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Календарно-тематичне планування за підручником О. Д. Карп’юк “English” 10 клас

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Lesson 1. INTERNATIONAL LANGUAGE

OBJECTIVES:
- to engage students in the learning process; to revise previously taught vocabulary; to improve students’ reading, listening, and speaking skills;
- to develop students’ linguistic and communicative competence; to promote thinking and creative imagination; to encourage cultural understanding, tolerance, and enjoyment of diversity;
- to interest students in learning English; to develop self-esteem and a sense of respect for others.

OUTCOMES: by the end of the lesson students will be able:
- to show basic knowledge in English;
- to express their personal opinion on the topic;
- to ask and answer the questions in a dialogue showing agreement or disagreement;
- to show the ability of reading/listening text for the main ideas and specific information;
- to tell the meaning of words.

PROCEDURE

1. WARM-UP
   In pairs, answer the four questions and retell information about your partner.
   Students read the questions and ask them to the partner; then, listen to the answers (or write down if necessary) and retell them to the class.
   For example:
   1. Max (Julia) would say that he (she) is... He (she) thinks he (she) is... He (she) likes to have...
   2. He (she) is good at... He (she) also has a talent for...
   3. His (her) hobby is (hobbies are)... He (she) is also interested in...
   4. He (she) hopes to become... His (her) dream is to...

2. READING AND SPEAKING
   Do ex. 1, p. 8.
   Read the questions; then, in four groups (a, b, c, d) discuss one of them and exchange your decisions with the other groups. Make notes if you need.
   Do ex. 2, p. 8.
   Agree or disagree with the statement. Express and prove your mind.

<table>
<thead>
<tr>
<th>If you agree, say:</th>
<th>If you disagree, say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I agree that... because...</td>
<td>I don’t agree that... because...</td>
</tr>
<tr>
<td>I fully agree that... because...</td>
<td>I fully disagree that... because...</td>
</tr>
<tr>
<td>I partly agree that... because...</td>
<td>I don’t think that... because...</td>
</tr>
<tr>
<td>That’s right, because...</td>
<td>I wouldn’t say that... because...</td>
</tr>
<tr>
<td>Certainly, because...</td>
<td>Absolutely not that... because...</td>
</tr>
</tbody>
</table>

3. READING
   Do ex. 3a, p. 8.
   Individually, skim the text and find the job names of the people who work in the fields of computers, science, industry, business, education, medicine, music, film, sport, travel, tourism.
   Do ex. 3b, p. 9.
   Scan the text one more time and complete the statements. Read your results to the class. Compare your answers.
4. Listening
Do ex. 4a, p. 9.
Listen to the speaker and answer the question.
Do ex. 4b, p. 9.
Listen to the text one more time and find out specific information to fill in the gaps in the text.
*Key*: 600,000; a million; 25,000; one third.

5. Reading
Do ex. 7a, p. 10.
Read the text to find out the methods of learning a foreign language. Say which of them you believe useful for you and why.
*Start like this:*
- I think... is (are) useful for me because...
- To my mind, ... is (are) useless for me because...
- In my opinion, ... is (are) difficult for me because...
- It seems to me, ... is (are) too primitive for me because...

6. Vocabulary work
Do ex. 7b, p. 12.
Read the text again; write down the words in bold, match the pairs of the words to find out their definitions.

<table>
<thead>
<tr>
<th>1) means (of communication)</th>
<th>a) stretch, spread</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) immense</td>
<td>b) looking through quickly, lightly</td>
</tr>
<tr>
<td>3) broaden</td>
<td>c) description, meaning of a word</td>
</tr>
<tr>
<td>4) extend</td>
<td>d) smb who continues doing something despite difficulties</td>
</tr>
<tr>
<td>5) comprehension</td>
<td>e) a foreign person, who lives with a family in order to learn the language and takes care of the children or cleans the house</td>
</tr>
<tr>
<td>6) skimming</td>
<td>f) widen, enlarge</td>
</tr>
<tr>
<td>7) scanning</td>
<td>g) words of a song</td>
</tr>
<tr>
<td>8) fluency</td>
<td>h) way of doing</td>
</tr>
<tr>
<td>9) definition</td>
<td>i) understanding, engagement</td>
</tr>
<tr>
<td>10) lyrics</td>
<td>j) ease of expression</td>
</tr>
<tr>
<td>11) au-pair</td>
<td>k) reading for detailed information</td>
</tr>
<tr>
<td>12) patient</td>
<td>l) huge, great</td>
</tr>
</tbody>
</table>

*Key*: 1 h, 2 l, 3 f, 4 a, 5 i, 6 b, 7 k, 8 j, 9 c, 10 g, 11 e, 12 d.
Do ex. 7c, p. 12.
In pairs, exchange your answers and check up your partner’s work.

7. Summary
Do ex. 5, p. 10.
In groups, answer the questions and exchange your answers.
Complete the sentences:
1. English is considered as ...
2. Studying foreign languages is very ... because...
3. English is very popular among ...
4. A lot of people all over the world study English because...
5. They use some methods of ...
6. As for me ... is (are) the most useful.

8. Homework
Write a brief paragraph about the importance of learning English. Use the statements as a plan.
Lesson 2. LEARNING ENGLISH

Objectives:
• to motivate students for the learning activity; to enlarge student’s vocabulary; to improve students’ reading and speaking skills;
• to develop students’ full individual potential; to develop communicative skills; to promote thinking and creative imagination; to encourage cultural understanding, tolerance and the enjoyment of diversity;
• to promote positive attitude to studying a language; to develop self-esteem and mutual esteem, and a sense of respect for others.

Outcomes: by the end of the lesson students will be able:
• to express their personal opinion on the topic;
• to skim and scan the text while reading;
• to ask and answer the questions in a dialogue showing agreement or disagreement;
• to compare their results with other students’ answers;
• to tell the meaning of words.

Procedure

1. Warm-up
Do ex. 6, p. 10.
Individually, match the words with their definitions. Then, in pairs, compare your answers. Explain your mistakes if there were any.
Key: 1 the language that is spoken in another country, 2 one’s native language, 3 the way you pronounce the words of a language, 4 all the words someone knows or all the words in a language, 5 the rules of a language, 6 the way of writing a word.

2. Speaking
Students in groups get the cards with the questions.
1. Do you know anything about International language camps / schools? Have you ever been there?
2. Why do you think they are necessary?
3. Who can go to such camps / schools?
3. If yes, describe such a camp / school activities briefly.
4. If no, make your guess about such a camp / school activities.
Students brainstorm the questions and share their ideas with other groups.

3. Vocabulary
Do Vocabulary box, p. 13.
Read the words and word-combinations; find out their definitions using the dictionary. Then try to explain their meaning in English.
• a reason — explanation for event or action, argumentation
• a responsibility — something that it is your job or duty to deal with, liability
• complicated — difficult to understand, complex, intricate
• perfect — accomplished, ideal
• responsible — conscious, liable
• to get stuck — to be unable to move
• to keep doing smth — to continue doing smth
• to feel like doing smth — to have a wish to do smth
• to look up smth in the dictionary — to search a word definition
• to do smb’s best — to try very hard to do smth
Make up the sentences with the words and word-combinations.
4. Reading
Do ex. 8a, p. 12–13.
Read the teenagers’ opinion about the language school.
Answer the questions:
• What difficulties do the teenagers have in learning English? Do you have the same difficulties?

5. Speaking
Do ex. 8b, p. 13.
Make as many correct sentences as you can, using the table. Estimate the results of your classmates and express your agreement or disagreement.

Use the phrases:
• Absolutely correct! I agree with…
or
• That’s right. I fully agree…
• It’s a pity! You are wrong…
or
• I feel sorry, but you are mistaken…

6. Speaking
Do ex. 9, p. 13.
In small groups, discuss the English learning activities you like and dislike (or can’t stand) doing. Explain your choice.

Use the words and expressions: interesting, boring, it takes up too much of my time, easy, difficult, too complicated, difficult to understand, accomplished, get stuck (be unable to move), keep doing smth, feel like doing smth (have a wish to do smth).

7. Reading
Do ex. 10a, p. 14.
Read the statements and choose those you agree with.

8. Summary
Do ex. 10b, p. 14.
Compare your answers with your classmates’ results. Explain your choice. Start like this:
• I’ve chosen variant “a” (“b”) because…
or
• I (fully) agree with variant “a” (“b”) because…

Use the expressions:
• This suits me best because… / It suits my character best because… / This fits my level of language because… / This fits my abilities because…
or
• This doesn’t suit me because… / It doesn’t suit my character because… / This doesn’t fit my level of language… / This doesn’t fit my abilities because…

9. Homework
Do ex. 11 a, p. 15–16.
Read the text. Make a list of comments useful for you. Explain your choice using the lesson words and expressions (8 to 10 sentences).
UNIT 1. PEOPLE AND RELATIONSHIPS

Lesson 3. YOUR FAMILY: PEOPLE AROUND YOU

Objectives:
• to introduce and practise the new topic; to revise previously taught vocabulary; to focus students on using antonyms; to improve students’ reading, and speaking skills;
• to develop students’ communicative competence; to activate thinking imagination; to encourage understanding and tolerance to others;
• to broaden student’s outlook; to develop self-esteem and a sense of respect for others.

Outcomes: by the end of the lesson students will be able:
• to use adjectives to describe a person’s character;
• to express their personal opinion on the topic;
• to discuss the questions showing agreement or disagreement;
• to define the text main ideas and specific information.

Procedure

1. Warm-up
Do “Warm Up”, p. 17.
In pairs, ask and answer the four questions; then retell the information about your partner.
Students read the questions and ask them to their partner; then, listen to the answers (or write down if necessary) and retell them to the class.

For example:
1. Max (Julia) has known his (her) best friend... They first met and became acquainted at / in... They have the same...
2. He (she) connected with his (her) friend through... He (she) was able to meet his (her) friend... / He (she) has never met his (her) online friend, although...
3. Max (Julia) would feel... without friends. He (she) continues his (her) friendships by... / He (she) doesn’t really have any friends in the past because...
4. He (she) most admires... because... He (she) really objects to...

2. Reading & Speaking
Do ex. 1, p. 18.
In small groups, discuss the questions. Make a mutual decision for each group; share your ideas with other groups.
Don’t forget to use the expressions:
• From our point of view...
• We would say that...
• We have the feeling that...
• We have no doubt that
• We consider / suppose that

3. Reading
Do ex. 2, p. 18–19.
In pairs, students read the passage quickly and find information about:
a) the youngest children;
b) the children who have to look after their younger sister or brothers;
c) Tom Hughes;
d) the only kids;
e) the most competitive kids.
After discussing in pairs, students check their answers.
Key: a — 4, b — 2, c — 1, d — 5, e — 3.
Do ex. 3, p. 18.
Students scan the passage one more time to find the information about the kids. After scanning, students check their answers.
Key: 1 — the middle children, 2 — the youngest children, 3 — the oldest kids, 4 — the only kids.

4. Vocabulary practice
Do ex. 4, p. 19.
Individually, students read the words and find the opposites in the text.
Key: 1 manipulative, 2 selfish, 3 imaginative, 4 lazy, 5 affectionate, 6 aggressive.
Do ex. 5a, p. 20.
Students look through the box and complete the sentences with the words. Consult the dictionary if necessary.
Key: 1 competitive, 2 ambitious, 3 spoilt, 4 selfish/spoilt, 5 envious, 6 sociable, 7 aggressive, 8 charming, 9 responsible, 10 affectionate, 11 bossy, 12 manipulative, 13 moody, 14 energetic.

5. Writing & Speaking
Do ex. 5b, p. 20.
In pairs, group up adjectives from the box into positive, negative and neutral ones.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>affectionate</td>
<td>aggressive</td>
<td>competitive</td>
</tr>
<tr>
<td>ambitious</td>
<td>envious</td>
<td>energetic</td>
</tr>
<tr>
<td>charming</td>
<td>jealous</td>
<td>imaginative</td>
</tr>
<tr>
<td>responsible</td>
<td>manipulative</td>
<td>sensitive</td>
</tr>
<tr>
<td>sociable</td>
<td>moody</td>
<td></td>
</tr>
<tr>
<td></td>
<td>selfish</td>
<td></td>
</tr>
<tr>
<td></td>
<td>spoilt</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bossy</td>
<td></td>
</tr>
</tbody>
</table>

Read your answers to the class and explain your choice. Why are some neutral characteristics may be considered both positive and negative?

6. Vocabulary practice
Do ex. 6a, p. 20.
Complete the chart with five personality adjectives for each column:

<table>
<thead>
<tr>
<th>Oldest children</th>
<th>Middle children</th>
<th>Youngest children</th>
<th>Only children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do ex. 6b, p. 21.
Scan the text (ex. 2, p. 18–19) and check your chart. Share your variant with the others.

7. Summary
Do ex. 6c, p. 21.
In pairs, discuss the questions:
• Do you think the statements in the article are true for you? If not, why?
• Do you think they are true for your brothers and sisters or your friends?

8. Homework
Teacher gives the list of questions to each student.
Write a brief paragraph about yourself. Use the questions as the plan. Use the adjectives from the lesson.
1. What kind of person are you?
2. Have you got many friends?
3. Are you a good friend?
4. What can you say about your strong and weak points?
Lesson 4. DEVELOP YOUR VOCABULARY: YOUR FRIEND’S CHARACTER

Objectives:
- to introduce and practise the topic; to revise previously taught vocabulary; to focus students on using opposites; to improve students' vocabulary skills;
- to develop students' communicative competence; to activate thinking and imagination; to broaden students' vocabulary;
- to encourage understanding and tolerance to others; to develop self-esteem and mutual esteem.

Outcomes: by the end of the lesson students will be able:
- to use adjectives to describe a person's character;
- to express their personal opinion about other people;
- to discuss the questions showing agreement or disagreement;
- to explain the words definitions.

Procedure

1. Warm-up

Game “One truth and a lie”

Write two sentences about yourself: the statements should be true and false. For example:
- Sometimes I may be very unreasonable.
- My friends say I’m a generous person.

In pairs, students discuss which statement is the lie and why they think so. Then students make up two sentences about themselves and read them; the other students have to guess which statement is untrue.

2. Vocabulary work

Do ex. 1, p. 21.

In pairs, students have to match the words and their definitions. Use a dictionary if necessary.

Key: 1 c, 2 f, 3 h, 4 g, 5 e, 6 d, 7 a, 8 b.

3. Vocabulary work & Grammar

Do ex. 2, p. 21.

Individually, change the words’ meaning into the opposite one with the prefixes from the table.

Fill in the table putting the adjectives in the correct column.

<table>
<thead>
<tr>
<th></th>
<th>un-</th>
<th>dis-</th>
<th>in-/im/ir-</th>
</tr>
</thead>
</table>

Key:
- ambitious
- honest
- impatient
- friendly
- organised
- irresponsible
- imaginative
- insensitive
- kind
- reliable
- tidy
- selfish
- sociable
4. Vocabulary work & Grammar
Do ex. 3, p. 22.
Read the “Vocabulary links” and arrange the adjectives in pairs with opposite meanings; then, put them in the table.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>clever, generous, hard-working, organised, relaxed, cheerful, honest, reliable</td>
<td>stupid, mean, lazy, untidy, moody, unpleasant, spoilt, envious</td>
</tr>
</tbody>
</table>

Self-confident, ambitious, imaginative, energetic, bossy — have no opposites in the list.

5. Reading & Vocabulary
In three groups, students read the part of the text common for all groups and the part of the text for each separate group; then, discuss the definitions of the words (word-combinations) in bold and share information with the other groups explaining the word meanings on their own.

*Part for all groups:* Some people can establish friendships more easily than others; and some of us need a long time for close friendships. We may jump first to judge a friend’s behavior, rather than our own. Perhaps we forget that relationships rely on mutual interactions. It depends on us to build lasting friendships.

There are 13 essential friendship traits. They fall into three general categories representing an essential aspect of relational behaviour. Read the description of how each trait influences relationships:

*Part for group 1:* Traits of *Integrity* (the quality of being honest and having strong moral principles):
- These qualities are related to common human values in a lot of cultures — trustworthiness, honesty, dependability, loyalty, and the ability to trust others.

*Part for group 2:* Traits of *Caring* (the quality of kindness and emotional support to others):
- These qualities include empathy, the ability to keep silent if necessary, effective listening skills, and the ability to offer support in good and bad times. These traits need personal understanding, intuition, self-discipline, and unconditional positive regard for our friends.

*Part for group 3:* Traits of *Congeniality* (the quality of being friendly and pleasant):
- This group includes self-confidence, the ability to see the humour in life, and being fun to be around. This trio of traits has also been associated with overall well-being and happiness in life.

6. Vocabulary practice
Do ex. 4, p. 22.
Students choose 5 to 6 adjectives or word-combinations which describe them or their friends best. Explain your choice.

*Example:* Sociable — I’m sociable because I love being with other people.

7. Summary
Do ex. 5, p. 22.

8. Homework
Teacher gives the list of questions to each student.
Think of the questions and write down a brief passage about your close friend:

1. What things / traits of character are important for you in your friends?
2. What things / traits of character are unimportant for you in your friends?
3. What similar interests do you and your friends have?
4. What different interests do you have?
5. Do you know your close friend well? What makes you think so?
Lesson 5. **BUILD UP YOUR GRAMMAR:**
**WE USED TO BE CREATIVE**

**Objectives:**
- to introduce and practise the new grammar point; to focus students on using the structure “used to”; to improve students’ grammar skills;
- to interest students in learning grammar; to develop students’ grammar competence; to activate linguistic guess; to motivate error correction work;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to inspire students to work in groups and pairs.

**Outcomes:** by the end of the lesson students will be able:
- to use the structure “used to + infinitive” to speak about actions in the past;
- to describe events in the past with positive and negative forms of “used to + infinitive”;
- to analyse and understand situations of use the structure.

**Procedure**

1. **Warm-up**

   In pairs with your partner, fill in the chart with as many positive and negative traits of character as you can for 1 minute. Compare your results with other pairs.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
</table>

2. **Grammar**

   In three groups, read and study the Grammar box, p. 22–23 (one position for each group). Share your information with the others.

3. **Grammar practice**

   Do ex. 1, p. 23.

   Complete the sentences with the verbs in brackets using affirmative or negative forms of “used to”-structure. Compare your results with other students.

   **Key:**
   1. Mary used to go to my school, but now she doesn’t.
   2. Andrew didn’t use to be very tall, but now he is.
   3. Chris didn’t use to drink coffee, but now he does.
   4. We used to play football at the weekends, but now we don’t.
   5. There used to be a market every Friday, but now there isn’t.
   6. They didn’t use to wear a uniform to school, but now they do.

4. **Grammar practice & Writing**

   Do ex. 2, p. 23.

   In pairs, students analyse and decide what sentences have mistakes; then correct the sentences and read them to the class.

   **Key:** 1 correct; 2 correct; 3 correct; 5 correct; 8 correct.
   1. We used to have a dog when I was a child
   4. Wales used to be an independent country before it became a part of Britain.
   6. Jane used to be a singer.
   7. We used to live in Russia but now we live in Ukraine.

      Do ex. 3, p. 24.

      Students complete the sentences using the correct form of “used to” structure.

      Then, they check their results.

      **Key:**
      1. Did you use to go to the same school as I?
2. I didn’t use to have so many things when I was a student.
3. What did you use to study?
4. Didn’t you use to have long hair?
5. What did you use to do when you were a child?
6. He never used to be like that.

5. Reading & Grammar practice
Do ex. 4, p. 24.
Students look through the word-box, read the text and fill in the gaps. Then, they compare the answers with the others.

Key:
Women’s skirts used to be long and formal.
All men used to have long hair.
Children used to dress like adults.
Men and women used to dance at formal balls.
Women used to wear many petticoats under their skirts.
Men used to carry walking sticks.

6. Speaking & Grammar practice
Do ex. 6, p. 25.
In pairs, students ask and answer the questions.

7. Summary
In small groups, students read the sentences from the cards and fill in the gaps with the appropriate word-combinations.

Didn’t... use to be, didn’t use to, used to be quite a spoilt kid, Didn’t... use to have, used to support, used to care for horses.

1. She ... when she lived on a farm.
2. In his childhood he ... .
3. My uncle ... our family and now he doesn’t.
4. My cousin ... keep secrets.
5. ... he ... an honest person?
6. ... your brother ... a sense of humour?

Key:
1. She used to care for horses, when she lived on a farm.
2. In his childhood he used to be quite a spoilt kid.
3. My uncle used to support our family and now he doesn’t.
4. My cousin didn’t use to keep secrets.
5. Didn’t he use to be an honest person?
6. Didn’t your brother use to have a sense of humour?

8. Homework
Ex. 5, p. 24.
Lesson 6. YOUR CLOSE FRIEND

Objectives:
- to improve students’ listening and speaking skills; to focus students on talking about people;
- to motivate students for becoming independent listeners; to develop students’ personal and social skills; to broaden students’ vocabulary; to activate linguistic guess;
- to provide a stable and welcoming atmosphere in the class; to develop self-esteem and mutual esteem; to encourage understanding and tolerance to others; to form reliable attitude to friends and family.

Outcomes: by the end of the lesson students will be able:
- to talk about people;
- to compare different points of view;
- to evaluate people’s actions and behaviour;
- to give a balanced view on different actions and events.

Procedure

1. Warm-up
   Give the students question cards. In pairs, they discuss the questions and then express their opinion to the rest of the class.
   - What kind of people are your friends?
   - What kind of people were your playmates?
   - Have you ever tried to get in touch with an old friend of your childhood? Why? Did you succeed?
   - Is there a difference between friends and playmates? What exactly is it?

2. Reading & Vocabulary
   Do ex. 2, p. 25.
   Read the interview and try to guess the meaning of the words in bold. Explain them in English or give the Ukrainian equivalents. Use a dictionary if necessary.
   Expected answers:
   - get on — if people like each other and are friendly to each other — ладити одне з одним
   - have in common — smth belonging to or shared by two or more people — мати спільне
   - argue — speak angrily to someone — сваритися
   - keep in touch — be in contact — підтримувати відносини
   - stay friends — keep friendship — залишатися друзями

3. Listening
   Listen to the text and tick the topics which are mentioned in it. Compare your results with the others.
   Do ex. 4, p. 26.
   Listen to the text one more time and answer the questions. Check your answers.

4. Vocabulary practice & Speaking
   In pairs, find out the definitions of the words from Vocabulary box. Then, ask and answer the questions. Make notes if necessary.
   - A goal — an aim or purpose / мета
   - to succeed — to be successful / досягти успіху
   - to lose touch — not to be in contact / втратити відносини
5. Speaking
Do ex. 6, p. 26.
In groups, share your ideas on the statements:
1. What qualities do you appreciate in your friends?
2. What makes someone a special or best friend?
   Use the appropriate expressions from the box.

6. Reading
Do ex. 1a, p. 27.
In four groups, read the opinions about Peter (one opinion to each group). Exchange information with other groups and compare it.

7. Speaking
Do ex. 1b, p. 28.
Study the Useful language box. In groups, think and make a conclusion why Peter makes such different impressions on people and where his own opinion coincides with / differs from the others. Use the expressions from the box to talk about people's point of view and to give a balanced judgment.

To talk about people:
- He / She seems to be...
- He / She looks...
- He / She looks like...
- He / She acts as if...

To give a balanced view:
- You could say... but also...
- It's true that... but...
- At the same time...

8. Summary
Do ex. 2, p. 28.
In pairs, students discuss the questions.
1. Do you speak differently when you are with different people? Whom with? When?
2. Do you argue with some people but not others? Whom do you argue with? When?
3. Do you feel that you are more talkative with peers than with adults? Why?

9. Homework
Do ex. 3, p. 28.
Teacher gives the instruction to each student.
Choose one of the proverbs and write a passage about it.
Use the words and expressions from the “Words for you” box (p. 26) and “Useful language” box (p. 28); also use the following linking words and phrases: for example, such as, in other words, in particular, because, it seems to me.

To structure your passage use the first phrases for paragraphs:
- As for me, ...
- To begin with, ...
- In addition, ...
- In conclusion, in my opinion, ...

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