



# **ДОКУМЕНТЫ КРУЖКА**

*ПО ПРЕДМЕТУ АНГЛИЙСКОМУ ЯЗЫКУ*

*ДЛЯ 7-11 КЛАССОВ*

*ОБЩЕОБРАЗОВАТЕЛЬНОЙ ШКОЛЫ № \_\_\_\_\_*

*ПРИ ОТДЕЛЕ ДОШКОЛЬНОГО И ШКОЛЬНОГО*

*ОБРАЗОВАНИЯ \_\_\_\_\_*

*УПРАВЛЕНИИ ОТДЕЛЕ ДОШКОЛЬНОГО И*

*ШКОЛЬНОГО ОБРАЗОВАНИЯ*

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*20\_\_-20\_\_ УЧЕБНЫЙ ГОД*

## Информация о членах кружка

<i>n/n</i>	<b>Имя фамилия</b>	<b>Год рождения</b>	<b>Класс</b>	<b>Адрес</b>	<b>Родители</b>	<b>Номер телефони</b>	<b>Прим.</b>
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«Утверждаю»  
Директор школы:

«\_\_\_» \_\_\_\_\_ 20\_\_ г

«Согласован»  
Зам директора школы:

«\_\_\_» \_\_\_\_\_ 20\_\_ г

### ПЛАН

кружка «\_\_\_\_\_» на 20\_\_-20\_\_ учебный год

п/п	Темы	часы	число	прим
1.	Unusual sports	1		
2.	What are you doing today?	1		
3.	Musical instruments	1		
4.	Music lessons	1		
5.	Activity days	1		
6.	Project presentations	1		
7.	Making comparisons	1		
8.	Computers and the internet 2	1		
9.	Illnesses	1		
10.	In town	1		
11.	Rob's visit to Edinburgh	1		
12.	Geographical features	1		
13.	Loch Ness	1		
14.	Yellowstone	1		
15.	Ways of traveling	1		
16.	A new home	1		
17.	School subjects	1		
18.	Materials	1		
19.	Holiday activities	1		
20.	Things in the home	1		
21.	An informal email 1	1		
22.	Keeping fit	1		
23.	City problems	1		
24.	Relationships	1		
25.	Traveling writing	1		
26.	Money and shopping	1		
27.	The present perfect and past simple	1		
28.	Talking about yourself	1		
29.	Extreme weather	1		
30.	Making things	1		
31.	Health	1		
32.	Present perfect and past simple	1		
33.	Houses	1		
34.	Technology	1		

Sana: “\_\_” \_\_\_\_\_ 20 \_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

## Lesson: Unusual sports

### Aims of the activity:

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

### I. Introduction:

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

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

-Good morning, pupils!

-I’m glad to see you.

### II. Reflection and assessment.

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

#### Activity 1 Listen and sing

**Objective:** to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

### III. Procedure of a new activity.

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

1. Look at the photos of the sports and games. What can you see?

2 Read the three texts and match them to the photos

#### 1. CYCLEBALL

This sport is like football on bikes. There are two teams. Each team has usually got two players. The bikes don’t have any brakes to stop them. Players in each team try to hit the ball into the goal. They can use their bike or their heads to do this. The ball is quite heavy – it weighs half a kilogram. The winning team is the team with the most goals at the end of the game.

#### 2. GILLI-DANDA

This is an ancient sport from India. The players use two things: one long stick, called a danda and a short egg-shaped bat, called a gilli. There are two teams. One player puts the gilli on the ground inside a small circle and hits it into the air with the danda. Then the player hits the gilli again and runs to touch a spot outside the circle to get a point



3 Read the three texts again. Are the sentences right (✓) or wrong (X)?

- 1 There are always two players in a cycleball team.
- 2 The ball in cycleball is small and light.
- 3 Players in cycleball can’t hit the ball with their hands.
- 4 Gilli-danda comes from India.
- 5 The stick and the bat in gilli-danda are the same size.
- 6 Players use a small ball in gilli-danda.
- 7 People play octopush in teams.
- 8 Players in octopush hit the ball, or puck, with their hands.
- 9 Players in octopush swim underwater to play their game

### Evaluating.

#### Giving homework.

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20\_\_yil

Sana: “ \_ ” \_\_\_\_\_ 20\_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson: What are you doing today?**

*Aims of the activity:*

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

**Objective: to sing the song “Good morning”**

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

**III. Procedure of a new activity.**

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

**1 Look at the examples from the listening. Write simple or continuous.**

**Present**

*Today, I'm talking about my morning routine.*

*I'm having cereal with fruit today.*

*At the moment, I'm wearing my favourite T-shirt.*

*I'm leaving the house now.*

*I'm not wearing my uniform today.*

**Present**

*I never have a shower in the morning.*

*I always check my messages in the morning.*

*I sometimes have to toast and butter.*

*I usually wear my uniform.*

*I don't usually have a shower in the morning*

**4. Correct the mistakes in the sentences.**

*is getting*

*0 My cousin gets married today.*

*1 How are you? I write to you to give you some news.*

*2 What do you do at the moment?*

*3 My brother and I are not going swimming every day.*

*4 My mum is only working in the mornings.*

*5 We usually are eating a big breakfast on Sunday*



**Evaluating.**

**Giving homework.**



Sana: “ ” 20\_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson: Musical instruments**

**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.

**Watch the video then ask and answer the questions.**

*When do you listen to music?*

*Where do you listen to music?*

*Do you listen to music alone or with friends?*

*Can you play any musical instruments? Which one(s)?*



**1. Look at the words in the box. Complete the table**

classical music drums electric guitar hip-hop jazz keyboard opera piano pop rap rock saxophone soul violin

Types of music	Musical instruments

**2. Match the photos A–F to the musical instruments in Exercise 1.**

*Listen and check. Then repeat.*

**3 Listen to the different types of music. Match them to the types of music in Exercise 1.**

**Evaluating.**

**Giving homework.**

Sana: “\_\_” \_\_\_\_\_ 20 \_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Music lessons

**Aims of the activity:**

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I’m glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

**Objective:** to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

**III. Procedure of a new activity.**

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

**2. Look at the examples in the table. How does the verb change in the-ingform?**

help → helping	write → writing	run → running

Now complete the table with the -ingform of these verbs in the correct columns.  
choose drive get learn make practise ride sing sit swim win

**3. Choose the correct words to complete the sentences.**

1 I like/haterock. It’s too loud.

2 She doesn’t like /loves playing the piano. She prefers the saxophone.

3 My mumloves /hateslistening to opera. She often goes to watch it.

4 Lots of people like / don’t likehip-hop, but I think it’s great.

**4 Complete the sentences with the correct form of the verbs.**

0 On Sundays, I like havinglunch with my family. (have)

1 My dad likes \_\_\_\_\_ the news online. (read)

2 I really love \_\_\_\_\_ football with my brother. (play)

3 I love \_\_\_\_\_ to my friends’ houses to play computer games. (go)

4 Everyone in our class likes \_\_\_\_\_ English. (learn)

5 Do you like \_\_\_\_\_ to music when you are doing your homework? (listen)

**5. In pairs, ask and answer the questions.**

1 Do you listen to music?

2 What’s your favourite type of music?

3 Who are your favourite musicians and what instruments do they play?

4 What’s your favorite instrument?

**Evaluating.**

**Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20 \_\_yil

Sana: “ ” \_\_\_\_\_ 20 \_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Activity days

**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.



**5. Choose the correct words to complete the conversations.**

0 A: I’m not in the basketball team any more.

B: Oh no! That’s terrible /fantastic!

1 A: I’ve got a new mobile phone.

B: Wow! That’s fine /brilliant!

2 A: My sister’s getting married.

B: That’s great / OK!

3 A: Look at my lunch!

B: That’s horrible / excellent– don’t eat it!

4 A: Are you enjoying the film?

B: It’s OK /lovely. It’s not great.

5 A: I got top marks in my test.

B: That’s wonderful /terrible, well done.

**6 In pairs, practise the conversations. Then make some new conversations together.**

**Evaluating.**

**Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20 \_\_yil

Sana: “ ” 20 -yil. Sinflar: . To‘garak rahbari: \_\_\_\_\_

## Lesson: Project presentations

**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** Dear Danny,  
I want to go to see a film tonight, but my best friend wants to play basketball. We always play basketball and I'm bored! What can I do?  
Regards,  
Bored Best Friend

**2** Dear Danny,  
I have a problem. My best friend is often not nice to our maths teacher. She doesn't listen, she never does her homework and she says bad things about the teacher. I tell her to stop, but she gets angry with me. What can I do? Thanks for your help.  
**Unhappy** Friend

**A** Dear \_\_\_\_\_,  
It's important for you and your sister to agree because you haven't got a lot of time. Make a list of good things about each present to help you decide. Then go shopping and choose the present together. Try to find a win-win solution.  
Enjoy shopping and happy birthday to your brother! *Danny*

**3** Dear Danny,  
It's my brother's birthday at the weekend. My sister wants to buy him a T-shirt, but I want to buy him a book. We have only £15 and only one day to go shopping. What do you think?  
Birthday Brother

**B** Dear \_\_\_\_\_,  
This is often a problem with friends and family. You can talk to your friend and ask to do something different, or you can talk to your friend about how you feel. Maybe agree to **disagree**. In that **case**, go to the cinema alone or with another friend.  
Good luck! *Danny*

**C** Dear \_\_\_\_\_,  
I think it's a good idea to talk to your friend and tell her to stop. You can tell her that it's important to be good in class and that you don't like what she's doing. Is she finding maths difficult? Does your friend need help studying? Listen carefully to your friend to help her.  
Enjoy your lessons at school!  
Good luck! *Danny*

**PROJECT** *Planning a surprise party*

**In small groups, plan a party to surprise a friend.**

- Think about:
  - who the party is for
  - when the party is
  - where the party is
  - what food and drink you want
  - what you need to do
  - what you need to buy

**Evaluating.**

**Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20\_\_yil

Sana: “ ” 20 \_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Making comparisons

**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.



## ABOUT YOU

How often do you eat out?

Which do you prefer – restaurant food  
or home-cooked food?

What is ‘fast food’? Do you ever eat it?

3. Look at the menus in Exercise 1 again. In pairs, say which foods you like and don’t like. Then say what you’d like to eat or drink right now!

I like salad.

Me too.

I want to eat a bowl of fruit salad now.

## UNIT 11

4. Read the advertisements again. Are the sentences right (✓) or wrong (X)?

1 The party room at Pizza Palace is smaller than the one at Easy Burgers.

2 You can watch something while you eat at Easy Burgers.

3 The food at Easy Burgers looks healthier.

4 Pizza Palace is more expensive than Easy Burgers.

5 The menu at Easy Burgers is longer than the one at Pizza Palace.

6 Easy Burgers and Pizza Palace are both popular

**Evaluating.**

**Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20 \_\_yil

Sana: “ ” \_\_\_\_\_ 20\_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Computers and the internet 2

**Aims of the activity:**

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

**Objective: to sing the song “Good morning”**

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

**III. Procedure of a new activity.**

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

**1. Listen to and read the first part of the conversation and look at Question 0. Which is the correct answer: A, B or C? Why are the other two answers wrong?**

*Ella: Nice new laptop Andy! When did you get it?*

*Andy: Yesterday. My old one broke a month ago, and last week Dad agreed to buy me this.*

*0 When did Andy get his new computer?*

*A yesterday B last week C a month ago*

**2 Listen to the whole conversation. For each question, choose the correct answer.**

*1 Andy's dad bought the computer from*

*A a website. B a shop. C a friend.*

*2 How much did it cost?*

*A £150 B £250 C £2,000*

*3 What does Andy want to buy for the computer?*

*A a camera B a mouse C a printer*

*4 Andy doesn't use his computer to*

*A do homework. B chat to friends.*

*C play games.*

*5 What does Andy like most about the computer?*

*A the keyboard B the screen C the speakers*

**In pairs, compare your answers. Then listen again and check your answers**

*PLAN* Think of an answer to each of Morgan's questions.

**WRITE** Write an email to Morgan with answers to all his questions. Begin your email with Hi Morgan, or Dear Morgan, and end it with See you soon. or Best wishes, and your name. Write 25 words or more.

**IMPROVE** In pairs, read your email and your partner's. Check that all three questions have an answer. Give your partner two ideas to make their email better. Use your partner's advice and rewrite your email.

**Evaluating.**

**Giving homework.**

Maktab MMIBDO' \_\_\_\_\_ sana \_\_\_\_\_ 20\_\_yil

Sana: “\_\_” \_\_\_\_\_ 20 \_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Illnesses

**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.



**Match the sentences to the photos.**

- 1 I've got a cold.
- 2 I hurt my leg.
- 3 I've got a broken arm.
- 4 My eye hurts.
- 5 I feel sick.
- 6 I've got a stomach ache.
- 7 I've got a temperature.
- 8 I've got toothache.
- 9 I've got a pain in my foot.
- 10 I've got a headache.

**Listen and check. Then repeat.**

**2 Listen to three conversations. Match the health problems to the people in the pictures**

**Evaluating.**

**Giving homework.**

Sana: “ ” \_\_\_\_\_ 20 \_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** In town

**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.

**Look at the map and find these things.**

*bridges bus stops a playground*

*a roundabout streets traffic lights*

**2 Look at the map again and find a place where you can:**

0 see a film cinema

1 send a letter

2 stay the night

3 buy food

4 borrow a book

5 study

6 eat a meal

7 get some money

8 buy petrol

9 find a police officer

10 get better

11 see a play

12 catch a bus

13 learn about history

14 buy things outdoors

**3 Talk to your partner. Which of the places in**

*Exercise 2 do you ...*

• like going to?

• hate going to?

• often go to?

• never go to?

**4 Read the description of the town and look at the map in Exercise 1. Find five mistakes in the description.**

**Evaluating.**

**Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20 \_\_yil



Sana: “ ” \_\_\_\_\_ 20 \_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Rob’s visit to Edinburgh

**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.**

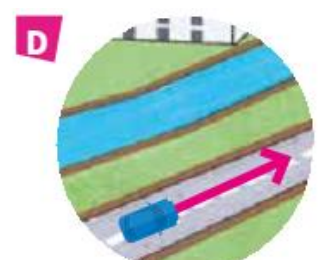
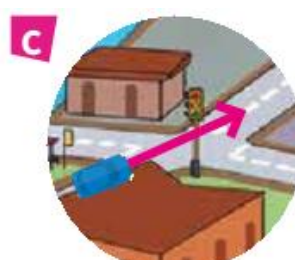
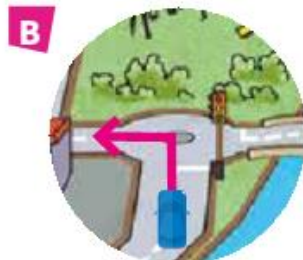
**Length and place in the activity:** 10 min., after presentation.

**3 Find the people on the map on page 84. Each person wants to go somewhere. Listen to the conversations. Where do the people want to go?**

*Person 1 Person 3 Person 2*

**4 Match the sentences to the pictures.**

- 1 Go past the train station.
- 2 Turn right at the traffic lights.
- 3 Go straight on. Don’t turn left or right at the traffic lights.
- 4 The bank is on your right.
- 5 Drive along the road beside the river.
- 6 Turn left at the roundabout.



**5 Choose the correct preposition to complete the sentences.**

- 1 To get to my house, go through / along Beat Street, turn right and it’s on your left.
- 2 My house is between / next to the Columbus Hotel.
- 3 To get to the station, walk across / near the bridge at the end of the High Street.
- 4 The bus stops before / outside my house. It brings me all the way home.
- 5 My house is in front of / opposite the post office. I can cross the road and send letters and parcels there

**Evaluating.**

**Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20 \_\_yil

Sana: “ ” \_\_\_\_\_ 20\_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Geographical features

**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.

**3. Match the headings to the texts.**

*Buildings Clothes Food Music Sports*

**4 Read the texts again and answer the questions.**

1 What does a bagpipe player fill the bag with?

2 When are the Highland Games in Scotland?

3 When do men wear kilts in Scotland?

4 What ingredient is in shortbread and fudge?

5 Where is Queen’s Cross Church?

6 Which buildings are by Charles Rennie Mackintosh?

**5 Match the highlighted words in the article to the meanings.**

1 repeated lines or colours

2 this person draws buildings

3 a social activity with lots of people

4 a type of instrument, like the bagpipes, flute or clarinet

5 trying to win something or get points for something

**6 Listen to Emma talking to her friend about the summer holidays. What does she decide to do with her family?**

a visit a castle b watch the Highland Games

**Evaluating.**

**Giving homework.**



Sana: “ ” \_\_\_\_\_ 20\_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Loch Ness

**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.

*In 1951, a British explorer, Eric Shipton, was climbing in the Himalayas, south of Mount Everest. He wasn’t exploring alone. There were several climbers and Sherpas with him. They weren’t climbing that day, but they were walking through thick snow on a mountain 6,000 metres 1 when they saw a line of footprints. They followed the footprints for 500 metres. The footprints were 33 cm 2, 20 cm 3 and a few centimetres 4. It wasn’t a bear. The footprints were much too big. The Sherpas said the animal usually lived in the forests and didn’t often come up into the snow. Their name for the animal was the Yeti, or the Wild Man of the Snows. People still come back from the Himalayas today with stories of seeing the Yeti*

**1. Read the table. Complete sentences 1–4 using the verbs in the article**

<b>Positive</b>	Eric Shipton	<b>was</b>	1 _____	in the mountains.
	The climbers	<b>were</b>	2 _____	through thick snow.
<b>Negative</b>	Eric Shipton	<b>wasn’t</b>	3 _____	alone.
	The climbers	<b>weren’t</b>	4 _____	that day.
<b>Questions</b>	<b>Was</b>	I/he/she/it	_____ looking for footprints?	
	<b>Were</b>	you/we/they	_____	
<b>Short answers</b>	Yes, No,	I/he/she/it	<b>was.</b>	<b>wasn’t.</b>
	Yes, No,	you/we/they	<b>were.</b>	<b>weren’t.</b>

**2 What was happening yesterday afternoon? Complete the sentences with the past continuous form of the verbs.**

0 ‘Was Suzie helping(help) her teacher?’ ‘Yes, she was.’

1 The boys (play) football in the park. They (not run) very fast because the grass was too long.

2 you (climb) that tree?’ ‘No, I .’

3 My friend (watch) TV. She (not tidy) her room.

4 ‘ the students (working) on the computer?’ ‘Yes, .’

**Evaluating.**

**Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20\_\_yil

Sana: “ ” 20 \_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Yellowstone

**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 You will hear Gina talking to her uncle about some photos of animals. Where did he take each photo? For each question, choose the correct answer.**

Photographs

Countries

0 lion D

A Argentina

1 monkey

B England

2 snake

C India

3 penguin

D Kenya

4 dolphin

E Mexico

5 elephant

F New Zealand

G Scotland

H South Africa

**3 Work in pairs. Look at the photos of the two animals below. Use the prompts 1–9 to write questions about these animals.**

1 What kind of animal / it?

6 How many / left in the wild?

2 Where / from?

7 What / babies / called?

3 Where / live?

8 How many babies / female have?

4 What / eat?

9 How long / baby stay with / mother?

5 How much / weigh?

**Evaluating.**

**Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20\_\_yil

Sana: “ ” 20 \_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Ways of traveling

**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 to photos A–K.**

*by bike by boat by coach on foot by helicopter by motorbike by plane*

*by scooter by ship by tram by underground*

**Listen and check. Then repeat.**

**2 Decide whether each type of transport from**

**Exercise 1 moves in the air, on land or in the water.**

**3 Read the article quickly and find out where Sophie, Fred and Chris went on holiday. How did each of them get there?**

**4 Read the article again and answer the questions.**

1 What does the article mean by ‘first holidays’?


2 What did Sophie and Paula do when they arrived on the island?

3 What happened while they were sleeping?

4 What did Fred lose?

5 How did he pay for the coach?

6 What was the weather like when Chris and Tom were putting up the tent?

 **PRONUNCIATION** | Silent letters

**5** In pairs, read the words aloud. Which are the silent letters?

climb	flight	guess	half
island	knew	two	where

**Evaluating.**

**Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20 \_yil

Sana: “ ” \_\_\_\_\_ 20 \_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** A new home

**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.



Paula and Gary lived in a modern house. It had a living room and a kitchen on the ground floor and on the first floor two bedrooms, one with a balcony and a bathroom. Next to the house they had a garage for their car, and they even had a small garden with a little gate painted green. It sounds perfect! But Paula and Gary weren't happy. They both wanted to live somewhere more interesting, so they started to look for a new home. They were looking at homes on the internet one day, when Tim, Gary's dad, had an idea. Tim had his own lorry business and he was selling one of his lorries. Why didn't Paula and Gary buy it and make it into their new home? Gary and Paula thought this was a brilliant idea and bought it that same day. It was a busy year: Gary was building everything for their new home, while Paula was working. He built cupboards around the cooker and the sink and he even built the shower. They bought a small sofa because there wasn't enough space for a big one. Finally, six months ago, Gary finished the work on the lorry and they moved in. Gary and Paula love their new home! Paula thinks the best thing is the entrance made of wood and glass and Gary loves the high ceiling because he's tall.

*There's no place like home!*

**4 Read the text again. Answer the questions.**

1 How many floors did Paula and Gary's old house have? What was on each floor?

2 Why did Gary and Paula want to leave their old home?

3 What did Gary and Paula buy from Tim?

4 Who built the things for the new home?

5 When did Gary and Paula move into their new home?

6 What do Paula and Gary like most about their new home?

**Evaluating.**

**Giving homework.**

Maktab MMIBDO' \_\_\_\_\_ sana \_\_\_\_\_ 20 \_\_yil

Sana: “ ” \_\_\_\_\_ 20 \_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** School subjects

**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.



*In international tests of maths, science and reading, students in Finland do well. This is good news! But when you look more carefully at the schools, it’s not easy to explain. Finnish students don’t start school until they are seven years old. The school day is short, about five hours, and there are only three or four classes a day. Students don’t have much homework and there are no exams. So, why don’t they do badly in tests? Perhaps something else can explain it. There is another unusual feature of schools in Finland. For most of us, the school timetable is a list of subjects, for example ICT, history, foreign languages, geography, with one lesson following another. But some experts believe our brains work in a different way. They say our brains don’t divide our learning into subjects. Our brains learn better when they get new information in context. This is why some Finnish schools don’t teach subjects separately. Instead, they give students a project, such as ‘the weather’, and then bring school subjects into the project. So how do some experts believe we learn most easily? Here’s an example of a project with a class of 12-year-olds. Students watch a video re-enactment of the end of the city of Pompeii. Then on their laptops they compare ancient Italy under the Romans with modern Finland. Groups look at different parts of the topic and then share their ideas. They also use 3D printers to make a tiny Roman building. Later, they use the pieces of the building for a game. This project includes history, ICT, and design and technology.*

### **Evaluating.**

#### **Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20 \_\_yil

Sana: “ ” 20 \_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Materials

**Aims of the activity:**

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I’m glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

**Objective:** to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

**III. Procedure of a new activity.**

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



**1** Look at the photos below. Match the materials in the box to the photos A–J.

cotton glass gold leather metal paper plastic silver wood wool

**Listen and check. Then repeat.**

**2** What are the things in the photos made of?

**Talk about the photos with your partner.**

*The headphones are made of plastic.*

**3** Look at the examples. Which word is a noun and which is an adjective?

*The box is made of wood. It’s a wooden box.*

**4** Work with your partner. Use the materials as adjectives to describe and find the things in the photo.

They’re cotton T-shirts.

Photo B

**Evaluating.**

**Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20\_\_yil



Sana: “\_” \_\_\_\_\_ 20\_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Holiday activities

**Aims of the activity:**

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I’m glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

**Objective:** to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

**III. Procedure of a new activity.**

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



2 Listen to Tara and her friend Dan talking about their adventure holiday. Which activities from Exercise 1 do they not mention?

3 Listen again. Complete the table with Tara’s and Dan’s holiday activities

Monday	Tuesday	Wednesday	Thursday	Friday

4 Complete the sentences with the verbs in the box.

get back get lost getting on getting to getting up

1 Tara’s \_\_\_\_\_ the airport by car.

2 Tara and Dan have to \_\_\_\_\_ from the mountains to the activity centre alone.

3 Tara and Dan are \_\_\_\_\_ a bus at 5 am in the morning.

4 Tara and Dan are \_\_\_\_\_ early on Monday morning.

5 Dan hopes he doesn’t \_\_\_\_\_ in the mountains.

**5 In pairs, ask and answer the questions.**

1 What time do you get up in the morning?

2 When was the last time you got lost?

3 How do you get to school?

4 How did you get back home from your last holiday?

**Evaluating.**

**Giving homework.**

Sana: “ ” \_\_\_\_\_ 20 \_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Things in the home

**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 definitions 1–12 to the words in the box.**

*air conditioning barbecue bin bookcase drawer fridge heating lights roof seat stairs washing machine*

1 This keeps your food cold.

2 This makes your clothes clean.

3 This keeps you cool.

4 This is a place for things you like to read.

5 This keeps the rain out of your home.

6 This is for cooking food outside.

7 These take you from one floor to another.

8 You put clothes and small things in it.

9 These make it easier to see when it’s dark.

10 This is for sitting on.

11 This keeps your home warm.

12 You put things you don’t want in this

**Evaluating.**

**Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20 \_\_yil

Sana: “ ” 20\_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** An informal email 1

**Aims of the activity:**

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

### **I. Introduction:**

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

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

-Good morning, pupils!

-I’m glad to see you.

### **II. Reflection and assessment.**

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

### **Activity 1 Listen and sing**

**Objective:** to sing the song “Good morning”

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

Good morning to you, good morning to you.

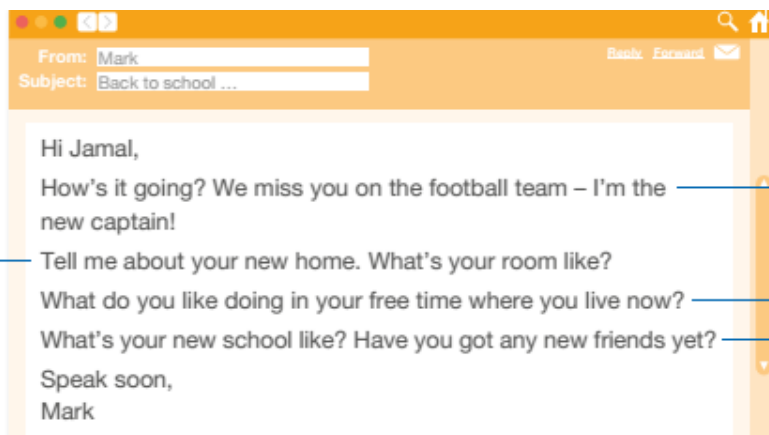
Good morning, good morning,

Good morning to you.

### **III. Procedure of a new activity.**

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

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



*Describe ...*

*Say congratulations.*

*Explain ...*

*Tell Mark about Simon.*

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

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

*Speak soon,*

*Jamal*



### **Evaluating.**

### **Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20\_\_yil

Sana: “ ” 20 \_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Keeping fit

**Aims of the activity:**

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I’m glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

**Objective:** to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

**III. Procedure of a new activity.**

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



**LIFE SKILLS**

**1 Ask and answer the questions with a partner.**

1 What activities do you enjoy doing in PE class?

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

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

1 It’s good for warming up before exercising.

2 It’s exercise that gives you stronger muscles.

3 It’s a typical activity for professional athletes.

4 It includes physical activities like cycling.

**3 Read the text again and answer the questions.**

1 How can lifting smaller weights help you keep fit?

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

3 How does aerobic exercise keep your heart healthy?

4 What type of training can help you cycle faster?

5 Why is balance important for some types of exercise?

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

**Evaluating.**

**Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20 \_\_yil

Sana: “ ” \_\_\_\_\_ 20 \_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** City problems

**Aims of the activity:**

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I’m glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

**Objective:** to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

**III. Procedure of a new activity.**

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



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

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

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

2 Can you take out the \_\_\_\_\_? They’ll collect it tomorrow morning.

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

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

5 I go to school by \_\_\_\_\_. I often catch the bus but there’s also a train.

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

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

1 There’s a lot of graffiti on a \_\_\_\_\_ near the man’s house.

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

3 The boy usually gets \_\_\_\_\_ into the city.

4 The woman says she avoids \_\_\_\_\_ during the rush hour.

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

1 There’s a serious problem with \_\_\_\_\_

4 There isn’t/aren’t enough \_\_\_\_\_

2 We don’t have a problem with \_\_\_\_\_

5 One of my favourite places is \_\_\_\_\_

3 There are lots of \_\_\_\_\_

6 One thing I don’t like is \_\_\_\_\_

**Evaluating.**

**Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20 \_\_yil

Sana: “ ” \_\_\_\_\_ 20 \_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Relationships

**Aims of the activity:**

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

**Objective: to sing the song “Good morning”**

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

**III. Procedure of a new activity.**

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

**KAITLIN, 15, DERBY**

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

**DYLAN, 14, PENZANCE**

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

**ALEX, 15, LONDON**

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

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

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

2 *had a problem after class one day.*

3 *had an unwelcome visitor.*

4 *likes being alone sometimes.*

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

6 *can't use something essential.*

**5 Match the highlighted words to the meanings.**

1 *a secret word that protects you online*

2 *shut something with a key*

3 *say sorry to someone*

4 *treating people in a way that is right*

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

6 *believe someone is good, reliable and honest*

**Evaluating.**

**Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20 \_\_yil

Sana: “ ” \_\_\_\_\_ 20 \_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Traveling writing

**Aims of the activity:**

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I’m glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

**Objective:** to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

**III. Procedure of a new activity.**

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

**First prize:** Trip to (1) .

**Length of trip:** two (2) .

**Competition details**

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

**Maximum number of words to write:** (4) .

**Closing date of competition:** 19th (5) .

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

**1 Discuss the questions in pairs.**

1 What do you usually do at the weekend?

2 What are you planning to do next weekend?

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

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

*Making suggestions*

*Suggesting ideas*

*Why don’t we ...?*

*What about ...?*

*How about ...?*

*We could ...*

*Agreeing with ideas*

*That’s a good idea.*

*That sounds great!*

*Disagreeing with ideas*

*I’m not sure.*

*The problem with that is ...*

*... might be a better idea.*

*Making a decision*

*Yes, let’s do that.*



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

*go walking in the mountains go to the beach*

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

**Evaluating.**

**Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20 \_\_yil

Sana: “ ” \_\_\_\_\_ 20\_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Money and shopping

**Aims of the activity:**

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

### **I. Introduction:**

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

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

-Good morning, pupils!

-I’m glad to see you.

### **II. Reflection and assessment.**

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

#### **Activity 1 Listen and sing**

**Objective:** to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

### **III. Procedure of a new activity.**

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



#### **1 Do you save up for things?**

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

b Sometimes, but not often.

c No, I never save up for anything.

#### **2 Have you got a bank account?**

a Yes. I save my money in mine.

b Yes, but I never use it.

c No way. I’m not old enough!

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

a Of course.

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

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

#### **3 Complete the sentences with words from the quiz.**

1 The assistant at the \_\_\_\_\_ gave me too much \_\_\_\_\_.

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

3 Look! Those jumpers are on \_\_\_\_\_ this week – there’s 25% off the normal \_\_\_\_\_!

4 I tried to \_\_\_\_\_ the shoes \_\_\_\_\_ to the shop, but I didn’t have the \_\_\_\_\_, so they wouldn’t accept them!

5 Why don’t you \_\_\_\_\_ your old clothes \_\_\_\_\_ to a charity shop?

#### **Evaluating.**

#### **Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20\_\_yil



Sana: “ ” 20 -yil. Sinflar: . To‘garak rahbari: \_\_\_\_\_

**Lesson:** The present perfect and past simple

**Aims of the activity:**

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

**Objective: to sing the song “Good morning”**

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

**III. Procedure of a new activity.**

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

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

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

2 *I made an ostrich curry last week.*

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

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

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

**2 Choose the correct form of the verbs.**

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

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

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

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

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

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

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

0 *go to a concert? – Who / see?*

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

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

3 *win anything? – What / win?*

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

B: *Yes, I have.*

A: *Who did you see?*

B: *I saw Calvin Harris last year.*

**7 Correct the mistake in each sentence.**

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

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

3 *I know her since 2010.*

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

**Evaluating.**

**Giving homework.**

Sana: “ ” 20 -yil. Sinflar: . To‘garak rahbari: \_\_\_\_\_

**Lesson:** Talking about yourself

**Aims of the activity:**

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

### **I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

### **II. Reflection and assessment.**

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

#### **Activity 1 Listen and sing**

**Objective:** to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

### **III. Procedure of a new activity.**

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

**1 Listen to an interview with Ahmed and Sandrine. Tick (✓) the questions that they answer. Do they just answer yes or no, or do they add more information?**



	A	S
1 What's your name?		
2 How old are you?		
3 What's your surname?		
4 Who do you sit next to in English?		
5 Where do you live?		
6 Do you study English?		
7 Do you like studying English?		
8 Do you listen to music?		
9 What's your favourite kind of music?		
10 Do you get up early or late?		
11 How often do you go to the cinema?		

**PREPARE TO SPEAK**

**Talking about yourself**

Likes and dislikes  
I like it because ...  
I don't like it because ...  
I prefer ...

**Talking about habits**

I usually ...  
I sometimes ...

**Giving your opinion**

I think it's ...

**3 Ask and answer the questions with a partner. Use phrases from the Prepare to speakbox to add more information.**

1 What's your surname?

2 Where are you from?

3 What's your house like?

4 Do you play sports? Why? / Why not?

5 What time do you go to bed?

6 Do you enjoy reading books? Why? / Why not?

### **Evaluating.**

#### **Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20\_\_yil

Sana: “ ” 20 \_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Extreme weather

**Aims of the activity:**

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I’m glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

**Objective:** to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

**III. Procedure of a new activity.**

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



**1 Look at the photos. What is happening in each one? Which do you think is the scariest? Why?**

**3 Listen again. Complete the sentences with a word from one of the boxes.**

earthquake flood lightning snowstorm tornado blew fell down flowed poured rose shook

Speaker 1

1 The speaker talked about a \_\_\_\_\_.

2 There was no power in the city possibly because the wind \_\_\_\_\_ so hard.

Speaker 2

3 There was a \_\_\_\_\_ storm.

4 The speaker saw a fire \_\_\_\_\_.

Speaker 3

5 There was a \_\_\_\_\_ where the speaker lives.

6 There was so much rain that the river by two metres.

7 It \_\_\_\_\_ for hours.

8 Dirty water \_\_\_\_\_ along the street.

Speaker 4

9 The speaker experienced a big \_\_\_\_\_ a few years ago.

10 The ground \_\_\_\_\_ violently.

11 Many buildings \_\_\_\_\_.

**Evaluating.**

**Giving homework.**

Sana: “ ” 20 \_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Making things

**Aims of the activity:**

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I’m glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

**Objective: to sing the song “Good morning”**

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

**III. Procedure of a new activity.**

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



**1 Look at the photos and describe what you can see. What is the object now and what was it before?**

**3 Match the sentence halves. Then listen again and check.**

**Mark**

1 My brother Jake was fixing the bike

2 When we create something new

3 We all know it’s important

**Leah**

4 One of the trainers had a hole in it,

5 We had to customise them,

6 First, we designed them on the computer and thought about

7 I drew a cool pattern with coloured pens,

d how we wanted them to look.

e and I decided to sew some bits of material on, too.

f you know, make them our own.

g so I had to mend it first

a to recycle.

b a couple of years ago.

c from something old, it’s really satisfying.

**4 Match the words in Exercise 3 to the meanings.**

1 make something look more attractive by putting things on it or around it

2 make something

3 repair clothes that are broken or torn

4 use something again and not throw it away

5 draw or plan something before making it

6 change something to make it the way someone wants

**Evaluating.**

**Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20 \_\_yil

Sana: “ ” \_\_\_\_\_ 20\_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Health

**Aims of the activity:**

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I’m glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

**Objective:** to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

**III. Procedure of a new activity.**

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

**1 Look at the photos. What’s wrong with the people?**

**2 Read the quiz. Check the meaning of the words**

*If you burn your hand on a hot pan, you should ...*

A put some ice on your hand.

B put some butter on your hand.

C put your hand under cool water.

*If you cut your hand with a knife, you should ...*

A hold your hand in the air.

B put pressure on the area and then clean it with cold water.

C call a doctor.

*If your nose starts to bleed, you should ...*

A put your head back.

B hold the top of your nose firmly between your thumb and a finger.

C put your head forward and blow your nose

**5 Complete the sentences with the correct form of words from the quiz.**

1 After an hour of running, my leg muscles really \_\_\_\_\_.

2 Be careful with that sharp knife or you might \_\_\_\_\_ yourself.

3 When I had something in my eye, my dad told me to \_\_\_\_\_ a few times.

4 My friend \_\_\_\_\_ her hand while she was ironing her clothes.

5 There was silence, the music started and then somebody \_\_\_\_\_. Very annoying!

6 When I was playing basketball, I fell over and \_\_\_\_\_ my foot.

7 Sometimes you \_\_\_\_\_ when you’re tired or bored.

8 When we run or do exercise, we \_\_\_\_\_ more quickly.

9 Last year I had the flu and it took me ages to \_\_\_\_\_.  
I was off school for two weeks!

10 I was really excited and I could feel my heart \_\_\_\_\_.

11 The ball hit me hard in the face and my nose began to \_\_\_\_\_.

12 My mum had a really bad cold last month. She was sneezing and \_\_\_\_\_ all day



**Evaluating.**

**Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20\_\_yil

Sana: “ ” \_\_\_\_\_ 20\_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Present perfect and past simple

**Aims of the activity:**

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

### **I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

### **II. Reflection and assessment.**

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

#### **Activity 1 Listen and sing**

**Objective: to sing the song “Good morning”**

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

#### **III. Procedure of a new activity.**

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

#### **1 Match two examples to each rule.**

1 *I've just becomea Mendes fan.*

2 *The next day he checkedhis account.*

3 *Mendes is young, but he'salready achieved so much.*

4 *Hepractisedevery day.*

a *We use the present perfect to talk about something in the past that has a link to the present.*

b *We use the past simple to talk about completed actions in the past. It only refers to the past.*

#### **2 Complete the sentences with the past simple or present perfect of the verbs.**

1 *Mike (buy) his ticket for the music festival two months ago.*

2 *He (pay) a lot of money for it.*

3 *He (not / see) his favourite band live before and so he's excited.*

4 *Mike's mum wants to help, so she (offer) to take him to the stadium.*

5 *Mike doesn't need a lift from his mum because he (organise) a lift with a friend.*

6 *Mike (call) his friend last night to make the final arrangements for their trip.*

#### **5 Correct the mistake in each sentence.**

1 *I just seen your advertisement.*

2 *Yesterday I have bought a new album.*

3 *A new student, Maria Vaz have joined our class.*

4 *Did you already decide to buy the festival ticket?*

5 *I haven't seen the clip yesterday.*

6 *I didn't see the band play there yet*

#### **7 Ask and answer these questions with a partner.**

1 *Have you listened to an artist on social media recently? Who was it?*

2 *When did you last listen to music by your favourite artist? Did you listen to a track or the whole album?*

3 *How many artists have you seen live?*

#### **Evaluating.**

#### **Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20\_\_yil

Sana: “ ” \_\_\_\_\_ 20 \_yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Houses

**Aims of the activity:**

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I’m glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

**Objective:** to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

**III. Procedure of a new activity.**

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

**1 Read the examples and write Cfor comparative or Sfor superlative.**

1 *This is certainly not the world’s biggest house! S*

2 *The floors are at different levels, like branches, making it easierfor the people who live there to move around.*

3 *Kurt wants to learn about a modern home that is betterfor the environment than others.*

4 *It’s only 122 cm at its widest point.*

5 *Located in the most beautifulpart of England ...*

6 *The Old Light is situated in one of the least busy areas of the country.*

**2 Read Exercise 1 again and answer these questions.**

1 *Which adjective is irregular?*

2 *What do we add to regular adjectives with one syllable?*

3 *What happens to adjectives like big?*

4 *What happens if a one-syllable or two-syllable adjective ends in -y?*

5 *How do we form positive and negative comparatives and superlatives for most adjectives with more than one syllable?*

6 *What do we use when we want to say that two things are the same?*



**5 Answer the questions about your town or city. Talk to your partner. Do you have the same ideas?**

1 *Which is the biggest building?*

2 *Which is the oldest building?*

3 *Which is the most unusual building?*

4 *Which is the most beautiful building? Why?*

5 *Which is the least attractive building? Why?*

**Evaluating.**

**Giving homework.**

Sana: “ ” \_\_\_\_\_ 20 \_\_-yil. Sinflar: \_\_\_\_\_. To‘garak rahbari: \_\_\_\_\_

**Lesson:** Technology

**Aims of the activity:**

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

**Educative aim:** to bring up them to be friendly

**Developing aim:** to enable pupils to ask and answer questions

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I’m glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

**Objective: to sing the song “Good morning”**

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

**III. Procedure of a new activity.**

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

**1 Look at the photos. What can you see?**

**2 What do you know about driverless or ‘self-driving’ cars? Do the quiz and find out!**



**1 When did engineers begin to think about self-driving cars?**

A in the 1920s

B in the 1930s

C in the 1980s

**2 What does autonomous mean?**

A The car will choose your music.

B You only need to tell the car when to turn.

C The car drives itself.

**4 Complete the sentences with the words in the box. Then listen to the podcast again and check.**

charge connection display experiments fuel invention plug in power pump satellite

1 You can get a self-driving car. What exactly is this ?

2 Does it mean no more stops at the petrol on a long journey?

3 You will of course have to stop for some kind of , and for these cars it’s electricity.

4 Like an electric car, you it to the battery so that it gets the it needs to continue.

5 Just like the map app on your phone, it will get directions from GPS signals and that will show up on the in the car.

6 But many autonomous cars will not have a to the internet because of safety concerns.

7 At the moment, companies are carrying out a lot of safety tests and on these cars.

**Evaluating.**

**Giving homework.**

Maktab MMIBDO‘ \_\_\_\_\_ sana \_\_\_\_\_ 20 \_\_yil