

# **ДОКУМЕНТЫ КРУЖКА**

*ПО ПРЕДМЕТУ АНГЛИЙСКОМУ ЯЗЫКУ  
ДЛЯ 8-9-10 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.	Making comparisons	1		
2.	The history of computers	1		
3.	Computers and the internet 2	1		
4.	Project presentations	1		
5.	Illnesses	1		
6.	Health	1		
7.	Locations and directions	1		
8.	My city	1		
9.	My area	1		
10.	The Yeti	1		
11.	The weather	1		
12.	Interesting animals	1		
13.	Yellowstone	1		
14.	Ways of traveling	1		
15.	At the hotel	1		
16.	Strange houses	1		
17.	Accepting other people's opinions	1		
18.	School subjects	1		
19.	Materials	1		
20.	Writing descriptions	1		
21.	Holiday activities	1		
22.	Adventure weekend	1		
23.	Life events	1		
24.	An informal email 1	1		
25.	The past continuous	1		
26.	Keeping fit	1		
27.	The past simple and continuous	1		
28.	City problems	1		
29.	New York City	1		
30.	An informal email 2	1		
31.	Traveling writing	1		
32.	Money and shopping	1		
33.	Food and drink	1		
34.	British food	1		

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

**Lesson:** Making comparisons

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



## ABOUT YOU

How often do you eat out?

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

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

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

I like salad.

Me too.

I want to eat a bowl of fruit salad now.

## UNIT 11

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

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

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

3 The food at Easy Burgers looks healthier.

4 Pizza Palace is more expensive than Easy Burgers.

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

6 Easy Burgers and Pizza Palace are both popular

**Evaluating.**

**Giving homework.**

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

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 with a red background and white dotted lines. It includes several callout boxes with text and images. At the top right, a blue box says 'around 2,700 BCE to today'. Below it, a white box titled 'The abacus' explains its use in teaching math. Further down, a blue box marks '1791–1871 and 1815–1852', accompanied by portraits of Charles Babbage and Ada Lovelace. A white box below that describes their contributions to the modern computer. On the left side, a blue box marks '205 BCE' with an image of the Antikythera Mechanism and a text box explaining its discovery. At the bottom left, a blue box marks '1940s' with an image of early computers and a text box about Alan Turing. A yellow 'READING' box is at the bottom right, and a small blue icon with the number '90' is in the bottom right corner.

**around 2,700 BCE to today**

**The abacus**  
People still use abacuses today in many parts of the world, especially to teach maths to children. Of course, they are very different from modern computers, but the idea is the same – to answer difficult maths questions much more quickly than a human can.

**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.

**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'.

**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:** Computers and the internet 2

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

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

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

*Andy: Yesterday. My old one broke a month ago,*

*and last week Dad agreed to buy me this.*

*0 When did Andy get his new computer?*

*A yesterday B last week C a month ago*

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

*1 Andy's dad bought the computer from*

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

*2 How much did it cost?*

*A £150 B £250 C £2,000*

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

*A a camera B a mouse C a printer*

*4 Andy doesn't use his computer to*

*A do homework. B chat to friends.*

*C play games.*

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

*A the keyboard B the screen C the speakers*

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

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

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

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

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** Project presentations

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

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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.

Good morning, good morning,

Good morning to you.

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

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



*Don't forget, always check with your parents before starting a blog. Parents can help young people under the age of 13 to set up a blog*

*In small groups, write and design a blog post:*

- *Choose a blog topic and think about the design for the blog.*
- *Write two short blog posts about the topic.*
- *Decide what to include with each of the posts (a photo and a link? a video?)*
- *Look at the design of some other blogs on a platform.*
- *Design how you think the posts would look on a platform.*
- *Share your ideas for posts and design with another group*

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** Illnesses

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



**Match the sentences to the photos.**

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

**Listen and check. Then repeat.**

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

**Evaluating.**

**Giving homework.**

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:**

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.

**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.

**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*

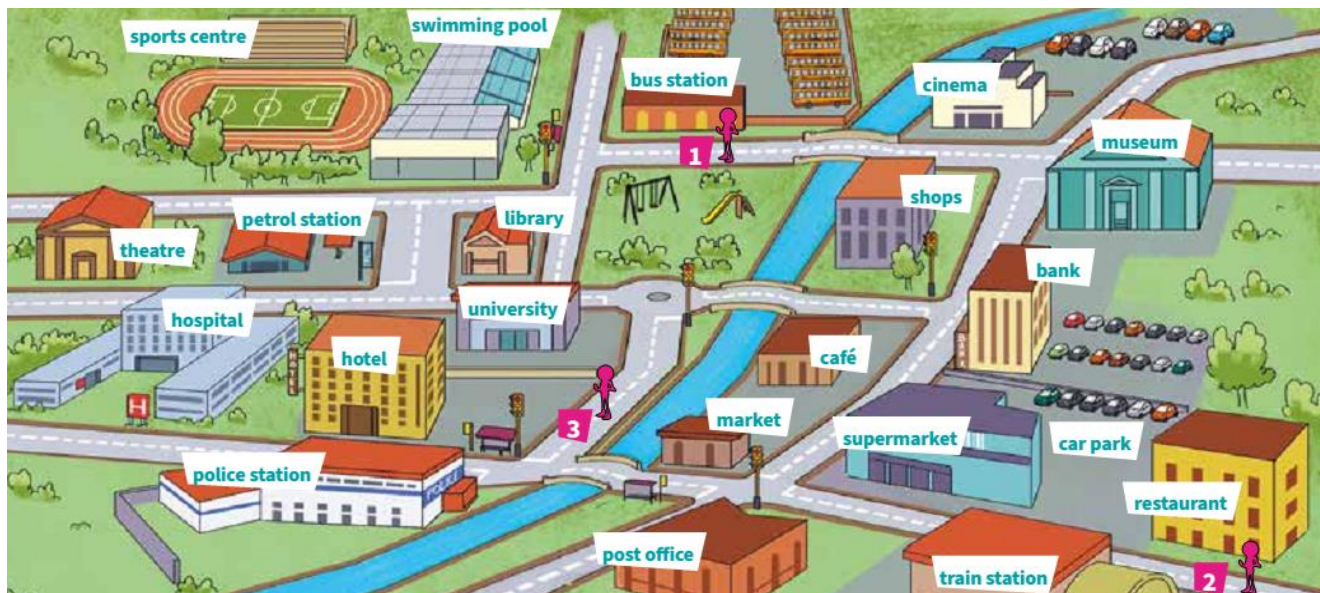
Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



*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:**

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 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:** My area

**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

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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.

**2 Read and match the photos (A–E) to the texts (1–5).**



1 The Great Highland Bagpipe is a Scottish musical instrument. It is a woodwind instrument. To play the instrument, the bagpiper fills the bag with air and pushes it out with his elbow.

2

The Highland Games happen around Scotland from June to September. People celebrate Highland Games in other parts of the world too. There are different sporting competitions at the games. These test throwing, pulling and strength. The games are competitive but people can also enjoy music and dancing.

3

For special events, like parties, Scottish men often wear a kilt. Kilts are skirts. They are usually made of coloured or black wool with a ‘tartan’ pattern. Members of the same family (‘clan’) have their own, specific tartan. Men often wear shoes called Brogues with their traditional clothes.

4

In Scotland, there is a famous biscuit called shortbread. One of the most important things in shortbread is butter. Butter is also an ingredient in a popular Scottish sweet called fudge.

5

The School of Art and the Queen’s Cross Church in Glasgow are both buildings by the famous Scottish architect Charles Rennie Mackintosh. There are also a lot of beautiful, historical castles in Scotland to visit.

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** The Yeti

**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 photos A–H to the words in the box. Use each word once only.

cliff field island lake mountain

river snow water

Listen and check. Then repeat.

2 Look at the photos and complete the sentences with wide, high, long and deep



**Evaluating.**

**Giving homework.**

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



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

**Lesson:** The weather

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

**1. Look at the photos. What do you know about Loch Ness and the Loch Ness Monster?**

**2 Read the article quickly and match the pictures A–C to the paragraphs 1–3.**



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

1 When do people think they see things on the loch?

2 What does 'loch' mean?

3 How big is Loch Ness?

4 Which has more water: the lakes of Wales and England or Loch Ness?

5 When did people first see a monster?

*Loch is the Scottish Gaelic word for 'lake'. Loch Ness is in the north of Scotland not far from Inverness. The loch is 230 m deep – it's the second deepest loch in Scotland – 36 km long and nearly 3 km wide. There's more water in Loch Ness than all the water in all the lakes in England and Wales. That's a lot of water for something to hide in*

**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

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

**2 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:** Yellowstone

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



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

Photographs

Countries

0 lion D

A Argentina

1 monkey

B England

2 snake

C India

3 penguin

D Kenya

4 dolphin

E Mexico

5 elephant

F New Zealand

G Scotland

H South Africa

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

1 What kind of animal / it?

6 How many / left in the wild?

2 Where / from?

7 What / babies / called?

3 Where / live?

8 How many babies / female have?

4 What / eat?

9 How long / baby stay with / mother?

5 How much / weigh?

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** Ways of traveling

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

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

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

*by scooter by ship by tram by underground*

**Listen and check. Then repeat.**

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

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

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

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

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


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

3 What happened while they were sleeping?

4 What did Fred lose?

5 How did he pay for the coach?

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

 **PRONUNCIATION** | Silent letters

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

climb	flight	guess	half
island	knew	two	where

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** At the hotel

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



**2 Now complete the sentences with the words from the box in Exercise 1.**

1 You can find the names of streets on a \_\_\_\_\_ of the city.

2 Millions of \_\_\_\_\_ visit Moscow every year.

3 It's always a good idea to buy a \_\_\_\_\_ to help you plan activities for your holiday.

4 I've only got one small \_\_\_\_\_ for all my clothes. I hope I can get everything in it.

5 We stayed in a really small hotel in Moscow. It only had room for eight \_\_\_\_\_.

6 We put all our \_\_\_\_\_ in the back of the taxi. We didn't want to have the bags on the seats.

7 When we arrived at the hotel, the \_\_\_\_\_ gave us our room key.

8 The Space Museum in Moscow has lots of \_\_\_\_\_ every year.

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

1 How much luggage do you take with you on holiday?

2 Who packs your suitcase?

3 What do you put in your suitcase when you go on summer holidays?

4 Do you or your parents usually buy a guidebook when you go on holiday?

5 Do you use maps? When was the last time you used a map?

6 Do many tourists come to visit your town? What do they like to see?

7 What does a receptionist do?

8 Did you stay in a hotel on your last holiday? Did you like it?

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** Strange houses

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



*Most of us live in an apartment or in a house. Our homes often look similar to our neighbours' from the outside, but on the inside they can be very different. Most of us like our homes to be cosy and comfortable, but we have very different ideas about what that means. Some people like to have bright colours and lots of furniture, others prefer a cool, modern-looking home. However, some houses look very unusual from the outside. Have a look at these four photos*

*1 Do you like flying? Then, this attractive house is for you. It's in Lebanon and is the shape of a plane. It's got small windows, so it's not very light inside, but in a warm country, small windows keep a house cool in summer.*

*2 This very unusual house is in Mexico. It looks like part of the rock – and it is! The walls and the roof of the house are part of a very big rock. The family made the house more than 30 years ago. We can't see inside, but it looks quite dark, cool and peaceful*

*3 In 1968, a group of swimmers first had the idea to build this tiny house on a rock in the middle of the River Drina in Serbia. It's not only small but, as you can see, it's also not easy to get there. In winter it can be quite cold, so people use it mostly in summer.*

*4 A Japanese company designed this football-shaped house in 2006. It's got 32 sides and four legs and can sit on top of water. It's very small but has big windows, so there is lots of light. What a great place to live!*

**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	agree with my parents.
	often	agree with my best friends.
	sometimes	agree with my teachers.
	never	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 holidayshomework 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:** School subjects

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



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

**Evaluating.**

**Giving homework.**

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



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

**Lesson:** Materials

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



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

cotton glass gold leather metal paper plastic silver wood wool

**Listen and check. Then repeat.**

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

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

The headphones are made of plastic.

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

The box is made of wood. It's a wooden box.

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

They're cotton T-shirts.

Photo B

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** Writing descriptions

**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.

**6 Look at the pictures and decide who the football player is. Match sentences 1 and 2 to pictures A and B**



1 He's a friend of theirs.

2 He's a friend of hers.

**7 Complete the sentences with the correct word.**

1 That's not Robert's book, it's Paula's. Robert lost yesterday.

2 My parents had a holiday on a boat last summer. I think it belonged to a friend of \_\_\_\_\_.

3 A cat plays in our garden sometimes, but it's not \_\_\_\_\_. We've got a dog.

4 You can't use my brother's football. But you can borrow \_\_\_\_\_ if you like. I got it for my birthday.

5 Are you looking for your hat? I saw Paul's in the garden, but I don't know where \_\_\_\_\_ is.

6 Sally is so good at art. That picture is \_\_\_\_\_.

**8 Correct the mistakes in the sentences.**

1 You can read your favourite book's there.

2 My friends name's Ben.

3 The bus stop is just five minutes walk from my house.

4 Bring your computer because my is broken.

5 My bedroom is bigger than their.

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** Holiday activities

**Aims of the activity:**

**Educational aim:** to learn basic greetings

to learn how to ask and answer questions

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



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

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

Monday	Tuesday	Wednesday	Thursday	Friday

**4 Complete the sentences with the verbs in the box.**

get back get lost getting on getting to getting up

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

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

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

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

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

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

1 What time do you get up in the morning?

2 When was the last time you got lost?

3 How do you get to school?

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

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** Adventure weekend

**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.



*Students are going to the Brecon Beacons in Wales for our adventure weekend in May this year. The Brecon Beacons are mountains and the weather there can be sunny one minute and raining or foggy and cold the next. Please make sure that your son or daughter brings the right clothes. See the kit list below. It's important students don't bring too many clothes because each group is going to carry everything they need for camping and cooking. There are lots of different walks in the mountains. We know that some students don't walk very much, so our walk over the two days is only 25 km long*

**1 Look at the photo on the leaflet and answer the questions.**

1 What kind of place are the students going to on their adventure weekend?

2 What activities do you think people can do here?

**2 Read the leaflet from the school quickly and check your answers to the two questions in**

**Exercise 1.**

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

1 What can the weather be like in the Brecon Beacons?

2 Where can parents find information on what students should bring?

3 Why should students not take too much in their bags?

4 What's the reason for the length of the walk?

5 How many nights are students spending in their tents?

6 How are they getting to Wales?

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** Life events

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



**1 Match six of the phrases to the photos.**

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

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

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

## Around the world: Age and events

**1** In England, children usually start school when they are \_\_\_\_\_.

**A** 4      **B** 5      **C** 6

**2** In Belgium and Germany, students cannot leave school before they are \_\_\_\_\_.

**A** 14      **B** 16      **C** 18

**3** In some states in the USA, the youngest age you can get a driving licence is \_\_\_\_\_.

**A** 14      **B** 16      **C** 17

**4** In England, around \_\_\_\_\_ % of young people go to university. About 6% of these students leave university before the end of their course and don't get a degree.

**A** 33      **B** 43      **C** 53

**5** In almost all European countries, \_\_\_\_\_ leave home before \_\_\_\_\_.

**A** men, women      **B** women, men

**6** In the UK, children of \_\_\_\_\_ are allowed to get a part-time job.

**A** any age      **B** 13 or over      **C** 16 or over

**7** In \_\_\_\_\_, the average age at which women and men get married is 33.

**A** Spain      **B** India      **C** Japan

**8** In Brazil you can vote in elections from the age of \_\_\_\_\_.

**A** 16      **B** 18      **C** 21

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** An informal email 1

**Aims of the activity:**

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

### **I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

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

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

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

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

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

Good morning to you, good morning to you.

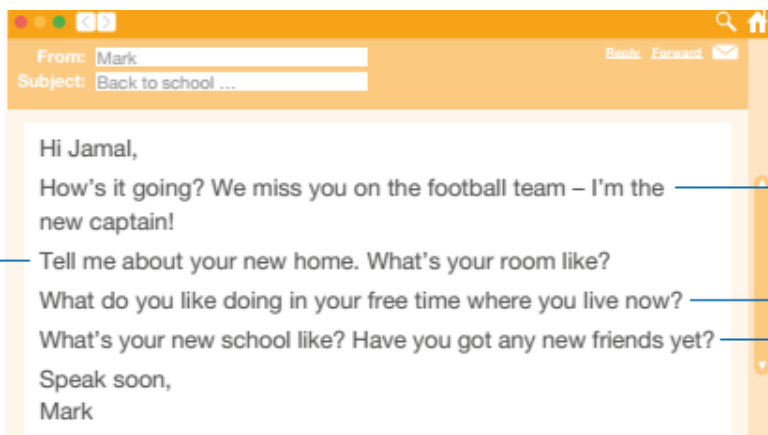
Good morning, good morning,

Good morning to you.

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

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

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



*Describe ...*

*Say congratulations.*

*Explain ...*

*Tell Mark about Simon.*

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

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

*Speak soon,*

*Jamal*



### **Evaluating.**

### **Giving homework.**

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

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

**Lesson:** The past continuous

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

### **I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

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

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

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

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

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

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

2 *They were riding around the track.*

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

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

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

1 *They were wearing/ were wear dark helmets.*

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

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

4 *What was he doing/ do on the court?*

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

6 *Mark is climbing/ was climbing yesterday.*

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

8 *Were they listening/ listened to the match?*

*No, they weren't/ wasn't.*

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

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

0 *Kim / play tennis / swim*

*Kim was playing tennis. She wasn't swimming.*

1 *Adam and Pete / run / skate*

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

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

4 *Megan and Ana / cycle / climb*

5 *Lucy / catch a ball / do athletics*



### **Evaluating.**

#### **Giving homework.**

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

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

**Lesson:** 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:** City problems

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

### **I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

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

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

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

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 There's a serious problem with ...

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

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

5 One of my favourite places is ...

3 There are lots of ...

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

### **Evaluating.**

### **Giving homework.**

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

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

**Lesson:** New York City

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

### **I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

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

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

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

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



### **History**

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

#### **4 Answer the questions with information from the article.**

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

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

3 How tall is the tallest building in the city?

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

5 How can you get from Manhattan to Brooklyn?

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

1 very tall buildings, usually in a city

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

3 consisting of many different types

### **Evaluating.**

#### **Giving homework.**

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

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

**Lesson:** An informal email 2

**Aims of the activity:**

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

### **I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

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

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

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

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

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

Good morning to you, good morning to you.

Good morning, good morning,

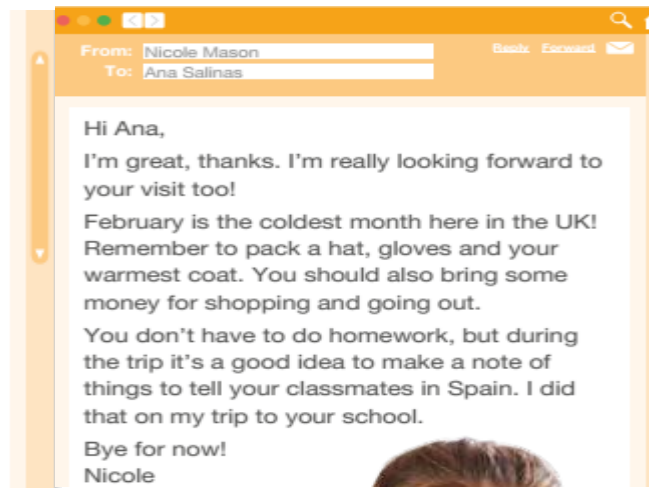
Good morning to you.

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

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

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

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



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

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

#### **6 Write your email to Sam.**

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

### **Evaluating.**

#### **Giving homework.**

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

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

**Lesson:** Traveling writing

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

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

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

**Competition details**

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

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

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

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

**1 Discuss the questions in pairs.**

1 What do you usually do at the weekend?

2 What are you planning to do next weekend?

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

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

*Making suggestions*

*Suggesting ideas*

*Why don't we ...?*

*What about ...?*

*How about ...?*

*We could ...*

*Agreeing with ideas*

*That's a good idea.*

*That sounds great!*

*Disagreeing with ideas*

*I'm not sure.*

*The problem with that is ...*

*... might be a better idea.*

*Making a decision*

*Yes, let's do that.*

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

*go walking in the mountains go to the beach*

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

**Evaluating.**

**Giving homework.**

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



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

**Lesson:** Money and shopping

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

### **I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

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

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

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

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



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

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

b Sometimes, but not often.

c No, I never save up for anything.

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

a Yes. I save my money in mine.

b Yes, but I never use it.

c No way. I'm not old enough!

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

a Of course.

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

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

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

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

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

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

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

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

#### **Evaluating.**

#### **Giving homework.**

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

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

**Lesson:** Food and drink

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



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

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

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

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

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

**6 Discuss the questions.**

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

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

3 What food do you eat raw?

4 What spicy food do you eat?

5 Do you often eat vegetarian meals?

6 Do you eat a lot of sweet things?

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** British food

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

### **I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

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

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

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

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

#### **Typical favourites**

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



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

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

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

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

### **Evaluating.**

### **Giving homework.**



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