

# 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

n/n	Имя фамилия	Год рождения	Класс	Адрес	Родители	Номер телефони	Прим.
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п/п	класс	Имя и фамилия учеников	сенп	іябрь		окт	ябрь		ноя	брь		дека	ібрь	ı	Прошедшая тема

п/ П	класс	Имя и фамилия учеников	янв	гары	,	9	рев	рал	lb	мај	рm		anp	ель	,	м	тй	Прошедшая тема
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«Утверждаю» Директор школы:	«Согласован» Зам директора школы:
«»20г	«»20г
ПЛАН кружка «	» на 2020 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		

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III. Procedure of a new activity.  Length and place in the activity: 10 min., after presentation.  I 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 I in order. There is more than one possible answer. Then compare your answers.  3 Read the quiz. Which four events in Exercise I are not mentioned in the questions?  Around the world: Aco and a lieuropean countries, leave home before they are  1 In England, children usually start school when they are  2 In Belgium and Germany, students cannot leave school before they are  1 In 1 I							
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: Acro and a lieupeen countries, leave home before they are  1 In England, children usually start school when they are  1 In Belgium and Germany, students cannot leave school before they are  1 In some states in the USA, the youngest age you can get a driving licence is  1 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. 1 3 In Brazil you can vote in elections from the age of men.  1 In Brazil you can vote in elections from the age of men.  2 Evaluating.  Giving homework.							
I 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: Aco and a leave school when they are  1 In England, children usually start school when they are 1 In Belgium and Germany, students cannot leave school before they are 1 In Belgium and Germany, students cannot leave school before they are 1 In some states in the USA, the youngest age you can get a driving licence is 1 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. 1 3 In Spain India Japan  1 In England, around 1 get a degree. 1 3 In England, around 1 get a degree. 1 3 In England, around 1 get a degree. 1 3 In England, around 1 get a degree. 1 3 In England, around 1 get a degree. 1 3 In England, around 1 get a degree. 2 In England, around 1 get a degree. 2 In England, around 1 get a degree. 3 In England, around 1 get a degree. 4 In England, around 1 get a degree. 5 In England, around 1 get a degree. 6 In England, around 1 get a degree. 7 In 1 In England, around 1 get a degree. 8 In England, around 1 get a degree. 9 In		•					
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: Acceptable answer. Then compare your answers.  3 Read the quiz. Which four events in Exercise 1 are not mentioned in the questions?  Around the world: Acceptable answer. Then compare your answers.  5 In almost all European countries, leave home before men, women is women, men  1 In Belgium and Germany, students cannot leave school before they are men, women is women, men  1 In some states in the USA, the youngest age you can get a driving licence is men, women is women, men  1 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.  1 33	Length and plac	e in the activity:	10 min., after presenta	ition.			
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: Acceptable answer. Then compare your answers.  3 Read the quiz. Which four events in Exercise 1 are not mentioned in the questions?  Around the world: Acceptable answer. Then compare your answers.  5 In almost all European countries, leave home before men, women is women, men  1 In Belgium and Germany, students cannot leave school before they are men, women is women, men  1 In some states in the USA, the youngest age you can get a driving licence is men, women is women, men  1 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.  1 33					A		
Around the world: According to the questions?  Around the world: According to the questions?  In England, children usually start school when they are 1.	be born get a de	gree get a drivin	g licence get a job re		ed go to universit	y	
Around the world: A	answers.			-		hen compa	re your
In Belgium and Germany, students cannot leave school before they are  A 14 B 16 C 18  In some states in the USA, the youngest age you can get a driving licence is  A 14 B 16 C 17  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  home before  A men, women B women, men  In the UK, children of are allowed to get a part-time job.  A any age B 13 or over C 16 or over  In, the average age at which women and men get married is 33.  A Spain B India C Japan  In Brazil you can vote in elections from the age of  A 16 B 18 C 21  Evaluating.  Giving homework.							ents
before they are  A 14	1 In En			5	home before		
In some states in the USA, the youngest age you can get a driving licence is, the average age at which women and men get married is 33.  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  Evaluating.  Giving homework.	n Be	lgium and Germany, s	tudents cannot leave schoo	I	A men, women B	women, men	
In some states in the USA, the youngest age you can get a driving licence is, the average age at which women and men get married is 33.  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  Evaluating.  Giving homework.	befo	re they are	- 40	6		are	allowed to
In some states in the USA, the youngest age you can get a driving licence is  A 14 B 16 C 17  In England, around					got a part anno jou.	13 or over	C 16 or over
A 14 B 16 C 17  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  Evaluating.  Giving homework.			the youngest age you can g	et a driving			
In England, around	11001		<b>C</b> 17	7			men women
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  In Brazil you can vote in elections from the age of	In Er	gland, around	% of young people go to	university.			Japan
Evaluating.  Giving homework.				end of		in elections f	rom the age
Evaluating. Giving homework.			_	O	of	10	C 24
Giving homework.	_	33 43	<b>□</b> 33		10	10	21
		plz					
Зам директора школы дата20 год	9						
	Зам директора і	школы		дата		20 г	од

Дата: ""	20	год. Классы:	. Руководи	тель кружка:	
Lesson: Compa	aratives and				
Aims of the activ	vity:				
Educational aim	to lea	arn basic greetings			
	to lea	arn how to ask and a	inswer questions		
Educative aim:		ing up them to be fri			
Developing aim.		nable pupils to ask ar	•	ns	
		onal standard: get	_		
Type of the activ	vity: visual				
<b>Method:</b> interact	•	thod			
		of the book, puppet	s, computer, over	head projector	
Form: listening			, , , , , , , , , , , , , , , , , , ,	FJ	
I. Introduction:	, -r <i>8</i>				
	eel themselves co	omfortable and inter-	ested at the lessor	1	
		short, at the beginn		•	
-Good morning,		short, at the beginn	b.		
-I'm glad to see					
II. Reflection an					
•		10 min., at the begin	nina		
		10 mm., at the begin	ming.		
Activity 1 Lister					
Objective: to sin				,	
		orning" and repeat t	ogether with teaci	ner	
		d morning to you.			
	ning, good morn	ing,			
	ning to you.				
	dure of a new a				
		10 min., after prese			The second second
		from when I was a te			
		puter – but only for ,			1
		phone in the car – it			A MARINE
internet and sma	ertphones change	ed teenage life foreve	er. We wrote lette	rs;	
they are texting of	each other all da	ıy. We			
bought a few CD	s every month; i	they'vegot almost ev	ery song in the wo	orld –	
in a tinydevice ir	i their pocket! W	hen we moved home	e, we often never s	aw 🔀 💥	
old friends agair	n. Now it's simpl	e to stay in contact v	with anyone, anyw	here.	
To me, teenage l	ife looks more ex	xciting than it was. N	Not everything is		
positive, of cours	se. I don't think i	teenagers now are a	s healthy as we we	ere in the past. Th	ey don't do enough
		_		•	de. Roads were safer, of
		ink that often our pa			
.,		-J J P.		,	
1 Complete the	table with the co	orrect comparative a	and superlative ad	liectives. Check v	our answers in
the article on pa		con comparative a	superium u	geom y	, wind it old old
-		Superletive		udlabla cud lau-	didi
Adjective	Comparative	Superlative		syllable and long	er adjectives
	e-syllable adject		important	more important	4
big	bigger	the biggest	i	rregular adjectiv	es

Adjective	Comparative	Superlative	other tw	wo-syllable and longer adjectives				
0	ne-syllable adject	ives	important	more important	4			
oig bigger the biggest			irregular adjectiv	es				
great	greater	1	good	5	the best			
safe	2	the safest	bad	worse	6			
two-syllable adjectives with -y		far	further	the furthest				
easv	3 the easiest		Idi	Turtilei	the fulthest			

- 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: "" Lesson: An inform		: Руководитель кружка:	
Aims of the activity			
Educational aim:	to learn basic greeting		
Educative aim:	to learn now to ask to bring up them to	and answer questions	
Developing aim:		ask and answer questions	
	state educational standard:	•	
Type of the activity			
<b>Method:</b> interactive	e teaching method		
		appets, computer, overhead projector	
Form: listening, sp	peaking		
I. Introduction:	4 1 6 4 1 1 1		
	themselves comfortable and in the activity: short, at the be		
-Good morning, pu	-	eginning.	
-I'm glad to see you	•		
II. Reflection and			
•	in the lesson: 10 min., at the	beginning.	
Activity 1 Listen a			
<b>Objective:</b> to sing	the song "Good morning"		
*	ong "Good morning" and rep	<u> </u>	
	ng to you, good morning to y	ou.	
	ng, good morning,		
Good mornin			
	re of a new activity. in the activity: 10 min., after	nracantation	
		presentation. nd Mark and the notes he made. Wha	t did Iamal do recently?
1 Read the email 3		ta Mark and the notes he made. Wha	i dui Jamai do recently:
	From: Mark Subject: Back to school	Really Forward	
	Hi Jamal,		
		on the feeth all team. Use the	Sau
	How's it going? We miss you new captain!	on the football team – I m the	— Say congratulations.
Dogoviho	Tell me about your new home	What's your room like?	cong. attaianons.
Describe			Soulain
	, , ,	r free time where you live now?	Explain  Tell Mark
		Have you got any new friends yet?	about Simon.
	Speak soon,		asout omion.
	Mark		
Hi Mark, It's great Awesomenews!I lov garden. Brighton is do. There's a really them play every we Brighton, but it isn aren't enough lapte day. He's intocomp me. I guesshe's my Speak soon, Jamal Evaluating.	best mateat the moment!	ations on becoming captain! er, bigger and there's a t there are loadsof things to ey're great! I go to watch My school is the largest in k. In ICT, for example, there	
Giving homework			20
Зам директора шк	:олы	дата	20 год

дата: "	_ 20 год. Классы:	Руководитель круя	кка:
<b>Lesson:</b> Sports			
Aims of the activity:			
Educational aim:	to learn basic greetings		
	to learn how to ask and ans	•	
Educative aim:	to bring up them to be frien	•	
Developing aim:	to enable pupils to ask and	_	
•	te educational standard: get the	e level A1	
Type of the activity: v			
<b>Method:</b> interactive tea			
	, the DVD of the book, puppets,	computer, overhead proje	ector
Form: listening, speak	cing		
I. Introduction:			
	mselves comfortable and interest		
	ne activity: short, at the beginning	g.	
-Good morning, pupils	!		
-I'm glad to see you.			
II. Reflection and asse	essment.		
Length and place in th	ne lesson: 10 min., at the beginni	ng.	
<b>Activity 1 Listen and</b>	sing		
	song "Good morning"		
Pupils listen the song	"Good morning" and repeat tog	ether with teacher	
	you, good morning to you.		
Good morning, g	good morning,		
Good morning to	you.		
III. Procedure o	f a new activity.		
	ne activity: 10 min., after present	ation.	
		G 24 UNIT 4	
1 Match the photos to	some of the sports in the box. T	hen listen and check. Ch	neck the meaning of the
other sports.		on the state of th	and the state of t
•	ping cycling gymnastics ice hoc	key ice skating jogging r	rugby squash surfing
_	tennis volleyball windsurfing	, 0,000	3 3
O	<i>y y y y y y y y y y</i>		
2 Listen to six intervie	ews and match the sentence halv	ves.	
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.		
9	e tennis together.		
6 We never play	f windsurfing on the lake		
1 ,	, , ,		
5 Do the quiz in pairs.	. The answers are all from Exer	cises 1 and 2.	
Which nine sports can			
_	for two or four players?		
	for teams of more than four?		
_	ou do on or in water or ice?		
Evaluating.			
Giving homework.			
	-		20
Зам директора школы	l	дата	20 год

Дата: "" 20 год. Классы:	. Руководитель кружка:
<b>Lesson:</b> The past continuous	
Aims of the activity:	
Educational aim: to learn basic greetings	quartiens
to learn how to ask and answer to bring up them to be friendly	questions
<b>Developing aim:</b> to enable pupils to ask and answ	ver questions
The demand of the state educational standard: get the lev	
Type of the activity: visual	
<i>Method:</i> interactive teaching method	
Equipment: Textbook, the DVD of the book, puppets, com	puter, overhead projector
Form: listening, speaking	
I. Introduction:  to make pupils feel themselves comfortable and interested a	t the lesson
to make pupils feel themselves comfortable and interested a <i>Length and place in the activity:</i> short, at the beginning.	t the resson.
-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. Good morning to you, good morning to you.	r 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.
1 Read the examples. Then choose the correct words to co	omplete the rules.
1 I was takingphotographs of the girls' BMX team.	
2 They were ridingaround the track.	
a We use the past continuous to talk about actions in progr	ress at a particular time in the present /the past.
b We form the past continuous with the correct present /pas	
2 Choose the correct form of the verbs to make past	Megan and Ana
continuous sentences.  1 They were wearing/were weardark helmets.	Myla
2 He isn't playing/wasn't playingice hockey last night.	· Lucy
3 My friends wasn't talking/weren't talkingabout sports.	Karl and Liam
4 What was he doing/ doon the court?	
5 Were/Wasshe watching the games?Yes, she was/were.	
6 Mark is climbing/was climbingyesterday.	Adam and Pete
7 My parents was going/were goingto a bike race.	
8 Were they listening/listento the match?	Kim
No, they weren't/ wasn't.	
3 Look at the picture of a park last Saturday morning.	
Write positive and negative past continuous sentences abo	ut 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	
<ul><li>3 Karl and Liam / play squash / kick a ball</li><li>4 Megan and Ana / cycle / climb</li></ul>	
5 Lucy/catch a ball/do athletics	
2 Lacy/ cuch a oun/ wo unicues	
Evaluating.	
Giving homework.	
Зам директора школы	дата 20 год

Лата: " "	20 гол. Классы:	. Руководитель кружка:	
Lesson: Football		/	
Aims of the activity:			
Educational aim:	to learn basic greetings		
77.7 d	to learn how to ask and	_	
Educative aim:	to bring up them to be fi	•	
Developing aim: The demand of the state	to enable pupils to ask a te educational standard: get		
Type of the activity: vi		the level Al	
<b>Method:</b> interactive tea			
		ts, computer, overhead projector	
Form: listening, speak			
I. Introduction:			
	nselves comfortable and inte		
_	e activity: short, at the begins	ning.	
-Good morning, pupils!			
-I'm glad to see you.			
II. Reflection and assess	ss <i>ment.</i> <i>e lesson:</i> 10 min., at the begi	nning	
Activity 1 Listen and s		mmig.	
•	song "Good morning"		
	"Good morning" and repeat	together with teacher	
	you, good morning to you.	sogeme. min tenene.	
Good morning, g			
Good morning to			
III. Procedure of	f a new activity.		
Length and place in th	e activity: 10 min., after pres	entation.	
	COL	IK C	(95)
a The football went into the Sunderland play c A fan threw a beach of the A Sunderland player e The referee decided to the football hit the beach of the foo	n the order you hear them. It to the goal. For kicked the football. It ball onto the field.  I was running towards the goal. It is allow the goal. It is allowed the sentences. Liverpool		
2 A fan threw a beac	h ball onto the field.		
<i>3</i> won the match 1–0.	24 1		
4 The players weren	2		
5 Chloe thought play	ea better than		
form of the verbs. Then 1 Manchester City (w. 2 Real Madrid (score 3 Lots of people (wat Evaluating.	eakbox. Complete the sentent is listen again and check. win) for most of the game. e) two goals in the last five mutch) the competition.4 I (contact)		continuous
Giving homework.			
Зам директора школы		дата	20 год

Дата: " "	20 год Классы:	. Руководитель кружка	
Lesson: Keeping fit	_ 2010д. Плассы.	1 уководитель кружка	
Aims of the activity:			
Educational aim:	to learn basic greetings		
	to learn how to ask and a	nswer questions	
Educative aim:	to bring up them to be fr		
Developing aim:	to enable pupils to ask a		
2 0	e educational standard: get	_	
Type of the activity: vis			
<b>Method:</b> interactive tead			
		ts, computer, overhead projecto	or
Form: listening, speaki		, , , , , , , , , , , , , , , , , , ,	
I. Introduction:			
	nselves comfortable and inter	rested at the lesson.	
	e activity: short, at the beginn		
-Good morning, pupils!	wewwy. Short, at the beginn		
-I'm glad to see you.			
II. Reflection and asses	smont		
	e <b>lesson:</b> 10 min., at the begin	nninα	
Activity 1 Listen and s	_	ming.	
•			
Objective: to sing the s		to anthoroughth to anhor	
	'Good morning" and repeat t	ogether with teacher	
	you, good morning to you.		
Good morning, go	•		
Good morning to	•		
III. Procedure of			
Length and place in the	e activity: 10 min., after prese	entation.	
	questions with a partner.		
	u enjoy doing in PE class?		
2 What physical activity	ies do you do in your free tim	e?	
1 It's good for warming 2 It's exercise that give	s you stronger muscles. for professional athletes.	he types of training.	
<ol> <li>How can lifting small</li> <li>What two ways can per</li> <li>How does aerobic exect</li> <li>What type of training</li> <li>Why is balance important</li> </ol>	and answer the questions.  Iler weights help you keep fit?  eople lift weights at the gym?  ercise keep your heart health  can help you cycle faster?  rtant for some types of exercing  ng a good idea for tennis pla	y? se?	
Evaluating. Giving homework.			
Зам директора школы		дата	20 год

Дата: ""	_ 20	год. Классь	і: Руководите	ль кружка:
<b>Lesson:</b> Review				
Aims of the activity:				
Educational aim:		earn basic greeti	_	
			and answer questions	
Educative aim:		oring up them to	•	
Developing aim:			ask and answer questions	
The demand of the sta		tional standard.	get the level A1	
Type of the activity: V				
<i>Method:</i> interactive tea	ching me	ethod		
Equipment: Textbook,	the DVI	D of the book, p	uppets, computer, overhe	ad projector
Form: listening, speak	ing			
I. Introduction:				
to make pupils feel the	nselves o	comfortable and	interested at the lesson.	
Length and place in th	e activity	y: short, at the b	eginning.	
-Good morning, pupils	!			
-I'm glad to see you.				
II. Reflection and asse	ssment.			
Length and place in th	e lesson:	: 10 min., at the	beginning.	
<b>Activity 1 Listen and</b>	sing			
Objective: to sing the	song "G	Good morning"		
Pupils listen the song	"Good m	norning" and re	peat together with teacher	r
Good morning to				
Good morning, g				
Good morning to		C,		
III. Procedure o	•	activity.		
Length and place in th			presentation.	
	<i>-</i>	,	1	
1 Write the opposite a	diectives.			
	•		sually very con Fridays	•
2 Diana's very polite.				•
		er r		
3 'Is Jacob confident?	' 'No, he	e's quite s .'	in Vou need to he more o	with your things
<ul><li>3 'Is Jacob confident?</li><li>4 It was carelessof you</li></ul>	' 'No, he to lose y	e's quite s .' your phone agai	in. You need to be more c	with your things.
3 'Is Jacob confident?	' 'No, he to lose y	e's quite s .' your phone agai		e with your things.
<ul><li>3 'Is Jacob confident?</li><li>4 It was carelessof you</li><li>5 Marcus is really frie</li></ul>	' 'No, he to lose y ndlytoda	e's quite s .' your phone agai		with your things.
<ul> <li>3 'Is Jacob confident?</li> <li>4 It was carelessof you</li> <li>5 Marcus is really frie</li> <li>2 Find the words (</li> </ul>	' 'No, he to lose y ndlytoda ).	e's quite s' your phone agai y. He can somet	imes be quite u !	
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (	' 'No, he to lose y ndlytoda	e's quite s .' your phone agai	imes be quite u !  Find words to describe:	someone's:
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie 2 Find the words (	' 'No, he to lose y ndlytoda ).	e u d w	Find words to describe	
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n	'No, he to lose y ndlytoda  ).  i n  k  d y  h	e u d w i n g t a f b e d a r e	imes be quite u !  Find words to describe:	someone's:
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r	'No, he to lose yndlytoda  ).  i n o k d y o h d l	e u d w i n g t a f b e d a r e r s a n	Find words to describe age  1 t eenage 2 e looks	someone's:
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n	'No, he to lose y ndlytoda  ).  i n  k  d y  h	e u d w i n g t a f b e d a r e	Find words to describe age  1 t eenage 2 e looks 3 p	someone's:
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r s m a r t n	'No, he to lose y ndlytoda  ).  i n o k d y o h d l a n	e u d w i n g t a f b e d a r e r s a n	Find words to describe age  1 t eenage 2 e looks	someone's:
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r s m a r t n t i i s o b r p n c u d a t e e n a	'No, he to lose y ndlytoda  ).  i n o k d y o h d l a n e n g r	e u d w i n g t a f b e d a r e r s a n r h n a i i n s d o p m p n r a	Find words to describe age  1 teenage 2 e looks 3 p 4 g hair	someone's:     clothes     9    c  10    s  11    u  12    t  13    sh
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r s m a r t n t i i s o b r p n c u d a t e e n a i s e o k a	'No, he to lose y ndlytoda  ).  i n o k d y o h d l a n e n g r	e u d w i n g t a f b e d a r e r s a n r h n a i i n s d o p m p n r a e a e r	Find words to describe age  1 teenage 2 e looks 3 p hair 5 b	someone's:     clothes     9    c  10    s  11    u  12    t  13    sh
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r s m a r t n t i i s o b r p n c u d a t e e n a i s e o k a g e l d e r	'No, he to lose y ndlytoda  ).  i n o k d y o h d l a n e n g r g e l d	e u d w i n g t a f b e d a r e r s a n r h n a i i n s d o p m p n r a e a e r e b t w	Find words to describe age  1 teenage 2 e looks 3 p 4 g hair 5 b 6 c	someone's:     clothes     9    c  10    s  11    u  12    t  13    sh
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r s m a r t n t i i s o b r p n c u d a t e e n a i s e o k a	'No, he to lose y ndlytoda  ).  i n o k d y o h d l a n e n g r	e u d w i n g t a f b e d a r e r s a n r h n a i i n s d o p m p n r a e a e r	Find words to describe age  1 teenage 2 e looks 3 p hair 5 b	someone's:     clothes     9    c  10    s  11    u  12    t  13    sh
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r s m a r t n t i i s o b r p n c u d a t e e n a i s e o k a g e l d e r h b c a s a t s k i n y	'No, he to lose y ndlytoda  ''  i n  o k  d y  o h  d l  a n  e n  g r  g e  l d  l y  l g  c u	e u d w i n g t a f b e d a r e r s a n r h n a i i n s d o p m p n r a e a e r e b t w i l t t r e y e	Find words to describe age  1 t eenage 2 e  looks 3 p 4 g hair 5 b 6 c 7 s	someone's:     clothes     9    c  10    s  11    u  12    t  13    sh
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r s m a r t n t i i s o b r p n c u d a t e e n a i s e o k a g e l d e r h b c a s a t s k i n y  3 Choose two correct of	'No, he to lose y ndlytoda  '''  '''  '''  '''  '''  '''  '''	e u d w i n g t a f b e d a r e r s a n r h n a i i n s d o p m p n r a e a e r e b t w i l t t r e y e	Find words to describe age  1 t eenage 2 e  looks 3 p 4 g hair 5 b 6 c 7 s	someone's:     clothes     9    c  10    s  11    u  12    t  13    sh
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r s m a r t n t i i s o b r p n c u d a t e e n a i s e o k a g e l d e r h b c a s a t s k i n y	'No, he to lose y ndlytoda  '''  '''  '''  '''  '''  '''  '''	e u d w i n g t a f b e d a r e r s a n r h n a i i n s d o p m p n r a e a e r e b t w i l t t r e y e	Find words to describe age  1 t eenage 2 e  looks 3 p 4 g hair 5 b 6 c 7 s	someone's:     clothes     9    c  10    s  11    u  12    t  13    sh
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r s m a r t n t i i s o b r p n c u d a t e e n a i s e o k a g e l d e r h b c a s a t s k i n y  3 Choose two correct of	'No, he to lose y ndlytoda  ).  i n o k d y o h d l a n e n g r g e l d l y l g c u	e u d w i n g t a f b e d a r e r s a n r h n a i i n s d o p m p n r a e a e r e b t w i l t t r e y e  or each verb. by ice skating	Find words to describe age  1 t eenage 2 e  looks 3 p 4 g hair 5 b 6 c 7 s	someone's:     clothes     9    c  10    s  11    u  12    t  13    sh
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r s m a r t n t i i s o b r p n c u d a t e e n a i s e o k a g e l d e r h b c a s a t s k i n y  3 Choose two correct of 1 play volleyball box.	'No, he to lose yndlytoda  ).  i n o k d y o h d l a n e n g r g e l d l y l g c u   ptions for ing rugbics athle	e u d w i n g t a f b e d a r e r s a n r h n a i i n s d o p m p n r a e a e r e b t w i l t t r e y e  or each verb. oy ice skating	Find words to describe age  1 t eenage 2 e  looks 3 p 4 g hair 5 b 6 c 7 s	someone's:     clothes     9    c  10    s  11    u  12    t  13    sh
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r s m a r t n t i i s o b r p n c u d a t e e n a i s e o k a g e l d e r h b c a s a t s k i n y  3 Choose two correct of 1 play volleyball box 2 do surfing gymnast 3 go table tennis clim	'No, he to lose yndlytoda  ).  i n o k d y o h d l a n e n g r g e l d l y l g c u   ptions fa ing rugb ics athle bing squ	e u d w i n g t a f b e d a r e r s a n r h n a i i n s d o p m p n r a e a e r e b t w i l t t r e y e  or each verb. oy ice skating euash jogging	Find words to describe age  1 t eenage 2 e  looks 3 p 4 g hair 5 b 6 c 7 s	someone's:     clothes     9    c  10    s  11    u  12    t  13    sh
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r s m a r t n t i i s o b r p n c u d a t e e n a i s e o k a g e l d e r h b c a s a t s k i n y  3 Choose two correct of 1 play volleyball box. 2 do surfing gymnast 3 go table tennis clim 4 leave home school	'No, he to lose y ndlytoda  '''  '''  '''  '''  '''  '''  '''	e u d w i n g t a f b e d a r e r s a n r h n a i i n s d o p m p n r a e a e r e b t w i I t t r e y e  or each verb. by ice skating exics cycling wash jogging exity married	Find words to describe age  1 t eenage 2 e  looks 3 p 4 g hair 5 b 6 c 7 s	someone's:     clothes     9    c  10    s  11    u  12    t  13    sh
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r s m a r t n t i i s o b r p n c u d a t e e n a i s e o k a g e l d e r h b c a s a t s k i n y  3 Choose two correct of 1 play volleyball box 2 do surfing gymnast 3 go table tennis clim 4 leave home school 5 get born married u	'No, he to lose y ndlytoda  '''  '''  '''  '''  '''  '''  '''	e u d w i n g t a f b e d a r e r s a n r h n a i i n s d o p m p n r a e a e r e b t w i l t t r e y e  or each verb. by ice skating exics cycling wash jogging exity married or a degree	Find words to describe age  1 t eenage 2 e  looks 3 p 4 g hair 5 b 6 c 7 s	someone's:     clothes     9    c  10    s  11    u  12    t  13    sh
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r s m a r t n t i i s o b r p n c u d a t e e n a i s e o k a g e l d e r h b c a s a t s k i n y  3 Choose two correct of 1 play volleyball box 2 do surfing gymnast 3 go table tennis clim 4 leave home school 5 get born married u 6 have children home	'No, he to lose y ndlytoda  '''  '''  '''  '''  '''  '''  '''	e u d w i n g t a f b e d a r e r s a n r h n a i i n s d o p m p n r a e a e r e b t w i l t t r e y e  or each verb. by ice skating exity married o a degree nt long hair	Find words to describe age  1 t eenage 2 e  looks 3 p 4 g hair 5 b 6 c 7 s	someone's:     clothes     9    c  10    s  11    u  12    t  13    sh
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r s m a r t n t i i s o b r p n c u d a t e e n a i s e o k a g e l d e r h b c a s a t s k i n y  3 Choose two correct of 1 play volleyball box 2 do surfing gymnast 3 go table tennis clim 4 leave home school 5 get born married u	'No, he to lose y ndlytoda  '''  '''  '''  '''  '''  '''  '''	e u d w i n g t a f b e d a r e r s a n r h n a i i n s d o p m p n r a e a e r e b t w i l t t r e y e  or each verb. by ice skating exity married o a degree nt long hair	Find words to describe age  1 t eenage 2 e  looks 3 p 4 g hair 5 b 6 c 7 s	someone's:     clothes     9    c  10    s  11    u  12    t  13    sh
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r s m a r t n t i i s o b r p n c u d a t e e n a i s e o k a g e l d e r h b c a s a t s k i n y  3 Choose two correct of 1 play volleyball box. 2 do surfing gymnast 3 go table tennis clim 4 leave home school 5 get born married u 6 have children home 7 get school a child a	'No, he to lose y ndlytoda  '''  '''  '''  '''  '''  '''  '''	e u d w i n g t a f b e d a r e r s a n r h n a i i n s d o p m p n r a e a e r e b t w i l t t r e y e  or each verb. by ice skating exity married o a degree nt long hair	Find words to describe age  1 t eenage 2 e  looks 3 p 4 g hair 5 b 6 c 7 s	someone's:     clothes     9    c  10    s  11    u  12    t  13    sh
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r s m a r t n t i i i s o b r p n c u d a t e e n a i s e o k a g e l d e r h b c a s a t s k i n y  3 Choose two correct of 1 play volleyball box 2 do surfing gymnast 3 go table tennis clim 4 leave home school 5 get born married u 6 have children home 7 get school a child a  Evaluating.	'No, he to lose y ndlytoda  '''  '''  '''  '''  '''  '''  '''	e u d w i n g t a f b e d a r e r s a n r h n a i i n s d o p m p n r a e a e r e b t w i l t t r e y e  or each verb. by ice skating exity married o a degree nt long hair	Find words to describe age  1 t eenage 2 e  looks 3 p 4 g hair 5 b 6 c 7 s	someone's:     clothes     9    c  10    s  11    u  12    t  13    sh
3 'Is Jacob confident? 4 It was carelessof you 5 Marcus is really frie  2 Find the words (  u p r e t y g o o d l o f w t r e n a e u o b n i c o b a r s m a r t n t i i s o b r p n c u d a t e e n a i s e o k a g e l d e r h b c a s a t s k i n y  3 Choose two correct of 1 play volleyball box. 2 do surfing gymnast 3 go table tennis clim 4 leave home school 5 get born married u 6 have children home 7 get school a child a	'No, he to lose y ndlytoda  ''''  '''''''''''''''''''''''''''''	e u d w i n g t a f b e d a r e r s a n r h n a i i n s d o p m p n r a e a e r e b t w i l t t r e y e  or each verb. by ice skating exity married o a degree nt long hair	Find words to describe age  1 t eenage 2 e  looks 3 p 4 g hair 5 b 6 c 7 s	someone's:     clothes     9    c  10    s  11    u  12    t  13    sh

Дата: "	,,	20	год. Классы:	. Руководитель	, кружка:	
Lesson:	_			,		-
Aims of t	the activity:					
Educatio	nal aim:	to learr	basic greetings			
			n how to ask and answ			
Educativ		,	g up them to be friend			
_	ng aim:		ole pupils to ask and a	_		
	•		pal standard: get the	level Al		
• •	he activity: vis		1			
	interactive tead	_		amputar ayarbaad	projector	
• •	istening, speaki		f the book, puppets, c	omputer, overnead	projector	
I. Introdu	• •	ing				
		nselves con	nfortable and intereste	d at the lesson		
			hort, at the beginning.			
_	orning, pupils!		6			
	to see you.					
II. Reflec	ction and asses	sment.				
Length a	nd place in the	e lesson: 10	min., at the beginnin	g.		
	1 Listen and s					
	e: to sing the s					
			iing" and repeat toge	ther with teacher		
			morning to you.			
	ood morning, go		g,			
	ood morning to	•				
	. Procedure of		•	ion		
_	_		0 min., after presenta e the present simple of		ha nast simple ar	
_	us form of the		e ine preseni simpie d	r continuous, or ti	ne pasi simple of	
			mework at the mome	nt		
			erm, we (not have) as			
	y you (stop)					
			I didn't like the teach	er.		
3 A: Why	y Tom (be)	so unfriena	lly at the moment?			
B: I (no	ot know). He us	rually (say	) hello in the morning	S.		
4 A: (y	ou/go) cycling	g next Satu	rday?			
			Saturdays, but I (lo		erday.	
			(get) your driving li	cence?		
			r until I was 25.	<b>T</b> )		
			ges last night but you			
B: No, so	orry. 1 (train)	for a swimi	ming competition. It's	on Sunday. you	(come) to watch?	
2 Compl	lata tha saaand	contonoos	a that it magns the sa	ma aa tha finat IIa	a no more than three words	
	oom is messier				e no more than three words.	
			ny dad. My dad	•	in me	
	_	_	is is jacket I own.	is at comoting inc	in me.	
			ble as these ones. The	ese boots are my	old ones.	
			er's. My sister's hair	-		
	more patient t					
7 There	isn't a player o	n the team	as bad as me. I'm	olayer on the team.		
8 My bro	other and I are	the same h	eight. I'm as my br	other.		
	e the correct w					
_		_	ne friends at the cinen	ıa.		
			rendme recently.			
	t the better/be.					
		because I n	eeded /was needingso	me new clothes.		
Evaluati	_					
Giving h	omework.					
Зам дире	ектора школы_			дата	20 год	

Дата: ""	20	_ год. Классы:	Руководитель кружка:_		
<b>Lesson:</b> Crimes and c	riminals				
Aims of the activity:					
Educational aim:	to lea	rn basic greetings			
	to lea	arn how to ask and ans	swer questions		
Educative aim:	to bri	ing up them to be frier	ndly		
Developing aim:	to en	able pupils to ask and	answer questions		
The demand of the sta	ite educatio	onal standard: get the	e level A1		
Type of the activity: v	isual '				
<b>Method:</b> interactive te	aching met	hod			
	_		computer, overhead projector		
Form: listening, spea		71 11 7	1 3		
I. Introduction:	0				
to make pupils feel the	emselves co	omfortable and interes	ted at the lesson.		
Length and place in th					
-Good morning, pupils		511014, W. 1110 C B1111111	8.		
-I'm glad to see you.	•				
II. Reflection and asso	ossm <i>o</i> nt				
Length and place in the		10 min_at the beginn	ing		
Activity 1 Listen and		10 mm., at the beginn	mg.		
Objective: to sing the	_	od morning"			
Pupils listen the song			rather with teacher		
		d morning to you.	geiner with teacher		
Good morning,	-	ilig,			
Good morning to <b>III. Procedure</b> of		.4234			
			ation		
Length and place in the	ie aciiviiy:	10 mm., after present	ation.	Managemen	
***	В		C		
1 Match the crimes to	-				
burglary hacking pick		1 0 0			
2 Listen to six people	talking ab	out crime and decide	which crime the speakers are	talking about.	
Use the plural form w  1 Three weeks ago a  Experts believe that	<b>here neces</b> stole over costs busin	sary. Then listen and 100 million email ac esses over two trillion	m Exercise 1 and the correct to check, burglar hacker pickpo ldresses and passwords from a dollars every year, ed the window of my parents' c	<b>cket shoplifter thic</b> bank in the United	e <b>f vandal</b> l States.
year.			_		
3 We think that only 1 steal expensive items l. 4 I'd like to report the	ike designe	r clothes or bags.	hese people is a job. They typ	ically rob large sto	ores and
5 Please be careful of	in crowa	led areas. is commo		gs like that	
Evaluating. Giving homework.					
Zon Hunoumono www	T		ноже	20	
Зам директора школь	п		дата	20 год	

<b>Ц</b> ата: ""	_ 20 год. Классы:	Руководитель кружка	ı:
<b>Lesson:</b> The past simp	le and continuous		
lims of the activity:			
Educational aim:	to learn basic greetings		
	to learn how to ask and an	•	
Educative aim:	to bring up them to be frie	•	
Developing aim:		_	
	e educational standard: get the	ie level Al	
Type of the activity: vi			
<b>1ethod:</b> interactive tea			
	the DVD of the book, puppets,	computer, overnead projecto	r
orm: listening, speak <i>Introduction:</i>	ing		
	nsalvas comfortable and interes	stad at the lesson	
	nselves comfortable and interest e activity: short, at the beginning		
Good morning, pupils!		ig.	
I'm glad to see you.			
I. Reflection and asses	semont		
	e lesson: 10 min., at the beginn	nino	
ctivity 1 Listen and s			
	song "Good morning"		
•	"Good morning" and repeat to	gether with teacher	
	you, good morning to you.	50	
Good morning, g			
Good morning to			
III. Procedure of			
	e activity: 10 min., after presen	tation.	
	Which verb is in the past conti		past continuous?
-	he noise of a loud motorbike.		P
She was waitingat the			
	ords to complete the rules.		
We use the past simp	le/ continuousto talk about a co	ompleted action at a past time	2.
	le/ continuousto talk about acti		
Choose the correct for		1	
	he thief stole /was stealing my j		
	nt of your house yesterday. She		r car door.
	s take/were the burglars taking		0
	ht but there was no answer. Wh		~
We weren't at home i	last night. We travelled / were t	ravelling back from a relative	e's house.
Doad the examples for	now the stories. They complete	the wiles with nest simples	unast aontinuous
	rom the stories. Then complete		pasi comunuous.
_	road, when I got outmy phone. re checking the bikes, they noti		t have hells
-	re cnecking the bikes, they noti brother and I got changed stro		i nave bells.
	ontinuous and the past simple to		
	ast action in progress.	igemer.	
	ast action in progress. ompleted shorter action that in	terrunted the action in progre	055
	ompleted snorter action that in s after the other, we use the _fc		:oo.
Correct the mistake		a om actions.	
I read a book when a			
	a policeman asked me my nam	P	
_	and we were watching TV.	· ·	
	the river, I saw a dog in the wa	ter	
	for the bus, I heard a cry.		
	l wears a loose-fitting tracksuit		
Evaluating.	, wears a toose-juing trucksuit	•	
Giving homework.			
_			20
ам директора школы		дата	20 год

Дата: ""	20 год. Классы:	Руководитель	кружка:
<b>Lesson:</b> A story 1			
Aims of the activity:			
Educational aim:	to learn basic greetings		
	to learn how to ask and answ	•	
Educative aim:	to bring up them to be friend	•	
Developing aim:	to enable pupils to ask and a		
· ·	e educational standard: get the l	evel A1	
Type of the activity: vis			
<i>Method:</i> interactive tead			
* *	the DVD of the book, puppets, co	omputer, overhead p	projector
Form: listening, speaki	ng		
I. Introduction:	scaluses comfortable and interests	d at the leasen	
	selves comfortable and interested	i at the lesson.	
-Good morning, pupils!	activity: short, at the beginning.		
-I'm glad to see you.			
II. Reflection and assess	cm on t		
	tesson: 10 min., at the beginning	7	
Activity 1 Listen and si		5.	
Objective: to sing the s			
	Good morning" and repeat toget	her with teacher	
1	you, good morning to you.		
Good morning, go			
Good morning to			
III. Procedure of	·		
	activity: 10 min., after presentat	ion.	
	the title of Ellen's story. What d		ed?
earlytwenties. He was st man was trying to steal and for a few seconds we nearby. They ran after the day, there was a story and I was a hero!  3 Read the Prepare to we put events a—e in order. which events belong to a PREPARE TO WRITE A story (1) When you write a story: • make sure there is a b • give the story an inter- • use verbs in the past s	anding really close to one of my my friend's purse from her bag! he looked at each other. Then he he pickpocket and soonthey caug bout it online and everyone was to write box. Then read Ellen's store Decide the beginning, middle and end esting title imple and past continuous verbs to make your story interesticket.  pickpocket.	friends. Suddenly, I immediatelyshoute started running. Lu ht him. The next alking about it.  Ty again and fthe story.	g off the coach, I noticed a man in his I realised what was happening. The ed to my friend. The man heard me, ckily, there were two police officers
d The story appeared of e The coach left school Evaluating. Giving homework.		ı	
Зам директора школы		дата	20 год
		<del></del> ··	

Дата: "" 2	0год. Классы:	. Руковолитель кру	ужка:
Lesson: City problems	·	JA	
Aims of the activity:			
Educational aim:	to learn basic greetings		
	to learn how to ask and answe	•	
Educative aim:	to bring up them to be friendly		
Developing aim:	to enable pupils to ask and an	_	
•	educational standard: get the le	evel A1	
Type of the activity: visua			
<b>Method:</b> interactive teaching Equipment: Taythook, the	nig memod e DVD of the book, puppets, co	mnuter everbood proj	iactor
Form: listening, speaking	* <b>X X X</b>	inputer, overnead proj	ector
I. Introduction:	>		
	elves comfortable and interested	at the lesson.	
	ctivity: short, at the beginning.		
-Good morning, pupils!			
-I'm glad to see you.			
II. Reflection and assessn			
	esson: 10 min., at the beginning		
Activity 1 Listen and sing			
Objective: to sing the sor			
	ood morning" and repeat togeth	ier with teacher	
Good morning to yo	ou, good morning to you.		
Good morning, good	•		
III. Procedure of a			
	ctivity: 10 min., after presentati	on.	
WHERE IN THE PARTY OF THE PARTY			
O If we leave for the shopp 1 There was a in our bu 2 Can you take out the 3 3 There's a huge problem 4 There is always a outs 5 I go to school by . I of 6 We never go on the und 4 Listen and write one or 1 There's a lot of graffitic 2 When the girl lived in a 3 The boy usually gets is 4 The woman says she ave	ften catch the bus but there's als lerground during the in summa two words in each space. on a near the man's house. village, she to school.	the crowds. It gets red torches to see. orning. I lorries. Many of the More children should so a train. er. The trains get too	buses are electric now. d walk to school. It's dangerous! hot.
1 There's a serious proble	em with	4 There isn't/aren	ı't enough
2 We don't have a problem		5 One of my favor	
3 There are lots of		6 One thing I don	
Evaluating.		Č	
Giving homework.			
Зам директора школы		дата	20 год

Дата: ""	20 год. Классы:	Руководитель кружка:		
Lesson: Quantifiers	<u> </u>			
Aims of the activity:				
Educational aim:	9			
Education simi	to learn how to ask and ar	•		
Educative aim:	to bring up them to be frie	•		
Developing aim: The demand of the stat	to enable pupils to ask and eeducational standard: get the			
Type of the activity: vi		ic level /XI		
<b>Method:</b> interactive tea				
		s, computer, overhead projector		
Form: listening, speak	ing			
I. Introduction:				
	nselves comfortable and intere			
_	e activity: short, at the beginning	ng.		
-Good morning, pupils! -I'm glad to see you.				
II. Reflection and asses	ssmont			
•	e <i>lesson:</i> 10 min., at the begin	ning.		
Activity 1 Listen and s		0		
Objective: to sing the	e e e e e e e e e e e e e e e e e e e			
	'Good morning" and repeat to	gether with teacher		
Good morning to	you, good morning to you.			
Good morning, go				
Good morning to	· *			
III. Procedure of				
	e activity: 10 min., after preser			
1 Somepeople drive car	Then complete the rules with s	someor any.		
2 The Uno doesn't use				
3 Have you gotanyidea	* *			
We use:				
a before nouns in post	itive sentences.			
b before nouns in neg	ative sentences and in question	rs.		
2 Complete the sentend	ces with someor any.			
1 Do you need help w				
2 I like graffiti but no	· ·			
3 There's heavy traffi				
4 Is there information 5. There is is a least in	n about bus times? ity at the moment. I think there	's a noman aut		
6 I've got rubbish her	•	s a power cui.		
	Then complete the rules with t	the words		
	f big citiesaround the world.	words.		
2 The city has a lot of t	9			
3 A lot of peopleride so				
4 Scooters don't need n				
	g, she only had a few toys.			
6 Many peopledon't ha				
7 Ann's torch only prod	<del>-</del>			
	to talk about large amounts.	wass. Thousis work a 1-4-film		
b We don't usually use c We use and to talk		nces: There is much a lot oftime.		
		He hasn't got a little muchmoney		
a rre don i use a jewor	a unitern negative sentences.	He hash i goi a tittle muchmoney		
Evaluating.				
Giving homework.				
Зам директора школы		дата	20	_ год

Дата: "" 20	год. Классы:	. Руковолитель кружка:	
Lesson: Living in the count		г ј ководитель крј жка:	
Aims of the activity:			
	o learn basic greetings		
	o learn how to ask and answer	-	
	o bring up them to be friendly o enable pupils to ask and ans		
The demand of the state educ			
Type of the activity: visual	zanonai samaira. get ine ie	VCI 111	
<b>Method:</b> interactive teaching	method		
Equipment: Textbook, the D	VD of the book, puppets, cor	nputer, overhead projector	
Form: listening, speaking			
I. Introduction:	6 (11 1: ( )		
to make pupils feel themselve Length and place in the activ		at the lesson.	
-Good morning, pupils!	way. short, at the beginning.		
-I'm glad to see you.			
II. Reflection and assessmen	et.		
Length and place in the lesse	on: 10 min., at the beginning.		
Activity 1 Listen and sing			
Objective: to sing the song			
Good morning to you,	d morning" and repeat togeth	er with teacher	
Good morning to you,			
Good morning to you.	ioning,		
III. Procedure of a ne	w activity.		
	and disadvantages of living in Bess and Mr Evans. In gen	n the country? eral, do they agree or disagree	
3 Read the sentences careful 1 Mr Evans lives in the coun		s. Then listen again and choos	e the correct words.
2 Bess lives/livedin the same			
3 Mr Evans thinks Bess is so	· ·		
4 Mr Evans thinks villages n	-	•	
<ul><li>5 Bess thinks the problem wi</li><li>6 Bess thinks we should do n</li></ul>			
O Bess ininks we should do h	tore cleaning/ recycling in in	is country	
5 Prepare your ideas on two 1 going to the cinema / watch	hing films at home		
2 going to a concert / listening cycling / using public trans	-		
4 living in an apartment buil	_		
5 holidays at the beach / holi	0 0		
Evaluating. Giving homework.			
		пото	20 507
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

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.

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

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 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 highlightedwords 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	
Educative aim: to bring up them to be friendly	
Developing aim: to enable pupils to ask and ans	
The demand of the state educational standard: get the le Type of the activity: visual	vel Al
Method: interactive teaching method	
Equipment: Textbook, the DVD of the book, puppets, cor	nnuter overhead projector
Form: listening, speaking	inputer, overhead projector
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 togeth	or with teacher
Good morning to you, good morning to you.	er with teacher
Good morning, good morning,	
Good morning to you.	
III. Procedure of a new activity.	
Length and place in the activity: 10 min., after presentation	on.
7 Listen to Fiona talk about her trip to New York. Τicκ (	the places that you near.
1 the Statue of Liberty	6 Empire State Building
2 JFK Airport	7 Central Park
3 Chinatown	8 Coney Island
4 Times Square 5 Bronx Zoo	9 MoMA 10 Yankee Stadium
8 Listen again. Are the sentences true or false?	10 Tunkee Staatum
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.	a 1 1 1 1 a a a a a a a a a a a a a a a
9 Look at the phrases in the Useful language box. Chang USEFUL LANGUAGE	ge the words in brackets with your own ideas.
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 крух	кка:
Lesson: Relationships	J A	
Aims of the activity:		
Educational aim: to learn basic greetings		
to learn how to ask and ans		
Educative aim: to bring up them to be frien	•	
Developing aim: to enable pupils to ask and	_	
The demand of the state educational standard: get the Type of the activity: visual	e level Al	
Method: interactive teaching method		
Equipment: Textbook, the DVD of the book, puppets,	computer, overhead proje	ector
Form: listening, speaking		
I. Introduction:		
to make pupils feel themselves comfortable and interest		
Length and place in the activity: short, at the beginning	<u>g</u> .	
-Good morning, pupils!		
-I'm glad to see you.		
<ul><li>II. Reflection and assessment.</li><li>Length and place in the lesson: 10 min., at the beginni</li></ul>	nα	
Activity 1 Listen and sing	ng.	
Objective: to sing the song "Good morning"		
Pupils listen the song "Good morning" and repeat tog	ether 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 presents	ation.	
KAITLIN, 15, DERBY I'm quite a shy person and I haven't got a lot of friends	I was walking home from	m school vesterday when I say
some boys from my class. They were laughing at me. Or		
at me. It was unbelievable! Why do I have to be with so		
own?		
DYLAN, 14, PENZANCE		
My little brother is really annoying. Yesterday, I found		
was reading my diary! It made me really angry. Then w	e had an argument becai	ise 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	'no often late and they fo	aveat things but they behave
themselves(most of the time!). I was hanging out with the		
were having fun and I didn't realise the time. I was a bi		
Now my parents say I can't spend time with my mates b	-	-
pm. It isn't fair! I don't want to fall out with my parents		
2 Read the problems again and complete the sentence	s 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.		
<ul><li>3 had an unwelcome visitor.</li><li>4 likes being alone sometimes.</li></ul>		
4 likes being alone sometimes. 5 doesn't agree with someone else's decision.		
6 can't use something essential.		
5 Match the highlightedwords 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		
6 believe someone is good, reliable and honest <b>Evaluating.</b>		
Giving homework.		
		20
Зам директора школы	дата	20 год

Дата: "" 20	гол Классы:	. Руководитель кружк	a:
Lesson: Obligation and cho		1 уководитель кружк	<u> </u>
Aims of the activity:	7100		
	to learn basic greetings		
	to learn how to ask and ar	nswer questions	
	to bring up them to be frie	•	
	to enable pupils to ask and	•	
The demand of the state ed			
Type of the activity: visual	Č		
<b>Method:</b> interactive teaching	g method		
Equipment: Textbook, the	DVD of the book, puppets	, computer, overhead project	or
Form: listening, speaking			
I. Introduction:			
to make pupils feel themselv	ves comfortable and intere	ested at the lesson.	
Length and place in the act	ivity: short, at the beginning	ng.	
-Good morning, pupils!			
-I'm glad to see you.			
II. Reflection and assessme			
Length and place in the less	son: 10 min., at the begins	ning.	
Activity 1 Listen and sing	"G. 1		
Objective: to sing the song		4 .4 . 1	
Pupils listen the song "Goo		gether with teacher	
	, good morning to you.		
Good morning, good			
Good morning to you			
III. Procedure of a n Length and place in the act		atation	
1 Read the examples. Then		itation.	
1 You must show them you o	-		
2 He knows he mustn't go i	——————————————————————————————————————		
3 Ihave to get home by 9.30			
4 You don't have tobe with	=		
5 Last Saturday, I had toge			
6 My mates didn't have tog			
a We use have to and to to		that are necessary.	
b We use when something			
-		v. We use when something	wasn't necessary in the past.
d We use for rules in the			7 1
-		go. You don't have togo.= It i	isn't necessary for you to go.
2 Make two sentences for e		_	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
0 things you have to do at s			
I have to wear a uniform. I h	have to study for my exam.	S.	
1 things you don't have to a	lo at school		
2 things you mustn't do at s	school		
3 things you must do at hom	ne		
4 things you mustn't do at h			
5 things you had to do when			
6 things you didn't have to	do when you were younge	r	
	_	ce. Use You shouldor You sl	houldn't.
1 I can never find my phone			
2 I find it hard to make frie			
3 I have a lot of arguments			
4 My parents think everythi			
5 My sister/brother uses my	inings without asking		
Evaluating			
Evaluating. Giving homework.			
Orong nomework.			
Зам директора школы		дата	20 год

Дата: ""	20	год. Классы:		Руководитель кружка:	
Lesson: An inf	formal email 2				
Aims of the act	ivity:				
Educational air	m: to	learn basic greetings			
	to	learn how to ask and	ans	wer questions	
Educative aim:	to	bring up them to be fi	rien	dly	
Developing ain		enable pupils to ask a		•	
		ational standard: get		_	
Type of the acti		C			
<b>Method:</b> interac	•	nethod			
			ets.	computer, overhead projector	
Form: listenin		71 11		1 7 1 3	
I. Introduction					
to make pupils	feel themselves	comfortable and inte	rest	ted at the lesson.	
		ty: short, at the begin			
-Good morning					
-I'm glad to see					
II. Reflection a	•				
•		a: 10 min., at the begi	nni	ng.	
Activity 1 Liste		,		6	
•		Good morning"			
•	0	morning" and repeat	tog	ether with teacher	
	_	ood morning to you.	8		
	orning, good mo				
	orning to you.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
	edure of a new	activity			
		ty: 10 min., after pres	ent:	ation	
Lengin ana pia		y. To min., arter pres	CIII		
1 Road the em	ail Whore do A	Ana and Nicole live?			
1 Read the em		ma ana micole uve:			0.4
	Hi Nicole,				Reply Forward
	How's it going	? I'm really looking		From: Nicole Mason To: Ana Salinas	
Me too!	forward to visi	iting you in England			
	on the school	exchange trip next		Hi Ana,	
	month! I have	a few questions:		I'm great, thanks. I'm really lool	king forward to
Evolain	What's the we	eather going to be		your visit too!	
Lxpiuiii	like?	atrior going to be		February is the coldest month has Remember to pack a hat, glove	
				warmest coat. You should also	
Suggest —	-	adaptors. What else		money for shopping and going	_
	should I bring	?		You don't have to do homewor	k, but during
Tell Ana	What will I have	ve to do while I'm at		the trip it's a good idea to make	
Tell Allu	the school?			things to tell your classmates in	Spain. I did
	Hugs from Sp	ain!		that on my trip to your school.	and the same of th
	Ana			Bye for now! Nicole	CHARLE OF
_		ng phrases from the I			
•		so it's to visit in sur			
		bring a helmet and g	glov	ves.	
3 Thank you fo	•	0			
		go but I didn't see yoi		•	
		time, so you pack an	um	brella and sunglasses!	
6 Write your en					
• Use the notes					
<ul> <li>Use the tips in</li> </ul>		o write box.			
• Write about 1	'00 words.				
• Check your sp	pelling and gra	mmar			
_	_				
Evaluating.					
<b>Giving homew</b>	ork.				
Зам пирактора	HINOLIT			пата	20 год
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





<b>Ц</b> ата: ""	_ 20 год. Классы:	Руководитель круж	:ка:
Lesson: The future			
lims of the activity:			
Educational aim:	to learn basic greetings		
	to learn how to ask and an	*	
Educative aim:	to bring up them to be frie	•	
Developing aim:	to enable pupils to ask and	•	
•	te educational standard: get the	ie level Al	
Type of the activity: vi			
<b>Method:</b> interactive tea			
	the DVD of the book, puppets,	computer, overhead projection	ctor
form: listening, speak	ing		
. Introduction:			
2 2	mselves comfortable and interes		
_	e activity: short, at the beginning	ng.	
Good morning, pupils			
I'm glad to see you.			
I. Reflection and asse			
	e lesson: 10 min., at the beginn	ing.	
activity 1 Listen and			
	song "Good morning"	1 . 1	
_	"Good morning" and repeat to	getner with teacher	
	you, good morning to you.		
Good morning, g			
Good morning to	•		
III. Procedure of	•	tation	
ængin ana piace in in	e activity: 10 min., after presen	tation.	
Zayne:8(you/try) sush	opping! walk) around the shops! I 7(fin i with fish?	d) a good gaming café.	
Aum: No way! I 9(not	eat) uncooked fish!		
Choose the correct f			
	to/ 'm going toreturn your bicyc	cle.	
We 're going to/going	_		
	meet/ metat the bus stop.		
	g/'m going to workin a sports s	shop. That's my plan.	
	e/ comingto the UK one day.		
They aren't going/no	ot goingto join us.		
Make sentences with	the present continuous or be	going to.	
we/visit/Turkey on			
Ve're going to visit Tu			
I/get/the bus at 6.4			
I/cycle/to your hoi	=		
they/not buy/a new			
we/walk/home afte			
_	cloudy. I think / it / rain		
we/not catch/the 5	· · · · · · · · · · · · · · · · · · ·		
Evoluating			
Evaluating. Giving homework.			
ам директора школы		дата	20 год
ам директора школы	<u> </u>	дата	2010Д

Дата: ""	20 год. Классы:	. Руководитель кружка:	
Lesson: Traveling writing		гуководитель крумка	
Aims of the activity:			
Educational aim:	to learn basic greetings		
	to learn how to ask and answe	r questions	
Educative aim:	to bring up them to be friendly		
Developing aim:	to enable pupils to ask and ans		
The demand of the state	educational standard: get the le	vel A1	
Type of the activity: visu			
<i>Method:</i> interactive teach			
	ne DVD of the book, puppets, cor	nputer, overhead projector	
Form: listening, speaking	g		
I. Introduction:			
	selves comfortable and interested	at the lesson.	
	activity: short, at the beginning.		
-Good morning, pupils! -I'm glad to see you.			
II. Reflection and assessing	mont		
•	<i>lesson:</i> 10 min., at the beginning.		
Activity 1 Listen and sir			
Objective: to sing the so			
•	Good morning" and repeat togeth	er with teacher	
	ou, good morning to you.	THE RESTRICTION OF THE PERSON	
Good morning, goo			
Good morning to y	ou.		The state of the s
III. Procedure of a	a new activity.		
	activity: 10 min., after presentation	on.	
First prize: Trip to (1) .			C TELEVISION
Length of trip: two (2) .			
Competition details			- A
What you must mention:	the people, (3) and the		
local environment.	1		The same of the sa
Maximum number of wor	* /		
Closing date of competition What information to inclu			
what information to incli	me when you apply. (0)		
1 Discuss the questions	in nairs		
1 What do you usually do	-	1	
2 What are you planning		The state of the s	
<i>y</i> 1 0			
2 Listen to two friends p	lanning their weekend. What do	they decide to do?	
3 Read the Prepare to sp	peakbox. Then listen again. Whic	ch phrase don't you hear?	
Making suggestions		That sounds great!	
Suggesting ideas		Disagreeing with ideas	
Why don't we?		I'm not sure.	
What about? How about?		The problem with that is	
We could		might be a better idea. Making a decision	
Agreeing with ideas		Yes, let's do that.	
That's a good idea.		res, tet s do mai.	
That's a good taca.			
4 Work in pairs. Choose	three possible activities for the	weekend. Use the ideas in the b	ox or your own ideas.
go walking in the mounta			,
hang out in a country par	rk go sightseeing visit a cool mus	reum	
Evaluating.			
Giving homework.			
Зам директора школы		дата	20 год
			<u> </u>

Дата: ""	20	год. Классы:	. Руководитель кружка:	
Lesson: Dealing with				
Aims of the activity:				
Educational aim:		basic greetings		
77.7 d		how to ask and answer		
Educative aim:		g up them to be friendly		
Developing aim: The demand of the stat		le pupils to ask and ans		
Type of the activity: vi		ai sianaara. get the le	CI AI	
<i>Method:</i> interactive tea		nd		
	_		nputer, overhead projector	
Form: listening, speak		, , , , , , , , , , , , , , , , , , ,	-Fares, a constant Farefree F	
I. Introduction:				
to make pupils feel ther	nselves com	fortable and interested	at the lesson.	
Length and place in th		nort, at the beginning.		
-Good morning, pupils!				
-I'm glad to see you.	,			
II. Reflection and asses		min of the headmains		
Length and place in the		min., at the beginning.		
Activity 1 Listen and s Objective: to sing the	_	l morning"		
Pupils listen the song			er with teacher	
Good morning to			with teacher	
Good morning, g				
Good morning to				
III. Procedure of	<sup>c</sup> a new activ	vity.		
Length and place in th	e activity: 10	0 min., after presentation	n.	
1 Ask and answer the	auestions w	ith a nartner		
1 Do you get along well	-	-		
2 What things make yo				
3 What do and your fri		- ·		
2 Read the text quickly	. Match the	titles (A–D) to four of		
A Live and learn			C Stay calm	
B Be clear and kind			D Think together	
	34		y, we might say or even scream eep cool and think carefully be	
			if you can't relax, then walk a	
3	5 M	have to do that!		
			other person a chance to speak	k without
			have to listen carefully	
	<b>GEN //</b>		your friend's face and body lan	guage. Try to imagine
	Mary Control	3. You have to be ho	obably feeling at that moment.	
		your thoughts and fee		
A STATE OF THE STA		Explain the problem		
say what you need from	vour friend			
carefully and try to be i				
want to start a new arg	ument!	•		
4Admit your mistakes. I				
mistakes and nobody is				
have to admitthem and	•	•	o forgive	
other people when they	apologise fo	or their own mistakes		
Evaluating				
Evaluating. Giving homework.				
_				
Зам директора школы			дата	20 год

Дата: ""	_20 год. Классы:	Руководитель круж	кка:
Lesson: Review			
Aims of the activity:			
Educational aim:	to learn basic greetings		
Educative aim:	to learn how to ask and ansy to bring up them to be friend	-	
Developing aim:	to enable pupils to ask and a	•	
	e educational standard: get the		
Type of the activity: vi	E .	10 ( 01 111	
<b>Method:</b> interactive tea			
	the DVD of the book, puppets, of	computer, overhead proje	ector
Form: listening, speak	ing		
I. Introduction:			
	nselves comfortable and interest		
	e activity: short, at the beginning	•	
-Good morning, pupils!			
-I'm glad to see you.	~~~		
II. Reflection and asset	e lesson: 10 min., at the beginning	ng	
Activity 1 Listen and s	_	ig.	
•	song "Good morning"		
•	"Good morning" and repeat toge	ether with teacher	
1	you, good morning to you.		
Good morning, g			
Good morning to	you.		
III. Procedure of	f a new activity.		
Length and place in th	e activity: 10 min., after presenta	tion.	
The average <sup>1</sup> About 30% of <sup>2</sup> door or window of an a	takes less than ten minutes. enter a home through an open partment.	introduction of mobile policy that mobile p	reas has decreased since the le phones. Some researchers ohones are so entertaining that likely to go out, get bored and mething.
	on near signs that warn about		
signs, they check their is	n is that when people see these mportant possessions. 4 se possessions are and follow the	are adults, and 25%	an research, 75% of <sup>7</sup> of them are under 18. And more common among shop
people until they get the	· ·	workers than custom	
2 1/1 1 1 1 1		1. 1. 1	
	gs of the sentences 1–4 to two co	rrect endings a-h.	
	a on my own. b me really happy.		
0	c something tonight.		
	d a lot of things in common.		
, The memory	e friends easily.		
	f fun together.		
	g you a favour.		
	h never wrong		
1 Choose the correct w			
1 There isn't crime in	•		
A many B much C so			
/ My graton and I amala	aving arguments at the momen	t.	
A a lot of B many C	a little	ed on the beach	
A a lot of B many C 3 We did sightseeing	a little on holiday, but we mainly relaxo	ed on the beach.	
A a lot of B many C 3 We did sightseeing A a few B much C a	a little on holiday, but we mainly relaxo	ed on the beach.	
A a lot of B many C 3 We did sightseeing A a few B much C a Evaluating.	a little on holiday, but we mainly relaxo	ed on the beach.	
A a lot of B many C 3 We did sightseeing A a few B much C a Evaluating. Giving homework.	a little on holiday, but we mainly relaxe little		20
A a lot of B many C 3 We did sightseeing A a few B much C a Evaluating.	a little on holiday, but we mainly relaxe little	ed on the beach. дата	20 год

Дата: " " 20 п	год. Классы:	. Руководитель кружка:		
Lesson: Exam 5				
Aims of the activity:				
	basic greetings			
	how to ask and answer up them to be friendly	questions		
	e pupils to ask and ans	wer questions		
The demand of the state educations				
Type of the activity: visual	2			
Method: interactive teaching method	d			
Equipment: Textbook, the DVD of	the book, puppets, com	nputer, overhead projector		
Form: listening, speaking				
<ul><li>I. Introduction:</li><li>to make pupils feel themselves comb</li></ul>	fortable and interested (	ot the lesson		
Length and place in the activity: sh		at the lesson.		
-Good morning, pupils!	ort, at the beginning.			
-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				
Pupils listen the song "Good morning Good morning to you, good n	2 2	er with teacher		
Good morning to you, good in Good morning	•			
Good morning, good morning Good morning to you.	,			
III. Procedure of a new activ	ity.			
Length and place in the activity: 10		n.		
On a cold January morning, Flight birds. The engines 2(stop) almost im fast. There was only one place he compay is a photographer. That morning they asked, pointing to something on (take) pictures of. 'It 7(move) down plane. People 9(stand) on its wings newspapers and on websites all over 3 Complete the second sentence so word in brackets.  1 It isn't necessary to take your past You take your passport.  2 What's your advice about splitting Do you think with Francesca? (she 3 It wasn't necessary for them to prove They print their boarding passes. (4 Taxi drivers are only allowed to passed to the second idea for us to come reafter dinner?	nmediately. Captain Sulvell land the plane: on the land the plane: on the river. Steven 5(find the river, like a boat,' lin the middle of the river the world that it means the same asport. (have)  g up with Francesca? ould) wint their boarding pass (have) wick up passengers at the land the	llenberger quickly realised that the Hudson River in the middle imputer when someone passed he his camera. At first, he didn he said. When he looked closely er! The next day Stephen's photoe as the first. Use three or four est.	t the plant the plant of New his desk of the h	ane 3(fall) very w York!Steven k. 'What's that?' what he 6 (see) it was a 10(appear) in
5 Choose the correct words. 1 One day I'm asking/ going to asky 2 In my opinion, young people have 3 We've got a little/ a fewtime befor 4 We saw/were seeing the crowds of Evaluating. Giving homework.	e to/ shouldstay at schoo re we need to set off.	e leaving my apartment buildin		
Зам директора школы		дата	_ 20	_ год

Дата: ""	20	год. Классы:	Руководитель круг	жка:
<b>Lesson:</b> Money and s		<u> </u>		
Aims of the activity:				
Educational aim:	to lea	arn basic greetings		
	to le	arn how to ask and ansv	wer questions	
Educative aim:		ring up them to be friend		
Developing aim:		nable pupils to ask and a		
		ional standard: get the	level A1	
Type of the activity:				
<i>Method:</i> interactive te	_			
2 2		of the book, puppets, of	computer, overhead proje	ector
Form: listening, spea	kıng			
I. Introduction:	1	C 1.1 1 !	. 1 . 4 (1 1	
		omfortable and interest		
		short, at the beginning		
-Good morning, pupils -I'm glad to see you.	S!			
II. Reflection and asset	occmont			
		10 min., at the beginning	nσ	
Activity 1 Listen and		10 mm., at the beginning	iig.	
Objective: to sing the	_	and marning"		
		orning" and repeat toge	ether with teacher	
		od morning to you.	the will tederic	
Good morning,				
Good morning t		<b>6</b> <sup>7</sup>		
III. Procedure		ctivity.		
		: 10 min., after presenta	ntion.	
C	7	O% OFF	G	H
1. Donations				
1 Do you save upfor	_	something		
a Yes, I'm always sav b Sometimes, but not		someining.		
c No, I never save up	-	no		
2 Have you got a ban	•	~		
a Yes. I save my mone		•		
b Yes, but I never use				
c No way. I'm not old				
*	_	ce of things before buy	ing them?	
a Of course.				
b I don't always checi		0		
c Not really. If I want	something	g, I buy it		
3 Look! Those jumper 4 I tried to the shoe. 5 Why don't you you Evaluating.	gave me o that I can s are on s to the s	too much . n put money in there an this week – there's 259	he , so they wouldn't a	accept them!
Giving homework.				
Зам директора школн	Ы		дата	20 год

Дата: ""	20	гол. Классы:	. Руководитель кружка:	
Lesson: The present p			J A F.J	<del></del>
Aims of the activity:				
Educational aim:	to lear	n basic greetings		
		n how to ask and ans	wer questions	
Educative aim:		ng up them to be frien	•	
Developing aim:		ble pupils to ask and	•	
The demand of the sta				
Type of the activity: v		in sumum. get me	710 (01 711	
<b>Method:</b> interactive tea		hod		
	_		computer, overhead projector	
Form: listening, speak		or the book, puppets,	computer, overhead projector	
I. Introduction:	Killg			
	maalwaa aa	nfortable and interest	end at the lesson	
to make pupils feel the				
Length and place in the		snort, at the beginning	3.	
-Good morning, pupils				
-I'm glad to see you.				
II. Reflection and asse		0		
Length and place in th		0 min., at the beginni	ng.	
<b>Activity 1 Listen and</b>				
Objective: to sing the				
Pupils listen the song			ether with teacher	
Good morning to				
Good morning, §		ng,		
Good morning to				
III. Procedure o				
Length and place in th		_		
1 Read the examples of	_		words in the box.	
1 I've beento every she	op in Birmi	ngham.		
2 She hasn't usedany of	of them.			
3 I've never wornthem	<i>ı</i> .			
4 Haveyou ever bough	itsomething	and then been unhap	py with it?	
Yes, I have. / No, I hav	en 't.			
ever -ed past particip	le never			670
a We use the present p		lk about experiences i	in our life.	2
b The positive form is:	have/has	+ .		
c The negative form is	: have / has	+ notor + .		
d We often use in qu			ALTO MANAGEMENT	
e Regular past particij		and are the same as	s the past simple form	
0 1 1 1			1 1 3	
3 Complete the senten	ices with th	e present perfect fori	n of the verbs.	
1 My sister (win) lot				
2 My grandparents (				
3 I (never/use) a cr				
4 My brother (never				
5 We (visit) Ireland.				
6 Tim and I (never/				
7 You (not/meet) m		gumeni.		
8 I (never/steal) an	•	v life!		
6 Complete the senten			fact form of go	
1 you ever to Londo		e correct present per	jeci jorm oj go.	
-		~		
2 Sally isn't here. She		-		
3 Rob home. He was		well.		
4 You're late! Where		4		
5 I never to Spain				
6 Where Dad ? I c	an't find hi	n anywhere		
Evaluating.				
Giving homework.				
Зам директора школь	I		дата	20 год

Дата: " "	20	год. Классы:	. Руководитель круж	ка:
Lesson: A story 2				
Aims of the activity:				
Educational aim:	to le	earn basic greetings		
	to 1	earn how to ask and ans	swer questions	
Educative aim:	to b	ring up them to be frien	ndly	
Developing aim:	to e	nable pupils to ask and	answer questions	
The demand of the sta	te educa	tional standard: get th	e level A1	
Type of the activity: V				
<b>Method:</b> interactive te				
* *		O of the book, puppets,	computer, overhead proje	ctor
Form: listening, speal	king			
I. Introduction:				
to make pupils feel the				
Length and place in th		: short, at the beginning	g.	
-Good morning, pupils	3!			
-I'm glad to see you.	,			
II. Reflection and asset		. 10	:	
Length and place in th		10 min., at the beginn	ing.	
Activity 1 Listen and		a a d a a a 27		
Objective: to sing the			anthon with togology	
		norning" and repeat togod morning to you.	geiner wiin teacher	
Good morning,				
Good morning to		milg,		
III. Procedure		activity		
Length and place in th			tation.	
			he story. What do you thi	nk hannens in the story?
1 2000 at the presures			see sterye wrom are year trees.	on mapping on one seerly.
				the cost of your shopping back! NOW!
then I have to take it be clothes shop and soon everything, I noticeda decided to enter. A few sent backeverything competition. I got back 4 Match the highlight 1 take part in a competition on 3 returned something 5 Find five time adversariant soon.	ack. So on I had even competitive days late except for exerythic tedverbs etition a comput to a shop rbs and p	ne day I decided to try or trything I needed. And to on. I could win the more the clothes arrived. On the socks. A few weeking I paid for the clothe in the story to the meant ter  by post  hrases in the story. The	doing it online.I looked up there were lots of special of there were lots of special of the I paid for my clothes. I Unfortunately, nothingfitted is after that, I got an email is online. And how much winings.  en choose the correct time	ays regret buying something, and the website of my favourite offers too! While I was paying for 've never been lucky, but I d me apart from some socks. So I is I was one of the winners in their as that? £4.99!
<ul><li>2 About ten minutes th</li><li>3 He discovered the tr</li><li>4 She when / suddenly</li></ul>	nen / later uth while had a br	whilethe accident hap, I finally arrived home I then he was reading I liliant idea! First, I tried looking or	some old letters.	
_				20
Зам директора школь	oI		дата	20 год

Дата: ""		год. Классы:	Руководитель круж	кка:
Aims of the activity:				
Educational aim:		n basic greetings		
TI 4		n how to ask and an	*	
Educative aim:		g up them to be frie ble pupils to ask and		
Developing aim: The demand of the state				
Type of the activity: vi		iai sianaara. get ii	ic icvei Ai	
<b>Method:</b> interactive tea		od		
	_		, computer, overhead proje	ctor
Form: listening, speak				
I. Introduction:				
to make pupils feel ther				
Length and place in th		hort, at the beginning	ng.	
-Good morning, pupils	!			
-I'm glad to see you.	aam an t			
II. Reflection and asset Length and place in th		) min at the beginn	inα	
Activity 1 Listen and		min., at the beginn	ing.	
Objective: to sing the		d morning"		
Pupils listen the song			gether with teacher	
Good morning to			Server will reaction	
Good morning, g				
Good morning to				
III. Procedure o				
Length and place in th	e activity: 1	0 min., after presen	tation.	
	B			STATE OF THE STATE
				多色、多色和
			1	
C A LOUIS TO THE REAL PROPERTY.	100		O FACE	
D			F	
				The state of the s
		THE OWNER !		
1 Look at the photos.	Which of th	e foods have you tr	ied? Did you like them?	
2 Listen to the first pa				
3 Listen to the second	part of the	conversation. Num	ber the photos in the order	r of the taste test.
4 Match the adjectives	s to the food	ls in Isla's project.	Then listen and check.	
1 juicy	a curry	_		
2 sour	b pineapp			
3 raw	c lemon ju	iice		
4 spicy	d salmon			
5 bitter 6 sweet	e bread	las		
7 frozen	f vegetabl g cake	ies		
8 fresh	h coffee			
6 Discuss the question				
1 What's the most delice		ou've ever eaten?		
2 What's the most disg				
3 What food do you ea				
4 What spicy food do y				
5 Do you often eat veg				
6 Do you eat a lot of s	weet things?			
<b>Evaluating.</b>				
Giving homework.				
Зам директора школы	[		дата	20 год

Jama: " 20 год. Клавсы; Pykobogutenь kpykkas; essons: The present perfect and past simple tims of the activity: ducational aim: to learn basic greetings to learn how to ask and answer questions to learn how to ask and answer questions to bring up them to be friendly beveloping aim: to enable pupils to ask and answer questions he demand of the state educational standard: get the level A1 ype of the activity: visual fethod: interactive teaching method (quipment: Textbook, the DVD of the book, puppets, computer, overhead projector form: listening, speaking Introduction: o make pupils feel themselves comfortable and interested at the lesson. ength and place in the activity: short, at the beginning. Good morning, pupils! I'm glad to see you.  I. Reflection and assessment. ength and place in the lesson: 10 min., at the beginning. Lectivity 1 Listen and sing bljective: to sing the song "Good morning" Dupils listen the song "Good morning" and repeat together with teacher Good morning, good good good good good good good go				
distractional aim: to learn basic greetings to learn basic greetings to learn how to ask and answer questions diducative aim: to bring up them to be friendly beveloping aim: to enable pupils to ask and answer questions he demand of the state educational standard: get the level Al Type of the activity: visual dethod: interactive teaching method (quipment: Textbook, the DVD of the book, puppets, computer, overhead projector form: listening, speaking in the pupils feel themselves comfortable and interested at the lesson.  angth and place in the activity: short, at the beginning.  Good morning, pupils!  Tim glad to see you.  I. Reflection and assessment.  Length and place in the lesson: 10 min., at the beginning.  Lettivity I Listen and sing bljective: to sing the song "Good morning" and repeat together with teacher Good morning, good morning, and repeat together with teacher Good morning, good morning, Good morning to you.  Good morning to you.  H. Procedure of a new activity.  In Procedure of a new activity.  Length and place in the activity: 10 min., after presentation.  Read the examples. Then complete the rules with present perfector past simple.  Ollie's eateneverything from ants to zebra.  I madean ostrich curry last week.  We use the (often with a past time phrase) to ask or say exactly when something happened.  We do not use past time phrases with the.  Choose the correct form of the verbs.  We employed the party, but there hasn't been/ wasn'tanything to eat.  Macy hadi's hadam argument with her best friend yesterday.  We eat meat, but we went/ 've beento vegetarian restaurants lots of times.  Did you ever cook Have you ever cooked aneal for your friends?  It was Mum's birthday on Sunday and we went/ 've beenout to a restaurant.  I never ordered/ 've never orderedpiza online.  Ask and answer questions using the present perfect with ever and the past simple.  9 go to a concert? Who / see?  1 got on a concert? Who / see?  2 make anyone angry? — Who / be / it?  eat out with your friends? — Where / go?  with a	ra: "20	год. Классы:	Руководитель круж	кка:
to learn bow to ask and answer questions to learn how to ask and answer questions to bring up them to be friendly to enable pupils to ask and answer questions to bring up them to be friendly to enable pupils to ask and answer questions the demand of the state educational standard: get the level A1 type of the activity: visual dethod: interactive teaching method quipment: Textbook, the DVD of the book, puppets, computer, overhead projector form: listening, speaking.  Introduction:  Demake pupils feel themselves comfortable and interested at the lesson. ength and place in the activity: short, at the beginning.  Good morning, pupils!  I'm glad to see you.  I. Reflection and assessment.  ength and place in the lesson: 10 min., at the beginning.  Citivity I Listen and sing bligetive: to sing the song "Good morning" and repeat together with teacher Good morning, good morning, and repeat together with teacher Good morning, good morning, and repeat together with teacher Good morning, good morning, and repeat together with teacher Good morning to you.  HI. Procedure of a new activity.  ength and place in the activity: 10 min., after presentation.  Read the examples. Then complete the rules with present perfector past simple.  Ollie's eateneverything from ants to zebra.  I madean ostric curry last week.  We use the to ask or talk about experiences in our life.  We use the to ask or talk about experiences in our life.  We use the to ask or talk about experiences in our life.  We use the to ask or talk about experiences in our life.  We use the to ask or talk about experiences in our life.  We use the to ask or talk about experiences in our life.  We use the to ask or talk about experiences in our life.  We use the to ask or talk about experiences in our life.  We use the to ask or talk about experiences in our life.  We use the to ask or talk about experiences in our life.  We are the party, but there hasn't been wash 'nanything to eat.  Macy had''s hadan argument with her best friend yesterday.  We eat meat, but we went'	<b>Sson:</b> The present perf	fect and past simple		
to learn how to ask and answer questions to bring up them to be friendly to enable pupils to ask and answer questions the demand of the state educational standard: get the level A1 ype of the activity: visual fethod: interactive teaching method quipment: Textbook, the DVD of the book, puppets, computer, overhead projector orm: listening, speaking Introduction:  Introduction:  Integrating pupils feel themselves comfortable and interested at the lesson. ength and place in the activity: short, at the beginning. Good morning, pupils!  In glad to see you.  I. Reflection and assessment. ength and place in the lesson: 10 min., at the beginning. extivity 1 Listen and sing bljective: to sing the song "Good morning" and repeat together with teacher Good morning good morning to you, good morning to you, good morning to you, good morning to you.  Good morning to you, good morning:  H. Procedure of a new activity. ength and place in the activity: 10 min., after presentation.  Read the examples. Then complete the rules with present perfector past simple.  Ollie's eateneverything from ants to zebra.  I madean ostrich curry last week.  We use the to ask or takk about experiences in our life.  We use the to ask or takk about experiences in our life.  We use the (often with a past time phrases with the.  Choose the correct form of the verbs.  We enjoyed the party, but there hasn't been/wasn'tanything to eat.  Macy had,'s hadan argument with her best friend yesterday.  We de not use past time phrases with the best friend yesterday.  We at meat, but we went/'we beento vegetarian restaurants lots of times.  Did you ever cooked the went/ we been we were the verbs.  It was Mum's birthday on Sunday and we went/'ve beenout to a restaurant.  I never ordered/'ve never orderedpiza online.  Ask and answer questions using the present perfect with ever and the past simple. go to a concert? — Who / see?  make anyone angry? — Who / be / it?  eat out with your friends? — Where / go?  with any wing? — What / win?  Have you ever been to a concert	•			
contactive aim: to bring up them to be friendly beveloping aim: to enable pupils to ask and answer questions the demand of the state educational standard: get the level A1 ype of the activity: visual fethod: interactive teaching method fulpiment: Textbook, the DVD of the book, puppets, computer, overhead projector form: listening, speaking. Introduction: D 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. L. Reflection and assessment. Length and place in the lesson: 10 min., at the beginning. Cutivity I Listen and sing Dijective: 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, HI. Procedure of a new activity. Length and place in the activity: 10 min., after presentation.  Read the examples. Then complete the rules with present perfector past simple. Ollie's eateneverything from ants to zebra. I madeen ostric curry last week. We use the to ask or talk about experiences in our life. We use the to ask or talk about experiences in our life. We do not use past time phrases with the. Choose the correct form of the verbs. We enjoyed the party, but there hasn't been/ wasn'tanything to eat. Macy had''s hadan argument with her best friend yesterday. We eat meat, but we went' ve beento vegetarian restaurants lots of times. Did you ever cook! Have you ever cookeda meal for your friends? It was Mum's birthday on Sunday and we went' ve beenout to a restaurant. I never ordered/ 've never orderedpizza online.  Ask and answer questions using the present perfect with ever and the past simple. go to a concert? - Who / see? make anyone angry? - Who / be it? eat out with your friends? - Where / go? with any final past in phone at your house. Hill Iddin't see you for a long time.  I know her since 2010. On m	ıcational aim:			
to enable pupils to ask and answer questions he demand of the state educational standard: get the level A1 type of the activity: visual fethod: interactive teaching method quipment: Textbook, the DVD of the book, puppets, computer, overhead projector orm: listening, speaking Introduction:  onake pupils feel themselves comfortable and interested at the lesson.  ength and place in the activity: short, at the beginning.  Good morning, pupils!  I'm glad to see you.  I. Reflection and assessment.  ength and place in the lesson: 10 min., at the beginning.  ctivity 1 Listen and sing  Dipective: to sing the song "Good morning"  "upils listen the song "Good morning" and repeat together with teacher  Good morning to you, good morning to you.  Good morning to you.  III. Procedure of a new activity.  ength and place in the activity: 10 min., after presentation.  Read the examples. Then complete the rules with present perfector past simple.  Ollie's eateneverything from ants to zebra.  I madean ostrich curry last week.  We use the to ask or talk about experiences in our life.  We use the to ask or talk about experiences in our life.  We use the (often with a past time phrases with the.  Choose the correct form of the verbs.  We enjoyed the party, but there hasn't been/ wasn'tanything to eat.  Macy had''s hadan argument with her best friend yesterday.  We eat meat, but we went' ve beenow experiarian restaurants lots of times.  Did you ever cook! Have you ever cookeda meal for your friends?  It was Mun's birthday on Sunday and we went' ve beenout to a restaurant.  I never ordered! 've never orderedpiza online.  Ask and answer questions using the present perfect with ever and the past simple.  go to a concert? —Who / see?  make anyone angry? —Who / be / i?  eat out with your friends? —Where / go?  with anything? — What / win?  ! Have you ever been to a concert? ! Yes, I have.  Who did you see? ! Saw Calvin Harris last year.  Correct the mistake in each sentence.  Yesterday! I have left my phone at your house.  Hill idial! Yes				
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ам директора школы дата 20	ing nomework.			
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Дата: " " 20	год. Классы:	Руководитель кружка:	
<b>Lesson:</b> Ordering food			
Aims of the activity:			
Educational aim:	to learn basic greetings		
	to learn how to ask and a	nswer questions	
Educative aim:	to bring up them to be fri	endly	
	to enable pupils to ask an		
The demand of the state edit	ucational standard: get t	the level A1	
Type of the activity: visual			
<b>Method:</b> interactive teaching			
* *	OVD of the book, puppets	s, computer, overhead projector	
Form: listening, speaking			
I. Introduction:			
to make pupils feel themselv			
Length and place in the act	ivity: short, at the beginn	ing.	
-Good morning, pupils!			
-I'm glad to see you.			
II. Reflection and assessme			
Length and place in the less	son: 10 min., at the begin	ining.	
Activity 1 Listen and sing	"C 1 . "		
Objective: to sing the song		a a ath an with to a ah an	
Pupils listen the song "Good marning to you		ogether with teacher	
Good morning, good	, good morning to you.		
Good morning to you			
III. Procedure of a n			
Length and place in the act		ntation	
	-	s it for? What did you make?	
•	•	ad the questions and look at the	nictures
What words might you hear		ia the questions and took at the	piciures.
What did the girl cook when		Who is a vegetarian?	
A B		A B COM	
Where does the boy get his r		Which dish is only available toda  A  B  B	c C
1 Look at the menu below of		S.	
1 What do you think 'veggie			
<ul><li>2 How much is a spicy beef</li><li>3 Why are there two prices</li></ul>	=		
2 Listen to the conversation		or? How much is her meal?	
		. Which phrases do Emma and	the comeruse?
PREPARE TO SPEAK	n vox. Then usien again.	. Which phrases ao Emma ana	ine server use:
Ordering food			
Phrases the server usesWha	t can I get you?		
What would you like?	i cun i gei you:	Could I have , please	,?
And to drink?		I'll have, please.	·•
Anything else?		I'd like , please.	
Eat in or take out?		Have you got any?	
Here's your change.		Here you are.	
Phrases the customer uses			
Evaluating.			
Giving homework.			
_			20
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 takeawaysaround the UK. A typical café dish, and perhapsthe 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, pickledonion and salad. On Sundays, it's typical to have a roast dinnerwith 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 chipshas 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 highlightedwords 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\_\_\_

Дата: ""	20 год. Классы: Руководитель кружка:
Lesson: Body a	
Aims of the acti	
Educational ain	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 activ	
<b>Method:</b> interac	tive teaching method
	atbook, the DVD of the book, puppets, computer, overhead projector
Form: listening	g, speaking
I. Introduction:	
	eel themselves comfortable and interested at the lesson.
	ce in the activity: short, at the beginning.
-Good morning,	
-I'm glad to see	
II. Reflection ar	
	ce in the lesson: 10 min., at the beginning.
Activity 1 Liste	
	ng the song "Good morning"
*	e song "Good morning" and repeat together with teacher
	rning to you, good morning to you.
	ming, good morning,
	ming to you.
	dure of a new activity.  see in the activity: 10 min., after presentation.
	ek chest chin elbow finger forehead knee neck shoulder throat thumb toe
unkie back the	ek chest chin elbow Jinger Joreneuu knee neck shoulder inrodi inamb toe
2 Complete the	table with the words from Exercise 1. Add more parts of the body you can see in the photo.
2 Complete the head	table with the words from Exercise 1. Add more parts of the body you can see in the photo.
_	
head body	chin,
head	chin, back,
head body leg arm	chin, back, ankle, elbow,
head body leg arm  3 Listen to three	chin, back, ankle, elbow, e conversations. Match the speakers to the sentences.
head body leg arm 3 Listen to three Sam Kelly Josh	chin, back, ankle, elbow, e conversations. Match the speakers to the sentences.
head body leg arm 3 Listen to three Sam Kelly Josh a might be ill.	chin, back, ankle, elbow, e conversations. Match the speakers to the sentences.
head body leg arm  3 Listen to three Sam Kelly Josh a might be ill. b had an accide	chin, back, ankle, elbow, e conversations. Match the speakers to the sentences.
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head body leg arm  3 Listen to three Sam Kelly Josh a might be ill. b had an accide c has sore legs	chin, back, ankle, elbow, e conversations. Match the speakers to the sentences.
head body leg arm  3 Listen to thre Sam Kelly Josh a might be ill. b had an accide c has sore legs 5 Complete the and check.	chin, back, ankle, elbow, e conversations. Match the speakers to the sentences.  lent and is injured. s and arms after doing sport.  sentences with words from Exercise 4. There is one word you don't need. Listen again
head body leg arm  3 Listen to three Sam Kelly Josh a might be ill. b had an accide c has sore legs  5 Complete the and check. I Sam played to	chin,  back,  ankle,  elbow,  e conversations. Match the speakers to the sentences.  dent and is injured.  s and arms after doing sport.  sentences with words from Exercise 4. There is one word you don't need. Listen again  ennis yesterday and now she's got (a) in her arms, legs and back.
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head body leg arm  3 Listen to three Sam Kelly Josh a might be ill. b had an accid c has sore legs  5 Complete the and check. 1 Sam played te 2 Kelly's got a dentist because of 3 Josh feels very	chin,  back,  ankle,  elbow,  e conversations. Match the speakers to the sentences.  dent and is injured.  s and arms after doing sport.  sentences with words from Exercise 4. There is one word you don't need. Listen again  sennis yesterday and now she's got (a) in her arms, legs and back.  the adache, and she has a (b) inside her mouth. She says her cheek's (c) . She needs to go to the she has (d) . The other girl hurt her thumb, but it wasn't (e) .
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