



# **ДОКУМЕНТЫ КРУЖКА**

*ПО ПРЕДМЕТУ АНГЛИЙСКОМУ ЯЗЫКУ  
ДЛЯ 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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«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.	Animals of the world	1		
2.	Yellowstone	1		
3.	Holidays	1		
4.	Ways of traveling	1		
5.	A new home	1		
6.	Talking about the past	1		
7.	Accepting other people's opinions	1		
8.	Review	1		
9.	School subjects	1		
10.	World schooling	1		
11.	Materials	1		
12.	Memories	1		
13.	Review	1		
14.	Exam 4	1		
15.	Adventure weekend	1		
16.	Adventure holidays	1		
17.	Life events	1		
18.	Comparatives and	1		
19.	The past continuous	1		
20.	Football	1		
21.	Exam 2	1		
22.	Crimes and criminals	1		
23.	City problems	1		
24.	Quantifiers	1		
25.	Review	1		
26.	Relationships	1		
27.	International travel	1		
28.	The future	1		
29.	Review	1		
30.	Exam 5	1		
31.	A story 2	1		
32.	Food and drink	1		
33.	British food	1		
34.	Body and health	1		

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

**Lesson:** Animals of the world

**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.



dolphin elephant giraffe monkey parrot penguin polar bear snake tiger whale

**2 Answer the questions about the animals in Exercise 1.**

1 Where do the animals come from?

2 Where do they live (sea, mountains, forest)?

3 Which are dangerous?

4 Look at each photo carefully. Are the animals in a zoo or are they wild?

5 How many other animals can you name in English?

**TALKING POINTS**

*What are your five favourite animals?*

*Why do you like them?*

*How often do you go to zoos?*

*Do you like them?*

**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:** 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:** 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:** 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:** Talking about the past

**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 example sentences from the text.**

**Find and underline all the verbs in the sentences. Which verbs are past simple and which verbs are past continuous?**

a Gary was building everything for their new home, while Paula was working.

b They were looking at homes on the internet one day, when Tim, Gary's dad, had an idea.

c Finally, Gary finished the work on the lorry and they moved in.

**2 Match i–iii to sentences a–c in Exercise 1.**

i One action follows the other.

ii The actions are happening at the same time.

iii One action interrupts the other.

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

To form the past continuous, we use the present /past simple of the verb be and the present /past participle

**4 Complete the sentences using the past simple or the past continuous. Sometimes more than one answer is possible.**

1 While my brother was painting his bedroom, my sister (help) our mum in the garden.

2 We (live) in an apartment for a year and then we moved to a house.

3 My dad (cook) dinner in the kitchen when I arrived home from school.

4 I did my homework and we (eat) dinner in the kitchen.

5 When Mum phoned me, I (leave) my classroom with my friends.

6 While my parents (watch) TV, I was playing computer games with my friends.

**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:** Review

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

**5 Match the questions 1–5 in Exercise 4 to the advice a–e.**

*a It's important to have your own opinions. Don't always agree immediately.*

*b Sometimes you can change your opinion because you listen and decide another idea is better.*

*c You should be polite to other people and listen carefully when they are speaking.*

*d It's best to talk to other people when there is a problem and think of ideas that make everyone happy.*

*e It is important to listen to other people's opinions and decide if the ideas are good or bad. Don't get angry or stop listening. Maybe they are really good ideas!*

**6 Match the highlighted words in the quiz to the definitions.**

1 not pay attention to

2 have the same opinion as

3 speak when another person is speaking

4 be polite to

5 give and receive

**7 Listen to David and Jenny discussing what to do for their friend Martha's birthday. Do they agree in the end?**



**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:** World schooling

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

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

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

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

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

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

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

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

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

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

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

**3 Complete the table.**

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

**Evaluating.**

**Giving homework.**

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



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

**Lesson:** 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:** Review

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

**3 Read the web page again and complete the table.**

**Types of public secondary schools in the UK**

*1 schools – These schools take children of all abilities.*

*2 schools – Children need to pass an exam to get in these schools.*

*3 schools or academies – These are secondary schools in Scotland*

Secondary school	England and Wales	Northern Ireland	Scotland
National exams at age 16	GCSEs	<sup>4</sup> _____	National 5 exams
National exams at age 17	AS levels	AS levels	<sup>5</sup> _____
National exams at age 18	<sup>6</sup> _____	A levels	Advanced Highers
School year starts	September	<sup>7</sup> _____	August
School year finishes	<sup>8</sup> _____	June	June

**4 Read the information on the Woodedge Secondary School website. Is this school similar to your school?**

**Answer the questions.**



**Evaluating.**

**Giving homework.**

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

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

**Lesson:** Exam 4

**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 *At what age do students leave Woodedge School?*

2 *Why do students need to bring money to school on 13th November?*

3 *Do students have to wear their school uniform on 13th November?*

4 *How many tickets can each student buy for the concert?*

5 *What must students wear for the football competition?*

6 *Where are Year 11 students going on 30th November?*

5 *Listen to Aleesha talking about Woodedge School.*

**Answer the questions.**

1 *How many pupils are there at Woodedge?*

2 *What is Aleesha's cultural background?*

3 *What time does school finish?*

4 *What do students learn about in PDT?*

5 *What kind of food can you get at lunchtime?*

6 *How does Aleesha pay for her lunch?*

7 *What after-school clubs is she doing this term?*

8 *What is she making for Charity Day?*

**6 Compare Woodedge School with your own.**

*Talk to your partner about these things.*

- *after-school clubs*
- *how long the day is*
- *mix of cultures*
- *number of students*
- *school concerts*
- *special days (like Charity Day)*
- *school lunches*
- *school trips*

**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:** Adventure 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.

**1 Work in pairs. How do you say these dates?**

17th August

21st November

3rd February

*Write down four other dates. In pairs, say them for your partner to write down.*

**2 Read the information sheet about the adventure holiday. What kind of information are you going to listen for?**

**LISTENING**

**3 For each question, write the correct answer in the gap. Write one word or a number or a date or a time. You will hear a teacher telling students about an adventure holiday.**

**1 Laura is on an adventure holiday with her parents. Read the conversation and answer the questions.**

1 What are Laura and her dad going to do on Saturday morning and Saturday afternoon?

2 What's Laura's dad going to do on Sunday morning?

3 What's Laura going to do on Sunday morning?

*Dad: Let's go waterskiing on Saturday morning, Laura.*

*Laura: I'm not that interested in waterskiing, Dad. How about mountain biking?*

*Dad: I'd prefer to go kayaking or something like that.*

*Laura: Kayaking! That's a great idea!*

*Dad: What shall we do in the afternoon? Would you like to go horse riding?*

*Laura: I'd love to. Where is it?*

*Dad: It's near the beach. It's a shame about the waterskiing. I wanted to do that. Never mind.*

*Laura: Why don't you go on Sunday morning with Mum, and I can sleep late?*

*Dad: Good idea. So, on Saturday we're going kayaking in the morning and ...*

*Laura: ... we're going horse riding in the afternoon!*

**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:** Comparatives and

**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.

*Simon Everything is so different from when I was a teenager. Technology is the greatest change. I had a computer – but only for games, really. And I remember my dad’s first mobile phone in the car – it was huge! But the internet and smartphones changed teenage life forever. We wrote letters; they are texting each other all day. We*

*bought a few CDs every month; they’ve got almost every song in the world – in a tiny device in their pocket! When we moved home, we often never saw old friends again. Now it’s simple to stay in contact with anyone, anywhere.*

*To me, teenage life looks more exciting than it was. Not everything is*

*positive, of course. I don’t think teenagers now are as healthy as we were in the past. They don’t do enough*

*exercise. Without technology, we were more active and spent a lot of our free time outside. Roads were safer, of course, but it’s unbelievable to think that often our parents didn’t have any idea where we were*



**1 Complete the table with the correct comparative and superlative adjectives. Check your answers in the article on page 21**

Adjective	Comparative	Superlative
<b>one-syllable adjectives</b>		
big	bigger	the biggest
great	greater	<sup>1</sup> _____
safe	<sup>2</sup> _____	the safest
<b>two-syllable adjectives with -y</b>		
easy	<sup>3</sup> _____	the easiest

<b>other two-syllable and longer adjectives</b>		
important	more important	<sup>4</sup> _____
<b>irregular adjectives</b>		
good	<sup>5</sup> _____	the best
bad	worse	<sup>6</sup> _____
far	further	the furthest

**2 Read the examples. Then complete the rules with comparative and superlative.**

1 Teenage life looks more exciting than it was.

2 Technology is the greatest change

**Evaluating.**

**Giving homework.**

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



Дата: “\_\_” \_\_\_\_\_ 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:** Football

**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 the show and look at photos A–C. Which is the photo of the week? What happened next?**

**2 Number the events in the order you hear them. Then listen again and check.**

- The football went into the goal.
- The Sunderland player kicked the football.
- A fan threw a beach ball onto the field.
- A Sunderland player was running towards the goal.
- The referee decided to allow the goal.
- The football hit the beach ball.

**3 Listen again. Complete the sentences. Liverpool (x3) Manchester Sunderland (x2)**

- The Sports Reviewstudio is in \_\_\_\_\_.
- A \_\_\_\_\_ fan threw a beach ball onto the field.
- \_\_\_\_\_ won the match 1–0.
- The \_\_\_\_\_ players weren't playing well.
- Chloe thought \_\_\_\_\_ played better than \_\_\_\_\_.

**Read the Prepare to speakbox. Complete the sentences with the past simple or past continuous form of the verbs. Then listen again and check.**

- Manchester City \_\_\_\_\_ (win) for most of the game.
- Real Madrid \_\_\_\_\_ (score) two goals in the last five minutes.
- Lots of people \_\_\_\_\_ (watch) the competition.
- I \_\_\_\_\_ (come) third in one race.

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** Exam 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 Complete the conversations. Use the present simple or continuous, or the past simple or continuous form of the verbs.**

1 A: I (spend) a lot of time on homework at the moment.

B: Me too. It's unbelievable! Last term, we (not have) as much work.

2 A: Why you (stop) having guitar lessons?

B: I (not make) any progress and I didn't like the teacher.

3 A: Why Tom (be) so unfriendly at the moment?

B: I (not know). He usually (say) hello in the mornings.

4 A: (you / go) cycling next Saturday?

B: No. I (usually / go) cycling on Saturdays, but I (lose) my helmet yesterday.

5 A: How old (be) you when you (get) your driving licence?

B: Eighteen. But I (not own) a car until I was 25.

6 A: I (send) you loads of messages last night but you (not read) any of them.

B: No, sorry. I (train) for a swimming competition. It's on Sunday. you (come) to watch?

**2 Complete the second sentence so that it means the same as the first. Use no more than three words.**

1 Your room is messier than mine. My room isn't yours.

2 I'm not as good at climbing as my dad. My dad is at climbing than me.

3 I don't own a warmer jacket. This is jacket I own.

4 My old boots aren't as comfortable as these ones. These boots are my old ones.

5 My hair isn't as curly as my sister's. My sister's hair is mine.

6 You're more patient than me. I'm as you.

7 There isn't a player on the team as bad as me. I'm player on the team.

8 My brother and I are the same height. I'm as my brother.

**3 Choose the correct words.**

1 Tonight she meet /'s meeting some friends at the cinema.

2 Thank you for the gift you sent /sendme recently.

3 She got the better /bestmark in the class.

4 I was looking online because I needed /was needingsome new clothes.

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** Crimes and criminals

**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 crimes to the photos.**

*burglary hacking pickpocketing shoplifting theft vandalism*

**2 Listen to six people talking about crime and decide which crime the speakers are talking about.**

**3 Complete the sentences with the missing crimes from Exercise 1 and the correct type of criminals in the box. Use the plural form where necessary. Then listen and check. burglar hacker pickpocket shoplifter thief vandal**

*1 Three weeks ago a     stole over 100 million email addresses and passwords from a bank in the United States. Experts believe that     costs businesses over two trillion dollars every year.*

*2 We have a problem with     in our area.     have smashed the window of my parents' car three times in the last year.*

*3 We think that only 10% of     are professionals. For these people     is a job. They typically rob large stores and steal expensive items like designer clothes or bags.*

*4 I'd like to report the     of a car. I saw it happen. And I can describe the     .*

*5 Please be careful of     in crowded areas.     is common at stations.*

*6 My neighbour doesn't know when the     happened. The     took TVs, computers, things like that*

**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:** Quantifiers

**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 someor any.**

1 Somepeople drive cars.

2 The Uno doesn't use anypetrol.

3 Have you gotanyideas?

We use:

a before nouns in positive sentences.

b before nouns in negative sentences and in questions.

**2 Complete the sentences with someor any.**

1 Do you need help with the rubbish?

2 I like graffiti but not all of it.

3 There's heavy traffic on the motorway.

4 Is there information about bus times?

5 There isn't electricity at the moment. I think there's a power cut.

6 I've got rubbish here. Where can I put it?

**3 Read the examples. Then complete the rules with the words.**

1 Beijing is like a lot of big citiesaround the world.

2 The city has a lot of traffic.

3 A lot of peoplerride scooters.

4 Scooters don't need much petrol.

5 When Ann was young, she only had a few toys.

6 Many peopledon't have access to electricity.

7 Ann's torch only produced a little light.

a We use many, and to talk about large amounts.

b We don't usually use muchor manyin positive sentences: There is much a lot oftime.

c We use and to talk about small amounts.

d We don't use a fewor a littlein negative sentences: He hasn't got a little muchmoney

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** Review

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



**7 Listen to Fiona talk about her trip to New York. Tick (✓) the places that you hear.**

1 the Statue of Liberty

2 JFK Airport

3 Chinatown

4 Times Square

5 Bronx Zoo

6 Empire State Building

7 Central Park

8 Coney Island

9 MoMA

10 Yankee Stadium

**8 Listen again. Are the sentences true or false?**

1 Fiona went to Coney Island on Sunday morning.

2 They didn't have enough time to see a baseball game.

3 Fiona went to Times Square before lunch on Saturday.

4 Fiona's parents didn't want to visit the art museum.

5 They didn't visit the Statue of Liberty this time.

6 Fiona had dinner in Chinatown on Sunday.

**9 Look at the phrases in the Useful language box. Change the words in brackets with your own ideas.**

**USEFUL LANGUAGE**

*Describing a visit to a city*

1 First, we went to (the park).

2 Next, we visited (Times Square)

3 After lunch, we decided to (visit a museum).

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** Relationships

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

**KAITLIN, 15, DERBY**

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

**DYLAN, 14, PENZANCE**

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

**ALEX, 15, LONDON**

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

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

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

2 *had a problem after class one day.*

3 *had an unwelcome visitor.*

4 *likes being alone sometimes.*

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

6 *can't use something essential.*

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

1 *a secret word that protects you online*

2 *shut something with a key*

3 *say sorry to someone*

4 *treating people in a way that is right*

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

6 *believe someone is good, reliable and honest*

**Evaluating.**

**Giving homework.**

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



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

**Lesson:** International travel

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



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

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

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

1 You have to show your \_\_\_\_\_ and your ticket at the check-in desk.

2 There's often a \_\_\_\_\_ for the security check.

3 You need to follow the \_\_\_\_\_ to your departure gate, where your \_\_\_\_\_ and your \_\_\_\_\_ are checked.

4 As you walk through customs, officers might ask to check inside your \_\_\_\_\_.

**5 Discuss the questions.**

1 What's the difference between a boarding pass and a ticket?

2 What's the difference between a security check and a customs check?

3 What are the best and worst things about air travel?



**Evaluating.**

**Giving homework.**

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

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

**Lesson:** The future

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

### **I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

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

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

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

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

#### **2 Complete the conversation with the correct form of be going to and the verbs in brackets.**

*Olivia: We 1(fly) to Tokyo on holiday! I'm really looking forward it.*

*Zayne: I was in Japan a few years ago. Tokyo's amazing. You 2(have) a great time! What 3 (you / do)?*

*Olivia: We 4(visit) a cat café.*

*Mum: And we 5(go) shopping!*

*Olivia: What? I 6 (not walk) around the shops! I 7(find) a good gaming café.*

*Zayne: 8(you / try) sushi with fish?*

*Mum: No way! I 9(not eat) uncooked fish!*

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

1 Next month, I going to/ 'm going to return your bicycle.

2 We 're going to/ going to visit Argentina

3 They aren't going to meet/ met at the bus stop.

4 I 'm going to working/ 'm going to work in a sports shop. That's my plan.

5 You're going to come/ coming to the UK one day.

6 They aren't going/ not going to join us.

#### **4 Make sentences with the present continuous or be going to.**

0 we / visit / Turkey one day

*We're going to visit Turkey one day.*

1 I / get / the bus at 6.45 pm

2 I / cycle / to your house next time

3 they / not buy / a new TV

4 we / walk / home after school today

5 The sky is dark and cloudy. I think / it / rain

6 we / not catch / the 5.30 train / tomorrow

### **Evaluating.**

### **Giving homework.**

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

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

**Lesson:** Review

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

**1 Complete the information with the pairs of words.**

*burglary / burglars hacking / hacker pickpocketing / pickpockets shoplifting / shoplifters vandalism / vandals*

The average <sup>1</sup> \_\_\_\_\_ takes less than ten minutes.  
About 30% of <sup>2</sup> \_\_\_\_\_ enter a home through an open door or window of an apartment.

<sup>3</sup> \_\_\_\_\_ is very common near signs that warn about the problem. The reason is that when people see these signs, they check their important possessions. <sup>4</sup> \_\_\_\_\_ can then see where these possessions are and follow the people until they get their chance to steal them.

<sup>5</sup> \_\_\_\_\_ in many areas has decreased since the introduction of mobile phones. Some researchers believe that mobile phones are so entertaining that <sup>6</sup> \_\_\_\_\_ aren't as likely to go out, get bored and break or damage something.

According to American research, 75% of <sup>7</sup> \_\_\_\_\_ are adults, and 25% of them are under 18. And <sup>8</sup> \_\_\_\_\_ is actually more common among shop workers than customers!

**2 Match the beginnings of the sentences 1–4 to two correct endings a–h.**

- 1 I am ...                      a on my own.  
2 I am doing ...              b me really happy.  
3 We have ...                 c something tonight.  
4 He makes ...                d a lot of things in common.  
   e friends easily.  
   f fun together.  
   g you a favour.  
   h never wrong

**1 Choose the correct word.**

1 There isn't \_\_\_\_\_ crime in my neighbourhood.

A many B much C some

2 My sister and I are having \_\_\_\_\_ arguments at the moment.

A a lot of B many C a little

3 We did \_\_\_\_\_ sightseeing on holiday, but we mainly relaxed on the beach.

A a few B much C a little

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** Exam 5

**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 story. Use the past simple or past continuous form of the verbs.**

On a cold January morning, Flight 1549 was taking off (take off) from a New York airport when it 1(hit) some birds. The engines 2(stop) almost immediately. Captain Sullenberger quickly realised that the plane 3(fall) very fast. There was only one place he could land the plane: on the Hudson River in the middle of New York! Steven Day is a photographer. That morning he 4(work) on his computer when someone passed his desk. ‘What’s that?’ they asked, pointing to something on the river. Steven 5(find) his camera. At first, he didn’t know what he 6 (take) pictures of. ‘It 7(move) down the river, like a boat,’ he said. When he looked closely, he 8(see) it was a plane. People 9(stand) on its wings in the middle of the river! The next day Stephen’s photograph 10(appear) in newspapers and on websites all over the world

**3 Complete the second sentence so that it means the same as the first. Use three or four words including the word in brackets.**

1 It isn’t necessary to take your passport. (have)

You \_\_\_\_\_ take your passport.

2 What’s your advice about splitting up with Francesca?

Do you think \_\_\_\_\_ with Francesca? (should)

3 It wasn’t necessary for them to print their boarding passes.

They \_\_\_\_\_ print their boarding passes. (have)

4 Taxi drivers are only allowed to pick up passengers at the rank.

Taxi drivers \_\_\_\_\_ passengers at the rank. (must)

5 Is it a good idea for us to come round after dinner? (should)  
after dinner?



### **5 Choose the correct words.**

1 One day I’m asking/ going to ask you for a favour.

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

3 We’ve got a little/ a few time before we need to set off.

4 We saw /were seeing the crowds of people when we were leaving my apartment building

### **Evaluating.**

#### **Giving homework.**

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



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

**Lesson:** A story 2

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

### **I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

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

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

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

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

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



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

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

1 take part in a competition

2 found by looking on a computer

3 returned something to a shop by post

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

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

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

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

4 She when / suddenly had a brilliant idea!

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

### **Evaluating.**

#### **Giving homework.**

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

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

**Lesson:** 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



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

**Lesson:** Body and health

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

### **I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

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

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

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

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

**1 Match the words to the parts of the body A–N. Then listen and check.**

*ankle back cheek chest chin elbow finger forehead knee neck shoulder throat thumb toe*



**2 Complete the table with the words from Exercise 1. Add more parts of the body you can see in the photo.**

head	chin, ...
body	back, ...
leg	ankle, ...
arm	elbow, ...

**3 Listen to three conversations. Match the speakers to the sentences.**

Sam Kelly Josh

a might be ill.

b had an accident and is injured.

c has sore legs and arms after doing sport.

**5 Complete the sentences with words from Exercise 4. There is one word you don't need. Listen again and check.**

1 Sam played tennis yesterday and now she's got (a) \_\_\_\_\_ in her arms, legs and back.

2 Kelly's got a headache, and she has a (b) \_\_\_\_\_ inside her mouth. She says her cheek's (c) \_\_\_\_\_. She needs to go to the dentist because she has (d) \_\_\_\_\_. The other girl hurt her thumb, but it wasn't (e) \_\_\_\_\_.

3 Josh feels very hot, so he thinks he's got a (f) \_\_\_\_\_. Dora thinks that Josh might be getting a (g) \_\_\_\_\_. Josh has a sore throat and a (h) \_\_\_\_\_. Last night he had (i) \_\_\_\_\_, too. He hopes he hasn't got (j) \_\_\_\_\_.

**6 In pairs, compare the illnesses and injuries you've had.**

A: I've had a fever.

B: Me too. I had a high temperature last year

**Evaluating.**

**Giving homework.**

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