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LESSON 1 VOCABULARY

Тема: ОСОБИСТІ ДАНІ. ОПИС ЗОВНІШНОСТІ.

Очікувані результати уроку: учні вмітимуть розповідати про себе, ставити та відповідати на особисті питання, описувати зовнішність

Лексика: особисті дані, зовнішність

Граматика: present simple, to be, have got

Матеріали: SB стор. 4 впр. 1-3, стор. 5 впр. 4-6; фотографії відомих людей

PROCEDURE

Lead-in

Write the unit title on the board – HUMAN BEING. Ask students to predict what the unit is going to be about. Elicit ideas from around the class and write vocabulary/phrases that students suggest on the board.

Exercise 1

- Ask students what personal data means.
- Students look quickly through the voice mail. Ask them to think of the context of this mail, e.g. Why would Andrew Browne send this voice mail?
- Students complete the voice mail with the missing words.
- Ask your students to check the spelling with the wordlist (page 20). Then check the answers with the whole class.
- Put students in pairs. Ask them to think of the questions for each gap in the voice mail and then ask and answer them in pairs.
- Students write the similar voice mail about themselves.

Exercise 2 (for extended level)

- Students read the reply to the voice mail in ex. 1 and complete it with the missing words.
- Ask your students to check the spelling with the wordlist (page 20). Then check the answers with the whole class.

Exercise 3

- Books closed. To see what students know, write these categories in four columns on the board:

HAIR BUILD OPINIONS ABOUT APPEARANCE DISTINGUISHING FEATURES

Then put students into pairs. Give them 2 min to think of as many words as they can for each category. When they have finished, elicit words from students and write relevant ones under the appropriate heading on the board.

- Ask students to turn to p.4 and look at the words in the box. Give them 2 minutes to put the words into the correct categories. Use the pictures of four people to explain any unfamiliar words. Then check the answers with the whole class.
- Ask students to describe people in the pictures (p. 4)

EXTRA ACTIVITY

For this activity you need the pictures of celebrities. You need 5 photos altogether.

- Divide the class into 5 groups. Distribute 1 photo per group.
- For about 4-5 minutes each group describes the physical appearance of the celebrity in the photo. Students write a description of the person in their picture, making 3 factual mistakes.
- Representatives read out the descriptions and show the photo of the celebrity to the class.
- The class listen for mistakes in the descriptions, write them down and share their notes with the rest of the class.
- The authors of each description act as judges and check if the class have found all the mistakes.

Exercise 4

- Ask students to work in pairs to complete the sentences. Refer them to the wordlist if necessary. Then check the answers with the whole class.
- Ask students to work out the definitions or descriptive explanations of the phrases in bold.
- Students work individually to write sentences about themselves with the words in bold. Monitor and help where necessary.

Exercise 5

- Students work individually to complete the sentences. Refer them to the wordlist if necessary. Then check the answers with the whole class.

EXTRA ACTIVITY

Ask students to use the words from ex. 5 in the sentences of their own.

Exercise 6 (for extended level)

- Give students 1 min to read the notice to get the general idea.
- Ask simple questions to check students know the words:
e.g. Is a stocky person short and muscular or tall and skinny?
If you wear your hair loose, do you wear them up or down?
- Students work individually to complete the notice. Refer them to the wordlist if necessary.
- Students work in pairs. Ask them to work out the definitions or descriptive explanations of the collocations from the notice:

fine hair, receding hairline, clean-shaven, piercing eyes, distinguishing features, auburn hair, wear one's hair loose, wear one's hair up in a ponytail, centre parting, long fringe, high forehead, high cheekbones

HOMework SUGGESTIONS

- ▶ Describe a person you know (a member of your family or a friend) using the vocabulary from the lesson. Write 5-7 sentences.
- ▶ **QUIZLET** Book 1 Unit 1 "Personal data", "Appearance. Build", "Appearance expressions", "Appearance. Distinguishing features", "Appearance. Hair", "Appearance. Opinions about appearance"

LESSON 2 VOCABULARY

Тема: ОДЯГ І АКЕСУАРИ

Очікувані результати уроку: учні вмітимуть описувати одяг, підтримувати розмову про моду

Лексика: одяг та аксесуари

Граматика: present simple, present continuous, present perfect simple

Матеріали: SB стор. 5 впр. 7-9, стор. 6 впр. 10

PROCEDURE

Warm-up

- ▶ Stand up in front of the class and ask the students to take a close look at you. Then ask them to work on their own and write down as many words as they can in one minute describing your appearance. These should include vocabulary for physical appearance, clothes, and accessories, as well as adjectives. When the students have finished, ask them to compare their list with a partner, then conduct whole class feedback. Write any new or difficult vocabulary on the board.
- ▶ Tell the students that in this lesson they are going to talk about clothes, accessories and fashion.

Exercise 7

- Students work individually to find the words that are under the wrong headings.
- Conduct whole class feedback and ask the students if they can think of any other clothes, accessories and materials or patterns that are not listed.
- Ask students to work in pairs and decide which patterns and materials collocate with each clothes item in column.
- While students are working, monitor closely and help with new or unfamiliar vocabulary. When they have finished, check the answers as a class and see if the students can think of any other adjectives they could use with each given clothes item.

IMPORTANT NOTE

You might need to prepare pictures or photos to illustrate any unfamiliar words.

You may also ask students to work in pairs to match the words in the box with the pictures you'll show.

EXTRA ACTIVITY

On the board, write the following body parts:

legs

wrist

neck

feet

head

waist

hands

Ask students match the clothes and accessories with the body parts on which they are worn. Ask them if they can think of any other items of clothing which relate to particular body parts (feet = slippers, legs = shorts, etc).

EXTRA ACTIVITY

When students have finished Exercise 7, ask them to find a new partner and use the new vocabulary they have learnt to describe what he/she looks like and what he/she is wearing (*see the Teaching Tip below*).

TEACHING TIP:

Teaching vocabulary for clothes and appearance creates a good opportunity to highlight the fundamental difference between simple and continuous tenses. In this context, the present simple tense is used to describe permanent features (He has black hair) while the present continuous tense is used to describe temporary situations (She is wearing a blue dress today). Students often mix up these tenses, and it is important to provide a lot of practice so they become more confident when using them.

Exercise 8

- Tell students to look at ex. 8 and ask them to complete the sentences. They should do this individually, then compare their answers with other students.

EXTRA ACTIVITY

Play a game

Write the following sentences on the board:

Name 5 items that a person wears when the weather is very cold.

Name 5 items that a person wears when the weather is very hot.

Name 5 items that a person wears that a person wears for a formal event, like a wedding.

Name 5 items that a person wears that a person wears to do sports.

Name 5 items that a person wears as accessories (not clothes).

Students work in small groups and have two minutes to think of as many words as possible for every sentence. They may not use any word more than once. The winning group is the group with the most words.

Exercise 9

- Tell students to look at ex. 9. Ask them to work in pairs and talk about the questions. Monitor and help where necessary.

Exercise 10 (for extended level)

- Students work individually and unscramble words to complete the advertisement. Refer them to the wordlist to check the spelling.
- Then students write the similar advertisement using the collocations.

WRAP-UP

Ask students to work in pairs and discuss the following:

- What sort of clothes do you usually wear?
- What colours suit you?
- What's your favourite item of clothing?

For extended level:

- How often do you buy a new item of clothing?
- Describe a time when you bought an item of clothing and got a good discount.

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Give students a few minutes to discuss the questions, encouraging them to incorporate new language from this lesson. To wrap up the activity, ask students to share what their partners said.

HOMEWORK SUGGESTIONS

- ▶ **QUIZLET** Book 1 Unit 1 "Clothes", "Accessories", "Patterns and materials"

Optional homework activity

Ask students to take photos of members of their family on a mobile device and bring them to the next class where they can use the new vocabulary to describe them.

LESSON 3 VOCABULARY

Тема: ОСОБИСТІТЬ ТА ЇЇ ЯКОСТІ. РИСИ ХАРАКТЕРУ

Очікувані результати уроку: учні вмітимуть описувати риси характеру та надавати характеристику людині

Лексика: риси характеру

Матеріали: SB стор. стор. 6 впр. 11-15

PROCEDURE

Warm-up

- ▶ Ask the students to imagine they are going on holiday, and write a list of what they are going to put in their suitcase or rucksack. Ask them to read their list to the class, and see if anyone can guess where they are going.

IF YOU WANT A LEAD-IN ...

- Ask students to keep their books closed. Write the following on the board:

A mother/father should be ...

My best friend is ...

An ideal boyfriend/girlfriend is ...

A good teacher/nurse should be ...

In pairs or groups of three, students think of personality adjectives to describe these people and complete the sentences. After two minutes, stop them and write their suggestions on the board. Explain that they are going to learn more words to describe personality during this lesson.

- Ask students to look at the wordlist on page 20 (features of character). Individually, students divide the words into 3 categories

Words I know

Words I don't know

Words I might know but not sure

Help students to figure out the meaning of the words they don't know by giving them descriptive examples.

Exercise 11

- You might wish to remind students when we use the prefix im- to form the opposites.
- Students complete the gaps with the opposites.

Exercise 12

- Students work in pairs describing people's qualities of their choice. Monitor and help where necessary. When they finish, you might wish to extend this activity by asking students to choose other three adjectives and repeat the guessing game.

Exercise 13

- Students work individually to complete the sentences. Refer them to the wordlist to check the correct spelling.

EXTRA ACTIVITY

- ▶ Ask students to choose 5 words from the wordlist and write similar sentences with them. Then tell them to work in pairs and play the guessing game as in ex. 12.

Exercise 14

- Students work in pairs and describe people justifying their opinions.

Exercise 15 (for extended level)

- Students match personality adjectives with the speakers.
- Then ask students to look at the words in the wordlist on page 21 and write similar descriptions with the words from the list.

WRAP-UP

- Write the following on the board:

What are you and your friends like?

My good points are that ...

As for my bad points ... I am a bit / quite ... because ...

I can be ... at times. I tend to be ... when ...

Ask students to work in pairs and talk about themselves or their best friends using adjectives from the lesson.

HOMework SUGGESTIONS

- ▶ **QUIZLET** Book 1 Unit 1 “Features of character”
- ▶ Students write a short (4–5 sentences) description of their own personality using adjectives from the lesson.

LESSON 4 VOCABULARY

Тема: ПОЧУТТЯ ТА ЕМОЦІЇ

Очікувані результати уроку: учні вмітимуть описувати свої почуття та емоції в різних ситуаціях

Лексика: почуття та емоції, прикметники на -ed та -ing

Матеріали: SB стор. 6 впр. 16, стор. 7 впр. 17-18

PROCEDURE

Warm-up

Ask students to look at the picture on page 6 and name feeling and emotions.

Exercise 16

Students complete the sentences with the correct words. While students are working, monitor closely and help with new or unfamiliar vocabulary. When they have finished, check the answers as a class. Then students work in pairs telling when they last experienced the feelings from the ex. 16.

TEACHING TIP:

Teaching vocabulary for feelings and emotions creates a good opportunity to highlight the difference between adjectives ending in -ed and -ing.

We use -ed adjectives to talk about how we feel. We use -ing adjectives to talk about the things or people that make us feel in a particular way.

- Ask students to think of the adjectives ending in -ing corresponding to the ones from ex. 16. Write their ideas on the board and ask students to make up sentences with these adjectives to illustrate their meaning.
- Ask the students to think of any other adjectives ending in -ed /-ing. Write their ideas on the board. Then ask students to work in pairs and talk about the feelings listed on the board, adding extra information to justify their opinion. Finally, pair each student with a student from another pair to report on anything surprising they found out.

e.g. Talk about two things that you find: **fascinating, depressing, relaxing** etc.

Talk about a time when you felt: **frightened, depressed, relaxed** etc.

- Ask students to work individually to complete the sentences

I always feel tired...

I'm often disappointed ...

I feel surprised ...

I find my brother/sister very annoying when they ...

Exercise 17 (for extended level)

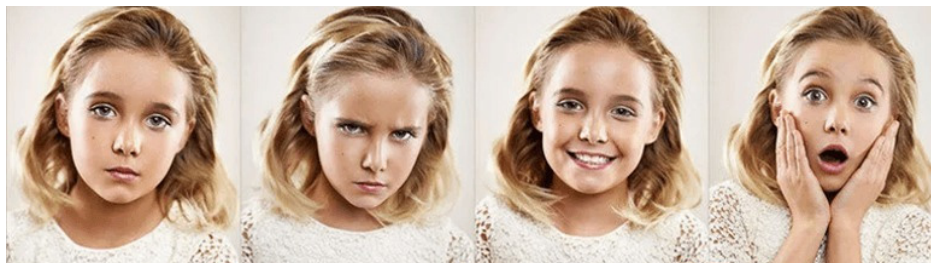
- Students replace the underlined words with the adjectives in the box.

Exercise 18 (for extended level)

- Students choose three of the underlined words from ex. 17 and tell their partner about a situation when they felt like this.

HOMWORK SUGGESTIONS

- ▶ Students write a short description (5–6 sentences) of a recent event using at least three adjectives from the lesson
- ▶ **QUIZLET** Book 1 Unit 1 “Feelings and emotions”



LESSON 5 VOCABULARY

Тема: ІНТЕРЕСИ. ЕТИЧНІ ПРОБЛЕМИ

Очікувані результати уроку: учні вмітимуть розповідати про свої інтереси, висловлювали власну думку стосовно різних етичних проблем

Лексика: інтереси, етичні проблеми

Матеріали: SB стор. стор. 7 впр. 18-21; *Vocabulary Test 1 (TRC)*

PROCEDURE

Warm-up

Write the following words and phrases on the board:

adore

be into sth

be a fan of sb / sth

be keen on sth

be hopeless at

be mad about sb / sth

be interested in sth

can't stand

Check that students know their meaning and usage. Point to one verb/phrase at a time and randomly assign a student to make a true sentence with the chosen word. Repeat with several other students.

Exercise 19

- Students complete the survey questions. Check with the whole class.
- Students work in pairs and interview each other. Ask several students to report about their partner's interests to the class.

EXTRA ACTIVITY

Ask students to use the words in the box to talk about the interests of some of their family members or friends.

Exercise 20

- Check that students know the meaning of the words A-F
- Students match ethical issues A-F with the speakers 1-4.
- Students work in pairs and discuss the statements 1-4.

EXTRA ACTIVITY

You might want to hold a group / class discussion on one or more ethical issues. Students choose the issue they want to discuss and prepare arguments for and against the statement they chose.

Exercise 21 (for extended level)

- Students write the words for the definitions 1-5. Refer them to the wordlist to check the spelling.
- Students work in pairs or small groups and express their opinions about ethical issues 1-5. Monitor and help where necessary. Encourage students to support their opinions with specific examples.

HOMework SUGGESTIONS

- Students prepare small talk about their interests.
- **QUIZLET** Book 1 Unit 1 "Interests", "Ethical problems"

LESSON 6 LISTENING

Тема: РИСИ ХАРАКТЕРУ ПІДЛІТКІВ. ІНТЕРВ'Ю З ПСИХОЛОГОМ

Очікувані результати уроку: учні вмітимуть виокремлювати основний зміст і окремі деталі записаного радіоінтерв'ю з психологом про особливості підлітків, описувати людей та їх вчинки, висловлювати і обґрунтовувати власну думку, погляди, почуття на підставі зовнішнього вигляду людини та першого враження

Лексика: риси характеру, зовнішність, почуття і емоції

Граматика: прийменники

Матеріали: SB стор. 8, MP3 tracks 01-03

PROCEDURE

Warm-up

Ask students to work in pairs and play **Vocabulary tennis**. You name the category (e.g. features of character, feelings and emotions) and they take turns to say the words for this category.

You might also wish to revise vocabulary by giving the students **Vocabulary Test 1** (Teacher's resource centre).

Zoom in

Exercise 1

- Check that students know the meaning of the adjectives. Help students to figure out the meaning of the words they don't know by giving them descriptive examples.
- Students work in pairs and discuss questions 1-2. Monitor and help where necessary. Encourage students to support their opinions with specific examples.

▶ Practise

GET SMARTER

- Tell the students that one of the listening tasks at the exam is a true/false task where they need to decide whether the statements are true or false according to what they hear. You might wish to refer them to the methodology handbook from student's resource center for more information about this exam task.
- Go through the tips in the GET SMARTER box, ask students to underline key words, e.g. *заперечні речення, слова з негативними префіксами* etc. Tell them they are going to practice these tips during the lesson.

Exercise 2

- Ask students to complete the sentences with one word for each gap. Play the track MP3 01 to check the answers.

Exercise 3

- Tell students to look at three sentences and underline key words in them. Then ask them to work in pairs and paraphrase sentences 1-3 using synonyms for the key words and phrases they have underlined.
- Play the track MP3 02 to listen to the dialogue.
- Ask students to explain why sentence 3 is true according to the text.
- Ask students to explain why sentences 1 and 2 are false according to the text. Refer them to page 159 for the audioscript if necessary.

Exercise 4

MP3 03 Teenage personalities (true/false)

- Tell students to look at the sentences 1-5 and underline key words in them. Then ask them to work in pairs and paraphrase sentences 1-5 using synonyms for the key words and phrases they have underlined.
- Play the track for students to listen to an interview with a school psychologist talking about teenage personality types. Tell the students to decide if each sentence is true or false according to what they hear. Then ask some comprehension questions to check students' understanding: **Who can control their emotions better – teenag-**

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ers or adults? What kind of people are so-called beauty kings and queens? Whom do we call over-achievers? Does the speaker think teenagers do not change their personalities as they grow older? Play the track again if necessary, before checking answers.

- Check the answers asking students to justify their choices. Refer them to page 159 for the audioscript if necessary.

▶ Fish for words

Exercise 5

- Students choose the correct prepositions to complete the sentences. Refer them to page 159 for the audioscript if necessary.
- Ask students to work in pairs and discuss whether they agree or disagree with each statement. Encourage them to justify their opinions.

Exercise 6

- Students tick the expressions which describe people obsessed with something.
- Ask students to work in pairs or small groups to write the definitions for each expression. If time allows, play a guessing game. Each group reads out one definition and the others should guess the expression.

Wrap it up

- Students look at the questions and think how they would answer them for themselves. Then ask them to discuss their answers with a partner. Monitor and help where necessary.

HOMWORK SUGGESTIONS

- ▶ Students choose one of the questions from ex. 7 and write a 50-word text answering the question using vocabulary from the lesson.
- ▶ **QUIZLET** Book 1 Unit 1 "Listening"

LESSON 7 LISTENING

EXTENDED

Тема: ОСОБИСТІТЬ ТА ЇЇ ЯКОСТІ

Очікувані результати уроку: учні вмітимуть виокремлювати основний зміст і окремі деталі записаних розповідей про неочікувані зустрічі, описувати характер людини на підставі першого враження

Лексика: риси характеру, почуття та емоції

Матеріали: SB стор. 9, MP3 tracks 04-05

PROCEDURE

Warm-up

- Explain that we usually form our opinion about someone within the first 90 seconds of meeting them. Write the following list of people on the board:

1 *an old man with long hair*

2 *a young woman with nose, eyebrow and lip piercings*

3 *a young man with lots of tattoos*

4 *a 30-year-old woman with dreadlocks*

5 *a 40-year-old man in an expensive suit*

In groups of 4, students imagine they meet the above people for the first time and they discuss their impressions.

- You might also wish to revise vocabulary by giving the students Vocabulary Test 1 – extended level (Teacher’s resource centre).

▶ Zoom in

- Ask students to work in pairs and think of three situations that would surprise them positively or negatively if they happened to them tomorrow.

▶ Practise

GET SMARTER

- Remind the students that one of the listening tasks at the exam is a true/false task where they need to decide whether the statements are true or false according to what they hear. You might wish to refer them to the methodology handbook from student's resource center for more information about this exam task.
- Go through the tip in the GET SMARTER box. Tell students they are going to practice this tip during the lesson.

Exercise 1

- Tell students to look at the question and three options and underline key words in them. Then ask them to work in pairs and paraphrase options A-C using synonyms for the key words and phrases they have underlined.
- Play the track MP3 04 to listen to the recording. Tell students to choose the correct answer.
- Ask students to explain why option B is correct according to the text. Refer them to page 159 for the audioscript if necessary.
- Ask students to explain why options A and C are incorrect.

EXTRA ACTIVITY

- ▶ Ask students to work in pairs and describe the man in the photo.

Exercise 2

MP3 05 Expect the unexpected (true/false)

- Tell students to look at the sentences 1-4 and underline key words in them. Then ask them to work in pairs and paraphrase sentences using synonyms for the key words and phrases they have underlined.
- Play the track for students to listen to four extracts about surprising situations. Tell the students to decide if each sentence is true or false according to what they hear. Then ask some comprehension questions to check students' understanding:

Speaker 1 *Who is the speaker describing? Are they similar or different? What lesson has the speaker learnt?*

Speaker 2 *What does the word weirdo mean? What words does the speaker use to describe his friend's neighbour? What lesson has the speaker learnt?*

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Speaker 3 *What is the speaker's hobby? What words does the speaker use to describe the girl?*

Speaker 4 *What kind of people does the speaker like? What words and phrases does the speaker use to describe this type of people?*

- Play the track again if necessary, before checking answers.
- Check the answers asking students to justify their choices. Refer them to page 159 for the audioscript if necessary.

▶ Fish for words

Exercise 3

- Students underline the words which mean “being strange”.
- Tell students to work in pairs and write the definitions for the words. Refer them to page 159 for the audioscript if necessary. Then ask them to use the words in sentences of their own.

Exercise 4

- Students complete the sentences with the words in the box. Refer them to page 159 for the audioscript if necessary.
- Ask students to work in pairs and talk about people they have met or about events in their lives using the expressions in bold.

▶ Wrap it up

- Ask students to choose three words from ex. 3 and three expressions from ex. 4 to write their own sentences. Then translate them into Ukrainian.
- Students work in pairs. They exchange their translations and ask their partners to translate them back into English. Finally, they check each other's translations.

HOMWORK SUGGESTIONS

- ▶ Students choose three other expressions from ex. 4 to write their own sentences.
- ▶ **QUIZLET** Book 1 Unit 1 “Listening (extended)”
- ▶ Students read Grammar reference section on page 148 and prepare their own examples to illustrate the rules.
- ▶ Tell students to find information on the Internet on how to make a positive first impression and write a short paragraph about it. Tell them to include answers to the following questions: • **Are first impressions generally right or wrong?** • **How can you come across positively when you first meet someone?**

LESSON 8-9 GRAMMAR

Тема: TALKING ABOUT THE PRESENT

Очікувані результати уроку: учні вмітимуть розповідати про щоденні справи та дії, що відбуваються в момент мовлення, писати електронні повідомлення фактологічного характеру (плани на вихідні, опис місця, опис найкращого друга)

Лексика: лексика уроків 1-5

Граматика: present simple, present continuous, frequency expressions

Матеріали: SB стор. 10-11, Grammar reference: SB стор. 148

PROCEDURE

Warm-up

- Tell students that they are going to revise the present simple and present continuous tenses. Make sure students understand the main difference between these tenses by asking them the questions:
 - *Which tense do we use for actions happening now?*
 - *Which tense do we use for habits and routines?*
 - *Go through the grammar reference (page 148) with the whole class. Read out the rules and ask students to illustrate them with the examples they prepared at home.*

Exercise 1

- Students complete the dialogues choosing the correct tense.
- Before you check, ask them to work in pairs and justify their choices. They may refer to page 148 if necessary.

EXTRA ACTIVITY

➤ Write the following verbs on the board:

think look feel see want know

➤ Ask students to work in pairs and make up a dialogue using these verbs in present simple and present continuous.

Exercise 2

- Tell students to look through the email. Ask them to summarise its content in 1-2 sentences.
- Students complete the email with the correct forms of the verbs in brackets.
- Before you check, ask them to work in pairs and justify their choices. They may refer to page 148 if necessary.
- Students work individually to write a reply to the email.

Exercise 3

- Tell students to look through the blog. Ask them to summarise its content in 1-2 sentences.
- Tell students to think of words which can fit each gap. Encourage them to focus on the meaning at this point.
- Students complete the blog with the correct forms of the verbs in the box.
- Before you check, ask them to work in pairs and justify their choices. They may refer to page 148 if necessary.
- Assign writing a similar blog about themselves for homework.

Exercise 4

• Write the following on the board:

PRESENT SIMPLE PRESENT CONTINUOUS

- Ask students to sort the time expressions in the box according to the tense they are used with.

Exercise 5

- Students write the sentences with the time expressions. They may refer to page 148 if necessary.
- Tell the students to choose 5 time expressions from ex. 4 to write true sentences about themselves. Monitor and help where necessary.

Exercise 6

- Students complete the description of the picture with the correct phrases.
- Before you check, ask them to work in pairs and justify their choices. They may refer to page 148 if necessary.

EXTRA ACTIVITY

- Find a picture or photo showing several people doing something. Show the picture to the class and ask them to describe it.

Exercise 7

- Students translate the verbs in brackets into English.
- Ask students to justify their choice of the tense for each gap. They may refer to page 148 if necessary.

Exercise 8

- Students read the bullet points and complete the sentences with the correct forms of the verbs in brackets.
- Ask students to justify their choice of the tense for each gap. They may refer to page 148 if necessary.

Exercise 9

- Students write their own sentences to answer the bullet points in ex. 8. You may wish to assign this activity for homework.

Exercise 10

- Students work individually to write five sentences about things that they do or don't do at the weekends using the time expressions. Make sure they include two sentences that are false. Monitor and help where necessary.

Exercise 11

- Students work in pairs reading out their sentences. The partner should guess which sentences are false.
- Ask students to tell the class about their partners.

HOMework SUGGESTIONS

- Write a blog about themselves using ex. 3 as a model
- Ex. 9 page 10

LESSON 10 READING

Тема: ОПИС ЗОВНІШНОСТІ. ВПІЗНАВАННЯ ТА РОЗПІЗНАВАННЯ ОБЛИЧЧЯ ЛЮДЕЙ

Очікувані результати уроку: учні вмітимуть визначати головну думку тексту, описувати зовнішність та одяг, підтримувати розмову про пластичну хірургію та зміну зовнішності

Лексика: зовнішність, одяг та аксесуари

Матеріали: SB стор. 12-13

PROCEDURE

Warm-up

- Revise vocabulary for appearance and clothes. You may use the pictures on page 12 or play Vocabulary tennis (see lesson 6)

▶ Zoom in

Exercise 1-3

- Students work in pairs or small groups. First, they discuss whether they are good at recognizing faces and remembering what people look like. Then they take turns to describe a classmate without looking at him/her. Finally, they take turns to describe a stranger (real or imaginary) they saw on the way to school.

▶ Practise

GET SMARTER

- Tell the students that one of the reading tasks at the exam is matching paragraphs to headings. You might wish to refer them to the methodology handbook from student's resource center for more information about this exam task.

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- Go through the tip in the GET SMARTER box. Tell students they are going to practice this tip during the lesson.

Exercise 4

- Tell students to read three headings. Ask them to work in pairs or groups of four and discuss the possible content for the paragraph under each heading.
- Tell students to read Fashion girl blog and choose the correct heading for it.
- Ask students to work in pairs and comment on the blog entry.

Exercise 5

Repeat the procedure from ex. 4:

- Tell students to read three headings. Ask them to work in pairs or groups of four and discuss the possible content for the paragraph under each heading.
- Tell students to read the short text about photographs and choose the correct heading for it.
- Ask students to justify their choice and explain why the other headings are not suitable.

Exercise 6

- Tell students they are going to do an exam-style task. Encourage them to look at the headings before they start reading the text.
- Students read the text Are you one of THEM? and match the headings A-F with the paragraphs 1-4. Make sure they understand that there are two extra headings that do not match any paragraph.

▶ **Fish for words**

Exercise 7

- Before you check the answers to ex. 6, ask students to decide which parts of the text helped them make the right decisions. Let students compare their answers in pairs. Check answers as a class.
- Ask students why the remaining headings are incorrect.

EXTRA ACTIVITY

- ▶ Tell students to look at the two incorrect headings. Divide the class into either two or four groups. Assign one of the two headings to each group. Tell students to imagine

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the story behind the headings and write it down in their notebooks. Set a time limit of five minutes to complete the activity. When they have finished, students swap notebooks and read another group's stories.

- ▶ Alternatively, assign this activity for homework.

Exercise 8

- Students find synonyms of the words and expressions A-D in the text. Then they use them to complete the sentences 1-4.

Exercise 9

- Students complete the sentences with complete or brief. Refer them to the text if necessary.

Exercise 10

- Ask students to read the sentences ignoring the gaps and think of the grammar form for each gap.
- Students complete the sentences with the correct form of the verbs in the box.

▶ Wrap it up

Exercise 11

- Students work in pairs and discuss the questions 1-3. Monitor and help where necessary. Encourage them to give specific examples to support their opinions.
- Have different pairs report to the class about their opinions.

Alternatively, you may hold a class discussion of the questions 1-3.

HOMework SUGGESTIONS

- ▶ Ask students use the synonyms from ex. 8 to write sentences which illustrate their meaning.
- ▶ **QUIZLET** Book 1 Unit 1 "Reading"

Extra homework

Tell students to choose one of the questions from ex. 11 and write a short paragraph giving their opinion.

LESSON 11 READING

EXTENDED

Тема: ЗОВНІШНІСТЬ ЛЮДЕЙ

Очікувані результати уроку: учні вмітимуть знаходити в тексті релевантну інформацію, чітко й докладно аргументувати власну думку стосовно змісту прочитаного тексту, підкріплюючи її додатковими деталями та доречними прикладами

Лексика: зовнішність

Матеріали: SB стор. 14

PROCEDURE

Warm-up

Revise vocabulary for appearance by playing a hangman game.

▶ Zoom in

- Write the following question on the board:
 - *How do you react when you meet someone who you recognise but you can't remember who they are and what their name is?*
- Tell students to work in pairs and discuss the question.

▶ Practise

GET SMARTER

- Tell the students that one of the reading tasks at the exam is matching paragraphs to questions. You might wish to refer them to the methodology handbook from student's resource centre for more information about this exam task.

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- Go through the tip in the GET SMARTER box. Tell students they are going to practice this tip during the lesson.

Exercise 1

- Students read the sentences from the article and rephrase them. Monitor and help where necessary.

Exercise 2

- Tell students they are going to do an exam-style task. Encourage them to look at the questions and underline key words in them before they start reading the text. Tell them to think how they can paraphrase the key words.
- Students read the text ***Do I know you?*** and match the questions 1-4 with the paragraphs A-C. Make sure they understand that there is one paragraph that can match two questions.

▶ Fish for words

Exercise 3

- Before you check the answers to ex. 2, ask students to decide which parts of the text helped them to find the answers. Let students compare their answers in pairs. Check answers as a class.

Exercise 4

- Students complete the sentences with the words and collocations from the text.

Exercise 5

- Students choose the correct words to form collocations. Refer them to the text if necessary.
- Tell students to write the sentences with the collocations which illustrate their meaning.

▶ Wrap it up

Ask students to discuss the question: *Which beauty product do you think most people would find difficult to live without? Why?*

HOMework SUGGESTIONS

- ▶ QUIZLET Book 1 Unit 1 “Reading (extended)”

LESSON 12 SPEAKING

Тема: МОДА І ОДЯГ. ОПИС ФОТОГРАФІЙ

Очікувані результати уроку: учні вмітимуть описувати фотографії, використовуючи прості мовні засоби; підтримувати розмову про моду і одяг, висловлювати та стисло аргументувати власну думку стосовно зовнішності людини та моди

Лексика: зовнішність, одяг та аксесуари

Матеріали: SB стор. 15

PROCEDURE

Warm-up

Revise vocabulary for appearance, clothes, materials and patterns. You may use the pictures on page 15 or play **Vocabulary tennis** (see lesson 6)

▶ Zoom in

Exercise 1

- Students work in pairs and discuss questions 1-3. Encourage them to use specific examples to support their opinions.

Know your phrases

- Go through the phrases with your students. Explain that they can change parts *in italics* according to the communicative situation. Encourage them to give their own examples for these parts.
- Play “Chinese whispers” game. Divide your class in groups of at least 5 people and get them stand in the line or circle. Choose the sentence from KNOW YOUR PHRASES box for each team. The first person in the line or circle whispers the sentence into the ear of the person sitting or standing to their right. The second person whispers this

sentence in Ukrainian into the ear of the next person. Players translate the sentence and whisper it to their neighbours until it reaches the last player of the team. The last player says the sentence in English. The teacher or the first player says the original sentence.

▶ Activate

Exercise 2

- Ask students to translate the phrases into English. Explain that they should not translate them word by word, but should look for expressions which have an identical or similar meaning. Tell them to compare their answers with a partner. Finally check answers as a class.
- You may give students extra sentences for translation:
 - на фотографії ви бачите чоловіка, одягненого в джинси і футболку
 - він виглядає дуже втомленим / стурбованим.
 - здається, вона позує для фотографії

▶ Practise

GET SMARTER

- Go through the tip in the GET SMARTER box. Tell students they are going to practice this tip during the lesson.

Exercise 3

- Tell students to look at the photograph and read the description. Ask them if the description includes all necessary information.
- Students work in pairs to describe the photo. Point out that they should say who is in the picture, where they are, and what they are doing.

Exercise 4

- Students work in pairs to answer the questions about the photo.

Exercise 5

- In pairs, students take turns to describe the photographs. Remind them that they should say who is in the picture, where they are, what they are doing, what they look like and make an assumption how they feel.

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- Students take turns to answer the questions for their photographs. Monitor the activity. At the end of the activity, choose a few stronger students to perform the whole task to the rest of the class.

▶ Wrap it up

Exercise 6

- In pairs, students discuss the questions 1-2. Monitor the activity. At the end of the activity, choose several pairs to share their ideas with the class.

HOMework SUGGESTIONS

- ▶ Tell students to choose a photo they have at home and write a short description of it that uses the language from the lesson. Students bring the photo to class and read out their description.



LESSON 13 USE OF ENGLISH

Тема: ПІДЛІТКИ У СОЦІАЛЬНИХ МЕРЕЖАХ. ОСОБИСТІ ДАНІ

Очікувані результати уроку: учні вмітимуть підтримувати розмову про особисту інформацію в соціальних мережах, виокремлювати основний зміст текстів про особисті дані в соціальних мережах, вибирати правильне слово відповідно до контексту з низки запропонованих варіантів та пояснювати, чому інші варіанти відповіді неправильні

Лексика: інтереси, етичні проблеми, фразові дієслова

Граматика: present simple, present continuous

Матеріали: SB стор. 16-17, Use of English

PROCEDURE

Warm-up

- Start the lesson with the discussion of what students use the Internet for. Then ask students what sites they use most frequently and explain that today's lesson is about sharing personal information on social networking sites.
- For weaker classes, write Facebook, Twitter, Snapchat, Instagram on the board or show students pictures of their logos, and ask what they know about these social networking sites. Do your students use them? How often? What for? Which are their favourites and why?
- To review vocabulary, choose words from this unit and play hangman.

▶ Zoom in

Exercise 1

- In pairs, students discuss their profiles on social networking sites and the information they share via the internet. Monitor the activity. At the end of the activity, choose several pairs to share their ideas with the class.

▶ Practise

GET SMARTER

- Tell the students that one of the exam tasks is multiple choice gap-fill where they need to decide which option fits best for each gap in the text.
- You might wish to refer them to the methodology handbook from student's resource centre for more information about this exam task.
- Go through the tip in the GET SMARTER box. Tell students they are going to practice this tip during the lesson.

Exercises 2-4

- Tell the students to look through the text ignoring the gaps. Ask them to summarise it in 1-2 sentences.
- Ask students to work in pairs and identify the parts of speech / types of words / grammar structures that are missing in each gap. Then ask students to work individually to read the text again and complete it with the missing words choosing one of the options provided under the text. Set a time limit of 5 minutes.
- Ask students to decide which parts of the sentences helped them make the right decisions. Let students compare their answers in pairs. Check answers as a class.

EXTRA ACTIVITY

- ▶ Put students into pairs and ask them to write sentences with the incorrect options which will illustrate their meaning. Then join pairs together into groups of four and tell them to take turns to read out their sentences.

▶ Wrap it up

Exercise 5

- Students work individually to write questions.
- In pairs, students interview each other and make notes.
- Students write a personal profile of their partner to present to the class. If you are short of time, tell students to write profiles at home and present them at the next lesson.

HOMWORK SUGGESTIONS

- ▶ Tell students to complete Use of English worksheet for Unit 1



LESSON 14 USE OF ENGLISH

EXTENDED

Тема: ОСОБИСТА ІНФОРМАЦІЯ В ІНТЕРНЕТІ

Очікувані результати уроку: учні вмітимуть описувати фотографію, підтримувати розмову на тему особистої інформації в інтернеті, інтересів та рис характеру, вибирати правильне слово відповідно до контексту з низки запропонованих варіантів та пояснювати, чому інші варіанти відповіді неправильні

Лексика: інтереси, почуття та емоції, риси характеру

Граматика: present simple, present continuous

Матеріали: SB стор. 17, Use of English worksheets for unit 1 (Teacher's resource centre/ Student's resource centre)

PROCEDURE

Warm-up

- Tell students to describe what is happening in the photo under exercise 2. Ask them to say what features of character are necessary for doing this activity well.

▶ Zoom in

- In pairs, students discuss the question: **Why people use social networking sites?**

▶ Practise

Exercises 1-2

- Tell the students to look through the text ignoring the gaps. Ask them to summarise it in 1-2 sentences.

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- Ask students to work in pairs and identify the parts of speech / types of words / grammar structures that are missing in each gap. Then ask students to work individually to read the text again and complete it with the missing words choosing one of the options provided under the text. Set a time limit of 5 minutes.
- Ask students to decide which parts of the sentences helped them make the right decisions. Let students compare their answers in pairs. Check answers as a class.

EXTRA ACTIVITY

- Put students into pairs and ask them to write sentences with the incorrect options which will illustrate their meaning. Then join pairs together into groups of four and tell them to take turns to read out their sentences.
- If time allows, students complete Use of English worksheet for unit 1

▶ Wrap it up

- In pairs, students discuss the question:
What are the advantages and disadvantages of social networking?

HOMework SUGGESTIONS

- Ask students to prepare the following information about their favourite Ukrainian celebrity: ***Where was he/she born? How old is he/she? What's he/she famous for?***

LESSON 15 WRITING

Тема: НАПИСАННЯ ЛИСТА ДРУГОВІ ПРО ВІДОМУ ЛЮДИНУ

Очікувані результати уроку: учні вмітимуть писати електронний лист другові про відому людину, зважаючи на запропоновані комунікативні умови і докладно їх розвиваючи, описувати зовнішність та характер, підтримувати розмову про відомих людей

Лексика: зовнішність, риси характеру, почуття та емоції

Матеріали: SB стор. 18-19, 154

PROCEDURE

Warm-up

- Ask students to work in pairs and talk about their favourite celebrities: what they are famous for and why students like them.
- To review vocabulary, ask students to describe the photograph at the top of page 18. Alternatively, choose words from this unit and play **Vocabulary tennis** (see lesson 6)

Zoom in

Exercise 1

- Ask students to work in pairs and discuss questions 1-2. Monitor the activity. At the end of the activity, choose several pairs to share their ideas with the class.

Know your phrases

- Go through the phrases with your students. Explain that they can change parts in italics according to the communicative situation. Encourage them to give their own examples for these parts.
- Play “Chinese whispers” game (see lesson 11)

▶ Activate

Exercises 2

- Ask students to translate the phrases into English. Explain that they should not translate them word by word, but should look for expressions which have an identical or similar meaning. Tell them to compare their answers with a partner. Finally check answers as a class.
- Tell students to choose 3-4 phrases from KNOW YOUR PHRASES box. Individually they translate the phrases. Then they swap their notebooks with the partner and translate the phrases back into English.

▶ Practise

GET SMARTER

- Tell the students that writing an email to a friend is one of the exam tasks. You might wish to refer them to the methodology handbook from student's resource centre for more information about this exam task.
- Go through the tip in the GET SMARTER box. Tell students they are going to practice this tip during the lesson.

Exercise 3

- Read the instructions in the bullet point. Ask students to underline key words in it.
- Tell students to read two sample paragraphs and decide which is better and why.

Refer students to the **WRITING BANK** (page 154). Go through the sample letter and point out main characteristics of informal letters:

- *Greeting*
- *Opening remarks*
- *Main body*
- *Closing remarks*
- *Ending*

Ask students to name linking words, point out that using contracted forms is typical for informal writing.

Exercise 4

- Tell students that they are going to write an email describing their favourite celebrity. Ask them to read the exam task. Explain that to complete the task, they have to complete all the three points.
- Ask students to underline key information in the exam task. Check with the whole class. Ask additional questions, e.g. Who are you writing to? Why are you writing? How many points do you have to include in the letter? What tenses will you use for each point? What style will you use in your letter? How will you start/end your letter?
- Students write the first draft of their email. When they have written their emails, ask them to swap their notebooks with the partner for proofreading.

HOMework SUGGESTIONS

- Students edit and write the final version of the email.

Extra homework

Ask students to choose another celebrity they admire and write a second email describing this person.



LESSON 16 WRITING

EXTENDED

Тема: РОЛЬ ВІДОМИХ ЛЮДЕЙ В ЖИТТІ МОЛОДІ

Очікувані результати уроку: учні вмітимуть писати електронний лист другові про враження від прочитаної статті про відому людину, зважаючи на запропоновані комунікативні умови і докладно їх розвиваючи, розрізняти факт і думку, підтримувати розмову про вчинки відомих людей

Лексика: риси характеру, почуття та емоції

Матеріали: SB стор. 19, 154

PROCEDURE

Warm-up

- Put students into small groups to discuss the question: ***Where do you find gossip about celebrities?***

▶ Zoom in

Exercise 1

- Ask students to work in pairs and discuss the question. Encourage them to use web search if necessary. Monitor the activity. At the end of the activity, choose several pairs to share their ideas with the class.

Know your phrases

- Go through the phrases with your students. Explain that they can change parts in italics according to the communicative situation. Encourage them to give their own examples for these parts.
- Play “Chinese whispers” game (see lesson 11)

▶ Activate

Exercises 2

- Ask students to translate the phrases into English. Explain that they should not translate them word by word, but should look for expressions which have an identical or similar meaning. Tell them to compare their answers with a partner. Finally check answers as a class.

▶ Practise

GET SMARTER

- Remind students that writing an email to a friend is one of the exam tasks and for the extended level (B2) they must write a longer text with more complex vocabulary and grammar. You might wish to refer them to the methodology handbook from student's resource centre for more information about this exam task.
- Go through the tip in the GET SMARTER box. Tell students they are going to practice this tip during the lesson.

Exercise 3

- Students read the phrases and sentences and decide which of them are used to describe facts and which to express or explain opinions.
- Students complete / extend the sentences with their own ideas. Monitor and help where necessary.
- Put students in groups of four and ask them to share their ideas.

Exercise 4

- Tell students that they are going to write an email describing public behaviour of a famous person and giving their opinion about it. Ask them to read the exam task. Explain that to complete the task, they have to complete all the three points.
- Ask students to underline key information in the exam task. Check with the whole class. Ask additional questions, e.g. Who are you writing to? Why are you writing? How many points do you have to include in the letter? What tenses will you use for each point? What style will you use in your letter? How will you start/end your letter?
- Students write the first draft of their email. Encourage them to use ideas from ex. 2-3. When they have written their emails, ask them to swap their notebooks with the partner for proofreading.

HOMEWORK SUGGESTIONS

- ▶ Students edit and write the final version of the email.

