



ДОКУМЕНТЫ КРУЖКА

ПО ПРЕДМЕТУ АНГЛИЙСКОМУ ЯЗЫКУ

ДЛЯ 10 КЛАССОВ

ОБЩЕОБРАЗОВАТЕЛЬНОЙ ШКОЛЫ № _____

ПРИ ОТДЕЛЕ ДОШКОЛЬНОГО И ШКОЛЬНОГО

ОБРАЗОВАНИЯ _____

УПРАВЛЕНИИ ОТДЕЛЕ ДОШКОЛЬНОГО И

ШКОЛЬНОГО ОБРАЗОВАНИЯ

20__-20__ УЧЕБНЫЙ ГОД

Информация о членах кружка

<i>n/n</i>	Имя фамилия	Год рождения	Класс	Адрес	Родители	Номер телефони	Прим.
<i>1.</i>							
<i>2.</i>							
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<i>30.</i>							

«Утверждаю»
Директор школы:

« ____ » _____ 20__ г

«Согласован»
Зам директора школы:

« ____ » _____ 20__ г

ПЛАН

кружка « _____ » на 20__-20__ учебный год

п/п	Темы	часы	число	прим
1.	Life events	1		
2.	Comparatives and	1		
3.	An informal email 1	1		
4.	Sports	1		
5.	The past continuous	1		
6.	Football	1		
7.	Keeping fit	1		
8.	Review	1		
9.	Exam 2	1		
10.	Crimes and criminals	1		
11.	The past simple and continuous	1		
12.	A story 1	1		
13.	City problems	1		
14.	Quantifiers	1		
15.	Living in the country	1		
16.	New York City	1		
17.	Review	1		
18.	Relationships	1		
19.	Obligation and choice	1		
20.	An informal email 2	1		
21.	International travel	1		
22.	The future	1		
23.	Traveling writing	1		
24.	Dealing with conflict	1		
25.	Review	1		
26.	Exam 5	1		
27.	Money and shopping	1		
28.	The present perfect	1		
29.	A story 2	1		
30.	Food and drink	1		
31.	The present perfect and past simple	1		
32.	Ordering food	1		
33.	British food	1		
34.	Body and health	1		

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Life events

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.



1 Match six of the phrases to the photos.

*be born get a degree get a driving licence get a job retire get married go to university
have children leave home leave school move home start school vote*

2 Put the life events in Exercise 1 in order. There is more than one possible answer. Then compare your answers.

3 Read the quiz. Which four events in Exercise 1 are not mentioned in the questions?

Around the world: Age and events

1 In England, children usually start school when they are
A 4 **B** 5 **C** 6

2 In Belgium and Germany, students cannot leave school before they are
A 14 **B** 16 **C** 18

3 In some states in the USA, the youngest age you can get a driving licence is
A 14 **B** 16 **C** 17

4 In England, around % of young people go to university. About 6% of these students leave university before the end of their course and don't get a degree.
A 33 **B** 43 **C** 53

5 In almost all European countries, leave home before
A men, women **B** women, men

6 In the UK, children of are allowed to get a part-time job.
A any age **B** 13 or over **C** 16 or over

7 In, the average age at which women and men get married is 33.
A Spain **B** India **C** Japan

8 In Brazil you can vote in elections from the age of
A 16 **B** 18 **C** 21

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Comparatives and

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

Simon Everything is so different from when I was a teenager. Technology is the greatest change. I had a computer – but only for games, really. And I remember my dad’s first mobile phone in the car – it was huge! But the internet and smartphones changed teenage life forever. We wrote letters; they are texting each other all day. We

bought a few CDs every month; they’ve got almost every song in the world – in a tiny device in their pocket! When we moved home, we often never saw old friends again. Now it’s simple to stay in contact with anyone, anywhere.

To me, teenage life looks more exciting than it was. Not everything is

positive, of course. I don’t think teenagers now are as healthy as we were in the past. They don’t do enough

exercise. Without technology, we were more active and spent a lot of our free time outside. Roads were safer, of course, but it’s unbelievable to think that often our parents didn’t have any idea where we were



1 Complete the table with the correct comparative and superlative adjectives. Check your answers in the article on page 21

Adjective	Comparative	Superlative
one-syllable adjectives		
big	bigger	the biggest
great	greater	¹ _____
safe	² _____	the safest
two-syllable adjectives with -y		
easy	³ _____	the easiest

other two-syllable and longer adjectives		
important	more important	⁴ _____
irregular adjectives		
good	⁵ _____	the best
bad	worse	⁶ _____
far	further	the furthest

2 Read the examples. Then complete the rules with comparative and superlative.

1 Teenage life looks more exciting than it was.

2 Technology is the greatest change

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: An informal email 1

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

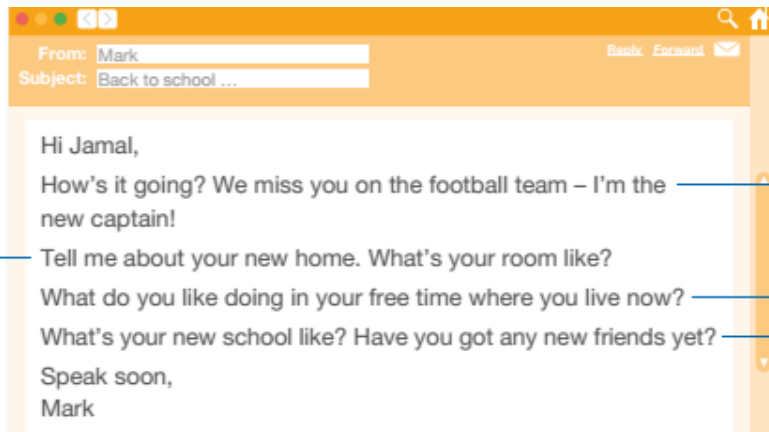
Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

1 Read the email Jamal received from his friend Mark and the notes he made. What did Jamal do recently?



Describe ...

Say congratulations.

Explain ...

Tell Mark about Simon.

2 Read Jamal's reply. Does Jamal answer all of Mark's questions?

Hi Mark, It's great to hear from you. Congratulations on becoming captain! Awesomenews! I love our new house. It's brighter, bigger and there's a garden. Brighton isn't as big as Manchester, but there are loads of things to do. There's a really good football team here. They're great! I go to watch them play every weekend with my dad and sister. My school is the largest in Brighton, but it isn't as modern as Victoria Park. In ICT, for example, there aren't enough laptops for everyone. I met a boy called Simon on my first day. He's into computer games like me. I guess he's my best mate at the moment!

Speak soon,

Jamal



Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Sports

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.



1 Match the photos to some of the sports in the box. Then listen and check. Check the meaning of the other sports.

athletics boxing climbing cycling gymnastics ice hockey ice skating jogging rugby squash surfing
swimming table tennis tennis volleyball windsurfing

2 Listen to six interviews and match the sentence halves.

- | | |
|---------------------|----------------------------|
| 1 We go | a athletics in the summer. |
| 2 We do | b cycling all the time. |
| 3 I don't play | c jogging quite often. |
| 4 I go | d ice hockey. |
| 5 My mates and I go | e tennis together. |
| 6 We never play | f windsurfing on the lake |

5 Do the quiz in pairs. The answers are all from Exercises 1 and 2.

Which nine sports can you do on your own?

Which four sports are for two or four players?

Which three sports are for teams of more than four?

Which five sports do you do on or in water or ice?

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: The past continuous

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

1 Read the examples. Then choose the correct words to complete the rules.

1 *I was taking photographs of the girls' BMX team.*

2 *They were riding around the track.*

a *We use the past continuous to talk about actions in progress at a particular time in the present /the past.*

b *We form the past continuous with the correct present /past form of be and the infinitive /-ing form of the verb.*

2 Choose the correct form of the verbs to make past continuous sentences.

1 *They were wearing/ were weardark helmets.*

2 *He isn't playing/ wasn't playingice hockey last night.*

3 *My friends wasn't talking/ weren't talkingabout sports.*

4 *What was he doing/ doon the court?*

5 *Were/ Wasshe watching the games?Yes, she was/ were.*

6 *Mark is climbing/ was climbingyesterday.*

7 *My parents was going/ were goingto a bike race.*

8 *Were they listening/ listento the match?*

No, they weren't/ wasn't.

3 Look at the picture of a park last Saturday morning.

Write positive and negative past continuous sentences about what the people were and weren't doing.

0 *Kim / play tennis / swim*

Kim was playing tennis. She wasn't swimming.

1 *Adam and Pete / run / skate*

2 *Myla / throw a ball / hit a ball*

3 *Karl and Liam / play squash / kick a ball*

4 *Megan and Ana / cycle / climb*

5 *Lucy / catch a ball / do athletics*



Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Football

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.



1 Listen to the show and look at photos A–C. Which is the photo of the week? What happened next?

2 Number the events in the order you hear them. Then listen again and check.

- The football went into the goal.
- The Sunderland player kicked the football.
- A fan threw a beach ball onto the field.
- A Sunderland player was running towards the goal.
- The referee decided to allow the goal.
- The football hit the beach ball.

3 Listen again. Complete the sentences. Liverpool (x3) Manchester Sunderland (x2)

- The Sports Reviewstudio is in _____.
- A _____ fan threw a beach ball onto the field.
- _____ won the match 1–0.
- The _____ players weren't playing well.
- Chloe thought _____ played better than _____.

Read the Prepare to speakbox. Complete the sentences with the past simple or past continuous form of the verbs. Then listen again and check.

- Manchester City _____ (win) for most of the game.
- Real Madrid _____ (score) two goals in the last five minutes.
- Lots of people _____ (watch) the competition.
- I _____ (come) third in one race.

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Keeping fit

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.



LIFE SKILLS

1 Ask and answer the questions with a partner.

1 What activities do you enjoy doing in PE class?

2 What physical activities do you do in your free time?

2 Read the text quickly. Match the sentences with the types of training.

1 It's good for warming up before exercising.

2 It's exercise that gives you stronger muscles.

3 It's a typical activity for professional athletes.

4 It includes physical activities like cycling.

3 Read the text again and answer the questions.

1 How can lifting smaller weights help you keep fit?

2 What two ways can people lift weights at the gym?

3 How does aerobic exercise keep your heart healthy?

4 What type of training can help you cycle faster?

5 Why is balance important for some types of exercise?

6 Why is interval training a good idea for tennis players?

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20 _____ год. Классы: _____. Руководитель кружка: _____

Lesson: Review

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

1 Write the opposite adjectives.

1 What's wrong? You look miserable. You're usually very c on Fridays.

2 Diana's very polite. She's never r .

3 'Is Jacob confident?' 'No, he's quite s .'

4 It was careless of you to lose your phone again. You need to be more c with your things.

5 Marcus is really friendly today. He can sometimes be quite u !

2 Find the words ().

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

Find words to describe someone's:

age

1 t eenage

2 e _____

looks

3 p _____

4 g _____ -l _____

hair

5 b _____

6 c _____

7 s _____

8 b _____

clothes

9 c _____

10 s _____

11 u _____

12 t _____

13 s _____ -h _____

14 b _____ n _____

3 Choose two correct options for each verb.

1 play volleyball boxing rugby ice skating

2 do surfing gymnastics athletics cycling

3 go table tennis climbing squash jogging

4 leave home school to university married

5 get born married university a degree

6 have children home confident long hair

7 get school a child a job a driving licence

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20 _____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Exam 2

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

1 Complete the conversations. Use the present simple or continuous, or the past simple or continuous form of the verbs.

1 A: I (spend) a lot of time on homework at the moment.

B: Me too. It's unbelievable! Last term, we (not have) as much work.

2 A: Why you (stop) having guitar lessons?

B: I (not make) any progress and I didn't like the teacher.

3 A: Why Tom (be) so unfriendly at the moment?

B: I (not know). He usually (say) hello in the mornings.

4 A: (you / go) cycling next Saturday?

B: No. I (usually / go) cycling on Saturdays, but I (lose) my helmet yesterday.

5 A: How old (be) you when you (get) your driving licence?

B: Eighteen. But I (not own) a car until I was 25.

6 A: I (send) you loads of messages last night but you (not read) any of them.

B: No, sorry. I (train) for a swimming competition. It's on Sunday. you (come) to watch?

2 Complete the second sentence so that it means the same as the first. Use no more than three words.

1 Your room is messier than mine. My room isn't yours.

2 I'm not as good at climbing as my dad. My dad is at climbing than me.

3 I don't own a warmer jacket. This is jacket I own.

4 My old boots aren't as comfortable as these ones. These boots are my old ones.

5 My hair isn't as curly as my sister's. My sister's hair is mine.

6 You're more patient than me. I'm as you.

7 There isn't a player on the team as bad as me. I'm player on the team.

8 My brother and I are the same height. I'm as my brother.

3 Choose the correct words.

1 Tonight she meet /'s meeting some friends at the cinema.

2 Thank you for the gift you sent /sendme recently.

3 She got the better /bestmark in the class.

4 I was looking online because I needed /was needingsome new clothes.

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Crimes and criminals

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.



1 Match the crimes to the photos.

burglary hacking pickpocketing shoplifting theft vandalism

2 Listen to six people talking about crime and decide which crime the speakers are talking about.

3 Complete the sentences with the missing crimes from Exercise 1 and the correct type of criminals in the box. Use the plural form where necessary. Then listen and check. burglar hacker pickpocket shoplifter thief vandal

1 Three weeks ago a _____ stole over 100 million email addresses and passwords from a bank in the United States. Experts believe that _____ costs businesses over two trillion dollars every year.

2 We have a problem with _____ in our area. _____ have smashed the window of my parents' car three times in the last year.

3 We think that only 10% of _____ are professionals. For these people _____ is a job. They typically rob large stores and steal expensive items like designer clothes or bags.

4 I'd like to report the _____ of a car. I saw it happen. And I can describe the _____.

5 Please be careful of _____ in crowded areas. _____ is common at stations.

6 My neighbour doesn't know when the _____ happened. The _____ took TVs, computers, things like that

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20__ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: The past simple and continuous

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

1 Read the examples. Which verb is in the past continuous? How do we form the past continuous?

1 *Immediately I heard the noise of a loud motorbike.*

2 *She was waiting at the side of the road.*

2 *Choose the correct words to complete the rules.*

a *We use the past simple/ continuous to talk about a completed action at a past time.*

b *We use the past simple/ continuous to talk about actions in progress at a past time.*

3 Choose the correct form of the verbs.

1 *I couldn't call you. The thief stole /was stealing my phone!*

2 *I saw someone in front of your house yesterday. She tried /was trying to open your car door.*

3 *What did the burglars take /were the burglars taking?*

4 *I phoned you last night but there was no answer. What did you do /were you doing?*

5 *We weren't at home last night. We travelled /were travelling back from a relative's house.*

4 Read the examples from the stories. Then complete the rules with past simple or past continuous.

1 *We were crossing the road, when I got out my phone.*

2 *While the officers were checking the bikes, they noticed that several of them didn't have bells.*

3 *When we arrived, my brother and I got changed straight away and jumped in.*

We often use the past continuous and the past simple together.

a *The _____ talks about a past action in progress.*

b *The _____ talks about a completed shorter action that interrupted the action in progress.*

c *If one action happens after the other, we use the _____ for both actions.*

5 Correct the mistake in each sentence.

1 *I read a book when a woman screamed.*

2 *We are talking when a policeman asked me my name.*

3 *We went to my house and we were watching TV.*

4 *When I walked near the river, I saw a dog in the water.*

5 *While we're waiting for the bus, I heard a cry.*

6 *He was quite tall and wears a loose-fitting tracksuit.*

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: A story 1

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

1 Look at the photo and the title of Ellen’s story. What do you think happened?

Last year, I went on a school trip with my classmates. We left school early by coach and the journey took several hours. When we arrived, everyone was feeling exhausted. While I was getting off the coach, I noticed a man in his early twenties. He was standing really close to one of my friends. Suddenly, I realised what was happening. The man was trying to steal my friend’s purse from her bag! I immediately shouted to my friend. The man heard me, and for a few seconds we looked at each other. Then he started running. Luckily, there were two police officers nearby. They ran after the pickpocket and soon they caught him. The next day, there was a story about it online and everyone was talking about it. I was a hero!

3 Read the Prepare to write box. Then read Ellen’s story again and put events a–e in order. Decide

which events belong to the beginning, middle and end of the story.

PREPARE TO WRITE

A story (1)

When you write a story:

- make sure there is a beginning, middle and end
- give the story an interesting title
- use verbs in the past simple and past continuous
- use adjectives and adverbs to make your story interesting.

a Ellen saw the pickpocket.

b The police caught the pickpocket.

c Ellen got off the coach.

d The story appeared on the internet.

e The coach left school



Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20__ год

Дата: “__” _____ 20 _____ год. Классы: _____. Руководитель кружка: _____

Lesson: City problems

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.



2 Complete the sentences with some of the problems in Exercise 1.

0 If we leave for the shopping centre early, we can avoid the crowds. It gets really busy there by lunchtime.

1 There was a _____ in our building last night. We had to use torches to see.

2 Can you take out the _____? They'll collect it tomorrow morning.

3 There's a huge problem with _____ in our city from cars and lorries. Many of the buses are electric now.

4 There is always a _____ outside our school in the mornings. More children should walk to school. It's dangerous!

5 I go to school by _____. I often catch the bus but there's also a train.

6 We never go on the underground during the _____ in summer. The trains get too hot.

4 Listen and write one or two words in each space.

1 There's a lot of graffiti on a _____ near the man's house.

2 When the girl lived in a village, she _____ to school.

3 The boy usually gets _____ into the city.

4 The woman says she avoids _____ during the rush hour.

5 Complete the sentences about where you live. Use the problems in Exercise 1. Discuss your sentences in pairs.

1 There's a serious problem with ...

4 There isn't/aren't enough ...

2 We don't have a problem with ...

5 One of my favourite places is ...

3 There are lots of ...

6 One thing I don't like is ...

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20 _____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Quantifiers

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

1 Read the examples. Then complete the rules with someor any.

1 Somepeople drive cars.

2 The Uno doesn't use anypetrol.

3 Have you gotanyideas?

We use:

a before nouns in positive sentences.

b before nouns in negative sentences and in questions.

2 Complete the sentences with someor any.

1 Do you need help with the rubbish?

2 I like graffiti but not all of it.

3 There's heavy traffic on the motorway.

4 Is there information about bus times?

5 There isn't electricity at the moment. I think there's a power cut.

6 I've got rubbish here. Where can I put it?

3 Read the examples. Then complete the rules with the words.

1 Beijing is like a lot of big citiesaround the world.

2 The city has a lot of traffic.

3 A lot of peoplerride scooters.

4 Scooters don't need much petrol.

5 When Ann was young, she only had a few toys.

6 Many peopledon't have access to electricity.

7 Ann's torch only produced a little light.

a We use many, and to talk about large amounts.

b We don't usually use muchor manyin positive sentences: There is much a lot oftime.

c We use and to talk about small amounts.

d We don't use a fewor a littlein negative sentences: He hasn't got a little muchmoney

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20__ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Living in the country

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.



1 What are the advantages and disadvantages of living in the country?

2 Listen to an interview with Bess and Mr Evans. In general, do they agree or disagree?

3 Read the sentences carefully and check any new words. Then listen again and choose the correct words.

1 Mr Evans lives in the country/ city.

2 Bess lives/ lived in the same place as Mr Evans.

3 Mr Evans thinks Bess is sometimes/ never late for school.

4 Mr Evans thinks villages need better roads / public transport.

5 Bess thinks the problem with rubbish is worse/ better where she lives now.

6 Bess thinks we should do more cleaning/ recycling in this country

5 Prepare your ideas on two of the topics below.

1 going to the cinema / watching films at home

2 going to a concert / listening to music on headphones

3 cycling / using public transport

4 living in an apartment building / living in a house

5 holidays at the beach / holidays in cities

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20__ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: New York City

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.



History

Over the past two centuries, many millions of people have moved to the United States. In the 19th century the immigrants were mainly Europeans. By 1850, about 25% of New Yorkers were Irish. The population of New York grew from 2.5 million in 1890 to 7 million in 1930. Since the 1960s, the immigrants have been mostly from Latin America and Asia. This incredible mix of people has made New York City one of the most multicultural cities in the world. Today, about 30% of all New Yorkers were born in another country and it's estimated that you can hear over 800 languages in the city. Some immigrants have created their own neighbourhoods, like Little Italy, Chinatown, and Spanish Harlem, each of which offers a different experience of New York cultur

4 Answer the questions with information from the article.

1 How big was the Irish community in New York in the 1850s?

2 What are the names of the five main areas of the city?

3 How tall is the tallest building in the city?

4 Which area of New York is good for shopping, according to the article?

5 How can you get from Manhattan to Brooklyn?

5 Match the highlighted words in the text to the meanings.

1 very tall buildings, usually in a city

2 an informal name for something or someone, used instead of a real name

3 consisting of many different types

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20__ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Review

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

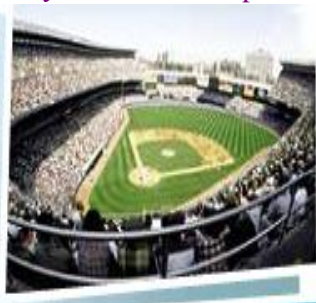
Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.



7 Listen to Fiona talk about her trip to New York. Tick (✓) the places that you hear.

1 the Statue of Liberty

2 JFK Airport

3 Chinatown

4 Times Square

5 Bronx Zoo

6 Empire State Building

7 Central Park

8 Coney Island

9 MoMA

10 Yankee Stadium

8 Listen again. Are the sentences true or false?

1 Fiona went to Coney Island on Sunday morning.

2 They didn't have enough time to see a baseball game.

3 Fiona went to Times Square before lunch on Saturday.

4 Fiona's parents didn't want to visit the art museum.

5 They didn't visit the Statue of Liberty this time.

6 Fiona had dinner in Chinatown on Sunday.

9 Look at the phrases in the Useful language box. Change the words in brackets with your own ideas.

USEFUL LANGUAGE

Describing a visit to a city

1 First, we went to (the park).

2 Next, we visited (Times Square)

3 After lunch, we decided to (visit a museum).

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20 _____ год. Классы: _____. Руководитель кружка: _____

Lesson: Relationships

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

KAITLIN, 15, DERBY

I'm quite a shy person and I haven't got a lot of friends. I was walking home from school yesterday, when I saw some boys from my class. They were laughing at me. One of them said, 'She's always on her own!' and he pointed at me. It was unbelievable! Why do I have to be with someone all the time? What's wrong with being on your own?

DYLAN, 14, PENZANCE

My little brother is really annoying. Yesterday, I found him in my room. He knows he mustn't go in there. And he was reading my diary! It made me really angry. Then we had an argument because he took my phone. He sent about 50 texts and now I haven't got any credit. Help

ALEX, 15, LONDON

My best mates, Sasha and Mandy, are just like me. They're often late and they forget things, but they behave themselves(most of the time!). I was hanging out with them last Saturday and I had to get home by 10 pm, but we were having fun and I didn't realise the time. I was a bit late because they didn't have to get home until 11 pm. Now my parents say I can't spend time with my mates because they can't trust me, and I have to get home by 9.30 pm. It isn't fair! I don't want to fall out with my parents, but they think I'm still a child. What should I do?

2 Read the problems again and complete the sentences with the correct names, Kaitlin, Dylan or Alex.

1 *has a problem as a result of a mistake.*

2 *had a problem after class one day.*

3 *had an unwelcome visitor.*

4 *likes being alone sometimes.*

5 *doesn't agree with someone else's decision.*

6 *can't use something essential.*

5 Match the highlighted words to the meanings.

1 *a secret word that protects you online*

2 *shut something with a key*

3 *say sorry to someone*

4 *treating people in a way that is right*

5 *be polite and not do things that are unhelpful*

6 *believe someone is good, reliable and honest*

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20 _____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Obligation and choice

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

1 Read the examples. Then complete the rules.

1 You must show them you can change.

2 He knows he mustn't go in there.

3 I have to get home by 9.30 pm.

4 You don't have to be with someone all the time.

5 Last Saturday, I had to get home by 10 pm.

6 My mates didn't have to get home until 11 pm.

a We use have to and to talk about rules and things that are necessary.

b We use when something isn't allowed by a rule.

c We use don't have to when something isn't necessary. We use when something wasn't necessary in the past.

d We use for rules in the past.

e Remember: You mustn't go. = You aren't allowed to go. You don't have to go. = It isn't necessary for you to go.

2 Make two sentences for each idea. Compare your answers.

0 things you have to do at school

I have to wear a uniform. I have to study for my exams.

1 things you don't have to do at school

2 things you mustn't do at school

3 things you must do at home

4 things you mustn't do at home

5 things you had to do when you were younger

6 things you didn't have to do when you were younger

4 Take turns to read out the problems and give advice. Use You should or You shouldn't.

1 I can never find my phone.

2 I find it hard to make friends.

3 I have a lot of arguments with my cousins.

4 My parents think everything is my fault.

5 My sister/brother uses my things without asking

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20__ год

Дата: “__” _____ 20__ год. Классы: _____. Руководитель кружка: _____

Lesson: An informal email 2

Aims of the activity:

- Educational aim:** to learn basic greetings
to learn how to ask and answer questions
- Educative aim:** to bring up them to be friendly
- Developing aim:** to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

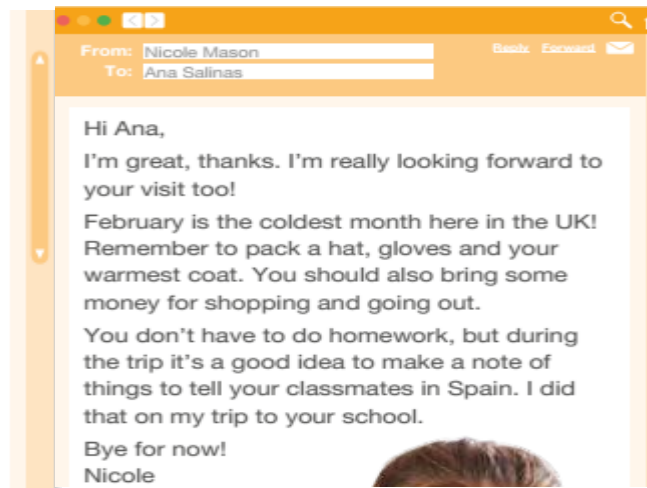
Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

1 Read the email. Where do Ana and Nicole live?

Me too! —	Hi Nicole, How's it going? I'm really looking forward to visiting you in England on the school exchange trip next month! I have a few questions:
Explain —	What's the weather going to be like?
Suggest ... —	I'll buy some adaptors. What else should I bring?
Tell Ana —	What will I have to do while I'm at the school? Hugs from Spain! Ana



4 Complete the sentences using phrases from the Prepare to writebox.

- 1 It's very cold here in winter so it's _____ to visit in summer.
- 2 I know you love cycling, so _____ bring a helmet and gloves.
- 3 Thank you for your email. It's great _____ again.
- 4 We got together two years ago but I didn't see you last year, so I can't _____.
- 5 The weather changes all the time, so you pack an umbrella and sunglasses!

6 Write your email to Sam.

- Use the notes beside Sam's email.
- Use the tips in the Prepare to write box.
- Write about 100 words.
- Check your spelling and grammar

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20__ год

Дата: “__” _____ 20_____ год. Классы: _____. Руководитель кружка: _____

Lesson: International travel

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.



1 Match the words in the box with A–K in the photos.

baggage baggage hall boarding pass check-in desk customs
departure gate passport passport control
queue security check sign

4 Complete the sentences with words from Exercise 1.

1 You have to show your _____ and your ticket at the check-in desk.

2 There's often a _____ for the security check.

3 You need to follow the _____ to your departure gate, where your _____ and your _____ are checked.

4 As you walk through customs, officers might ask to check inside your _____.

5 Discuss the questions.

1 What's the difference between a boarding pass and a ticket?

2 What's the difference between a security check and a customs check?

3 What are the best and worst things about air travel?



Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20_____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: The future

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

2 Complete the conversation with the correct form of be going to and the verbs in brackets.

Olivia: We 1(fly) to Tokyo on holiday! I'm really looking forward it.

Zayne: I was in Japan a few years ago. Tokyo's amazing. You 2(have) a great time! What 3 (you / do)?

Olivia: We 4(visit) a cat café.

Mum: And we 5(go) shopping!

Olivia: What? I 6 (not walk) around the shops! I 7(find) a good gaming café.

Zayne: 8(you / try) sushi with fish?

Mum: No way! I 9(not eat) uncooked fish!

3 Choose the correct form of the verbs.

1 Next month, I going to/ 'm going to return your bicycle.

2 We 're going to/ going to visit Argentina

3 They aren't going to meet/ met at the bus stop.

4 I 'm going to working/ 'm going to work in a sports shop. That's my plan.

5 You're going to come/ coming to the UK one day.

6 They aren't going/ not going to join us.

4 Make sentences with the present continuous or be going to.

0 we / visit / Turkey one day

We're going to visit Turkey one day.

1 I / get / the bus at 6.45 pm

2 I / cycle / to your house next time

3 they / not buy / a new TV

4 we / walk / home after school today

5 The sky is dark and cloudy. I think / it / rain

6 we / not catch / the 5.30 train / tomorrow

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Traveling writing

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

First prize: Trip to (1) .

Length of trip: two (2) .

Competition details

What you must mention: the people, (3) and the local environment.

Maximum number of words to write: (4) .

Closing date of competition: 19th (5) .

What information to include when you apply: (6) .

1 Discuss the questions in pairs.

1 What do you usually do at the weekend?

2 What are you planning to do next weekend?

2 Listen to two friends planning their weekend. What do they decide to do?

3 Read the Prepare to speakbox. Then listen again. Which phrase don't you hear?

Making suggestions

Suggesting ideas

Why don't we ...?

What about ...?

How about ...?

We could ...

Agreeing with ideas

That's a good idea.

That sounds great!

Disagreeing with ideas

I'm not sure.

The problem with that is ...

... might be a better idea.

Making a decision

Yes, let's do that.

4 Work in pairs. Choose three possible activities for the weekend. Use the ideas in the box or your own ideas.

go walking in the mountains go to the beach

hang out in a country park go sightseeing visit a cool museum

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20__ год



Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Dealing with conflict

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

1 Ask and answer the questions with a partner.

1 Do you get along well with most people?

2 What things make you feel upset or angry?

3 What do and your friends argue about?

2 Read the text quickly. Match the titles (A–D) to four of the tips.

A Live and learn

C Stay calm

B Be clear and kind

D Think together



1 . When we're angry, we might say or even scream things that aren't kind. It's always better to keep cool and think carefully before we speak. Count to ten in your head, and if you can't relax, then walk away. Sometimes you have to do that!

2 Listen first. Give the other person a chance to speak without interrupting them. You have to listen carefully and pay attention to your friend's face and body language. Try to imagine how your friend is probably feeling at that moment.

3 . You have to be honest about your thoughts and feelings.

Explain the problem clearly and

say what you need from your friend. You should choose your words carefully and try to be nice to the other person. You don't want to start a new argument!

4 Admit your mistakes. Remember that even the best people make mistakes and nobody is perfect. It's OK to make mistakes, but we have to admit them and then say we're sorry. We should also forgive other people when they apologise for their own mistakes



Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20__ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Review

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

1 Complete the information with the pairs of words.

burglary / burglars hacking / hacker pickpocketing / pickpockets shoplifting / shoplifters vandalism / vandals

The average ¹ _____ takes less than ten minutes.
About 30% of ² _____ enter a home through an open
door or window of an apartment.

³ _____ is very common near signs that warn about
the problem. The reason is that when people see these
signs, they check their important possessions. ⁴ _____
can then see where these possessions are and follow the
people until they get their chance to steal them.

⁵ _____ in many areas has decreased since the
introduction of mobile phones. Some researchers
believe that mobile phones are so entertaining that
⁶ _____ aren't as likely to go out, get bored and
break or damage something.

According to American research, 75% of ⁷ _____
are adults, and 25% of them are under 18. And
⁸ _____ is actually more common among shop
workers than customers!

2 Match the beginnings of the sentences 1–4 to two correct endings a–h.

- 1 I am ... a on my own.
2 I am doing ... b me really happy.
3 We have ... c something tonight.
4 He makes ... d a lot of things in common.
e friends easily.
f fun together.
g you a favour.
h never wrong

1 Choose the correct word.

1 There isn't _____ crime in my neighbourhood.

A many B much C some

2 My sister and I are having _____ arguments at the moment.

A a lot of B many C a little

3 We did _____ sightseeing on holiday, but we mainly relaxed on the beach.

A a few B much C a little

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Exam 5

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

2 Complete the story. Use the past simple or past continuous form of the verbs.

On a cold January morning, Flight 1549 was taking off (take off) from a New York airport when it 1(hit) some birds. The engines 2(stop) almost immediately. Captain Sullenberger quickly realised that the plane 3(fall) very fast. There was only one place he could land the plane: on the Hudson River in the middle of New York! Steven Day is a photographer. That morning he 4(work) on his computer when someone passed his desk. ‘What’s that?’ they asked, pointing to something on the river. Steven 5(find) his camera. At first, he didn’t know what he 6 (take) pictures of. ‘It 7(move) down the river, like a boat,’ he said. When he looked closely, he 8(see) it was a plane. People 9(stand) on its wings in the middle of the river! The next day Stephen’s photograph 10(appear) in newspapers and on websites all over the world

3 Complete the second sentence so that it means the same as the first. Use three or four words including the word in brackets.

1 It isn’t necessary to take your passport. (have)

You _____ take your passport.

2 What’s your advice about splitting up with Francesca?

Do you think _____ with Francesca? (should)

3 It wasn’t necessary for them to print their boarding passes.

They _____ print their boarding passes. (have)

4 Taxi drivers are only allowed to pick up passengers at the rank.

Taxi drivers _____ passengers at the rank. (must)

5 Is it a good idea for us to come round after dinner? (should)
after dinner?



5 Choose the correct words.

1 One day I’m asking/ going to ask you for a favour.

2 In my opinion, young people have to/ should stay at school until they are 18.

3 We’ve got a little/ a few time before we need to set off.

4 We saw /were seeing the crowds of people when we were leaving my apartment building

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Money and shopping

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.



1 Do you save up for things?

a Yes, I'm always saving up for something.

b Sometimes, but not often.

c No, I never save up for anything.

2 Have you got a bank account?

a Yes. I save my money in mine.

b Yes, but I never use it.

c No way. I'm not old enough!

3 Do you always look at the price of things before buying them?

a Of course.

b I don't always check with small things like a drink.

c Not really. If I want something, I buy it

3 Complete the sentences with words from the quiz.

1 The assistant at the _____ gave me too much _____.

2 I want to open a _____ so that I can put money in there and _____ to buy a new phone.

3 Look! Those jumpers are on _____ this week – there's 25% off the normal _____!

4 I tried to _____ the shoes _____ to the shop, but I didn't have the _____, so they wouldn't accept them!

5 Why don't you _____ your old clothes _____ to a charity shop?

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: The present perfect

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

1 Read the examples and complete the rules with the words in the box.

1 I've beento every shop in Birmingham.

2 She hasn't usedany of them.

3 I've never wornthem.

4 Haveyou ever boughtsomething and then been unhappy with it?

Yes, I have. / No, I haven't.

ever -ed past participle never

a We use the present perfect to talk about experiences in our life.

b The positive form is: have/ has + .

c The negative form is: have / has+ notor + .

d We often use in questions.

e Regular past participles end in and are the same as the past simple form



3 Complete the sentences with the present perfect form of the verbs.

1 My sister (win) lots of competitions.

2 My grandparents (never / buy) anything online.

3 I (never / use) a credit card. I'm not old enough!

4 My brother (never / borrow) any money from me.

5 We (visit) Ireland. My aunt lives there.

6 Tim and I (never / have) an argument.

7 You (not / meet) my brother.

8 I (never / steal) anything in my life!

6 Complete the sentences with the correct present perfect form of go.

1 you ever to London?

2 Sally isn't here. She swimming.

3 Rob home. He wasn't feeling well.

4 You're late! Where you ?

5 I never to Spain but I'd like to go.

6 Where Dad ? I can't find him anywhere

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: A story 2

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

1 Look at the pictures and read the first sentence of the story. What do you think happens in the story?



I've never enjoyed shopping for clothes. It takes ages, and when I get home I always regret buying something, and then I have to take it back. So one day I decided to try doing it online. I looked up the website of my favourite clothes shop and soon I had everything I needed. And there were lots of special offers too! While I was paying for everything, I noticed a competition. I could win the money I paid for my clothes. I've never been lucky, but I decided to enter. A few days later the clothes arrived. Unfortunately, nothing fitted me apart from some socks. So I sent back everything ... except for the socks. A few weeks after that, I got an email. I was one of the winners in their competition. I got back everything I paid for the clothes online. And how much was that? £4.99!

4 Match the highlighted verbs in the story to the meanings.

1 take part in a competition

2 found by looking on a computer

3 returned something to a shop by post

5 Find five time adverbs and phrases in the story. Then choose the correct time adverbs in the sentences.

1 I called my friend as soon as / while the accident happened.

2 About ten minutes then / later, I finally arrived home.

3 He discovered the truth while / then he was reading some old letters.

4 She when / suddenly had a brilliant idea!

5 I needed a new jacket. Soon / First, I tried looking online.

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Food and drink

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.



1 Look at the photos. Which of the foods have you tried? Did you like them?

2 Listen to the first part of a conversation. What is Isla asking Ali to do?

3 Listen to the second part of the conversation. Number the photos in the order of the taste test.

4 Match the adjectives to the foods in Isla's project. Then listen and check.

- | | |
|----------|---------------|
| 1 juicy | a curry |
| 2 sour | b pineapple |
| 3 raw | c lemon juice |
| 4 spicy | d salmon |
| 5 bitter | e bread |
| 6 sweet | f vegetables |
| 7 frozen | g cake |
| 8 fresh | h coffee |

6 Discuss the questions.

1 What's the most delicious food you've ever eaten?

2 What's the most disgusting food you've ever tried?

3 What food do you eat raw?

4 What spicy food do you eat?

5 Do you often eat vegetarian meals?

6 Do you eat a lot of sweet things?

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: The present perfect and past simple

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

1 Read the examples. Then complete the rules with present perfect or past simple.

1 *Ollie's eaten everything from ants to zebra.*

2 *I made an ostrich curry last week.*

a *We use the _____ to ask or talk about experiences in our life.*

b *We use the _____ (often with a past time phrase) to ask or say exactly when something happened.*

c *We do not use past time phrases with the _____.*

2 Choose the correct form of the verbs.

1 *We enjoyed the party, but there hasn't been/ wasn't anything to eat.*

2 *Macy had/ 's had an argument with her best friend yesterday.*

3 *We eat meat, but we went/ 've been to vegetarian restaurants lots of times.*

4 *Did you ever cook/ Have you ever cooked a meal for your friends?*

5 *It was Mum's birthday on Sunday and we went/ 've been out to a restaurant.*

6 *I never ordered/ 've never ordered pizza online.*

3 Ask and answer questions using the present perfect with ever and the past simple.

0 *go to a concert? – Who / see?*

1 *make anyone angry? – Who / be / it?*

2 *eat out with your friends? – Where / go?*

3 *win anything? – What / win?*

A: *Have you ever been to a concert?*

B: *Yes, I have.*

A: *Who did you see?*

B: *I saw Calvin Harris last year.*

7 Correct the mistake in each sentence.

1 *Yesterday I have left my phone at your house.*

2 *Hi! I didn't see you for a long time.*

3 *I know her since 2010.*

4 *On my last birthday I've got a lot of presents from my friends*

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Ordering food

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

1 Have you ever made a meal for anyone? Who was it for? What did you make?

2 You are going to listen to some short extracts. Read the questions and look at the pictures.

What words might you hear in each extract?

1 What did the girl cook when she was young?



3 Who is a vegetarian?



2 Where does the boy get his recipes from?



4 Which dish is only available today?



1 Look at the menu below and answer the questions.

1 What do you think ‘veggie’ means?

2 How much is a spicy beef pizza with olives?

3 Why are there two prices for cola?

2 Listen to the conversation. What does Emma order? How much is her meal?

3 Read the Prepare to speak box. Then listen again. Which phrases do Emma and the server use?

PREPARE TO SPEAK

Ordering food

Phrases the server uses What can I get you?

What would you like?

And to drink?

Anything else?

Eat in or take out?

Here's your change.

Phrases the customer uses

Evaluating.

Giving homework.

Could I have ... , please?

I'll have ... , please.

I'd like ... , please.

Have you got any ... ?

Here you are.

Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: British food

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

Typical favourites

You can find excellent traditional British food in the thousands of cafés, restaurants and takeaways around the UK. A typical café dish, and perhaps the best-known abroad, is the ‘full English breakfast’. That’s eggs, sausage, tomatoes, beans and fried bread. If you want something hot for lunch in a café, try the meat or vegetarian pies on offer. A classic summer dish is ploughman’s lunch, which is a cold dish of bread, butter, cheese, pickled onion and salad. On Sundays, it’s typical to have a roast dinner with friends and family. Roast beef, lamb or chicken is served with potatoes and boiled vegetables such as carrots and broccoli, and gravy is poured on top. Gravy is a thick, brown sauce and it’s delicious! Takeaways are really popular in the UK. These are small shops that sell hot food that customers take home or eat on the street. Fish and chips has been a British takeaway favourite for a long time. They fry the fish in batter (a mixture of flour and water) and it’s often served with peas, and, of course, lots of chips!



3 Are the sentences true or false? Correct the false sentences.

- 1 At the moment, British food hasn't got much variety.
- 2 Nowadays, British people don't eat roast dinners.
- 3 People usually cook fish and chips at home.
- 4 Cullen skink is an English dish that has fish and potatoes.
- 5 Welsh rarebit is a recipe that hasn't got any meat or fish.
- 6 British food has become more varied because of immigration.

4 Match the highlighted words in the text to the meanings.

- 1 kept in vinegar or salty water
- 2 famous dishes
- 3 a place that cooks and sells food for people to eat somewhere else
- 4 maybe, possibly
- 5 something difficult

Evaluating.

Giving homework.



Зам директора школы _____ дата _____ 20____ год

Дата: “__” _____ 20____ год. Классы: _____. Руководитель кружка: _____

Lesson: Body and health

Aims of the activity:

Educational aim: to learn basic greetings
to learn how to ask and answer questions

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

The demand of the state educational standard: get the level A1

Type of the activity: visual

Method: interactive teaching method

Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector

Form: listening, speaking

I. Introduction:

to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the activity: short, at the beginning.

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

Length and place in the lesson: 10 min., at the beginning.

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

Pupils listen the song “Good morning” and repeat together with teacher

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

Length and place in the activity: 10 min., after presentation.

1 Match the words to the parts of the body A–N. Then listen and check.

ankle back cheek chest chin elbow finger forehead knee neck shoulder throat thumb toe



2 Complete the table with the words from Exercise 1. Add more parts of the body you can see in the photo.

head	chin, ...
body	back, ...
leg	ankle, ...
arm	elbow, ...

3 Listen to three conversations. Match the speakers to the sentences.

Sam Kelly Josh

a might be ill.

b had an accident and is injured.

c has sore legs and arms after doing sport.

5 Complete the sentences with words from Exercise 4. There is one word you don't need. Listen again and check.

1 Sam played tennis yesterday and now she's got (a) _____ in her arms, legs and back.

2 Kelly's got a headache, and she has a (b) _____ inside her mouth. She says her cheek's (c) _____. She needs to go to the dentist because she has (d) _____. The other girl hurt her thumb, but it wasn't (e) _____.

3 Josh feels very hot, so he thinks he's got a (f) _____. Dora thinks that Josh might be getting a (g) _____. Josh has a sore throat and a (h) _____. Last night he had (i) _____, too. He hopes he hasn't got (j) _____.

6 In pairs, compare the illnesses and injuries you've had.

A: I've had a fever.

B: Me too. I had a high temperature last year

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