

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: A0+

Присвоенный уровень: A1

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 лично 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	<p>STARTER</p> <p>WELCOME!</p> <p><i>Lesson aim: I can say months, numbers and colours.</i></p> <p>STARTER</p> <p>READING</p> <p>An online profile</p> <p><i>Lesson aim: I can understand an online profile.</i></p>	<p>Months</p> <p><u>Target vocabulary</u></p> <p>January</p> <p>February</p> <p>March</p> <p>April</p> <p>May</p> <p>June</p> <p>July</p> <p>August</p> <p>September</p> <p>November</p> <p>December</p> <p><u>Cardinal and ordinal numbers</u></p> <p>Colours</p> <p>Countries and nationalities.</p>	<p>LEARN TO LEARN</p> <p>Learning numbers together</p>	<p>THE GREAT BIG NUMBER QUIZ!!</p> <p>Do the quiz with a partner.</p> <p>1. Look at the photos. Where do you think Diana and Thiago are from? Read the profiles quickly and check your answers.</p> <p>2. Read the profiles again. Are the sentences T (true) or F (false)?</p>	<p>1. Write the numbers.</p> <p>2. Complete the sentences.</p> <p>3. Own It! Level 1: Teacher's Resource Bank Worksheet Starter Basic Vocabulary Find nationalities in the profiles to match the countries</p>	<p>2. Add the colours and write the new colour. Listen, check and repeat.</p>	<p>Complete the sentences with your ideas.</p>	

2	2	<p>STARTER LANGUAGE IN ACTION</p> <p><i>Lesson aim:</i> <i>I can use subject pronouns, the verb be and question words.</i></p> <p>STARTER</p> <p>VOCABULARY AND LISTENING</p> <p>Classroom objects</p> <p><i>Lesson aim:</i> <i>I can talk about objects in a classroom.</i></p>	<p>Classroom objects</p> <p><u>Target vocabulary</u></p> <p>board calculator chair dictionary door notebook pen pencil poster ruler table window</p>	<p>1. Subject pronouns and possessive Adjectives.</p> <p>2. Verb to be</p> <p>3. Question words</p>	<p>Subject pronouns and possessive Adjectives</p> <p>1. Complete the examples in the table above.</p> <p>2. Circle the correct words.</p> <p>Verb be</p> <p>3. Complete the examples in the table above.</p> <p>4. Write a description of a famous person.</p> <p>5. Grammar game with question words.</p> <p>Question words</p> <p>6. Match the question words with their functions.</p> <p>7. Complete the questions with is or are.</p> <p>LEARN TO LEARN</p> <p>Recording vocabulary</p> <p>1. Divide the pages in your notebook to record new vocabulary. Write a translation and draw a picture to help you</p>	<p>1. Own It! Level 1: Teacher's Resource Bank Worksheet Starter Language in action S.1</p> <p>1. Match the words in the box with the objects in the picture 1–12.</p> <p>Listen, check and repeat.</p> <p>A talk</p> <p>2. Listen and circle the correct answer.</p>	<p>1. Watch video S.1</p> <p>Answer the questions:</p> <p>Where is Isabella from?</p> <p>What is Martine's dream?</p> <p>2. Own It! Level 1: Teacher's Resource Bank Worksheet Starter Language in action S.1</p> <p>3. Ask and answer the questions in Exercise 8.</p> <p>1. Test a partner. Say a word in your language. Your partner says it in English. Can you remember all the new words?</p> <p>2. Answer the questions with a Partner.</p>	
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						remember the words. 2. Own It! Level 1: Teacher's Resource Bank Worksheet Starter Basic Vocabulary			
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3	2	<p>STARTER LANGUAGE IN ACTION <i>Lesson aim:</i> <i>I can use whose and possessive pronouns.</i></p> <p>STARTER WRITING An informal letter <i>Lesson aim:</i> <i>I can write an informal letter.</i></p>	<p><u>Useful language:</u> <i>we often use Dear to start a letter, but we can use Hello or Hi when writing to close friends or family.</i></p>	<p>LANGUAGE IN ACTION 1. whose + possessive pronouns 2. Imperatives</p>	<p>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.</p>	<p>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</p>	<p>1. Watch video S.2 Answer the questions: <i>What colour is Mia's pen?</i> <i>What classroom objects are there?</i> 2. Own It! Level 1: Teacher's Resource Bank Worksheet Starter Language in action S.2 3. Listen and follow the instructions.</p>	<p>1. Listen and follow the instructions. 2. Take turns to give your partner instructions. Use classroom objects or your own ideas.</p>	
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4	2	<p>Unit 1 Friends and Family</p> <p>VOCABULARY Family members <i>Lesson aim:</i> <i>I can talk about and describe family members.</i></p> <p>READING A webpage <i>Lesson aim:</i> <i>I can understand a webpage about families.</i></p>	<p><u>Family members</u></p> <p>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</p>	<p>A webpage</p> <p>1. Read the webpage. What is it about?</p> <p>2. Workbook. Read the webpage. What is the webpage about? Choose the correct title.</p> <p>3. Read the webpage. Are the sentences T (true) or F (false)?</p>	<p>LEARN TO LEARN</p> <p>Making connections</p> <p>Think of examples from your own life to help you remember new words.</p> <p>1. Draw your family tree. Use Beth's family tree to help you.</p> <p>2. Imagine you are a famous person. Write sentences to describe your family.</p> <p>3. Own It! Level 1: Teacher's Resource Bank Worksheet Unit 1 Basic Vocabulary</p> <p>1. Complete the sentences with the correct family words.</p> <p>2. Correct the sentences.</p>	<p>1. Video comprehension Questions</p> <p>Watch video 1.1 <i>Look at the photo. How are families different?</i></p> <p><i>Before you watch, are friends family?</i></p> <p><i>Where are Laura and Andrés from?</i></p> <p><i>Watch and check.</i></p> <p><i>Which is your favourite family? Why?</i></p> <p>2. Look at Beth's family tree. Match nine words in the box with the people a–i. Listen and check.</p> <p>1. Watch Video 1.2 and do Video worksheet</p> <p>Own It! Level 1: Teacher's Resource Bank Unit 1</p> <p>Language in action 1.2</p>	<p>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?</p> <p>1. Tell your partner two things you know about the circus and two things you want to know about the topic.</p> <p>2. Discuss the questions.</p> <p>What do you think is a typical family?</p> <p>Is family life in the circus like your family life?</p> <p>Why / Why not?</p> <p>What are the good and bad things about life in the circus?</p>	
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5	2	<p>Unit 1 Friends and Family</p> <p>LANGUAGE IN ACTION</p> <p><i>Lesson aim:</i> <i>I can use have got and possessives.</i></p> <p>VOCABULARY AND LISTENING</p> <p>Describing people</p> <p><i>Lesson aim:</i> <i>I can describe people's appearances.</i></p>	<p><u>Target vocabulary</u></p> <p>beard blonde brown freckles glasses grey long moustache red short tall wavy</p>	<p>LANGUAGE IN ACTION</p> <p>1. have got: affirmative and negative</p> <p>2. Possessive 's</p>	<p>Own It! Level 1: Teacher's Resource Bank Worksheet</p> <p>Unit 1 Extension Vocabulary</p>	<p>1. Complete the examples in the table above. Use the webpage on page 12 to help you.</p> <p>2. Circle the correct form of <i>have got</i>. Check your answers in the webpage on page 12.</p> <p>Possessive 's</p> <p>3. Look at the table above. Complete the sentences. Use the words in brackets with 's or s'.</p> <p>4. Write true and false sentences with 's or s' and have got. Use the ideas below or your own ideas.</p> <p>4. Own It! Level 1: Teacher's Resource Bank Unit 1 Extension Grammar</p> <p>Describing people</p> <p>1. Complete the table with the words for describing</p>	<p>1. Complete the text with the correct form of have got. Listen and check.</p> <p>1. Look at the photo and listen. Who is the actor?</p> <p>2. Listen and circle the correct answers.</p>	<p>1. Watch video 1.2 True or false? Tess has got two brothers. Marco has got a big family.</p> <p>2. Take turns to say your sentences. Can your partner guess the false sentences?</p> <p>3. Grammar game</p> <p>1. Describe the people.</p> <p>2. Work in pairs. Take turns to describe a member of your family. Can your partner guess who they are?</p> <p>3. A conversation</p>	
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						<p>people in the box. Listen, check and repeat.</p> <p>LEARN TO LEARN</p> <p>Drawing pictures <i>Drawing pictures can help you to remember new words.</i></p> <p>2. Draw pictures of the words in Exercise 1.</p> <p>3. Own It! Level 1: Teacher's Resource Bank Worksheet Unit 1 Extension Vocabulary</p>			
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6	2	<p>LANGUAGE IN ACTION have got questions</p> <p><i>Lesson aim:</i> <i>I can ask and answer questions using have got.</i></p> <p>SPEAKING Phoning a friend</p> <p><i>Lesson aim:</i> <i>I can have a phone conversation with a friend.</i></p>	<p><u>Useful language</u></p> <p><i>Bye!</i> <i>Hey, (Evan).</i> <i>Hi, (Lily).</i> <i>How are things?</i> <i>OK/Fine, thanks.</i> <i>You?</i> <i>See you later.</i></p> <p><u>Everyday English</u></p> <p>Are you alright? Cool! Got to go! That's funny! That's so not funny!</p>	<p>LANGUAGE IN ACTION</p> <p>1.have got questions</p>	<p>1.Look at the Everyday English box. Find and underline the phrases in the conversation.</p> <p>2. Own It! Level 1: Teacher's Resource Bank Unit 1 Speaking Extra</p>	<p>1.Complete the examples in the table above.</p> <p>2.Write the questions and answers about the famous people in the quiz below.</p> <p>3.Write a class quiz. Write questions with the correct form of have got.</p> <p>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.</p> <p>2. Write questions to ask your friend on the phone.</p> <p>3.Work with another pair. Listen to their phone conversation and complete the notes.</p> <p>4. Own It! Level 1: Teacher's Resource Bank Unit 1</p>	<p>Watch video 1.3 and answer the questions</p> <p>Has she got blue eyes? How many brothers has she got? 1.Listen to the conversation. Who is Jack?</p> <p>2. Complete the conversation with the phrases from the Useful language box. Listen and check.</p> <p>3.Work with another pair. Listen to their phone conversation and complete the notes.</p>	<p>1.Watch video 1.3 <i>Has she got blue eyes?</i> <i>How many brothers has she got?</i> 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</p> <p>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.</p>	
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						Speaking Extra			
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7	2	<p>WRITING An informal email <i>Lesson aim: I can write an informal email to a new friend.</i></p> <p>AROUND THE WORLD READING THE CULTURE PROJECT <i>Lesson aim: I can understand an article about families and a festival.</i></p>	<p><u>Useful language</u> 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</p>		<p>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.</p> <p>1. Look at the photos. Where are the people? What is special about them? Read the article to check your answers. Read the article <i>Twins Day</i> 2.Explore it!</p>	<p>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.</p>	<p>Globetrotters Watch video 1.5 <i>Children's Day</i> Own It! Level 1: Teacher's Resource Bank Unit 1 Globetrotters</p>	<p>Discuss the questions. 1 <i>What is interesting about the Festival of Twins?</i> 2 <i>Have you got any twins in your family?</i> 3 <i>What do you think life is like as a twin?</i> Present your poster to the class. Discuss classmates' projects.</p>	
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8	2	Раздел 1 Unit 1 Friends and Family 1 REVIEW <i>Lesson aim:</i> <i>I can review what I have learnt and reflect on my progress.</i>	1. 1 REVIEW 1. Self-assessment 2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 1 Basic Test 3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 1 Extension Test						
9	2	LEARN TO LEARN LEARN TO ... ORGANISE YOUR NOTEBOOK <i>Lesson aim:</i> <i>I can organise my notebook effectively.</i>			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	<p>Unit 2 That's Life!</p> <p>VOCABULARY</p> <p>Daily routines</p> <p><i>Lesson aim:</i> <i>I can talk about daily routines.</i></p> <p>READING</p> <p>A profile «A day in the life of ...»</p> <p><i>Lesson aim:</i> <i>I can understand texts about daily routines.</i></p>	<p>go home go to bed go to school have a shower have breakfast pack your bag wake up</p> <p>fish boat octopus net</p>	<p>Explore it!</p> <p>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)?</p>	<p>LEARN TO LEARN</p> <p>Word partners (1)</p> <p>Complete the table with activities from Exercise 1. Think of one more activity for each verb.</p> <p>1. Read the profile and complete the sentences. 2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 2 Basic Grammar</p>	<p>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.</p>	<p>1. Video comprehension Questions Watch video 2.1 <i>Is the girl in the photo happy? Why / Why not?</i> <i>Before you watch, what time is it in India now?</i> <i>Which countries are in the video? Watch and check.</i> <i>Which is your favourite activity in the video? Why?</i></p> <p>2. Grammar game. 1. Tell your partner three things you do after breakfast. 2. Discuss the questions. <i>How is Amir's life different from yours?</i> <i>What do you like about Amir's day?</i></p>	
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12	2	<p>LANGUAGE IN ACTION</p> <p>Present simple: affirmative and negative</p> <p>VOCABULARY AND LISTENING</p> <p>Leisure activities</p> <p>Street interviews</p> <p><i>Lesson aim:</i> <i>I can talk about leisure activities.</i></p>	<p>often</p> <p>sometimes</p> <p>usually</p> <p><u>Target vocabulary</u></p> <p>chat online</p> <p>download songs</p> <p>go for a bike ride</p> <p>go shopping</p> <p>hang out with friends</p> <p>listen to music</p> <p>make videos</p> <p>play an instrument</p> <p>play video games</p> <p>read a book/magazine</p> <p>take photos</p> <p>watch TV</p>	<p>1. Present simple: affirmative and negative</p> <p>2. Adverbs of frequency</p>	<p>Read the text and complete it with the correct form of the present simple. Listen and check.</p>	<p>1.Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 2</p> <p>Extension Grammar</p> <p>2. Complete the timeline with the adverbs of frequency.</p> <p>3.Imagine you are a famous person. Write three positive and three negative sentences with adverbs of frequency</p> <p>1.LEARN TO LEARN</p> <p>When you learn new words, learn them with the words that go with them. This will help you remember them.</p> <p>2. Write five</p>	<p>1.Watch video 2.2</p> <p>Name three things he does in the morning.</p> <p>Is he always on time for school?</p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 2</p> <p>Language in action 2.2</p> <p>1.Match the activities in the box with the pictures. Listen,check and repeat.</p> <p>2.Listen Street interviews. Which activities from Exercise 1 do you hear?</p>	<p>1.Swap your sentences with your partner. Guess who they are.</p> <p>2.A grammar game to develop grammar skills.</p> <p>A game for developing skills in using new vocabulary. Ex.2</p>	
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13	2	<p>LANGUAGE IN ACTION</p> <p>Present simple: questions</p> <p><i>Lesson aim:</i> <i>I can understand how to use the present simple.</i></p> <p>SPEAKING</p> <p>An interview</p> <p><i>Lesson aim:</i> <i>I can ask and respond to interview questions.</i></p>	<p>How often What What time When Where</p> <p><u>Useful language</u></p> <p><i>I've got some questions to ask you.</i> <i>Is that OK?</i> <i>I've just got one more question.</i> <i>Thank you very much for your time.</i> <i>That's interesting.</i></p> <p><u>Everyday English</u> <i>Go ahead. It</i></p>	<p>1. Present simple: questions 2. Wh- questions</p>	<p>Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 2 Speaking Extra</p> <p><i>Read and listen to the conversation.</i> <i>What does Grace want for her birthday?</i></p>	<p>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.</p> <p>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.</p>	<p>1. Watch video 2.3 Answer the questions: Where does Sophie live? What does Max make?</p> <p>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.</p> <p>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.</p>	<p>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</p>	
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14	2	<p>WRITING An article <i>Lesson aim:</i> <i>I can write an article.</i></p> <p>THE MATHS PROJECT <i>Lesson aim:</i> <i>I can do a survey and present the results.</i></p>	<p><u>Знаки препинания.</u></p> <p><u>Useful language</u> apostrophe' capital letter A, B, comma, exclamation mark! full stop. question mark</p>	<p>Read the article. Discuss the best title. Write it in the space in the article.</p> <p>1. Read the survey results. Answer the questions.</p> <p>2. Read the «How to present survey results» box. Answer the questions.</p>	<p>Punctuation practice</p> <p>1. Look at the Useful language box. Write the punctuation used in 1–6.</p> <p>2. Find and circle examples of the punctuation in the Useful language box in the article and title.</p> <p>3. Write an article about daily activities.</p> <p>4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 2 Writing Template AN ARTICLE</p> <p>1. Complete the summary of the survey results with the words in the box. Listen and check.</p> <p>2. Conduct the survey.</p> <p>Own It! Level 1: Teacher's Resource Bank:</p> <p>CLIL Unit 2 Maths</p>	<p>1. Look at the bar chart and complete the results of a class survey. Listen and check</p> <p>2. Complete the summary of the survey results with the words in the box. Listen and check.</p>	<p>Read the article again.</p> <p><i>What does Amy do at these times?</i></p> <p>Present your results to the class.</p> <p>Remember to include carefully recorded information, an accurate bar chart and the tips in How to present survey results.</p>	
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15	2	2 REVIEW <i>Lesson aim:</i> <i>I can review what I have learnt and reflect on my progress.</i>	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. <i>Lesson aim:</i> <i>I can work with a partner.</i>	LEARN TO ... WORK IN PAIRS			1. Complete the advice 1–6 with <i>Always or Never</i> . 2. Complete the sentences about how you work in pairs with <i>always, sometimes, or never</i> .		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	<p>Unit 3 School Days VOCABULARY School subjects <i>Lesson aim:</i> <i>I can talk about school subjects.</i></p> <p>READING A webpage <i>Lesson aim:</i> <i>I can understand texts about schools and school activities.</i></p>	<p><u>Target vocabulary</u></p> <p>art design and technology drama English food technology geography history information and communication technology (ICT) music physical education (PE) science Spanish</p>	<p>Match the school subjects with the pictures. Listen, check and repeat.</p> <p>Explore it! Read the webpage. Close your books. Write two things you remember about it.</p>	<p>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.</p> <p>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.</p>	<p>1. Watch Video 3.1 Video comprehension Questions: <i>1. Look at the photo. How is this classroom different to your classroom?</i> <i>2 Before you watch, how do you go to school?</i> <i>3 Where do the students have their lessons? Watch and check.</i> <i>4 Which school do you want to go to? Why?</i></p>	<p>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. <i>1 Has your country got schools like Oscar's school? What type?</i> <i>2 What are the similarities and the distinctions between your school and Oscar's?</i> <i>3 Do you want to go to a ballet school like Oscar? Why / Why not?</i></p>	
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19	2	<p>LANGUAGE IN ACTION <i>Lesson aim:</i> <i>I can understand how to use can/can't.</i></p> <p>VOCABULARY AND LISTENING Places in a school <i>Lesson aim:</i> <i>I can talk about places in a school.</i></p>	<p><u>Target vocabulary</u> canteen classroom ICT room library locker area main hall playing field reception science lab sports staffroom</p>	<p><i>can for ability and permission</i></p>	<p>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.</p> <p>2. LEARN TO LEARN Making a spidergram Choose places in your school from Exercise 1. Write down other words related to them.</p>	<p>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.</p>	<p>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. <i>1 What kinds of books do you like?</i> <i>2 Have you got a book club at your school?</i> <i>3 Which clubs do you go to? When and where are they?</i> 2. Ask and answer about the places in your school. Use as many words as you can from</p>	
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								Exercises 1 and 3.	
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20	2	<p>LANGUAGE IN ACTION <i>Lesson aim:</i> <i>I can understand how to use like, love, etc. + -ing.</i></p> <p>SPEAKING Asking for help <i>Lesson aim:</i> <i>I can ask for help.</i></p>	<p><u>Useful language</u> Are you sure? Can you do me a favour? Can you help me, please? Do you need a hand with ...?</p> <p><u>Everyday English</u> <i>Don't be silly!</i> <i>I'm stuck.</i> <i>Not again! Not great. Oh dear!</i></p>	<p>1. Verb forms: (don't) like, don't mind, love, hate + -ing 2. Object pronouns</p>		<p>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.</p>	<p>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. <i>What is Leo's problem?</i> 2. Watch video 3.4 Everyday English Look at the Everyday English box. Find and underline the phrases in the conversation.</p>	<p>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</p>	
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								language and Everyday English	
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21	2	<p>WRITING A description <i>Lesson aim:</i> <i>I can write a description of my ideal school.</i></p> <p>THE CULTURE PROJECT AROUND THE WORLD <i>Lesson aim:</i> <i>I can understand texts about schools and school activities.</i></p>	<p><u>Useful language</u> for example like such as A haiku is a short Japanese poem with three lines.</p> <p><u>Phrasal verbs</u> <i>put on</i> <i>take off</i> <i>throw away</i> <i>tidy up</i></p>	<p>1. Read Azra's description. <i>Do you think Dream Academy is a real school? Why / Why not?</i></p> <p>2. Read Azra's description. Match headings a–d with paragraphs 1–4.</p> <p>Исследуйте это!</p> <p>1. Read the blog and answer the questions.</p> <p>2. Find and underline words in the blog to match the definitions</p> <p>3. LEARN TO LEARN</p> <p>Understanding new words from context. Find and circle these phrasal verbs in the text. What do they mean?</p>	<p>1. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 3 Writing Template « A DESCRIPTION OF YOUR IDEAL SCHOOL»</p> <p>2. Write a description of your ideal school.</p> <p>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?</p> <p>2. Complete the sentences with the phrasal verbs</p>	<p>1. Watch video 3.5 «The School of the Air» Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 3 Globetrotters</p>	<p>Ответить на</p> <p>1. Watch video 3.5 «The School of the Air» Answer the questions: <i>Where is Jamie and Paul's school?</i> <i>What subjects do they study?</i> <i>What do Jamie and Paul love doing?</i></p> <p>2. Discuss the questions. 1 <i>What is respect? Why is it important?</i> 2 <i>How does Hideki show his teachers respect?</i> 3 <i>Can you give an example of when you show respect?</i></p> <p>3. Project Work. <i>When you are happy with your haiku, read it to the class.</i></p>	
22	1	<p>3 REVIEW <i>Lesson aim:</i></p>	<p>1. 3 REVIEW</p> <p>2. Self-assessment</p> <p>3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 3 Basic Test</p>					

		<i>I can review what I have learnt and reflect on my progress.</i>	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	<p>Unit 4 You Are What You Eat</p> <p>VOCABULARY Food and drink</p> <p><i>Lesson aim:</i> <i>I can talk about and describe food.</i></p> <p>READING An article</p> <p><i>Lesson aim:</i> <i>I can read texts about food.</i></p>	<p><u>Target vocabulary</u> apples bananas beans carrots cheese chicken chocolate eggs fish fizzy drink juice meat rice water</p> <p><u>Vocabulary from the text</u> Spider worm grasshopper oil salt peanut butter garlic Cambodia Botswana Mexico</p>	<p>Explore it!</p> <p>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</p>	<p>1. Write all the food and drink words you know in English. Compare with a partner.</p> <p>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.</p> <p>3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4 Start it!</p> <p>1. Check the meaning of the words in bold in the article.</p> <p>2. LEARN TO LEARN Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4</p>	<p>1. Match the words in the box with the photos. Listen, check and repeat.</p> <p>2. Watch Video 4.1. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4 Start it!</p>	<p>1. Watch the video Video 4.1. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4 Start it.</p> <p>2. Discuss the questions. <i>1 Which food do you love/hate?</i> <i>2 Which food do you eat when you're happy? What about when you're sad?</i> Discuss the questions. <i>1 Do people in your country eat bugs?</i> <i>2 Which of these bugs do you want to try?</i> <i>3 Why do you think eating bugs is good for the planet?</i></p>	
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						Basic Vocabulary			
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27	2	<p>LANGUAGE IN ACTION</p> <p><i>Lesson aim:</i> <i>I can understand how to use countable and uncountable nouns.</i></p> <p>VOCABULARY AND LISTENING</p> <p><i>Adjectives</i></p> <p><i>Lesson aim:</i> <i>I can describe food.</i></p>	<p><u>Target vocabulary</u></p> <p>cold delicious disgusting fresh healthy hot nice salty sweet unhealthy</p>	<p>1. Countable and uncountable nouns</p> <p>2. a/an, some/any</p>	<p>LEARN TO LEARN</p> <p>True or false sentences</p> <p>1.A quiz</p> <p>Read the sentences in Exercise 6 and predict if they are T (true) or F (false).</p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4 Extension Vocabulary</p>	<p>1. Complete the table with the food words in the box.</p> <p>2. Complete the conversation with a, an, some or any. Listen and check.</p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4 Basic Grammar</p> <p>1. Complete the sentences with the adjectives in the box. Listen and check.</p> <p>2. Write five sentences to describe a type of food. Use adjectives.</p> <p>3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4 Basic Vocabulary</p>	<p>1. Students listen to each other's conversations and write all the food words they hear.</p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4 <i>Language in action 4.2</i></p> <p>1. Listen to the words in Exercise 1 and repeat them. Which two words have got a negative meaning?</p> <p>LEARN TO LEARN</p> <p>True or false sentences</p> <p>2. Listen to the quiz and check. How many of your predictions are correct?</p>	<p>1. Watch video 4.2</p> <p><i>What food can you see at the market?</i></p> <p><i>What's his favourite food?</i></p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4 <i>Language in action 4.2</i></p> <p>3. Work with a partner. Change the food and drink words in Exercise 4 and write your own conversation. Practise your conversation.</p> <p>4 Grammar game Work with a partner. Take turns to say your sentences. Can your partner guess the type of food?</p>	
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28	2	<p>LANGUAGE IN ACTION</p> <p><i>Lesson aim:</i> <i>I can understand how to use there is/are and much/many.</i></p> <p>SPEAKING</p> <p>Ordering food and drink</p> <p><i>Lesson aim:</i> <i>I can order food and drink.</i></p>	<p><u>Useful language</u></p> <p>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 ...? <u>Everyday English</u></p> <p>Enjoy! Here you go. No problem. No worries!</p>	<p>1. there is/isn't, there are/aren't</p> <p>2. much/many, a lot of</p>	<p>Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4 Speaking Extra</p>	<p>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</p> <p>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</p>	<p>Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4</p> <p>Language in action 4.3 Говорение</p> <p>1. Listen to the conversation and answer the question: <i>What does Gulay choose from The Juice Stop?</i> 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</p>	<p>1. Watch video 4.3 and answer the questions: <i>What is in her juice?</i> <i>How many hours does she sleep?</i> 2. Ask and answer the questions in Exercise 3. 3. Grammar game 4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4</p> <p>Language in action 4.3</p> <p>1. Watch video 4.4 Everyday English Students repeat the phrases in pairs, copying the intonation. 2. Work with a partner. Practise the conversation.</p>	
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29	2	<p>WRITING A description <i>Lesson aim:</i> <i>I can write a description of my favourite food.</i></p> <p>THE ART PROJECT Design a food truck <i>Lesson aim:</i> <i>I can design a food truck and evaluate an art project.</i></p>	<p><u>Useful language</u> and, but or Design a food truck</p>		<p>1. Look at the photos. What do you think the food is? Read the description and check.</p> <p>2. Match topics a–d with paragraphs 1–4.</p>	<p>2. Write a description of your favourite types of food.</p> <p>3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4 Writing Template Design a food truck</p> <p>Work in groups. Choose the theme for your food truck. Complete the steps below.</p> <ul style="list-style-type: none"> • 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. <p>CLIL Unit 4 Art How to evaluate a design</p>	<p>How to evaluate a design</p> <p>What do you think are the most important things in a design project?</p> <p>Circle the things in the list. Listen and check.</p>	<p>1. Discuss the questions. <i>1 What food do you buy in the street or from food trucks?</i> <i>2 When do people buy food from a food truck?</i> <i>3 Are there any food trucks near where you live?</i></p> <p>2. Look at the food truck and answer the questions. How to evaluate a design</p> <p>3. What do you think are the most important things in a design project?</p> <p>Circle the things in the list. Listen and check.</p>	
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						Look at your classmates' designs and complete the notes.			
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30	2	<p>Раздел 4</p> <p>Ты то, что ты ешь</p> <p>ПОВТОРЕНИЕ 4</p> <p>Цель урока:</p> <p>Я могу повторить то, что я узнал, и оценить свой прогресс.</p> <p>Unit 4</p> <p>You Are What You Eat</p> <p>4 REVIEW</p> <p><i>Lesson aim:</i> <i>I can review what I have learnt and reflect on my progress.</i></p>	<ol style="list-style-type: none"> 4 REVIEW Self-assessment Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4 Basic Test Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4 Extension Test 						
31	2	<p>LEARN TO LEARN</p> <p>LEARN TO ... PLAY VOCABULARY GAMES</p> <p><i>Lesson aim:</i> <i>I can play vocabulary games.</i></p>	<p>LEARN TO ... PLAY VOCABULARY GAMES</p> <p>.</p>			<p>1. Work in pairs. Play Word Wizard.</p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 4 Vocabulary Extra</p>		<p>1. Ask and answer with a partner.</p> <p><i>What game do you like to play?</i></p> <p><i>What is your favourite game?</i></p> <p><i>Do you play any games to practise English?</i></p> <p>2. Work in pairs. Play Three Clues.</p> <p>3. Discuss with a partner. Think of word games you play in your language. Can you play them in English?</p>	

32	2	<p>Unit 5 What's Your Style?</p> <p>VOCABULARY Clothes <i>Lesson aim: I can talk about clothes and accessories.</i></p> <p>READING An online diary <i>Lesson aim: I can understand texts about fashion.</i></p>	<p><u>Target vocabulary</u></p> <p>boots cap flip-flops hoodie jacket jeans joggers shirt shorts skirt T-shirt trainers</p>		<p>Watch Video 5.1, Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 Start it! VIDEO WORKSHEET 5.1</p> <p>1. Read the online diary and check your answer to the question: <i>Where do you think the people are from?</i> Choose the correct answer. Which person ...</p>	<p>LEARN TO LEARN</p> <p>Making a picture dictionary Drawing and labelling pictures helps you remember new words.</p> <p>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?</p> <p>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</p>	<p>Match the words in the box with the pictures. Listen, check and repeat.</p>	<p>1. Watch Video 5.1, Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 Start it! 2. Discuss the questions. <i>1 What do you wear to school / at the weekend?</i> <i>2 What is your favourite outfit? Why?</i> 1. Look at the photos and describe the clothes you see. <i>Where do you think the people are from?</i> 2. Discuss the questions. <i>1 Do you dress like your friends? Why / Why not?</i> <i>2 How do the people you like influence the clothes you wear?</i> <i>3 How does the place you live in influence the clothes you wear?</i></p>	
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33	2	<p>LANGUAGE IN ACTION</p> <p><i>Lesson aim:</i> I can understand how to use the present continuous.</p> <p>VOCABULARY AND LISTENING</p> <p><i>Lesson aim:</i> I can describe clothes and accessories.</p>	<p><u>Target vocabulary</u></p> <p>belt bracelet earrings gloves necklace purse ring scarf sunglasses umbrella wallet watch</p>	<p>Present continuous</p>	<p>Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 Extension Vocabulary</p>	<p>1. Complete the examples in the table above. Use the online diary on page 60 to help you.</p> <p>2. Complete the posts with the present continuous form of the verbs.</p> <p>3. Remember the information from the online diary. Write sentences in the present continuous. Check with a partner. How many sentences have you got?</p> <p>4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 Basic Grammar</p> <p>LEARN TO LEARN</p> <p>1. Write the words from Exercise 1 in the correct place in the table.</p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 Basic Vocabulary</p>	<p>Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 Language in action 5.2</p> <p>LEARN TO LEARN</p> <p>Listening for the general idea</p> <p>1. Match the words with the photos. Listen, check and repeat.</p> <p>2. Listen to the interview.</p> <p><i>What is Tom talking about?</i></p> <p>3. Listen to the interview.</p> <p>Are the sentences T (true) or F (false)? Correct the false sentences.</p>	<p>тическая игра.</p> <p>1. Watch video 5.2 and answer the questions:</p> <p><i>What is he wearing?</i></p> <p><i>Is Hiro wearing a uniform?</i></p> <p>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!</p> <p>3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 Language in action 5.2</p> <p>4. Grammar game</p> <p>Work with a partner. Ask and answer. Which of the accessories in Exercise 1 ...</p> <p>1 are you wearing/carrying today?</p>	
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								2 have you got at home? 3 do you wear/carry every day?	
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34	2	<p>LANGUAGE IN ACTION</p> <p><i>Lesson aim:</i> I can understand how to use the present simple and continuous.</p> <p>SPEAKING</p> <p>Buying clothes or accessories</p> <p><i>Lesson aim:</i> I can buy clothes and accessories.</p>	<p><u>Useful language</u></p> <p>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?</p> <p><u>Everyday English</u></p> <p>It's a bargain. It's perfect. No, honestly. You're in luck!</p>	<p>Present simple and present continuous</p>	<p>Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 Speaking Extra</p>	<p>1. Complete the examples in the table above.</p> <p>2. Write questions with the present simple or present continuous. Ask and answer.</p> <p>3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 Extension Grammar</p> <p>1. Complete the conversation with phrases from the Useful language box. Listen and check.</p> <p>2. Look at the Everyday English box. Find and underline the phrases in the conversation.</p>	<p>1. Complete the blog post with the present simple or present continuous form of the verbs in brackets. Listen and check.</p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 Language in action 5.3</p> <p>1. Listen to the conversation. <i>Does Salif find what he's looking for?</i></p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 Speaking Extra</p>	<p>1. Watch video 5.3 <i>Which clothes and accessories do you hear? Which three tips does she give?</i></p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 Language in action 5.3</p> <p>3. Grammar game</p> <p>1. Watch video 5.4 Everyday English Work with a partner. Practise the conversation.</p> <p>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</p>	
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								Everyday English boxes. 3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 Communication	
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35	2	<p>WRITING A description of a photo <i>Lesson aim:</i> <i>I can write a description of a photo.</i></p> <p>READING A magazine article interview <i>Lesson aim:</i> <i>I can understand a text about Hindu weddings.</i></p>	<p><u>Useful language</u> <i>at the back</i> <i>the middle</i> <i>on left</i> <i>the right</i> <i>next (someone)</i></p>	<p>1. Look at the photo. <i>Which person is Emin?</i> 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.</p>	<p>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</p>	<p>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 <i>Where do the 'blue people' live?</i> • <i>What do the Sami make?</i> • <i>Which colour is important for the Maasai?</i> 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. <i>What do people wear to special celebrations in your country?</i> <i>What is a typical wedding like in your country?</i></p>	
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								<i>Are colours important in your country? Have they got special meanings?</i>	
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36	2	<p>Раздел 5</p> <p>Какой твой стиль?</p> <p>ПОВТОРЕНИЕ 5</p> <p>Unit 5</p> <p>What's Your Style?</p> <p>5 REVIEW</p> <p><i>Lesson aim:</i></p> <p><i>I can review what I have learnt and reflect on my progress.</i></p>	<ol style="list-style-type: none"> 5 REVIEW Self-assessment Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 Basic Test Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 Extension Test 						
37	2	<p>LEARN TO LEARN</p> <p>LEARN TO ... GUESS THE MEANING OF WORDS</p> <p><i>Lesson aim:</i></p> <p><i>I can guess the meaning of new words.</i></p>	<p>LEARN TO ... GUESS THE MEANING OF WORDS</p> <p>When you don't know a word, you can guess the meaning. This helps you to read and listen in English.</p>		<p>1. Read the text. Discuss the questions about each of the words in bold with a partner.</p> <p>2. Read the text. Answer the questions in Exercise 2 about each of the words in bold.</p>	<p>1. Circle the answer that is true for you. Compare and discuss your answer with a partner.</p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 5 – Vocabulary Extra</p>			

38	2	<p>Unit 6 Sport for Life VOCABULARY Sports <i>Lesson aim:</i> <i>I can describe different sports.</i></p> <p>READING Online FAQs <i>Lesson aim:</i> <i>I can understand a text about sports.</i></p>	<p><u>Target vocabulary</u> athletics basketball (mountain/rock) climbing gymnastics hockey rugby running sailing swimming table tennis volleyball windsurfing</p> <p><u>Three main verbs we use with sports.</u> play ball sports go sports that end in -ing do other sports</p> <p><u>Target vocabulary</u> Amazing Entertaining boring exciting popular bad</p>	<p>Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6</p> <p>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)?</p>	<p>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</p>	<p>1. Match the words in the box with the photos. Listen, check and repeat. 2. Listen. Which six sports do you hear?</p>	<p>1. Video comprehension Questions. Watch video 6.1 Look at the photo. <i>What do you think these people are doing?</i> <i>Before you watch, guess three sports from the video.</i> <i>Which other sports can you see?</i> <i>Which sport do you want to try? Why?</i> Watch and check. 2. Discuss the questions. 1 Which sport do you do? How often 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?</p>	2.03
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								<p>Tell your partner.</p> <p>2. Discuss the questions.</p> <p><i>Can you play bossaball in your town?</i></p> <p><i>Do you think bossaball looks interesting or boring? Why?</i></p> <p><i>Do you want to try it?</i></p>	
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39	2	<p>Unit 6</p> <p>Sport for Life</p> <p>LANGUAGE IN ACTION</p> <p><i>Lesson aim:</i> <i>I can use comparatives.</i></p> <p>Sport for Life</p> <p>VOCABULARY AND LISTENING</p> <p>Sports verbs</p> <p><i>Lesson aim:</i> <i>I can talk about sports.</i></p>			<p>Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6</p> <p>Extension Grammar</p> <p>Explore it!</p>	<p>1. Complete the examples in the table above.</p> <p>2. Write the comparative form of the adjectives.</p> <p>3. Complete the sentences with the comparative form of the adjectives.</p> <p>4. Write sentences with the comparative form of the adjectives. Use the correct form of the verb be.</p> <p>5. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6 Basic Grammar</p> <p>6. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6 Extension Grammar</p> <p>1. Circle the correct verbs. Can you guess the sports? Listen and check.</p> <p>LEARN TO LEARN</p> <p>Remembering vocabulary sets</p>	<p>Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6</p> <p>Language in action 6.2</p> <p>1. Circle the correct verb to describe the photos. Listen, repeat and check. Can you guess the meaning of the other verbs?</p> <p>A conversation</p> <p>2. Look at the photos. Why do you think these people are famous? Listen</p>	<p>к в действии 6.2.</p> <p>1. Watch video 6.2</p> <p><i>Which sports does he talk about?</i></p> <p><i>Which sport is healthy?</i></p> <p>2. Grammar game</p> <p>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?</p> <p>3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6</p> <p>Language in action 6.2</p> <p>Choose a sport and describe it in three sentences.</p>	
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						<p>2. Work with a partner and add other verbs to the diagram.</p> <p>3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6 Basic Vocabulary</p>			
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40	2	<p>LANGUAGE IN ACTION</p> <p><i>Lesson aim:</i> <i>I can use superlatives.</i></p> <p>SPEAKING</p> <p>Buying tickets online</p> <p><i>Lesson aim:</i> <i>I can buy tickets online.</i></p>	<p><u>Useful language</u></p> <p><i>How much are tickets?</i> <i>Let's go.</i> <i>They're (£45).</i> <i>Let's book them.</i> <i>Shall we go?</i> <i>What's the (quickest/best/cheapest) way to get there?</i></p> <p><u>Everyday English</u></p> <p><i>Got them! Look!</i> <i>That's crazy!</i> <i>What are we waiting for? Why not?</i></p>	Superlatives	<p>Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6 Speaking Extra</p>	<p>1. Look at the table above. Complete the sentences with the superlative form of the adjectives.</p> <p>2. Complete the sports quiz with the superlative form of the adjectives. Predict and circle the answers to the questions. Discuss with a partner.</p> <p>3. Write four sentences with your opinions about sports. Use the words in boxes A and B. Compare with a partner. Do you agree?</p> <p>4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6 Extension Grammar, Unit 6 Standard Grammar</p> <p>1. Complete the conversation with the phrases from the Useful language box.</p>	<p>1. Listen and check your answers to Exercise 2.</p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6 Language in action 6.3</p>	<p>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</p> <p>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.</p> <p>3. Grammar game</p> <p>1. Watch video 6.4 Everyday English Work with a partner. Practise the conversation.</p> <p>2. Work with a partner. Plan a conversation about buying</p>	
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						<p>Listen and check. 2. Look at the Everyday English box. Find and underline the phrases in the conversation.</p>		<p>tickets online for a sports event. 3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6 Communicatio</p>	
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41	2	<p>Sport for Life</p> <p>WRITING</p> <p>A profile of a sportsperson</p> <p><i>Lesson aim:</i> <i>I can write a profile.</i></p> <p>THE PE PROJECT</p> <p><i>Lesson aim:</i> <i>I can design an information leaflet.</i></p>	<p><u>Useful language</u></p> <p><i>We use also and too to give extra information.</i></p> <p><i>We use also after the verb be.</i></p> <p><i>We use also before other verbs.</i></p> <p><i>We use too at the end of a sentence.</i></p> <p>An information leaflet</p>	<p>1.Look at the photo. What sport do you think Ashima Shiraishi does? Read Kelly's profile and check.</p> <p>2. Match topics a–c with paragraphs 1–3.</p> <p>3. Read the profile again and write two pieces of information for the paragraphs in Exercise 2.</p> <p>1.Look quickly at the leaflet. Circle its purpose.</p> <p>2. Read the leaflet and make notes on the ideas in the box.</p> <p>3. Read the leaflet again. Are the sentences T (true) or F (false)?</p>	<p>1.Read the profile again and write two pieces of information for the paragraphs in Exercise 2.</p> <p>2. Read the Useful language box and circle the correct words.</p> <p>3. Rewrite the second sentence with the word in brackets.</p> <p>4. Write a profile of your favourite sportsperson.</p> <p>5.Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6Unit 6 Writing Template</p> <p>1.Read the tips about designing a leaflet. Circle the ones you think are good pieces of advice.</p> <p>2. Work with a group. Choose a street sport or another sport and find out information about it. Complete the steps below.</p>	<p>Listen to the advice and check your answers to Exercise 4.</p>	<p>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.</p>	
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42	2	6 REVIEW	<ol style="list-style-type: none"> 6 REVIEW Self-assessment Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6 Basic Test Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 6 Extension Test 						
43	2	LEARN TO LEARN <i>Lesson aim:</i> <i>I can write example sentences to remember vocabulary.</i>			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	<ol style="list-style-type: none"> Own It! Level 1: Teacher's Resource Bank: Worksheet End-of-term 2 Basic Test Own It! Level 1: Teacher's Resource Bank: Worksheet End-of-term 2 Extension Test Own It! Level 1: Teacher's Resource Bank: Worksheet End-of-term 2 Standard Test 						

45	2	<p>Unit 7 Amazing Animals</p> <p>VOCABULARY Animals <i>Lesson aim:</i> <i>I can talk about and describe animals.</i></p> <p>READING Fact files <i>Lesson aim:</i> <i>I can understand a text about animals.</i></p>	<p><u>Target vocabulary</u></p> <p>bear giraffe mouse crocodile hippo parrot donkey horse snake duck lion whale eagle monkey</p>	<p>Explore it!</p> <p>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).</p>	<p>LEARN TO LEARN Word categories</p> <p>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</p> <p>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</p>	<p>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!</p>	<p>1. Video comprehension Questions Video 7.1 <i>What's happening in the big photo?</i> <i>What do you know about this animal?</i> <i>Guess three animals in the video. Watch and check.</i> <i>How many animals can you remember from the video?</i> 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</p>	
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								<p>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</p>	
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46	2	<p>LANGUAGE IN ACTION <i>Lesson aim:</i> <i>I can understand how to use past tense forms.</i></p> <p>VOCABULARY AND LISTENING Adjectives <i>Lesson aim:</i> <i>I can talk about and describe animals.</i></p>	<p><u>Target vocabulary</u> beautiful clever cute dangerous heavy large lazy long noisy quiet tiny wild</p>	<p>was/were, there was/were</p>	<p>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</p>	<p>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</p> <p>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</p>	<p>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.</p> <p>LEARN TO LEARN Preparing to listen 2. Listen to the podcast and answer the questions.</p>	<p>1. Watch video 7.2 <i>What colour was the flamingo when it was a baby?</i> <i>What animals were there?</i> 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</p> <p>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. <i>What can parrots do?</i></p>	
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						Extension Vocabulary			
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47	2	<p>LANGUAGE IN ACTION</p> <p>Past simple: regular and irregular verbs</p> <p><i>Lesson aim:</i> <i>I can understand how to use past tense forms.</i></p> <p>SPEAKING</p> <p>Talk about a day out</p> <p><i>Lesson aim:</i> <i>I can ask for and respond to information.</i></p>	<p><u>Useful language</u></p> <p>How was (the school trip)? It was (really cool).</p> <p>What about (lions)? What was (it) like?</p> <p><u>Everyday English</u></p> <p>No way! Really?</p> <p>Wow! You're joking!</p>	<p>Past simple: regular and irregular verbs</p>	<p>1. Complete the text. Listen and check.</p> <p>Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7 Speaking Extra</p>	<p>1. Complete the examples in the table above.</p> <p>2. Complete the sentences. Correct three of the facts about the listening on page 86.</p> <p>3. Write sentences with ago. Change the words in bold so that the sentences are true for you.</p> <p>4. Write three true and three false sentences about you. Use the past simple and past time expressions.</p> <p>5. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7 Extension Grammar</p> <p>1. Complete the conversation with the phrases from the Useful language box. Listen and check.</p> <p>2. Look at the Everyday English box. Find and</p>	<p>Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7 Language in action 7.3</p> <p>.Watch video 7.4 Everyday English Look at the Everyday English box. Find and underline the phrases in the conversation.</p> <p>2. Listen to the conversation. <i>Where was Martha yesterday?</i></p>	<p>1. Watch video 7.3 <i>Which animals ran away? Who touched A snake?</i></p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7 Language in action 7.3</p> <p>3. Grammar game</p> <p>4. Take turns to say your sentences. Can your partner guess which are true and which are false?</p> <p>1. Watch video 7.4 Everyday English Work with a partner. Practise the conversation.</p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7 Communication</p>	
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						<p>underline the phrases in the conversation.</p> <p>3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 7</p>			
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48	2	<p>WRITING An article <i>Lesson aim:</i> <i>I can write an article.</i></p> <p>7 THE CULTURE PROJECT A scrapbook <i>Lesson aim:</i> <i>I can understand texts about animals.</i></p>	<p><u>Useful language</u> 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.</p>	<p>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!</p> <p>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</p>	<p>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</p>	<p>2. Discuss the questions. <i>Why do you think only boys usually hunt with eagles?</i> <i>Why do you think Aisholpan won the competition?</i> <i>Do you want to learn to hunt with eagles?</i> <i>Why / Why not?</i> <i>Do you have any competitions like this in your country?</i> 3. Present your scrapbook to another group.</p>	
		<p>Amazing Animals 7 REVIEW</p>	<p>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</p>				

49	2	<p>LEARN TO LEARN</p> <p><i>Lesson aim:</i> <i>I can use mind maps.</i></p>	<p>LEARN TO ... USE MIND MAPS</p> <p><i>Mind maps can help you think of ideas and plan how to organise them.</i></p>			<p>Make a mind map about your favourite animal. Follow the instructions.</p>		<p>1. Discuss the questions. <i>What is a mind map?</i> <i>Why do people make mind maps? Do you use mind maps?</i> 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.</p>	
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50	2	<p>Unit 8 Lost and Found</p> <p>VOCABULARY Places in town <i>Lesson aim:</i> <i>I can talk about places in a town.</i></p> <p>READING An online travel article <i>Lesson aim:</i> <i>I can understand an online travel article.</i></p>	<p><u>Target vocabulary</u></p> <p>aquarium bowling alley car park cinema hospital ice rink post office shopping centre skate park sports centre swimming pool</p> <p>Flooded Residents Abandoned Memories tourists</p>	<p>Explore it!</p> <p>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.</p>	<p>LEARN TO LEARN Compound nouns</p> <p>1. Look at the places in Exercise 1. Which words are compound nouns? Can you think of any more compound nouns?</p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8 Basic Vocabulary</p> <p>Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8 Standard Vocabulary</p>	<p>1. Match the places in the box with the photos. Listen, check and repeat.</p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8 Start it!</p>	<p>Video comprehension questions Watch video 8.1 Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8 Start it!</p> <p>2. Which places in Exercise 1 are in your town? Which ones do you sometimes or often go to? Compare with a partner.</p> <p>3. Answer the questions. Write two more questions about the places in Exercise 1 for your partner to answer.</p> <p>1. Look at the photo of the town. What do you think happened?</p> <p>2. Discuss the questions.</p> <p><i>Do you know any towns like Villa Epecuén?</i></p>	
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								<i>Look at the questions in the Comments section. Think of two more questions to ask Marisa about Villa Epecuén.</i>	
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51	2	<p>Lost and Found</p> <p>LANGUAGE IN ACTION</p> <p><i>Lesson aim:</i> <i>I can ask questions in the past simple.</i></p> <p>VOCABULARY AND LISTENING</p> <p>Personal possessions</p> <p><i>Lesson aims:</i> <i>I can talk about personal possessions.</i></p>	<p><u>Target vocabulary</u></p> <p>bus pass camera concert ticket headphones ID card keys laptop money passport phone portable charger</p>	<p>Past simple: questions</p>	<p>A radio interview</p> <p>LEARN TO LEARN</p> <p>Look at the photos in Exercise 6 and read the sentences. Work with a partner and say what you think the story is about.</p>	<p>1. Complete the examples in the table above. Use the article on page 96 to help you.</p> <p>2. Write past simple questions and answers. Check your answers in the article on page 96.</p> <p>3. Complete the conversation with the correct form of the verbs. Listen and check.</p> <p>4. Look at Simon's list. Write a conversation between Simon and his mum. Listen and check.</p> <p>Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8 Extension Vocabulary</p>	<p>1. Look at Simon's list. Write a conversation between Simon and his mum. Listen and check.</p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8 Language in action 8.2 (ложные)?</p> <p>1. Match the words in the box with the photos. Listen, check and repeat.</p> <p>2. Listen to the radio interview and check your answers to Exercise 4. Were you correct?</p> <p>3. Listen again. Are the sentences T (true) or F (false)?</p>	<p>1. Watch video 8.2</p> <p>What did he do at the weekend? Did his parents like what he did?</p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8 Language in action 8.2</p> <p>3. Write past simple questions. Ask and answer with a partner.</p> <p>1. Look in your schoolbag. How many of the possessions in Exercise 1 have you got?</p> <p>2. Describe a possession you used yesterday. Can your partner guess?</p> <p>3. Discuss the questions.</p>	
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52	2	<p>Unit 8 Lost and Found LANGUAGE IN ACTION <i>Lesson aim:</i> <i>I can ask questions in the past simple.</i> SPEAKING Losing things <i>Lesson aim:</i> <i>I can help a friend.</i></p>	<p>Past simple: Wh- questions <u>Useful language</u> 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? <u>Everyday English</u> Calm down. Don't panic! Gross! Let's think.</p>		<p>Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8 Speaking Extra</p>	<p>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.</p>	<p>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</p>	<p>1. Watch video 8.3 <i>What did Nick lose?</i> <i>Where did Nick find them?</i> 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</p>	
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53	2	<p>WRITING A blog post <i>Lesson aim:</i> <i>I can write a blog post.</i></p> <p>THE HISTORY PROJECT <i>Lesson aim:</i> <i>I can do an interview.</i></p>	<p><u>Useful language</u> didn't hear my alarm so I got up late.</p> <p><u>Key words</u> life, cookie, important things in life, house, church, hospital,</p>	<p>1. Read the blog post. Give one reason why Tanya had a bad day.</p> <p>2. Read the blog post again. Put the events in Tanya's day in the correct order (1–5).</p> <p>3. Match topics a–e with paragraphs 1–5.</p> <p>1. Look at the interview questions 1–6 on page 103. Are they open, closed or follow-up questions?</p>	<p>1. Look at the Useful language box and underline more examples of so in the blog post.</p> <p>2. Join the sentences using so.</p> <p>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.</p> <p>4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 8 Writing Template</p> <p>1. Read the «How to do a recorded interview» box. Write the tips (a–h) in the table.</p> <p>PROJECT PLAN</p> <p>2. Work in pairs. Choose a person to interview for the Living Memories project. Think about the things you want to know.</p>	<p>1. Listen to Ruby and Jacob's interview. Check your answers to Exercise 1. Were you correct?</p> <p>2. Listen again and answer the questions.</p> <p>3. Listen to a teacher talking about questions for a good interview. What are the three types of questions?</p>	<p>1. Look at the photos. What's the connection between them?</p> <p>PRESENT YOUR PROJECT</p> <p>2. Play your recording to the class or display your written interviews on the wall with the photos.</p>	
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						Complete the steps below.			
54	2	Раздел 8 Потери и находки ПОВТОРЕНИЕ 8 Unit 8 Lost and Found 8 REVIEW	<ol style="list-style-type: none"> 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	<p>LEARN TO LEARN</p> <p><i>Lesson aim:</i> <i>I can understand how to improve my writing.</i></p>	<p>LEARN TO ... IMPROVE YOUR WRITING</p> <p>When you write something, ask your partner to check it. This improves your writing and your partner's writing.</p>		<p>1. Read the writing task and Oleg's story. Correct Oleg's mistakes to help him improve.</p> <p>2. Circle the emojis in the checklist about Oleg's writing.</p> <p>3. Give your partner your story. Circle the emojis in the checklist in Exercise 2 about your partner's story.</p>	<p>Write your own story for the task in Exercise 1.</p>		<p>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.</p> <p>2. Use your answers in the checklist to tell your partner what you like and what they can improve.</p>	
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56	2	<p>Unit 9 Summer Fun!</p> <p>READING A leaflet Lesson aim: I can understand a leaflet about adventure weekends.</p> <p>LANGUAGE IN ACTION <i>Lesson aim:</i> <i>I can understand how to talk about the future.</i></p>		<p>Future with will/won't</p>	<p>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</p>	<p>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</p>	<p>1. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9 Language in action 9.2</p>	<p>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</p>	
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						island. Use the ideas below or your own ideas. 5. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9 Basic Grammar			
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57	2	<p>VOCABULARY AND LISTENING Holidays <i>Lesson aim:</i> <i>I can talk about holidays.</i></p> <p>LANGUAGE IN ACTION <i>Lesson aim:</i> <i>I can understand how to talk about the future.</i></p>	<p><u>Target vocabulary</u></p> <p>apartment B&B camper van caravan chalet cottage hotel tent youth hostel</p>	<p>Present continuous for future be going to</p>	<p>Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9</p> <p>Standard Vocabulary</p>	<p>LEARN TO LEARN Personalising spidergrams</p> <p>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</p> <p>Standard Vocabulary</p> <p>Present continuous for future</p> <p>1. Complete the examples in the table above.</p>	<p>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</p> <p>Language in action 9.3</p>	<p>1. Which two types of accommodation do you think are best for each of these holidays? 2. Discuss the questions. <i>What is your dream holiday?</i> <i>What types of holiday and holiday accommodation are popular in your country?</i></p> <p>1. Watch video 9.3 <i>Where is the school band going?</i> <i>How long are they staying there?</i> 2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9</p>	
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						<p>2. Write questions with the present continuous. Match them with the correct answers. be going to</p> <p>3. Write questions with be going to. Write the answers.</p> <p>4. Write questions and answers with be going to to talk about your intentions this summer.</p> <p>5. Grammar game</p> <p>6. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9</p> <p>Extension Grammar</p>			
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58	2	<p>SPEAKING Making suggestions and responding <i>Lesson aim:</i> <i>I can make suggestions and respond to them.</i></p> <p>WRITING An email <i>Lesson aim:</i> <i>I can write an email.</i></p>	<p><u>Useful language</u> 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! <u>Everyday English</u> Easy! Forget that. I'm on it! You're unbelievable! <u>Useful language</u> in the morning on Monday at home in August on 1st August at the airport</p>	<p>Focus on prepositions</p>	<p>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</p> <p>1.Read the email quickly. Why is Martin writing to Javi? 2. Match topics a–d with paragraphs 1–4.</p>	<p>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.</p>	<p>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</p>	<p>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</p>	
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59	2	<p>CULTURE PROJECT</p> <p>READING</p> <p>A webpage</p> <p><i>Lesson aim:</i></p> <p><i>I can understand a text about a holiday.</i></p>		<p>1. Read the webpage and check your answers to Exercise 1. Write two more things you would like to know about American summer camps.</p> <p>2. Read the webpage again. Match the sentences with the camps 1–4.</p> <p>LEARN TO LEARN</p> <p>Understanding different types of English</p> <p>3. Look at the highlighted words in the webpage. Match them with the British English words.</p> <p>Explore it!</p>	<p>ный проект 9</p> <p>1. Write the adjectives for nouns 1–6.</p> <p>9 THE CULTURE PROJECT</p> <p>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.</p> <p>Own it! 1 Unit 9 – The Culture Project</p>	<p>LEARN TO LEARN</p> <p>Understanding different types of English</p> <p>1. Match the British English words with the American English words. Listen and check.</p> <p>2. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9 Globetrotters</p>	<p>1. Circle the answer you think is correct.</p> <p>2. Watch video 9.5</p> <p><i>A summer camp in ...</i></p> <ul style="list-style-type: none">• <i>How long is the camp in Costa Rica?</i>• <i>Which animal will you protect?</i>• <i>What skills will you learn?</i> <p>2. Discuss the questions.</p> <p><i>Do you think summer camps make you a more independent person?</i></p> <p><i>Do you think it is important to be independent? Why?</i></p> <p>3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9 Globetrotters</p>	
60	2	<p>Раздел 9</p> <p>Летние забавы!</p> <p>ПОВТОРЕНИЕ 9</p> <p>Unit 9</p> <p>Summer Fun!</p>	<p>1. 9 REVIEW</p> <p>2. Self-assessment</p> <p>3. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9 Basic Test</p> <p>4. Own It! Level 1: Teacher's Resource Bank: Worksheet Unit 9 Extension Test</p>					

		9 REVIEW							
61	2	LEARN TO LEARN <i>Lesson aim:</i> <i>I can make an action plan.</i>	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.
- 4.

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/>