**Приложение 1**

**Календарно-тематическое планирование**

**с характеристикой основных видов деятельности учащихся на занятии**

**128 часов**

Иностранный язык: английский

Количество часов: 128 часов

Количество занятий в неделю: 2 раза в неделю по 90 минут

Входящий уровень: А0+

Присвоенный уровень: А1

Возраст учащихся: 11-12 лет

Составитель документа:Ларионова Анна Сергеевна

Используемые учебные пособия: **Own it!”** Authors: Claire Thacker, Stuart Cochrane, Samantha Lewis and Daniel Vincent., Cambridge University Press, Cambridge English Language Assessment, 2019

УМК **“ Own it!”** *уровень 1* включает:

10 тематических разделов.

10 разделов учебника, посвященных развитию речевых навыков и умений учащихся, а также социокультурной компетентности учащихся и развитию жизненных навыков. Глобальные культурные темы оживают с помощью документальных видео и вдохновляющих текстов, знакомят учащихся с людьми и местами со всего мира.

Особенностью этого УМК являются разделы учебника ***Learn to Learn*** - ***учимся учиться***. Эти разделы разработаны с целью познакомить учащихся с жизненно важными стратегиями и методами обучения, которые помогут им стать более самостоятельными в обучении. Материалы этих разделов курса разработаны в соответствии с ***Cambridge Life Competencies Framework – шкалой жизненных компетенций.***

9 уроков повторения и обобщения изученного материала;

***Project Work*** – проектная деятельность. УМК включает проект CLIL для каждого четного раздела книги для студента и социокультурный проект для каждого нечетного раздела, задания и описания проектов доступны в книге для учителя. Страница проекта для каждого раздела развивает у учащихся навыки совместной работы, одновременно закрепляя изучение языка в увлекательной и личностно направленной форме. К УМК **«Own It!»** прилагается ***Project Book*** - книга с пошаговыми инструкциями и практическими советами для учителей для организации эффективной работы над проектами.

**Исследуй это!** это управляемая деятельность чтобы помочь ученикам развивать исследовательские навыки и расширить свои знания не только в английском языке.

**Workbook** -Рабочая тетрадь представлена в формате печатного издания

Цифровой пакет к УМК **«Own It!»** на платформе Cambridge One, который включает:

**Practice Extra**- приложение для смартфона включающие, удобные дополнительные практические задания и игры для каждого раздела учебника.

**Collaboration Plus** - инструмент, который позволяет студентам в сотрудничестве удаленно работать над проектами.

**Presentation Plus** – интерактивная презентация для использования на уроке, которая доступна онлайн и офлайн.

**«Own It! »** Level 1: ***Teacher's Resource Bank*** – Дополнительные ресурсы к УМК **«Own It! »** и материалы для развития навыков выполнения заданий в формате экзамена «*Key for schools*»

Промежуточные и итоговые тесты по урокам курса с использованием дополнительных материалов к УМК

**«Own It! »** Level 1 на платформе Cambridge One. Входное тестирование и итоговое тестирование по курсу.

| **Номер занятия** | **Количество часов** | **Тема модуля**  (тематика, название модуля) | **Лексика**  (основная тематика, функциональные слова) | **Грамматика** | **Развитие умений –**  **по видам речевой деятельности** | | | | **Дата план** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Чтение** | **Письмо** | **Аудирование** | **Устная речь** |  |
| **Фонетика** |  |
| 1 | 2 | STARTER  ***WELCOME!***  *Lesson aim: I can say months, numbers and colours.*  STARTER  **READING**  **An online profile**  *Lesson aim:*  *I can understand an online profile.* | Months  Target vocabulary  January  February  March  April  May  June  July  August  September  November  December  Cardinal and ordinal numbers  Colours  Countries and  nationalities. | **LEARN TO LEARN**  Learning numbers together | THE GREAT BIG NUMBER QUIZ!!  Do the quiz with a partner.  1. Look at the photos. Where do you think Diana  and Thiago are from? Read the profiles quickly  and check your answers.  2.Read the profiles again. Are the sentences  T (true) or F (false)? | 1. Write the numbers.  2.Complete the sentences.  3.Own It! Level 1: Teacher's Resource Bank  Worksheet  Starter  Basic Vocabulary  Find nationalities in the profiles to match the countries | 2. Add the colours and write the new colour. Listen, check and repeat. | Complete the sentences with your ideas. |  |
| 2 | 2 | *STARTER*  ***LANGUAGE IN ACTION***    *Lesson aim:*  *I can use subject pronouns, the verb be*  *and question words.*  STARTER  **VOCABULARY AND LISTENING**  **Classroom objects**  *Lesson aim:*  *I can talk about objects in a classroom.* | Classroom objects  Target vocabulary  board  calculator  chair  dictionary  door  notebook  pen  pencil  poster  ruler  table  window | ***1.Subject pronouns and possessive***  ***Adjectives.***  ***2. Verb to be***  ***3. Question words*** |  | ***Subject pronouns and possessive***  ***Adjectives***  1. Complete the examples in the table above.  2. Circle the correct words.  ***Verb be***  3. Complete the examples in the table above.  4.Write a description  of a famous  person.  5. Grammar game with question words.  ***Question words***  6. Match the question words with their functions.  7.Complete the questions with is or are.  **LEARN TO LEARN**  **Recording vocabulary**  1. Divide the pages in your notebook to record new vocabulary. Write  a translation and draw a picture to help you remember the words.  2. Own It! Level 1: Teacher's Resource Bank  Worksheet  Starter  Basic Vocabulary | 1.Own It! Level 1: Teacher's Resource Bank  Worksheet  Starter  Starter  Language in action S.1  1.Match the words in the box with the objects in the picture 1–12.  Listen, check and repeat.  **A talk**  2.Listen and circle the correct answer. | 1.Watch video S.1  Answer the questions:  Where is Isabella from?  What is Martine’s dream?  2. Own It! Level 1: Teacher's Resource Bank  Worksheet  Starter  Starter  Language in action S.1  3.Ask and answer the questions in Exercise 8.  1. Test a partner. Say a word in your language. Your partner says it in English. Can you remember all the new words?  2.Answer the questions with a  Partner. |  |
| 3 | 2 | *STARTER*  **LANGUAGE IN ACTION**  *Lesson aim:*  *I can use whose and possessive pronouns.*  STARTER  **WRITING**  **An informal letter**  *Lesson aim:*  *I can write an informal letter.* | Useful language:  *we often use*  *Dear to start a letter,*  *but we can use Hello or*  *Hi when writing to close*  *friends or family.* | LANGUAGE IN ACTION  1.whose + possessive pronouns  2. Imperatives | 1.Read Gloria's letter. Who is Mrs Weston?  2. Match topics a–d with paragraphs  1–4.  3. Read Gloria’s letter again. Which information isn’t in  the letter?  3.Workbook: Read Jenny’s letter.  . | 1.Look at the table above. Complete the second  sentence with a possessive pronoun.  2.Write the questions. Listen and match the  questions with the answers.  **Imperatives**  3. Complete the instructions with the verbs in the  box.  4.Own It! Level 1: Teacher's Resource Bank  Worksheet  Starter  Language in action S.2  1. Join the sentences with and.  2. Write an informal letter  3. Own It! Level 1: Teacher's Resource Bank  Worksheet  Starter  Writing Template | 1.Watch video S.2  Answer the questions:  *What colour is Mia´s pen?*  *What classroom objects*  *are there?*  *2.* *Own It! Level 1: Teacher's Resource Bank*  *Worksheet*  *Starter*  *Language in action S.2*  3.Listen and follow the instructions*.* | 1. Listen and follow the instructions.  2.Take turns to give your partner instructions. Use  classroom objects or your own ideas. |  |
| 4 | 2 | Unit 1  Friends and Family  **VOCABULARY**  **Family members**  *Lesson aim:*  *I can talk about and describe family members.*  **READING**  **A webpage**  *Lesson aim:*  *I can understand a webpage about families.* | Family members  Target vocabulary  aunt  brother  cousin  dad  daughter  grandad  granddaughter  grandma  grandson  husband  mum  nephew  niece  sister  son  uncle  wife  aunt  cousin, grandmother  sisters  uncle  uncle  Hi, everyone!  For example  you know |  | A webpage  1.Read the webpage. What is it about?  2. Workbook. Read the webpage. What is the webpage about? Choose the correct title.  3. Read the webpage. Are the sentences T (true) or F (false)? | **LEARN TO LEARN**  Making connections  Think of examples from your own life to help you  remember new words.  1.Draw your family tree. Use Beth’s family tree to  help you.  2. Imagine you are a famous person. Write sentences  to describe your family.  3. Own It! Level 1: Teacher's Resource Bank  Worksheet  Unit 1  Basic Vocabulary  1.Complete the  sentences with the correct family words.  2.Correct the sentences. | 1.Video comprehension  Questions  Watch video 1.1  *Look at the photo. How are families different?*  *Before you watch, are friends family?*  *Where are Laura and Andrés from? Watch and check.*  *Which is your favourite family? Why?*  2. Look at Beth’s family tree.  Match nine words in the box with the people a–i. Listen and check.  1.Watch Video 1.2 and do  Video worksheet  Own It! Level 1: Teacher's Resource Bank  Unit 1  Language in action 1.2 | Don’t show your family tree. Take turns to say the  name of a person in your family. Can your partner  guess who they are?  1. Tell your partner two things you know about the circus and two things you want to know about  the topic.  2.Discuss the questions.  What do you think is a typical family?  Is family life in the circus like your family life?  Why / Why not?  What are the good and bad things about life  in the circus? |  |
| 5 | 2 | Unit 1  Friends and Family  **LANGUAGE IN ACTION**  *Lesson aim:*  *I can use have got and possessives.*  **VOCABULARY AND**  **LISTENING**  **Describing people**  *Lesson aim:*  *I can describe people’s appearances.* | Target vocabulary  beard  blonde  brown  freckles  glasses  grey  long  moustache  red  short  tall  wavy | LANGUAGE IN ACTION  1.have got: affirmative and negative  2. Possessive ’s | Own It! Level 1: Teacher's Resource Bank Worksheet  Unit 1  Extension Vocabulary | 1. Complete the examples in the table above. Use  the webpage on page 12 to help you.  2.Circle the correct form of *have got*. Check your  answers in the webpage on page 12.  **Possessive ’s**  3. Look at the table above. Complete the sentences. Use  the words in brackets with ’s or s’.  4.Write true and false sentences with ’s or s’ and have  got. Use the ideas below or your own ideas.  4.Own It! Level 1: Teacher's Resource Bank  Unit 1  Extension Grammar  **Describing people**  1.Complete the table with the words for describing  people in the box. Listen, check and repeat.  **LEARN TO LEARN**  Drawing pictures  *Drawing pictures can help you to remember new*  *words.*  2. Draw pictures of the words in Exercise 1.  3. Own It! Level 1: Teacher's Resource Bank Worksheet  Unit 1  Extension Vocabulary | 1.Complete the text with the correct form of  have got. Listen and check.  1.Look at the photo and listen. Who is the actor?  2.Listen and circle the correct answers. | 1.Watch video 1.2  True or false?  Tess has got two brothers.  Marco has got a big family.  2. Take turns to say your sentences. Can your partner  guess the false sentences?  3.Grammar game  1.Describe the people.  2.Work in pairs. Take turns to describe a member of your family. Can your partner guess who they are?  3.A conversation |  |
| 6 | 2 | **LANGUAGE IN ACTION**  **have got questions**  *Lesson aim:*  *I can ask and answer questions using have got.*  **SPEAKING**  **Phoning a friend**  *Lesson aim:*  *I can have a phone conversation with a friend.* | Useful language  *Bye!*  *Hey, (Evan).*  *Hi, (Lily).*  *How are things?*  *OK/Fine, thanks. You?*  *See you later.*  Everyday English  Are you alright? Cool! Got to go!  That’s funny! That’s so not funny! | LANGUAGE IN ACTION  1.have got questions | 1.Look at the Everyday English box. Find and  underline the phrases in the conversation.  2. Own It! Level 1: Teacher's Resource Bank  Unit 1  Speaking Extra | 1.Complete the examples in the table above.  2.Write the questions and answers about the  famous people in the quiz below.  3.Write a class quiz. Write questions with the correct form of have got.  4. Own It! Level 1: Teacher's Resource Bank  Worksheet Unit 1  Extension Grammar1.Complete the conversation with the phrases  from the Useful language box. Listen and check.  2. Write questions to ask your friend on the phone.  3.Work with another pair. Listen to their phone conversation and complete the notes.  4. Own It! Level 1: Teacher's Resource Bank  Unit 1  Speaking Extra | Watch video 1.3 and answer the questions  Has she got blue eyes?  How many brothers  has she got?  1.Listen to the conversation.  Who is Jack?  2. Complete the conversation with the phrases  from the Useful language box. Listen and check.  3.Work with another pair. Listen to their phone conversation and complete the notes. | 1.Watch video 1.3  *Has she got blue eyes?*  *How many brothers*  *has she got?*  Own It! Level 1: Teacher's Resource Bank Worksheet Unit 1  Language in action 1.3  2.Ask the people in your class your quiz questions.  Grammar game  Watch video 1.4  Practise the phone conversation with your partner. Remember to use have got, the  vocabulary from this unit and expressions  from the Useful language and Everyday  English boxes. |  |
| 7 | 2 | **WRITING**  **An informal email**  *Lesson aim:*  *I can write an informal email to a new friend.*  **AROUND THE WORLD**  **READING**  **THE CULTURE PROJECT**  *Lesson aim: I can understand an article about families and a festival.* | Useful language  at the start: Hi, Hey, Hello  at the end: Email me soon, that’s all for now, Write soon!  contractions: I’m, I’ve, He’s, She’s, Here’s, We’re, Who’s  twins  triplets  quadruplets  babies  activities  dress up  kites  presents  stories |  | 1.Look at the photo. Which boy is Javi? Read his email and find the answer.  2.Read the email again and answer the questions.  1. Look at the photos. Where are the people? What is  special about them? Read the article to check your answers.  Read the article  *Twins Day*  ***2.Explore it!*** | 1.Complete the Useful language box with examples from  Javi’s email.  2. Own It! Level 1: Teacher's Resource Bank  Unit 1  Writing Template AN INFORMAL EMAIL  3.Write an informal email to a new friend.  **Design a poster**  Work in groups. Choose a festival from around the world and  find information about it. Then complete the steps below.  Remember to include facts,  maps, photos and pictures, and the tips from How to design a poster. | Globetrotters  Watch video 1.5  *Children’s Day*  Own It! Level 1: Teacher's Resource Bank Unit 1  Globetrotters | Discuss the questions.  *1 What is interesting about the*  *Festival of Twins?*  *2 Have you got any twins in your family?*  *3 What do you think life is like as a twin?*  **Present your poster to the class.**  **Discuss classmates' projects.** |  |
| 8 | 2 | Раздел 1  Unit 1  Friends and Family  **1 REVIEW**  *Lesson aim:*  *I can review what I have learnt and reflect on my progress.* | * + - 1. **1 REVIEW**       2. Self-assessment       3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 1 Basic Test       4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 1 Extension Test | | | | | |  |
| 9 | 2 | **LEARN TO LEARN**  **LEARN TO … ORGANISE YOUR NOTEBOOK**  *Lesson aim:*  *I can organise my notebook effectively.* |  |  | Look at Omar’s notebook and match the sections in the notebook with different headings. | Students create notebook pages about the  language in the unit, using the strategies  they choose. |  | Discuss the different organization of workbooks. Suggest and discuss different ways to organize your workbook. Tell us how you organize your notebook, explain why this method is effective. |  |
| 10 | 2 | Halloween party |  |  |  |  |  |  |  |
| 11 | 2 | Unit 2  That’s Life!  **VOCABULARY**  **Daily routines**  *Lesson aim:*  *I can talk about daily routines.*  **READING**  **A profile «A day in the life of …»**  *Lesson aim:*  *I can understand texts about daily routines.* | go home  go to bed  go to school  have a shower  have breakfast  pack your bag  wake up  fish  boat  octopus  net |  | **Explore it!**  1.Read the profile. Say one surprising thing about  Amir’s routine.  2. Find words in the profile to match the photos.  3. Are the sentences T (true) or F (false)? | **LEARN TO LEARN**  **Word partners (1)**  Complete the table with activities from Exercise 1. Think  of one more activity for each verb.  1.Read the profile and complete the sentences.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 2  Basic Grammar | 1. watch Video 2.1 and write a list of countries and  activities.  Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 2  Start it! VIDEO WORKSHEET  2.Match eight of the activities in the box with the pictures. Listen, check and  repeat.  3. Listen to Eduardo talking about his day.  Put all the activities in the correct order. | 1.Video comprehension  Questions  Watch video 2.1  *Is the girl in the photo happy? Why / Why not?*  *Before you watch, what time is it in India now?*  *Which countries are in the video? Watch and check.*  *Which is your favourite activity in the video? Why?*  2.Grammar game.  1.Tell your partner three things you do after breakfast.  2. Discuss the questions.  *How is Amir’s life different from yours?*  *What do you like about Amir’s day?* |  |
| 12 | 2 | **LANGUAGE IN ACTION**  **Present simple:**  **affirmative and negative**  **VOCABULARY AND LISTENING**  **Leisure activities**  **Street interviews**  *Lesson aim:*  *I can talk about leisure activities.* | often  sometimes  usually  Target vocabulary  chat online  download songs  go for a bike ride  go shopping  hang out with friends  listen to music  make videos  play an instrument  play video games  read a book/magazine  take photos  watch TV | 1. Present simple:  affirmative and negative  2. Adverbs of frequency | Read the text and complete it with the correct form of the  present simple. Listen and check. | 1.Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 2  Extension Grammar  2. Complete the timeline with the adverbs of  frequency.  3.Imagine you are a famous person. Write three  positive and three negative sentences with adverbs of  frequency  **1.LEARN TO LEARN**  When you learn new words, learn them with the words that go  with them. This will help you remember them.  2. Write five | 1.Watch video 2.2  Name three things he does in the morning.  Is he always on time for school?  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 2  Language in action 2.2  1.Match the activities in the box with the pictures.  Listen,check and repeat.  2.Listen Street interviews. Which activities from Exercise 1  do you hear? | 1.Swap your sentences with your partner. Guess who  they are.  2.A grammar game to develop grammar skills.  A game for developing skills in using new vocabulary. Ex.2 |  |
| 13 | 2 | **LANGUAGE IN ACTION**  **Present simple: questions**  *Lesson aim:*  *I can understand how to use the present simple.*  **SPEAKING**  **An interview**  *Lesson aim:*  *I can ask and respond to interview questions.* | How often  What  What time  When  Where  Useful language  *I’ve got some questions to ask you.*  *Is that OK?*  *I’ve just got one more question.*  *Thank you very much*  *for your time.*  *That’s interesting.*  Everyday English  *Go ahead. It* | 1.Present simple: questions  2. Wh- questions | Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 2  Speaking Extra  *Read and listen to the conversation. What does Grace want for her birthday?* | 1.Write the words in the correct order to make questions. Write the answers.  2. Use the ideas to write questions. Ask and answer with a partner.  1.Complete the conversation with the phrases from the «Useful language» box. Listen and check.  2. Work with a partner and decide  who you want to interview. Write  four questions that you want to ask. | 1.Watch video 2.3  Answer the questions:  Where does Sophie live?  What does Max make?  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 2  Language in action 2.3  3. Listen to audio 2.10 and answer the questions.  1.Listen to the conversation.  Who is Mr Green?  2. Watch video 2.4  «Everyday English», Look at the Everyday English box. Find and underline the  phrases in the conversation. | 1. A grammar game to develop grammar skills.  2. Use the ideas to write questions. Ask and answer with a partner.  Practise the interview with your partner. Remember to use verbs in the present, the vocabulary from  this unit and expressions from  the Useful language and Everyday  English boxes.  Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 2  Communication |  |
| 14 | 2 | **WRITING**  **An article**  *Lesson aim:*  *I can write an article.*  **THE MATHS**  **PROJECT**  *Lesson aim:*  *I can do a survey and present the results.* | **Знаки препинания.**  Useful language  apostrophe’ capital letter A, B,  comma, exclamation mark!  full stop.  question mark |  | Read the article. Discuss the best title. Write  it in the space in the article.  1. Read the survey results. Answer the questions.  2.Read the «How to present survey results» box. Answer the questions. | **Punctuation practice**  1.Look at the Useful language box. Write the  punctuation used in 1–6.  2. Find and circle examples of the punctuation  in the Useful language box in the article and title.  3. Write an article about daily activities.  4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 2  Writing Template  AN ARTICLE  1.Complete the summary of the survey results with the words in the box. Listen and check.  **2. Conduct the survey.**  Own It! Level 1: Teacher's Resource Bank:  **CLIL Unit 2**  **Maths** | 1.Look at the bar chart and complete the results of a  class survey.  Listen and check  2. Complete the summary of the survey results with the words in the box. Listen and check. | Read the article again.  *What does Amy do at these* times*?*  Present your results to the class.  Remember to include carefully  recorded information, an accurate bar  chart and the tips in How to present  survey results. |  |
| 15 | 2 | **2 REVIEW**  *Lesson aim:*  *I can review what I have learnt and reflect on my progress.* | 1. 2 REVIEW  2. Self-assessment  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 2 Basic Test  4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 2Extension Test | | | | | |  |
| 16 | 2 | Thanksgiving |  | | | | | |  |
| 17 | 2 | **LEARN TO LEARN**  **LEARN TO … WORK IN PAIRS**  **When you work in pairs, you learn from your partner.**  *Lesson aim:*  *I can work with a partner.* | **LEARN TO … WORK IN PAIRS** |  |  | 1.Complete the advice 1–6 with *Always or Never.*  2. Complete the sentences about how you work in  pairs with *always, sometimes, or never.* |  | 1.Ask and answer questions with a partner.  Complete sentences. Practise the advice in Exercise 1 «Let’s work well  together! ».  2. Tell your partner your sentences from Exercise 3.  Do they agree? Why / Why not? |  |
| 18 | 2 | Unit 3  School Days  **VOCABULARY**  **School subjects**  *Lesson aim:*  *I can talk about school subjects.*  **READING**  **A webpage**  *Lesson aim:*  *I can understand texts about schools and school activities.* | Target vocabulary  art  design and technology  drama  English  food technology  geography  history  information and  communication  technology (ICT)  music  physical education (PE)  science  Spanish |  | Match the school subjects with the pictures.  Listen, check and repeat.  **Explore it!**  Read the webpage. Close your books.  Write two things you remember about it. | 1.**LEARN TO LEARN**  Recognizing cognates  Some English words are similar to words in your language, but we don’t always use them in the same way.  2.Write five definitions for school subjects. Can your partners guess the subjects.  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 3  Basic Vocabulary  1.Read the webpage again and complete  the sentences.  2. Find the words in bold in the webpage.  Circle the correct option. | 1.Watch Video 3.1  Video comprehension  Questions:  *1.Look at the photo. How is this classroom different to your classroom?*  *2 Before you watch, how do you go to school?*  *3 Where do the students have their lessons? Watch and check.*  4 Which school do you want to go to? Why? | Work with a partner. Ask and answer about your  timetables. Talk about:  subjects you’re good at your favourite subjects  subjects you’re not good at good/bad days  Discuss the questions.  *1 Has your country got schools like*  *Oscar’s school? What type?*  *2 What are the similarities and the*  *distinctions between your school*  *and Oscar’s?*  *3 Do you want to go to a ballet school*  *like Oscar? Why / Why not?* |  |
| 19 | 2 | **LANGUAGE IN ACTION**  *Lesson aim:*  *I can understand how to use can/can’t.*  **VOCABULARY AND LISTENING**  **Places in a school**  *Lesson aim:*  *I can talk about places in a school.* | Target vocabulary  canteen  classroom  ICT room  library  locker area  main hall  playing field  reception  science lab  sports  staffroom | ***can for ability and permission*** |  | 1. Remember the information from the webpage  and complete the sentences.  2.Write sentences about things you can or can’t do  and how well or badly you do them. Use the ideas  below or your own ideas.  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 3  Basic Grammar  1.Match the words with places 1–12 in the plan.  Listen, check, and repeat.  **2.LEARN TO LEARN**  Making a spidergram  Choose places in your school from Exercise 1. Write  down other words related to them. | Complete the text with the correct form of can.  Listen and check.  1.Listen and write the seven places you hear.  2. Listen. What is the radio programme about?  3. Listen the radio programme again. Circle the correct answers. | Watch video 3.2  Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 3  Language in action 3.2  2. Grammar game  3. Ask and answer questions. Find one thing you and  your partner can both do well and one thing you  can’t do at all.  1.Discuss the questions.  *1 What kinds of books do you like?*  *2 Have you got a book club at your school?*  *3 Which clubs do you go to? When and where*  *are they?*  2. Ask and answer about the places in your school. Use as many words as you can from  Exercises 1 and 3. |  |
| 20 | 2 | **LANGUAGE IN ACTION**  *Lesson aim:*  *I can understand how to use like, love, etc. + -ing.*  **SPEAKING**  **Asking for help**  *Lesson aim:*  *I can ask for help.* | Useful language  Are you sure?  Can you do me a favour?  Can you help me, please?  Do you need a hand with …?  Everyday English  *Don’t be silly!*  *I’m stuck.*  *Not again! Not great. Oh dear!* | 1. Verb forms: (don’t) like, don’t  mind, love, hate + -ing  2. Object pronouns |  | 1.Complete the examples in the table.  Write true sentences. Use the ideas in the box or your own ideas.  2.Match the object pronouns with the people or things.  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 3  Language in action 3.3  4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 3  Standard Grammar  **5.Grammar game**  1.Complete the conversation with the phrases from the Useful language box. Listen and check.  2.Look at the Everyday English box. Find and underline the phrases in the  conversation. | 1. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 3  Language in action 3.3  2.Grammar game  1.Listen to the conversation.  *What is Leo’s problem?*  2. Watch video 3.4  Everyday English  Look at the Everyday English box. Find and underline the phrases in the  conversation. | 1.Watch video 3.3 and answer the questions:  What’s her favourite subject?  What does she love doing?  2. Think about things you like and don’t like at your school.  Compare your ideas with a partner. Agree on changes you  want to make.  3.Present your favourite idea to the class with your partner.  The class chooses the best idea.  1.Practise the conversation asking for help with your  partner. Remember to use can/can’t and (don’t) like,  don’t mind, love, hate + -ing. Also use the vocabulary  from this unit and expressions from the Useful  language and Everyday English |  |
| 21 | 2 | **WRITING**  **A description**  *Lesson aim:*  *I can write a description of my ideal school.*  **THE CULTURE PROJECT**  **AROUND**  **THE WORLD**  *Lesson aim:*  *I can understand texts about schools and school activities.* | Useful language  for example  like  such as  **A haiku** is a short Japanese poem with three lines.  Phrasal verbs  *put on*  *take off*  *throw away*  *tidy up* |  | 1.Read Azra’s description.  *Do you think Dream*  *Academy is a real school? Why / Why not?*  2. Read Azra’s description. Match headings a–d with paragraphs 1–4.  **Исследуйте это!**  1. Read the blog and answer the questions.  2.Find and underline words in the blog to match  the definitions  3. **LEARN TO LEARN**  Understanding new words from context.  Find and circle these phrasal verbs in the text. What  do they mean? | 1.Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 3  Writing Template  « A DESCRIPTION OF YOUR IDEAL SCHOOL»  2. Write a description of your ideal school.  1.Write three things you want to know about school life in Japan. Compare with a partner. Read the blog. Does it answer your questions?  2. Complete the sentences with the phrasal verbs | 1.Watch video 3.5  «The School of the Air»  Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 3  Globetrotters | Ответить на  1.Watch video 3.5  «The School of the Air»  Answer the questions:  *Where is Jamie and Paul’s school?*  *What subjects do they study?*  *What do Jamie and Paul love doing?*  2. Discuss the questions.  *1 What is respect? Why is it important?*  *2 How does Hideki show his teachers respect?*  *3 Can you give an example of when you show respect?*  *3.* ***Project Work.*** *When you are happy with your haiku, read it to the class.* |  |
| 22 | 1 | **3 REVIEW**  *Lesson aim:*  *I can review what I have learnt and reflect on my progress.* | 1. **3 REVIEW**  2. Self-assessment  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 3 Basic Test  4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 3 Extension Test | | | | | |  |
| 23 | 2 | **LEARN TO LEARN**  **LEARN TO … USE FLASHCARDS** |  |  | 1.Match the front and back of the flashcards.  2. Tick the types of flashcard you can see in Exercise 1. | 1.Choose five words or phrases from Unit 3. Use the words or phrases to make the five different types of  flashcards in Exercise 2.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 3 Vocabulary Extra |  | Show the front of your flashcards from Exercise 3  to your partner. Can they  guess what is on the back  of each flashcard? |  |
| 24 | 2 | **END-OF-TERM 1 TEST** | 1. Own It! Level 1: Teacher's Resource Bank: Worksheet End-of-term 1 Basic Test 2. Own It! Level 1: Teacher's Resource Bank: Worksheet End-of-term 1 Extension Test 3. Own It! Level 1: Teacher's Resource Bank: Worksheet End-of-term 1 Standard Test | | | | | |  |
| 25 | 2 | **New year and Christmas party!** |  | | | | | |  |
| 26 | 2 | Unit 4  You Are What You Eat  **VOCABULARY**  **Food and drink**  *Lesson aim:*  *I can talk about and describe food.*  **READING**  **An article**  *Lesson aim:*  *I can read texts about food.* | Target vocabulary  apples  bananas  beans  carrots  cheese  chicken  chocolate  eggs  fish  fizzy drink  juice  meat  rice  water  Vocabulary from the text  Spider  worm  grasshopper  oil  salt  peanut butter  garlic  Cambodia  Botswana  Mexico |  | **Explore it!**  1.Look at the photos of food in the article. Where do you think people eat this food? Do they enjoy it?  Read the article and check your  answers | 1. Write all the food and drink words you know in English.  Compare with a partner.  2. **LEARN TO LEARN**  Personalising vocabulary  When do you have the food and drinks in Exercise 2?  Write the words in the table.  Compare with a partner. Write sentences about your partner’s meals. Use adverbs of frequency.  3.Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4 Start it!  1.Check the meaning of the words in bold in the article.  2. **LEARN TO LEARN**  Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4  Basic Vocabulary | 1. Match the words in the box with the photos. Listen, check and repeat.  2.Watch Video 4.1.  Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4  Start it! | 1.Watch the video Video 4.1.  Own It! Level 1: Teacher's Resource Bank: Worksheet  Unit 4 Start it.  2. Discuss the questions.  *1 Which food do you love/hate?*  *2 Which food do you eat when you’re*  *happy? What about when you’re sad?*  Discuss the questions.  *1 Do people in your country eat bugs?*  *2 Which of these bugs do you want to try?*  *3 Why do you think eating bugs is good for the planet?* |  |
| 27 | 2 | **LANGUAGE IN ACTION**  *Lesson aim:*  *I can understand how to use countable and uncountable nouns.* **VOCABULARY AND**  **LISTENING**  *Adjectives*  *Lesson aim:*  *I can describe food.* | Target vocabulary  cold  delicious  disgusting  fresh  healthy  hot  nice  salty  sweet  unhealthy | 1. Countable and uncountable nouns  ***2. a/an, some/any*** | **LEARN TO LEARN**  **True or false sentences**  **1.A quiz**  Read the sentences in Exercise 6 and predict if they are T (true) or F (false).  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4  Extension Vocabulary | 1.Complete the table with the food words in the box.  2. Complete the conversation with ***a, an, some or any.***  Listen and check.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4  Basic Grammar  1.Complete the sentences with the adjectives in the box. Listen and check.  2. Write five sentences to describe a type of food. Use adjectives.  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4  Basic Vocabulary | 1.Students listen to each other’s conversations and  write all the food words they hear.  *2.* Own It! Level 1: Teacher's Resource Bank: Worksheet *Unit 4*  *Language in action 4.2*  1.Listen to the words in Exercise 1 and repeat  them. Which two words have got a negative meaning?  **LEARN TO LEARN**  **True or false sentences**  2. Listen to the quiz and check. How many of your  predictions are correct? | 1.Watch video 4.2  *What food can you see at the market?*  *What’s his favourite food?*  *2.* Own It! Level 1: Teacher's Resource Bank: Worksheet *Unit 4*  *Language in action 4.2*  3. Work with a partner. Change the food and  drink words in Exercise 4 and write your own  conversation. Practise your conversation.  4 Grammar game Work with a partner. Take turns to say your  sentences. Can your partner guess the type of food? |  |
| 28 | 2 | **LANGUAGE IN ACTION**  *Lesson aim:*  *I can understand how to use there is/are and much/many.*  **SPEAKING**  **Ordering food and drink**  *Lesson aim:*  *I can order food and drink.* | Useful language  Can I have …?  Can I help you?  How much is that?  I’d like a/an/some …  Is that everything?  That’s …, please.  What kind?  What’s in the …?  Everyday English  Enjoy! Here you go.  No problem. No worries! | **1. there is/isn’t, there are/aren’t**  **2. much/many, a lot of** | Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4  Speaking Extra | 1.Complete the examples in the table above.  2. Write questions about the picture.  3. Write questions with how **much/how many**.  4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4  Extension Grammar  1.Complete the conversation with the phrases from  the Useful language box. Listen and check.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4  Speaking Extra | Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4  Language in action 4.3 Говорение  1.Listen to the conversation and answer the question: *What does Gulay choose from The Juice Stop?*  2.Look at the Everyday English box. Find and  underline the phrases in the conversation.  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4  Speaking Extra | 1.Watch video 4.3 and answer the questions:  *What is in her juice?*  *How many hours*  *does she sleep?*  2. Ask and answer the questions in Exercise 3.  3. **Grammar game**  4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4  Language in action 4.3  1.Watch video 4.4  Everyday English  Students repeat the phrases in pairs, copying the intonation.  2.Work with a partner. Practise the conversation. |  |
| 29 | 2 | **WRITING**  **A description**  *Lesson aim:*  *I can write a description of my favourite food.*  **THE ART**  **PROJECT**  **Design a food truck**  *Lesson aim:*  *I can design a food truck and evaluate an art project.* | Useful language  and,  but  or  **Design a food truck** |  | 1.Look at the photos. What do you think the food is? Read the description and check.  2. Match topics a–d with paragraphs  1–4. | 2. Write a description of your favourite types of food.  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4  Writing Template  **Design a food truck**  Work in groups. Choose the theme  for your food truck. Complete the  steps below.  • Choose a name for your  food truck.  • Decide on the design and  illustrations for it.  • Decide and agree on the food you  want to sell.  • Decide and agree on the prices.  • Plan and design the menu.  • Draw and illustrate your  food truck.  CLIL Unit 4 Art  **How to evaluate a design**  Look at your classmates’ designs  and complete the notes. | **How to evaluate a design**  What do you think are the most important things in a design project?  Circle the things in the list. Listen and check. | 1. Discuss the questions.  *1 What food do you buy in the street or from food trucks?*  *2 When do people buy food from a food truck?*  *3 Are there any food trucks near where you live?*  2. Look at the food truck and answer the questions*.*  ***How to evaluate a design***  3.What do you think are the most important things in a design project?  Circle the things in the list. Listen and check. |  |
| 30 | 2 | Раздел 4  Ты то, что ты ешь  **ПОВТОРЕНИЕ 4**  Цель урока:  Я могу повторить то, что я узнал, и оценить свой прогресс.  Unit 4  You Are What You Eat  **4 REVIEW**  *Lesson aim:*  *I can review what I have learnt and*  *reflect on my progress.* | 1. **4 REVIEW**  2. Self-assessment  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4 Basic Test  4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4 Extension Test | | | | | |  |
| 31 | 2 | LEARN TO LEARN  **LEARN TO … PLAY VOCABULARY GAMES**  *Lesson aim:*  *I can play vocabulary games.* | **LEARN TO … PLAY VOCABULARY GAMES**  . |  |  | 1.Work in pairs. Play Word Wizard.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4 Vocabulary Extra |  | 1.Ask and answer with a partner.  *What game do you like to play?*  *What is your favourite game?*  *Do you play any games to practise English?*  2. Work in pairs. Play Three Clues*.*  3. Discuss with a partner. Think of word games  you play in your language. Can you play them  in English? |  |
| 32 | 2 | Unit 5  What’s Your Style?  **VOCABULARY**  **Clothes**  *Lesson aim:*  *I can talk about c*  *lothes and accessories.* READING  **An online diary**  *Lesson aim:*  *I can understand texts about fashion.* | Target vocabulary  boots  cap  flip-flops  hoodie  jacket  jeans  joggers  shirt  shorts  skirt  T-shirt  trainers |  | Watch Video 5.1,  Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5  Start it! VIDEO WORKSHEET 5.1  1.Read the online diary and check your answer to the question:  *Where do you think the people are from?*  Choose the correct answer. Which person … | **LEARN TO LEARN**  Making a picture dictionary  Drawing and labelling pictures helps you remember new words.  2.Make a picture dictionary for the clothes.  3. Add more pictures to your dictionary. Cover the labels and  show the pictures to a partner. Can they guess the words?  1.Find adjectives in the online diary for the headings. Add two more adjectives for  each heading.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5  Standard Vocabulary | Match the words in the box with the  pictures. Listen, check and repeat. | 1. Watch Video 5.1,  Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5  Start it!  2.Discuss the questions.  *1 What do you wear to school / at the weekend?*  *2 What is your favourite outfit? Why?*  1.Look at the photos and describe the clothes you see.  *Where do you think the people are from?*  2. Discuss the questions.  *1 Do you dress like your friends?*  *Why / Why not?*  *2 How do the people you like influence the clothes you wear?*  *3 How does the place you live in influence*  *the clothes you wear?* |  |
| 33 | 2 | **LANGUAGE IN ACTION**  *Lesson aim:*  *I can understand how to use the present continuous.*  **VOCABULARY AND LISTENING**  *Lesson aim:*  *I can describe clothes and accessories.* | Target vocabulary  belt  bracelet  earrings  gloves  necklace  purse  ring  scarf  sunglasses  umbrella  wallet  watch | ***Present continuous*** | Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5  Extension Vocabulary | 1.Complete the examples in the table above. Use the online  diary on page 60 to help you.  2. Complete the posts with the present continuous form of the verbs.  3. Remember the information from the online diary. Write  sentences in the present continuous. Check with a partner.  How many sentences have you got?  4. Own It! Level 1: Teacher's Resource Bank: Worksheet  Unit 5  Basic Grammar  **LEARN TO LEARN**  1.Write the words from Exercise 1 in the correct  place in the table.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5  Basic Vocabulary | Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5  Language in action 5.2  **LEARN TO LEARN**  **Listening for the general idea**  1.Match the words with the photos. Listen, check and repeat.  2. Listen to the interview.  *What is Tom talking about?*  3. Listen to the interview.  Are the sentences T (true) or F (false)? Correct the false sentences. | тическая игра.  1.Watch video 5.2 and answer the questions:  *What is he wearing?*  *Is Hiro wearing a uniform?*  2.Game. Choose a classmate but don’t tell your  partner. Ask questions to guess your partner’s classmate. Ask ten questions.  Your partner can only answer Yes or No!  *3.* Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5  Language in action 5.2  4. Grammar game  Work with a partner. Ask and answer.  Which of the accessories in Exercise 1 …  1 are you wearing/carrying today?  2 have you got at home?  3 do you wear/carry every day? |  |
| 34 | 2 | **LANGUAGE IN ACTION**  *Lesson aim:*  *I can understand how to use the* ***present simple and continuous.***  **SPEAKING**  **Buying clothes or accessories**  *Lesson aim:*  *I can buy clothes and accessories.* | Useful language  *Can I help you?*  *Can I see the … one, please?*  *Have you got it in a different (size/?*  *colour/style)?*  *I’m looking for …*  *It comes in …*  *What about this one / these?*  Everyday English  *It’s a bargain.*  *It’s perfect.*  *No, honestly. You’re in luck!* | **Present simple and**  **present continuous** | Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5  Speaking Extra | 1.Complete the examples in the table above.  2. Write questions with the present simple or present  continuous.  Ask and answer.  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5  Extension Grammar  1. Complete the conversation with  phrases from the Useful language box.  Listen and check.  2.Look at the Everyday English box. Find and  underline the phrases in the conversation. | 1.Complete the blog post with the present simple  or present continuous form of the verbs in  brackets. Listen and check.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5  Language in action 5.3  1.Listen to the conversation. *Does Salif*  *find what he’s looking for?*  2.Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5  Speaking Extra | 1.Watch video 5.3  *Which clothes and*  *accessories do you hear?*  *Which three tips does she give?*  2.Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5  Language in action 5.3  **3. Grammar game**  1.Watch video 5.4  Everyday English  Work with a partner. Practise the conversation.  2. Practise the conversation about buying  something with your partner. Remember to use  the present simple and present continuous, the  vocabulary from this unit and expressions from  the Useful language and Everyday English boxes.  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5  Communication |  |
| 35 | 2 | **WRITING**  **A description of a photo**  *Lesson aim:*  *I can write a description of a photo.*  **READING**  **A magazine article interview**  *Lesson aim:*  *I can understand a text about Hindu weddings.* | Useful language  *at the back*  *the middle*  *on left*  the right  next (someone) |  | 1.Look at the photo. *Which person is Emin?*  Read the description and find the answer.  2. Read the description and answer the  questions.  **LEARN TO LEARN**  **Making connections (2)**  When you read an article, try to make connections with  your own life and experiences. This can help you to  understand the article more easily**.**  2. Think about a special celebration in your life  and answer the questions. | 1.Write your own description of a photo.  2. Match topics a–c with paragraphs  1–3.  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5  Writing Template  1.Complete the table with adjectives ending in -ful from the interview. Check the meanings  in a dictionary.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5  Globetrotters |  | In pairs, students take turns to make sentences to describe the photo in as much detail as possible.  1.Watch video 5.5  Culture and Fashion  *Where do the ‘blue people’ live?*  *• What do the Sami make?*  *• Which colour is important for*  *the Maasai?*  *Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5*  *Globetrotters*  *2.* Look at the photo of the people. Discuss  the questions.  3*.* Answer the questions.  *What do people wear to special celebrations in*  *your country?*  *What is a typical wedding like in your country?*  *Are colours important in your country? Have*  *they got special meanings?* |  |
| 36 | 2 | Раздел 5  Какой твой стиль?  **ПОВТОРЕНИЕ 5**  Unit 5  What’s Your Style?  **5 REVIEW**  *Lesson aim:*  *I can review what I have learnt and reflect on my progress.* | 1. **5 REVIEW**  2. Self-assessment  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 Basic Test  4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 Extension Test | | | | | |  |
| 37 | 2 | **LEARN TO LEARN**  **LEARN TO … GUESS THE MEANING OF WORDS**  *Lesson aim:*  *I can guess the meaning of new words.* | **LEARN TO … GUESS THE MEANING OF WORDS**  When you don’t know a word, you can guess the meaning. This helps you to read and listen in English. |  | 1.Read the text. Discuss the questions about each of the words in bold with a partner.  2. Read the text. Answer the questions in Exercise 2 about each of the words in bold. | 1.Circle the answer that is true for you. Compare and discuss your answer with a partner.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 – Vocabulary Extra |  |  |  |
| 38 | 2 | Unit 6  Sport for Life  **VOCABULARY**  **Sports**  *Lesson aim:*  *I can describe different sports.*  **READING**  **Online FAQs**  *Lesson aim:*  *I can understand a text about sports.* | Target vocabulary  athletics  basketball  (mountain/rock) climbing  gymnastics  hockey  rugby  running  sailing  swimming  table tennis  volleyball  windsurfing  Three main verbs we use with sports.  ***play*** *ball sports*  ***go*** *sports that end in -ing*  ***do*** *other sports*  Target vocabulary  Amazing  Entertaining  boring  exciting  popular  bad |  | Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6  Standard Vocabulary  1.Read the article. Match the questions with the answers in  the FAQs.  2. Read the article again.  Are the sentences T (true)? or F (false)? | **LEARN TO LEARN**  Saying collocations out loud  1.Write the sports from Exercise 1 in the spidergram.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6  Basic Vocabulary  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6  Standard Vocabulary  1.Find the meaning of the words in bold in the FAQs. Are they positive or negative?  Can you add any more adjectives?  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6 – Vocabulary Extra | 1.Match the words in the box  with the photos. Listen, check  and repeat.  2. Listen. Which six sports do you hear? | 1.Video comprehension  Questions.  Watch video 6.1  Look at the photo. *What do you think these people are doing?*  *Before you watch, guess three sports from the video.*  *Which other sports can you see?*  *Which sport do you want to try? Why?*  Watch and check.  2. Discuss the questions.  1 Which sport do you do? How oft en do you  do them?  2 Do you prefer team sports or individual  sports? Why?  3 Which sports do you want to try?  1.What do you think the people in the photo are doing?  Tell your partner.  2. Discuss the questions.  *Can you play bossaball in your town?*  *Do you think bossaball looks interesting or boring? Why?*  *Do you want to try it?* | 2.03 |
| 39 | 2 | Unit 6  Sport for Life  **LANGUAGE IN ACTION**  *Lesson aim:*  *I can use comparatives.*  Sport for Life  **VOCABULARY AND**  **LISTENING**  **Sports verbs**  *Lesson aim:*  *I can talk about sports.* |  |  | Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6  Extension Grammar  **Explore it!** | 1.Complete the examples in the table above.  2. Write the comparative form of the adjectives.  3. Complete the sentences with the comparative form  of the adjectives.  4. Write sentences with the comparative form of the adjectives. Use the correct form of the verb be.  5. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6  Basic Grammar  6. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6  Extension Grammar  1. Circle the correct verbs. Can you guess the sports? Listen and check.  **LEARN TO LEARN**  **Remembering vocabulary sets**  2.Work with a partner and add other verbs to the  diagram.  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6  Basic Vocabulary | Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6  Language in action 6.2  1.Circle the correct verb to describe the photos.  Listen, repeat and check. Can you guess the  meaning of the other verbs?  **A conversation**  2. Look at the photos. Why do you think these  people are famous? Listen | к в действии 6.2.  1.Watch video 6.2  *Which sports does he talk about?*  *Which sport is healthy?*  2.Grammar game  3. Write sentences to compare some of the things  below or use your own ideas. Use adjectives  from the box or think of your own. Discuss with a  partner. Do you agree?  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6  Language in action 6.2  Choose a sport and describe it in three sentences. |  |
| 40 | 2 | **LANGUAGE IN ACTION**  *Lesson aim:*  *I can use superlatives.*  **SPEAKING**  **Buying tickets online**  *Lesson aim:*  *I can buy tickets online***.** | Useful language  *How much are tickets?*  *Let’s go.*  *They’re (£45).*  *Let’s book them.*  *Shall we go?*  *What’s the (quickest/best/cheapest) way*  *to get there?*  Everyday English  *Got them! Look! That’s crazy!*  *What are we waiting for? Why not?* | **Superlatives** | Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6  Speaking Extra | 1.Look at the table above. Complete the sentences with the superlative form of the adjectives.  2. Complete the sports quiz with the superlative form of  the adjectives. Predict and circle the answers to the  questions. Discuss with a partner.  3. Write four sentences with your opinions about sports. Use the words in boxes A and B. Compare  with a partner. Do you agree?  4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6  Extension Grammar,  Unit 6  Standard Grammar  1.Complete the conversation with the phrases from the Useful language box.  Listen and check.  2. Look at the Everyday English box. Find and underline the phrases in the  conversation. | 1.Listen and check your answers to Exercise 2.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6  Language in action 6.3 | 1.Watch video 6.3  Who is the most  amazing painter?  Who can play the  piano?  Own It! Level 1: Teacher's Resource Bank: Worksheet  Unit 6  Language in action 6.3  2. Write sentences with superlative  adjectives about you. Use the topics  in the box or choose your own topics. Ask and answer with a partner.  3. Grammar game  1.Watch video 6.4  Everyday English  Work with a partner. Practise the conversation.  2. Work with a partner. Plan a conversation about buying  tickets online for a sports event.  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6  Communicatio |  |
| 41 | 2 | Sport for Life  **WRITING**  **A profile of a sportsperson**  *Lesson aim:*  *I can write a profile.*  **THE PE**  **PROJECT**  *Lesson aim:*  *I can design an information leaflet.* | Useful language  *We use also and* *too to give extra information.*  *We use also after the verb be.*  *We use also before other verbs.*  *We use too at the end of a sentence.*  **An information leaflet** |  | 1.Look at the photo. What sport do  you think Ashima Shiraishi does?  Read Kelly’s profile and check.  2. Match topics a–c with paragraphs  1–3.  3. Read the profile again and write two  pieces of information for the paragraphs  in Exercise 2.  1.Look quickly at the leaflet. Circle its purpose.  2. Read the leaflet and make notes on the ideas in the box.  3. Read the leaflet again. Are the sentences  T (true) or F (false)? | 1.Read the profile again and write two  pieces of information for the paragraphs  in Exercise 2.  2. Read the Useful language box and circle the correct words.  3. Rewrite the second sentence with the word  in brackets.  4. Write a profile of your favourite sportsperson.  5.Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6Unit 6  Writing Template  1.Read the tips about designing a leaflet. Circle the ones you think are good pieces of advice.  2. Work with a group. Choose a street sport  or another sport and find out information  about it. Complete the steps below. | Listen to the advice and check your answers  to Exercise 4. | Prepare your final leaflet and present it to the class. Remember to include facts about  your sport, photos, illustrations and maps, and the tips in How to design a leaflet. |  |
| 42 | 2 | **6 REVIEW** | 1. **6 REVIEW**  2. Self-assessment  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6 Basic Test  4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6 Extension Test | | | | | |  |
| 43 | 2 | **LEARN TO LEARN**  *Lesson aim:*  *I can write example sentences to remember vocabulary.* |  |  | **LEARN TO … WRITE EXAMPLE SENTENCES**  Example sentences help you understand and remember vocabulary  1.Read Peiyu’s blog. How does she remember new  words? Why?  2.Own It! Level 1: Teacher's Resource Bank: Worksheet  Unit 6  Extension Vocabulary | 1.Circle the example sentences you prefer, a or b. Compare your answers with a partner and say why.  2.Write an example sentence for each of the words in the box.  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6 –  Vocabulary Extra |  | 1.Tell your partner your sentences from Exercise 3. Who has the best example sentence for each word?  2.Own It! Level 1: Teacher's Resource Bank: Worksheet  Unit 6  Extension Vocabulary |  |
| 44 | 2 | **END-OF-TERM 2 TEST** | 1.Own It! Level 1: Teacher's Resource Bank: Worksheet End-of-term 2 Basic Test  2.Own It! Level 1: Teacher's Resource Bank: Worksheet End-of-term 2 Extension Test  3.Own It! Level 1: Teacher's Resource Bank: Worksheet End-of-term 2 Standard Test | | | | | |  |
| 45 | 2 | Unit 7  Amazing Animals  **VOCABULARY**  **Animals**  *Lesson aim:*  *I can talk about and describe animals.*  **READING**  **Fact files**  *Lesson aim:*  *I can understand a text about animals.* | Target vocabulary  bear  giraffe  mouse  crocodile  hippo  parrot  donkey  horse  snake  duck  lion  whale  eagle  monkey |  | **Explore it!**  1. Read the text and the fact files. Check your answers to Exercise 2.  Find out two things about each of the animals.  2.Read the sentences and write R (right), W (wrong) or DS (doesn’t say). | **LEARN TO LEARN**  **Word categories**  1.Complete the categories with animals from  Exercise 1.  Add two more animals for each  category.  2. Write new categories for the animals. Tell your  partner the animals but NOT the categories!  Can your partner guess your new categories?  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7  Basic Vocabulary  1.Find words in the fact files for each of these categories. Think of two  more words for each category.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7 – Vocabulary Extra | 1.Match ten animals with the photos.  Listen, check, and repeat. Which four  animals are not in the photos?  2. Listen to the noises. Which animals do you hear from  Exercise 1?  3. Own It! Level 1: Teacher's Resource Bank: Worksheet  Unit 7  Start it! | 1.Video comprehension  Questions  Video 7.1  *What’s happening in the big photo?*  *What do you know about this animal?*  *Guess three animals in the video. Watch and check.*  *How many animals can you remember from the video?*  2. Which of the animals have:  a tail?  feathers?  fur?  3. Work with a partner. Guess the extra animals in  each of your partner’s categories.  4. Own It! Level 1: Teacher's Resource Bank: Worksheet  Unit 7  Start it!  1.Tell your partner two things you know about gorillas, elephants  and tigers.  2. Look at the photos. What is different about Snowflake, Nómade  and Artico?  3. Why do you think …  tigers have stripes?  gorillas build a nest every night?  some elephants are born without |  |
| 46 | 2 | **LANGUAGE IN ACTION**  *Lesson aim:*  *I can understand how to use past tense forms.*  **VOCABULARY AND**  **LISTENING**  **Adjectives**  *Lesson aim:*  *I can talk about and describe animals.* | Target vocabulary  beautiful  clever  cute  dangerous  heavy  large  lazy  long  noisy  quiet  tiny  wild | was/were, there was/were | 1.Find information in the text to correct the sentences.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7  Language in action 7.2  Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7  Extension Vocabulary | 1. Complete the examples in the table above. Use the  text on page 84 to help you.  2. Complete the text with ***was(n’t)/were(n’t) or there***  ***was(n’t)/there were(n’t).***  3. Write questions with was/were. Ask and answer with a partner***.***  4.Grammar game  5. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7  Basic Grammar  1.Write opposite adjectives from Exercise 1  for the words below.  2. Think of three animals. Write two sentences  to describe each one. Tell your partner.  Can they guess the animal?  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7  Extension Vocabulary | Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7  Language in action 7.2  **A podcast**  1.Listen to the podcast and circle what it’s about.  **LEARN TO LEARN**  **Preparing to listen**  2. Listen to the podcast and answer the questions. | 1.Watch video 7.2  *What colour was*  *the flamingo when*  *it was a baby?*  *What animals were there?*  2.Write questions with was/were. Ask and answer with a partner.  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7  Language in action 7.2  1.Circle words to describe photos  1–6.  Listen, check and repeat. Can you guess the meaning of the other adjectives?  **A podcast**  2.Discuss the questions with a partner.  *What can parrots do?* |  |
| 47 | 2 | LANGUAGE IN ACTION  **Past simple: regular and irregular verbs**  *Lesson aim:*  *I can understand how to use past tense forms.*  **SPEAKING**  **Talk about a day out**  *Lesson aim:*  *I can ask for and respond to information.* | Useful language  How was (the school trip)? It was (really cool).  What about(lions)? What was (it) like?  Everyday English  No way! Really?  Wow! You’re joking! | Past simple: regular and irregular verbs | 1.Complete the text. Listen and check.  Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7  Speaking Extra | 1. Complete the examples in the table above.  2. Complete the sentences. Correct three of the  facts about the listening on page 86.  3. Write sentences with ago. Change the words in bold  so that the sentences are true for you.  4. Write three true and three false sentences about  you. Use the past simple and past time expressions.  5. Own It! Level 1: Teacher's Resource Bank: Worksheet  Unit 7  Extension Grammar  1.Complete the conversation with the phrases  from the Useful language box. Listen and check.  2. Look at the Everyday English box. Find and  underline the phrases in the conversation.  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7 | Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7  Language in action 7.3  .Watch video 7.4  Everyday English  Look at the Everyday English box. Find and  underline the phrases in the conversation.  2. Listen to the conversation.  *Where was Martha yesterday?* | 1.Watch video 7.3  *Which animals*  *ran away?*  *Who touched*  *A snake?*  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7  Language in action 7.3  3. Grammar game  4. Take turns to say your sentences. Can your partner  guess which are true and which are false?  1.Watch video 7.4  Everyday English  Work with a partner. Practise the conversation.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7  Communication |  |
| 48 | 2 | **WRITING**  **An article**  *Lesson aim:*  *I can write an article.*  **7 THE CULTURE PROJECT**  **A scrapbook**  *Lesson aim:*  *I can understand texts about animals.* | Useful language  In 2007 On 27 October 2015 Several years ago  We can add different endings to verbs to make nouns,  for example -er, -ing, -or, -tion, etc. |  | 1.Look at the photo. Why do you think this dog is different? Read the article and check your ideas.  2. Match topics a–c with paragraphs  1–3.  **Исследуй это!**  1. Look at the photo. Where do you think the  girl is from? Why is she special? Read the article to check your answers.  2. Read the article again and answer the questions.  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7  Globetrotters | 1.Read the article and complete the notes.  2. Write your own article about a famous animal.  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7  Writing Template  **LEARN TO LEARN**  **Noun and verb forms**  1.Complete the table with words from the text.  **A SCRAPBOOK**  2. Work in groups. Imagine you visited a friend in another part of the world last week. Choose the place that you visited, then complete the steps |  | 2. Discuss the questions.  *Why do you think only boys usually hunt with eagles?*  *Why do you think Aisholpan won the*  *competition?*  *Do you want to learn to hunt with eagles?*  *Why / Why not?*  *Do you have any competitions like this in your country?*  3. Present your scrapbook to another group. |  |
|  |  | Amazing Animals  **7 REVIEW** | 1. **7 REVIEW**  2. Self-assessment  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7 Basic Test  4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7 Extension Test | | | | | |  |
| 49 | 2 | **LEARN TO LEARN**  *Lesson aim:*  *I can use mind maps.* | **LEARN TO … USE MIND MAPS**  *Mind maps can help you think of ideas and plan how to organise them.* |  |  | Make a mind map about your favourite animal. Follow  the instructions. |  | 1.Discuss the questions.  *What is a mind map?*  *Why do people make mind maps? Do you use mind maps?*  2.Use your mind map to talk to your partner about your favourite animal.  3.Circle how you feel. Compare and discuss your  answers with a partner. |  |
| 50 | 2 | Unit 8  Lost and Found  **VOCABULARY**  **Places in town**  *Lesson aim:*  *I can talk about places in a town.*  **READING**  **An online travel article**  *Lesson aim:*  *I can understand an online travel article*. | Target vocabulary  aquarium  bowling alley  car park  cinema  hospital  ice rink  post office  shopping centre  skate park  sports centre  swimming pool    Flooded  Residents  Abandoned  Memories  tourists |  | **Explore it!**  1.Read the article and check your answers to  Exercise 1.  2. Find out what the words in bold in the  article mean.  3. Read the article again and circle the correct answer. | **LEARN TO LEARN**  **Compound nouns**  1.Look at the places in Exercise 1.  Which words are compound nouns? Can you think of any more compound nouns?  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8  Basic Vocabulary  Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8  Standard Vocabulary | 1.Match the places in the box with the  photos. Listen, check and repeat.  2.Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8  Start it! | Video comprehension  questions  Watch video 8.1  Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8  Start it!  2. Which places in Exercise 1 are in your town? Which ones do you sometimes or  often go to? Compare with a partner.  3. Answer the questions. Write two more questions about the places in Exercise 1 for your partner to answer.  1.Look at the photo of the town. What do you think happened?  2. Discuss the questions.  *Do you know any towns like Villa Epecuén?*  *Look at the questions in the Comments*  *section. Think of two more questions to*  *ask Marisa about Villa Epecuén.* |  |
| 51 | 2 | Lost and Found  **LANGUAGE IN ACTION**  *Lesson aim:*  *I can ask questions in the past simple.*  **VOCABULARY AND**  **LISTENING**  **Personal possessions**  *Lesson aims:*  *I can talk about personal possessions.* | Target vocabulary  bus pass  camera  concert ticket  headphones  ID card  keys  laptop  money  passport  phone  portable charger | **Past simple: questions** | **A radio interview**  **LEARN TO LEARN**  Look at the photos in Exercise 6 and  read the sentences. Work with a  partner and say what you think the  story is about. | 1.Complete the examples in the table above. Use the  article on page 96 to help you.  2. Write past simple questions and answers. Check your answers in the article on page 96.  3. Complete the conversation with the correct form  of the verbs. Listen and check.  4. Look at Simon’s list. Write a conversation  between Simon and his mum. Listen and  check.  Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8  Extension Vocabulary | 1. Look at Simon’s list. Write a conversation  between Simon and his mum. Listen and  check.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet  Unit 8  Language in action 8.2  (ложные)?  1.Match the words in the box with the  photos. Listen, check and repeat.  2. Listen to the radio interview and check your answers to Exercise 4.  Were you correct?  3. Listen again. Are the sentences T (true) or F (false)? | 1.Watch video 8.2  What did he do  at the weekend?  Did his parents  like what he did?  2. Own It! Level 1: Teacher's Resource Bank: Worksheet  Unit 8  Language in action 8.2  3. Write past simple questions. Ask and answer  with a partner.  1.Look in your schoolbag. How many of the possessions in Exercise 1 have  you got?  2. Describe a possession you used yesterday. Can your partner guess?  3. Discuss the questions. |  |
| 52 | 2 | Unit 8  Lost and Found  **LANGUAGE IN ACTION**  *Lesson aim:*  *I can ask questions in the past simple.*  **SPEAKING**  **Losing things**  *Lesson aim:*  *I can help a friend.* | **Past simple:**  **Wh- questions**  Useful language  Did you have it when you (got to school)?  Did you put it (in your bag)?  What did you do with it after that?  When did you last (have/use/see) it?  Everyday English  Calm down.  Don’t panic!  Gross! Let’s think. |  | Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8  Speaking Extra | 1.Look at the table above. Put the words in the correct order to write the questions.  Match them with the answers.  2. Complete the conversations with the question words and the correct form of the verbs. Listen and check.  3. Think of your favourite possession. Write questions to  guess your partner’s  4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8  Basic Grammar  5. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8  Extension Grammar  1.Complete the conversation with the phrases from  the Useful language box. Listen and check. | Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8  Language in action 8.3  1.Listen to the conversation. Where is Billy’s  bus pass?  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8  Speaking Extra | 1.Watch video 8.3  *What did Nick lose?*  *Where did Nick*  *find them?*  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8  Language in action 8.3  3. Have a conversation like conversation B in Exercise 2.  Change the information so it is true for you.  4.Grammar game  1.watch video 8.4  Everyday English  Work with a partner. Practise the conversation with your partner.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet  Unit 8  Communication |  |
| 53 | 2 | **WRITING**  **A blog post**  *Lesson aim:*  *I can write a blog post.*  **THE HISTORY**  **PROJECT**  *Lesson aim:*  *I can do an interview.* | Useful language  didn’t hear my alarm so I got up late.  Key words  life, cookie, important  things in life,  house,  church,  hospital, |  | 1.Read the blog post. Give one reason why Tanya had a bad day.  2. Read the blog post again. Put the events in Tanya’s  day in the correct order (1–5).  3. Match topics a–e with paragraphs  1–5.  1.Look at the interview questions 1–6 on page 103.  Are they open, closed or follow-up questions? | 1.Look at the Useful language box and underline more examples of so in the blog post.  2. Join the sentences using ***so***.  3. Write your blog post. Remember to include five paragraphs, the past simple for the  questions at the end and the expression  from the Useful language box.  4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8  Writing Template  1.Read the «How to do a recorded interview» box. Write the tips (a–h) in the table.  **PROJECT PLAN**  2. Work in pairs. Choose a person to  interview for the Living Memories  project. Think about the things you want to know. Complete the steps below. | 1.Listen to Ruby and Jacob’s interview. Check your answers to Exercise 1. Were you correct?  2. Listen again and answer the questions.  3. Listen to a teacher talking about questions for a good  interview. What are the three types of questions? | 1.Look at the photos. What’s the connection between them?  **PRESENT YOUR PROJECT**  2. Play your recording to the class or display your written interviews on the wall with the photos. |  |
| 54 | 2 | Раздел 8  Потери и находки  **ПОВТОРЕНИЕ 8**  Unit 8  Lost and Found  **8 REVIEW** | 1. **8 REVIEW**  2. Self-assessment  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8 Basic Test  4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8 Extension Test | | | | | |  |
| 55 | 2 | **LEARN TO LEARN**  *Lesson aim:*  *I can understand how to improve my writing.* | **LEARN TO … IMPROVE YOUR WRITING**  When you write something, ask your partner to check it. This improves your writing and your partner’s writing. |  | 1.Read the writing task and Oleg’s story. Correct Oleg’s mistakes to help him improve.  2. Circle the emojis in the checklist about Oleg’s writing.  3. Give your partner your story. Circle the emojis in the checklist in  Exercise 2  about your partner’s story. | Write your own story for the task in  Exercise 1. |  | 1.Work in pairs. Imagine your partner is  Oleg. Use your answers in the checklist  in Exercise 2 to tell him what you like  and what he can improve.  2. Use your answers in the checklist to tell  your partner what you like and what  they can improve. |  |
| 56 | 2 | Unit 9  Summer Fun!  **READING**  **A leaflet**  Lesson aim:  I can understand a leaflet about adventure weekends.  **LANGUAGE IN ACTION**  *Lesson aim:*  *I can understand how to talk about the future.* |  | **Future with will/won’t** | 1.Match the questions (a–d) with the right places in the leaflet  (1–4). Read and check your answers.  2. Choose the correct answer. Which person …  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9  Extension Vocabulary | 1.Guess the meaning of the words in bold in the leaflet.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9  Extension Vocabulary  1.Complete the examples in the table above. Use the leaflet on page 108 to help you.  2. Complete the summary with will or won’t.  Check your answers in the leaflet on  page 108.  3. Complete the TV advert with the correct form of will and the verbs in the box. Listen and check.  4. You will interview one of the people in Teen Challenge.  Write questions to ask about how they will survive on the  island. Use the ideas below or your own ideas.  5. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9  Basic Grammar | 1. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9  Language in action 9.2 | 1.Look at the photos. What do you think the leaflet is about? What do you want to know about it?  2. Discuss the questions.  What do you think is the most interesting part of Wild Weekend?  Why is it important …  to be careful when lighting a fire?  to identify plants before eating them?  .Watch video 9.2  Where will he sleep?  What will they do  there?  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9  Language in action 9.2 |  |
| 57 | 2 | **VOCABULARY AND**  **LISTENING**  **Holidays**  *Lesson aim:*  *I can talk about holidays.*  **LANGUAGE IN ACTION**  *Lesson aim:*  *I can understand how to talk about the future.* | Target vocabulary  apartment  B&B  camper van  caravan  chalet  cottage  hotel  tent  youth hostel | **Present continuous for future**  **be going to** | Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9  Standard Vocabulary | **LEARN TO LEARN**  **Personalising spidergrams**  1. Make a spidergram with words from  Exercises 1 and 2 in your notebook. How  many more words can you add**?**  2. Write sentences about your ideal type of holiday and place to stay. Compare with a partner.  3. Complete the table with the correct information.  Listen again and check.  4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9  Standard Vocabulary  ***Present continuous for future***  1.Complete the examples in the table above.  2. Write questions with the present continuous.  Match them with the correct answers.  ***be going to***  3. Write questions with be going to. Write the answers.  4. Write questions and answers with be going to to talk about your intentions this summer.  5. Grammar game  6. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9  Extension Grammar | 1.Match the words with the photos.  Listen, check and repeat.  **A conversation**  2. Listen. What are Matteo and Libby talking about?  3. Listen again. Write M (Matteo) or L (Libby).  Who …  Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9  Language in action 9.3 | 1. Which two types of accommodation do you think are best for each of these holidays?  2. Discuss the questions.  *What is your dream holiday?*  *What types of holiday and holiday*  *accommodation are popular in your country?*  1.Watch video 9.3  *Where is the school band going?*  *How long are they*  *staying there?*  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9 |  |
| 58 | 2 | **SPEAKING**  **Making suggestions and**  **responding**  *Lesson aim:*  *I can make suggestions and respond to them.*  **WRITING**  **An email**  *Lesson aim:*  *I can write an email.* | Useful language  What about a (film night)?  What are we going to do?  Why don’t we (have a picnic)?  I’m not sure about that.  I’d rather not do that.  Let’s do that!  Everyday English  Easy! Forget that. I’m on it!  You’re unbelievable!  Useful language  in the morning  on Monday  at home  in August  on 1st August  at the airport | ***Focus on prepositions*** | 1.Look at the Everyday English box. Find and underline  the phrases in the conversation.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9  Speaking Extra  1.Read the email quickly. Why is Martin writing to Javi?  2. Match topics a–d with paragraphs  1–4. | 1.Complete the conversation with the phrases from the Useful language box. Listen and check.  2. Work with a partner. You are  organising an end-of-term event. Ask  for suggestions and respond. Use the  ideas below or your own ideas.  1.Complete the Useful language box with at, in or on.  Use Martin’s email to help you.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9  Writing Template  3. Write an email to a penfriend. | 1.Listen to the conversation. What do they decide to do?  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9  Speaking Extra | 1.Watch video 9.4  Everyday English  Work with a partner. Practise the conversation.  2. Practise the conversation with your partner. Remember to use will, be going to and the present continuous,  the vocabulary from this unit and  expressions from the Useful language  and Everyday English boxes.  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9  Speaking Extra |  |
| 59 | 2 | **CULTURE PROJECT**  **READING**  **A webpage**  *Lesson aim:*  *I can understand a text about a holiday.* |  |  | 1. Read the webpage and check your answers to Exercise 1.  Write two more things you would like to know about  American summer camps.  2. Read the webpage again. Match the sentences with the  camps 1–4.  **LEARN TO LEARN**  **Understanding different types of English**  3. Look at the highlighted words in the webpage.  Match them with the British English words.  **Explore it!** | рный проект 9  1. Write the adjectives for nouns 1–6.  **9 THE CULTURE PROJECT**  2. Work in groups. Decide what your summer camp is and give it a name or use one of the ideas in the box. Then complete the steps below.  Own it! 1 Unit 9 – The Culture Project | **LEARN TO LEARN**  **Understanding different types of English**  1.Match the British English words with the American  English words. Listen and check.  2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9Globetrotters | *1. Circle the answer you think is correct.*  *2.Watch video 9.5*  *A summer camp in …*  *• How long is the camp in Costa Rica?*  *• Which animal will you protect?*  *• What skills will you learn?*  2. Discuss the questions.  *Do you think summer camps make you a more independent person?*  *Do you think it is important to be*  *independent? Why?*  *3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9*  *Globetrotters* |  |
| 60 | 2 | Раздел 9  Летние забавы!  **ПОВТОРЕНИЕ 9**  Unit 9  Summer Fun!  **9 REVIEW** | 1. **9 REVIEW**  2. Self-assessment  3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9 Basic Test  4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9 Extension Test | | | | | |  |
| 61 | 2 | **LEARN TO LEARN**  *Lesson aim:*  *I can make an action plan.* | **LEARN TO … MAKE AN ACTION PLAN**  **An action plan can help you improve a little every day.** |  | Read the texts and write S (Sasha) or E (Elif).  Who … | 1.Write the three things you chose in Exercise 2 and how  often you will do them.  2. Use your answers to Exercise 3 to make an action plan. |  | 1.Choose three ways to practise English from Exercise 1.  Tell your partner why you want to try them.  2. Tell your partner about your action plan. Are there any things you can do together? |  |
| 62 | 2 | **END-OF-TERM 3 TEST** | 1.Own It! Level 1: Teacher's Resource Bank: Worksheet End-of-term 3 Basic Test  2.Own It! Level 1: Teacher's Resource Bank: Worksheet End-of-term 3 Extension Test  3.Own It! Level 1: Teacher's Resource Bank: Worksheet End-of-term 3 Standard Test | | | | | |  |
| 63 | 2 | **END-OF-YEAR TEST** | 1.Выполнить задание из Own It! Уровень 1 Банка ресурсов учителя Окончание учебного года Базовый тест  2.Выполнить задание из Own It! Уровень 1 Банка ресурсов учителя Окончание учебного года Расширенный тест  3.Выполнить задание из Own It! Уровень 1 Банка ресурсов учителя Окончание учебного года Стандартный тест  1.Own It! Level 1: Teacher's Resource Bank: Worksheet End-of-year Basic Test  2. Own It! Level 1: Teacher's Resource Bank: Worksheet End-of-year Extension Test  3. Own It! Level 1: Teacher's Resource Bank: Worksheet End-of-year Standard Test | | | | | |  |
| 64 | 2 | **Final party!** |  | | | | | |  |

**Материально-техническое оснащение:**

1. компьютер,
2. проектор,
3. обучающие компьютерные программы по английскому языку.

**Информационно-техническое оснащение:**

1) дидактические материалы на карточках,

2) наглядные материалы,

3) распечатки дополнительного материала по темам,

4) демонстрационные таблицы по грамматическому и лексическому материалу,

5) видеотека фильмов на английском языке.

**Интернет-ресурсы:**

1. <https://en.islcollective.com/english-esl-worksheets>
2. <https://wordwall.net/>
3. www.englishteachers.ru
4. <https://www.youtube.com/>