives with prepositions	Phone a friend. Be able to understand an interview.	Speaking (ex 4, 5 p 40) Reading for gist (ex 1 p 41) Reading for detail (ex 2 p 41)
22. L 3.6	Unit 3 Technology for all	Adverbs too and also.	Adjectives with prepositions	Write short texts about technology.	Listening for gist (ex 2 p 42) Listening for detail (ex 3 p 42) Writing (ex 6 p 42)
23. L 3.7 Revision	Unit 3 Technology for all	Revision	Revision	Revision	Speaking (ex 8 p 43)
24	Progress test				
25. L 4.1	Unit 4 Big World		Geographical features	Talk about geographical features.	Speaking (ex 7 p 47) Listening for specific information (ex 6 p 47)
26. L 4.2	Unit 4 Big World	Comparative adjectives	Adjectives	Compare two things	Listening for gist (ex 1 p 48) Listening for detail (ex 2 p 48) Speaking (ex 10 p 49)

27. L 4.3	Unit 4 Big World	Superlative adjectives	Adjectives	Compare two or more things	Listening for specific detail (ex 2 p 50)
28. L4.4-4.5	Unit 4 Big World	Comparative and superlative adjectives	Adjectives	Ask for and give opinions. Be able to understand a quiz about world records.	Speaking (ex 4 p 52) Reading for detail (ex 3 p 53)
29. L4.6-4.7	Unit 4 Big World	Revision	Revision	Write a short text about friendship.	Listening for gist (ex 2 p 54) Listening for specific information (ex 3 p 54) Writing (ex 6 p 54)
30. Skills Revision (p56-57)	Unit 4 Big World	Revision	Revision		Reading for gist (ex3 p 56) Writing (ex 4 p 56) Listening for specific information (ex 5 p 56) Speaking (ex 7 p 56)
31	Progress test Unit 3-4				
32 L 5.1	Unit 5 Around Town		Places in town Prepositions of place	Talk about places in town	Speaking (ex 7 p 59)
33. L 5.2	Unit 5 Around Town	Past Simple to be affirmative and negative	Past time expressions Places in town Prepositions of place	Use was/were to talk about the past	Listening for specific information (ex 2 p 60) Listening for gist (ex 4 p 60)

34. L 5.3	Unit 5 Around Town	Past Simple to be questions and short answers		Use was/were to ask and answer about the past	Speaking (ex 4, 6, 7 p 63) Listening for specific information (ex 2 p 62)
35. L5.4-5.5	Unit 5 Around Town	Past Simple to be	Places in town Prepositions of place Directions	Ask for and give directions. Be able to understand a text about a place in the past	Speaking (ex 6 p 64) Reading for gist (ex 2 p 65) Reading for specific information (ex 3 p 65)
36. L 5.6	Unit 5 Around Town	Past Simple to be	Adjectives	Write a description of a town.	Writing (ex 7 p 66) Listening for specific information (ex 2 p 66)
37. L 5.7 Revision	Unit 5 Around Town	Revision	Revision		Speaking (ex 7 p 67)
38	Progress test				
39. L 6.1	Unit 6 Just the job		Jobs	Talk about people's jobs	Speaking (ex 7, 8 p71)
40. L 6.2	Unit 6 Just the job	Past Simple affirmative: regular verbs.	Past time expressions (ago)	Talk about the past	Listening for gist (ex 1, 4, 5 p 72) Speaking (tell what you did every day during the week)
41. L 6.3	Unit 6 Just the job	Past Simple affirmative: irregular verbs.	Come-came, drink-drank, eat-ate, feel-felt, go-went, have-had, make-made,	Talk about the past.	Speaking (ex 8 p 75)

			meet-met, take-took.		
42. L6.4-6.5	Unit 6 Just the job	Past Simple affirmative: regular and irregular verbs.	Jobs at home	Ask for and give permission. Be able to understand a text about pocket money and housework.	Speaking (ex 4 p 76 ex 6, 8 p 77) Reading for gist (ex 2 p 77) Reading for specific information (ex 3 p 77)
43. L6.6-6.7	Unit 6 Just the job	Revision	Revision	Write a description of a day out	Writing (ex 6 p 78) Listening for gist (ex 2 p 78) Listening for specific information (ex 3 p 78)
44. Skills Revision (p80-81)	Unit 6 Just the job	Revision	Revision		Writing (ex 3 p 80) Listening for specific information (ex 4 p 80) Speaking (ex 6 p 81)
45	Progress test				
46. L 7.1	Unit 7 Going Places		Transport nouns Transport verbs	Talk about transport	Listening for gist (ex 6 p 83) Speaking (ex 9 p 83)
47. L 7.2	Unit 7 Going Places	Past Simple negative	Travel equipment	Talk about the past.	Listening for specific information (ex 2 p 84) Listening for gist (ex 5 p 84)

					Speaking (ex 11 p 85)
48. L 7.3	Unit 7 Going Places	Past Simple questions and short answers.	Things to do on holiday	Ask and answer about the past.	Speaking (ex 8 p 87)
49. L7.4-7.5	Unit 7 Going Places	Past Simple.	Dangerous, expedition, heavy, record, explorer, South Pole.	Buy a ticket at a station. Be able to understand a text about an explorer.	Speaking (ex 4, 5 p 88 ex 6 p 89) Reading for specific information (ex 2, 3 p89)
50. L 7.6	Unit 7 Going Places	Past Simple, Present Simple, Present Continuous, to be (present, past)-revision		Write short texts about holidays	Listening for gist (ex 2 p 90) Listening for specific information (ex 3 p 90) Writing (ex 7 p 90)
51. L 7.7 Revision	Unit 7 Going Places	Revision	Revision		Speaking (ex 6 p 91)
52	Progress test				
53. L 8.1	Unit 8 Having Fun		Events cook food, get presents, sleep on the floor, take part in a competition, wear a costume, sing «Happy birthday» Ordinal numbers.	Talk about events and dates.	Speaking (ex 10 p 95) Listening for gist (ex 5 p 95) Listening for specific information (ex 9 p 95)
54. L 8.2	Unit 8 Having Fun	To be going to		Talk about future plans	Listening for gist (ex 1 , 5 p 96) Listening for specific

					information (ex 9 p 97) Speaking (ex 8, 10 p 97)
55. L 8.3	Unit 8 Having Fun	Revision of questions (can, to be (present and past), have got, Present Simple, Past Simple)	Types of music	Ask questions about the present and the past	Speaking (ex 6 p 99)
56. L 8.4	Unit 8 Having Fun	Revision of questions (can, to be (present and past), have got, Present Simple, Past Simple)	Types of music	Make arrangements	Speaking (ex 5 p 100) Listening for gist (ex 1 p 100) Listening for specific information (ex 2 p 100)
57. L 8.5	Unit 8 Having Fun			Be able to understand a text about a special event	Reading for gist (ex 1 p 101) Reading for special information (ex 2 p 101)
58. L 8.6	Unit 8 Having Fun			Write an invitation	Writing (ex 6 p 102) Listening for gist (ex 2 p 102) Listening for specific information (ex 3 p 102)
59. L 8.7 Revision	Unit 8 Having Fun	Revision	Revision		Speaking (ex 6 p 91)

Skills Revision	Unit 8 Having Fun		Wordlist (p 105)		Writing (ex 2 p 104) Reading (ex 1 p 104) Listening (ex 3 p 104) Speaking (ex 5 p 104)
60,61,62	Работа с домашним чтением				
63,64,65	Тематические уроки. Проекты				
66, 67	Повторение				
68	Промежуточная аттестация- финальный тест				

7.3 Содержание программы. Тематическое планирование. Программа «Active learners» третья степень обучения

Учебный курс- «Wider World 1» by Bob Hastings, Stuart McKinley

В комплект курса входят: Student's Book, Workbook, Teacher's Book, Test Book, Vocabulary Flashcards, video, audio

Доп. пособия: Reader (домашнее чтение)

Средства обучения: учебный комплект курса, интерактивная доска, интернет - ресурсы

Категория слушателей- 12-14 лет

По окончании данной ступени обучения обучающийся должен знать: лексику по темам: страны и национальности, описание характера, еда, ежедневные дела, школьные предметы и занятия, музыка., спорт и спортсмены, технологии, использование технологий, чувства, места в городе, путешествия, транспорт,; грамматику: Present Simple, наречия частотности, исчисляемые и неисчисляемые существительные, Past Simple, Present Continuous, going to, comparatives and superlatives adjectives

По окончании данной ступени обучения обучающийся должен уметь:

понимать основное содержание прослушанного и прочитанного текста; извлекать общую и конкретную информацию из прочитанного и прослушанного текста; определять структурно-логические и хронологические связи прочитанного текста; вести диалог-расспрос в различных социокультурных ситуациях общения; участвовать в простой дискуссии; составить монологическое высказывание по пройденной тематике

Форма обучения: очная, дистанционная в форме онлайн занятий

Срок обучения- 68 занятий в течение учебного года. Учебный год установлен с 1.09.25 по 30.06.26г

Формы контроля: текущий контроль, промежуточная аттестация

Режим занятий: 2 занятия в неделю в период с понедельника по субботу, регламентируется расписанием занятий, утверждаемым директором

Точное количество занятий планируется ежемесячно и зависит от календарных возможностей месяца, от государственных праздников и других возможных причин (перенос занятий в связи с болезнью педагога дополнительного образования, возмещение отмененных занятий). Организованные праздники, творческие формы проведения занятий входят в сетку учебных занятий.

Количество учебных недель: 34

Количество учебных дней: 68

АНО ДО «АИЯ» устанавливает следующие возможные перерывы в графике учебного процесса:

- в период зимних каникул;
- в период летних каникул;
- в период общегосударственных праздников.

Занятия ведутся в группах русскоязычными педагогами с использованием аутентичных учебно-методических комплектов. Занятия проводятся в помещениях оборудованных необходимыми техническими средствами обучения:

- аппаратурой для воспроизведения аудио файлов;
- обучающими таблицами, плакатами.

Кроме того, педагог может использовать ноутбук/компьютер, аудиоколонку, смарт доску, интернет-ресурсы

Дата начала занятий: по мере формирования группы (сентябрь-октябрь)

Дата окончания занятий: май/июнь

Содержание программы «Active Learners» 3-я ступень. Тематическое планирование.

Урок	Тема	Grammar	Vocabulary	Functions	Skills
1. L01	Starter Unit Повторение	to be, possessive adjectives, object pronouns,	Things Colours. Days of the week.		Listening Speaking, Writing, Reading
2. L.02- 0.3	Starter Unit Повторение	to be, possessive adjectives, object pronouns,	Things Colours. Days of the week.		Listening Speaking, Writing, Reading
3. L04-05	Starter Unit Повторение	ordinal numbers The time	Months, seasons, dates		Listening Speaking, Writing, Reading

4. L1.1	Unit 1. L People are people	Possessive 's	Countries-nationalities; Family members; Appearance.	Talk about family and nationalities	Speaking (ex 9 p 11)
5. L 1.2-1.3	Unit 1. People are people.	Can (affirmative, negative, interrogative sentences).	Abilities; Personality.	Talk about abilities and general appearance and personality.	Speaking (ex 5 p 12, ex 6 p 13) Reading for specific detail (ex ex2, 3 p 13)
6. L1.4-1.5	Unit 1. People are people.	Have got (affirmative, negative, interrogative sentences).	Clothes.	Talk about possessions and clothes	Listening for specific detail (ex 2, 3, 5 p 15) Speaking (ex 6 p 14, ex 7 p 15)
7. L1.6	Unit 1. People are people.	Have got, can.	Clothes.	Greet and introduce people	Speaking (ex 7 p 16)-
8. L 1.7	Unit 1. People are people.			write a short description of a person.	Writing - ex 7 p 17 –write a description of your hero
9. Revision (p18-19)	Unit 1. People are people.	Revision	Revision (Wordlist p 18)		Listening (ex 10 p 19 listen and write down what you hear) Speaking (ex 9 p 19- greet and introduce people)
10	Progress test 1				

11. L 2.1	Unit 2. It's delicious!		Food and drink	talk about food and drink	Listening (ex 7,9 p 23) Speaking (ex 10 p 23)
12. L2.2- 2.3	Unit 2. It's delicious	There is/there are (affirmative, negative, interrogative sentences).	Food and drink Meal	Talk about places to eat in town and talk about preparing food	Speaking (ex 6, 7 p 24, ex 6 p 25) Reading for details (ex3 p 25)
13. L 2.4-2.5	Unit 2. It's delicious	Countable and uncountable nouns. Quantifiers.	Food and drink Quantities	use countable and uncountable nouns to talk about quantities of food and talk about shopping for food.	Listening for detail (ex 2 p 26, Tr 1.38) Listening for specific detail (ex 3, 5, 6 p 27) Speaking (ex 6 p 26)
14. L 2.6	Unit 2. It's delicious	-	Shopping for food	Order food and drink	Listening for detail ex (2 p 28, Tr 1.45) Speaking (ex 5 p 28)
15. L 2.7	Unit 2. It's delicious	too much, too many, not enough.		Use too much/too many, not enough to talk about quantities.	Speaking (ex 4 p 29)
16. Revision (p 30-31)	Unit 2. It's delicious	Revision	Revision (Wordlist p 30)		Listening (ex 10 p31) Speaking (ex 9 p 31)

17	Progress test 2				
18. L 3.1	Unit 3 My day	-	Verb describing routines	Talk about daily routines	Speaking (ex 7 p 35)
19 L 3.2-3.3	Unit 3 My day	Present Simple (affirmative and negative sentences).	Pets, daily routines	use Present Simple to talk about pets and their habits and talk about free time activities.	Speaking (ex 8 p 36, ex 7 p 37) Reading for specific detail (ex 3, 5 p 37)
20 3.4 -	Unit 3 My day	Present Simple (questions and short answers)		Use the Present Simple to ask about routines.	Speaking (ex 6 p 38)
21 L 3.5	Unit 3 My day	Present Simple (questions and short answers)	Feelings Daily routines	talk about feelings.	Speaking (ex 6,7 p39) Listening specific detail (ex 2, 3 p 39)
22 L 3.6	Unit 3 My day	Present Simple.		Talk about likes and dislikes.	Listening for detail (ex 2 p 40) Speaking (ex 6 p40)
23 L 3.7 Revision	Unit 3 My day	Present Simple	Daily routine Quantities	write about a daily routine	Writing (ex 5 p 41) Listening (ex 7 p 43, Tr 1.63) Speaking (ex 6 p 43)
24	Progress test				

25 L 4.1	Unit 4 Love to learn	Present Simple	School subject, Classroom object	talk about classroom objects and school subjects	Listening for detail (ex7, 8 p 47). Speaking (ex 9 p 47).
26 L 4.2	Unit 4 Love to learn	Present Continuous	School subject, Classroom object	talk about things happening now	Speaking (7 p 48)
27 L 4.3	Unit 4 Love to learn	Present Continuous	bell, classmate, form tutor, register, best friend, get to know somebody, make friends with somebody, meet somebody for the first time.	talk about making friends.	Speaking (ex 7 p 49) Reading for gist (ex 2 p 49) Reading for specific detail (ex3, 4 p 49)
28 4.4-4.5	Unit 4 Love to learn	Present Simple and Present Continuous	boarding school, start school, have classes, go to school, revise for exams, do homework.	talk about what usually happens and talk about what is happening now, talk about boarding schools.	Speaking (ex 7 p 49) Reading for gist (ex 2 p 49) Reading for specific detail (ex3, 4 p 49)
29 L 4.6	Unit 4 Love to learn	Present Simple and Present Continuous		make and respond to polite requests	
30 L 4.7 Revision p.54-55	Unit 4 Love to learn	Prepositions of place		use prepositions of place to describe position	

31	Progress test				
32 L5.1	Unit 5 The Music of Life		musical instruments, types of music	Talk about types of music and musical instruments	Speaking (ex 10 p 59)
33 L5.2-5.3	Unit 5 The Music of Life	Comparatives	Personality	make comparisons, give opinions about musicals.	Speaking (ex 6 p 60,) Speaking (talk to you partner about your favourite films, theatre musicals or music videos) Reading for specific detail (ex 2, 3 p 61)
34 5.4 -5.5	Unit 5 The Music of Life	Superlatives	audience, band, concert, group, orchestra, singer, stage, street musician, go to concerts, enjoy music, buy tickets online, play music.	Use superlatives to compare more than two people or things, talk about live music	Speaking (ex 7 p 62) Listening for specific detail (ex 4, 5 p 63)
35 L5.6	Unit 5 The Music of Life	Superlatives	audience, band, concert, group, orchestra, singer, stage, street musician, go to concerts, enjoy music, buy tickets online, play music.	Make and respond to suggestions.	Speaking (ex 7 p 64)
36 L 5.7	Unit 5 The Music of Life			Write short messages	Writing (ex 7 p 65)
37 Revision (p 66-67)	Unit 5 The Music of Life	Revision	Revision (Wordlist p 66)		

38	Progress test				
39 L 6.1	Unit 6 A Question of Sport		Sports, sportspeople	Talk about sports and sportspeople	Speaking (ex 9 p 71)
40 L6.2-6.3	Unit 6 A Question of Sport	Was/were	Sports, sportspeople	Talk about events in the past and talk about places to play sport.	Speaking (ex 6 p 72, ex 6 p 73) Reading for specific detail (ex 2,3 p 73)
41 L6.4-6.5	Unit 6 A Question of Sport	Past Simple affirmative (regular and irregular verbs).	Sports, sports competitions	Talk about events in the past and talk about a sport match.	Speaking (ex 7 p 74, ex 7 p 75) Listening for specific detail (ex 3,4 p 75)
42 L 6.6	Unit 6 A Question of Sport	Past Simple affirmative (regular and irregular verbs).	Sports, sports competitions	Talk about hobbies and interests.	Speaking (ex6 p 76)-
43 L 6.7	Unit 6 A Question of Sport	Past Simple	ten seconds ago, an hour ago, three weeks ago, many years ago, twenty minutes ago, a few days ago, six months ago, a long time ago.	Use ago to talk about events in the past	Speaking (ex 6 p 77).
44 Revision(p78-79)	Unit 6 A Question of Sport	Revision	Revision (Wordlist p 78)		
45	Progress test				
46 L 7.1	Unit 7 The time machine		History and technology	Talk about technology and important moments in the past.	Speaking (ex 9 p 83)

47 L7.2-7.3	Unit 7 The time machine	Past Simple(negative)	Technology items	Use the past simple negative to talk about events in the past and talk about everyday technology	Speaking (ex 6 p 84, ex5 p 85) Reading for specific detail (ex 2, 3 p 84)
48 L 7.4	Unit 7 The time machine	Past Simple(questions and short answers)	Technology items	Ask and answer questions about the past	Speaking (ex 7 p 86) Listening for specific detail (ex 2 p 86)
49 L 7.5	Unit 7 The time machine	Past Simple(questions and short answers)	CDs, DVDs, earphones, games console, MP3 player, ringtone, tracks (songs).	Identify specific detail in a radio interview and talk about childhood.	Listening for specific detail (ex 2, 3 p 87)
50 L 7.6	Unit 7 The time machine		CDs, DVDs, earphones, games console, MP3 player, ringtone, tracks (songs).	Agree and disagree with statements	Listening for detail (ex 2, 3 p 88) Speaking (ex 6 p88)
51 L 7.7 Revision p 90-91	Unit 7 The time machine		Revision (Wordlist p 90)	Write a personal email with news.	Writing (ex 6 p 89)
52	Progress test				
53 L 9.1	Unit 9 Getting around		Transport Places in town How to get	Talk about means of transport and travel.	Reading for gist (ex 2 p 106) Speaking (ex 7 p 107)
54 L9.2-9.3	Unit 9 Getting around	Present Continuous	Holiday activities,	use the Present Continuous to talk about future arrangements and	Speaking (ex 6 p 108, ex 6 p 109)

		for future arrangements		talk about holidays.	Reading for specific detail (ex 2,3 p 109)
55 L 9.4	Unit 9 Getting around	Going to for plans.	Holiday activities,	Use going to to talk about future plans.	Listening for detail (ex 2 p 110) Speaking (ex 7 p 110)
56 L 9.5	Unit 9 Getting around	Going to for plans.	Weather	Talk about the weather	Speaking (ex 5 p 111) Listening for specific detail (ex2, 3, 4 p 111).
57 L 9.6	Unit 9 Getting around	Going to for plans.		Ask for and give directions	Listening for specific detail (ex 1 p 112) Speaking (ex 6 p 112)
58 L 9.7 Revision (p 114-115)	Unit 9 Getting around		Revision (Wordlist p 115)	Write an invitation email	Writing (ex 5 p 113)
59	Progress test				
60,61,62	Тематические занятия . Рождество. Проекты				
63,64,65	Домашнее чтение				
66,67	Повторение				
68	Промежуточное тестирование				

3.7

7.4 Содержание программы. Тематическое планирование. Программа «Active learners» четвертая ступень обучения

Учебный курс- «Wider World 2» by Bob Hastings, Stuart McKinley

В комплект курса входят: Student's Book, Workbook, Teacher's Book, Test Book, Vocabulary Flashcards, video, audio

Доп. пособия: Reader (домашнее чтение)

Средства обучения: учебный комплект курса, интерактивная доска, интернет - ресурсы

Категория слушателей- 12-14 лет

По окончании данной ступени обучения обучающийся должен знать:- лексику по темам: Одежда, аксессуары, внешность, черты характера, чувства; технологии и их использование в современном обществе ;дом, здания, город, достопримечательности; культура, искусство, увлечения, хобби; образование, выбор профессии; животный мир, домашние животные; здоровье, болезни, здоровый образ жизни; магазины, покупки, деньги.

-основные грамматические структуры:

Present Simple (for habits and routines) ;наречия частоты действия (always, usually etc) и их место в предложении; грамматическое время Present Continuous (to talk about things happening now) в сравнении с Present Simple (to talk about things that usually happen); грамматическое время Past Simple в утвердительных, вопросительных и отрицательных предложениях, как с правильными, так и неправильными глаголами (regular and irregular verbs) для обозначения событий в прошлом ; исчисляемые и неисчисляемые существительные (countable/uncountable nouns); квантификаторы - выражения для обозначения количества (quantifiers); сравнительная и превосходная степень прилагательных (Comparative and Superlative adjectives to compare more than two things or people); употребление модального глагола «will» для предсказания будущих действий; глагольные конструкции с инфинитивом и –ing формами (герундий, причастие настоящего времени); причастия образа действия (adverbs of mannerМодальные глагол «can/have to/don't have to/must/mustn't» для обозначения разрешения, долженствования, необходимости и ее отсутствия; грамматическое время Past Simple в сравнении с Past Continuous для обозначения действий в прошлом на фоне которых происходит другое действие; present Continuous и оборот “be going to” для обозначения будущих намерений, планов, договоренностей (to talk about future arrangements and future plans);у словные предложения I типа (First Conditional to talk about probability)

К концу данной ступени обучения учащийся будет уметь:

- понимать основное содержание прослушанного и прочитанного текста
- извлекать общую и конкретную информацию из прочитанного и прослушанного текста
- определять структурно-логические и хронологические связи прочитанного текста
- вести диалог-расспрос в рамках изученных тем (е. г. Увлечения и хобби, Средства массовой информации, Семья и друзья, Животный мир, Современные Технологии, Дом, родной город, Здоровье, Покупки, Профессии)
- взаимодействовать в различных социокультурных ситуациях общения (е.g. Покупка билета в кино; Обмен новостями; Извинения и ответ на извинения; Обращение за советом или рекомендациями; Разговор о здоровье и самочувствии; Выбор одежды, примерка, покупка;)
- участвовать в простой дискуссии на знакомые темы (е.g. Карманные деньги, Лучшее место в вашем городе, Лучший домашний питомец,)
- делать краткую презентацию на знакомые темы (е.g. Необычные места в городе, Необычные виды спорта, Торговый центр, Робототехника etc)
- составлять монологическое высказывание в рамках изученных тем, рассказывать о прошлых событиях (е.g.Увлечения, Свободное время, Техническая проблема, Приём гостей, Моя мечта)

- писать вступление о себе для личной веб-страницы, биографию, записку (назначение встречи, личные договорённости), личное электронное письмо (personal email), открытку.
- употреблять предлоги времени, некоторые фразовые глаголы (go off, fall out, pick up, take up, hang out, get on etc), прилагательные с предлогами и относительные придаточные предложения (Relative Clause) в устной и письменной речи.
- лексику по темам: основную лексику по темам: Семья, национальности, внешность, черты характера да и напитки, приготовление пищи

Форма обучения: очная, дистанционная в форме онлайн занятий

Срок обучения- 68 занятий в течение учебного года. Учебный год установлен с 1.09.25 по 30.06.26г

Формы контроля: текущий контроль, промежуточная аттестация

Режим занятий: 2 занятия в неделю в период с понедельника по субботу, регламентируется расписанием занятий, утверждаемым директором

Количество учебных недель: 34

Количество учебных дней: 68

АНО ДО «АИЯ» устанавливает следующие возможные перерывы в графике учебного процесса:

- в период зимних каникул;
- в период летних каникул;
- в период общегосударственных праздников.

Занятия ведутся в группах русскоязычными педагогами с использованием аутентичных учебно-методических комплектов. Занятия проводятся в помещениях оборудованных необходимыми техническими средствами обучения:

- аппаратурой для воспроизведения аудио файлов;
- обучающими таблицами, плакатами.

Кроме того, педагог может использовать ноутбук/компьютер, аудиоколонку, смарт доску, интернет-ресурсы

Дата начала занятий: по мере формирования группы (сентябрь-октябрь)

Дата окончания занятий: май/июнь

Содержание программы. Тематическое планирование. Программа «Active Learners» 4я ступень

Урок	Тема	Grammar	Vocabulary	Functions	Skills
1.L0-0.1	Starter Unit. Повторение	Have got. The articles.	Family members. Months and Possessions.		Listening Speaking, Writing, Reading

2 L02-03	Starter Unit. Повторение	Possessive 's There is/are.	Dates. Free time activities.		Listening Speaking, Writing, Reading
3 L0.4	Starter Unit. Повторение	Can/can't for ability.	Skills and abilities		Listening Speaking, Writing, Reading
4. L 1.1	Unit 1 Time for Culture		Culture Cultural activities	Talk about cultural activities, likes and dislikes.	Speaking (ex 8 p 11) .
5. L 1.2- 1.3	Unit 1 Time for Culture	Present Simple (affirmative and negative)	adults, kids, middle-aged (people), pensioners, teenagers.	Talk about habits and routines, talk about age groups.	Speaking (ex 8 p12, ex 7 p 13) Reading for specific detail (ex 2, 3, 6 p 13)
6. L1.4- 1.5	Unit 1 Time for Culture	Present Simple (questions and answers)	Types of media	Ask and answer questions about habits and routines, talk about media habits.	Speaking (ex 7 p 14, ex b p 14) Listening for specific detail (ex 2, 6 p 15)

7. L1.6	Unit 1 Time for Culture	Present Simple (questions and answers)	Types of media	Buy a ticket at the cinema	Speaking (ex 4 p 16) sorry,
8.L 1.7	Unit 1 Time for Culture			Write a personal introduction to a webpage	Writing (ex 6 p 17)
9. Revision (p 18-19)	Unit 1 Time for Culture	Revision	Revision Wordlist p 18		Listening (ex8 p 19) Speaking (ex 7 p 19)
10	Progress test				
11. L 2.1	Unit 2 Friends and Family		Clothes and accessories Body art	Talk about clothes and appearance	Listening for detail (ex 8 p 23) Speaking (ex 9 p 23)
12. L2.2-2.3	Unit 2 Friends and Family	Present Continuous (all types of sentences)	Feelings	Talk about present activities and talk about feelings	Speaking (ex 7 p 24, ex 6 p 25) Reading for specific detail (ex 2,3 p 25)
13. L2.4-2.5	Unit 2 Friends and Family	Present Simple and Present Continuous	Resonalties	Talk about what usually happens and what is happening around now. Talk about personality	Speaking (ex 7 p 26, ex p 27) Listening for specific detail (ex 4, 5, 6 p 27)
14. L 2.6	Unit 2 Friends and Family	Present Simple and Present Continuous	Personalities	Give and respond to news	Speaking (ex 5 p 28)
15. L 2.7	Unit 2 Friends and Family	Prepositions of time		Talk about when something happens	Speaking (ex 6 p 29)

16. Revision (p30-31)	Unit 2 Friends and Family	Revision	Revision Wordlist p 30		Listening (ex 8 p 31) Speaking (ex 7 p 31)
17	Progress test				
18. L3.1	Unit 3 Animal Magic		Animal Animal body parts	Talk about animals	Speaking (ex 8, 9 p 35)
19. L3.2-3.3	Unit 3 Animal Magic	Past Simple (was/were) – all types of sentences	Behavior Personality	Use was/were to talk about the past and talk about behaviour.	Speaking (ex 7 p 36, ex 5 p 37) Reading for gist (ex 2 p 37) Reading for specific detail (ex 3 p 37)
20. L 3.4	Unit 3 Animal Magic	Past Simple (regular verbs)	Carry, change, end, happen, help, invent, like, listen, live, open, start, study, talk, try, use, want, watch, work	Use the past Simple of regular verbs to talk about the past.	Speaking (ex 7 p 38)
21. L 3.5	Unit 3 Animal Magic	Past Simple (regular verbs)	Feed it, train it, take it to the vet's, take it for a walk, wash it, empty its litter tray, brush its fur	Talk about pets	Listening for specific detail (ex 4 p 39) Speaking (ex 5 p 39)
22. L 3.6	Unit 3 Animal Magic	Past Simple (regular verbs)	Feed it, train it, take it to the vet's, take it for a walk, wash it, empty its litter tray, brush its fur	Make and respond to apologies	Speaking (ex 5 p 40)

23. L 3.7	Unit 3 Animal Magic			Write a biography	Writing (ex 6 p 41)
Revision (p 42-43)	Unit 3 Animal Magic	Revision	Revision Wordlist p 42		Listening (ex 7 p 43) Speaking (ex 6 p 43)
24	Progress test				
25. L 4.1	Unit 4 New Technology		Technology Gadgets	Talk about technology	Speaking (ex 9 p 47)
26. L 4.2	Unit 4 New Technology	Past Simple (irregular verbs)	Irregular verbs	Use the Past Simple of irregular verbs to talk about the past.	Speaking (ex 7, p 48) Listening for specific detail (ex 2, 5 p 48)
27. L4.3	Unit 4 New Technology	Past Simple (irregular verbs)	Technology	Talk about using technology	Reading for specific detail (ex 2, 3 p 49) Speaking (ex 6 p 49)
28. L4.4-4.5	Unit 4 New Technology	Verb Patterns verb+infinitive verb+-ing	Technology	Make sentences with verbs followed by the to- infinitive or the -ing form and talk about websites.	Speaking (ex 8 p 50, ex 6 p 51) Listening for specific detail (ex 4, 5 p 51)
29. L 4.6	Unit 4 New Technology	Verb Patterns verb+infinitive verb+-ing	Computer equipment	Put events in order when talking about the past	Speaking (ex 6 p 52) At first/First/First of all. Then/Next/After that/Suddenly. An hour/A few days/Two weeks later. Finally/In the end.

					Listening for specific detail (ex 2, 5 p 52)
30. L 4.7	Unit 4 New Technology	Relative clauses Revision	Computer equipment Revision Wordlist p 54	Be specific about people, things and places	Speaking (ex 7 p 53) Listening for detail (ex 6 p 53) Listening (ex 8 p 55) Speaking (ex 7 p 55)
31	Progress test				
32. L 5.1	Unit 5 My home, my town		Things in the house Prepositions of place	Talk about things in the house	Speaking (ex 5, 8 p 59)
33. L5.2-5.3	Unit 5 My home, my town	Adverbs of manner	Housework Adverbs of manner	Describe how people do things and describe places.	Writing (ex 8 p 60) Speaking (ex 6 p 60, ex 8 p 61) Reading for specific detail (ex 2, 3. P 61)
34. L5.4-5.5	Unit 5 My home, my town	Modal Verbs: can, have to, must	Places in a town	Talk about permission and obligation and talk about your town	Speaking (ex 6 p 62, ex 8 p 63) Listening for specific detail (ex 4, 6, 7 p 63)
35. L 5.6	Unit 5 My home, my town	Modal Verbs: can, have to, must	Places in a town	Ask for, give and receive advice.	Speaking (ex 6 p 64)
36. L 5.7	Unit 5 My home, my town			Write a personal email to tell your friend about your town	Writing (ex 5 p 65)

37. Revision (p 66-67)	Unit 5 My home, my town	Revision	Revision Wordlist p 66		Listening (ex 7 p 67) Speaking (ex 6 p 67)
38	Progress test				
39. L 6.1	Unit 6 Take Care		Parts of the body Injuries Keeping fit	Talk about the body, injuries and keeping fit.	Speaking (ex 11 p 71) Listening for detail (ex 6 p 71)
40. L6.2-6.3	Unit 6 Take Care	Countable and uncountable nouns. Quantifiers.	Snacks Sleeping habits	Talk about quantifiers of food and talk about sleeping habits	Speaking (ex 7 p 72, ex 7 p 73) Reading for specific detail (ex 2, 3 p 73)
41. L6.4-6.5	Unit 6 Take Care	Past Continuous and Past Simple	Symptoms and illnesses	Talk about an event in the past and what was happening around it. Talk about illnesses.	Speaking (ex 7 p 74, ex 8 p 75) Listening for specific detail (ex 6,7 p 75)
42. L 6.6	Unit 6 Take Care	Past Continuous and Past Simple	Symptoms and illnesses	Talk about feeling ill and ask about how someone is feeling.	Speaking (ex 7 p 76)
43. L 6.7	Unit 6 Take Care	Phrasal verbs	Find out, give up, take up, go on, top up, hang out, check out, look after, go off, fall out, pick up.	Use phrasal verbs to talk about health	Speaking (ex 5 p 77)
44. Revision (p 78-79)	Unit 6 Take Care	Revision	Revision Wordlist p 78		Speaking (ex 6 p 79) Listening (ex 7 p 79)

45	Progress test				
46. L 7.1	Unit 7 Shopping around		Types of shops Containers	Talk about shops and what they sell.	Speaking (ex 9 p 83)
47. L7.2-7.3	Unit 7 Shopping around	Comparatives and superlatives of adjectives	Places in a shopping centre	Compare things. Talk about shopping centres.	Speaking (ex 7 p 84, ex 7 p 85) Reading for specific detail (ex 2, 3 p 85)
48 L7.4	Unit 7 Shopping around	Going to and the Present Continuous.	Places in a shopping centre	Talk about intentions and arrangements	Speaking (ex 6 p 86) Listening for specific detail (ex1, 2, 3 p 86)
49. L 7.5	Unit 7 Shopping around	Going to and the Present Continuous	Money	Talk about money	Speaking (ex 8 p 87) Listening for specific detail (ex 2, 6, 7 p 87)
50. L 7.6	Unit 7 Shopping around			Shop for clothes and other things	Speaking (ex 5 p 88)
51. L 7.7 Revision (p 90-91)	Unit 7 Shopping around		Revision Wordlist p 90	Write notes and messages to make arrangements	Writing (ex 5 p 89) Speaking (ex 6 p 90) Listening (ex 7 p 90)
52.	Progress test				
53. L 8.1	Unit 8 Learning to work		Jobs	Talk about people and their jobs.	Speaking (ex 10 p 95)

54. L8.2-8.3	Unit 8 Learning to work	Will for future predictions	Work and Jobs Types of jobs	Use will to talk about future predictions. Talk about jobs.	Speaking (7 p 96, ex 6 p 97) Reading for specific detail (ex 2,3 p 97)
55. L 8.4	Unit 8 Learning to work	First Conditional	Study/revise for a test, have/take a test, cheat in a test, get the results of a test, pass/fail a test, get a good/bad mark.	Use the First Conditional to talk about probability	Speaking (ex 8 p 98)
56. L 8.5	Unit 8 Learning to work	First Conditional	Places of learning People in schools Places\rooms at school	Talk about education	Speaking (ex 4, ex 8 p 99) Listening for specific detail (ex 2, 3 p 99)
57. L 8.6	Unit 8 Learning to work		Places of learning People in schools Places\rooms at school	Talk about probability	Speaking (ex 8 p 100) Listening for detail (ex 4,5 p 100)
58. L 8.7 Revision (p 102-103)	Unit 8 Learning to work	Adjectives with prepositions	Adjectives with prepositions Revision Wordlist p 102	Talk about people's skills and emotions	Speaking (ex 4, ex 7 p 101) Speaking (ex 7 p 103) Listening (ex 8 p 103)
59.	Progress test				
60, 61,62	Тематические уроки. Проекты				

63,64,65	Домашнее чтение				
66,67	Повторение				
68	Промежуточное тестирование				

7.5 Содержание программы. Тематическое планирование. Программа «Active learners» пятая ступень обучения

Учебный курс- «Wider World 3» by Bob Hastings, Stuart McKinley

В комплект курса входят: Student's Book, Workbook, Teacher's Book, Test Book, Vocabulary Flashcards, video, audio

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Средства обучения: учебный комплект курса, интерактивная доска, интернет - ресурсы

Категория слушателей- 11-14 лет

Форма обучения: очная, дистанционная в форме онлайн занятий

Срок обучения- 68 занятий в течение учебного года. Учебный год установлен с 1.09.25 по 30.06.26г

Формы контроля: текущий контроль, промежуточная аттестация

Режим занятий: 2 занятия в неделю в период с понедельника по субботу, регламентируется расписанием занятий, утверждаемым директором

Количество учебных недель: 34

Количество учебных дней: 68

АНО ДО «АИЯ» устанавливает следующие возможные перерывы в графике учебного процесса:

- в период зимних каникул;
- в период летних каникул;
- в период общегосударственных праздников.

Занятия ведутся в группах русскоязычными педагогами с использованием аутентичных учебно-методических комплектов. Занятия проводятся в помещениях оборудованных необходимыми техническими средствами обучения:

- аппаратурой для воспроизведения аудио файлов;
- обучающими таблицами, плакатами.

Кроме того, педагог может использовать ноутбук/компьютер, аудиоколонку, смарт доску, интернет-ресурсы

Дата начала занятий: по мере формирования группы (сентябрь-октябрь)

Дата окончания занятий: май/июнь

К концу 5-ой ступени обучения по программе « Active learners», являющейся составной частью программы « Английский язык по многоуровневой системе обучения» учащийся будет знать:

- **основную лексику по темам:** технологии и их использование в повседневной жизни, гаджеты; еда, напитки, национальные кухни разных стран; развлечения, фильмы, кино, телевидение, организация праздников; занятия спортом, спортивные события; каникулы и путешествия; образование, школьная жизнь; погода, природные катаклизмы, культура, образ жизни в различных регионах мира; семья, друзья, личностные взаимоотношения; закон и порядок, преступления и наказания.

-основные грамматические структуры:

- Грамматическое время Present Continuous (to talk about things happening now) в сравнении с Present Simple (to talk about things that usually happen). Статичные глаголы и глаголы действия

- Глагольные конструкции с инфинитивом и –ing формами (герундий, причастие настоящего времени)
- Грамматическое время Past Simple в сравнении с Past Continuous для обозначения действий в прошлом на фоне которых происходит другое действие
- Грамматическое время Present Perfect для обозначения действий завершившихся к моменту говорения и прошлого опыта (general and specific) в сравнении с Past Simple
- Сравнительная и превосходная степень прилагательных (Comparative and Superlative adjectives to compare more than two things or people)
- Исчисляемые и неисчисляемые существительные (countable/uncountable nouns)
- Квантификаторы – выражения для обозначения количества (quantifiers)
- Конструкции Will, Present Continuous, Present Simple и оборот “be going to” для обозначения будущих действий, предсказаний, намерений, планов, договоренностей, расписания (to talk about future arrangements, intentions, plans, timetable, predictions, future facts)
- Условные предложения I типа (First Conditional to talk about possible future)
- Модальные глаголы «can/ have to/ don't have to/ must/ mustn't/ ought to/ should” в утвердительных, вопросительных и отрицательных предложениях для обозначения разрешения, долженствования, необходимости и ее отсутствия
- Использование грамматического времени Present Perfect в утвердительных, вопросительных и отрицательных предложениях для обозначения продолжительности действия с предлогами for и since
- Использование модальных глаголов «must/ can't/ might/ may/ could” в утвердительных, вопросительных и отрицательных предложениях для рассуждений, предположений и дедукции о настоящем и будущем (Modals for speculation about the present and future)
- Условное придаточное II типа (Conditional II) для обозначения гипотетических ситуаций в настоящем
- Придаточные относительные (Defining and non-defining relative clause)
- Страдательный залог (The Passive) для настоящего и прошедшего простого времени (Present and Past Simple)
- Каузативная конструкция (have/get something done) для обозначения действий, выполняемых третьим лицом по воле, желанию, заказу субъекта

К концу 5-ей ступени обучения по программе «Active learners», являющейся составной частью программы «Английский язык по многоуровневой системе обучения» обучающийся будет уметь:

- понимать основное содержание прослушанного и прочитанного текста
- извлекать общую и конкретную информацию из прочитанного и прослушанного текста
- определять структурно-логические и хронологические связи прочитанного текста.
- вести диалог-расспрос в рамках изученных тем (е. g. Развлечения, спорт, фильмы, телевидение, путешествия; Семья, друзья, личностные взаимоотношения; Закон и порядок; Современные технологии в повседневной жизни; Погода и образ жизни; Школьная жизнь и образование; Предпочтения в пище)
- участвовать в дискуссиях и дебатах в рамках изученных тем, аргументировать своё мнение (е.g. Делают ли умные гаджеты нас умнее? Что нужно для организации идеального праздника? etc)
- делать краткую презентацию на знакомые темы (е.g. Погода в твоей стране/твоём регионе, Результаты соцопроса о пищевом поведении, Национальные виды спорта etc)
- составлять монологическое высказывание в рамках изученных тем, рассказывать о прошлых событиях, опыте, давать описания (е.g. Лучшее блюдо, Любимый фильм/герой, Участие в спортивном мероприятии, Любимая команда, Свободное время,)

- взаимодействовать в различных социокультурных ситуациях общения (e.g. Объяснять проблему и предлагать решение; критиковать, давать объяснения на критику; заказывать еду в местах общественного питания; выражать предпочтения и давать им объяснение; строить планы; пояснять и запрашивать пояснение; убеждать, разубеждать; вести светскую беседу)
- писать личное письмо и электронное письмо другу (personal email), рассказ, записку с выражением просьбы, описывать места и образ жизни.
- употреблять прилагательные с отрицательным значением, придаточные времени, неопределённые местоимения и наречия образа действия в устной и письменной речи.

Содержание программы «Active learners» 5-я ступень обучения. Тематическое планирование.

Урок	Тема	Grammar	Vocabulary	Functions	Skills
1.	Starter Unit 0.1-0.2	There is/are with some/any; Possessive adjectives and possessive 's; Present Simple with adverbs of frequency	Activities and interests; Likes and dislikes; Home and furniture; Jobs		Listening Speaking, Writing, Reading
2.	Starter Unit 0.3-0.4	Present Continuous;	Clothes and accessories; Talking about feelings;		Listening Speaking, Writing, Reading
3.	Starter Unit 0.4-0.5	was/were, there was/were; Past Simple: regular verbs	Countries and Languages		Listening Speaking, Writing, Reading
4. L1.1	Unit 1. That's my world		Everyday technology Adjectives of opinion	Talk about everyday technology	Speaking (p11 ex13) Reading (p11 ex7)
5. L1.2	Unit 1. That's my world	Present Simple Present Continuous State verbs		Use different tenses to talk about the present	Speaking (p12 ex7) Reading (p12 ex2)
6. L1.3	Unit 1. That's my world		boring clever cool fun normal strange ugly unusual useful	Find specific detail in an article and talk about gadgets	Reading (p13 ex2-3) Speaking (p13 ex6)

7. L1.4	Unit 1. That's my world	verb constructions with to-infinitives and -ing forms	avoid, can't stand, enjoy, finish, look forward to, (not) mind, miss, practise, stop agree, allow, ask, choose, decide, forget, hope, learn, offer, plan, try, want, would like/love like, love, hate, prefer, start	Use verb constructions with to-infinitives and -ing forms	Listening (p14 ex2) Writing (p14 ex6)
8. L1.5	Unit 1. That's my world		Time	Understand the main point and find specific details in a radio programme, and talk about using technology	Listening (p15 ex5-6) Speaking (p15 ex7)
9. L1.6-1.7 Revision (p18-19)	Unit 1. That's my world		Revision (Wordlist p 18)	Make and respond to suggestions & Write a description of places and lifestyles	Writing (p17 ex8) Speaking (p16 ex5-6) Speaking (p19 ex6-7) Listening (p19 ex8)
10.	Progress test				
11. L2.1	Unit 2. Wild nature		Weather Temperature Disaster	Talk about the weather and natural disasters	
12. L2.2	Unit 2. Wild nature	Past Simple		Use regular and irregular verbs to talk about the past	
13. L2.3	Unit 2. Wild nature		Adverbs plus adjectives	Find specific detail in an article and	

				talk about culture	
14. L2.4	Unit 2. Wild nature	Past Simple and Past Continuous		Talk about an event in the past and what was happening around it	
15. L2.5	Unit 2. Wild nature		make / build a fire sit / sleep outside make / build a shelter learn about / listen to the wildlife see / watch the stars look for / find wild animals grow / discover unusual plants bat bear cave leaf (leaves) path sky spider star sunset waterfall wildlife	Identify specific detail in a conversation and talk about being in the wild	
16. L2 .6-2.7	Unit 2. Wild nature	adverbs and indefinite pronouns	Criticising Explaining People: somebody nobody everybody anybody Things: something nothing everything anything Places: somewhere nowhere everywhere anywhere, anyplace Revision (Wordlist p 30)	Criticise and explain when things go wrong	Speaking p.28 Speaking p.29 Speaking p.31
17. WW2Unit 9 L.9.1-9.2	WW2 Unit 9 Close to nature	Present Perfect	Landscapes and natural features	Talk about landscapes, natural features and countries &	Speaking (p107 ex12, p108 ex7-8)

				Use the Present Perfect to talk about experience	
18. L9.3-9.4	WW2 Unit 9 Close to nature	Present Perfect with already/just/yet	blow up come across find out give up go back	Find specific detail in a text and talk about personal adventures & Use the Present Perfect to talk about recent events	Reading (p109 ex2) Speaking (p109 ex5)
19. L9.7-Revision (p115)	WW2 Unit 9 Close to nature		buy clothes/souvenirs, eat ice cream, go to the cinema, have a barbecue, sunbathe, have a long walk, make friends with people your own age, watch the sunset, read a novel, swim in the sea, visit a museum/castle	Write a postcard & Revision	Writing (p113 ex7) Speaking (p115 ex7)
20	Progress test				
21. L3.1	Unit 3. The taste test		Food and drink Flavours	Talk about food and drink	
22. L3.2-3.3	Unit 3. The taste test	Present Perfect with ever, never, just, already and yet	make: a cake (cakes) a decision time a mess mistakes do: (my/your/his/her) homework my/you/his/her best	Use the Present Perfect with ever, never, just, already and yet Find specific detail in an article and use make and do accurately	Reading p.37

23. L3.4-3.7	Unit 3. The taste test	Present Perfect with for and since Present Perfect and Past Simple		Talk about duration of time, and be general and specific about experiences Write an email to a friend	Writing p.41
24. L3.5-3.6	Unit 3. The taste test		Describing food Ordering food	Identify specific detail in speech and describe food Order food in a café or restaurant	Listening p.39 Speaking p.40
25 Revision (p42-43)	Unit 3. The taste test Progress test	Revision	Revision (Wordlist p 42)		
26. L4.1	Unit 4. Curtain up!		Types of films Film and TV	Talk about films and television	
27. L4.2-4.3	Unit 4. Curtain up!	Comparatives and superlatives	do our hands-on workshop getting good reviews go on stage starred in the film watch a brilliant performance tell this sad story	Compare different things Understand the main points of an article and talk about entertainment	Reading p.49 Speaking
28. L4.4-4.5	Unit 4. Curtain up!	Countable and uncountable nouns Quantifiers	a lot of / lots of, many, much, some, any, a few, few, a little, little Festivals	Talk about quantities of countable and uncountable nouns Identify specific detail in an interview and talk about festivals	Listening p.51 Speaking
29. L4.6	Unit 4. Curtain up!		Asking about and expressing preferences	Ask about, express and	

			(What) would you rather + verb? (What) would you prefer to + verb? I'd rather + verb I'd prefer to + verb Giving reasons It sounds very funny/great/boring ... It looks good. It's healthier.	explain preferences	
30. L4.7	Unit 4. Curtain up!	Adverbs of manner		Describe how people do things	
31. Revision (p54-55)	Unit 4. Curtain up!	Revision	Revision (Wordlist p 54)		
32	Progress test				
33. L5.1	Unit 5. The big match		Sports Sporting events	Talk about sports and sports events	
34. L5.2-5.3	Unit 5. The big match	The future: will / going to / Present Continuous	Phrasal verbs with up end up give up pick up set up take up tidy up	Talk about plans, predictions, arrangements and timetables Identify specific detail in an article and talk about volunteering at a sports event	Reading with details p.61
35. L5.4	Unit 5. The big match	First Conditional + if/unless		Talk about possible future situations	
36. L5.5	Unit 5. The big match		train - training - trainer run - running- runner play – player	Identify specific detail in a conversation and talk	

			practise - practice coach – coach race score kick	about sports training	
37. L5.6-5.7	Unit 5. The big match		Asking Answering and following up Greeting Thank the other person Introduce the topic Making a request Ending	Ask and talk about Plans & Write notes and make requests	Speaking p.64 Writing notes and making requests
38. Revision (p66-67)	Unit 5. The big match	Revision	Revision (Wordlist p 66)		
39	Progress test				
40 L6.1	Unit 6. See the world	Talk about holidays and travelling	Types of holidays Travelling phrases At the hotel Equipment		Speaking Describing a picture
41. L6.2-6.3	Unit 6. See the world	Modal verbs: must, have to, ought to, should	a new language different places local people an experience a trip on holiday / sightseeing	Talk about obligation, prohibition and advice Find specific detail in an article and talk about travelling	Reading an article
42. L6.4	Unit 6. See the world	Modal verbs: must, could, might, may, can't		Speculate about the present	
43 L6.5	Unit 6. See the world		Travel: confusing words	Identify specific detail in a conversation and talk about trips and excursions	Speaking-dialogue

44 L6.6	Unit 6. See the world		Asking for clarification Clarifying	Clarify what I have said and ask for clarification	
45. L6.7 Revision (p78-79)	Unit 6. See the world	When, while, before, until, as soon as	Revision (Wordlist p 78)	Use time clauses	
46.	Progress test				
47 L7.1	Unit 7 Getting to know		Family and friends Relationship Phrasal verbs	Talk about friends	Speaking p.83
48. L 7.2-7.3	Unit 7 Getting to know	Second Conditional	Synonyms for friends Antonyms for friends Phrases with friends	Talk about friendship day	Speaking Reading for specific detail
49. L7.4	Unit 7 Getting to know	Defining and non-defining relative clauses			
50. L7.5	Unit 7 Getting to know		Get+	Talk about pets	Listening for specific information Speaking p/87
51 .L7.6-7.7	Unit 7 Getting to know		People at a wedding Identifying people	Identify people : Talking about people in a photo Asking Explaining Write a short story about friendship	Speaking p.88 Writing p.89
52. Revision (p. 90-91)			Wordlist p.90		
53	Progress test				
54 L8.1	Unit 8 No time for crime		Criminals The law Action verbs	Talk about crime and criminals Write a criminal story	

55. L8.2-8.3	Unit 8 No time for crime	Present Simple Passive Past Simple Passive	Past participle Solving crimes	Talk about skills	Reading for specific detail
56. L8.4	Unit 8 No time for crime	Have get something done Passive		Practice	
57 L8.5	Unit 8 No time for crime		Burglary, arrest a criminal, interview a witness , look for clues, search the area, solve a crime, take fingerprints	Talk about discovering a crime	Listening for specific detail
58 L8.6-8.7	Unit 8 No time for crime		Persuading and reassuring Negative prefixes for adjectives	Persuading and reassuring someone	Speaking p.100
59 Revision (p.102-103)	Unit 8 No time for crime		Wordlist p. 103		
60	Progress test				
61, 62	Тематическ е занятия.				
63, 64, 65	Домашнее чтение				
66, 67	Повторение				
68	Промежутчн ое тестировани е				