



ДОКУМЕНТЫ КРУЖКА

ПО ПРЕДМЕТУ АНГЛИЙСКОМУ ЯЗЫКУ

ДЛЯ 9-10-11 КЛАССОВ

ОБЩЕОБРАЗОВАТЕЛЬНОЙ ШКОЛЫ № _____

ПРИ ОТДЕЛЕ ДОШКОЛЬНОГО И ШКОЛЬНОГО

ОБРАЗОВАНИЯ _____

УПРАВЛЕНИИ ОТДЕЛЕ ДОШКОЛЬНОГО И

ШКОЛЬНОГО ОБРАЗОВАНИЯ

20__-20__ УЧЕБНЫЙ ГОД

Информация о членах кружка

<i>n/n</i>	Имя фамилия	Год рождения	Класс	Адрес	Родители	Номер телефони	Прим.
<i>1.</i>							
<i>2.</i>							
<i>3.</i>							
<i>4.</i>							
<i>5.</i>							
<i>6.</i>							
<i>7.</i>							
<i>8.</i>							
<i>9.</i>							
<i>10.</i>							
<i>11.</i>							
<i>12.</i>							
<i>13.</i>							
<i>14.</i>							

<i>15.</i>							
<i>16.</i>							
<i>17.</i>							
<i>18.</i>							
<i>19.</i>							
<i>20.</i>							
<i>21.</i>							
<i>22.</i>							
<i>23.</i>							
<i>24.</i>							
<i>25.</i>							
<i>26.</i>							
<i>27.</i>							
<i>28.</i>							
<i>29.</i>							
<i>30.</i>							

«Утверждаю»
Директор школы:

« ___ » _____ 20__ г

«Согласован»
Зам директора школы:

« ___ » _____ 20__ г

ПЛАН

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

п/п	Темы	часы	число	прим
1.	Yellowstone	1		
2.	Holidays	1		
3.	At the hotel	1		
4.	A new home	1		
5.	A description of a home	1		
6.	Accepting other people's opinions	1		
7.	Materials	1		
8.	Memories	1		
9.	Holiday activities	1		
10.	Future plans	1		
11.	Time capsules	1		
12.	Life events	1		
13.	The past continuous	1		
14.	Keeping fit	1		
15.	A story 1	1		
16.	City problems	1		
17.	New York City	1		
18.	Obligation and choice	1		
19.	Traveling writing	1		
20.	Dealing with conflict	1		
21.	Food and drink	1		
22.	The present perfect and past simple	1		
23.	What kind of a friend are you?	1		
24.	Friendships	1		
25.	Sports phrases	1		
26.	Suggestions and comments	1		
27.	Working as a team	1		
28.	Making things	1		
29.	Discussing options 1	1		
30.	Sports in Canada	1		
31.	An email 1	1		
32.	Buildings	1		
33.	Creative writing	1		
34.	Technology	1		

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: 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.

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 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: 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: 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: A description of a home

Aims of the activity:

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

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

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

Type of the activity: visual

Method: interactive teaching method

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

Form: listening, speaking

I. Introduction:

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

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

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

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

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,




Good morning to you.

III. Procedure of a new activity.




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

1 For each question, choose the correct answer.




2 Which is Jason's house?

A  **B**  **C** 

3 What time is Jenny going to leave school today?

A  **B**  **C** 

4 What colour does Ben want to paint his bedroom?

A  **B**  **C** 

Hi, I'm Fernanda. I live with my family in an apartment in São Paulo, Brazil. It's on the ninth floor of a big block near the city centre. It's got a kitchen, a living room, a bathroom and two bedrooms. I share one of the bedrooms with my sister, Luiza. She's 15. I'd like my own bedroom, but it's OK sharing with Luiza. We like the same things and weenjoy talking at night.

We use pronouns instead of nouns, so we don't have to repeat nouns. Which nouns do the underlined pronouns in Fernanda's description replace? Now replace the underlined nouns in this paragraph with pronouns.

David lives with his family in a small house in York. The houseis quite new and the househas two bedrooms. David shares his bedroom with his baby sister, Mia. Miais two and a half. David's mum, Helen, is a doctor and his dad, Franciscoboth work at the local hospital.

PLAN Think about your home. Where is it? What kind of home is it? Who lives there? How many rooms has it got? Do you have your own room, or do you share a bedroom? Make notes.

WRITE Write a description of your home. Use pronouns for some of the nouns.

IMPROVE Read your description and look for mistakes. Check that youincluded all the information from your plan and thatyou have used some pronouns

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: 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: 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.

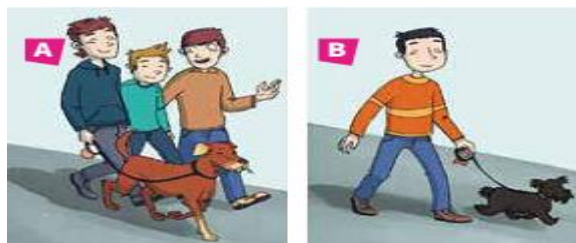
III. Procedure of a new activity.

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: 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: 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: 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: The past continuous

Aims of the activity:

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

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

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

Type of the activity: visual

Method: interactive teaching method

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

Form: listening, speaking

I. Introduction:

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

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

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

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

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

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

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

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

2 They were riding around the track.

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

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

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

1 They were wearing/ were weardark helmets.

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

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

4 What was he doing/ doon the court?

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

6 Mark is climbing/ was climbingyesterday.

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

8 Were they listening/ listento the match?

No, they weren't/ wasn't.

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

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

0 Kim / play tennis / swim

Kim was playing tennis. She wasn't swimming.

1 Adam and Pete / run / skate

2 Myla / throw a ball / hit a ball

3 Karl and Liam / play squash / kick a ball

4 Megan and Ana / cycle / climb

5 Lucy / catch a ball / do athletics



Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

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

Lesson: 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.



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: A story 1

Aims of the activity:

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

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

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

Type of the activity: visual

Method: interactive teaching method

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

Form: listening, speaking

I. Introduction:

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

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

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

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

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

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

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

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

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

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

PREPARE TO WRITE

A story (1)

When you write a story:

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

a Ellen saw the pickpocket.

b The police caught the pickpocket.

c Ellen got off the coach.

d The story appeared on the internet.

e The coach left school



Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20__ год

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

Lesson: City problems

Aims of the activity:

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

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

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

Type of the activity: visual

Method: interactive teaching method

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

Form: listening, speaking

I. Introduction:

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

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

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

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

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

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



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

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

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

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

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

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

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

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

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

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

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

3 The boy usually gets _____ into the city.

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

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

1 There's a serious problem with ...

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

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

5 One of my favourite places is ...

3 There are lots of ...

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

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

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

Lesson: 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: Obligation and choice

Aims of the activity:

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

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

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

Type of the activity: visual

Method: interactive teaching method

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

Form: listening, speaking

I. Introduction:

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

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

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

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

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

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

1 Read the examples. Then complete the rules.

1 You must show them you can change.

2 He knows he mustn't go in there.

3 I have to get home by 9.30 pm.

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

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

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

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

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

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

d We use *for* rules in the past.

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

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

0 things you have to do at school

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

1 things you don't have to do at school

2 things you mustn't do at school

3 things you must do at home

4 things you mustn't do at home

5 things you had to do when you were younger

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

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

1 I can never find my phone.

2 I find it hard to make friends.

3 I have a lot of arguments with my cousins.

4 My parents think everything is my fault.

5 My sister/brother uses my things without asking

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20__ год

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

Lesson: Traveling writing

Aims of the activity:

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

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

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

Type of the activity: visual

Method: interactive teaching method

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

Form: listening, speaking

I. Introduction:

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

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

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

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

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

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

First prize: Trip to (1) .

Length of trip: two (2) .

Competition details

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

Maximum number of words to write: (4) .

Closing date of competition: 19th (5) .

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

1 Discuss the questions in pairs.

1 What do you usually do at the weekend?

2 What are you planning to do next weekend?

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

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

Making suggestions

Suggesting ideas

Why don't we ...?

What about ...?

How about ...?

We could ...

Agreeing with ideas

That's a good idea.

That sounds great!

Disagreeing with ideas

I'm not sure.

The problem with that is ...

... might be a better idea.

Making a decision

Yes, let's do that.

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

go walking in the mountains go to the beach

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

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20__ год



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

Lesson: Dealing with conflict

Aims of the activity:

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

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

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

Type of the activity: visual

Method: interactive teaching method

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

Form: listening, speaking

I. Introduction:

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

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

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

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

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

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

1 Ask and answer the questions with a partner.

- 1 Do you get along well with most people?
- 2 What things make you feel upset or angry?
- 3 What do and your friends argue about?

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

A Live and learn

C Stay calm

B Be clear and kind

D Think together



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

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

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

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

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



Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20__ год

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

Lesson: Food and drink

Aims of the activity:

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

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

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

Type of the activity: visual

Method: interactive teaching method

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

Form: listening, speaking

I. Introduction:

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

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

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

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

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

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



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

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

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

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

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

6 Discuss the questions.

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

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

3 What food do you eat raw?

4 What spicy food do you eat?

5 Do you often eat vegetarian meals?

6 Do you eat a lot of sweet things?

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20__ год

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

Lesson: The present perfect and past simple

Aims of the activity:

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

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

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

Type of the activity: visual

Method: interactive teaching method

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

Form: listening, speaking

I. Introduction:

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

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

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

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

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

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

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

1 Ollie's eaten everything from ants to zebra.

2 I made an ostrich curry last week.

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

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

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

2 Choose the correct form of the verbs.

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

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

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

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

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

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

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

0 go to a concert? – Who / see?

1 make anyone angry? – Who / be / it?

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

3 win anything? – What / win?

A: Have you ever been to a concert?

B: Yes, I have.

A: Who did you see?

B: I saw Calvin Harris last year.

7 Correct the mistake in each sentence.

1 Yesterday I have left my phone at your house.

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

3 I know her since 2010.

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

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

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

Lesson: What kind of a friend are you?

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 quiz. Choose the five sentences that are most true for you

WHAT KIND OF A FRIEND ARE YOU?

I sometimes feel a bit **anxious** in situations where there are lots of people.

When my friends are **annoying**, I tell them. But I am **sensitive** to their feelings.

I hang out with my friends if I have spare time.

I love hanging out with a big group of friends.

If my friends have a problem, then I'll listen.

I love laughing, especially when I feel **silly**!

My friends trust me with their secrets.

I love my friends, but I really love being on my own.

I don't like planning too much. Let's just see what happens!

I'd do anything to help my best friends.

I prefer to listen to other people's ideas, although I sometimes have good ideas too.

I have lots of best friends – girls and boys!

2 Read the descriptions. Do you agree with what the quiz says about you?

1 MOSTLY ORANGE Brilliant best friend

You're a **reliable** best friend. And you're also kind, honest and caring, and your friends know how **sensible** you are! You're a **thoughtful** and sweet person, and it's no surprise that you love having people around you.

2 MOSTLY YELLOW The cheerful chum

You've got loads of friends and you're **easygoing**! You love having fun and you'd never be cruel to anyone. You are never **jealous** of other people, and everyone likes that! People love having you at parties! Go, **sociable** you!

3 Match the words in Exercises 1 and 2 to the meanings.

1 making you feel angry

2 someone you can trust and/or believe

3 behaving in a careful way that shows good judgement

4 enjoying being with people

5 worried and nervous

6 relaxed and calm

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

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

Lesson: Friendships

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 a list of the differences between your online friends and your real friends.

2 Read the article quickly. Were any of your ideas mentioned?

Scientist Dr Russell Carley is interested in finding out about friendship in the 21st century. He started by trying to answer the question: Can online friends be as good as face-to-face friends? Surprisingly, he found that the answer is a big YES! A friend is someone who gives you honest advice and support, and, of course, an online friend can do that. Online friends can also be close friends. Our real friends can't be with us 24 hours a day, but the online community never sleeps! When you feel anxious in the middle of the night, there's always someone who can give you support through a text, a message or just a 'like'. Having online friends is good for your memory, too. There's a lot of information to check every day. When you see an interesting holiday picture, you make a note in your mind to ask your pal about it next time they're online, or when you're together in person



3 Read the article again. Answer the questions.

1 How can an online friend support you at night?

2 How do online friends help your memory?

3 What happens when you hug a friend?

4 What happens when you talk to people face-to-face?

5 According to the article, which are best for you: online or face-to-face friends? Why?

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

1 friend

2 movements of your hands, arm or head to show a feeling

3 remove someone from your social media account

4 when you put your arms around someone because you like them

5 getting more information about something

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год

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

Lesson: Sports phrases

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. Discuss the questions.

1 Which are individual sports? Which are team sports?

2 Which of these sports can you do at your school?

2 Listen to three people talking about sport. Which sports do they talk about?

3 Listen again. Choose the correct words to complete the phrases.

1 enter/ join a competition or tournament

2 win/ score a prize, medal, game or match

3 score / win a goal or point

4 give/ lose a game or match

5 win / beat the other team

6 have / join a go at something

7 join / enter a club

8 give / join (someone) the chance

9 miss/ enter an opportunity to do something

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: Working as a team

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

Working as a team

Projects and other activities can be easier if we work with other people as a team. We can do tasks more quickly if we share the work and help each other. Different group members can combine their talents and work on tasks they enjoy, while teaching other people how to improve.

1 Ask and answer the questions with a partner.

1 How often do you work in teams in your classes?

2 Do you do any team activities in your free time?

3 Do you like working in teams? Why? / Why not?

3 Match the sentences with the introduction or tips 1–5 in the text.

1 Some people may want to choose tasks they are good at doing.

2 Everyone has to be responsible and complete their own tasks.

3 If you don't understand the instructions, check with the teacher.

4 Think carefully about the best order for doing the different tasks.

5 When team members don't work well together, projects are more difficult.

6 It's more successful if team members each have a special part to play in the team

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: Discussing options 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 instructions for the task below.

Think about each idea and make notes. Compare your notes with a partner.

A boy's sister is coming home from hospital. Here are some things they could do for her first day at home. Talk together about the different things they could do, and decide which one would be the best.

2 Discuss your ideas with your partner. Talk about all the ideas and agree on which is best. Use phrases from the Prepare to speakbox.

Things to do for sister's first day at home



Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20__ год

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

Lesson: Sports in Canada

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 the equipment (A–F) in the photos opposite.

bat helmet hoop pads puck stick

2 Read the article. For each sport, how many professional teams are there in Canada?

3 Answer the questions with information from the texts.

1 Where do many Canadians go skating for the first time?

2 What did Frederick Stanley do for Canadian ice hockey?

3 How are Canadian and American football different?

4 In what sport do athletes compete for the Grey Cup?

5 Why could softball be easier for children than baseball?

6 Which baseball team won the World Series in 1992?

7 Why can we say that basketball is a Canadian sport?

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

1 free time

2 something that keeps you safe

3 started or created

4 at the present time

5 cold, solid and hard, like ice

6 not professional players

5 Listen to a presentation about lacrosse, another Canadian national sport. Number the topics in the order you hear them.

a the number of players

b the people who invented it

c the international federation

d the stick that players use

e how long the matches are

f the national association

g equipment for protection

h the size of the lacrosse ball



Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20__ год

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

Lesson: An 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 part of an email that Sophia has received from her friend Jacob.

Then read Sophia's reply.

Does Sophia answer all Jacob's questions?

Last night, I went to an awesome concert in our town with my brother. It was amazing! Tell me about a concert you enjoyed. Where did it take place? What was it like? How did you feel?

Dear Jacob,

It was our school concert last week! And our band played!

It took place in the school hall and there were loads of great performances from different year groups. I performed at the concert with my mates. When I first walked on stage, it was dark and scary—you can't imagine how nervous I felt! Then the lights came on and we played our music. It was awesome! We had such a cool time and I've never seen so many people clap – for us! We recorded it, so I'll send you a recording.

Write soon,

Sophia

4 Rewrite the sentences using short forms.

1 *He has never been to a music festival.*

2 *We are going to give Amy a lift at 8 pm.*

3 *Do you know who is going to perform next?*

4 *I would really like to see a live classical music concert.*

5 *They have not bought their tickets yet.*

6 *Dan and Gemma could not find a place to park near the concert*

5 Match the highlighted informal words in Sophia's email to the meanings.

1 *lots*

2 *frightening*

3 *very good*

4 *friends*

5 *enjoyed*

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: Creative 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.

1 Ask and answer the questions with a partner.

1 What do you enjoy reading in your free time?

2 What was the last book or story that you read?

3 Do you ever write or imagine your own stories?

2 Read the article on the opposite page about how to plan a story. Do you use a similar process for writing stories? Complete the sentences in the article with the words in the box. main middle person time true

3 Complete the sentences about the article with two or three words.

1 There are ways the creative writing process.

2 The villain is someone who for other characters.

3 Sometimes the narrator knows what a character .

4 The setting includes facts about the of the story.

5 Most writers revise and many times before they are happy

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

1 unusual or unknown

2 well-known and easy to recognise

3 work to find an answer

4 the feeling of a situation

5 working in the best way

6 think or believe that something will happen

6 Listen again and answer the questions.

1 Why hasn't Sam finished writing his story yet?

2 What location is Sam thinking about for his story?

3 Who are Sam's four main characters going to be?

4 What happens when they go down to the basement?

5 Why can't the characters call the police for help?

6 What type of ending is Sam planning for his story?

Evaluating.

Giving homework.



Зам директора школы _____ дата _____ 20____ год

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

Lesson: Technology

Aims of the activity:

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

Educative aim: to bring up them to be friendly

Developing aim: to enable pupils to ask and answer questions

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

Type of the activity: visual

Method: interactive teaching method

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

Form: listening, speaking

I. Introduction:

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

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

-Good morning, pupils!

-I'm glad to see you.

II. Reflection and assessment.

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

Activity 1 Listen and sing

Objective: to sing the song “Good morning”

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

III. Procedure of a new activity.

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

1 Look at the photos. What can you see?

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



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

A in the 1920s

B in the 1930s

C in the 1980s

2 What does autonomous mean?

A The car will choose your music.

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

C The car drives itself.

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

charge connection display experiments fuel invention plug in power pump satellite

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

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

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

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

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

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

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

Evaluating.

Giving homework.

Зам директора школы _____ дата _____ 20____ год