



# **ДОКУМЕНТЫ КРУЖКА**

*ПО ПРЕДМЕТУ АНГЛИЙСКОМУ ЯЗЫКУ*

*ДЛЯ 8-11 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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<i>2.</i>							
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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.	The history of computers	1		
2.	A blog post	1		
3.	Feedback 1	1		
4.	Health	1		
5.	Locations and directions	1		
6.	My city	1		
7.	Geographical features	1		
8.	Loch Ness	1		
9.	Interesting animals	1		
10.	Holidays	1		
11.	A new home	1		
12.	Accepting other people's opinions	1		
13.	World schooling	1		
14.	Memories	1		
15.	Secondary school in the UK	1		
16.	Future plans	1		
17.	Time capsules	1		
18.	Sports	1		
19.	Keeping fit	1		
20.	The past simple and continuous	1		
21.	Relationships	1		
22.	International travel	1		
23.	Dealing with conflict	1		
24.	A story 2	1		
25.	Ordering food	1		
26.	A short text	1		
27.	Shopping in London	1		
28.	Suggestions and comments	1		
29.	Making things	1		
30.	Modals 1	1		
31.	Music	1		
32.	Buildings	1		
33.	Review	1		
34.	The future	1		

Дата: “ ” 20 год. Классы: . Руководитель кружка: \_\_\_\_\_

**Lesson:** The history of computers

**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.

The infographic features a central vertical timeline on a red background with a binary code pattern. It is divided into three main sections by white circles connected to text boxes. The top section is for 205 BCE, featuring an image of the Antikythera Mechanism. The middle section is for 1791-1871 and 1815-1852, featuring portraits of Charles Babbage and Ada Lovelace. The bottom section is for the 1940s, featuring an image of early computer hardware. A yellow 'READING' box is at the bottom right, and a speaker icon with the number 90 is at the bottom right of the infographic area.

**around 2,700 BCE to today**

**205 BCE**

**The Antikythera Mechanism**

In 1900, a group of people diving near the Greek island of Antikythera found this machine on the sea floor. For many years, no one understood what it was or how it worked. Scientists now say it was used to find out the positions of the sun, moon and stars. Many people call it the world's earliest 'computer'.

**1791-1871 and 1815-1852**

**Charles Babbage and Ada Lovelace**

The modern computer was Charles Babbage's idea. The machine he wanted to build, called a 'difference engine', was special because it had all the parts that a modern computer has. It could save information and was also a kind of printer. Ada Lovelace was the first computer programmer. She had the idea for 'software' – a way of telling a computer to do different things.

**1940s**

**Alan Turing**

Alan Turing wasn't well known when he was alive, but he's now one of the most famous scientists of the 20th century. His ideas on computer science changed the world. He worked on the first digital computer – it was called Colossus, weighed 30 tonnes, and was as big as a large living room.

**READING**

90

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20 \_\_\_\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** A blog post

**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

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-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.

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

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



**Choose a topic for your blog**

*The first thing you need to do is choose a topic. What do you want to blog about? Your favourite sport, music or video games? Choose a topic you feel happy to talk about and find interesting. You've got a topic? Now choose a title and a design for your blog.*

*2 Who's going to read your blog? Is your blog for your friends and family? Is it on a special topic you and your friends like? What is interesting about it?*

**3 Decide on a platform**

*There are different free platforms to start your blog. Most platforms give easy instructions on how to start. Some popular platforms are Blogger, Medium and WordPress. Take a look and decide!*

**4 Write a blog post**

*It can sometimes be difficult to write your first blog post. It's a good plan to share your ideas with close friends and family before you put your post online. Don't worry if you don't like what you put online – you can always change it later. Remember, make sure people let you use their photos or information.*

*5 At the beginning, you can choose a day of the week to write your blog posts. It's important to write a post every week.*

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год



Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Feedback I

**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:**

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**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.

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

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

**For each question, choose the correct answer.**

1 Listen to two friends talking together in a shop. Why does Ruby want to buy the sunglasses?

A She's happy with the price.

B She likes the bright colour.

C They're the right size.

2 Listen to a man and a girl talking about what they want to eat. Where are they?

A in a café

B at a food festival

C in a supermarket

3 Listen to a boy talking to a girl about his laptop. What does the girl offer to do?

A lend him a laptop

B take his laptop to the repair shop

C return a laptop she borrowed

4 Listen to a message in a shopping centre. What change do customers need to know about?

A New discounts are available.

B There is a later closing time.

C New stores are opening soon.

5 Listen to a girl talking about a party. What did she like about it?

A the food

B the music

C the party room

**Put the words in order to make questions.**

1 favourite / what / are / clothes / your / ?

2 where / like / you / do / shopping / go / to / ?

3 food / do / eat / you / what / to / like / ?

4 use / your / often / you / do / how / smartphone / ?

**In pairs, ask and answer the questions. Take turns to speak**

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**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:**

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-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,

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

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

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

1 I think you should to bring a scarf.

2 You shoud go to the doctor.

3 I should to go to bed earlier.

4 You aren't well. You stay at home today.

5 You don't come to my house today – I am ill.

6 You no should watch TV all day



## PRONUNCIATION ..... Silent consonants

**5** Some words in English have silent consonants. Find one silent consonant in each word.

castle	climb	half	knife
listen	should	talk	walk
would	wrong	wrote	

**6** Read the example conversation. Have similar conversations with your partner. Choose a different question from the box each time. Use health problems and advice from this lesson, or use your own ideas



What's the matter?

I've got a temperature. What should I do?



**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год

Дата: “\_” \_\_\_\_\_ 20\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Locations and directions

**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.

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-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*

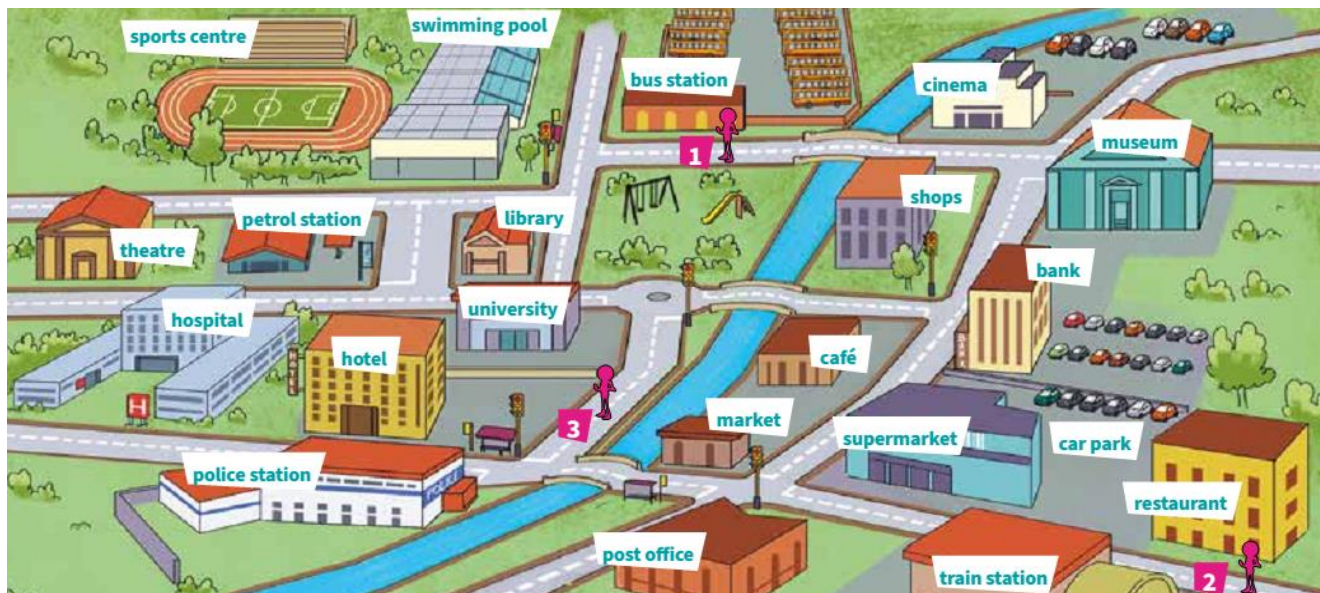
Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



*This is my town. It's small but very pretty. A river goes through the town centre and there are four bridges going across it. Between the road and the river, there's a market. Next to the market is a really nice café. There are also some shops in the town. Opposite the shops, there's a bank, a museum and a restaurant.*

*Behind the museum, there's a children's playground. The restaurant is near the train station, and beside the train station there's a post office. There's also a sports centre on that street. In front of the supermarket, there's a car park. We have a zoo too, but that's outside the town*

### **Evaluating.**

#### **Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** My city

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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**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*

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

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



**1 Look at the map and read the article about Edinburgh. Match places A–E to the names in the box.**

Edinburgh Castle

Palace of Holyroodhouse

Scottish Parliament

St Giles' Cathedral

Tourist Information Office

**2 Read the article again. Are the sentences right (✓) or wrong (X)?**

1 Edinburgh is the largest city in Scotland.

2 Lots of people visit the castle in the summer.

3 You can walk from Edinburgh Castle to Holyroodhouse.

4 The Camera Obscura museum is about the history of Edinburgh.

5 The Queen sometimes stays at Holyroodhouse.

6 The Scottish Parliament building is closed to visitors.

7 Princes Street is a good place to go shopping.

8 All of Edinburgh's guided tours are on foot.

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год



Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**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

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**Form:** listening, speaking

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**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*

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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.**



Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**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

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**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*

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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,	I/he/she/it	<b>was.</b>
	No,		<b>wasn't.</b>
	Yes,	you/we/they	<b>were.</b>
	No,		<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.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Interesting animals

**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

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**Form:** listening, speaking

**I. Introduction:**

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

-Good morning, pupils!

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**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.

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

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

**2 Are these sentences right (✓) or wrong (X)?**

1 The writer helped to look after giant pandas on her trip.

2 It's possible to find wild pandas in several countries.

3 Pandas only eat bamboo.

4 Baby pandas are very light when they are born.

5 Pandas start eating bamboo at the age of 18 months.

6 Scientists know exactly how many wild pandas there are.

7 It's possible to see a panda in Mexico.



While I was there, I learned a lot about pandas. Wild pandas live in bamboo forests, high in the mountains of central China. In the past, they also lived in other parts of China and in Myanmar and Vietnam, but they don't any more. They spend about 12 hours a day eating bamboo, but they sometimes eat other plants or small animals. At Dujiangyan, we also gave them fruit, like apples, and special panda cakes made of rice, eggs and flour and other things. Adult giant pandas weigh between 75 and 135 kilograms. Females usually only have one baby panda, or cub, at a time. The cubs only weigh about 85 grams when they are born! The little cub drinks milk for about four months and then begins to eat bamboo. Young pandas stay with their mothers for around 18 months. Scientists think there are now between 1,500 and 2,000 pandas in the wild. This is a low number, but it's double what it was in the 1970s. The reason the number is going up is because of all the work scientists are doing at places like the Dujiangyan Panda Base in Chengdu. There are also about 325 pandas in zoos in a number of different countries, including the United States, Mexico, Japan and Germany.

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Holidays

**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.

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-Good morning, pupils!

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**II. Reflection and assessment.**

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**Activity 1 Listen and sing**

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

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Good morning to you, good morning to you.

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

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



Most of us can't wait to go on holiday without our parents. We can choose where to go, what to do and who to go with. But are first holidays with friends always great? Read about Sophie, Fred and Chris. Where did they go? Did they have a good time? Last summer, after we finished our exams, I invited my friend Paula to go on holiday to Greece with me. We got a flight to Athens and then we went by ship to the island of Milos. We were really tired when we got there, but we both wanted a swim, so we went to the beach. You can guess! We lay down and closed our eyes and when we woke up TWO hours later, we were really hot and thirsty – and red! Never again! Sophie, 16 My first holiday was a weekend in London. Jim, Simon and I travelled by tram from my house to the bus station. When we arrived there, I put my hand in my pocket but my wallet wasn't there! Where was it? I think I lost it on the tram. Jim and Simon each lent me money for the coach. We stayed at Jim's aunt's house in London and we had a fantastic weekend. Fred, 13 My first holiday was with my friend Tom at a campsite in a forest near our town. We didn't want my parents to drive us there, so we went by bus and then on foot. It was a long walk to the forest and it was raining! I put the tent up quickly because I knew how to do it, but all our things were wet. Then the sun came out the next day. We dried everything and had a great time!

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год



Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**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.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Accepting other people’s opinions

**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 Make sentences that are true for you.**

I	always often sometimes never	agree with my parents. agree with my best friends. agree with my teachers. change my opinion. like new ideas.
---	---------------------------------------	---

*In pairs, compare your sentences. Did you have the same ideas?*

**2 Explain why each sentence is true for you**

I sometimes agree with my parents because they know more than me, but other times they are too strict.

**3 Look at the words in the box. In pairs, discuss the questions.**

*films food holidays homework music sports*

**1 Do you talk to your friends or family about these topics?**

**2 Do you always have the same opinions?**

**1 When you listen to someone, do you ...**

*a look at him/her and smile?*

*b say, ‘That’s interesting’ or ‘That’s a good idea’?*

*c interrupt and give your own opinion as soon as possible?*

**2 When someone has an idea, do you ...**

*a always agree with him/her and think his/her ideas are good?*

*b ask questions about the idea to get more information?*

*c always disagree with him/her and often think he/she is wrong?*



**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

Lesson: World schooling

**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 adverbs in the sentences. Decide which ones are simple adverbs, comparative adverbs or superlative adverbs.**

1 In international tests of maths, science and reading, students in Finland do well.

2 When you look more carefully at the schools, it's not easy to explain.

3 So, why don't they do badly in tests?

4 Do students learn better when the school day is shorter?

5 When there is no exam, do students study hard?

6 Do students learn more efficiently when they study subjects or when they study a topic?

7 So, how do some experts believe we learn the most easily?

**2 Look at the comparative and superlative adverbs and in Exercise 1 again and answer the question.**

**Which word do we often use before superlative adverbs?**

**3 Complete the table.**

Adjective	Simple adverb	Comparative adverb	Superlative adverb
<i>bad</i>	1 _____	<i>worse</i>	<i>the worst</i>
2 _____	3 _____	4 _____	<i>the best</i>
5 _____	6 _____	7 _____	<i>the most carefully</i>
8 _____	<i>efficiently</i>	9 _____	10 _____
<i>easy</i>	11 _____	12 _____	13 _____
14 _____	15 _____	<i>harder</i>	16 _____

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Memories

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

**1 Look at the pictures. Match sentences 1 and 2 to pictures A and B.**

1 It's my brother's dog.

2 It's my brothers' dog.



**2 Look at sentences 1 and 2 in Exercise 1. Which sentence has 's and which sentence has s'? Why?**

**3 Complete the sentences. Use the word in brackets in the singular or plural and 's or s'.**

1 That's my (sister) car. My dad bought them one to share last year.

2 I don't have a computer, but I use my (brother) when I need to. I lend him my camera when he needs it because he hasn't got a good one.

3 My little sister loves going to the (child) disco. It's specially for little kids and there are games and activities.

4 Don't put any cake on those plates! I use them for the (dog) food. They don't like the bowls from the pet shop.

**4 Look at the words in purple in the two examples from the listening. Underline the determiners and circle the pronouns.**

1 They're not mine. They're my sister's.

2 Oh and what are theirs? Your dad's for example.

**5 Now complete the table**

Determiners	Pronouns
my	mine
your	
his	
her	
our	
their	

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год



Дата: “\_\_” \_\_\_\_\_ 20\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Secondary school in the UK

**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 Discuss the questions with your partner.**

1 Do you like going to school?

2 Why? / Why not?

3 At what age do people start secondary school in your country?

**2 Work with a partner. What do you know about secondary schools in the UK? Discuss your ideas. Read the web page. Were any of your ideas mentioned?**



*From the age of 11 to 16, children go to secondary school. Most take children of all abilities and are called comprehensive schools. But there are also grammar schools, where children take an exam to enter, especially in Northern Ireland. In Scotland, secondary schools are called high schools or academies. When they are 14, all children choose the subjects they want to study at GCSE (or National 5 exams in Scotland). These are national exams you take at 16. Everyone has to do English and maths. Students also choose four or more additional subjects from a list. This includes subjects like languages and sciences but also photography and drama.*

**The school year**

*The school year goes from September to July in England and Wales, August to June in Scotland and September to June in Northern Ireland. There are three terms and short holidays in the middle of each term. The Christmas and Easter holidays are usually two weeks, and the summer holiday is six weeks, or two months in Northern Ireland.*

**The school day**

*The school day at secondary schools goes from about 8.45 am to 3.30 pm. There's a break in the morning and another for lunch. Most British school students have to wear a uniform. Each school has its own colours for the uniforms.*

**Sixth form / S5 and S6**

*When students are 17 and 18, they take more exams. In Scotland, these exams are called Highers in the first year and Advanced Highers in the second year. In the rest of the UK, students go into the sixth form to study four subjects at AS level in their first year and three of these at A level in the second year. You need to pass these high-level exams to go to university.*

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Future plans

**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. Then choose the correct words to complete the sentences below.**

*We're getting on a bus at five o'clock in the morning!*

*I'm not taking my keyboard with me next week.*

*When are we going mountain biking and paddle boarding?*

1 *We can use the present continuous to talk about now/ the future/ now and the future.*

2 *The three example sentences are about now/ the future.*

3 *We usually/ never use a time word with the present continuous for the future.*

**2 Look at Bella's diary for this weekend. Write her plans using the present continuous and mention the day and time for each activity. Is there anything she isn't doing?**

*She isn't cleaning her room at 2 pm on Sunday*

**3 Correct the mistakes in the sentences.**

1 *Taylor Swift sings at the football stadium next Saturday.*

2 *We meet at 3 pm tomorrow, at the bus station.*

3 *I'm very excited that you come to visit next summer.*

4 *Do you bring any money with you this evening?*

5 *I don't visit my grandparents next weekend*

**Evaluating.**

**Giving homework.**



Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Time capsules

**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.

*There is a little bag on the moon with a time capsule inside it. The capsule is tiny, about the size of a small (1) \_\_\_\_\_. At the top, it says: ‘Goodwill messages from around the world brought to the moon by the astronauts of Apollo 11.’ The Apollo 11 Astronauts (2) \_\_\_\_ it there in 1969. There are 73 messages from (3) \_\_\_\_\_ countries written on the time capsule in very small letters. Each one is smaller than a human hair. The messages are to anyone who (4) \_\_\_\_\_ the time capsule in the future. Who will that be? Who (5) \_\_\_\_\_ where those people will come from? They might come from Earth, but they might be from (6) \_\_\_\_\_ else in the solar system.*

*Harold Davisson had a shop in Seward, Nebraska in the USA. He thought it was important for his children and grandchildren to touch and see real things, not just to read about them in books. So he decided to build the biggest time capsule in the world. He put more than 5,000 real objects inside, including clothes and even a new car and buried it on 4th July 1975 in front of his shop. Then he heard there was another time capsule bigger than his, so he put a second time capsule on top of the first one. His grandchildren will open them both on 4th July 2025. They know some of the things they will find, but they might find things Harold didn't tell them about!*

**1 Look at the photos of the time capsules. What do you think a time capsule is? Do you think time capsules are**

**a good idea? Why / Why not?**

**2 Read both texts quickly. Choose the best title for each text.**

1 Two are better than one      2 Out of this world

**3 Read text A. For each question, choose the correct answer for each gap.**

1 A money                      B coin                              C pence

2 A arrived                      B travelled                        C left

3 A usual                        B different                        C available

4 A finds                        B looks                              C learns

5 A understands                B thinks                              C knows

6 A everywhere                B nowhere                        C somewhere

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год



Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Sports

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



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

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

**2 Listen to six interviews and match the sentence halves.**

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

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

Which nine sports can you do on your own?

Which four sports are for two or four players?

Which three sports are for teams of more than four?

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

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год



Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Keeping fit

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



**LIFE SKILLS**

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

1 What activities do you enjoy doing in PE class?

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

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

1 It's good for warming up before exercising.

2 It's exercise that gives you stronger muscles.

3 It's a typical activity for professional athletes.

4 It includes physical activities like cycling.

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

1 How can lifting smaller weights help you keep fit?

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

3 How does aerobic exercise keep your heart healthy?

4 What type of training can help you cycle faster?

5 Why is balance important for some types of exercise?

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

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** The past simple and continuous

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

a *The \_\_\_\_\_ talks about a past action in progress.*

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

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

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

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

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

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

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

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

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

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Relationships

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

### **I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

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

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

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

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

#### **KAITLIN, 15, DERBY**

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

#### **DYLAN, 14, PENZANCE**

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

#### **ALEX, 15, LONDON**

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

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

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

2 *had a problem after class one day.*

3 *had an unwelcome visitor.*

4 *likes being alone sometimes.*

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

6 *can't use something essential.*

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

1 *a secret word that protects you online*

2 *shut something with a key*

3 *say sorry to someone*

4 *treating people in a way that is right*

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

6 *believe someone is good, reliable and honest*

### **Evaluating.**

### **Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** International travel

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



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

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

**4 Complete the sentences with words from Exercise 1.**

- 1 You have to show your \_\_\_\_\_ and your ticket at the check-in desk.
- 2 There's often a \_\_\_\_\_ for the security check.
- 3 You need to follow the \_\_\_\_\_ to your departure gate, where your \_\_\_\_\_ and your \_\_\_\_\_ are checked.
- 4 As you walk through customs, officers might ask to check inside your \_\_\_\_\_.

**5 Discuss the questions.**

- 1 What's the difference between a boarding pass and a ticket?
- 2 What's the difference between a security check and a customs check?
- 3 What are the best and worst things about air travel?

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год





Дата: “ ” 20 год. Классы: . Руководитель кружка: \_\_\_\_\_

**Lesson:** Dealing with conflict

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

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

1 Do you get along well with most people?

2 What things make you feel upset or angry?

3 What do and your friends argue about?

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

A Live and learn

C Stay calm

B Be clear and kind

D Think together



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

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

3 . You have to be honest about your thoughts and feelings. Explain the problem clearly and

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

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



**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20 \_\_\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** A story 2

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

### **I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

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

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

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

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

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



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

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

1 take part in a competition

2 found by looking on a computer

3 returned something to a shop by post

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

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

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

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

4 She when / suddenly had a brilliant idea!

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

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20 \_\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Ordering food

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

### **I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

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

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

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

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

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

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

**What words might you hear in each extract?**

**1 What did the girl cook when she was young?**



**3 Who is a vegetarian?**



**2 Where does the boy get his recipes from?**



**4 Which dish is only available today?**



**1 Look at the menu below and answer the questions.**

**1 What do you think ‘veggie’ means?**

**2 How much is a spicy beef pizza with olives?**

**3 Why are there two prices for cola?**

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

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

#### **PREPARE TO SPEAK**

##### **Ordering food**

*Phrases the server uses* What can I get you?

What would you like?

And to drink?

Anything else?

Eat in or take out?

Here's your change.

*Phrases the customer uses*

##### **Evaluating.**

##### **Giving homework.**

*Could I have ... , please?*

*I'll have ... , please.*

*I'd like ... , please.*

*Have you got any ... ?*

*Here you are.*

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20 \_\_\_\_\_ год



Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** A short text

**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 introduction to the magazine competition. What do you have to write about?**

*Maksim, Russia*

*Last week, I bought some really cool sunglasses from a shop in my town called Eyewear. It's a great shop that*

*only sells sunglasses. There are a lot of styles to choose from but I*

*chose these ones because I just loved them! There was a promotion that day and I got a 10% discount. I forgot the receipt, so I went back to get*

*it and the assistant gave me a free case to keep them in.*

*Great customer service!*

**2 Read the three texts. Which thing do you think is the coolest?**

**3 Read the Prepare to write box. Read the texts and underline the following in each one:**

*Maksim's message:* shopping vocabulary

*Emily's message:* all the determiners from page 12

*JD's message:* two different tenses

**4 Read JD's text again. Underline the sentences that answer the competition questions. What extra information does she add?**

**5 Read about the competition again. You are going to write a short text about something you bought recently.**

**Plan your ideas and make some notes. Here are some ideas to help you.**

- What is the last thing you bought?
- Where did you buy it?
- Why did you choose it?
- What do your friends think?
- Extra information?

**6 Write your own short text.**

- Use the tips in the Prepare to write box.
- Write about 80 words.
- Remember to check your spelling and grammar



**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год



Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Shopping in London

**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 texts on the opposite page. Which place would you most like to visit? Where should people go in London if they ...**

1 would like to go shopping for toys?

2 are looking for second-hand clothes?

3 plan to shop and then see a film?

**2 Are the sentences true or false? Correct the false sentences.**

1 Most Oxford Street shops are unusual and quite expensive.

2 Camden would be a nice place to go shopping on a sunny day.

3 Camden is good for people who like to dress differently.

4 There is often a lot of traffic on Carnaby Street.

5 Carnaby Street first became popular for modern fashion.

6 There are football fields in the Westfield shopping centre.

**3 Match the highlighted words in the text to the meanings.**

1 new, modern and in fashion

2 for people who are walking

3 very bad, terrible

4 extremely large

5 tables to sell things, often outdoors

**4 Listen to a report on teenagers' shopping habits in the UK. Number the questions in the order you hear them.**

Have you bought anything online in the last three months?

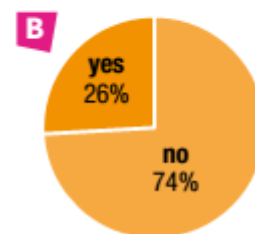
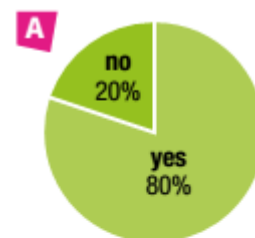
Where do you usually get the money from when you go shopping?

How often do you go shopping?

Do you count shopping as one of your hobbies?

Do you shop more in-store or online?

What do you buy when you go shopping?



**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Suggestions and comments

**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 Ntando received his first blades from an organisation called Jumping Kids.**

**There are many organisations that do similar work. Read a post on a school website about Runners Inc. What is it? Don't read the comments yet**

*Runners Inc. gives children with leg amputations the chance to lead full and active lives by giving them special equipment to help them walk and run. At our school we're trying to raise £1,000 by the end of the year to donate to the organisation. What do you think we could do to raise the money? Post your ideas*



*Nat Why not encourage people to do an activity like a sponsored run? We can ask our family and neighbours to give us £1 for each time we run around the school sports field. There are lots of runners in my school and most people like doing something for charity. Also, it's a really good way of telling the community about Runners Inc. What about posting it on social media? That would be helpful as well, in my opinion*



**2 Read Zoe's and Nat's online comments. Then answer the questions.**

- 1 What does Zoe suggest?
- 2 What extra suggestion does she make?
- 3 How does she link her suggestions?
- 4 Which activity does Nat mention?
- 5 How many reasons does he give for his idea?
- 6 How does he link his reasons?

**5 Write your comment.**

- Use the tips in the Prepare to writebox.
- Write about 70 words.
- Remember to check your spelling and grammar.

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**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,

**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.**

a to recycle.

b a couple of years ago.

c from something old, it's really satisfying.

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

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Modals 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 examples. Then complete the rules with the verbs in the examples.**

1 Teenagers have to get at least nine hours' sleep a night.

2 You don't have to use the alarm on your phone.

3 You mustn't worry about your friends.

4 You ought to reduce your screen time at night.

5 You should rediscover books.

6 It's clear you shouldn't use your phone or tablet before you go to sleep.

**We can use modal verbs to express obligation, necessity and advice. We use:**

a should and to say that something is a good idea.

b to say that something is a bad idea.

c to say that something is necessary.

d to say that something is not necessary.

e to say it is very important not to do something.

**2 Listen. Choose the correct modal verbs.**

1 You have to/ shouldn't protect your head in hot weather.

2 You mustn't /should park here.

3 You don't have to/ ought to visit the sports shop.

4 You don't have to / mustn't run in the hospital.

5 You ought to/ don't have to feed the dog.

6 You have to /shouldn't panic in this situation.

**3 Choose the correct verbs.**

1 You don't have to/ must buy food for me. I can do it myself!

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

3 I have a doctor's appointment before school tomorrow so I must /have to get up early.

4 I'm happy you like reading but you don't have to/ mustn't sit down all day long. It's not good for you.

5 I must to ask / ask you one question.

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год



Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Music

**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. Where do you think the people are? What are they doing?**

**2 Listen and match the recordings to the photos**



**3 Complete the sentences with the words in the box. Listen again and check.**

*celebrity clip concert hall DJ festival gig guitarist live lyrics music channel musicians music video production sound technician studio*

1 I'm Mike playing your favourite music.

2 And this morning, Gina is in the with us.

3 I guess you could say I've been a at home for about three years now.

4 But tonight is my first in Europe.

5 The bass is amazing, don't you think? He plays so well.

6 These make no sense. They're awful.

7 And it's all recorded anyhow – not even !

8 They shouldn't call this event a live music !

9 We are live from the Sydney Opera House – a that is familiar to our regular listeners.

10 And this is VVTV – the only that plays your music

**4 Ask and answer the questions.**

1 Have you ever been to a music festival? Would you like to go to one? Why? / Why not?

2 Do you watch music videos? How do you watch them?

3 Who are the most famous celebrities in your country?

4 Which musicians do you admire? Why?

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Buildings

**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 sentences to the houses in photos 1–3 on the opposite page.**

*a The solar panels and glass walls on this house make it look brand new. Its original shape is spectacular to look at. It's more contemporary than the other houses.*

*b This house is unusual because it's very narrow. Inside this home is very stylish thanks to its bright, fresh design.*

*c This house is a classic example of a historic tower. Its design is very traditional but it could be quite cosy inside. It's not as modern as the other houses*



**1 The five students below are learning about unusual homes around the world. Each student wants to find out more about one unusual home, which they will write about for an architecture project. Read the information about each student and underline the things they are interested in. The first one has been done for you.**

*1 Marcelo loves all kinds of sport and wants to find out about a modern home that has been designed for a famous sportsperson. He loves buildings by the ocean, too.*

*2 Gloria is very interested in old buildings. She would like to write about one which is in the countryside, and has fantastic views of the landscape.*

*3 Harry wants to find out about a well-known architect who designed a building which the architect then lived in. He also has an interest in furniture*

*4 Sofie is keen to learn about a building that is the smallest of its kind. She likes city buildings and wants to find one that is located in an interesting neighbourhood.*

*5 Kurt wants to learn about a modern home that is better for the environment than other buildings and has won competitions because of its original architecture.*

**2 Read the descriptions of eight unusual homes (A–H) quickly. Which two are shown in the pictures on the opposite page? Decide which home would be the most suitable for each student (1–5) to write about**

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** Review

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

**1 Complete the sentences with the words in the box.**

*create customise design rebuild recycle repair sew*

1 Jake offered to \_\_\_\_\_ my bike because it wasn't working properly.

2 The button on my coat fell off. I'll have to \_\_\_\_\_ it back on again.

3 I think it's really important to \_\_\_\_\_ rubbish, to help the environment.

4 For a school project, I have to \_\_\_\_\_ an original cover for a mobile phone.

5 I love to \_\_\_\_\_ new things from stuff I don't use any more.

6 When their house burned down, they had to \_\_\_\_\_ their whole life.

7 Lots of people like to \_\_\_\_\_ their things so that they are a little bit different.

**2 Match the sentence halves.**

1 I usually cough a lot

2 When you look at the computer all day,

3 My legs ached so much

4 When we feel very tired,

5 It took me a long time to recover

6 Be careful! That pan is hot

a after all the running we did yesterday.

b we yawn.

c when I have a cold.

d it's important to blink.

e and you could burn yourself.

f from the illness.

*celebrity clip festival livelyrics musician  
soundtrack studio*

1 someone who is famous, especially in the  
entertainment business

2 a series of special events and performances that  
takes place over several days

3 someone who plays a musical instrument, often as  
their job

4 a room where TV or radio programmes are made

5 the words of a song

6 this describes a TV or radio programme that is  
seen or heard as it happens

7 a short video or audio recording

8 the music that accompanies a film

**3 Match the words in the box to the meanings.**

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год

Дата: “\_\_” \_\_\_\_\_ 20\_\_\_\_ год. Классы: \_\_\_\_\_. Руководитель кружка: \_\_\_\_\_

**Lesson:** The future

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

**1 Read the examples. Then complete the rules with will, be going to or the present continuous.**

1 *In Washington DC, they're meeting politicians.*

2 *Listen to my podcast and I'll tell you how driverless cars work.*

3 *Rees thinks collecting this 'social fuel' won't be a problem.*

4 *He's going to watch their progress carefully.*

**2 Look at the examples of the future continuous. Choose the correct words to complete the rules.**

1 *Twenty-one students will be driving their car across the USA.*

2 *It'll be using Twitter power for fuel.*

**3 Complete the sentences with the future continuous form of the verbs in the box. There are two extra verbs that you don't need.**

*break drive hold make not see study take wait*

1 *I \_\_\_\_\_ for you outside the station tonight.*

2 *From next week, the class \_\_\_\_\_ American history.*

3 *We \_\_\_\_\_ a party on New Year's Eve, as usual.*

4 *My brother \_\_\_\_\_ his university exams in a month's time.*

5 *Julia \_\_\_\_\_ her friends on Friday.*

6 *Within ten years, everyone in this city \_\_\_\_\_ electric cars*

**4 Choose the correct verb form.**

1 *Tomorrow I will go / am going to buy a new DVD with my money.*

2 *I think that I go / am going to visit my cousins.*

3 *I'll be working /'ll work on Saturday, unfortunately.*

4 *It's great to hear that you will/ are going to visit my country.*

5 *I'm sure you like / will like it.*

6 *Don't worry, we'll collect /'re collecting your suitcase from the hotel*

**Evaluating.**

**Giving homework.**

Зам директора школы \_\_\_\_\_ дата \_\_\_\_\_ 20\_\_\_\_ год

We use:

**a** \_\_\_\_\_ for a general prediction about the future.

**b** \_\_\_\_\_ for a definite future arrangement.

**c** \_\_\_\_\_ for an offer or promise relating to the future.

**d** \_\_\_\_\_ for a personal plan or intention for the future.