



# **ДОКУМЕНТЫ КРУЖКА**

*ПО ПРЕДМЕТУ АНГЛИЙСКОМУ ЯЗЫКУ  
ДЛЯ 9 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>	<b>Имя фамилия</b>	<b>Год рождения</b>	<b>Класс</b>	<b>Адрес</b>	<b>Родители</b>	<b>Номер телефони</b>	<b>Прим.</b>
<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.	Weather	1		
2.	Interesting animals	1		
3.	Animals of the world	1		
4.	Yellowstone	1		
5.	Review	1		
6.	Exam 1	1		
7.	Holidays	1		
8.	Ways of traveling	1		
9.	Travel tips	1		
10.	At the hotel	1		
11.	A new home	1		
12.	Talking about the past	1		
13.	Strange houses	1		
14.	A description of a home	1		
15.	Accepting other people's opinions	1		
16.	Review	1		
17.	Exam 2	1		
18.	School	1		
19.	School subjects	1		
20.	World schooling	1		
21.	Review	1		
22.	Exam 3	1		
23.	Materials	1		
24.	Memories	1		
25.	Writing descriptions	1		
26.	Secondary school in the UK	1		
27.	Review	1		
28.	Exam 4	1		
29.	Holiday activities	1		
30.	Future plans	1		
31.	Adventure weekend	1		
32.	Adventure holidays	1		
33.	Things in the home	1		
34.	Time capsules	1		

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

**Lesson:** Weather

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

*Scientists believe the Earth is 4.6 billion years old. However, the mountains, valleys, hills, rivers, deserts and forests we see today are much younger than that. For example, Mount Everest is about 60 million years old and the Amazon rainforest is only 10 million years old. The youngest sea in the world is the Baltic Sea, at about 15,000 years old. The Earth is always changing because of volcanoes, earthquakes and, of course, wind and rain. Some of these changes are very slow and others are quick. Water and ice can make very big changes to the planet. For example, glaciers (rivers of ice) can cut through mountains and make lakes and deep valleys. Eighty or more volcanoes are under the oceans and sometimes they become new islands. This is happening in the South Pacific, near Tonga. It's normal for our planet to change, but at the moment, scientists think it's changing faster than usual. They don't understand everything that's happening, but they know that some deserts (places where it doesn't rain much) are growing, and many forests are getting smaller. The weather is getting wetter in some places and drier in others, and there are more big storms. However, these changes are not bad for everyone.*

*Because the Arctic is getting warmer, some people in Greenland now own businesses and sell vegetables they grow on their land. That wasn't possible so far north 50 years ago. Farmers in Greenland like the warm weather and hope it will continue*

**Evaluating.**

**Giving homework.**



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

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

**Lesson:** Interesting animals

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

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

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

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

3 Pandas only eat bamboo.

4 Baby pandas are very light when they are born.

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

6 Scientists know exactly how many wild pandas there are.

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



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

**Evaluating.**

**Giving homework.**

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



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

**Lesson:** 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:** 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.



**PREPARE TO WRITE**

*An article about an animal*

**GET READY** Underline the prepositions between, about, around and including in the article about pandas on page 16. Think about their meaning. Which two have the same meaning in the article? Complete the sentences with between, about, around or including.

1 This competition is for anyone the ages of 10 and 14.

2 There are 40,000 African lions left in the wild.

3 All my friends, Tariq, are interested in animals.

4 The zoo is closed January and March.

5 I've got lots of pets, a rabbit and two cats.

**PLAN** Plan your article about an animal. Choose one of the animals in Vocabulary Exercise 1 or a different one.

Write three paragraphs. Make notes for what to include in each paragraph.

Paragraph 1 the kind of animal it is / where it lives / what it eats

Paragraph 2 what it weighs / information about its babies

Paragraph 3 how many are left in the wild / in zoos

**WRITE** Write your article. Try to include the prepositions from Get Ready.

**IMPROVE** In pairs, compare your articles. Can you improve them?

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** Exam 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.

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

**1 Yellowstone is part of one state in the USA.**

**2 Park rangers protect the animals and plants in Yellowstone.**

**3 Yellowstone has a famous glacier.**

**4 The park contains very old plants.**

**5 The geysers in the park are popular with tourists.**

**6 You can't go in the water in the park.**

**7 People regularly see bison in the park.**

**8 The temperature can be very different on summer days and nights.**

**5 Find words in the text that match the definitions.**

**1 different from others (paragraph 1)**

**2 keep safe (paragraph 1)**

**3 very old (paragraph 2)**

**4 fantastic (paragraph 2)**

**5 travel in a small type of boat (paragraph 3)**

**6 animals in general (paragraph 4)**

**7 a meal outside (paragraph 5)**

**6 What can you see on a walk in Yellowstone Park? Make a list. Then, listen and check your ideas.**

**7 Listen and complete the information about two guided walks in Yellowstone Park**

	Mount Washburn	Mystic Falls
Leave hotel at	10 am	<sup>4</sup> _____ am
Transport	bus	bus
Lunch	sandwiches, <sup>1</sup> _____ and cold drinks	hamburgers and chicken
Things to take	a light jacket and a camera	a <sup>5</sup> _____
Landscape you see	the Grand Canyon of Yellowstone and the Teton Mountains	In Biscuit Basin there are geysers and hot-water pools and a <sup>6</sup> _____ in Mystic Falls.
Animals you see	<sup>2</sup> _____ and maybe foxes	bison
Arrive back at	4 pm	<sup>7</sup> _____ pm
After trip activity	a <sup>3</sup> _____ about geography	a meeting to share photos

**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:** Travel tips

**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.



### **MONIQUE**

*Moscow is great for sightseeing! I took photos everywhere I went. The only problem was that I don't speak Russian, so it was hard to get a taxi, and I hate walking. My advice is to take some Russian lessons before you go. I went to the aquarium on my first day. I enjoyed it, but there were a lot of tourists. I preferred the quieter streets with little shops selling postcards and presents. After I got gifts for my friends, I didn't have much money left!*

### **CARLA**

*The underground, or metro, is a great way to travel around, but too crowded for me. My favourite place was Red Square. The buildings are amazing. But don't spend all your time taking photos – I didn't. I bought postcards from the little shops. You don't need Russian. Everyone speaks English. Oh, and I loved the street food and ate lots of it, but it wasn't cheap! The aquarium is fantastic. If you only go to one place, go there.*

### **OLIVIA**

*My favourite place was Old Arbat, one of the oldest streets in Moscow. I wanted to get presents for my mum and dad, but all the shops had the same presents, so I didn't buy much. I mostly ate street food because it didn't cost much, and it was delicious. I went to the metro to look at the amazing stations, but I didn't travel on it. I went everywhere on foot. You see so much that way*

### **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:** 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:** Strange houses

**Aims of the activity:**

**Educational aim:** to learn basic greetings

to learn how to ask and answer questions

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



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

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

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

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

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

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** 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.**

**3 What time is Jenny going to leave school today?**




**A**  **B**  **C** 

**A**  **B**  **C** 

**2 Which is Jason's house?**

**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, Francisco, is a nurse. Helen and 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	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:** 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 Write the missing letters to complete the word for each set.**

0 dolphin penguin giraffe a n i m a l s

1 receptionist luggage tourist h

2 land hill sea E

3 tram underground scooter t

4 balcony ceiling cupboard h

5 address age surname i

#### **2 Complete the sentences with the correct words.**

1 I don't want to go in the car to the beach. Walking is good for us, so let's go .

2 My parents packed our for our skiing holiday last night.

3 Have you got a of the city? I want to see where the museum is.

4 We've got a in our apartment block, but I don't use it. I always use the stairs.

5 Do you ever come to school bike?

6 are large white animals and they live in the cold Arctic.

7 are birds with brightly coloured feathers. Some of them can talk.

8 are birds too, but they can't fly. They spend a lot of time swimming in the ocean.

#### **3 Read the descriptions of some nature words. Write the missing letters to complete the words.**

0 This place is water, but has land all around it. l a k e

1 This place is very dry. It's hot in the day and often cold at night. r

2 This place has lots of trees. r

3 This place is all water and it moves all the time. i

4 This place is low and is often between two mountains. l

5 This place is a kind of mountain, but it has a hole in the top. v

### **Evaluating.**

#### **Giving homework.**

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

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

**Lesson:** School

**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 school subjects in the box to the pictures A–L.**

*biology chemistry design and technology drama*

*foreign languages geography history ICT maths*

*PE physics science*

**Listen and check. Then repeat.**

**2 Read the article about schools in Finland and choose the best title.**

A Starting young

B New ways of learning

C Time for homework

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

**1 At what age do Finnish students go to school?**

**2 How long are they at school every day?**

**3 Do students have any homework?**

**4 Do subject words appear on all school timetables?**

**5 How do some experts think our brains work?**

**6 In Finland, do students**

*a complete a project at the same time as they learn school subjects, or*

*b study school subjects and then complete a project?*

**7 What subjects do students learn when they do the project on Pompeii?**

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

**1 Which are your favourite subjects?**

**2 Which subjects don't you enjoy as much?**

**3 Which subjects are you best at?**

**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:** 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.

*A few years ago, I wasn't very happy at school and I wasn't doing well in tests. So, when I was eight, Mum and Dad decided to teach me at home. Homeschooling – great, I thought! I could stay in bed all day! Well, it wasn't quite like that! My parents found out what I needed to learn. Sometimes I had lessons, but most of the time I studied things I liked and found interesting. That's how homeschooling works best. My favourite hobby was playing computer games, so, with Dad's help, I began to write my own computer programs. But I liked making models too, and for that I needed ... maths! At school, maths was boring, but now it was useful for making my models. I made a model boat and I needed to understand science and maths to do that – oh, and design and technology too! So were there any bad things about homeschooling? Not really. I missed my friends, but I saw them at weekends and we talked about school! They told me about their week at school, and I told them about mine. Mine always seemed more fun to me. Some weeks I studied more than they did. Other weeks I didn't study much at all. And I never had homework! I'm 15 now, and I'm back at school because I need to take exams. I don't mind. It's nice to study with my friends again*

**2 Read Clarissa's blog again. For each question, choose the correct answer.**

1 Why did Clarissa's parents teach her at home?

A Her parents didn't like her school.

B She was too old for her school.

C She was having problems at school.

2 What does Clarissa say about homeschooling in the second paragraph?

A She only learned what her parents told her to.

B She chose what she wanted to learn.

C She studied in bed a lot of the time.

3 Clarissa preferred doing maths at home because

A her dad was able to explain it to her.

B it helped her do things she enjoyed.

C she had more time to spend on it.

4 What was the difference between Clarissa's and her friends' school experiences?

A Clarissa didn't have to do any homework.

B Clarissa always had more work to do than they did.

C Her friends enjoyed themselves more.

### **Evaluating.**

#### **Giving homework.**

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

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

**Lesson:** Exam 3

**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 What's Newsection on a morning radio show. A boy called Ethan is talking about his experience of schooling. What phrase does Ethan use for the education he had on the trip?**

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

- 1 There are four people in Ethan's family.
- 2 Ethan's mum left her job because she wanted to see the world.
- 3 Ruth and Ethan were homeschooled before they went travelling.
- 4 Ethan's parents didn't tell anyone else about their plans.
- 5 Ruth and Ethan's parents helped with the 'world schooling'.
- 6 Ruth and Ethan do a lot of different things when they are travelling.
- 7 Ethan's parents wanted him to go back to school.
- 8 Ethan says he works harder at school than he did when he was world schooled.

**3 In pairs, discuss the questions.**

- 1 Would you like to be 'world schooled'?
- 2 Would your parents be good teachers?
- 3 Which parts of the world would you like to visit?
- 4 What would you miss about your school?

**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:** Writing descriptions

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

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



1 He's a friend of theirs.

2 He's a friend of hers.

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

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

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

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

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

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

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

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

1 You can read your favourite book's there.

2 My friends name's Ben.

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

4 Bring your computer because my is broken.

5 My bedroom is bigger than their.

**Evaluating.**

**Giving homework.**

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

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

**Lesson:** Secondary school in the UK

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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

**1 Discuss the questions with your partner.**

1 Do you like going to school?

2 Why? / Why not?

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

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



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

**The school year**

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

**The school day**

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

**Sixth form / S5 and S6**

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

**Evaluating.**

**Giving homework.**

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



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

**Lesson:** 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:** 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:** 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:** Things in the home

**Aims of the activity:**

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

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

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

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

**Type of the activity:** visual

**Method:** interactive teaching method

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

**Form:** listening, speaking

**I. Introduction:**

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

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

-Good morning, pupils!

-I'm glad to see you.

**II. Reflection and assessment.**

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

**Activity 1 Listen and sing**

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

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

Good morning to you, good morning to you.

Good morning, good morning,

Good morning to you.

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

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



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

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

- 1 This keeps your food cold.
- 2 This makes your clothes clean.
- 3 This keeps you cool.
- 4 This is a place for things you like to read.
- 5 This keeps the rain out of your home.
- 6 This is for cooking food outside.
- 7 These take you from one floor to another.
- 8 You put clothes and small things in it.
- 9 These make it easier to see when it's dark.
- 10 This is for sitting on.
- 11 This keeps your home warm.
- 12 You put things you don't want in this

**Evaluating.**

**Giving homework.**

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

