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TEENS' ENGLISH 7

O'qituvchilar uchun metodik qo'llanma

Teacher's
Book



«O'ZBEKISTON»
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Introduction

1 What is *Teens' English 7* approach?

Teens' English 7 has been developed to address the needs of Uzbekistan young generation of the 21 century. The changes in the book have included inquiry approach leading to project work exemplifying the target learning for a unit. We understand that until the exam changes from traditional grammar based to interaction communicative the teachers will continue to teach for the exam so the approach used in these new materials is the first step towards meeting the needs of the learners and teachers.

Each unit starts with **inquiry question, inquiry theme** and overview of what the pupils are expected to learn in this unit.

One of the new things introduced in *Teens' English 7* is **Home Reading** given after each unit. We believe that pupils and teachers will enjoy reading the texts that have been chosen carefully to represent a real mix of classic and contemporary literature.

2 What does *Teens' English 7* consist of?

Teens' English 7 is the third book in a series of books for secondary classes of English. It follows on from *Kids'/Teens' English 1-6* which were published in 2012-2019, and which we hope you and your pupils have already used and enjoyed. It provides material for up to 102 hours of study, arranged in a flexible way to cater for faster and slower classes.

Teens' English 7 consists of a Pupil's Book, a Teacher's Book and a Multimedia Resource.

***Teens' English 7* PUPIL'S BOOK**

The book is divided into 10 units which cover Year 7. Each unit is broken down into 6 lessons. Each lesson takes up one page. The content of the lesson is listed in the map of the book unit by unit and lesson by lesson. The lessons progress from simple to more complex.

Project Work

The sixth lesson in each unit contains project work. Project work was included in *Kids'/Teens' English 2-6* and has proved very successful and popular. It is explained further in the section 'Project Work' below.

Workbook

After unit 10 there are Workbook pages. Workbook pages contain two types of activities: 1) classwork and 2) homework.

Because writing in the textbook is not allowed, pupils have to keep a separate exercise book where they copy the exercises and do relevant activities.

Grammar Reference

After the Workbook of *Teens' English 7* there is a handy section 'Grammar Reference' in Uzbek, Russian and Karakalpak. This contains a summary of all the grammar pupils learn during the course. Both teachers and pupils can refer to it.

Wordlist

The final part of *Teens' English 7* Pupil's Book is a 'Wordlist' with the vocabulary used in *Kids'/Teens' English 1-7* listed in alphabetical order together with parts of speech, transcription and translations into Uzbek, Russian and Karakalpak.

***Teens' English 7* MULTIMEDIA RESOURCE**

The Multimedia Resource (DVD) contains natural recordings of texts, dialogues, etc. performed by native speakers of various types of English (American, British, etc.) and by good Uzbek speakers of English. It includes all the material needed for the listening activities in the Pupil's Book.

There are various types of activities and exercises involving in the DVD. Some involve simple repetition of words or phrases. Others require pupils to listen to short texts and perform various tasks.

If you find that the space between items on the DVD is too short, use the pause button on your DVD player to give your pupils more time to repeat or respond. To develop pupils' pronunciation skills each unit contains tongue twisters and poems.

If you don't have the DVD, you can read out the DVD script yourself. All DVD scripts are printed either in the Teacher's Book or in the Pupil's Book.

The DVD is designed both for use during the lesson and for pupils to use at home. The DVD is not copyright so please make copies for your colleagues and/or pupils.

***Teens' English 7* TEACHER'S BOOK**

The Teacher's Book is an essential part of the *Teens' English* package. Teachers must have it and use it in order to conduct their classes effectively. The Teacher's Book contains:

- aims and objectives of each unit, lesson and activity
- language and culture notes to assist teachers with explanations, answer keys for the activities
- DVD scripts for the Multimedia Resource
- seven Progress Checks and three Tests (with answer keys) which can be used for official marks
- clear explanations for teachers on how to organise the activities in the Pupil's Book
- lists of active and passive vocabulary for each unit

Progress Checks

In the Teacher's Book, after each unit there is either a Progress Check or a Test. There are Progress Checks after units 1, 2, 4, 5, 7, 8, 9 (after units 3, 6, 10 there are tests – see below). Progress Checks give pupils an opportunity to check how well they have learned the material in the units. They are an effective way of revising and developing pupils' sense of responsibility for checking themselves. For the Progress Check, which is done during the lesson, 45 minutes are given.

Tests

After units 3, 6, 10 in the Teacher's Book we have included tests for you to use for official marks. The tests are based entirely on the material in the *Teens' English 7* units so a pupil who has attended classes and completed all class activities and exercises as well as homework tasks should do well.

The listening exercises contained in the Progress Checks and Tests are also recorded on the DVD. If you don't have the DVD, you should read them to your class.

3 Frequently used activities in *Teens' English 7*

Titles of the lessons and units

They include new words which are not introduced separately in the lesson, so it is essential for the teacher to focus on them during the lessons. Where possible the title includes the vocabulary or language point of the lesson. They are designed to help pupils to understand what the lesson will be about, and to remember it.

Inquiry question and inquiry theme

Each unit starts with inquiry question, theme and overview of what the pupils are expected to learn in this unit. For example,

Unit 1 Where we live

Inquiry question: Why live in a city or village?

Inquiry theme: To understand why a city or town developed in that place

In this unit you will ...

- ✓ read short texts, fact files, emails and poems
- ✓ listen to dialogues and interviews
- ✓ ask for and give personal information
- ✓ learn about importance of water in our life
- ✓ learn about life in big cities and different villages
- ✓ learn how to use maps

Portfolio

According to Council of Europe portfolio supports the development of learner autonomy, plurilingualism and intercultural awareness.

Its main aims are:

- to help learners give shape and coherence to their experience of learning and using languages other than their first language
- to motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels
- to provide a record of the linguistic and cultural skills they have acquired (to be consulted, for example, when they are moving to a higher learning level or seeking employment at home or abroad)

Each pupil should keep his or her works to demonstrate their achievements in their studies. These works are kept and evaluated by a teacher during the whole school year.

At the beginning of the portfolio there is a title page with the name and other information about the pupil, including the photo. Next, there is a list of Pupil Book's Units.

For each unit the pupil should make a file. It can consist of pictures, essays, graphs, opinions, crosswords or any creative work which reflects what the pupils learnt in the unit.

In the multimedia DVD there is a selection of sample portfolio works for each unit. They can be used as possible models, which help the pupils develop their own ideas.

Matching activities

In these kind of activities pupils match the pictures and the new words by guessing the meaning. When they finish, they should check their answers with you or

with their partners to find out whether they guessed right or wrong. This activity is much more fun than the traditional method in which the teacher gives the meaning of the new words. It also helps to develop pupils' cognitive skills. e.g. by comparing the English word to any other languages they know and seeing if they can find the meaning in this way. Using one language to learn another is an important skill in foreign language learning. (It doesn't matter if your pupils can't guess, or guess wrong. You will tell them the meaning of words if necessary.)

Use of pictures

In *Teens' English 7* all pictures serve a language learning function. There are no pictures just for decoration. The pictures must be used actively during the lessons both by teachers and pupils. Misusing or neglecting the pictures will reduce the effectiveness of teaching and learning.

Listen and repeat

Listen and Repeat activities are mostly done after matching activities or after pupils know the meaning of the words or structures. Research shows that we memorise better if new words or structures are listened and repeated once pupils know the meaning, rather than listening and repeating without knowing the meaning of the new words or structures.

Point and Say

This activity is used to practise new words. It helps pupils memorise the new vocabulary in a practical way rather than learning the new words by heart.

Point and Say is pair work which is done with the help of pictures. Pupil A points to a thing in the picture. Pupil B says the word. After that they take turns.

Games

Game activities are used in *Teens' English 7* for two purposes: to warm up the class at the beginning of the lesson and to practise language or a structure which was studied in the lesson. These activities make lessons interesting and fun and often also offer the opportunity to drill language thoroughly. They increase pupils' interest and encourage them to learn more.

Study Skills

In the series the authors tried to introduce more and more activities to develop Study Skills. Study skills work is varied. It includes dictionary tasks such as the use of the Wordlist, using tables, note taking, applying spelling rules, using the Grammar Reference, etc. Study Skills teach pupils how to work practically and prepare them to work independently.

Information gap

Information gap activities practise real communication. In real life we do not know exactly what someone is going to ask us or how someone will reply. In information gap activities pupils must exchange information by asking and answering. Only by communicating successfully can they get the information to complete the task.

It is important that pupils do not show their information to each other. Usually the activity is divided into two parts, printed in different parts of the Pupil's Book so that pupils cannot see each other's information.

Pupil A asks questions about missing information, similarities or differences in the pictures, etc. in his part. Pupil B answers Pupil A's question(s) according to the information in his part. Then Pupil B asks Pupil A questions.

Remember boxes

These are at the bottom of the page in the Pupil's Book and highlight the new language material. They are convenient for teachers and pupils to focus clearly on the objective of the lesson very quickly. While, or after, introducing the new structure or language, teachers are recommended to draw pupils' attention to the examples in the Remember boxes.

Project Work

Project Work is an essential part of this course. It is the final activity in each unit. It is based on all the work covered in the previous lessons. It gives pupils an opportunity to use what they have learnt in these lessons in an unconscious, freer and more personal way with less control by the teacher. There is a variety of projects in *Teens' English 7*. They include making posters and leaflets and giving presentations as well as debates and writing essays. Project Work provides an opportunity for all pupils to work at their own level; strong pupils will produce longer, more complex work as they fulfil the task, weaker pupils will produce shorter, simpler work. Project Work gives pupils an opportunity to be proud of their work, their knowledge and their creativity.

For this reason, it is very important to display the posters and pictures produced in Project Work around the classroom so that pupils have the chance to look at each other's work. Pupils can also be asked to assess the work of other pupils.

During Project Work pupils are introduced to the writing process when they write ideas and some notes about the topic. Then they use their notes to write descriptions, articles, letters, stories and poems, make posters and programmes. They cut out and draw pictures, maps, graphs, organise interviews, etc. For this purpose, it is useful for the teacher to have a box with materials, scissors, rulers, paper, glue, paper clips, etc. Or before the Project Work lesson the teacher could ask pupils to bring these things.

Another very important point is the choice of the Project. From the very beginning Project Work must not be difficult and it is better to divide it into several parts or steps.

It is better to organise Project Work in the same groups because pupils cooperate with each other continuously. Further detailed methodological help for each Project lesson is given in the Teacher's Book.

Note that Project Work posters could be used to show parents their children's progress in English.

Debates

Debates help pupils develop their critical thinking skills and consider a problem from different points of view. Debates also are an important new feature in *Teens' English 7*. They help pupils to build their confidence in speaking because pupils are not thinking about language accuracy but about proving their point of view. While preparing for debates pupils read previous lessons to find information for the debate. In this way debates encourage pupils to read effectively to get information. Debates also help pupils to become active listeners. While listening to their opponents, they try to find contradictions and make counter-arguments.

Here are the steps for how to organise the debates. The procedure looks complicated, but we have trialled it in a number of schools and pupils have enjoyed it very much. We hope you and your pupils will enjoy it too.

Steps I and II will only be needed the first time you organise a debate.

Explain to pupils that for effective debating they should respect each other's opinion and be polite. The aim of debating is not to find out whose point of view is correct but to exchange opinions, express diversity, and have fun.

Step I

Elicit what pupils know about debates. You could ask questions such as:

- 1) What is a debate?
- 2) Where do we have debates?
- 3) Have you ever taken part in a debate? When? What was the debate about?
- 4) Who takes part in debates?
- 5) Why do we have debates?
- 6) What happens in a debate?
- 7) Where do we sit in a debate?

Step II

Explain that today the class is going to hold a debate. They are going to debate the topic (motion), for example, 'Sport is always a good thing. We should have sports lessons every day at school.' The class will be divided into two. Half of the class agree with/are for the motion, and half disagree/are against.

Step III

Choose one pupil to be the chairperson. You could choose the best student in the class (so that s/he does not dominate the debate or inhibit other pupils from speaking) or you could choose a shy student who might not normally speak.

Step IV

Tell the groups they should prepare a piece of paper with a line down the middle. On the left hand side they should write the reasons they think the other group will give. On the right hand side they write their reasons. Each person in the group should have their own copy of the list.

Write the following table on the blackboard and tell pupils to do the task according to it.

For	Against
good for health	wastes time

Groups have 10 minutes to write their lists.

Step V

Once groups have started on their lists and you are confident they know what to do, brief the chairperson on his/her role and give him/her a slip of paper with some of the things she/he can say.

e.g.

Ladies and gentlemen. Welcome to class We are here today to debate the motion Pupils for the motion are sitting on my left, pupils against the motion are sitting on my right. We have ... minutes for the debate. Please raise your hand when you wish to speak. I decide the person to speak. Please be polite and don't interrupt. No-one may speak for more than 1 minute. At the end we are going to have a vote. Let's begin. (Turns to the 'For' group).

Your time is up.

Next speaker please.

Order! Order!

That's all we have time for.

Please vote now. If you are for the motion, raise your hand. (Counts.) If you are against, raise your hands. (Counts).

The Fors/Againsts are the winners.

Step VI

Revise how to give an opinion, if necessary, and how to agree/disagree. If necessary, write the phrases on the blackboard.

e.g. I think that.....

Sorry, I don't agree. We know that..... so

It's true that..... but

Step VII

Ask pupils to arrange the classroom with the "Fors" opposite the "Againsts" and the chairman in the middle. Give each person except the chairman a small piece of paper. When a pupil speaks, s/he puts the paper in a box. Every pupil must get rid of the paper, no pupil can speak if s/he has used her paper. This ensures that all pupils take part and no pupil dominates.

Explain that you will not take part in the debate. The chairperson is in charge and pupils must do what he/she says. Explain that at the end of the debate the chairperson will ask everyone to vote. At that point they may vote according to their own ideas, not according to their role in the debate.

Step VIII

Ask the chairman to begin the debate by reading from the paper you have given him/her. Do not interrupt the debate, try to sit in an inconspicuous place and note down any repeated mistakes pupils make, any particularly good things they say, any things they want to say but can't/or say in mother tongue. You will need these notes for feedback at the end of the debate.

Make sure that after the given minutes the chairperson ends the debate and organises the vote.

Step IX

After the vote bring the debate to a close. Let pupils return to their proper seats. Then ask them for feedback on the activity. You could ask:

Did you enjoy the debate?

Why?/Why not?

Then you can tell them your feedback on their performance.

Pre, while and post reading/listening activities

In *Teens' English* series three steps are used to read or listen effectively. They are pre, while and post reading/listening activities.

Pre-reading/listening activities are done before reading/listening texts. They arouse pupils' interest in the topic, encourage them to predict information, bring them closer to the ideas in the reading/listening text.

While-reading/listening activities are done during the process of reading/listening to a text. They help readers/listeners understand the content of the reading/listening passage, the way passage is organised and the writer's purpose.

Post-reading/listening activities are done after reading/listening to the text and they take the reader/listener beyond the text. They encourage readers/listeners to relate the text to their own views, interests and knowledge and/or to do something with the information they have learnt from the text.

The objective of the three step approach is to make reading/listening manageable and also to help pupils to read in a natural way. In real life, for example, if we read the newspaper, first we look at the headlines and get a general idea. Then we look/read in more detail.

Reading and Listening text types

The reading and listening texts in *Teens' English 7* are real life texts. There is a wide variety of text types: newspaper and magazine articles, advertisements, extracts from dictionaries and encyclopedias, labels and packets, letters, radio broadcasts, live interviews, speeches at competitions, etc.

Integration of skills

In *Teens' English 7* the four language skills: listening, speaking, reading, writing are taught in an integrated way. The reason is that there are few cases in real life when we do not talk or write about what we have read or when we do not relate what we have read to something we might have heard. Therefore we have tried to link different skills to each other through various activities such as:

- reading and writing, e.g. reading and filling in the tables, writing summaries, writing an answer to a letter, writing about oneself, note making, writing questions, writing opinions, etc.
- reading and listening, e.g. reading and checking the information through listening, matching text and opinions, etc.
- reading and speaking, e.g. reading and answering questions, saying True or False information, discussing the information in the text, debating, etc.
- listening and reading, e.g. listening and putting the texts in order, finding the required information in the text, etc.
- listening and writing, e.g. listening and completing the missing information, completing tables, writing opinions, etc.
- listening and speaking, e.g. listening and answering questions, discussing, etc.

Extra Grammar Exercises

These introduce extra exercises for the grammar that was practised in a lesson or a unit. The purpose of using extra grammar exercises is to give more practice and consolidate the grammatical knowledge already gained, and to give support to

weaker pupils or pupils who need more practice in grammar. These exercises can also be used to give pupils the opportunity to work independently and autonomously. The extra grammar activities are given in the Multimedia Resource.

4 The Teens' English Approach

Teens' English follows the State Educational Standards and syllabus for foreign languages that were developed and approved by the Scientific Methodical Council on Foreign Languages in February 2017. The syllabus is based on topics which were chosen after consulting pupils and teachers in different parts of Uzbekistan.

Teens' English aims to help pupils develop the **four Language Skills**: reading, listening, speaking and writing. There is an emphasis on teaching Modern English for Communication so special attention is paid to speaking and listening, which in the past have often been neglected. Of course young learners also need a good foundation in **Vocabulary, Grammar and Pronunciation** so these are also developed systematically. The vocabulary in *Teens' English* has been chosen and organised according to topics, and grammar is taught as an integral part of communication. Book 7 also begins the process of developing translation skills systematically. At this level translation is used to compare and contrast new structures and vocabulary in English and the mother tongue. The purpose is to make pupils aware that there is not a one to one correspondence between English and the other languages they know.

The main difference between *Teens' English* and other textbooks you may have used is that *Teens' English* encourages a **learner-centred approach** to teaching.

What does this mean? We feel that in the past there has been too much focus on the role of the teacher in the learning process and not enough on the learners themselves. Of course teachers are very important too but research has shown that pupils learn to communicate more effectively if they are given frequent opportunities to practise and experiment with new language. So the learner-centred methodology used in *Teens' English* aims to put the pupils - the learners - at the centre of most things that happen in the classroom.

For this reason *Teens' English* contains many activities, exercises, debates, projects and games, which encourage pupils to use the new language naturally through working in pairs or in groups.

Of course you will still need to present new vocabulary and grammar to your pupils, but in the learner-centred classroom you will also spend a lot of time organising and monitoring pair and group work.

Organising the Learner-Centred Classroom

Your pupils will often work in pairs, threes and fours, so it is worth working out in advance of the lesson, how you will organise these groupings. Once pupils have made their groupings a few times, they will remember them and make groups quickly.

The Role of the Teacher in the Learner-Centred Classroom

One of the reasons that pupils are often unsuccessful in real-life communication is that the types of interaction they are most used to are as follows:

a The teacher lectures a class. The interaction is all to the teacher or through the teacher.

b The teacher asks one of the pupils to come to the front of the class and either listens to her/him or talks with her/him.

c The teacher listens to or talks with one of the pupils, who remains at her/his desk.

d The teacher asks two pupils to speak to each other (e.g. present a dialogue they have learnt by heart).

If pupils are asked to speak to each other they usually take turns in speaking rather than communicating naturally. Moreover, the teacher is at hand, listening to everything that is being said. If the teacher organises pairs and groups, pupils will be able to communicate in a more natural way.

While communicative activities are in progress, the teacher no longer “teaches”, s/he organises, sets up activities and ‘monitors’ them discreetly, that is s/he listens to the pupils and makes sure that everything is in order. The teacher should help only if s/he is quite certain that his/her pupils cannot manage on their own. The teacher should be like the conductor of an orchestra: conduct but not play.

At first you may find some of these activities a little difficult to organise but you will soon get used to them. We are sure that your pupils will find them so motivating and enjoyable that they will help you.

Dealing with errors in spoken English

Many teachers nowadays find it difficult to decide whether they should or should not correct every error their pupils make. In the traditional classroom the emphasis is usually on accuracy and all mistakes are corrected immediately. The problem with this is that a lot of pupils will be reluctant to speak for fear of making mistakes and being corrected.

In the learner-centred classroom, where pupils are being encouraged to use English in real communication, fluency is just as important as accuracy. We are not suggesting that correction should be abandoned, but that it can be postponed until after the communication activities in *Teens’ English*. If you do this, then you will not be constantly interrupting your pupils. Of course you will need to remember the mistakes your pupils make so we suggest you note them down as you walk around the classroom. At the end of the activity you can point out some of the common or more important mistakes you noted.

Noise

In a learner-centred classroom noise is inevitable and should be seen as a good thing provided it is controlled and constructive. Train your pupils to speak quietly and politely during pair and group work and be ready with additional tasks for those who finish their work early. If you give clear instructions before an activity you will find that pupils will be able to do the tasks without confusion and unnecessary noise. Set clear rules on how you expect pupils to talk to you and to one another.

Using Mother Tongue

The authors of *Teens’ English* believe that English is best learned through English so we expect the teacher to use English as much as possible in the classroom.

Of course there are some instances where pupils will need explanation or clarification in their mother tongue. However, we hope that you will try to resist the temptation to translate everything. Research has shown that pupils learn more effectively if they are encouraged to work out meaning for themselves.

Checking homework

Every experienced teacher has his/her own routine for how to correct homework. Here are some hints for inexperienced teachers.

How?

There are several ways of checking homework.

a Traditional method The teacher takes the children's works and tries to correct every single mistake.

b Non-traditional method The teacher uses two coloured pencils or pens for checking.

Green colour - warning.

When a pupil makes a mistake for the first time, you underline it with the green pen. Here pupils should work on the mistake made.

Red colour - bad.

When a pupil makes the same mistake in many exercises you underline it with red pen. Here pupils should really work hard on the mistake made.

You can correct the mistakes yourself but it is better to give the pupils a chance to do it themselves. You can help your pupils correct their own mistakes by providing the following symbols in the margin:

Gr - grammar mistake, **Sp** - wrong spelling, **WO** - word order mistake, **P** - punctuation.

c Self-checking method Pupils check their own work following a given model (for example the teacher asks pupils and writes the correct answers on the board.)

d Inter-checking method The teacher asks pupils to swap their work and correct any mistakes following a model which they are given.

When?

a While pupils are doing classwork activities, you can go round and quickly and look at their homework. It is a good idea to ask pupils to have two exercise books. One for classwork and one for homework.

b You can assess homework during the Project lesson.

c You can take pupils' exercise books home to assess.

It is **essential** to collect pupils' work because:

- It is only through doing homework to supplement the three lessons a week that pupils will make good progress. If you do not check the homework, pupils will stop doing it.

- Pupils will make mistakes in their homework as they experiment with the new things they have learned. Every mistake is a learning opportunity if you help them to find it. If you don't, they miss the opportunity to learn, and may even learn something wrong!

- You can see the pupil's progress.

- You can work with the pupil individually.

- You can stimulate your pupils to make displays, competitions, etc.

- It will help you to work with pupils' parents.

Timing

Note that timing is given approximately for lessons. Teachers can change it according to their pupils' needs and abilities.

Enjoy Teens' English 7!

We, the authors, had great fun writing *Teens' English 7*. Now we hope that you, the teachers, will enjoy using it with your pupils. Good luck to you and your pupils!

Unit 1 Where we live

Inquiry question:
Why do people live in cities or villages?
Inquiry theme:
To understand why a city or town developed in that place
In this unit pupils will ...
✓ read short texts, fact files, e-mails and poems
✓ listen to dialogues and interviews
✓ ask for and give personal information
✓ learn about the importance of water in our life
✓ learn about life in big cities and different villages
✓ learn how to use maps

Lesson 1 Summer holidays are fun.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn new words related to the topic <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about summer holidays; to work with different text types: poems and emails <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of talking about summer holidays 	By the end of the lesson, pupils will be able to talk about summer holidays.	<p><i>Familiar words:</i></p> <ul style="list-style-type: none"> summer holidays, activities related to spending summer holidays 	Textbook; the DVD of the book

Activity 1 Listen and repeat. 8 min

Objectives: to introduce the topic; to create a friendly atmosphere

STEP 1: Ask the pupils to listen to a poem 'Summer' By Nicolette Lennert

STEP 2: Ask the pupils the following questions:

What's this poem about?

What's the weather like?

What can you do?

STEP 3: Ask the pupils to listen and repeat.

STEP 4: Ask the pupils to notice which words rhyme, e.g. fun/sun, pool/cool.

STEP 5: Ask the pupils in pairs to write another verse.

Line 1: Summer, summer

Line 2:

Line 3:

Line 4: [last word has to rhyme with last word in line 2]

DVD script:

See the textbook for the DVD script.

Activity 2a Work in pairs. Ask and answer. 5 min

Objective: to prepare for the next activity

STEP 1: Ask the class: “Who can think of question words? Who can think of questions to ask me about my summer holiday? For example, “How did you spend your summer holiday? Where did you go? What did you see there?”

STEP 2: The pupils ask their teacher about his/her summer holidays.

STEP 3: The pupils work in pairs and ask each other.

Activity 2b Report. 5 min

Objective: to develop speaking skills

Some pupils tell how their partners spent their summer holidays.

Activity 3 Listen write T for True and F for False. 7 min

Objective: to develop listening skills

STEP 1: Ask the pupils to open Page 86 and read the statements.

STEP 2: The pupils listen to the DVD. Pause at the end of each statement and let the pupils discuss with a partner.

STEP 3: The pupils write *T* if they agree, and *F* if they disagree.

Answers:

1 Aziz likes English. *T*

2 Aziz went to the Summer International Camp in July. *T*

3 The Summer International Camp was in Tashkent. *F*

4 Madina went to Turkey in June. *F*

5 Madina liked eating fruit. *F*

6 Davron liked eating ice-cream. *T*

7 Madina stayed at home in July. *F*

DVD script:

Oydin: Hello! It's School Radio. My name's Oydin. Today we are going to talk about summer holidays. Aziz, how did you spend your summer?

Aziz: Oh ... it was great! I liked my summer holidays. In July I went to the Summer International Camp ...

O: Wow! Was it in Tashkent?

A: No... The camp was in the mountains not far from Tashkent.

O: Was it interesting?

A: Yes, I liked it very much ...

O: What did you do there?

A: We had two lessons of English every morning. The lessons were very interesting. I liked it because English is my favourite subject.

O: And what did you do in the evening?

A: In the evening we sang songs, played games, took part in quizzes, danced and even did sports in English. There were a lot of clubs ... We had drama, playing the guitar, plane modeling clubs and others. ... And every day there was the cinema or disco.

O: Thank you Aziz. Your summer was really interesting. Madina, what about you? Did you like your summer holiday?

Madina: Yes ... my summer was wonderful In July I went to Turkey with my parents and my little brother Davron. I had a good time there. The weather was very good ...

O: Oh ... how interesting ... What did you do there?

M: Well ... every day we swam in the sea, played games, ate delicious food ... I liked drinking fruit juice ... Davron liked eating ice-cream ...

O: What did you do in August?

M: ... well ... in August I stayed at home. I read books, listened to music, watched TV, played computer games and prepared for school.

O: Thank you Madina. I see you had a good rest and prepared for school too ... [fades]

Activity 4a Read the e-mail. Answer the questions. 10 min

Objectives: to develop reading for detail;

to raise awareness of e-mail writing

STEP 1: The pupils read the e-mail. They notice bold words.

STEP 2: The pupils read the e-mail. Ask the questions:

- 1) Who wrote the e-mail? (*Aziz*)
- 2) Who did he write the e-mail to? (*Lucy*)
- 3) What did he write in his e-mail? (*He wrote about his summer holidays.*)
- 4) What questions did he ask? (*He asked Lucy how she spent her summer holiday.*)
- 5) Why did he use the Past Simple? (*He wrote about last summer.*)

STEP 3: The pupils draft an e-mail about their summer holidays.

STEP 4: The pupils share their e-mail with a partner who proof-reads.

Activity 4b Work in pairs. Write three questions to Aziz. 5 min

Objective: to revise writing questions in the Past Simple

STEP 1: The pupils write three questions to Aziz.

STEP 2: In pairs the pupils agree on 3 more questions to get more information about Aziz's holiday. E.g. What did you have for breakfast on holiday?

STEP 3: The pupils do a class mingle and ask and answer each other their questions.

Homework 5 min

Explain that the pupils must write an e-mail to Aziz. They must write about their summer holiday.

Explain to them that they should write their e-mails on a separate sheet of paper. They also must not write their names. Say that they can write imaginary stories about summer holidays.

Say that they can use the questions as a plan. Remind that they must use the Past Simple Tense.

- 1 Where did you go?
- 2 Who did you go with?
- 3 What was the place like?
- 4 What was the weather like?
- 5 What did you do there?
- 6 Did you like your summer holidays? Why?/Why not?

Lesson 2 What is the capital city?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn new words related to the topic</p> <p><i>Developing:</i> - to enable pupils to talk about Uzbekistan and other countries</p> <p><i>Socio-cultural:</i> - to raise awareness of talking about Uzbekistan, and other counties</p>	By the end of the lesson, pupils will be able to talk about Uzbekistan and other countries.	<i>Familiar words:</i> a country, capital, Asia, Europe, Turkmenistan, Kazakhstan the world, continent, Africa, Asia, North America, South America, Antarctica, Australia	Textbook; the DVD of the book

Activity 1a Work in pairs. Look and think. 10 min

Objectives: to identify a city in a country;

to understand the difference between a city and a country name

STEP 1: Put the pupils into pairs. Say: "Look and think".

STEP 2: The pupils look at the map. Ask: "Who can find the capital of England on the map?"

STEP 3: Ask: "Who knows what language is spoken in England?" (*English*)

Did you know?

Objective: general knowledge that the United Kingdom is formed of 4 different countries

STEP 4: Ask: "Who knows why the country is called the United Kingdom?"
Praise anyone who says because there were 4 kings and they united.

Activity 1b Work in a group of 4. Think. 5 min

Objective: to understand that there is a difference between a capital city and another city in a country

STEP 1: Get the pupils into groups of 4. Ask: "Think, what is the difference between a capital city and another city?"

STEP 2: Ask: "Do you know the capital cities of any other countries?" Accept all answers the pupils can give you.

Activity 1c Work in a group of 4. Look and write. 10 min

Objective: to be able to identify a continent and the names of the countries in a continent

STEP 1: Say: "In groups of 4, look at the map of Europe."

STEP 2: Ask: "What names of countries do you know in Europe?" (*France, Germany, Spain, Portugal and any reasonable answer*)

STEP 3: Say: "Find England on the map."

STEP 4: Ask: "What's the country in Europe nearest to England?" (*France*)

STEP 5: Say: "Write the answer."

Question: What are the four countries in the United Kingdom?

Objective: to name the four countries that make up the United Kingdom

STEP 6: Ask: "What are the names of the four countries in the United Kingdom?" Praise any pupils who give any of the 4 names.

Answer:

a) Scotland; b) Northern Ireland; c) Wales; d) England

Activity 2a Work in pairs. Look and think. 5 min

Objective: to identify the capital city of Uzbekistan on a map

STEP 1: Put the pupils into pairs. Say: "Look and think."

STEP 2: Say: "Look for the capital of Uzbekistan on the map."

STEP 3: Ask: "What's the capital city called?" (*Tashkent*)

STEP 4: Say: "Look at the spelling. Write the word."

STEP 5: Ask: "What languages are spoken in Uzbekistan?" Praise any pupils who say Uzbek and Russian.

STEP 6: Say: "Write the words."

Answers: a) Uzbek; b) Russian

Activity 2b Work in pairs. Think and write. 10 min

Objective: to raise awareness of the geographical location of Uzbekistan and the UK

The pupils in pairs discuss and write answers to the questions.

Answers:

1) The nearest countries are Kyrgyzstan, Kazakhstan, Tajikistan, Afghanistan and Turkmenistan.

2) The answers may vary.

3) The United Kingdom is in Europe.

4) Uzbekistan is in Asia.

NB: If the class is advanced, they can write the countries and capitals, for example: Kyrgyzstan – Bishkek; Kazakhstan – Astana; Tajikistan – Dushanbe; Afghanistan – Kabul; Turkmenistan – Ashgabat.

Homework 5 min

Activity 1a Read and complete the sentences.

Explain that at home the pupils must read and complete the sentences.

Possible answers:

- 1) The biggest cities in Uzbekistan are Tashkent, Samarkand, Bukhara, Termez, Karshi, Navoi, Nukus.
- 2) The biggest cities in the United Kingdom are London, Cardiff, York, Plymouth.
- 3) The longest river in Uzbekistan is the Syr-Darya.
- 4) The longest river in the United Kingdom is the Severn.
- 5) The biggest continent is Asia.
- 6) The smallest continent is Australia.

Activity 1b Write the questions for 1a.

Explain that at home the pupils must write questions to the answers in homework Activity 1a.

Answers:

- 1) What are the biggest cities in Uzbekistan?
- 2) What are the biggest cities in the United Kingdom?
- 3) What is the longest river in Uzbekistan?
- 4) What is the longest river in the United Kingdom?
- 5) What is the biggest continent?
- 6) What is the smallest continent?

Lesson 3 Water is life.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn the importance of water in our life <i>Developing:</i> - to enable pupils to talk about the importance of water in our life <i>Socio-cultural:</i> - to raise awareness of the importance of water in our life	By the end of the lesson, pupils will be able to talk about the importance of water in our life.	<i>Recycling the words related to water</i>	Textbook; the DVD of the book

Activity 1 Work in pairs. Look and think. 5 min

Objective: to raise awareness of the importance of a place a city is built

STEP 1: Put the pupils into pairs. Say: “Look and think.” Point to the map.

STEP 2: Ask: “Why do you think London city was built in this place? What special features does it have?”

Possible answer:

There is a river. The river goes to the sea. Ships can go down the river. Ships can carry things. The river brings water to the people.

Activity 2 Work in a group of 4. Think. 5 min**Objective: to raise awareness of the importance of a river in a city**

STEP 1: Put the class into groups of 4. Say: “Think.”

STEP 2: Ask: “Why do you think it is useful to have a river and sea in a city?”

Possible answer:

The river gives you water. The river goes to the sea and ships can travel in it. You can bring things in and out of the city (including people).

Activity 3 Work in a group of 4. Look and think. 5 min**Objective: to understand the importance of a place a city is built**

STEP 1: Put the class into groups of 4. Say, Look and think.

STEP 2: Ask: “Why do you think Tashkent city was built in this place? What special features does it have?”

Possible answer:

Tashkent has the river Chirchik running through it. It has canals running off the river so that the water can be used for fishing, for farming and for getting boats to different places.

Activity 4 Work in groups of 4. Think and discuss. 5 min**Objective: to raise awareness of the role of water in people’s life**

The pupils discuss:

1) the Uzbek saying: “Water is Life”. What does it mean? Why do people say this?

2) the statement: People always live where land and water meet.

Ask the pupils to examine a map and find out where cities are located. Establish that majority of places where people live are connected with water. It may be a river, lake, sea, ocean, waterfall etc.

Activity 5 Work in groups of 4. Complete the word map. 10 min**Objective: to raise awareness of how people use water**

STEP 1: Draw a circle on the board in the centre of which there is WATER and arrows around it. Elicit words/ideas that associate with water and complete the word map together.

Ideas for completing the word map: drink, cook, transportation, source of energy, food source (fish and other sea food), planting vegetables, fruit and other plants, feeding animals, home for many plants and animals, washing up, washing clothes, hygiene for people, cleaning, for factories, oases in deserts etc.

STEP 2: Divide the class into groups.

The first group will discuss the topic: “Water as a source for food”;

The second group: “Water as means for transportation”;

The third group: “Water for home usage”, etc.

The pupils can choose a topic themselves. Ask them to make their own word map to collect ideas for discussion and to draw a picture or a diagram.

STEP 3: Ask them to put their works on the wall for display.

STEP 4: Sum up.

Activity 6 Listen and match the texts with the sentences. 10 min

Objectives: to develop reading for gist;

to raise awareness of how people use water

The pupils listen and match the texts with the sentences.

Answers:

- 1) Use of water in a daily life. B
- 2) Use of water for health. D
- 3) Use of water in agriculture. A
- 4) Use of water as transportation. C

DVD script:

A: Water is important for industry and agricultural needs. Most of fresh water goes to water plants. People use water for 2,788,000 km² on the earth. We water plants to have crops, vegetables, fruits and other agricultural products. Farmers use water for taking care about cows, horses, sheep, poultry and other domestic animals.

B: Water is the most important thing for people, plants and animals to live. People often live near rivers. Main rivers across the earth played an important role in human's life. We use water for drinking, for washing clothes, for cooking or any other activity at home. If you have pets at home, we must take care of them. We should feed them and give some water every day.

C: People used water to travel from one place to the other. They used ships to carry things. Water transportation was the largest kind of transportation for many years. Today, however, people don't often use sea travels. They prefer to travel by plane for a long distance. But short water trips are still popular. It's cheaper than to travel by air.

D: How do you feel when your eyes, nose, or mouth get dry? In fact, we should drink enough water when we're thirsty. It helps us to have good health. Human body has 75% of water. To stay energetic and active we need to drink a lot of water or other drinks.

Homework 5 min

Explain that the pupils should read the text about Nurata and answer the questions.

Lesson 4 Life in big cities

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to revise words related to the topic <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about life in big cities <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of advantages and disadvantages of living in big cities 	<p>By the end of the lesson, pupils will be able to talk about life in big cities.</p>	<p><i>Revising words related to the topic</i></p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

Checking homework. The pupils work in pairs and check the answers.

Activity 1a Work in pairs. Do the quiz. 5 min

Objectives: to check pupils' background knowledge; to prepare for the next activity

STEP 1: Read out the questions. The pupils listen and write the answers. Pause after each question, give time to discuss and write the answer.

NB: If pupils cannot write English names, they can write in their mother tongue.

- 1) The capital of Great Britain. (*London*)
- 2) The capital of the biggest country in the world. (*Moscow*)
- 3) The capital of Turkey. (*Istanbul*)
- 4) The largest city in South Korea and its capital. (*Seoul*)
- 5) The second largest city in Europe. The capital of France. (*Paris*)
- 6) The capital of Japan. (*Tokyo*)

STEP 2: Check the answers together.

Activity 1b Work in pairs. Ask and answer. Complete the table. 8 min

Objective: to develop speaking and listening skills

STEP 1: Ask the pupils to copy the table.

STEP 2: This is a usual Info gap activity. Pupil A looks at page 9. Pupil B looks at page 11. They ask each other questions, listen and complete the table.

Activity 1c Work in pairs. Ask and answer. 5 min

Objectives: to develop speaking skills; to revise the comparative degree of adjectives

The pupils in pairs ask and answer the questions. Ask them to use the information from the table in 1b. Ask them to talk about population and area.

Activity 2a Work in pairs. Read and match. 5 min

Objective: to develop reading skills

The pupils in pairs read and match.

Answers: 1f, 2c, 3b, 4a, 5d, 6g, 7e

Activity 2b Work in pairs. Read and complete the table about big cities. 10 min

Objective: to develop critical thinking

The pupils in pairs read and complete the table. Tell them that they can use ideas from Activity 2a. Encourage them to add more ideas.

Possible answers:

Advantages	Disadvantages
<ul style="list-style-type: none"> - there are a lot of places where you can spend free time: theatres, concerts; - in shopping centres you can buy what you want; - it is much easier to find a job in a big city because there are a lot of working places; - there are many places to study; - the public transport in a big city is very good; - there are a lot of parks and squares where the air is clean. 	<ul style="list-style-type: none"> - everywhere there are a lot of people: in the streets and in the buses; - in shopping centres everything is expensive; - the schools and universities are far from our home; - the public transport is very busy; sometimes it is difficult to get from one place to another; it may take hours; - the air is not fresh.

Activity 2c Report. 5 min

Objective: to develop speaking skills

Some pupils report about advantages and disadvantages. Encourage the pupils to listen to other’s ideas and add only new ideas.

Homework 2 min

Ask the pupils to choose a city they like and write about it.

Lesson 5 Life in villages

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to revise words related to the topic <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about life in different types of villages <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of advantages and disadvantages of living in different villages 	<p>By the end of the lesson, pupils will be able to talk about life in villages.</p>	<p><i>Familiar words:</i></p> <p>Words related to city and village</p> <p><i>New words:</i></p> <p>Eco-village, smart village, vintage</p>	<p>Textbook; the DVD of the book</p>

Activity 1a Work in pairs. Find pairs of words. 10 min

Objectives: to introduce new words; to revise familiar words

STEP 1: The pupils work in pairs and check homework.

STEP 2: The pupils in pairs match pairs of words.

Answers: 1f, 2c, 3d, 4a, 5e, 6b

Activity 1b Read and match the texts and pictures. 10 min

Objective: to develop reading for gist

The pupils read the texts, look at the pictures and match them.

Answers:

1C (*smart village*); 2A (*vintage village*); 3B (*eco-village*)

Activity 1c Work in pairs. Read and answer. 6 min

Objective: to develop reading for detail

The pupils read the texts and answer the questions.

Possible answers:

- 1) In which village do people have enough food? (*Smart village*)
- 2) Which village do tourists visit to see old national clothes? (*Vintage village*)
- 3) In which village do people think how to help nature? (*Eco-village*)
- 4) Why do people in India want to make smart villages? (*Some villages do not have enough electricity and there are no schools and hospitals.*)

Activity 2a Work in pairs. Complete the sentences with the words. 7 min

Objective: to develop reading for detail

The pupils read and complete the sentences.

Answer key:

The village Sentob is between the Nurata Mountains and the Kyzylkum (1) *desert*. Local (2) *people* grow (3) *vegetables* to cook a meal. Each family has a few cows, sheep, goats and chickens and have eggs, milk, meat and wool.

In the (4) *village* Sentob there are three houses for travellers: “Muhlisma”, “Rakhima” and “Maysara”. The first visitors here were in 2007.

Tourists can help local people in everyday (5) *life*. They can make (6) *bread* in tandyr, see a wedding, holidays and watch the traditional competition on horses Kupkary during the game season. The most (7) *popular* tourist activities are hiking, bird watching, (8) *taking* photos, ecological walking and others. Moreover, you can just sit on tapchan with your friends and have a rest, drinking (9) *tea* and enjoying birds’ singing. 30 km to the north there is the Aydarkul Lake, where you can (10) *fish* and swim.

Activity 2b Listen and check. 4 min

Objective: to develop listening skills

The pupils listen and check their answers.

DVD script:

The village Sentob is between the Nurata Mountains and the Kyzylkum **desert**. Local **people** grow **vegetables** to cook a meal. Each family has a few cows, sheep, goats and chickens and have eggs, milk, meat and wool.

In the **village** Sentob there are three houses for travellers: “Muhlisma”, “Rakhima” and “Maysara”. The first visitors here were in 2007.

Tourists can help local people in everyday **life**. They can make **bread** in tandyr, see a wedding, holidays and watch the traditional competition on horses Kupkary during the game season. The most **popular** tourist activities are hiking, bird watching, **taking** photos, ecological walking and others. Moreover, you can just sit on tapchan with your friends and have a rest, drinking **tea** and enjoying birds' singing. 30 km to the north there is the Aydarkul Lake, where you can **fish** and swim.

Activity 2c Work in groups of 4/5. Complete the table. Say how Uzbek village is different from other villages in the world. 7 min

Objective: to develop critical thinking

STEP 1: The pupils work in groups of 4/5. They look at Activity 1b and 2a and complete the table.

STEP 2: Check their answers together.

STEP 3: Ask the pupils to say how Uzbek village is different from other villages in the world.

Homework 1 min

Explain that the pupils should describe the place where they live. Say they can use the questions:

- 1) Do you live in a town or a village?
- 2) How big is it?
- 3) Is it a comfortable place to live in? Why?/Why not?
- 4) Do tourists come to your place?
- 5) What do they want to see? Why?
- 6) Do you like your place? Why?/Why not?

NB: Warn the pupils about project in Lesson 6. They can bring photos, find interesting information, etc.

Lesson 6 Project Our dream city

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn how to give positive feedback</p> <p><i>Developing:</i> - to enable pupils to say positive supportive comments</p> <p><i>Socio-cultural:</i> - to raise awareness of the importance of encouraging each other</p>	<p>By the end of the lesson, pupils will be able to make presentation, give positive feedback.</p>	<p>Revision</p>	<p>Textbook; the DVD of the book</p>

Activity 1 Work in groups of 4/5. Design your dream city. 10 min

Objective: to understand what makes a special city

STEP 1: Put the pupils in groups of 4/5. Say: “You are going to design your dream city.”

STEP 2: Ask them to read the questions about the dream city.

- 1) What is this place like?
- 2) Where is it?
- 3) Why is it popular?
- 4) What do people do there?
- 5) How do people get there?

STEP 3: Each person in the group works on one question for the project, draw or write some ideas.

STEP 4: Then they share their ideas with the rest of their group.

Activity 2 Present your dream city. 30 min

Objective: to develop presentation skills

STEP 1: Ask the pupils to agree on how to design their presentation. What materials do they need? Explain that the presentation is 2 minutes long.

STEP 2: They work on the design of their presentation (10 minutes).

STEP 3: The groups join with another group and practise presenting to each other. They give feedback to each other. 2 minutes presentation + 1 minute feedback $\times 2 = 6$ minutes.

STEP 4: They proof read and edit their presentation.

STEP 5: Groups present to a new group.

Activity 3 Choose 1) the most interesting dream city; 2) the most creative dream city; 3) the most comfortable dream city. 5 min

Objective: to develop critical thinking

The class choose the suggested nominations from among the presentations.

Homework

Ask the pupils to read at home the text about “Graffiti – street art” and get prepared for class discussion.

HOME READING 1

Objectives: to develop 21st century skills - critical thinking, creativity, innovation and information literacy, etc.;
to develop understanding of values of own culture by discussing differences between the cultures

STEP 1: Ask the pupils to read the text about “Graffiti – street art” one more time.

STEP 2: Ask the following questions for understanding:

- 1) What does the word “tags” mean?
- 2) Where did taggers write their names?
- 3) Why do the artists have problems with the police?
- 4) Why do the artists use the Internet?
- 5) Do you like street graffiti?

STEP 3: Have a class discussion on the topic: “Is it right to have street graffiti in Uzbekistan? Why/Why not?”

Homework

Ask the pupils to get prepared for Progress Check 1.

PROGRESS CHECK 1

1 Listen and choose the correct words. (5x2=10)

- 1) In June the boy went to his **parents**/grandmother’s.
- 2) His grandmother lives in a **village**/Tashkent.
- 3) In July the boy fed domestic animals/**went to art galleries**.
- 4) The Museum of History is far from/**near** Independence Square.
- 5) In August the boy **watched TV at home**/went to the park in Tashkent.

DVD script:

Hello! My name’s Timur.

I’m going to talk about my summer holidays. I liked my summer holidays. In June I went to my granny’s village. She’s a great cook. I ate delicious food every day. My granny has a cow, three sheep and some chickens. Every morning we fed the animals and had fresh milk and eggs.

In July I went to Tashkent with my parents. I had a good time there. The weather was hot but it was very nice in the parks. There are a lot of parks in Tashkent. I visited a lot of museums and art galleries. My favourite museum is the Museum of History. It is in the centre of Tashkent just opposite Independence Square. There are more than 250,000 old historical and cultural things in Central Asia. One of them is the boy of Teshiktash who lived 1.5 million years ago.

In August I stayed at home. I read books, listened to music, watched TV, played computer games and prepared for school.

2 Read and complete the sentences with the past tense of the verbs. (8x2=16)

In the summer I (1) ... (go) to the mountain camp. I (2) ... (have) a lot of fun. I (3) ... (swim) in the swimming pool. I (4) ... (play) basketball and tennis with my friends. In the evening I (5) ... (visit) the disco club. It (6) ... (be) great. I (7) ... (take) a lot of photos. I (8) ... (have) a great time in the camp.

Answer key: 1) went; 2) had; 3) swam; 4) played; 5) visited; 6) was; 7) took; 8) had

3 Find the odd word out. ($5 \times 2 = 10$)

- 1 a) electricity b) television c) energy
- 2 a) cultural b) old c) vintage
- 3 a) friendly to nature b) Eco c) poisonous
- 4 a) clever b) enjoy c) smart
- 5 a) grow b) enough c) not little

Answer key: 1b, 2a, 3c, 4b, 5a

4 Read and say True or False. ($7 \times 2 = 14$)

My name is Saida. In the summer I went to Singapore with my parents. We stayed in Queen Street, a very busy street in Singapore. It was interesting for me to see how people in a big city live because I live in a village. In my village I get up early and listen to the birds' singing. In Singapore there were no birds' singing. I heard the noise of transport. In my village people go to bed early. Singapore sleeps late at night and the new day starts at four o'clock in the morning.

Near our hotel there were no children in the street. They go to school early in the morning and come back late in the evening. They do not have time to play because they should do their homework.

In our village, things are different. Beautiful nature, clean water and fresh air gives us energy and makes our life enjoyable. There is no noise of buses and cars. People are simple, love each other and enjoy life like one big family. Of course, there are no modern and fast transport, hospitals, big schools and museums.

I was happy when I came back to my village.

- 1) There are a lot of cars in Queen Street in Singapore. (*True*)
- 2) Saida lives in a big city. (*False*)
- 3) In Singapore the birds sing early in the morning. (*False*)
- 4) In villages people go to bed early. (*True*)
- 5) In Singapore children play in the streets. (*False*)
- 6) People in villages enjoy fresh air and clean water. (*True*)
- 7) There are modern hospitals and big schools in villages. (*False*)

Total = 50 points

The list of new active and passive vocabulary

Unit 1		
a few <i>adj</i> according to <i>prep</i> agricultural <i>adj</i> agriculture <i>n</i> although <i>conj</i> appear <i>v</i> at the end of ... became <i>past of become</i> become <i>v</i> better <i>adj</i> build <i>v</i> camp <i>n</i> care <i>n</i> clear <i>adj</i> clothes <i>n</i> company <i>n</i> compete <i>v</i> competition <i>n</i> creative <i>adj</i> crop <i>n</i> daily <i>adj</i> digital <i>adj</i> distance <i>n</i> dream city dream <i>n, v, adj</i> earth <i>n</i> eco <i>adj</i> ecological <i>adj</i>	eco-village <i>n</i> energetic <i>adj</i> enough <i>adj</i> entertainment <i>n</i> even <i>adv</i> everyday <i>adj</i> farmhouse <i>n</i> feature <i>n</i> few <i>adj</i> full of ... gold <i>n</i> Imperial family Indian <i>adj</i> industry <i>n</i> international <i>adj</i> Italian <i>adj</i> Japanese landscape <i>n</i> large <i>adj</i> legend <i>n</i> local <i>adj</i> made <i>past of make</i> meteorite <i>n</i> moreover <i>adv</i> nearly <i>adv</i> needs <i>n</i> offer <i>n, v</i> one of ...	part <i>n</i> poultry <i>n</i> prefer <i>v</i> prince <i>n</i> product <i>n</i> public <i>adj</i> role <i>n</i> ship <i>n</i> shopping <i>n</i> sightseeing <i>n</i> silver <i>n</i> simple <i>adj</i> smart <i>adj</i> spring <i>n</i> step back in time still <i>adv</i> surprising <i>adj</i> take care of television <i>n</i> thirsty <i>n</i> transportation <i>n</i> travel <i>n</i> trip <i>n</i> use <i>n</i> useful <i>adj</i> vintage <i>adj</i> water <i>v</i> wool <i>n</i>
Home Reading 1		
graffiti <i>n</i> tag <i>n</i> around <i>adj</i> teenager <i>n</i> aerosol <i>n</i> paint <i>n, v</i> colourful <i>adj</i> artist <i>n</i> politics <i>n</i>	gallery <i>n</i> crime <i>n</i> police <i>n</i> country <i>n</i> certain <i>adj</i> zone <i>n</i> festival <i>n</i> building <i>n</i>	exhibition <i>n</i> castle <i>n</i> homeless <i>adj</i> Internet <i>n</i> online <i>adv</i> discuss <i>v</i> idea <i>n</i> future <i>n</i>

Unit 2 I don't feel well!

Inquiry question:
Why don't we feel well?
Inquiry theme:
To understand why we do not feel well
In this unit pupils will ...
<ul style="list-style-type: none"> ✓ read short texts, fact files, e-mails ✓ listen to dialogues and messages ✓ learn about the importance of keeping healthy diet and habits ✓ learn why we do not feel well and what to do in order to avoid problems ✓ learn about problem-cause-effect solution relationship ✓ learn how to give advice

Lesson 1 I have a pain in my ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn about the body parts and how to talk about problems with health <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about the body parts and problems with health <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of the body parts and health problems 	By the end of the lesson, pupils will be able to talk about the body parts and problems with health.	<p><i>New words:</i></p> heart, chest, wrist, stomach, thumb, tongue, ankle, pain	Textbook; the DVD of the book; word cards with the following words for Activity 1a: head, body, arm x 2, leg x 2, eye x 2, nose, mouth, ear x 2, neck, shoulder x 2, hip x 2, stomach, back, knee x 2, ankle x 2, foot x 2, big toe x 2, toe x 8, elbow x 2, wrist x 2, thumb x 2, finger x 8

Activity 1a Work in pairs. Look and think. Look at the body outline. Draw and label the body. 7 min

Objective: to revise and develop understanding of words to label body parts in humans

STEP 1: Draw a large shape of a body on the board. Display the word cards on either side of the body outline (make sure that the 10 fingers/thumbs, big toe/toes are clearly drawn).

STEP 2: Begin to fill in body parts (e.g., draw an eye). Elicit the name of the body part and invite a pupil to find the word card and match it to the drawing.

STEP 3: Ask the pupils to work in pairs, draw a body outline and complete labelling using the words they know. They can check the spelling with the word cards on the board.

STEP 4: Continue drawing until they have completed all the parts they know (head, eyes, ears, nose, mouth etc.).

Activity 1b Check and correct your words. 5 min

Objective: to understand what vocabulary is known and what vocabulary still needs to be learnt

STEP 1: Invite pairs to come to the front and match the word cards to the body outline.

STEP 2: The other pairs in the class check and correct their own work.

Do you know?

People have 206 bones in their body!

Cats have between 240-245 bones in their body.

Objective: to understand that it is not just humans who have bones, and that the size of a body does not mean they have more bones

STEP 3: Ask: “Did you know that cats have more bones in their body?”

STEP 4: Ask: “Why do you think cats have more bones than people?” Accept anything reasonable including cats move in different ways to people, they are much faster, they can jump higher, they can climb trees.

Activity 2a Work in groups of 4/5. Think. 7 min

What other body words do you know?

Objective: to understand an increasing number of body part names and develop vocabulary

STEP 1: Get the class into groups of 4/5. Say: “Look at each other carefully”.

Ask: “What other body parts can you see on your face?”

Possible answers: teeth, tongue, neck, lips

STEP 2: Ask: “What other body parts can you see?” Ask: “Who knows where your chest is?” Repeat with: *stomach, wrist, thumb, ankle.*

STEP 3: Ask: “Who knows the name of body parts you can’t see?” Accept any reasonable answer, e.g. blood, veins, muscles.

STEP 4: Ask: “Who knows where your heart is?” Praise any pupils who indicate where the heart is.

STEP 5: Play “Teacher says Show me your mouth”. Repeat with: teeth, tongue.

Teaching tip: try and keep the body parts in groups, e.g. arm, elbow, wrist, hand, fingers, thumb; leg, knee, ankle, foot, toe; head, eyes, ears, nose, mouth, neck.

Activity 2b Work in groups of 4/5 Think. 5 min

Have you ever been ill? What part of the body was not working well? What was wrong?

Objective: to understand that sometimes our bodies do not work well and we need to identify which part is not feeling right

STEP 1: Get the class into groups of 4/5. Ask: “Have you ever been ill? What was wrong?” Say: “Make a list”.

STEP 2: Say: “People get ill and we need to be able to tell our parents or doctor what does not feel right”. Accept any reasonable answer including sore head, broken bone, spots.

Activity 3a Work in pairs. Read and complete. 5 min

Objective: to understand how to tell someone what is wrong with them and how they know (problem and effect)

STEP 1: Say: “I have a pain in my I can’t hear you” (*mime that you can’t hear*).

STEP 2: Ask: “What’s wrong? Where’s the pain? How do you know the problem is there?”

Answer: Ear is the problem and the effect is that you can’t hear.

STEP 3: Say: “Work with your partner. You have 5 minutes”.

STEP 4: Elicit feedback from the whole class. Invite different pupils to identify the problem and mime it.

STEP 5: Write the answers on the board.

STEP 6: Say: “Check and correct your work”.

Possible answers:

1 I have a pain in my *ear*. I can’t hear you.

2 I have a pain in my *stomach*. I can’t eat anything.

3 I have a pain in my *ankle*. I can’t walk.

4 I have a pain in my *wrist*. I can’t write.

5 I have a pain in my *back*. I can’t sweep the yard.

6 I have a pain in my *eye*. I can’t see well.

Activity 3b Play “Listen and Continue”. 7 min

Objective: to understand how to tell someone that they have a pain and what the effect is

Ask the pupils to stand in row in pairs. Give a card to Pupil A. S/he must look and say a sentence, e.g. I have a pain in my ear. Pupil B must continue, e.g. I can’t hear you.

Activity 4 Work in pairs. Choose the words and write a short story. 7 min

Objective: to understand that a problem has a cause, an effect and a solution

STEP 1: Ask the pupils to work in pairs. Ask them to look at the pictures and words.

STEP 2: Read out the model short story to them.

Yesterday we played snowballs all evening and it was really fun. But it was very cold and I caught a cold. Today I am not feeling well. I cannot go to school. I should stay at home and lie in bed.

STEP 3: Ask: “What’s the problem? (*cannot go to school, do not feel well*). What’s the cause? (*they played outside in the cold for too long*) What’s the effect?”

(they don't feel well the next day, they caught a cold) What's the solution? (put more clothes on when you play outside, come inside when you feel cold)"

Problem = cannot go to school
 Cause = played outside in the cold
 Effect = not feeling well
 Solution = put more clothes on when you play outside

Homework 2 min

Objectives: to understand that there is not just physical health but also mental health; to understand that pain can be mental as well as physical

Ask the pupils to look at the homework tasks on Page 89. Check that everybody understands what to do with the three tasks. If necessary, explain how to do the homework.

Lesson 2 What's the matter with you?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn how to talk about problems with health <i>Developing:</i> - to enable pupils to talk about problems with health <i>Socio-cultural:</i> - to raise awareness in different treatments for flu	By the end of the lesson, pupils will be able to talk about problems with health and flu.	I have a headache/ cold/cough/(high) sore throat/runny nose/temperature/stomachache. I have toothache/ earache/flu/backache.	Textbook; the DVD of the book

Homework checking. 10 min

STEP 1: Homework activity 1a. Elicit answers from the class for homework activity 1a. Accept any answers.

STEP 2: Homework activity 1b. Ask: "Who agreed that the part of the body which is the most important is the shoulder?"

STEP 3: Say: "It's not just the pain in the parts of the body you can see that are important. We also feel pain in our feelings".

STEP 4: Ask: "Does anyone else have another answer?" Accept anything reasonable, e.g. heart so you can love and feel other people's pain; smell so we can get hungry; touch so we can feel things around us; taste so we can enjoy our food and drink.

STEP 5: Homework activity 1c. Say: "Work in pairs. Read the text and the answers. What is the correct answer? Why?"

STEP 6: Elicit the answer but make sure that the pupils understand the meaning of empathy and that pain can be about feelings and not just broken bones.

Answer: When you need your friend's/relative's shoulder, you (b) need their help.

Activity 1 Look, listen and repeat. 5 min

Objectives: to revise words related to health; to enable pupils to use the structures “I have a ...” and “I have ...”

The pupils look at the table and make sentences, e.g. I have a headache. I have toothache.

Activity 2 Work in pairs. Play “What’s The Matter With You?” 5 min

Objective: to consolidate the words related to health

The pupils work in pairs as shown in the example.

e.g. A: (*mimes a cough*)

B: What’s the matter with you?

A: I have a cough.

B: Oh, poor you. Get well soon.

A: Thank you.

Activity 3a Read the text and match the headings (A-E) with the paragraphs (1-5). 10 min

Objective: to develop reading for gist

The pupils read the paragraphs of the text and match with the headings.

Answer key:

1c General information

2b Signs and symptoms

3a Is it easy to catch flu?

4e Prevention from flu

5d The treatment for flu

Activity 3b Work in pairs. Answer the questions. 8 min

Objective: to consolidate the topic

The pupils work in pairs. They ask and answer the questions.

Activity 3c Match the following sentences (1- 4) with the given endings (a-d).

5 min

Objective: to raise awareness of giving advice when people have problems

The pupils read and match.

Answer key: 1c, 2d, 3a, 4b

Homework 2 min

Explain that the pupils must answer the questions in 1a. Then they should read the text in 1b and check their answers. In 1c they should complete the sentences using the ideas from the text.

Lesson 3 I've brought warm clothes.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to revise healthy habits <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about the importance of observing healthy habits <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of the importance of observing healthy habits 	<p>By the end of the lesson, pupils will be able to talk about the importance of observing healthy habits.</p>	<p><i>Familiar words:</i> <i>words related to healthy habits</i></p> <p><i>New words:</i> habit</p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

Activity 1a Work in pairs. Read, ask and answer. 7 min

**Objectives: to develop reading skills;
to raise awareness of healthy habits**

STEP 1: Ask the pupils to read the text. Ask what words they do not know. Establish the meaning of the new word: habit.

STEP 2: The pupils work in pairs. They ask and answer questions as in the example. e.g. Do you brush your teeth every day?

Activity 1b Write two sentences with “should” and two with “shouldn’t”. 8 min

**Objectives: to revise “should” and “shouldn’t”;
to develop writing skills**

As in the example, and using the text in Activity 1a, the pupils write two sentences with “should” and two with “shouldn’t”.

Activity 2a Work in pairs. Complete the sentences with “should” or “shouldn’t”.

5 min

**Objectives: to develop reading skills;
to revise “should” and “shouldn’t”**

The pupils work in pairs. They read the text and complete it with “should” or “shouldn’t”.

Answer key:

Dear parents,

On Saturday our class is going to the mountains for two days. We are going to live in a camp. All students (1) *should* bring warm clothes and comfortable shoes. Please give your children extra warm socks because it is cold at night.

Children (2) *shouldn't* bring any food because we are going to eat at the camp canteen. They can bring some money but not much. They (3) *shouldn't* bring any gargets like mp3 players or mobile phones.

The teachers have mobile phones. You can contact them.

The Teachers

Activity 2b Listen and tick. 5 min

Objective: to develop listening skills

STEP 1: Ask the pupils to listen to the DVD and say: “Who is talking? Where are they?”

STEP 2: Ask them to listen to the DVD once more and tick the things the girls have brought to the camp.

STEP 3: Ask the pupils to check the answers in pairs. Then check together.

Answer key:

	Betty	Ann
socks	✓	✓
boots	✓	
trainers	✓	✓
chocolate		✓
mineral water		✓
money	✓	

DVD script:

Ann: Oh ... at last we are here ... Look, Betty ... this is our room. Do you like it?

Betty: ...Yes ... the room is nice ... this is my bed, OK?

Ann: ... Yeah ... and this is my bed near the window. Betty, have you brought warm clothes?

Betty: Oh yes ... my mum said it's cold at night ... look ... I have extra socks: pink, blue, orange, purple, white ...

Ann: Oh Betty ... we are here only for two days and nights ... I've brought extra socks but only white and grey ... they are very warm ...

Betty: ...I've also brought boots and extra trainers ... and you?

Ann: ...I've only brought extra trainers...

Betty: ...Ann, have you brought any food?

Ann: ...I've bought some mineral water and a bar of chocolate...

Betty: Daddy has given me some money ... I'm going to buy food at the camp canteen ... Let's go there!

Ann: OK ...

Activity 2c Work in pairs. Complete the sentences. 8 min

Objective: to introduce the Present Perfect Tense

Write on the board the following sentences:

Betty has brought boots and trainers.

Betty and Ann have brought extra socks.

Underline “has brought” and “have brought” and elicit the difference. Say that the sentences are in the Present Perfect Tense. Then ask them the following questions:

- 1) Is the conversation between the girls in the present or past? (*Present*)
 - 2) Are we interested in time or results? (*Results*)
- Ask them to look at the list of irregular verbs at the end of the pupil's book.

Activity 3 Match the questions and answers. 5 min

Objective: to revise the Present Perfect Tense

The pupils match the questions with answers.

Answer key: 1a/b; 2e; 3a/b/c; 4d; 5a/b/c

NB: Warn the pupils that in some cases there can be more than 1 answer.

Homework 2 min

Explain that the pupils must complete the sentences using phrases in the word cloud, e.g. I'm not writing because I've cut my finger.

Answer key:

- 1) I'm not writing because I've cut my finger.
- 2) I'm not eating because I have a stomachache.
- 3) I'm not playing volleyball because I've broken my wrist.
- 4) I'm not watching the film because I have a headache.
- 5) I'm not playing football because I've broken my leg.
- 6) I'm not eating chocolate because I have toothache.

Lesson 4 Have you ever ... ?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to revise pet vocabulary; - to learn to ask questions in the Present Perfect Tense <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about the help pets can give to people <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of the help pets can give to people 	<p>By the end of the lesson, pupils will be able to ask questions in the Present Perfect Tense.</p>	<p><i>Familiar words:</i> <i>words related to pets</i></p> <p><i>New words:</i> therapy</p>	<p>Textbook; the DVD of the book</p>

Activity 1 Check your homework. Listen and repeat. 10 min

**Objectives: to revise the Present Perfect Tense;
to practise pronunciation**

STEP 1: Ask the pupils to check the homework in pairs.

STEP 2: Play the DVD. Ask the pupils to repeat the three forms of verbs in chorus.

DVD script:

Present Simple	Past Simple	Past Participle
be	was/were	been
see	saw	seen
go	went	gone/ been
break	broke	broken
eat	ate	eaten
write	wrote	written
put	put	put
cut	cut	cut
do	did	done

Activity 2a Work in pairs. Look at the pets and ask. 5 min

Objectives: to introduce the interrogative form of the Present Perfect Tense; to revise the words related to pets

STEP 1: Ask the pupils to look at the picture and ask, for example: “Have you ever seen a pet snake?” Establish the meaning of the question if necessary. (*Вы когда-нибудь видели змею в качестве домашнего питомца? Siz hech ilonni uy hayvoni sifatida ko‘rganmisiz?`)*

STEP 2: Ask the pupils to ask the questions following the pattern.

Activity 2b Choose and write. 10 min

Objective: to develop writing skills

The pupils write answers to the questions. Say that they should choose a left column if they have pets and the right column if they don’t.

Possible answers:

If Yes	If No
1 What do you have? <i>I have a cat.</i>	1 Would you like to have it? <i>Yes.</i>
2 How long have you had it? <i>My granny bought it for my birthday last year.</i>	2 What would you like to have? Why? <i>I would like to have a dog. I like dogs. They are very nice. They are good friends.</i>
3 How often do you play with it? <i>I play with my cat every day.</i>	3 What are you going to do with it? Why? <i>I’m going to walk with my dog every day.</i>
4 How do you feel when you play with it? <i>I’m very happy.</i>	<i>I’m going to feed, clean and play with him.</i>

Activity 3 Read and answer the question. Why do people have pets at home?

8 min

Objective: to develop reading for detail

The pupils read the short texts about pet therapy. Check they understand the word “therapy”. Ask the pupils: “Why do people have pets at home?”

Elicit answers.

Possible answers:

Pets help people to be more responsible.

Pets help people to be active and healthy.

Pets help people to feel better when they live alone.

Pets help people when they are sad or sick.

Activity 4a Work in pairs. Put the sentences in order. 3 min

Objective: to enable the pupils to put the sentences in a logical order

The pupils read the sentences and put them in logical order.

Answer key: 2, 1, 4, 3

Activity 4b Listen and check. Make your dialogues. 7 min

Objectives: to enable pupils to write short dialogues using the structure and words as clues;

to revise the words related to health

STEP 1: The pupils listen and check.

DVD script:

A: Have you ever been to the hospital?

B: Yes, I have.

A: When did it happen?

B: When I was 7.

STEP 2: The pupils make their own dialogues using the structure given in Activity 4a and the word cloud.

Homework 2 min

Activity 1. Explain that the pupils must write five sentences using the Present Perfect Tense, e.g. Have you ever broken your arm?

Activity 2. The pupils complete the gaps in the text with the words in the box using the Present Perfect Tense.

Answer key:

Linda has just (1) *walked* outside with Grandmother. She has (2) *finished* cleaning and washing. She has some corn and pieces of bread. Linda has just (3) *put* some corn on the ground to feed the birds. The birds have not (4) *come* yet. Grandmother has already (5) *sat* down on the bench. Grandmother and Linda wait for the birds. They have (6) *seen* the birds in the yard. Look! The birds are flying. They have (7) *come* to the yard. Linda is happy.

Activity 3. The pupils complete the sentences with the words using the Present Perfect Tense.

Answer key:

- 1 Look mum, my hands are clean. I *have washed* them.
- 2 The plants are green. We *have watered* them.
- 3 The dog isn't hungry. It *has eaten* its lunch.
- 4 My sister has toothache. She *has eaten* many sweets.

Lesson 5 You should take medicine.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn how to give suggestions <i>Developing:</i> - to enable pupils to search for the meaning of new words in the wordlist; - to enable pupils to give suggestions <i>Socio-cultural:</i> - to raise awareness of giving suggestions	By the end of the lesson, pupils will be able to give suggestions.	<i>Familiar words:</i> <i>New words:</i> take medicine/an aspirin/one tablet three times a day; use this cream/these eye/nose drops; drink hot tea/milk/herbal tea; put the broken leg in plaster; put a bandage/a sticking plaster; have an operation/injection; hurt	Textbook; the DVD of the book

Homework checking. 5 min**Activity 1a Find the words in the Wordlist. Write the meaning.** 7 min**Objectives: to introduce the new words and phrases;****to enable pupils to search for the meaning of new words in the wordlist**

The pupils find the meaning of the new words in the Wordlist.

Activity 1b Listen and repeat. 5 min**Objective: to develop pronunciation**

The pupils listen and repeat after the DVD.

DVD script:

Take medicine, take an aspirin, take one tablet three times a day
 Use this cream, use these eye drops, use these nose drops
 Drink hot tea, drink hot milk, drink herbal tea, drink this medicine
 Have an operation, have an injection
 Put a bandage, put a sticking plaster, put the broken leg in plaster

Activity 2a Work in pairs. Read and match. Write the meaning of the new word.

8 min

**Objectives: to revise the words related to health;
to introduce a new word: “hurt”**

STEP 1: Introduce a new word “hurt”. You can use the notes below.

Hurt is a little bit different to the others in that it is commonly used as a verb and an adjective and, less commonly, as a noun. The key difference between *hurt* and *pain* and *ache* is that usually if you are *hurt*, it means the discomfort you experience is clearly caused by something outside of yourself. However, *pain* and *ache* suggest a more internal reason for the unpleasant physical feeling.

STEP 2: The pupils read and match.

Answer key: 1d, 2b, 3f, 4a, 5g, 6e, 7c

Activity 2b Listen and check. 5 min

**Objectives: to develop listening skills;
to check the answers in 2a**

The pupils listen and check their answers.

DVD script:

1 A: My right eye hurts. B: You should use these eye drops in the sore eye at bed time.

2 A: My wrist hurts. B: You should put a bandage on it.

3 A: I have a cough. B: You should drink a cup of herbal tea in the morning and at night.

4 A: He has a headache. B: He should take some aspirin and drink hot tea.

5 A: My friend has flu. B: She should stay at home and drink hot lemon tea.

6 A: I've cut my finger. B: You should put a plaster on it.

7 A: I have toothache. B: You should go to the dentist.

Activity 3a Write a sentence with a health problem on a card. 3 min

**Objectives: to develop writing skills;
to prepare for the next activity**

The pupils write a sentence on a card, e.g. My right ankle hurts.

Activity 3b Work in groups of 4/5. Say what you should do. 10 min

Objective: to enable pupils to give suggestions

STEP 1: All the cards are mixed and put in a pack upside down.

STEP 2: The pupils in turn take cards and say sentences. If they take their own card, they must take another card, e.g. I have a pain in my ear. – You should use ...

Homework 2 min

Ask the pupils to look at the homework tasks on Page 91. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Answer key for Activity 2:

- 1 She has flu. She *should* stay at home.
- 2 He has backache. He *shouldn't* carry heavy things.
- 3 You have a broken arm. You *shouldn't* play volleyball.
- 4 Your mother is tired. She *should* have a rest.
- 5 My brother has toothache. He *should* go to a dentist.

Note: Prepare material for Project.

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn how to prepare and make a presentation. <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to describe a health problem, cause and effects; - to enable pupils to prepare and make a presentation of a health problem; - to provide an opportunity for pupils to work creatively and cooperatively; - to develop writing, listening and speaking skills 	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> - establish cause and effect relationship; - prepare and make a presentation of a health problem. 	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Textbook; the DVD of the book; paper, colour pencils or markers, etc.</p>

Homework checking. 5 min

The pupils in turn read the problems. The other pupil should give advice. They should compare and say which advice is better.

e.g. **A:** My brother has a pain in his ankle.

B: He should put a bandage on it and go to the doctor.

Activity 1 Look at the projects. Answer the questions. 5 min

Which poster do you like best? Why?

Objective: to generate interest in the topic

Ask the pupils to look at different projects. After a few minutes have a discussion on the questions. You may also analyze the content in the projects.

Activity 2a Work in pairs or in small groups. Think of a problem when you are sick. What is the cause and effect? Give advice with a solution. Make a poster. 20 min

Objective: to consolidate cause and effect relationship

The pupils work in pairs or small groups. They discuss and choose a problem. They think of cause and effects. Then they should write advice with a solution. They must put their ideas on a poster.

Problem =

Cause =

Effect =

Solution =

Activity 2b Demonstrate your poster. 13 min

**Objectives: to practise presentation skills;
to develop giving positive feedback**

STEP 1: The pupils present their posters.

STEP 2: Ask the pupils to listen to each presentation and say one good thing they have noticed. e.g. The presentation of Group 1 was simple and clear. The poster of Group 2 has a very interesting design.

Homework 2 min

Ask the pupils to read at home the stories about “The needle tree” and “The strange bird with two heads”, and get prepared for class discussion.

HOME READING 2

**Objectives: to develop critical thinking;
to raise awareness of good behaviour;
to develop understanding of values through morals of stories**

STEP 1: Ask the pupils to read the story about “The needle tree” one more time.

STEP 2: Ask the following questions for understanding:

- 1) Where did the two brothers live?
- 2) Was the elder brother good? Why?
- 3) What happened with the older brother in the forest? Why?
- 4) Who helped him? Why?
- 5) Why did the magic tree give gold apples?

STEP 3: Have a class discussion on the moral of the story: *It is important to be kind to people and other people will be kind to you.* Ask if there are any other morals like that in Uzbek/Russian, etc.

STEP 4: Ask the pupils to read the story about “The strange bird with two heads” one more time.

STEP 5: Ask the following questions for understanding:

- 1) Why was the bird strange?
- 2) What did the left head do? Why?
- 3) How did the left head feel when the right head asked it for food?
- 4) What did the right head do? Why?
- 5) What happened with the bird? Why?

STEP 6: Have a class discussion on the moral of the story: *If you are not friendly, all the family feels bad.* Ask if there are any other morals like that in Uzbek/Russian, etc.

Homework

Ask the pupils to get prepared for Progress Check 2.

PROGRESS CHECK 2

1a Listen and choose the main idea for each text. (3x2=6)

First read the sentences for each text. Then listen to the texts and choose the main idea: A, B or C.

- 1 A What you should have for breakfast.
B You should have breakfast.
C If you have breakfast, you have bad marks.
- 2 A You should help your parents clean the house.
B Viruses are in clean rooms.
C Clean rooms make you healthy.
- 3 A It is better to get up and go to bed early.
B It is better to go to bed early and go to bed late.
C You can play computer games before you go to bed.

Answer key: 1b, 2c, 3a

DVD script:

1) It's important to have a healthy start to the day. Breakfast is the most important meal for children and adults. You're healthier if you have breakfast. If you don't have breakfast, you're usually tired at school and get bad marks.

2) Tidying up the rooms makes you healthy. Children should help their parents to clean the house, take the rubbish out, sweep and wash the floor. There are always bad viruses and dust in the air. If you dust the furniture, clean the rooms and air the rooms, it helps to stay healthy.

3) What's important in the evening is to go to bed at the same time every day. There's an English proverb "Early to bed, early to rise". It means that it's better to go to bed early and to get up early. It makes us healthier and we feel fresh and active the next day. You should not play computer games or play any noisy game before you go to bed.

1b Listen one more time. Say True or False. (3x2=6)

- 1) Breakfast is only an important meal for children. (F)
- 2) Viruses are only in the air. (F)
- 3) It is better to go to bed early and to get up early. (T)

2 Write in the correct column. (4x1=4)

washed, tidied, asked, translated

[t]	[d]	[id]
e.g. washed		

3 Match the parts. ($4 \times 1 = 4$)

e.g. 1b

- 1 take a gone
- 2 do b taken
- 3 be c drank
- 4 go d done
- 5 drink e was/were

4 Choose the correct word. ($6 \times 2 = 12$)

e.g. 1b

- 1 If you have ..., you should go to the dentist.
a) sore throat b) toothache c) earache
- 2 If you ... your hand, you should put a plaster on it.
a) cut b) put c) felt
- 3 If your ankle hurts, you should put a ... on it.
a) injection b) herbal medicine c) bandage
- 4 You should use these ... for the sore eye at bed time.
a) operation b) eye drops b) tablet
- 5 If you have a headache, you should take
a) an aspirin b) drops c) cream
- 6 If you have a ..., you should drink hot milk or herbal tea.
a) backache b) toothache c) cold

Answer key: 1b, 2a, 3c, 4b, 5a, 6c

5a Read and match the texts and titles. ($4 \times 2 = 8$)

- a) Eat healthily! b) Drink water! c) How to be healthy? d) Get a move on!

1) You cannot be healthy with pills. You should have good habits to be fit. So what are some things children can do to keep healthy?

2) Children should play outside for half an hour or more every day. Some children go to the playground after school or play in their yard when they get home. Our bodies need exercise and fresh air. PE lessons at school are also very important.

3) Lemonade, Fanta and other sweet drinks taste better than water. But water is healthier for people. Our body needs water to work well.

4) You can't eat hamburgers, hot dogs and pizza a lot and stay healthy. You should eat a lot of fruit and vegetables, meat, beans and dairy products every day. These give our body vitamins, minerals and other useful things for our body.

Answer key: 1c, 2d, 3b, 4a

5b Read and say True or False. ($5 \times 2 = 10$)

- 1 You can only take pills and stay healthy. (*False*)
- 2 You should do some exercise every day to have good health. (*True*)
- 3 It is better to play in the playground than have a PE lesson. (*False*)
- 4 You should drink more water than Coca Cola. (*True*)
- 5 Dairy products are not very good for our health. (*False*)

Total = 50 points

The list of new active and passive vocabulary

Unit 2		
alcohol <i>n</i> alone <i>adj</i> ankle <i>n</i> aspirin <i>n</i> at the same time backache <i>n</i> bandage <i>n</i> be sorry <i>v</i> been <i>pp of be</i> bench <i>n</i> bring <i>v</i> broken <i>adj</i> brought <i>v past, pp of bring</i> catch <i>v</i> caught <i>past and pp of catch</i> chest <i>n</i> companion <i>n</i> contact <i>v</i> cough <i>n, v</i> cover <i>v</i> cream <i>n</i> cry <i>v</i> dentist <i>n</i> diet <i>n</i> drops <i>n</i> during <i>prep</i> easy <i>adj</i> ever <i>adv</i> exercise <i>n, v</i> extra <i>adj</i> eye/nose drops <i>n</i> fall <i>v</i> first of all flu <i>n</i> gadget <i>n</i>	general <i>adj</i> get <i>v</i> Get well soon. grain <i>n</i> habit <i>n</i> have <i>v (of illness)</i> heart <i>n</i> heavy <i>adj</i> herbal <i>adj</i> hold <i>v</i> hour <i>n</i> hurt <i>v</i> ill <i>adj</i> illness <i>n</i> infect <i>v</i> injection <i>n</i> later <i>adv</i> less <i>adj, adv</i> lie <i>v</i> lifestyle <i>n</i> matter <i>n</i> medicine <i>n</i> mineral water <i>n+n</i> moment <i>n</i> nothing <i>pron</i> object <i>n</i> Oh, poor you. operation <i>n</i> outside <i>adv</i> plaster <i>n</i> player <i>n</i> poor <i>adj</i> prevent <i>v</i> prevention <i>n</i> properly <i>adv</i>	put the broken leg in plaster really <i>adv</i> regime <i>n</i> responsible <i>adj</i> same <i>adj</i> seen <i>pp of see</i> serious <i>adj</i> shoes <i>n</i> sign <i>n</i> smoking <i>n</i> sneeze <i>v</i> socks <i>n</i> socks <i>n</i> sometime <i>n</i> sticking plaster <i>adj+n</i> stomach <i>n</i> stomachache <i>n</i> swimming pool <i>n+n</i> symptom <i>n</i> tablet <i>n</i> take medicine take <i>v</i> therapy <i>n</i> thought <i>past, pp of think</i> throat <i>n</i> thumb <i>n</i> tongue <i>n</i> too <i>adv</i> treatment <i>n</i> unhappy <i>v</i> virus <i>n</i> wealth <i>n</i> What's the matter with you? wrist <i>n</i>
Home Reading 2		
agree <i>v</i> anyone <i>pron</i> anything <i>pron</i> belly <i>n</i> change <i>n, v</i> die <i>v</i> felt <i>v past, pp of feel</i> flew <i>v past of fly</i> found <i>v past, pp of find</i>	golden <i>adj</i> hundreds of ... look for <i>v</i> magical <i>adj</i> needle <i>n</i> once <i>adv</i> Once upon a time sell <i>v</i>	shout <i>v</i> sir <i>n</i> strange <i>adj</i> taste <i>v</i> treat <i>v</i> understood <i>v past, pp of</i> understand without <i>prep</i>

Unit 3 Sport

Inquiry question:

Why is sport good for us?

Inquiry theme:

To understand why physical activity is good for mind and body

In this unit pupils will ...

- ✓ read short texts and fact files
- ✓ listen to dialogues and interviews
- ✓ ask for and give information about sports and its importance
- ✓ learn about the importance of keeping active
- ✓ learn about sports at school in the UK and USA
- ✓ learn how to agree with people's opinions

Lesson 1 Keeping active

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none">- to learn the role of muscles and bones <p><i>Developing:</i></p> <ul style="list-style-type: none">- to understand what the bones and muscles do <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none">- to raise awareness of the need to move and the importance of keeping muscles strong and healthy	<p>By the end of the lesson, pupils will understand that the skeleton are the bones in our body which make our shape (height) and the muscles make us move.</p>	<p><i>New words:</i></p> <p>shoulder, elbow, wrist, hip, knee, ankle</p>	<p>Textbook; the DVD of the book</p>

Activity 1a Work in pairs. Look and think. 8 min

Objective: to understand that the skeleton are the bones in our body which make our shape (height) and the muscles make us move

STEP 1: Get the pupils into pairs. Say: "Look and think. Look at the skeleton and muscle groups inside our body".

STEP 2: Ask: "What can you see? What do you notice?" Accept any reasonable answers including: bones behind the muscles, muscles on top of the bones, bones and muscles look different, lots of gaps between bones, muscles touch each other, no gaps.

STEP 3: Ask: "Why do you think we need bones? What would happen if we didn't have bones? What would we look like?" Accept any reasonable answers including: they make the shape of a person; they hold us up; they are hard; they protect our internal organs, e.g. heart, liver, kidneys, stomach; if we didn't have bones, we would be like a jellyfish with no shape.

STEP 4: Ask: “Why do you think we need muscles? What would happen if we didn’t have muscles? What would we look like?” Accept any reasonable answers including: they make us move; if we didn’t have them, we could not move; if we didn’t have them, we would look like a skeleton, just bones.

Activity 1b Work in pairs. Read and check your guesses. 7 min

Objective: to understand the role of muscles and bones

STEP 1: Ask the pupils to work in pairs. Say: “Read and check your guesses in 1a”.

STEP 2: Elicit feedback, ask the following questions: What’s the main function of our skeleton? (*to support the body, protect organs*); What’s the main function of the muscles? (*to help the body move*)

STEP 3: Ask the following questions: What happens if you break your leg? (*you can’t walk*); What happens if you break your arm? (*you can’t write*); Why do you need to keep your bones and muscles healthy? (*you can’t move if they are not healthy, they break*)

Activity 1c Look at the words in the cloud and label the skeleton. 10 min

Objective: to understand what the bones and muscles do

STEP 1: Get the pupils to work in pairs. Get the pupils to look at both the skeleton and the muscle groups in the textbook. Get some feedback about what they notice about the skeleton and muscle groups. Remind the pupils that in Unit 2 they learnt that the human body has 206 bones.

Possible comments: a skeleton is made up of lots of bones, we have a lot of bones inside our body, the bones make our shape, the bones are strong; muscles give us strength, they help us to move our body in different ways.

STEP 3: Ask: “Which is the longest bone in the body? (*thigh bone*); Which is the smallest bone in the body?” (*inside ear*)

STEP 4: Say: “Look at the muscles in the arm. Why do you think there are so many muscles?” (*so we can move our arm in different directions*)

STEP 5: Say: “Look at your arm. Move it to the front of your body. Bend your wrist so the fingers and palm come up. Wriggle your fingers. Pick a pencil up. Touch your desk”.

Teaching tip: You are getting the pupils to become aware of their bodies and the way they work. Without a skeleton and muscles they would not be able to move their bodies.

Activity 2 Look at the pictures. Think. 10 min

Objective: to understand that other living creatures have very different shapes depending on where they live and what they do; not all creatures have skeletons

STEP 1: Say: “Look at the pictures. Think.”

STEP 2: Ask: “Which animals have skeletons? How do you know? Why do they need a skeleton? What can they do?”

a) Which living creatures have skeletons?

Answer key: d,e,f

b) Why do you think the other creatures don't have skeletons?

Possible answers: a) the jellyfish is like a jelly and changes shape, it has no eyes, ears, brain or heart. They do not have a head or blood, their body is made mostly of water (98%) and is very soft; b) the earthworm does not have legs, eyes, teeth or any bones but it does have muscles; c) the butterfly is small and light, its skeleton is outside its body.

Activity 3 Work in pairs. Think. 8 min

Objective: to understand the need to move and the importance of keeping muscles strong and healthy

STEP 1: Say: "Work in pairs and think".

STEP 2: Ask the following questions:

Why do you think animals and people need to move?

What do you think happens when we do not use our muscles?

What should we do to keep our muscles strong and healthy?

Possible answers:

We need to move in order to get things and eat.

If we do not use our muscles, they get weak and do not work. Then we cannot move.

We should do exercises and eat healthily.

Homework 2 min

Answers:

1) *Why having fun is good for our health?*

Possible answer: When we enjoy doing something we will do it more. People who like dancing, swimming or playing tennis have fun whilst doing something really healthy. Having fun is good for our physical and mental health. When we feel good our mind is healthy. When we feel bad it is difficult to have fun and our mind becomes unhealthy.

2) *Where can we learn new things and skills?*

Possible answer: We can do activities both inside, e.g. dancing, visiting a museum, going to the gym or outside swimming, playing tennis, walking in the park.

3) *What can we do in bad weather?*

Possible answers: We can visit a museum and learn about our history/our past.

Lesson 2 Sports at school

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn new names of sports</p> <p><i>Developing:</i> - to raise awareness of the importance of being active</p> <p><i>Socio-cultural:</i> - to raise awareness of the differences and similarities between PE lessons in Uzbekistan, the UK and the USA</p>	<p>By the end of the lesson, pupils will be able to talk about sport and its importance in our life.</p>	<p><i>New words:</i> roller skating, skateboarding, high jumping, sports ground, competition, athletics</p>	<p>Textbook; the DVD of the book</p>

Activity 1a Look and match. 8 min

Objectives: to introduce new words related to sport; to revise familiar words

STEP 1: Ask the pupils to tick the words they know, and match pictures with symbols of these types of sport. The first 11 are familiar words. 3 new words are quite easy as in Uzbek and Russian they are almost the same.

STEP 2: Ask them to mingle and find from others the meaning of any words they did not tick.

STEP 3: Check the words all together.

STEP 4: Work on pronunciation. Ask the pupils to repeat the words after you and clap with you showing stress with louder clap. Note that two words have stress on the second syllable: kurash and gymnastics.

Activity 1b Play I like/I don't like. 5 min

Objective: to revise words related to sport

The pupils play a game, e.g. I like snowboarding but I don't like boxing.

Activity 1c Complete the posters. 10 min

Objective: to establish where to use “play”, “do” and “go” with sports

STEP 1: Put three posters on the wall in different parts of the class. On the first poster draw a ball and a racket. Write a word “play” on the left and ask the pupils to give the words which go with the word “play” from Activity 1a.

play	football tennis volleyball
------	----------------------------------

Ask the pupils to give other suggestions. Add with their help: play chess, play handball, play basketball.

Complete the poster for “Go”, and then with “Do”. Use the notes below if necessary.

Note:

Play is generally used with team sports and those sports that need a ball or similar object (puck, shuttlecock...). Also, those activities in which two people or teams compete against each other: play football, play tennis, play chess.

Go is used with activities and sports that end in **-ing**. The verb **go** here implies that we go somewhere to practise this sport: go swimming. Exception: do boxing/body building/weightlifting.

Do is used with recreational activities and with individual, non-team sports or sports in which a ball is not used, like martial arts, for example: do a crossword/puzzle, do athletics, do karate.

Answer key:

play	go	do
football	swimming	gymnastics
tennis	snowboarding	karate
chess	jumping	boxing
basketball	roller skating	kurash
volleyball	skateboarding	
handball	cycling	

STEP 2: Play “Ball”. Start: throw a ball to Pupil 1 and say, e.g.: “basketball”. Pupil 1 catches the ball and says: “play basketball”. Then Pupil 1 throws the ball to Pupil 2 and says, e.g.: “cycling”. Pupil 2 must say: “go cycling”, etc.

Activity 2a Draw and complete the table for Uzbekistan. 7 min**Objective: to enable pupils to talk about sport in Uzbekistan schools**

STEP 1: Draw a table on the board. Ask the pupils to copy it into their copy books and complete for Uzbekistan schools.

Country	How many PI lessons a week?	How long is PI lesson?	Where do you have your PI lessons?	What do you do in PI lessons?
Uzbekistan				
The UK				
The USA				

STEP 2: Discuss what they have written.

Activity 2b Listen and complete the table for the UK and USA. 8 min**Objectives: to develop listening skills;****to enable pupils to talk about sport in the UK and USA schools**

STEP 1: Ask the pupils to listen to the DVD. Ask them to listen to the girl from

the UK and complete the table in 2a for the UK. Pause after the first slot. Ask the pupils to compare their notes in pairs. Check together.

STEP 2: Ask them to listen to the boy from the USA and complete the table for the USA. Ask the pupils to compare their notes in pairs. Check together.

DVD script:

Christine: Hi, my name's Christine. What can I tell you about PE?... Well, in the UK schools we have three PE lessons a week. Usually we have a 45-minute lesson in the gym once a week and then we have games on Wednesday afternoon. In winter we play hockey, in summer we play tennis. I love tennis so I play tennis after school on Tuesday and Thursday.

David: Hello, My name's David. I play football, basketball and hockey. We have three lessons a week. On Wednesday afternoon we have a double lesson – one and a half hours – and at the moment we're playing football. Then on Fridays we have gym – jumping, climbing and using equipment. Oh, I forgot, we sometimes do running on Wednesdays too. I hate it – eight kilometres!

Activity 3 Work in groups of 4. Compare PE lessons in Uzbekistan, the UK and the USA. 5 min

Objective: to enable pupils to compare sport in Uzbekistan, the UK and USA schools

Ask the pupils to work in groups of 4. Ask them to compare PE lessons in three countries: Uzbekistan, the UK and the USA.

Homework 2 min

Explain that the pupils at home must write the questions in home task 1a. Then they must write answers to the questions.

Answer key:

- 1 Why is sport very important in our lives?
- 2 Is there a sports ground near your school?
- 3 What do you do at PE lessons?
- 4 Are there any sports competitions in your school?
- 5 What sports do you play or do?

Lesson 3 I like gymnastics. So do I.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn how to agree using the structures “So do/can I” and “Neither do/can I”. <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to agree with statements <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of ways of agreeing with somebody’s opinions 	<p>By the end of the lesson, pupils will be able to agree with somebody’s opinions using the structures “So do/can I” and “Neither do/can I”.</p>	<p><i>Familiar words:</i></p> <p><i>Different types of sport</i></p> <p><i>New words:</i></p> <p>So, neither</p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

The pupils work in pairs or mingle to compare their answers.

Activity 1 Read and complete the diagram. 10 min

Objective: to learn how to identify similarities and differences using the Venn diagram

STEP 1: Ask the pupils to look at the photos and answer your questions: “Who is in the photo? What sport is this?” NB: The pupils can say the sport’s name in their mother tongue. Ask the pupils to find the word in the text. Establish that “qilichbozlik/фехтование” in English is “fencing”.

STEP 2: The pupils read and complete the Venn diagram. Help them with the diagram. Draw it on the board. Start writing the first example, e.g. ask: “What’s Tom Cruise’s profession? What’s David Beckham’s profession?” Write in the circles the differences. Then ask what similarity they have noticed. Write the similarities between the circles.

STEP 2: The pupils mingle and compare their diagrams.

STEP 3: Class discussion.

Possible answers:

Tom Cruise	Similarities	David Beckham
<p>An actor and film producer.</p> <p>Has made 43 films.</p>	<p>Both are famous.</p> <p>Both travelled a lot.</p> <p>Both love fencing.</p>	<p>A football player.</p> <p>He played for Manchester United, Preston North End, Real Madrid, Milan, LA Galaxy, Paris Saint-Germain and the England national team</p>

Activity 2 Work in pairs. Ask and answer. 8 min

Objective: to introduce “both of us” and “neither of us”

STEP 1: The pupils tick what they do in the “me” column of the table.

STEP 2: The pupils work in pairs, ask each other and tick in the “my friend” column of the table.

STEP 3: The pupils find the things both like or dislike.

STEP 4: They write with your help: e.g. *Both of us play games in the open air. Neither of us watch sports events on TV.*

Activity 3a Listen and repeat. 6 min

Objective: to introduce the constructions “So/Neither do I”

STEP 1: Introduce the constructions “So/Neither do I”. Elicit the difference between the answers.

1 A: I like gymnastics because it’s a beautiful sport.

B: So do I.

2 A: I don’t like skateboarding because it’s difficult.

B: Neither do I.

STEP 2: Ask the pupils to look at the sentences with “can”. Ask them what they have noticed.

3 A: I can play chess.

B: So can I.

4 A: I can’t play hockey.

B: Neither can I.

STEP 3: Ask the pupils to repeat after the DVD.

DVD script:

1 A: I like gymnastics because it’s a beautiful sport.

B: So do I.

2 A: I don’t like skateboarding because it’s difficult.

B: Neither do I.

3 A: I can play chess.

B: So can I.

4 A: I can’t play hockey.

B: Neither can I.

Activity 3b Work in pairs. Complete the sentences. 10 min

Objective: to revise the new constructions

The pupils work with the table they completed in Activity 2.

e.g. – Madina does her morning exercises every day. – So do I.

– She doesn’t play football. – Neither do I.

Activity 4 Listen and write in which dialogues the speakers like or don’t like something. 5 min

Objective: to consolidate the new constructions

The pupils listen to the dialogues and write in which dialogues the speakers like or do not like something.

Possible answers:

- 1 They both like basketball.
- 2 Neither of them likes volleyball.
- 3 Both like kurash.
- 4 Both like roller skating.
- 5 Both like football.
- 6 Neither of them likes skateboarding.

DVD script:

- 1 A: Can we go to the basketball game?
B: Of course.
A: I like basketball.
B: So do I.
- 2 A: I think volleyball is difficult.
B: What's difficult to throw a ball? I think it's boring. I don't like it.
A: Neither do I.
- 3 A: I think kurash is interesting.
B: So do I. It makes people strong. My elder brother does kurash.
- 4 A: I don't do much sport. But roller skating is fun.
B: Yes, it is. I want to go roller skating on Sunday.
A: So do I.
- 5 A: I want to be a famous footballer.
B: I like football and I want to play football in Pakhtakor team.
A: So do I.
- 6 A: I think skateboarding is boring.
B: Yes. And it's dangerous. People can break their legs and arms. I don't like it.
A: Neither do I.

Optional Activity 5 Complete the sentences.**Objective: to consolidate the new constructions**

The pupils complete the sentences.

Possible answers:

- 1 A: I don't like playing football.
B: Neither do I. I watch football matches on TV.
- 2 A: I like playing chess.
B: So do I. I play chess with my friends.
- 3 A: I can't ride a bicycle.
B: Neither can I. I don't have a bicycle.
- 4 A: I love swimming.
B: So do I. I go swimming on Monday and Thursday.

Homework 1 min

Activity 1: Explain that the pupils must write 3 sports they like and 3 sports they do not like and explain why.

Activity 2: Explain that the pupils must write sentences. Ask them to use “so” or “neither”.

Answer key:

1 Lucy doesn't like boxing. *Neither do I.*

2 My friend likes karate. *So do I.*

3 My sister can't swim. *Neither can I.*

4 My brother can run fast. *So can I.*

5 I can't climb the Chimgan Mountains. *Neither can I.*

Lesson 4 Girls in sport

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn how to agree and disagree</p> <p><i>Developing:</i> - to enable pupils to agree with statements; - to enable pupils to talk about sport, especially women in sport</p> <p><i>Socio-cultural:</i> - to raise awareness of ways of agreeing with somebody's opinions</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none">- agree with somebody's opinions;- talk about sport, especially women in sport.	<p><i>Familiar words:</i> <i>Different types of sport</i></p> <p><i>New words:</i> fight, coach, defeat, ring, again, junior</p>	<p>Textbook; the DVD of the book; a set of word cards for Activity 1</p>

Homework checking. 5 min

The pupils work in pairs and listen to each other's sentences.

Activity 1 Work in groups of 4/5. Look and say if this sport is for boys or girls, or both. 7 min

Objectives: to enable pupils to classify sport;

to enable pupils to agree/disagree and give reasons

STEP 1: Write on the board, e.g.:

A: Basketball is for boys.

B: I agree./I don't agree because I think basketball is for both.

Discuss it with the whole class.

STEP 2: Prepare a set of word cards for each group (*basketball, boxing, karate, high jump, skateboarding, swimming, chess, long jump, roller skating, football, tennis, boxing, gymnastics, running, kurash, skiing*). The pupils in turn take a card, e.g. karate and say, e.g.: “Karate is for boys”. The pupil next to him must say whether s/he agrees or disagrees and gives a reason.

Activity 2a Work in pairs. Answer the questions. 5 min

Objective: to prepare for the next activity

STEP 1: Ask the pupils to write down the new words. (*fight, coach, champion, defeat, ring, again*) They listen and repeat.

STEP 2: The pupils answer the questions:

- 1 What famous boxers do you know?
- 2 Do women do boxing?
- 3 What do the words *fight, coach, champion, defeat, ring, again* mean?

Activity 2b Work in pairs. Ask and answer. Complete the text. 10 min

Objective: to enable pupils to ask and answer questions

STEP 1: The pupils look at the photos and answer the questions: “Who is this? What’s her profession?” Accept all answers. Say they will learn about her while doing Info gap activity.

STEP 2: The pupils read their texts and prepare questions.

STEP 3: The pupils work in pairs and ask questions. They listen to answers and complete their texts.

Answer key:

Laila Ali was born on December 30, 1977 in the USA. Ali began boxing when she was 18 years old. She started her fights in 1999 and finished in 2007. Her father is a champion and the most famous boxer in the world. When she told him that she wanted to box professionally, he was very unhappy because boxing is a very dangerous profession. “I move in the ring just like my dad and I am very strong”, she said. She is tall (178 cm) and has 75 kg. Her coach trained her like a man. She is a niece of famous boxer Rahman Ali, the younger brother of Muhammad Ali who was an Olympic champion.

In her first match, on October 8, 1999 Ali boxed April Fowler and won. Although this was Ali’s first match, many journalists came because she was Muhammad Ali’s daughter.

Then Ali had eight wins one by one. On the evening of June 8, 2001, Ali and Frazier finally met. Ali won and became a world champion again. She had 24 fights and she won all of them.

In the match on February 2, 2007 in South Africa Ali defeated O’Neil. It was Ali’s last professional fight.

Activity 3a Work in pairs. Answer the question and write three sentences. 8 min

**Objectives: to develop speaking skills;
to prepare for the next activity**

The pupils answer the question: *What good things do girls have when they do sport?* Accept all answers and say that they will check their ideas in the next activity.

Activity 3b Listen and check your ideas. 10 min

Objective: to develop listening skills

STEP 1: Introduce the new word *junior*.

STEP 2: The pupils listen and check their ideas.

STEP 3: Discuss with the whole class.

DVD script:

Reporter: Welcome to the program Sports Life. We're going to talk about good things for girls doing sport. Today's guest in our studio is Valeria Vorobyova who is a very good junior tennis player in Uzbekistan. Hi Lera.

Lera: Hi. Thank you for asking me to come here. ... Yes. There are a lot of good things for girls if they do sport. I started playing tennis when I was 5. Now I'm 15 and I'm in junior group. I play tennis every day. What good things...? OK. First of all, I feel healthy. I never have a cold in winter. Secondly, I'm strong. And I feel strong when I'm in difficult situations. Sometimes I help my friends when they have problems. Finally, I have travelled a lot.

R: How interesting. What countries have you been to?

L: I've been to some countries in Asia, India and Australia. I've eaten some national food there, I've seen a lot of interesting places and animals, I've met a lot of people. And I've found a lot of good friends.

R: Wonderful. But you do professional sport. What about other girls at school?

L: We all do some kind of sport. We have PE at school.

R: Many girls don't like PE. What can they do?

L: We do sport when we move. So any kind of moving is sport. We do sport when we run, walk, swim or dance. Dancing is a very good kind of sport. There are some professional kinds of dancing, national dancing but you can dance at home. You don't have any competitions but you win. You're a winner of your life.

R: Thank you Lera. Good luck in your sports life.

L: Thank you.

Homework

Answer key:

- 1 When and where was Laila Ali born?
- 2 How old was Ali when she began boxing?
- 3 Who was her father?
- 4 How tall is she?
- 5 How many fights did she win?
- 6 When did she have her last professional fight?

Lesson 5 Sport in Uzbekistan

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn about sport in Uzbekistan</p> <p><i>Developing:</i> - to enable pupils to talk about sport in Uzbekistan</p> <p><i>Socio-cultural:</i> - to raise awareness of sport and sportsmen/sportswomen in Uzbekistan</p>	By the end of the lesson, pupils will be able to talk about sport in Uzbekistan.	<p><i>Familiar words: words related to sport</i></p> <p><i>New words:</i> judoka, canoeist, wrestler, athlete, referee, amateur, fitness centre, yoga, aerobics, bodybuilding, risky</p>	Textbook; the DVD of the book

Homework checking. 5 min

STEP 1: Checking the questions.

STEP 2: Pair work. Ask the pupils to ask and answer the questions.

Activity 1a Read and write the new words. Listen and repeat. 10 min

Objective: to develop reading skills

STEP 1: The pupils read and write the new words. Help to find their meaning.

STEP 2: The pupils listen to the text and repeat after the DVD.

DVD script:

See the textbook for the DVD script.

Activity 1b Complete the table. 7 min

Objective: to revise new words

The pupils complete the table.

Answer key:

sport	sportsman
judo	judoka
canoeing	canoeist
wrestling	wrestler
taekwondo	taekwondo wrestler
swimming	swimmer
gymnastics	gymnast
athletics	athlete
boxing	boxer
kurash	kurash wrestler

Activity 1c Listen and check. 5 min**Objective: to develop listening skills**

The pupils listen and check their answers.

DVD script:

sport	sportsman
judo	judoka
canoeing	canoeist
wrestling	wrestler
taekwondo	taekwondo wrestler
swimming	swimmer
gymnastics	gymnast
athletics	athlete
boxing	boxer
kurash	kurash wrestler

Activity 2 Work in pairs. Ask and answer. 6 min**Objective: to consolidate new words**

The pupils work in pairs. They ask and answer following the example.

e.g. **A:** What sportsman does judo?

B: Judoka.

Activity 3 Work in pairs. Ask and answer. 10 min**Objective: to develop speaking skills**

The pupils work in pairs. They ask and answer the questions.

- 1 What sports are popular in Uzbekistan?
- 2 Which champions in Uzbekistan do you know?
- 3 Do amateurs take part in competitions and championships?
- 4 What national Uzbek sports do you know?
- 5 What do people do in fitness centres?
- 6 What risky sports can amateurs do in Uzbekistan?

Homework 2 min

Explain that the pupils must write the answers to the questions in Activity 3.

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn how to make posters; - to learn to have a debate <i>Developing:</i> - to enable pupils to say positive/ supportive/negative comments <i>Socio-cultural:</i> - to raise awareness of the importance of doing sport	By the end of the lesson, pupils will be able to have a debate, make posters and presentations, give positive/negative feedback.	<i>Recycling the previously learnt vocabulary</i>	Textbook; the DVD of the book

Activity 1 Hold a debate “It is not good to do professional sport”. 25 min

**Objectives: to revise and consolidate all the material in the unit;
to develop pupils’ ability to work independently**

Debates help pupils develop their critical thinking skills and consider a problem from different points of view. Debates also are an important new feature in *Teens’ English 7*. They help pupils to build their confidence in speaking because pupils are not thinking about language accuracy but about proving their point of view.

While preparing for debates pupils read previous lessons to find information for the debate. In this way debates encourage pupils to read effectively to get information. Debates also help pupils to become active listeners. While listening to their opponents, they try to find contradictions and make counter-arguments.

Here are the steps for how to organise the debates. The procedure looks complicated, but we have trialled it in a number of schools and pupils have enjoyed it very much. We hope you and your pupils will enjoy it too.

Steps I and II will only be needed the first time you organise a debate.

Explain to pupils that for effective debating they should respect each other’s opinion and be polite. The aim of debating is not to find out whose point of view is correct but to exchange opinions, express diversity, and have fun.

Step I

Elicit what pupils know about debates. You could ask questions such as:

- 1) What is a debate?
- 2) Where do we have debates?
- 3) Have you ever taken part in a debate? When? What was the debate about?
- 4) Who takes part in debates?
- 5) Why do we have debates?
- 6) What happens in a debate?
- 7) Where do we sit in a debate?

Step II

Explain that today the class is going to hold a debate. They are going to debate the topic (motion) “It is not good to do professional sport”. The class will be divided into two. Half of the class agree with/are for the motion, and half disagree/are against.

Step III

Choose one pupil to be the chairperson. You could choose the best student in the class (so that s/he does not dominate the debate or inhibit other pupils from speaking) or you could choose a shy student who might not normally speak.

Step IV

Tell the groups they should prepare a piece of paper with a line down the middle. On the left hand side, they should write the reasons they think the other group will give. On the right hand side, they write their reasons. Each person in the group should have their own copy of the list.

Write the following table on the blackboard and tell the pupils to copy it.

For	Against
too much effort, much time, little time for the family, sometimes dangerous, little free time, special food, unhappy if they don't win, create problems for their body	good for the country, famous in your country, much money and prizes, travelling a lot, meet new friends, visit a lot of countries, buy souvenirs, keep fit

Step V

Once groups have started on their lists and you are confident they know what to do, brief the chairperson on his/her role and give him/her a slip of paper with some of the things she/he can say, e.g.

Ladies and gentlemen. Welcome to class We are here today to debate the motion Pupils for the motion are sitting on my left, pupils against the motion are sitting on my right. We have ... minutes for the debate. Please raise your hand when you wish to speak. I decide the person to speak. Please be polite and don't interrupt. No-one may speak for more than 1 minute. At the end we are going to have a vote. Let's begin.

(Turns to the "For" group).

Your time is up.

Next speaker please.

Order! Order!

That's all we have time for.

Please vote now. If you are for the motion, raise your hand. (Counts.) If you are against, raise your hands. (Counts).

The Fors/Againsts are the winners.

Step VI

Revise how to give an opinion, if necessary, and how to agree/disagree. If necessary, write the phrases on the blackboard.

e.g. I think that.....

Sorry, I don't agree. We know that..... so

It's true that..... but

Step VII

Ask the pupils to arrange the classroom with the "Fors" opposite the "Againsts" and the chairman in the middle. Give each person except the chairman a small piece of paper. When a pupil speaks, s/he puts the paper in a box.

Every pupil must get rid of the paper, no pupil can speak if s/he has used her paper. This ensures that all pupils take part and no pupil dominates.

Explain that you will not take part in the debate. The chairperson is in charge and the pupils must do what he/she says. Explain that at the end of the debate the chairperson will ask everyone to vote. At that point they may vote according to their own ideas, not according to their role in the debate.

Step VIII

Ask the chairman to begin the debate by reading from the paper you have given him/her. Do not interrupt the debate, try to sit in an inconspicuous place and note down any repeated mistakes pupils make, any particularly good things they say, any things they want to say but can't/or say in mother tongue.

You will need these notes for feedback at the end of the debate.

Make sure that after the given minutes the chairperson ends the debate and organises the vote.

Step IX

After the vote bring the debate to a close. Let the pupils return to their proper seats. Then ask them for feedback on the activity. You could ask:

Did you enjoy the debate?

Why?/Why not?

Then you can tell them your feedback on their performance.

Activity 2 Answer the questions and make a poster. 20 min

**Objectives: to understand the importance of doing sport;
to develop presentation skills**

STEP 1: Put the pupils in groups of 4/5. Say: "You are going to make a poster."

STEP 2: Ask them to read and answer the questions about sport.

- 1) Is sport important in your life? Why?/Why not?
- 2) Do you like doing or watching sport? Why?
- 3) What sport is your favourite? Why?
- 4) What good things do you have when you do sport?
- 5) What results do you have in sport?

STEP 3: Each person in the group works on one question for the poster, draw or write some ideas.

STEP 4: Then they share their ideas with the rest of their group and make their group's poster.

STEP 5: Groups make a presentation of their posters. Then they choose the best poster of the class.

Homework

Ask the pupils to read at home the stories "Win or lose" and "The horse riding", and get prepared for class discussion.

HOME READING 3

Win or lose

**Objectives: to develop critical thinking;
to develop understanding of values such as fair play and honesty;
to improve pupils' emotional and cognitive development**

STEP 1: Ask the pupils to read the story "Win or lose" one more time.

STEP 2: Ask the following questions for understanding:

- 1) What did Pete like most of all? Why?
- 2) Was Pete good at all the games?
- 3) What did Pete do if he could not play the game well?
- 4) What kind of boy was Albert?
- 5) What game was Albert good at?
- 6) Who won the table football? Why?
- 7) What did older children say about Pete? Why?

STEP 3: Have a class discussion on the topic: “Is it right to cheat in games? Why/Why not?”

STEP 4: Sum up that the desire to always win at everything, to the extent of resorting to cheating, is the greatest obstacle to winning when winning is most important.

The horse riding

**Objectives: to develop critical thinking;
to read for pleasure**

STEP 1: Ask the pupils to read the story “The horse riding” one more time.

STEP 2: Ask the following questions for understanding:

- 1) What problem did Jimmy have?
- 2) What did he do every day?
- 3) Did he lose weight? Why?

Homework

Ask the pupils to get prepared for Test 1.

TEST 1

1a Listen and match the texts with pictures A-E. (4x2=8)

e.g. 1d



DVD script:

1) Poohsticks first appeared in a Winnie-the-Pooh book by Alexander Milne. It's a simple sport where players are on a bridge over running water. Each player drops a stick on the water on one side of a bridge. Whose stick first appears on the other side of the bridge is the winner. The World Poohsticks Championships took place on the River Thames in the UK, in 1984.

2) One of the most unusual sports is Bed Racing. It first appeared in England. The first race was in 1965. There are five people in a team, and one person on the bed. Each team must move their bed, which is decorated. The bed runs on four wheels about 3 km. At the end of the race course they must cross a river.

3) Risky Ironing is a dangerous sport. People who play this unusual sport move and iron clothes! They're "ironists". It's the most dangerous outdoor sports activity for the pleasure to have a well-ironed shirt.

4) Chess Boxing is a sport where people play chess and do boxing in rounds. This sport first appeared in a comic book in 1992. But the first real event of Chess Boxing was in 2003. A Chess Boxing match starts with a chess round and then two minutes of boxing. The winner is the person who wins a chess game or a boxing round.

5) Giant Pumpkin Racing is played by sportsmen who take giant pumpkins and make a "boat". Then they sit inside the giant pumpkins. The first to finish the race is the winner. But it's not easy at all.

1b Listen one more time. Make the correct choice. (5x2=10)

e.g. Poohsticks first appeared in a Winnie-the-Pooh book by Alexander Milne. It's a simple sport where players are on a bridge/ship over running water.

- 1) The World Poohsticks Championships took place on the *River Severn/Thames* in the UK, in 1984.
- 2) One of the most unusual sports is Bed Racing. It first appeared in England. The first race was in *1965/1956*.
- 3) Risky Ironing is a *dangerous/funny* sport.
- 4) Chess Boxing is a sport where people have chess and boxing in rounds. The sport first appeared in a *comedy film/comic book* in 1992.
- 5) Giant Pumpkin Racing is played by sportsmen who take giant pumpkins and make a "boat". Then they *sit/swim* inside the giant pumpkins.

2 Read and complete the sentences. (6x2=12)

important in watch play better healthy take part

Sport is an (1)... *e.g. important* activity in people's lives. Some people like watching different sports events, others choose to (2) ... in sport games. Sport is the best and the quickest way to be (3) People should do all they can to stay healthy and choose a sport they are interested (4) I do not understand people who say that they like sport, but they only (5) ... sport on TV. Most people can (6) ... games and do them in sports clubs and parks. Usually they play football, badminton, tennis. If we do sport, we feel better, look (7) ... and sleep better.

Answer key: 1) important; 2) take part; 3) healthy; 4) in; 5) watch; 6) play; 7) better

3 Read and choose the correct answer. (3x2=6)

e.g. **A:** I like basketball.

B: So do I/ Neither do I.

1 **A:** I like going to the cinema.

B: So do I/Neither do I.

2 **A:** My sister can speak three languages.

B: So can I/Neither do I.

3 **A:** My friend doesn't like hamburgers.

B: So do I/Neither do I.

Answer key: 1) So do I. 2) So can I. 3) Neither do I.

4 Write the questions. (3x2=6)

a) is/sport/very/important/Why/in/our/lives?

b) Why/do/need to/people/do/some kind/of/sport?

c) Are/any/competitions/there/in/your/sports/school?

Answer key:

a) Why is sport very important in our lives?

b) Why do people need to do some kind of sport?

c) Are there any sports competitions in your school?

5 Read and answer Yes or No. (2x4=8)

Reporter: Welcome to the programme Sports Life. We're going to talk about benefits for girls in doing sport. Today's guest in our studio is Lera who's a tennis player. Hi Lera.

Lera: Hi. There are a lot of benefits for girls if they do sport. I started playing tennis when I was 5. Now I feel healthy. I never have a cold in winter. I'm strong. And I feel strong when I'm in difficult situations. I have travelled a lot.

Reporter: How interesting! What countries have you been to?

Lera: I've been to some countries in Asia, India and Australia. I've eaten some national food there. I've seen a lot of interesting places and animals. I've met a lot of friends.

Reporter: Wonderful! But you do professional sport. What about girls at school?

Lera: We all do some kind of sport. We have PE lessons at school.

Reporter: Many girls don't like PE. What can they do?

Lera: We do sport when we move. So any kind of moving is sport. We do sport when we run, walk, swim or dance. Dancing is a very good kind of sport. There are some professional kinds of modern dancing, national dancing and you can dance at home. You don't have any competitions but you win. You're a winner of your life.

e.g. Lera sometimes has a cold in winter. Y/N

- a) She has been to many countries in Asia and Europe. Y/N
- b) She does amateur sport. Y/N
- c) Dancing is a kind of sport. Y/N
- d) All kinds of dancing are professional. Y/N

Answer key: a) N; b) N; c) Y; d) N

Total = 50 points

The list of new active and passive vocabulary

Unit 3		
actor <i>n</i>	judoka <i>n</i>	ribcage <i>n</i>
aerobics <i>n</i>	junior <i>n, adj</i>	ring <i>n</i>
amateur <i>adj</i>	just <i>adv</i>	risky <i>adj</i>
appearance <i>n</i>	karate <i>n</i>	rock climbing <i>n+n</i>
athlete <i>n</i>	keep fit <i>v+n</i>	roller skating <i>n</i>
backbone <i>n</i>	kurash <i>n</i>	running <i>n</i>
be able to	league title <i>n+n</i>	shape <i>n</i>
bodybuilding <i>n</i>	legendary <i>adj</i>	simply <i>adv</i>
box <i>v</i>	lifestyle <i>n</i>	skateboarding <i>n</i>
boxer <i>n</i>	like <i>ej</i>	skating <i>n</i>
boxing <i>n</i>	major <i>adj</i>	skeleton <i>n</i>
brain <i>n</i>	make a film <i>v+n</i>	skiing <i>n</i>
canoeist <i>n</i>	match <i>n</i>	skull <i>n</i>
career <i>n</i>	medal <i>n</i>	So do/can I.
certificate <i>n</i>	mentally <i>adv</i>	souvenir <i>n</i>
championship <i>n</i>	Mission	star <i>v</i>
coach <i>n</i>	morning exercises <i>n+n</i>	support <i>v</i>
defeat <i>v</i>	muscle <i>n</i>	swimmer <i>n</i>

elbow <i>n</i> especially <i>adv</i> exercise <i>n</i> expensive <i>adj</i> fencing <i>n</i> fight <i>n</i> film <i>n</i> fitness centre <i>n+n</i> flexible <i>adj</i> footballer <i>n</i> for instance function <i>n</i> gymnast <i>n</i> gymnastics <i>n</i> hip <i>n</i> Impossible join <i>v</i> joint <i>n</i> journalist <i>n</i> judo <i>n</i>	musculoskeletal <i>adj</i> Neither do/can I. notice <i>v</i> Olympic <i>adj</i> organ <i>n</i> outfield player <i>adj+n</i> participation <i>n</i> physically <i>adv</i> PI (physical instruction) = PE popularity <i>n</i> practise <i>v</i> prize <i>n</i> producer <i>n</i> professional <i>adj</i> professionally <i>adv</i> protect <i>v</i> Rain Man referee <i>n</i> retire <i>v</i>	system <i>n</i> take part in thanks to <i>prep</i> The Last Samurai together <i>adv</i> Top Guns tournament <i>n</i> traditionally <i>adv</i> trophy <i>n</i> type <i>n</i> upright <i>adj</i> useful <i>adj</i> vital <i>adj</i> well-organized <i>adj</i> win <i>v</i> won <i>v past, pp of win</i> wrestler <i>n</i> yoga <i>n</i>
Home Reading 3		
attention <i>n</i> because of <i>conj</i> brilliant <i>adj</i> cheat <i>v</i> decide <i>v</i> exercise <i>n</i>	fat <i>adj</i> feeling <i>n</i> guy <i>n</i> however <i>conj</i> last <i>v</i> lose <i>v</i>	nobody <i>pron</i> result <i>n</i> score <i>v</i> scoreboard <i>n</i> terrible <i>adj</i> worst <i>adj</i>

Unit 4 Olympic Games

Inquiry question:

What are the main values of the Olympic Games?

Inquiry theme:

To understand that by joining in the Olympic Games, countries can share experiences and build friendships

In this unit pupils will ...

- ✓ read short texts and fact files
- ✓ listen to messages
- ✓ ask for and give information about the Olympic Games
- ✓ learn about the main values of the Olympic Games and their importance for the world
- ✓ learn about famous Uzbek sportsmen
- ✓ learn how to design symbols and mottos

Lesson 1 Background knowledge

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn that sports and the Olympics have different types of athletes, and that handicapped people can still take an active part <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to understand how to infer from text; - to develop critical thinking skills <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of the fact that sports and the Olympics have different types of athletes, and that handicapped people can still take an active part 	<p>By the end of the lesson, pupils will:</p> <ul style="list-style-type: none"> - activate background knowledge about the Olympic Games and geographical knowledge; - understand that sports and the Olympics have different types of athletes, and that handicapped people can still take an active part. 	<p><i>Vocabulary related to the Olympic Games</i></p>	<p>Textbook; the DVD of the book</p>

Activity 1 Work in pairs. Think and write. 10 min

Objectives: to activate pupils' background knowledge about the topic; to collaborate and communicate

STEP 1: Say: "Work in pairs. Think and write".

STEP 2: Ask: "What do you know about the traditions, sports and athletes of the Olympic Games?"

Possible answers:

traditions	sports	athletes
summer, winter, summer youth and winter youth; motto, symbol (five coloured linked rings; flame, oath, awards; movement)	33 sports: aquatics, archery, athletics, badminton, baseball/softball, basketball, boxing, canoe, cycling, equestrian, fencing, football, golf, gymnastics, handball, hockey, judo, karate, modern pentathlon, rowing, rugby, sailing, shooting, skateboarding, sport climbing, surfing, table tennis, taekwondo, tennis, triathlon, volleyball, weightlifting, wrestling	favourite athletes

Activity 2a Look at the world map. Circle where the Olympic Games started. Circle any other places you know have held the Olympic games.

5 min

Objective: to activate pupils' background knowledge about the Olympic Games and geographical knowledge

STEP 1: Say: "Look at the world map".

STEP 2: Ask: "Where did the Olympic Games start? Circle the country. Where do you know the Olympic Games have been held? Circle the countries."

STEP 3: Say: "Check your answers with a partner".

STEP 4: Check with the whole class and invite pupils to share their answers. The pupils check and correct their own work.

Answers:

1) The Olympic Games started in Greece;

2) The Olympic Games have been held in:

Europe: France, United Kingdom, Sweden, Germany, Amsterdam, Belgium, Italy, Switzerland, Norway, Finland, Austria, Yugoslavia, Spain, Russia

North America: USA, Canada

Central America: Mexico

South America: Argentina, Brazil

Australia

Asia: Japan, South Korea, China

Africa: none

Activity 2b Look at the photos. Think and write about the differences and similarities. 5 min

Objective: to understand that sports and the Olympics have different types of athletes, and that handicapped people can still take an active part

STEP 1: Say: "Look at the photos".

STEP 2: Ask: "What can you see? What are they doing? What do you notice?"

STEP 3: Say: "Think and write about what is different and what is the same".

STEP 4: Elicit feedback from the whole class.

Possible answers:

Different: one is a Paralympian who runs on blades, the other uses his legs. One is black, the other is white.

Same: Both are men; both are runners; both are wearing green and yellow clothes, both are very fast.

Activity 3a Read and answer. 20 min

Objectives: to help pupils understand how to infer from text; to develop critical thinking skills

STEP 1: Say: “Read the text quickly. Another word for this is skimming. What are all these texts about?” (*Olympics*)

STEP 2: Say: “Read the texts and answer the questions. For this you will need to scan the texts and read the texts for meaning. The exact answer is not in the text; you will need to ‘infer’ what the meaning is.”

STEP 3: Say: “Check your answer with a partner. Do they have the same answer as you? Ask your partner why they put that answer.”

STEP 4: Elicit answers from the whole class but ask the pupils to give reasons for their answers.

a) The words “... *not to win but to take part* ...” are used about the Olympic Creed. What does this mean?

Possible answer: That taking part in a sport is more important than winning.

b) The Olympic Movement says: “... *to work peacefully together in competition toward common goals* ...”. What do the words “common goals” mean?

Possible answer: That all the people working within the Olympics agree to the same rules and collaborate.

c) The Olympic Awards say “... *does not recognize any nation as winner* ...”. What does “... *only winning individuals and team are credited with victory* ...” mean?

Possible answer: That a country is not a winner but individual athlete or team.

Homework 5 min

Ask the pupils to look at the homework task on Page 94. Check that everybody understands what to do with it. If necessary, explain how to do the homework.

Lesson 2 The origin of the Olympic Games

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn about the origin of the Olympic Games; - to learn to use <i>go, do</i> and <i>play</i> with sports <i>Developing:</i> - to develop reading and listening skills <i>Socio-cultural:</i> - to raise awareness of the origin and importance of the Olympic Games for the world	By the end of the lesson, pupils will be able to: - talk about the origin of the Olympic Games; - use <i>go, do</i> and <i>play</i> with sports.	<i>New words:</i> war, disability, medal, bronze, silver	Textbook; the DVD of the book

Homework checking. 5 min

Activity 1 Write, listen and repeat. 8 min

Objectives: to introduce the new words; to prepare for the lesson

STEP 1: Ask the pupils to look at the new words and try to guess the meaning. Help them establish the meaning of the words.

STEP 2: Ask the pupils to listen and repeat.

Activity 2a Read and complete the sentences. 10 min

Objective: to develop reading skills

STEP 1: Ask the pupils to look at the phrases a-g. Help them establish the meaning if necessary.

STEP 2: Ask the pupils to read and complete the text with the phrases a-g. Say they will check the answers in Activity 2b.

Activity 2b Listen and check. 5 min

Objective: to develop listening skills

The pupils listen and check the answers.

Answer key: 1d, 2b, 3g, 4a, 5f, 6e, 7c

DVD script:

The first Olympic Games took place in Greece nearly three thousand years ago. The Games happened every four years and during the games there were no wars. So athletes from different countries could travel to and from the Games. But the Games at that time had only one event – a short race across a stadium. Then some more events appeared: boxing, wrestling, jumping and others. At that time only men could participate in the games.

Then the Olympic Games stopped for about 1000 years. Only in 1894 Pierre de Coubertin of France organized the International Olympic Committee (IOC). The first modern Olympic Games were in Greece where the first Olympic Games took place. But women started participating in Games in 1900.

Now there are Winter Olympics, Summer Olympics and Paralympics for athletes with disabilities. Not so long ago Youth Games appeared for athletes between the ages of 14 and 18. The winners get medals. Third place wins a bronze, second place wins a silver and first place gets a gold medal.

Activity 3a Work in pairs. Match the words and explain the meaning of the new words. 5 min

Objective: to raise awareness of word combinations

Explain that by putting together two words from the left and right we get word combinations.

Answer key: 1b, 2e, 3f, 4a, 5d, 6g, 7c

Activity 3b Work in pairs. Complete the sentences. Use the Present Continuous. 5 min

Objective: to revise the Present Continuous Tense

The pupils in pairs read and complete the sentences.

Answer key:

- 1 I *am swimming* in the pool now.
- 2 She *is hitting* a ball on the tennis court.
- 3 She *is throwing* a ball on the basketball court.
- 4 I *am doing* gymnastic exercises on a gymnastics ground.
- 5 They *are kicking* a ball on the football pitch.
- 6 He *is fighting* on a boxing ring.
- 7 We *are running* on a track.

Activity 3c Work in pairs. Read and say the sport in turn. Use *go, do* and *play*. 5 min

Objective: to revise the use of *go, do* and *play* with sports

The pupils work in pairs. In turn they read the sentences and reply using “*go*”, “*do*” and “*play*”.

e.g. A: I'm swimming in the pool.

B: You go swimming.

Homework 2 min

Activity 1: Explain that the pupils should write the questions.

Answer key:

- 1 When did the first Olympic Games take place?
- 2 How often did the Games happen?
- 3 How many events were there at the First Olympics?
- 4 Who organized the International Olympic Committee?
- 5 Where did the first modern Olympics take place?

Activity 2: Explain that they should read and write the sportsmen.

Answer key:

- 1 He hits a ball with a racket. – *A tennis player.*
- 2 He swims. – *A swimmer.*
- 3 She does gymnastics. – *A gymnast.*
- 4 He fights on a ring. – *A boxer.*
- 5 She uses a canoe. – *A canoeist.*
- 6 She kicks a ball. – *A football player.*

Lesson 3 Olympic Symbols

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn about the symbols of the Olympic Games</p> <p><i>Developing:</i> - to develop reading skills, creativity and presentation skills</p> <p><i>Socio-cultural:</i> - to raise awareness of the role of symbols in promoting the Olympic Games</p>	By the end of the lesson, pupils will be able to talk about the Olympic Games and their symbols.	<p><i>New words:</i> symbol, flame, torch, represent, motto, ceremony, burn, journey</p>	Textbook; the DVD of the book

Homework checking. 5 min

In pairs the pupils ask and answer the questions.

Activity 1a What do you know about Olympic symbols? 3 min

Objective: to prepare for the lesson

Establish what the pupils know about the symbols of the Olympic Games. If they do not know much, say they will learn about them in the lesson.

Activity 1b Find the words in the Wordlist. Listen and repeat. 6 min

Objectives: to introduce the new words; to enable pupils to work with the Wordlist

STEP 1: Ask the pupils to find the new words in the Wordlist.

STEP 2: Check the answers together.

Activity 2a Work in pairs. Read and answer. 7 min

Objective: to expand pupils' knowledge about the Olympic Games

STEP 1: The pupils in pairs read and answer the questions. Ask them to cover the text in 2b.

STEP 2: When they finish, say they will check their answers in Activity 2b.

NB: You can use the notes below to help the pupils answer the questions.

1) The five Olympic circles represent the five continents: Africa, North and South America, Asia and Australia. They are connected to symbolize the sports friendship amongst all the people in the world.

2) The rings are five interlocking rings, coloured blue, yellow, black, green, and red on a white field, known as the "Olympic rings". The symbol was originally designed in 1912 by de Coubertin. He appears to have intended the rings to represent the five continents: Europe, Asia, Africa, Oceania, and America. According to Coubertin, the colours of the rings together with the white of the background included the colours composing every competing nation's flag at the time.

3) The Olympics Motto – Citius, Altius, Fortius.

A friend of Baron Pierre de Coubertin, Father Henri Martin Didon of the Dominican order, was the principal of Arcueil College, near Paris. An energetic teacher, he used the discipline of sport as a powerful educational tool. One day, following an inter-school athletics meeting, Didon ended his speech quoting three Latin words: Citius, Altius, Fortius (Faster, Higher, Stronger). Struck by the succinctness of this phrase, Baron Pierre de Coubertin made it the Olympic motto, pointing out that “Athletes need ‘freedom of excess.’ That is why we gave them this motto ... a motto for people who dare to try to break records.”

4) The most important thing in the Olympic Games is not to win but to take part.

5) The International Olympic Committee. The IOC is the organisation that governs the games. It decides which sports and events are held at the games. The IOC also selects the host city for the summer and winter games, at least seven years before they take place. Cities that want the games must show that they have enough stadiums for all events.

Activity 2b Read and check your answers. 7 min

Objective: to develop reading skills

The pupils read and check their answers.

Activity 3a Work in pairs/threes. You want to organize Olympic Games for teenagers in Uzbekistan. Design a symbol and a motto for the Youth Games. 7 min

Objective: to develop creativity

The pupils work in pairs or threes. They design a symbol and motto for the Youth Olympic Games they are going to organize. Ask them to use what they learnt in the lessons so far.

Activity 3b Present your symbol and motto. 8 min

Objective: to develop presentation skills

Ask pairs/threes to present their works. Ask them to speak in a loud and clear voice. Ask them to present their work together and support each other.

Homework 2 min

Activity 1. Explain that the pupils must read and guess the meaning of the new words and then answer the question.

Activity 2. Explain that they must write questions to the sentences.

Answer key:

1 The Olympic Games have the flag and motto. – *Do the Olympic Games have the flag and motto?*

2 The flag is white with five circles. – *What does the flag look like?*

3 The circles represent the five continents. – *What do the circles represent?*

4. The motto of the Olympics is 'Faster, higher, stronger'. – *What is the motto of the Olympic Games?*

5 Olympic Flame is another symbol of the Olympic Games. – *What is another symbol of the Olympic Games?*

Lesson 4 Teenage Champions

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn about teenage champions <i>Developing:</i> - to enable pupils to talk about Uzbekistan teenage champions <i>Socio-cultural:</i> - to raise awareness of Uzbekistan teenage champions	By the end of the lesson, pupils will be able to talk about Uzbekistan teenage champions.	<i>New words:</i> roller talent, demonstrate, compete, female, heavy, weight	Textbook; the DVD of the book

Homework checking. 5 min

Activity 1 Work in pairs. Say how you name the people in the sports. 5 min

Objective: to revise words related to sport

The pupils work in pairs and revise how we name sportsmen.

e.g. A: Who does karate?

B: Karateka.

Answer key: karate – karateka; taekwondo – taekwondo wrestler; swimming – swimmer; football – football player/footballer; chess – chess player; tennis – tennis player; boxing – boxer

Activity 2a Read the texts and match them with pictures. Find the new words.

Listen and repeat. 7 min

Objectives: to develop reading for gist;
to introduce the new words

STEP 1: Ask the pupils to read and match the texts with the pictures.

(Answer key: 1c, 2b, 3d, 4a)

STEP 2: Ask the pupils to find the new words in the texts. Ask them to guess the meaning of the new words. Help them if needed.

Activity 2b Work in pairs. Complete the questions in the Past Simple. Ask and answer. 8 min

Objective: to revise the new words

STEP 1: The pupils work in pairs and complete the questions.

Answer key:

1 Who was the strongest female chess player in Uzbekistan in 2018?

- 2 Who won the gold medal in China in 2018?
- 3 Who won at the ASBC Asian Confederation Youth Boxing Championships?
- 4 Who was the youngest World champion?
- 5 Where did Uzbekistan National U23 Football Team win in 2018?

STEP 2: The pupils in turn ask and answer the questions.

Activity 3 Work in pairs. Complete the sentences in the Present Perfect. 8 min

Objectives: to recycle the new words;
to revise the Present Perfect Tense

The pupils work in pairs and complete the sentences.

Answer key: 1 demonstrated; 2 competed; 3 had; 4 won; 5 won; 6 been

Activity 4 Work in pairs. Ask and answer. 7 min

Objectives: to recycle the new words;
to revise the Present Perfect Tense

The pupils in turn ask and answer the questions, e.g. Have you participated in Championships/sports competitions?

Homework 2 min

Activity 1. Explain that at home the pupils should complete the table.

Answer key:

do	did	done
go	went	gone
hurt	hurt	hurt
see	saw	seen
write	wrote	written
make	made	made

Activity 2. Explain that they should complete the sentences.

Lesson 5 Summer Youth Olympic Games

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn about summer Youth Games <i>Developing:</i> - to enable pupils to talk about summer Youth Games <i>Socio-cultural:</i> - to raise awareness of summer Youth Games	By the end of the lesson, pupils will be able to talk about summer Youth Games.	<i>New words:</i> score, draw, serve, lose, pass	Textbook; the DVD of the book

Homework checking. 5 min

Activity 1a Work in pairs. Match the words and explanations. 7 min

**Objectives: to introduce the new words;
to revise words related to sport**

Ask the pupils to match the words and explanations. Say they will check the answers together in Activity 1b.

Activity 1b Listen and check. 3 min

**Objectives: to develop listening skills;
to work on pronunciation**

STEP 1: Ask the pupils to listen to the DVD and check the answers.

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

STEP 2: Ask the pupils to write the new words (score, draw, serve) down and repeat them after you.

NB: If your class is strong, check they remember words and explanations. Read an explanation and invite the pupils to give a word, e.g. win – be the player or team that gets victory.

DVD script:

- 1 win c be the player or team that gets victory
- 2 lose h be the player or team that doesn't get victory.
- 3 score g get a point or a goal
- 4 draw a have the same score as the opposing team
- 5 pass e throw the ball to another player or your team
- 6 throw b push the ball into the air with your hands
- 7 catch f take the ball with your hands when someone passes to you
- 8 serve d begin play (for example, in tennis)

Activity 2a Work in pairs. Answer the questions. 5 min

Objective: to develop speaking

The pupils work in pairs and answer the questions. Ask them not to worry if they cannot answer all the questions. Say they will find the answers in the text in Activity 2b.

NB: Ask the pupils to close the text in 2b.

Activity 2b Work in pairs. Read and check your answers. 8 min

Objective: to develop reading skills

STEP 1: The pupils read the text and check their answers.

STEP 2: Ask the pupils to look at the pictures and say what they see there.

Activity 2c Work in pairs. Read and say True or False. 6 min

Objective: to develop speaking skills

The pupils read the sentences and say True or False.

Answer key:

1 Buenos Aires is in Argentina. (*True*)

2 In Buenos Aires 2018 there were no new kinds of sports. (*False*)

- 3 Teenagers of 13 years old can participate in YOG. (*False*)
- 4 Breakdancing is a kind of sport. (*True*)
- 5 There were 206 events at the YOG in Buenos Aires. (*False*)
- 6 Uzbekistan’s team did not participate in all the events. (*True*)
- 7 There were no girls in canoeing at YOG. (*False*)

Activity 3 Listen and complete the table. 9 min

Objective: to develop listening skills

STEP 1: Ask the pupils to look at the table. Say they will listen to the interview with Ulugbek Rashitov.

STEP 2: The pupils listen to the DVD and complete the table.

Answer key:

Name	Ulugbek Rashitov		
Was born	on the 23rd of March, 2002		
What sport s/he does	taekwondo		
Event	“Korea Open” in South Korea		
Medals of Uzbekistan team	gold	silver	bronze
	10	6	6
He won	gold		
He is going to	win at Youth Olympic Games in Buenos Aires in October		

DVD script:

Reporter: Our taekwondo team has just landed at the International Airport named after Islom Karimov. I’m going to talk to some of them.

R: Hello. What’s your name?

U: My name’s Ulugbek Rashitov.

R: How old are you?

U: Now I’m 16. I was born on the 23rd of March, 2002.

R: What event have you participated in?

U: We’ve had “Korea Open” in South Korea. There were 30 taekwondo fighters in our team. We’ve won 10 gold, 6 silver and 6 bronze medals. I’ve won gold.

R: Great! What are you going to do next?

U: I’m going to win at Youth Olympic Games in Buenos Aires in October.

R: Good luck for you and all our athletes.

U: Thank you.

Homework 2 min

Answer key to home task 1:

- 1 The sport of one who swims. *swimming*
- 2 A game for two people who hit a small ball. *tennis*

- 3 The sport of going on horseback. *horse riding*
 4 A game played by two teams of 6 players each, who play on an ice rink. *hockey*
 5 The sport where people use bicycles. *cycling*
 6 This is the sport where two sportsmen fight on the ring. *boxing*

Answer key to home task 2a: 1c, 2f, 3d, 4a, 5e, 6b

Answer key to home task 2b:

- They do jumping on the ground.
 They play basketball on a court.
 They swim in a swimming pool.
 They play tennis on a court.
 They ride a horse in fields.
 They play hockey on an ice rink.
 They go cycling in a park.
 They do boxing on the ring.

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn how to make a leaflet about Olympic Games <i>Developing:</i> - to enable pupils to create a leaflet about Olympic Games <i>Socio-cultural:</i> - to raise awareness of different Olympic Games	By the end of the lesson, pupils will be able to create a leaflet about Olympic Games and talk about it.	<i>Recycling the previously learnt vocabulary</i>	Textbook; the DVD of the book

Homework checking. 5 min

Activity 1 Work in pairs. Ask and answer questions about the Olympic Games

2016. 8 min

Objective: to develop speaking skills

The pupils in pairs ask and answer the questions.

e.g. What can you see in the official logo of the Games?

Possible questions:

- 1 What can you see in the official logo of the Games?
- 2 What was the host city?
- 3 What was the motto/slogan?
- 4 How many countries participated in the Games?
- 5 How many events were there?
- 6 When and where did the Games take place?

Note:

Name of the mascot: Vinicius

The name of the Olympic mascot pays tribute to Brazilian musician Vinicius de Moraes.

Description: Vinicius is a mix of different Brazilian animals. His design takes inspiration from pop culture, as well as video game and animation characters. Vinicius represents the diversity of the Brazilian people and culture, as well as its exuberant nature.

Activity 2 Work in groups of 4/5. Make a leaflet for Olympics. 17 min

**Objectives: to recycle what was learnt in the unit;
to develop creativity**

Ask the pupils to select an Olympics they like and identify some of the features, for example: Where was it held? What year was it held?

They select a couple of events they are interested in or an athlete and write about it. They can use the template from Activity 1.

Activity 3 Display your leaflets. 8 min

Objective: to prepare for the next activity

The groups put their leaflets on the wall.

Activity 4 Walk round the display and find ... 6 min

**Objectives: to develop critical thinking;
to develop giving positive feedback**

STEP 1: The pupils go around and find:

- similarities to and differences from their leaflet
- one thing they like about each of the other group's leaflets

STEP 2: Elicit some ideas.

Homework 1 min

Ask the pupils to read at home the texts entitled "Basketball is my favourite sport" and "My Hobby, My Love, Dance", and get prepared for class discussion.

HOME READING 4

**Objectives: to develop critical thinking;
to raise awareness of good behaviour;
to develop reading skills**

STEP 1: Ask the pupils to read the texts entitled "Basketball is my favourite sport" and "My Hobby, My Love, Dance" one more time.

STEP 2: As in previous home reading lessons, prepare beforehand and ask the pupils several questions for understanding.

STEP 3: Then you may have a class discussion about the stories.

Homework

Ask the pupils to get prepared for Progress Check 3.

PROGRESS CHECK 3

1 Listen and choose the correct word. (6x2=12)

FC (1) *Bunyodkor/Pakhtakor* Tashkent is an Uzbek (2) *amateur/professional* football club, based in the capital Tashkent. Pakhtakor's first official match was on 8 April (3) *1956/1965*, and it's the club's "birthday". The first goal in Pakhtakor's history was scored by Laziz Maksudov when the team won the game. In (4) *1959/1968* Pakhtakor was the only Central Asian club to reach a Soviet Cup final. Pakhtakor was the only (5) *Asian/Uzbek* team in the highest echelon 22 times, and recording 212 wins.

In (6) *September/August* 1979, Pakhtakor was in the Soviet Top League. The plane with the team was flying to the Ukraine to play with Dinamo Minsk. But Pakhtakor's (7) *plane/train* had the accident with another plane in the air. All 178 people on the both planes died.

Answer key: 1) Pakhtakor; 2) professional; 3) 1956; 4) 1968; 5) Uzbek; 6) August; 7) plane

DVD script:

FC Pakhtakor Tashkent is an Uzbek professional football club, based in the capital Tashkent. Pakhtakor's first official match was on 8 April 1956, and it's the club's "birthday". The first goal in Pakhtakor's history was scored by Laziz Maksudov when the team won the game. In 1968 Pakhtakor was the only Central Asian club to reach a Soviet Cup final. Pakhtakor was the only Uzbek team which was in the highest League 22 times, and had 212 wins.

In August 1979, Pakhtakor was in the Soviet highest League. The plane with the team was flying to the Ukraine to play with Dinamo Minsk. But the plane had the accident with another plane in the air. All 178 people on the both planes died. That was the saddest event in the history of football in Uzbekistan.

2 Put the words in the correct column. (6x2=12)

snowboarding, chess, jumping, gymnastics, cycling, boxing, volleyball

go	play	do
e.g. snowboarding		

Answer key:

go	play	do
e.g. snowboarding jumping cycling	chess volleyball	gymnastics boxing

3 Match the words and explanations. (5x2=10)

e.g. 1c

- 1 win a get a point or a goal
- 2 lose b push the ball into the air with your hands
- 3 score c be the player or team that gets victory
- 4 catch d be the player or team that does not get victory
- 5 pass e throw the ball to another player on your team
- 6 throw f take the ball with your hands when someone passes to you

Answer key: 1c, 2d, 3a, 4f, 5e, 6b

4a Read and match the titles and paragraphs. (3x2=6)

e.g. 1b

Paralympics

1) Can people with disability do sport? In Uzbekistan and other countries these people can do sport and take part in the Paralympic Games. The Paralympic movement in Uzbekistan began at the end of the 1990s. Many sports centres appeared for these people.

2) The country first took part in the Summer Paralympics in Athens in 2004. Only one athlete took part – the power lifter Yusup Kadyrov. Two athletes took part in the Paralympics 2008 in Beijing. And in 2012 (London), the Uzbek Paralympic team won its first medal – Farhod Saydov won silver medal for swimming.

3) More and more Uzbek athletes with disabilities took part in international events. In 2014, during the General Assembly of the Asian Paralympic Committee in Abu Dhabi, the National Paralympic Association of Uzbekistan (NPAUz) was named as the best sports organization of the Asian continent.

4) In the 2016 Summer Paralympics in Rio, the Uzbek team won 31 medals (eight gold and six silver medals). Their strongest results were in athletics, judo and swimming. In 2017, in the Judo Championship, male and female Uzbek athletes won 17 medals. Uzbek teams participate in other competitions, generally in the Asian Para-Games, with great success.

- A) The best sports organization in Asia
- B) Beginning of Paralympics in Uzbekistan
- C) Great success in Summer Paralympics
- D) The first victory

Answer key: 1B, 2D, 3A, 4C

4b Read and say True or False. (5x2=10)

e.g. People with disability can do sport. *True*

- 1 There were no people with disability before 1990s.
- 2 The first Summer Paralympics was in Beijing.
- 3 Farhod Saydov was the first Uzbek Paralympian who won a medal.
- 4 The Asian Paralympic Committee is in Abu Dhabi, United Arab Emirates.
- 5 Uzbek athletes with disabilities are good at athletics, judo and swimming.

Answer key: 1F, 2F, 3T, 4T, 5T

Total = 50 points

The list of new active and passive vocabulary

Unit 4		
across <i>prep</i> among <i>prep</i> another <i>adj</i> Argentina <i>n</i> at least <i>adv</i> award <i>n, v</i> beach <i>n</i> breakdancing <i>n</i> bronze <i>n</i> Buenos Aires <i>n</i> burn <i>v</i> canoeing <i>n</i> ceremony <i>n</i> committee <i>n</i> common <i>adj</i> compete <i>v</i> confederation <i>n</i> conquer <i>v</i> could <i>past of can</i> court <i>n</i> credit <i>v (with)</i> creed <i>n</i> cross country running cultural <i>adj</i> cup <i>n</i> develop <i>v</i> disability <i>n</i> draw <i>n</i> during <i>prep</i> end <i>n</i> essential <i>adj</i> event <i>n</i> exciting <i>adj</i> extreme <i>adj</i> fair <i>adj</i> fellow <i>n</i> female <i>n, adj</i> final <i>adj</i> flame <i>n</i> fought <i>v past, pp of fight</i>	freestyle <i>n</i> futsal <i>n</i> goal <i>n</i> gold <i>n</i> grandmaster <i>n</i> Greece <i>n</i> hit <i>v</i> host <i>n</i> individual <i>n</i> journey <i>n</i> judoka <i>n</i> karate <i>n</i> karateka <i>n</i> kick <i>v</i> kitesurfing <i>n</i> leader <i>n</i> leaflet <i>n</i> light <i>v</i> lighting <i>n</i> logo <i>n</i> mascot <i>n</i> member <i>n</i> men <i>n</i> motocross <i>n</i> motto <i>n</i> movement <i>n</i> nation <i>n</i> national <i>adj</i> nearly <i>adv</i> not so long ago official <i>adj</i> organize <i>v</i> own <i>adj, v</i> Paralympics <i>n</i> participate <i>v</i> peace <i>n</i> peaceful <i>adj</i> peacefully <i>adv</i> pitch <i>n</i> pool <i>n</i>	race <i>n</i> recognize <i>v</i> religion <i>n</i> represent <i>v</i> respect <i>n, v</i> ring <i>n</i> Rio de Janeiro <i>n</i> score <i>n, v</i> sense <i>n</i> serve <i>n, v</i> show <i>n</i> silver <i>n</i> similarity <i>n</i> slogan <i>n</i> sportsmanship <i>n</i> stadium <i>n</i> struggle <i>n</i> super <i>n, adj, adv</i> symbol <i>n</i> take place <i>v</i> talent <i>n</i> teenage <i>adj</i> through <i>prep</i> title <i>n</i> torch <i>n</i> toward <i>prep</i> track <i>n</i> travel <i>v</i> triumph <i>n</i> until <i>prep</i> valley <i>n</i> victory <i>n</i> war <i>n</i> weight <i>n</i> weightlifter <i>n</i> winner <i>n</i> winning <i>adj</i> women <i>n</i> wrestling <i>n</i> youth <i>n</i>
Home Reading 4		
baseball <i>n</i> costume <i>n</i> floor <i>n</i> gift <i>n</i> in order to <i>conj</i>	middle <i>n</i> move <i>n</i> need <i>v</i> onto <i>prep</i> pass <i>v</i>	performance <i>n</i> style <i>n</i> such as <i>prep</i> way <i>n</i>

Unit 5 What we wear

Inquiry question:
What do my clothes say about me?
Inquiry theme:
To understand that the clothes you wear are part of your personal and cultural identity
In this unit the pupils will ...
<ul style="list-style-type: none"> ✓ read short texts and fact files ✓ listen to dialogues and short texts ✓ ask for and give information about clothes we wear ✓ learn what the clothes we wear can say about our identity ✓ learn how to say what the things are made of ✓ learn how to express opinions about different clothes people wear

Lesson 1 What do my clothes say about me?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn about clothing and preferences <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about preferences in clothing; - to develop communication and collaboration <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of the fact that people wear different clothes for different occasions, that cultures have special national clothes, that different age groups have preferences 	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - talk about clothing and preferences; - classify clothes by occasion to wear them. 	<p><i>Familiar words:</i></p> <p><i>words related to clothes, colours</i></p>	<p>Textbook; the DVD of the book</p>

Activity 1 Work in pairs. What do you know about clothes? 10 min

Objectives: to share and remember all the words known about clothes, e.g. name of clothes, when you wear them, fabrics, colours; to develop communication

what I know	what I want to know

STEP 1: Ask the pupils to work in pairs.

STEP 2: Ask: “What do you know about clothes? Write some ideas in ‘what I know’ column”.

STEP 3: Ask: “What do you want to know about clothes? Write some ideas in ‘what I want to know’ column”.

Teaching tip: you can prompt the pupils by saying: “What are you wearing now? (*uniform*) Where do you wear a uniform? (*at school*) What other clothes do you have?”

Possible answers: clothes for different seasons/times of the year; clothes for different occasions, e.g. party, school, casual; made from different materials; national clothes; different colours; fashion

Activity 2 Look and think. When can you wear these clothes? Write. 10 min

Objective: to classify clothes by occasion to wear them

STEP 1: Say: “Look and think. Look at the pictures. Think about what people are doing”.

STEP 2: Ask: “When can you wear these clothes?”

Teaching tip: remind the pupils about uniform/school.

STEP 3: Say: “Check your answers with a partner”.

STEP 4: Elicit answers from the whole class. Write the answers on the board, get the pupils to check and correct their own work.

Answer key:

national day	school	weekends	party	other
a, c, e	f	b	d	?

Activity 3a Work in pairs. Look at the pictures. What do the clothes say about these people? 10 min

Objectives: to use visual literacy to classify people by socioeconomic status; to develop collaboration

STEP 1: Say: “Work with a partner. Look at the pictures”.

STEP 2: Ask: “What do the clothes say about these people?”

Teaching tip: get the pupils to also focus on the context, where are the people, what are they doing. It is important that this activity is not one to discriminate, the purpose is that you can tell a lot about a person by the clothes.

Activity 3b Read and check your guesses. 10 min

Objective: to understand that people wear different clothes for different occasions, that cultures have special national clothes, that different age groups have preferences

STEP 1: Say: “Read and check your guesses”.

STEP 2: Check your answers with a partner.

Teaching tip: this is where judging a person by their clothes can be discussed. Children or adults who are poor cannot help wearing dirty, torn or old clothes, they have no money to buy new ones, or maybe do not have access to water. But that is not their fault and we should try and help them not be nasty.

Homework 5 min

Objective: to consolidate the understanding between clothes, occasion, social status

Say: "For homework please bring photos or cut out pictures of different people wearing clothes for different occasions".

Lesson 2 What are you wearing?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn how to talk about fashion and clothes <i>Developing:</i> - to enable pupils to talk about preferences in clothing <i>Socio-cultural:</i> - to raise awareness of different attitudes to fashion and clothing	By the end of the lesson, pupils will be able to talk about fashion, clothing and preferences.	<i>Familiar words: words related to clothes</i> <i>New words:</i> casual, formal, long-/short-sleeved, low-/high-heeled shoes, pay attention, atlas (dress), embroidered duppi, (national) costume, suit (v), fashion, well-dressed	Textbook; the DVD of the book

Homework checking. 2 min

Elicit answers from the class.

Activity 1 Work in pairs. Explain the saying. 2 min

**Objectives: to prepare for the lesson;
to develop critical thinking**

The pupils discuss the saying: There is no bad weather, there are bad clothes.

NB: There is no right or wrong answers.

Activity 2a Work in pairs. Read and find the new words. 6 min

**Objectives: to develop reading skills;
to enable pupils to infer the meaning of unfamiliar words from the context**

STEP 1: Ask the pupils to share their opinions: things, ideas they like/dislike; agree/disagree with.

STEP 2: Ask the pupils to identify unfamiliar words and try to guess the meaning.

STEP 3: Ask the pupils to check the meaning of the words in the Wordlist. If their guesses were correct, ask what things helped them to guess correctly.

Activity 2b Work in pairs. Ask and answer. 6 min

**Objectives: to develop speaking skills;
to develop critical thinking;
to revise the new words**

STEP 1: The pupils in pairs read and discuss the questions.

STEP 2: Elicit some ideas.

Activity 3a Work in pairs. Write the new words. Match the words. 7 min

Objective: to introduce the new words

The pupils in pairs read, discuss and match the words.

Answer key: 1b, 2f, 3e, 4c, 5d, 6a

NB: Do not check the answers. It will be done in the next activity.

Activity 3b Listen and check. 3 min

Objective: to develop listening skills

STEP 1: The pupils listen to the DVD and check their answers.

STEP 2: Ask the pupils how many correct answers they had. Ask what helped them to find matching words correctly.

DVD script:

- 1 low-/high-heeled shoes
- 2 long-/short-sleeved T-shirt
- 3 casual/formal style
- 4 embroidered duppi
- 5 national costume
- 6 atlas dress

Activity 3c Work in pairs. Ask and answer. 6 min

Objective: to recycle the new words

The pupils work in pairs and ask each other questions. Ask them to use new words.

e.g. Do you wear/have/like an embroidered duppi?

Activity 4 Listen and match the texts and pictures. 7 min

Objectives: to develop listening skills;

to recycle the new words

The pupils listen to the 7 texts and match them with the pictures.

Answer key: 1d, 2b, 3a, 4g, 5e, 6f, 7c

DVD script:

Text 1

I like to wear good clothes. I have a lot of clothes in my wardrobe. I have five pairs of jeans, because I wear jeans all the time. I usually put on a shirt or a short-sleeved T-shirt with them. Now it's cold and I'm wearing a sweater.

Text 2

My favourite clothes are sportswear. My casual clothes are sports trousers with long sleeved T-shirt. Also, I like wearing jackets when I go for a walk. At the moment I'm wearing black sports trousers and my shoes are black trainers.

Text 3

I wear a school uniform at school. These are black trousers, a blue shirt and a black jacket. I like it because it's comfortable. Now I'm having an English lesson. At home I wear casual clothes.

Text 4

My name's Inobat. I'm 14 years old. I'm in class 7. I don't have many clothes. I have some black skirts and white blouses. They are my usual school uniform. I also have some jeans and T-shirts, which I often wear when I go for a walk with friends.

Text 5

The choice of clothes depends on seasons and weather conditions. In summer, for example, I put on short-sleeved T-shirts and shorts. In winter it's important to have some warm clothes. I'm wearing a warm coat, a pair of boots and a hat.

Text 6

At school I wear a school uniform. But after lessons I prefer wearing dresses and skirts. Today my cousin Bahodir's going to have a wedding party. So I'm wearing my atlas dress because I love national costume.

Text 7

As for shoes, I prefer wearing low-heeled shoes and I wear some classic black shoes to school. I don't like high-heeled shoes because they're uncomfortable. And my brother prefers casual clothes to formal too, because he feels comfortable in it. His favourite colour is white, so he likes white sweaters and T-shirts.

Activity 5 Work in pairs. Ask and answer. 5 min

Objective: to recycle the new words

The pupils in pairs ask and answer the questions.

Homework 1 min

Explain that in Activity 1 the pupils must describe casual clothes which they wear at home.

In Activity 2 they must complete the sentences about themselves.

Lesson 3 What size do you take?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn how to talk about clothes and material <i>Developing:</i> - to enable pupils to talk about clothes and material <i>Socio-cultural:</i> - to raise awareness of different clothes and material	By the end of the lesson, pupils will be able to talk about clothes using new words.	<i>Familiar words:</i> words related to clothing <i>New words:</i> cotton, leather, wool, silk, flannel, polyester	Textbook; the DVD of the book

Homework checking. 5 min

Elicit answers from the class.

Activity 1a Work in pairs. Match the clothes and material. Listen and repeat.

5 min

Objective: to introduce the new words

The pupils in pairs match the clothes and material. Then they listen and repeat them.

Answer key: 1d, 2b, 3f, 4a, 5e, 6c

DVD script:

cotton T-shirt
leather jacket
wool sweater
silk scarf
flannel shirt
polyester blouse

Activity 1b Work in pairs. Point and say. 5 min**Objective: to consolidate the new words**

The pupils in pairs point and say as shown in the example.

Activity 1c Work in pairs. Ask and answer. 5 min**Objectives: to revise new words;****to revise the Present Simple and Present Continuous Tenses**

The pupils in pairs ask and answer the questions following the example provided.

Activity 2a Put the words in the correct column. 5 min**Objective: to enable pupils to pronounce new words correctly**

The pupils put the words into three columns.

Activity 2b Listen and check. 3 min**Objective: to develop listening and pronunciation****DVD script:**

Oo	oOo	O
e.g. casual, costume, atlas, fashion, cotton, leather, flannel	attention, embroidered	fit, suit, silk, size, wool

Activity 3a Work in pairs. Listen and choose the correct words. 4 min**Objective: to develop listening skills**

STEP 1: Ask the pupils to read the dialogue and say where it takes place.

STEP 2: Ask the pupils to find the words in italics. Ask the pupils to listen and choose the correct words.

DVD script:

A: Can I help you?
B: Yes, please. I'm looking for a shirt.
A: What kind?
B: I'm looking for a long-sleeved shirt.
A: How do you like this cotton shirt?
B: Actually, I prefer that blue one.
A: What size do you take?
B: I take a size 40. I'd like to try it on.
A: Here you are. Is this OK?
B: Yes. It fits me well and it suits my eyes.
A: Are you going to take it?
B: Yes. Here's the money. Thank you.
A: Good bye.

Activity 3b Listen and check. 3 min

**Objectives: to develop listening skills;
to introduce the new words**

STEP 1: Ask the pupils to listen and check the answers.

STEP 2: Ask the pupils to find the sentences with 'try on' and 'fit'. Ask whether they can guess the meaning of the new words. Establish the meaning.

Activity 4 Work in pairs. Write a dialogue and act it out. 8 min

**Objectives: to develop writing skills;
to recycle the new words**

STEP 1: The pupils work in pairs. They write a dialogue using the words from the cloud.

STEP 2: Ask some pairs to act out their dialogue.

Homework 2 min

Explain that at home they should describe favourite clothes of their family. Ask them to tell about the colour, type of material and size.

e.g. My favourite clothes are my brown leather jacket and jeans. I take a size 40.

My mother likes her ...

My brother's favourite clothes are...

Lesson 4 What's it made of?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn how to talk about things and material</p> <p><i>Developing:</i> - to enable pupils to talk about things and material</p> <p><i>Socio-cultural:</i> - to raise awareness of different things and the material they are made of</p>	<p>By the end of the lesson, pupils will be able to talk about clothes using the new words and structures "It's made of ..."; "It's made in ..."</p>	<p><i>New words:</i> plastic, wood, metal, glass, fitting room, it's made of, it's made in</p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

Elicit answers from the class.

Activity 1 Work in pairs. Read and match. 5 min

Objectives: to introduce the new construction "It's made of ...";
to revise the words related to the topic

STEP 1: Ask the pupils to look at the pictures. Ask them to call the objects.

STEP 2: Read the first two sentences together. Establish the meaning of the construction "It's made of ...". Find the answer to number 1 together.

STEP 3: Say they have 3 minutes to find answers to the rest.

STEP 4: Check the answers together.

Answer key:

- 1 It's made of glass or plastic. We use it to keep water. (*a bottle*)
- 2 It's made of plastic. We use it to keep things. (*a bag*)
- 3 It's made of glass. We use it for putting flowers. (*a vase*)
- 4 It's made of wood or metal. We use it for sitting. (*a chair*)
- 5 They are made of metal. We use them to open the door. (*keys*)
- 6 They're made of wood. We use them for colouring. (*colour pencils*)
- 7 It's made of wood. We use it to keep clothes. (*a dresser*)

Activity 2a Work in pairs. Find the meaning of the new words. Match the pictures and words. 5 min

Objective: to introduce the new words: wood, plastic, metal, glass

STEP 1: Introduce the new words: wood, plastic, metal, glass.

STEP 2: The pupils match the numbers and letters.

Answer key: 1f, 2c, 3e, 4b, 5a, 6d

Activity 2b Listen and check. 4 min

Objective: to develop listening skills

The pupils listen and check the answers.

DVD script:

A: What are pencils made of? **B:** They're made of wood.

A: What's the jar made of? **B:** It's made of glass.

A: What are books made of? **B:** They're made of paper.

A: What are spoons made of? **B:** They're made of metal.

A: What's the comb made of? **B:** It's made of plastic.

A: What's the cardigan made of? **B:** It's made of wool.

Activity 2c Work in pairs. Ask and answer. 4 min

Objective: to practise the question: "What's it made of?"

STEP 1: The pupils listen and repeat the example. Ask them to look at the Remember box. Draw their attention to plural form "What are they made of?"

STEP 2: The pupils work in pairs. In turn they point to the objects in Activity 1 and ask and answer.

Activity 3 Work in pairs. Look around the classroom. Ask and answer what the things are made of. 5 min

Objective: to recycle the new words and structures

The pupils in pairs look around the class and choose objects to talk about.

e.g. A: What's the door made of?

B: It's made of wood. What are the windows made of?

Activity 4 Listen and complete. 5 min

Objective: to introduce the word: "fitting room", and the construction: "it's made in..."

STEP 1: Ask the pupils to find Activity 4 in the Workbook. Check they understand "made in ...". If they do not know, establish the meaning.

STEP 2: Say they will listen to a dialogue and complete the card.

STEP 3: The pupils listen and complete.

STEP 4: Ask the pupils to compare their answers. Elicit answers.

Answer key:

Name of the object: *e.g. T-shirt*

Made of cotton.

Made in Uzbekistan

Colour: black

Size: 38

DVD script:

A: Good afternoon. Can I help you?

B: Hello. I'd like to buy a T-shirt.

A: What kind?

B: I'm looking for a short-sleeved T-shirt.

A: Do you like this one?

B: Hmm... What's that T-shirt made of?
A: The black one? It's made of cotton.
B: OK... Where's it made? Turkey?
A: No. It's made in Uzbekistan. What size do you take?
B: I take a size 38.
A: Would you like to try it on? The fitting room is over there.
B: ... How does it fit?
A: It looks very nice.
B: It's great! I like it.

Activity 5 Work in pairs. Complete and act the dialogue out. 10 min

Objective: to consolidate the new words and constructions

STEP 1: The pupils in pairs complete the dialogue using the words from the box.

STEP 2: The pupils act out their dialogues.

Homework 2 min

Explain that the pupils must write what the things in the pictures are made of.

Say they should use the words from the box.

e.g. The mobile phone is made of plastic and metal.

Lesson 5 Do you have a striped sweater?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn how to talk about clothes and their patterns/ colours</p> <p><i>Developing:</i> - to enable pupils to talk about clothes and their patterns/ colours</p> <p><i>Socio-cultural:</i> - to raise awareness of different patterns of clothes</p>	By the end of the lesson, pupils will be able to talk about clothes, their colour and patterns.	<i>New words:</i> striped, checked, polka-dotted, floral, plain	Textbook; the DVD of the book

Homework checking. 5 min

Elicit answers from the class.

Activity 1a Listen and repeat. 5 min

Objective: to introduce the new words

STEP 1: Establish the meaning of the new words.

STEP 2: The pupils listen and repeat the new words.

DVD script:

striped, checked, polka-dotted, floral, plain

Activity 1b Work in pairs. Point and say. 4 min**Objective: to consolidate the new words**

The pupils in pairs point and say as shown in the example.

Activity 2a Work in pairs. Ask and answer. 5 min**Objective: to consolidate the new words**

The pupils in turn ask and answer questions.

e.g. A: Do you have any striped/checked clothes?

B: Yes. I have a striped sweater.

Activity 2b Write three sentences about your friend. 5 min**Objective: to consolidate the new words**

The pupils write three sentences about their friend.

Activity 3 Listen and complete the table. 7 min**Objective: to develop listening skills**

STEP 1: Ask the pupils to copy the table on page 99.

STEP 2: The pupils listen and complete the table.

Answer key:

	object	colour/pattern	material
1	<i>e.g. sweater</i>	<i>striped/ red and yellow</i>	<i>wool</i>
2	T-shirt	checked/blue and white	cotton
3	shoes	low-heeled/brown	leather
4	a box for lunch		plastic
5	shirt	purple	flannel

DVD script:

1 **A:** Can I help you?

B: Yes. I'm looking for a sweater.

A: What colour would you like?

B: I'd like a striped sweater.

A: We have this nice red and yellow one. Do you like the colours?

B: Yes, it looks nice. What's it made of?

A: It's made of wool. What size do you take?

B: Size 44. How much is the sweater?

A: It's ...

2 **A:** Good morning. Can I help you?

B: Yes, I'm looking for a T-shirt.

A: What about this floral one?

B: It looks nice. But can I have a look at that checked T-shirt? What's it made of?

A: It's made of cotton.

B: Do you have them in blue and white as well?

A: Yes, here it is.

B: It's great.

3 **A:** I'd like to see the brown low-heeled shoes on the window. What are they made of?

B: They're made of leather. And they're very comfortable.

4 **A:** Can I help you?

B: Yes, I'm looking for a box for lunch.

A: What kind of box do you want? Big or a small one?

B: I'm looking for a small lunch box.

A: How about this one?

B: Yes, that's nice. What's it made of? ... Glass?

A: No, it's made of plastic.

B: Do you have a smaller box?

A: Yes, here you are.

B: Thank you.

5 **A:** Do you have this flannel shirt in purple as well?

B: Sorry. We only have it in green.

A: What about this one?

B: Yes, we have this flannel shirt in purple. What size do you take?

A: 46. Can I try it on?

B: Sure. The fitting room is over there. ... Does it fit?

Activity 4 Work in pairs. Make up a dialogue. Act it out. 5 min

**Objectives: to recycle the new words;
to develop speaking skills**

STEP 1: The pupils in pairs make up dialogues.

STEP 2: Ask some pairs to act out.

e.g. A: Good morning. Can I help you?

B: Yes, I'm looking for ...

Activity 5a Work in pairs. Read and put the parts of the text in order. 4 min

Objective: to develop reading for detail

The pupils read and put the parts of the text in order. Say they will check the answers in the next activity.

Activity 5b Listen and check. 3 min

Objective: to develop listening skills

The pupils listen to the DVD and check the answers.

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

DVD script:

Once there was a cap-seller who sold beautiful caps. One hot day the cap-seller was going to sell his caps in a village market. First he went to the forest. He was carrying a basket full of red caps on his head. As it was a hot day, he was tired and decided to have a rest under the tree.

So, he put his basket on the ground and slept under the tree for some time. There were many monkeys on that tree.

The monkeys came down one by one, took all the caps from the cap-seller's basket and then climbed the tree.

When the cap-seller woke up, he did not see any caps in the basket. But he saw the monkeys in the tree wearing them.

The cap-seller was very angry and sad. He did not know how to get his caps back. When the cap-seller made an angry face, the monkeys also made the angry face. He laughed at them, the monkeys also laughed.

Now the cap-seller knew that the monkeys did the same things after him. So, he took his cap and threw it on the ground.

The monkeys saw it and threw the caps on the ground too.

The cap-seller collected all the caps and put them back into his basket. He went to the village happily.

Homework 2 min

Activity 1. Explain that at home the pupils must write four sentences about their relative's clothes, e.g. My sister has a pink floral polyester dress.

Activity 2. The pupils must put the sentences in order.

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

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn how to talk about imaginary clothes <i>Developing:</i> - to enable pupils to talk about imaginary clothes people might wear in the future <i>Socio-cultural:</i> - to raise awareness of clothes people might wear in the future	By the end of the lesson, pupils will be able to talk about imaginary clothes.	<i>Recycling the words related to clothes</i>	Textbook; the DVD of the book

Homework checking.

Elicit answers from the class.

Note: At the beginning of the lesson, the class choose Project 1 or Project 2.

Project 1

Work individually. Design your own clothes for the Year 2120. What will clothes be like in 100 years time? Draw it on a poster. Use the questions to help you.

**Objectives: to predict future fashions and use imagination;
to develop creativity**

STEP 1: Say: “Work on your own. Design your clothes to wear in 100 years time”.

STEP 2: Ask: “What will clothes be like in 100 years time? Draw your ideas on a poster. Use the questions to guide you”.

STEP 3: Model what you want the pupils to do with an example. Show them a poster and present the clothes, use the following sentence stems:

In 100 years I will wear

The clothes will be

The clothes will be made from

STEP 4: Say: “Practise presenting your poster. Use your words”.

STEP 5: Put the pupils into groups of 4/5 and get them to present their ideas to each other.

Project 2

Choose a country. Identify the national clothes for that country. Decide on either girls’ or boys’ clothes. Find a picture. Make a fact file about the clothes. Describe the clothes. Write what you think about these clothes. Use the questions to help you.

Objective: to link clothes to nationality and culture

STEP 1: Say: “Choose a country”.

STEP 2: Ask: “What national clothes do the people wear? Find a picture”.

STEP 3: Say: “Make a fact file about the clothes. Use the questions to write about the clothes”.

Homework 1 min

Ask the pupils to read at home the story entitled “Robin Hood and the Golden Arrow Story”, and get prepared for class discussion.

HOME READING 5

**Objectives: to develop critical thinking;
to raise awareness of good behaviour;
to develop reading skills**

STEP 1: Ask the pupils to read the story entitled “Robin Hood and the Golden Arrow Story” one more time.

STEP 2: As in previous home reading lessons, prepare beforehand and ask the pupils several questions for understanding such as:

Did Robin Hood do the right thing when he went into Sherwood Forest to hunt deer after the King said no one could do it anymore? Why or why not?

If you were Robin Hood, would you have gone to the contest? Why or why not?
What do you think the story was trying to show you?
STEP 3: Then you may have a class discussion about the story.

Homework

Ask the pupils to get prepared for Progress Check 4.

PROGRESS CHECK 4

1 Listen and choose the correct answer. ($6 \times 2 = 12$)

e.g. The woman wants to buy a pair of shoes/trousers.

- 1) She wants to buy *brown/black* shoes.
- 2) She wants to buy *high-heeled/low-heeled* shoes.
- 3) She takes a size *38/39*.
- 4) The shoes are made of *polyester/leather*.
- 5) The shoes are made in *Turkey/Italy*.
- 6) The woman buys a *red/white* pair of shoes.

Answer key: 1) black; 2) low-heeled; 3) 38; 4) leather; 5) Italy; 6) white

DVD script:

A: Good afternoon. Can I help you?

B: Hello. I'd like some black shoes.

A: Would you like low-heeled or high-heeled shoes?

B: I prefer wearing low-heeled shoes. I don't like high-heeled shoes because they're uncomfortable.

A: What size do you need?

B: I think I take a size 38.

A: Do you like these black ones?

B: What are they made of?

A: They're made of leather.

B: OK... Where are they made?

A: They're made in Italy. Would you like to try them on?

B: Well... they feel a bit small. Can I try different pair of shoes?

A: Sure. Try these.

B: They're better but I don't like the colour. Do you have them in some other colour?

A: Yes, we do. We have brown, white and red.

B: Could I try on the white pair, please?

A: Sure. Anything else?

B: No, thank you. I'll take this white pair.

2a Match the objects and material. ($5 \times 1 = 5$)

e.g. 1b

- 1) toy car a) metal
- 2) T-shirts b) plastic
- 3) sharpener c) wood
- 4) pencil d) leather
- 5) shoes e) cotton
- 6) books f) paper

Answer key: 1b, 2e, 3a, 4c, 5d, 6f

2b Complete the sentences. ($5 \times 1 = 5$)

e.g. My little brother's toy car... made of ...
My little brother's toy car is made of plastic.

- 1) My white T-shirts ... made of ...
- 2) The sharpener ... made of ...
- 3) This pencil ... made of ...
- 4) Those grey shoes ... made of ...
- 5) Books ... made of ...

Answer key: 1) are/cotton; 2) is/metal; 3) is/wood; 4) are/leather; 5) are/paper

3 Make the sentences. ($5 \times 2 = 10$)

e.g. do/What/you/take/size? – What size do you take?

- 1) can/tell/us/Clothes/a lot/the/about/person.
- 2) What/of/sweater/kind/do/want/you?
- 3) of/ different/People/ages/and/professions/jeans/wear/and/T-shirts.
- 4) should/Girls/skirts/and/a white/blouse/wear.
- 5) In/many/schools/Great Britain/have/own/their/school uniform.

Answer key:

- 1) Clothes can tell us a lot about the person.
- 2) What kind of sweater do you want?
- 3) People of different ages and professions wear jeans and T-shirts.
- 4) Girls should wear skirts and a white blouse.
- 5) In Great Britain many schools have their own school uniform.

4a Read and put the parts in order. ($4 \times 2 = 8$)

e.g. 1C

A) One day, the king asked his minister to go and see how much work the two tailors did. The minister saw the two men moving but he could see no cloth! He decided not to tell the king about it. But, he said that the material was wonderful and the costume looked nice.

B) The king was very happy. At last, a child cried out: “The king has no clothes!” Soon everyone began to say the same thing and very soon all cried: “The king is not wearing anything!”

C) Once upon a time there was a king who was only interested in nice clothes. Once, two clever but not kind men decided to teach him a lesson.

D) Finally, the king’s new suit was ready. He could not see anything but he too did not want to appear stupid. He said that the suit was good and thanked the tailors. People asked him to show the new costume. The king went down the street. The people could only see the king but no one could see his costume. But they did not want to be stupid and everybody started saying that the suit was wonderful.

E) They told the king that they were very good tailors and could sew a beautiful new suit for him. It could be so fine that only stupid people could not see it. The king was very happy and asked the new tailors to begin their work.

Answer key: 1) C; 2) E; 3) A; 4) D; 5) B

4b Read and choose the correct word. (5x2=10)

e.g. This is a story about the king who liked/did not like new clothes very much.

- 1) The two tailors could not sew but they said that they *could/could not* make a beautiful suit.
- 2) The tailors did not *use/used* real material.
- 3) The minister *could/could not* see the new suit.
- 4) People *could/could not* see the king’s new costume.
- 5) The king *was/was not* clever.

Answer key: 1) could; 2) use; 3) could not; 4) could not; 5) was not

Total = 50 points

The list of new active and passive vocabulary

Unit 5		
actually <i>adv</i> atlas <i>n</i> attractive <i>adj</i> basket <i>n</i> be made of brave <i>adj</i> cardigan <i>n</i> casual <i>adj</i> character <i>n</i> checked <i>adj</i> cloth <i>n</i> clothes <i>n</i> cotton <i>adj, n</i> culture <i>n</i> describe <i>v</i> embroidered <i>adj</i> embroidery <i>n</i> even if <i>adv</i> fashion <i>n</i> fit <i>v</i> fitting room <i>n</i> flannel <i>adj, n</i> flat <i>adj</i>	floral <i>adj</i> formal <i>adj</i> glass <i>n</i> high-heeled <i>adj</i> hip hop <i>n</i> include <i>v</i> knew <i>past of know</i> latest <i>adj</i> leather <i>adj, n</i> long-sleeved <i>adj</i> look for <i>v+prep</i> metal <i>n, adj</i> most <i>adj</i> neat <i>adj</i> neatly <i>adv</i> one by one pay attention <i>v+n</i> personal <i>adj</i> plain <i>adj</i> polka-dotted <i>adj</i> polyester <i>n</i> reason <i>n</i>	saying <i>n</i> scarf <i>n</i> sell <i>v</i> seller <i>n</i> shoes <i>n</i> short-sleeved <i>adj</i> silk <i>adj, n</i> size <i>n</i> socks <i>n</i> sold <i>past, pp of sell</i> striped <i>adj</i> suit <i>v</i> sweater <i>n</i> take a size <i>v+n</i> taste <i>n</i> threw <i>past of throw</i> try on <i>v</i> way of life well-dressed <i>adj</i> what is it made of? woke <i>past of wake</i> wood <i>n</i>
Home Reading 5		
army <i>n</i> arrow <i>n</i> be afraid of smb., smth. boots <i>n</i> bow <i>n</i> Bowman <i>n</i> bull's eye catch <i>v</i> close <i>v, adj</i> danger <i>n</i> find out <i>v</i> flew <i>past of fly</i> get <i>v</i> guard <i>n, v</i>	hunt <i>v</i> join <i>v</i> kept <i>past, pp of keep</i> land <i>n</i> land <i>v</i> leave <i>v</i> left <i>past, pp of leave</i> let <i>v</i> line up <i>v</i> merry <i>adj</i> prison <i>n</i> pull off <i>v</i> quick <i>adj</i>	royal <i>adj</i> rule <i>v</i> sheriff <i>n</i> shoot <i>v</i> shot <i>past, pp of shoot</i> shout <i>v</i> sire <i>n</i> take a shot target <i>n</i> that's why told <i>past, pp of tell</i> too <i>adv</i> wore <i>past of wear</i>

Unit 6 What we wear

Inquiry question:
What makes us want to buy products?
Inquiry theme:
To understand that advertising influences the way we shop
In this unit the pupils will ...
<ul style="list-style-type: none"> ✓ read short texts, adverts and slogans ✓ listen to dialogues and short texts ✓ ask for and give information about shopping ✓ learn how advertising influences the way we shop ✓ learn how to bargain ✓ learn how to make an advert

Lesson 1 Let's go shopping!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn new words related to the topic <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about advertisements, products and their logos; - to improve listening skills aimed at getting detailed information <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of advertising and famous brands 	By the end of the lesson, pupils will be able to talk about different products and the way how they are advertised.	<i>Vocabulary related to advertisements</i>	Textbook; the DVD of the book

Activity 1a Work in groups of 4. Look at the pictures. What do they sell? 5 min

**Objectives: to introduce the topic;
to create a friendly atmosphere**

STEP 1: The pupils look at the pictures.

STEP 2: Ask the pupils to think and say what purposes of these advertisements are.

Activity 1b Choose one brand. Answer the questions. 8 min

**Objectives: to develop speaking skills;
to raise awareness of logos**

STEP 1: Ask the groups to choose one advertisement.

STEP 2: Ask them to describe the adverts by answering the following questions:

How do you know they sell that product?

What does the logo tell you?

Where can you buy this product?

Where is this product advertised?

Activity 2 Work in pairs. Identify your two favourite advertisements. (you do not have to like the product). Answer the questions. 9 min

**Objectives: to develop speaking skills;
to explore advertisements**

STEP 1: Ask the pupils to choose two advertisements they like.

STEP 2: Ask the pupils to describe these advertisements. (Point out that they can describe colours, shapes, forms, sounds, logos, etc.)

STEP 3: Ask the pupils to say what feelings they experience on seeing or hearing these adverts.

Activity 3a Work in pairs. Look and answer the questions. 8 min

**Objectives: to predict the content of the listening text;
to activate background knowledge and generate interest**

STEP 1: Ask the pupils to look at the pictures and say what they see there.

STEP 2: Ask the pupils to answer the questions. Say they will check their ideas in the next activity.

Activity 3b Listen and check your ideas. 5 min

Objective: to develop listening skills

STEP 1: The pupils listen to the DVD and check their ideas.

STEP 2: Ask how close their ideas were.

DVD script:

People all around the world enjoy drinking Coca-Cola. It is popular both in America and the world. Its story started in the USA more than 100 years ago but its recipe was different from today. The name of Coca-Cola was the idea of Frank Robinson, the book-keeper of Dr. Pemberton. In fact, Frank Robinson created the first famous Coca-Cola logo. In its first year, Coke (a nickname for Coca-Cola) was not a success. In 1887, Asa Candler bought the recipe from John Pemberton. With a lot of advertising and a good business plan Coca-Cola became one of the most popular drinks. In 1892, a second Coca-Cola company appeared and this is the Coca-Cola Company that still stands today.

In fact, the first bottles of Coca-Cola appeared in 1894, and the first cans of Coca-Cola in 1955.

There were a lot of advertisements in many newspapers and magazines, on the posters and on many billboards on the roads. In addition, Coca-Cola also used radio.

Many people think that Coca-Cola gave the picture of Santa Clause as an old man in a red suit with a white beard. Today, the Coca-Cola Company is still one of the largest advertisers in the world. It not only advertises in newspapers, radio, television, film and on the Internet, but also advertises at sporting and other events. During the 1970's one of the radio programmes produced a hit song "I'd like to teach the world to sing".

Activity 3c Listen one more time and complete the sentences. 8 min

Objective: to develop listening for detailed information

STEP 1: Explain to the pupils that they must listen to the DVD one more time and fill the gaps while listening.

STEP 2: If time permits, you can ask some comprehension questions:

Who was the author of the receipt?

Was this product popular from the very beginning?

How is Coca-Cola advertised nowadays?

Answer key: 1) America; 2) 100; 3) famous; 4) 1887; 5) 1892; 6) bottles; 7) newspapers; 8) old man; 9) Internet; 10) song

Homework 2 min

Explain to the pupils that they must describe the advertisement they like.

Point out that they had better have a copy, screenshot or record of the advert.

Explain that they should describe the advertisement picture and the feelings it arouses.

Lesson 2 Shopping centres

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn the new words related to the topic <i>Developing:</i> - to enable pupils to talk about shops where they can buy certain items; - to develop reading skills <i>Socio-cultural:</i> - to raise awareness of shopping places	By the end of the lesson, pupils will be able to talk about places they do shopping.	<i>Familiar words:</i> <i>words related to shopping</i> <i>New words:</i> butcher's, chemist's, florist's, greengrocer's, newsagent's	Textbook; the DVD of the book

Homework checking. 4 min

Activity 1 Work in pairs. Say the shops and things. 4 min

**Objectives: to introduce the topic;
to create a friendly atmosphere**

STEP 1: Ask the pupils to think about their everyday shopping items.

STEP 2: In turn the pupils say what they usually buy.

STEP 3: Name the place where these items can be bought.

Activity 2a Work in pairs. Match the words and pictures. Write down the new words. 3 min

Objective: to introduce the new vocabulary

STEP 1: Ask the pupils to look at the pictures and say what they see there.

STEP 2: Ask the pupils to write down new word.

STEP 3: Ask the pupils to match the pictures with the words (butcher's, chemist's, florist's, greengrocer's, newsagent's);

Answer key: 1c, 2a, 3d, 4e, 5b

Activity 2b Listen and repeat. 2 min

Objective: to work on pronunciation

The pupils listen to the DVD. Ask the pupils to listen and repeat. Ask them to pay attention on correct pronunciation.

DVD script:

butcher's, chemist's, florist's, greengrocer's, newsagent's

Activity 2c Work in pairs. Ask and answer. 4 min

Objectives: to develop speaking skills;

to consolidate the new words

Ask the pupils to make dialogues about their shopping.

e.g. - Where can I buy some medicine?

- You can buy some medicine at (in) the chemist's shop.

Activity 3a Work in pairs. Read and answer. 8 min

Objective: to develop reading skills

The pupils read the extract and answer the questions.

Answer key:

1) This extract was taken from the dictionary.

2) They open earlier and close later. They sell only small products of daily needs.

Activity 3b Work in pairs. Ask and answer. 6 min

Objective: to develop speaking skills

The pupils answer the questions.

Answer key: *Answers may vary.*

Activity 4 Work in pairs. Find the meaning of the new words. Make new words with the word "shop", e.g. corner shop. 6 min

Objective: to develop grammar and vocabulary competence

STEP 1: The pupils make new words, e.g. corner shop, top shop.

STEP 2: They explain the meaning of these new vocabulary.

STEP 3: The pupils make sentences with these words.

Activity 5 Work in pairs. Write and act out a dialogue. 6 min

Objective: to develop speaking skills

STEP 1: The pupils look at the cloud with the items.

STEP 2: Ask the pupils to make dialogues about their shopping.

e.g. - Where can I buy an iron?

- At (In) the electrical shop.

Homework 2 min

Task 1. Explain that they must match two columns to make logically and syntactically correct sentences.

Answer key: 1b, 2d, 3a, 4e, 5g, 6f, 7c

Task 2. Explain that they must fill the gaps in the dialogue with the words given in the cloud.

Answer key: 1) 'm looking for; 2) would you like; 3) would like; 4) do you take; 5) Here is; 6) fitting room; 7) fit; 8) much

Lesson 3 Bargain for the best price

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn the new words related to the topic <i>Developing:</i> - to enable pupils to bargain about the price; - to develop reading and listening skills <i>Socio-cultural:</i> - to raise awareness of bargaining	By the end of the lesson, pupils will be able to have a conversation with sellers.	<i>Familiar words:</i> <i>words related to shopping</i> <i>New word:</i> window shopping	Textbook; the DVD of the book

Homework checking. 4 min

Activity 1 Work in pairs. Ask and answer. Write the meaning of the new word.

7 min

**Objectives: to introduce the topic;
to create a friendly atmosphere**

STEP 1: Ask the pupils to think about shopping. Explain the meaning of the new vocabulary. Use the notes below if needed.

Window shopping

1) Biror narsa xarid qilishga niyat qilmasdan do‘konlarda aylanib yurish;
2) vitrinalarni tomosha qilish; 3) tovar tanlash maqsadida ko‘cha vitrinalarini ko‘zdan kechirish

1) Хождение по магазинам без намерения что-либо купить; 2) рассматривание витрин; 3) осмотр уличных витрин с целью выбора товаров

STEP 2: The pupils ask each other the questions.

STEP 3: Elicit some answers.

Activity 2 Work in pairs. Read, listen and answer the questions. 14 min

Objective: to get acquainted with phrases necessary for conversation in shops

STEP 1: The pupils listen to the DVD. Pay attention to intonation, stress and pronunciation.

STEP 2: The pupils read the dialogue imitating the intonation, stress and pronunciation.

STEP 3: The pupils answer the questions.

Answer key:

- 1) a dress
- 2) \$150 and \$140
- 3) No.
- 4) Yes.
- 5) \$100 for both dresses

DVD script:

A: Hello. Can I help you?

B: Yeah, this dress is really nice! How much is it?

A: That one is one hundred and fifty dollars.

B: One hundred and fifty dollars? What about this one over here?

A: That's one hundred and forty.

B: Hmm...But it's expensive too. Can you make it cheaper?

A: This is a dress by DaMarco! It's a bargain at that price.

B: Well, I don't know... I think it's better to shop around.

A: Okay, okay, how about one hundred dollars?

B: That's still more than I wanted to spend. What if I take both dresses?

A: Okay, I can give you the best price, just because you look like a nice person. One hundred and ninety for both.

B: I don't know... It's still expensive. ... Thanks anyway.

A: Okay, my final price! One hundred dollars for both! That's two for the price of one.

B: Great! I'm going to take them. It's a good bargain.

Activity 3a Work in pairs. Complete the dialogue. 7 min

Objective: to revise the new vocabulary

The pupils work in pairs. They read the dialogue, discuss and put appropriate words and phrases in the gaps.

Activity 3b Act out your dialogue. 5 min

Objective: to develop speaking skills

The pupils work in pairs and role play their dialogue.

Activity 4 Work in pairs. Ask and answer. 6 min

Objective: to develop speaking skills

STEP 1: The pupils look at the cloud with the items.

STEP 2: Ask the pupils to make dialogues using the items from the cloud.

Homework 2 min

Explain to the pupils that they must speak about shopping in their families. Ask them to use the questions as a plan.

Point out that they can answer in more than one sentence on each question to make it as a story.

e.g. *In our family nobody likes going shopping, when we need to go and buy food. But I think, my mum and sister love buying clothes, shoes and other things. It takes them hours to choose a dress they like. They prefer going to big shopping centres where they can enjoy pleasant atmosphere and good service.*

Lesson 4 Advertising

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn the new words related to the topic <i>Developing:</i> - to enable pupils to talk about advertisement, logos and slogans <i>Socio-cultural:</i> - to raise awareness of famous brands	By the end of the lesson, pupils will be able to talk about products and their advertisement.	advertisement/ advert/ad, advertiser, advertising, advertise	Textbook; the DVD of the book

Homework checking. 5 min

Activity 1a Write down the words. 3 min

Objective: to work on word formation

STEP 1: The pupils copy the words in their notebooks.

STEP 2: Establish the meaning of these words.

Activity 1b Put the words in 1a in the correct place. 5 min

Objective: to raise awareness of stress and syllable

The pupils fill in the table.

Answer key:

O	Oo	Ooo	oOoo	Oooo
ad	advert	advertise	advertisement	advertiser, advertising

Activity 1c Listen and repeat. 3 min

Objective: to develop pronunciation

The pupils listen and repeat.

DVD script:

ad, advert, advertise, advertiser, advertising, advertisement

Activity 2 Work in pairs. Match the logos and slogans. 4 min

Objective: to raise awareness of famous brands

STEP 1: Establish the difference between logos and slogans.

STEP 2: Ask the pupils to look at the logos and say what companies they represent. Ask what these companies sell.

STEP 3: The pupils match the logos and slogans.

Answer key: 1B, 2C, 3A, 4E, 5G, 6F, 7D

Activity 3 Read and say which slogan you like most and why. 8 min

Objective: to improve reading skills

STEP 1: The pupils read the slogans of famous companies.

STEP 2: Help with unknown vocabulary if necessary.

STEP 3: Ask them to choose the slogan they like most and explain why it seems attractive to them.

Activity 4a Work in groups of 4. Make an advert. 10 min

Objectives: to develop creativity;

to enable the pupils to make an advert

STEP 1: The pupils work in groups and choose a thing.

STEP 2: The pupils design a logo.

STEP 3: The pupils write a slogan.

Activity 4b Present your advert. 5 min

Objective: to improve public speaking skills and self-confidence

The pupils make a presentation. Point out that they can use visual aids to make their presentation more attractive.

Homework 2 min

Task 1. Explain that they must make an individual presentation. Say that they can choose any item, product or company (drink, food, book, school, etc.) They must create a logo and write a slogan. They should add some information about this item.

Task 2. Explain to the pupils that they must choose any advert from a magazine or billboard and write about it. Point out that they must say whether they like it or not and prove why.

Lesson 5 Are you for or against?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn to express opinions on advertisement and its impact</p> <p><i>Developing:</i> - to enable pupils to use critical thinking skills</p> <p><i>Socio-cultural:</i> - to raise awareness of the advert impact on society</p>	<p>By the end of the lesson, pupils will be able to express their opinions on advertisement and its impact.</p>	<p><i>Recycling words and phrases for advertisements, products and companies</i></p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

Activity 1a Work in pairs. Answer the questions. 5 min

Objective: to develop speaking skills and ability to predict information before listening

Ask the pupils to answer the questions. Encourage them to discuss their opinions and be objective in their opinions.

Activity 1b Listen and check your ideas. 5 min

Objective: to develop listening skills

The pupils listen to the DVD and check their answers.

DVD script:

Food Advertisements

Many food companies like McDonald's, PepsiCo, Burger King and Pizza Hut are using advertisements mostly for children. Many health reports say that children buy more their food when they watch ads about different types of food products on TV. This TV advertising makes the children eat more than they need. The result shows that 68% of children regularly eat unhealthy food because they watch ads on television. A lot of children in the USA have a bad habit of eating when they see ads for pizzas, burgers and French fries. There are less advertisements about child education and care than ads about sweet drinks and unhealthy food. This brings health problems and nothing else.

Activity 1c Listen one more time. Complete the sentences. 5 min

Objective: to develop listening skills

STEP 1: The pupils read the extract and fill in the gaps with appropriate words.

STEP 2: The pupils listen to the DVD once more and complete the sentences.

Answer key: 1) food; 2) children; 3) watch; 4) more; 5) unhealthy; 6) USA; 7) pizzas; 8) advertisements; 9) drinks; 10) problems

Activity 2a Work in pairs. Read and answer the questions. 10 min

Objective: to develop writing skills

STEP 1: Ask the pupils to read the letter and answer the questions.

STEP 2: Establish that it is an official letter.

STEP 3: Ask them to find the things that should be included in the official letter:

Beginning: address of the person you write to, date, greeting;

Body: reason of writing, arguments, request;

Ending: closing, name/signature.

Activity 2b Work in pairs. Answer the questions. 5 min

Objective: to develop speaking skills and critical thinking

The pupils answer the questions. Encourage them to give as many arguments as possible.

Activity 2c Work in pairs. Write two arguments for and against advertisement.

8 min

Objective: to develop critical thinking

STEP 1: The pupils in pairs discuss and choose arguments in favour of or against advertising.

STEP 2: The pupils write the arguments.

STEP 3: Elicit some arguments.

Homework 2 min

Explain to the pupils that they should imagine they are the leaders of the mahalla and they must write a letter to senior citizens of the mahalla.

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none">- to learn that different advertising methods need different types of advertising methodology;- to understand the detailed planning that needs to take place before a product can be launched <p><i>Developing:</i></p> <ul style="list-style-type: none">- to enable pupils to talk about advertisement methods;- to enable pupils to write up/ design adverts and plan how they are going to promote the product <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none">- to raise awareness of how advertising influences the way we shop	<p>By the end of the lesson, pupils will be able to write up/design and present their adverts.</p>	<p><i>Recycling the words related to the topic</i></p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

Activity 1 Work in a group of 4. You are going to design an advert for a new product. Complete the planning. 5 min

Objective: to consolidate understanding of how advertising influences the way we shop

STEP 1: Get the pupils into groups of 4 to develop their projects.

STEP 2: Say: "You're going to design an advert for a new product".

STEP 3: Say: "Read and complete the planning steps".

Activity 2a Work in a group of 4. Decide where the best place to advertise your product is. Choose two places. 2 min

Objective: to understand that you need to advertise to the right audience, prospective purchasers

STEP 1: Say: "Keep in your groups of 4. Read the places to advertise. Agree on two places to advertise your product".

STEP 2: Ask: "Why did you decide on those places?"

Activity 2b Work in pairs. Each pair work on one of the advertisement methods in 2a. Plan how you are going to promote the product. 10 min

Objective: to understand that different advertising methods need different types of advertising methodology

STEP 1: Say: “Work in pairs in your group of 4. Each pair work on one of the advertising methods your group agreed on”.

STEP 2: Say: “Read the planning steps. Write some ideas”.

STEP 3: Ask: “Why did you decide on these plans?”

Activity 3 Work in pairs. Write up/design your advert. 15 min

Objective: to understand the detailed planning that needs to take place before a product can be launched

STEP 1: Say: “Work in pairs in your group of 4”.

STEP 2: Say: “Now you’re going to write up or design your advert”.

STEP 3: Say: “Read the details needed for each type of advert”.

STEP 4: Ask: “Is there anything else you need to do?”

Activity 4 Present your product to another group. Watch another group, give feedback. 8 min

**Objectives: to develop presentation skills;
to practise giving feedback**

Groups present their product to another group. They watch another group and give feedback.

Homework

Ask the pupils to read at home the stories “Harry Potter and the Philosopher’s Stone” and get prepared for class discussion.

HOME READING 6

**Objectives: to develop critical thinking;
to improve pupils’ reading skills**

STEP 1: Ask the pupils to read the story “Harry Potter and the Philosopher’s Stone” one more time.

STEP 2: Ask questions for understanding, for example:

- 1) Describe Mr and Mrs Dursley.
- 2) Did they have children?
- 3) What was Mr Dursley?
- 4) When did something unusual start and how was it?
- 5) How did the Dursleys behave toward the Potters?

- 6) What were people in cloaks celebrating?
- 7) Why did Albus Dumbledore decide that the boy should live with his aunt and uncle?
- 8) Who did Hagrid bring in his arms? etc.

STEP 3: Have a class discussion on the topic: “Is it right to behave like Mr and Mrs Dursley about relatives? Why/Why not?”

Homework

Ask the pupils to get prepared for Test 2.

TEST 2

1a Listen and choose the title. (1x2=2)

- a) Chinese people drink tea every day.
- b) Uzbek people like tea.
- c) The history of Chinese tea.
- d) The China Tea Museum.

Answer key: c

DVD script:

Tea is the national drink in China. People say that the first tea in ancient China appeared 3000 years ago as Chinese herbal medicine and agriculture. Chinese tea has a long history, and it's a part of its culture.

Tea is used in Chinese literature and art. In China, tea drinkers were always people with a good education and respected by other people.

China has tea art or Chayi, similar to the Japanese tea ceremony or Sado. It's a ceremonial show of the Chinese tea culture and the way of making and drinking tea.

Tea in everyday life is widely used for both keeping fit and to think clearly. Tea drinkers usually like making friends by drinking tea. There are different kinds of tea in China: green, black, blue, white, yellow, oil, dark tea and others.

In China, there's a museum named the China Tea Museum, which is located in Hangzhou. Visitors can see a lot of collections of Chinese tea history and tea culture. Today, Chinese tea is used in all parts of the world.

1b Listen one more time. Choose the correct word. (7x2=14)

e.g. Tea is the *traditional/national* drink in China.



People say that the first tea in ancient China appeared (1) *3000/300* years ago as Chinese herbal medicine and agriculture. Chinese tea has a long history, and it is a part of its (2) *life/culture*.

Tea is used in Chinese literature and art. In China, tea drinkers were always people with good a (3) *education/health* and respected by other people.

China has tea art or Chayi, similar to the (4) *Japanese/Korean* tea ceremony or Sado. It is a ceremonial show of the Chinese tea culture and the way of making and drinking tea.

Tea in everyday life is widely used for both keeping fit and to think clearly. Tea drinkers usually like making (5) *pancakes/friends* by drinking tea. There are different kinds of tea in China: green, black, blue, white, yellow, oil, dark tea and others.

In China, there is a museum named the China Tea Museum, which is located in Hangzhou. (6) *Tourists/Visitors* can see a lot of collections of Chinese tea history and tea culture. Today, Chinese tea is used in all (7) *parts/continents* of the world.

2 Make the sentences. (6x2=12)

e.g. you/does/the logo/What/tell? – What does the logo tell you?

- 1) buy/Where/medicine/can/you/some?
- 2) this/Where/is/advertised/product?
- 3) for/Did/ask/a bargain/you?
- 4) is/Where/the/corner shop/to/nearest/your/school?
- 5) you/What/buy/can/in/the/corner/shops?
- 6) do/How/you/go/often/shopping?

Answer key:

- 1) Where can you buy some medicine?
- 2) Where is this product advertised?
- 3) Did you ask for a bargain?
- 4) Where is the nearest corner shop to your school?
- 5) What can you buy in the corner shops?
- 6) How often do you go shopping?

3 Match the place and description. (5x2=10)

e.g. 1f

- 1) Bookshop a) We go there to buy medicine.
- 2) Chemist's b) You can learn news in newspapers and magazines.
- 3) Florist's c) The place where we buy meat.
- 4) Greengrocer's d) Fruit and vegetables are sold there.
- 5) Newsagent's e) You can buy flowers there.
- 6) Butcher's f) People buy books there.

Answer key: 1f, 2a, 3e, 4d, 5b, 6c

4 Read and match the years and events. (6x2=12)

e.g. 1f



1928 - Investment begins in Cadbury Dairy Milk ads

A huge success from day one, Cadbury Dairy Milk first hit the shelves in 1929. But surprisingly, this money was put into advertising it until 1928.

No one knew quite what to buy about it - some ads talked about its 'rich milky' flavour, others said 'rich in cream'. It didn't matter though - by 1928 it was the highest selling chocolate product in Britain.

At this point Cadbury stopped investment into advertising, stressing its high milk content. From 1928 a series of poster campaigns using the iconic 'glass and a half' message of milk established Cadbury Dairy Milk as one of the first truly recognizable brands on the high street. The glass and a half's simple message of food value combined with enjoyable eating has found its way on to TV ads and websites. And it's still there today - becoming synonymous with Cadbury Dairy Milk worldwide.



John Cadbury, who founded the family company in 1824, paid a lot of attention to advertising. When he opened his first shop, he spent lots of money on its decoration. In this shop a Chinese man in traditional Chinese costume worked. It made a lot of people visit this shop.

In 1824, his first ad was published in the Birmingham Gazette. In the 1866 advertisements, he said that this chocolate had a little fat and good taste. It was cheap and there were no bad ingredients. He also added that his chocolate was

clean and it could treat different illnesses. People started to buy more and more of this chocolate.

In 1900, Cadbury started publishing posters with ads. There were ads in different magazines. After the First World War, Cadbury organized excursions to his factory. Cadbury Dairy Milk was sold at busy public events. Cadbury became the nation's leading company.

In 1935, a film was made to advertise Cadbury. Later there were radio programmes about Cadbury.

During the Second World War (1939-1945), Cadbury made its products with dry milk because there was little milk in the country. After the War, Cadbury opened Chocolate Houses which were like cafes. Advertising on television started in 1955.

Now ads are shown on TV and all over the Internet.

- 1) In 1824, a) Cadbury made its products with dry milk.
- 2) In 1866, b) Cadbury became the nation's leading company
- 3) In 1900, c) advertising are shown on TV and on the Internet.
- 4) In 1935, d) the advertisements said that chocolate was cheap and there were no bad ingredients.
- 5) In 1939-1945, e) advertising on television started.
- 6) In 1955, f) the first ad was published.
- 7) Now g) a film was made to advertise Cadbury.

Answer key: 1f, 2d, 3b, 4g, 5a, 6e, 7c

Total = 50 points

The list of new active and passive vocabulary

Unit 6		
actor <i>n</i>	design <i>n, v</i>	plan <i>n</i>
ad <i>n</i>	door-to-door <i>adj</i>	price <i>n</i>
advert <i>n</i>	education <i>n</i>	produce <i>v</i>
advertise <i>v</i>	electrical <i>adj</i>	recipe <i>n</i>
advertisement <i>n</i>	else <i>adv</i>	regularly <i>adv</i>
advertiser <i>n</i>	florist's <i>n</i>	request <i>n</i>
advertising <i>n</i>	French fries	roadside <i>n</i>
against <i>prep</i>	furniture <i>n</i>	rough <i>adj</i>
alcohol <i>n</i>	giant <i>adj</i>	salesman <i>n</i>

anyway <i>adv</i> argument <i>n</i> artwork <i>n</i> bargain <i>n, v</i> beard <i>n</i> billboard <i>n</i> book-keeper <i>n</i> burger <i>n</i> business <i>n</i> butcher's <i>n</i> can <i>n</i> chemist's cigarette <i>n</i> company <i>n</i> context <i>n</i> convenience store <i>n+n</i> corner shop <i>n+n</i> create <i>v</i>	good luck! greengrocer's <i>n</i> habit <i>n</i> health <i>n</i> hit <i>n</i> in addition in fact informal <i>adj</i> item <i>n</i> jingle <i>n</i> last <i>adj</i> low-heeled <i>adj</i> medicine <i>n</i> mostly <i>adv</i> newsagent's <i>n</i> nickname <i>n</i> outside <i>n, prep, adv</i> photograph <i>n, v</i>	script <i>n</i> senior citizen <i>adj+n</i> shopping <i>n</i> signature <i>n</i> since <i>prep</i> sketch <i>n</i> skittle <i>n</i> some <i>det</i> spend <i>v</i> still <i>adv</i> success <i>n</i> suggest <i>v</i> suit <i>n</i> tune <i>n</i> TV commercial unique <i>adj</i> window shopping <i>n+n</i> yeah <i>int</i>
Home Reading 6		
act <i>v</i> angrily <i>adv</i> at last <i>adv</i> cloak <i>n</i> daylight <i>n</i> frozen <i>adj</i> future <i>n</i>	heard <i>past, pp of hear</i> meant <i>past, pp of mean</i> normal <i>adj</i> normally <i>adv</i> owl <i>n</i> philosopher <i>n</i>	philosopher's stone scared <i>adj</i> secret <i>n</i> shoo <i>int</i> sir <i>n</i> superstar <i>n</i>

Unit 7 Leisure

Inquiry question:

How do you spend your leisure time?

Inquiry theme:

To understand that leisure time is for you to relax and do what you want to do

In this unit the pupils will ...

- ✓ read short texts, letters and adverts
- ✓ listen to short texts
- ✓ ask for and give information about leisure time and hobby
- ✓ learn that leisure time is for you to relax and do what you want to do
- ✓ learn how to describe hobby and say why it is good to have a hobby
- ✓ learn how to express opinions about different activities

Lesson 1 How do you spend your leisure time?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none">- to learn about ways of spending leisure time <p><i>Developing:</i></p> <ul style="list-style-type: none">- to enable pupils to talk about their free time activities;- to improve speaking skills <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none">- to raise awareness of various ways of spending leisure time: indoors and outdoors	<p>By the end of the lesson, pupils will be able to talk about the way they spend their leisure time.</p>	<p><i>Recycling the vocabulary related to leisure time</i></p>	<p>Textbook; the DVD of the book</p>

Activity 1a Work in groups of 4. How do you spend your leisure time? Where do you do the activities? 10 min

**Objectives: to introduce the topic;
to create a friendly atmosphere**

STEP 1: The pupils look at the pictures and discuss outdoor and indoor activities;

STEP 2: Ask the pupils the following questions:

How do you spend your leisure time?

Where do you do the activities?

Activity 1b What do you think the word ‘leisure’ means? 5 min

Objective: to discuss the topic

The pupils answer the question and share their opinions.

Activity 2a Work in pairs. What do you think a ‘hobby’ means? 5 min

Objective: to keep on the discussion of the topic

The pupils answer the question and share their opinions.

Activity 2b Are there any activities you do in your leisure time that your parents choose for you? 8 min

Objective: to brainstorm the pupils

The pupils answer the question and share their opinions.

Activity 3 Look and classify. 12 min

Objective: to develop speaking skills

The pupils look at the pictures and classify them.

The pupils should say:

- whether they do this when they enjoy doing it;
- whether they do this to start with.

Homework 5 min

Explain to the pupils that they must write about their leisure time.

Point out that they should include the following information:

- 1) What do you do in your leisure time?
- 2) How long have you been doing it?
- 3) Who chose it for you?
- 4) What do you like about it?

Lesson 2 Let’s go to the park!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn about ways of spending leisure time <i>Developing:</i> - to enable pupils to talk about recreational areas; - to improve speaking skills and grammar competence <i>Socio-cultural:</i> - to raise awareness of free time activities	By the end of the lesson, pupils will be able to talk about parks and activities people can do there.	<i>Recycling the vocabulary related to leisure time, parks</i>	Textbook; the DVD of the book

Homework checking. 5 min

Activity 1a Work in groups of four. Talk about your leisure time. 7 min

**Objectives: to introduce the topic;
to create a friendly atmosphere**

STEP 1: Ask the pupils: “What do you like doing in your free time?”

STEP 2: The pupils look at the example: *I'm interested in music. I love listening to English songs. It helps me to learn English better.*

STEP 3: Explain to the pupils a speech pattern “Verb + Gerund” and say that they should try to give broader answer.

STEP 4: The pupils make their own sentences.

Activity 1b Report. 8 min

Objective: to develop speaking skills

STEP 1: The pupils choose the best answers in the group.

STEP 2: Ask the pupils to make a small presentation of their group about their free time activities.

Activity 2a Work in pairs. Read and answer the questions. 14 min

Objective: to develop speaking and reading skills

STEP 1: The pupils read the text in pairs.

STEP 2: Ask the pupils to answer the questions.

STEP 3: Ask the pupils to describe the photos they can see. Point out that they should pay attention on details and feelings of the people on the photos.

Activity 2b Work in pairs. Ask and answer. 6 min

Objective: to develop interactive skills

STEP 1: Ask the pupils whether they have ever been to Ecopark or not.

STEP 2: Ask further questions:

If they have been there, ask:

- 1) What did you see there?
- 2) What did you do there?
- 3) What did you like there?

If they have never been there, ask:

- 1) Would you like to go there?
- 2) What would you like to see?
- 3) What would you like to do there?

Homework 5 min

Task 1. Explain to the pupils that they must answer the questionnaire and find out how active they are.

Task 2. Explain to the pupils that they should ask their family members about their free time activities and write about them.

Lesson 3 Watching TV – is it good?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn about advantages and disadvantages of watching TV <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about television and its impact on society; - to develop reading and listening skills <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of the invention of TV-set 	<p>By the end of the lesson, pupils will be able to talk about watching TV and its advantages and disadvantages.</p>	<p><i>Recycling the vocabulary related to watching TV, and TV programmes</i></p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

Activity 1a Work in pairs. Ask and answer about television. 8 min

Objectives: to introduce the topic;

to create a friendly atmosphere

STEP 1: Ask the pupils to think about their everyday activities, particularly, about time they spend watching TV.

STEP 2: Ask the pupils the following questions, encourage them to use the words in the cloud:

Do you like watching TV?

What channels/ programmes do you like best? Why?

What educational channels/programmes do you know?

Activity 1b Work in pairs. Listen and answer the questions. 12 min

Objective: to develop listening skills

STEP 1: The pupils listen to the DVD.

STEP 2: Ask the pupils to answer the questions:

- 1) Why does Aziz like watching TV?
- 2) What channel is his favourite? Why?
- 3) How does Aziz's sister learn English?
- 4) Does Laziza like watching TV? Why?
- 5) What are her favourite channels/programmes?
- 6) What does she like doing in her free time?

DVD script:

Interviewer: Aziz, do you like watching TV?

Aziz: Yes, of course. It's great. I enjoy it and there are lots of interesting things. I learn from TV. It helps me to study at school.

Interviewer: Can you give an example?

Aziz: Sure. The scientific channel Discovery tells exciting stories about our science. I've learnt a lot about our Sun and planets, illnesses and new technologies. My little sister learns English with channel Bolajon. There are colourful and interesting educational programmes like "English World", "ABC Kids" and "Bravo English!"

Interviewer: Oh, so many educational programmes on Uzbek television.

Aziz: Yes, and there are more, for example "Travel to the Nature" and "Healthy Kids".

Interviewer: I see. What about programmes for pleasure?

Aziz: Er... music and sports programme. They're wonderful.

Interviewer: Cartoons?

Aziz: They're funny. My little sister likes them. I don't.

Interviewer: Okay. Thank you.

Interviewer: Laziza, do you like watching TV?

Laziza: Well... No. I don't like watching TV a lot. But I sometimes watch TV when the weather is bad or I have nothing else to do.

Interviewer: What channels do you like best?

Laziza: I like "National Geographic" and "Animal Planet".

Interviewer: What about programmes for pleasure?

Laziza: I like watching quizzes like "The field of wonders". But I don't think watching TV is a good thing.

Interviewer: Why?

Laziza: I think it's a waste of time. And watching a lot of television is dangerous for your eyes.

Interviewer: So you think watching TV is unhealthy, don't you?

Laziza: Yes, I do. And there's a lot of rubbish on TV, especially when they show ads. I like reading in my free time best.

Interviewer: I see. Thank you.

Activity 2 Work in pairs. Complete the table. 8 min

Objective: to develop critical thinking skills

STEP 1: Ask the pupils to think about advantages and disadvantages of watching TV.

STEP 2: The pupils discuss with each other.

STEP 3: Ask the pupils to fill in the table.

Activity 3 Work in pairs. Ask and answer. Complete the texts. 10 min

Objective: to develop reading and communicative skills

STEP 1: The pupils make pairs to do the information gap activity.

STEP 2: Pupil A looks at page 56. Pupil B looks at page 59.

STEP 3: The pupils ask each other questions and answer. Then they fill the gaps in the text.

Homework 2 min

Explain to the pupils that they must answer the questions:

- 1) What TV programmes do you like best?
- 2) How long do you watch TV every day?
- 3) What do you think about adverts?
- 4) Do you like scientific and educational programmes?
- 5) What are your favourite scientific and educational programmes?

Lesson 4 I won't stay in town.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn to use 'will/will not'; - to learn about summer camp and club activities <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about camp and club activities; - to develop reading, writing, speaking and listening skills <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of summer camp and club activities 	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - use 'will/will not'; - talk about summer camp and club activities. 	<p><i>Recycling the vocabulary related to summer camp, club activities</i></p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

Activity 1a Read the advert about Green Camps Volunteer Programme. Write what volunteers will do. 7 min

Objectives: to introduce the topic; to develop reading skills

STEP 1: Ask the pupils to read the advert.

STEP 2: Ask some pupils what volunteers can do in the camp.

STEP 3: The pupils say what volunteers will do in the camp.

Activity 1b Choose activities from Green Camps Programme. Write what you would like to do. 7 min

Objective: to develop writing skills

STEP 1: The pupils choose the activity they would like to do.

STEP 2: The pupils write why they would like to do it.

Activity 1c Mingle and find someone who would like the same. 7 min

Objective: to develop speaking skills

STEP 1: The pupils go round the class, mingle, ask and find someone who would like to do the same.

STEP 2: Ask the pairs to tell the class the activity they would like to do and why they would like to do it.

Activity 2 Work in pairs. Read and choose “will” or “won’t”. 5 min

Objective: to improve grammar competence

STEP 1: The pupils read the text.

STEP 2: They discuss in pairs the grammar and put appropriate auxiliary verb in negative or positive forms.

Answer key:

Dear Granny

Sorry you are not well. You know I like it in the village so I (1) *won't* go to the summer camp this year. I (2) *will* come and stay with you. Then I can help you. I (3) *will* do the washing and the cleaning so you (4) *won't* have anything to do. But in the evenings I hope you (5) *will* help me. I want to make some soft toys for my friends.

I (6) *will* write again soon.

Lots of love

Shahnoza

Activity 3a Listen and match the texts with pictures. 5 min

Objective: to develop listening skills

STEP 1: The pupils listen to the DVD. Draw their attention to intonation, stress and pronunciation.

STEP 2: The pupils match the recorded texts with an appropriate picture.

Answer key: 1d, 2b, 3c, 4a

DVD script:

1) You'll improve your knowledge of foreign languages. You won't write dictations or do boring grammar exercises. You'll play games from around the world. Some of your teachers will come from Germany, Spain, Great Britain, Canada and Australia. You'll play computer games in different foreign languages. You'll play sports games, sing songs and do drama.

2) You'll never forget these days. You'll train every day and use special equipment. You'll take part in competitions and get prizes. You won't miss your family because they can come and stay with you at weekends.

3) You'll have your own machine and learn to use new programmes. You'll have the best teachers. They'll help you to learn more. You won't pay for the lessons. You'll have time for sports games and fun!

4) You won't do homework. You'll have fun! You'll make small carpets and soft toys for your relatives and friends. You'll make animals from natural materials. You'll take care of animals and birds in our Pet Corner. You'll make new friends. You won't want to leave them!

Activity 3b Work in pairs. Choose a club or a camp. 7 min

Objective: to develop speaking skills

STEP 1: The pupils choose a club or a camp and answer the questions:

Where would you like to go? Why?

What would you do there?

STEP 2: Ask some pairs to report.

Homework 2 min

Explain to the pupils that they must complete the letter with an appropriate auxiliary verb in negative or positive forms.

Answer key:

Dear Max,

I am very happy because I saw Rustam yesterday and he told me about a wonderful sports camp. So I have decided to go there in July. I (1) *won't* go to the mountains. I (2) *will* go to this camp because I can do football training there and do lots of other things too. All the training (3) *will* be in English because the trainers are from English speaking countries, so I (4) *won't* forget my English during the summer.

At weekends we (5) *will* have competitions, games and songs. Great!

I hope you (6) *will* come too.

Yours,

Oleg

Lesson 5 My favourite hobby is ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn about different hobbies <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about their favourite free time activities and hobbies <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of healthy lifestyle 	<p>By the end of the lesson, pupils will be able to talk about their free time and hobbies.</p>	<p><i>Familiar words: words related to the topic</i></p>	<p>Textbook; the DVD of the book</p>

Homework checking. 2 min

Activity 1a Complete the table with two or three activities for each column.

5 min

Objectives: to introduce the topic;

to create a friendly atmosphere

STEP 1: Ask the pupils to think about different free time activities.

STEP 2: Explain that they should fill in the table with the free activities given in the word box. They should point out which activities are boring, interesting, quiet, expensive or tiring.

Answer key: *Answers may vary.*

Activity 1b Work in group of three/four. Talk about the hobbies. 5 min

Objective: to develop communicative skills

STEP 1: Explain to the pupils that they must discuss each other's statement according to the sample given.

STEP 2: Explain that they must use the phrases "So do I/ Neither do I", "I agree/ I disagree". If necessary, explain how to use these phrases.

Activity 2a Listen and complete the table. 8 min

Objective: to develop listening skills

STEP 1: Ask the pupils to look at the pictures and predict what they will listen to.

STEP 2: Ask the pupils to fill in the table about the people, their hobbies and countries.

Answer key:

	name	country	hobby
1	Tom	the USA	swimming
2	Ella	Northern Ireland, the UK	gardening
3	Mateo	Madrid, Spain	doing karate
4	Isabella	Rome	drawing pictures
5	Anzu	Japan	reading
6	Roberto	Brazil	playing the guitar

DVD script:

1) Hi! My name's Tom. I'm from the USA. My hobby is swimming. I go to the swimming pool five times a week. My swimming pool is very good. My swimming instructor teaches us to swim well and to be careful in water. Last month I participated in a swimming competition. Ten swimmers from three schools took part in the competition. I won first prize. Swimming is interesting and pleasant, and it helps me keep fit.

2) Hi! My name's Ella. I live in Northern Ireland, the UK. Gardening is my hobby. I like flowers. I liked flowers even when I was a little child. When someone gave me flowers, it was the best present for me. We usually spend summers at our summer house in a small village. I help my parents to plant the flowers and water the plants. I'm reading an interesting book on gardening. The book helps me to grow flowers in our climate. I hope to have nice roses next summer.

3) Hi! My name's Mateo. I'm fourteen years old. I live in Madrid, Spain. I like doing karate after school. It's fun. I learn how to fight and be strong. In the summer holiday, I go to a karate camp with my friend. We learn karate and have fun together. Every year there's a karate competition in Madrid. Last year I went to the competition and won a silver medal. The only problem with karate is that you work hard and you are tired! I don't want to be tired!

4) Hi! My name's Isabella. I'm thirteen years old. I come from Rome, Italy. I draw pictures. It's my hobby. I draw all the time. I draw things for my friends: greeting cards and posters. Sometimes I draw in class, but my teacher doesn't want me to draw. She wants me to listen to her. So I have a problem. But I love art lessons! Last week I went to the art museum and saw some famous pictures. It was great! Drawing is fun. It's easy: you need paper and pencils.

5) Hi! I'm Anzu. In Japanese it means "apricot". My hobby is reading. I like to read books in my free time. I like funny stories, fairy tales, and poems

for children. I like to read fairy tales very much. My favourite fairy tale is “The Snow Queen” by Hans Christian Andersen. I’ve read it several times. Gerda is my favourite fairy-tale character. I usually read in the evening before sleep. I also like to read in a garden or in a park, sitting on a bench. I began to read short stories in English. It’s difficult for me but I want to know English well.

6) Hi! I’m Roberto. I come from Brazil. I don’t like sport very much, and I’m not very good at it. I like music. My hobby is playing the guitar. Sometimes I play at concerts with other children. The only problem is that my big brother plays the guitar too, and there’s only one guitar in the house. He doesn’t want me to play the guitar. He wants it all the time! It’s a problem! Last month a famous rock singer came to Brazil, and I went to the concert with my brother. It was great!

Activity 2b Match the names and sentences. 5 min

Objective: to improve pupils’ understanding of the listening text

The pupils match the names of the people with statements.

Activity 2c Listen and check. 2 min

Objective: to check the results

Play the DVD. The pupils listen and check their answers.

DVD script and answer key:

- 1) Anzu c) her name means “apricot”.
- 2) Roberto e) went to a concert with his brother.
- 3) Ella a) spends summers in a small village.
- 4) Tom f) won first prize in swimming.
- 5) Isabella d) went to the art museum and saw some famous pictures.
- 6) Mateo b) went to the competition and won a silver medal.

Activity 3a Write five sentences about your hobby. Don’t write the name. Use the questions. 8 min

Objective: to improve speaking skills

STEP 1: Explain to the pupils that they must speak about their hobbies but not mention them.

STEP 2: Answering the questions, they try to make a speech. Explain that they must use conjunctions to link their ideas.

Activity 3b Work in groups of 4/5. Listen and guess the hobby. 8 min

Objective: to develop communicative skills

To guess the hobby, the pupils in their groups ask one another the questions in 3a, as well as other questions such as:

Do you do sport?

Do you play the musical instrument?

Do you read books? etc.

Homework 2 min

Explain to the pupils that they must write a story about Marko. They should find out what he likes doing in his free time by looking at the pictures.

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn how to describe and make a presentation of a hobby; - to learn how to give positive feedback <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to make a presentation of a hobby; - to enable pupils to say positive supportive comments <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of the importance of encouraging each other 	<p>By the end of the lesson, pupils will be able to describe and make a presentation of a hobby.</p>	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

Activity 1 Describe your hobby. 9 min

Objective: to enable pupils to describe a hobby

STEP 1: Say: “You’re going to describe your hobby”.

STEP 2: Ask them to read the questions about the hobby.

- 1) Name of hobby
- 2) When do you do it?
- 3) Do you need any special equipment?
- 4) Do you do it on your own or with others?
- 5) How long have you done this hobby?

STEP 3: Each person works individually on the questions for the project, draw or write some ideas.

Activity 2 Present your hobby using examples (or you can take photos to show you doing it if it is difficult to bring into school). 30 min

**Objectives: to develop presentation skills;
to develop critical thinking**

STEP 1: Ask the pupils to work on the design of their presentation. They decide about what materials they need.

STEP 2: They proof read and edit their presentation.

STEP 3: They present to the class. The class give feedback.

STEP 4: The class choose the suggested nominations from among the presentations:

1) the most interesting hobby; 2) the most creative hobby; 3) the most challenging hobby.

Homework 1 min

Ask the pupils to read at home the story entitled “David Copperfield”, and get prepared for class discussion.

HOME READING 7

**Objectives: to develop critical thinking;
to raise awareness of good behaviour;
to develop reading skills**

STEP 1: Ask the pupils to read the story entitled “David Copperfield” one more time.

STEP 2: As in previous home reading lessons, prepare beforehand and ask the pupils several questions for understanding such as:

Who was David Copperfield? How old was David when his father died? How old was he when he was left in London streets without money, food or home? Who was Murdstone? What kind of a father was he? What was David’s relationship with Miss Trotwood and how did he come to live with her? How did David find out where Miss Trotwood live? etc.

STEP 3: Then you may have a class discussion about the story.

Homework

Ask the pupils to get prepared for Progress Check 5.

PROGRESS CHECK 5

1a Listen and match the names and activities. (5x2=10)

e.g. 1c

- 1) Jahongir a) reading
- 2) Misha b) snowboarding
- 3) Madina c) playing computer games
- 4) Alisher d) horse riding
- 5) Laziza e) playing the piano
- 6) Afruza f) English language

Answer key: 1c, 2b, 3e, 4a, 5f, 6d

DVD script:

1) Hi. My name's Jahongir. What's my favourite leisure activity? That's easy, it's playing computer games because it's interesting and you stay at home. There are a lot of amazing games on the Internet. I can discuss my success on the games with my classmates. Sometimes we have different game competitions.

2) Hello. My name's Misha. A lot of teens do different sports and some do extreme kinds of sport. I go snowboarding. First of all, this sport helps me to keep fit. It also helps me to find real friends who enjoy the same sport. This sport gives me great pleasure and helps me with everyday problems.

3) Good morning. My name's Madina. I don't think that teenagers have a lot of free time because they must study hard at school. They're always busy doing homework. We must clean our rooms, do the washing up and sometimes go shopping. I play the piano and don't have time to relax and it's bad for my health.

4) Hi. My name's Alisher. As for me, I have little free time, but when I stay at home I prefer reading, because we have a large library at home with lots of interesting books. I enjoy reading historical novels because history is my favourite subject at school.

5) Hello. My name's Laziza. I like English language. It's my hobby. Why do I enjoy it? I can do lots of activities in English. If I want to listen to music, I can listen to English songs, I can read books and watch video in English. It's my favourite subject at school.

6) Good morning. My name's Afruza. My hobby is horse riding. It's very exciting. My hobby helps me to be strong and to be fit. I like taking part in competitions, it builds my character. I like horses. They always listen to people and understand them.

1b Listen one more time and write True or False. (5x2=10)

e.g. 1) True

- 1) Jahongir likes staying at home.
- 2) Misha does a lot of different kind of sports.
- 3) Madina has a lot of free time.
- 4) Alisher likes reading but he doesn't like history.
- 5) Laziza can do lots of activities and learn English.
- 6) Afruza thinks that horses can understand people.

Answer key: 1) True; 2) False; 3) False; 4) False; 5) True; 6) True

2 Complete the sentences. Use the Future Simple. (6x2=12)

e.g. The weather is going to be fine. We ... the park tomorrow. (go)

We *will go* to the park tomorrow.

- 1) I have a lot to do. I ... at home in the evening. (stay)
- 2) Let's go to the cinema. The film ... interesting. (be)
- 3) He doesn't like green colour. He ... this green shirt. (not like)
- 4) I ... this dress. (buy) It suits me.
- 5) I'm studying hard. The test ... difficult. (be)
- 6) We're cleaning our rooms. Tomorrow our grandparent ... to visit us. (come)

3 Match the parts of the proverbs. (3x2=6)

- 1) Tell me who your friend is a) you will catch neither.
- 2) If you run after two hares, b) I will not make tomorrow.
- 3) The mistake I made yesterday, c) and I will tell you who you are.

Answer key: 1c, 2a, 3b

4 Read and choose the correct letters for the sentences. More than one answer can be used. (6x2=12)

e.g. This is a big park. A B **C D**

A) Mirzo Ulugbek is one of the oldest and best parks in Tashkent. Mirzo Ulugbek Park is famous for a small lake and a large number of trees and benches around it. People like sitting on them in the summer. There are small shops, cafes and many entertainment attractions and really interesting things for both adults and children. People can do some sport there. There is a football field and table-tennis tables.

B) Babur Park is another beautiful park in the centre of Tashkent, with lots of green places and a beautiful small lake in the centre. Inside Babur Park, there is the Seattle Peace Park which has a collection of small tiles decorated by school children from Tashkent and its sister city – Seattle in the 1980s. In Babur Park, there is The Peace Bell which is rung every year on International Day of Peace on September 21.

C) Gafur Gulyam Park is one of the greenest parks in Tashkent. It is like a big green oasis between busy streets. Visitors like the large lake in the centre of the park with a small green island. All year round there are interesting activities, national festivals, music and dances. In the park there is a mini-zoo where people can see some wild animals and birds.

D) Tashkent's Alisher Navoi National Park is one of the greatest city parks in the country. It is a big green park in the centre of Tashkent with a large lake, canals and flower gardens. People can run, climb, ride or simply sit and read books in the park. You can enjoy boating, cycling, skating and swimming in the warm months. The park has some restaurants and cafes.

- 1) This is an old park. A B C D
- 2) There is a lake in the park. A B C D
- 3) People can do sport in the park. A B C D
- 4) International Day of Peace is celebrated here. A B C D
- 5) People can have lunch there. A B C D
- 6) Wild animals and birds can be seen there. A B C D

Answer key: 1) A, C; 2) A, B, C, D; 3) A, D; 4) B; 5) A, D; 6) C

Total = 50 points

The list of new active and passive vocabulary

Unit 7		
agree <i>v</i> almost <i>adv</i> art studio <i>n+n</i> artist <i>n</i> astronaut <i>n</i> be interested in smth. board game <i>n+n</i> cable TV <i>n+n</i> chatting online <i>n+n</i> concert <i>n</i> coronation <i>n</i> ecological <i>adj</i> ecopark <i>n</i>	educational <i>adj</i> electric <i>adj</i> equipment <i>n</i> figure <i>n</i> hour <i>n</i> indoors <i>adv</i> leisure <i>n</i> moon <i>n</i> musical <i>adj</i> musical instrument <i>adj+n</i> outdoors <i>n, adv</i> painting <i>n</i> pipe <i>n</i>	playstation <i>n</i> rare <i>adj</i> remote control <i>adj+n</i> rugby <i>n</i> satellite <i>n</i> scientific <i>adj</i> scientist <i>n</i> stamp <i>n</i> telescope <i>n</i> transmit <i>v</i> volunteer <i>n</i> welcome <i>int</i> well-known <i>adj</i>
Home Reading 7		
assistant <i>n</i> be born <i>v</i> believe <i>v</i> boarding school <i>adj+n</i> death <i>n</i>	document <i>n</i> found <i>v past, pp of "find"</i> go by <i>v</i> inside <i>adj, adv, prep</i> marry <i>v</i>	next <i>adj</i> police <i>n</i> thank <i>v</i> understood <i>v past, pp of "understand"</i>

Unit 8 Geography

Inquiry question:
Do you know who we share our planet with?
Inquiry theme:
To understand that we share the planet with others
In this unit the pupils will ...
<ul style="list-style-type: none"> ✓ read short texts and fact files about countries, habitats and famous travellers ✓ listen to short texts ✓ ask for and give information about our planet ✓ learn about ecological problems ✓ learn about ways of helping to save our planet ✓ learn how to express understanding that we share the planet with others

Lesson 1 We are not alone!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn about geography, weather conditions, culture and people's mentality of different countries <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about different continents and countries; - to improve speaking skills <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of geography, weather conditions, culture and people's mentality of different countries 	<p>By the end of the lesson, pupils will be able to talk about various features ranging from geography, weather conditions to culture and people's mentality of different countries.</p>	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Textbook; pictures</p>

Activity 1a Work in groups of 4/5. Where is Uzbekistan? Think of all the countries or continents in the world that you know. Write them.
15 min

**Objectives: to introduce the topic;
 to create a friendly atmosphere**

STEP 1: The pupils look at the map and discuss the question.

STEP 2: Ask: “What other countries do you know? Find them on the map and write their names”.

Activity 1b Choose one continent. Write what you know about it. 15 min

Objective: to develop writing skills

The pupils choose one of the continents and then answer the question and share their opinions. They use the table in the workbook. The pupils should name the countries in this continent. They say about the weather, people’s appearance and mentality, language, food, as well as festivals in these countries.

Activity 2 Look and think. What is it? Where do they come from? 10 min

Objective: to keep on the discussion of the topic

The pupils look at the pictures and then fill in the gaps.

Point out that they should pay attention to the continents and where these items/ animals/objects/phenomenon originate.

Homework 5 min

Explain to the pupils that they must choose a country or continent and write a fact file about it, find photos and pictures, and write about the interesting things they can find out about the country.

Lesson 2 Which continent is the largest?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn about countries and their geography <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about geography and some places; - to improve speaking skills and grammar competence; <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of the world’s countries and continents 	<p>By the end of the lesson, pupils will be able to talk about geographic data.</p>	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

Activity 1a Work in pairs. Answer the questions. 5 min

Objective: to introduce the topic;

The pupils ask each other and discuss the following questions:

- 1 Which is the world's largest continent and which is the smallest?
- 2 Which is the continent with the largest population?
- 3 Which is the continent with the largest number of countries?

Activity 2 Work in pairs. Look and check your answers. Ask and answer. 8 min

Objectives: to develop speaking skills;

to learn how to analyse and present data in table

STEP 1: The pupils look at the table and analyse the information given in the table.

STEP 2: The pupils ask each other and discuss questions as follows:

A: Which population/area is larger: in Asia or in South America? How large is the population/area in ...? How many countries are there in ...?

B: The population in Asia is 4,460,033,000 (four billion four hundred and sixty million thirty-three thousand) people.

STEP 3: The pupils make a short report on the table.

Activity 3a Work in pairs. Ask and complete the texts. 10 min

Objective: to develop speaking and reading skills

STEP 1: In this information gap activity, Pupil A looks at page 63 and Pupil B looks at page 67, and read the text on their page.

STEP 2: They find the missing information in their texts by asking each other questions.

e.g. **A:** When did the first humans appear in Africa?

B: 10,000,000 (ten million) years ago.

Activity 3b Listen and check. 5 min

Objective: to develop listening skills

The pupils listen to the DVD and check their answers.

DVD script:

Facts about Africa

History: In Africa the first humans appeared about 10,000,000 years ago. People found the earliest things of humans in South Africa.

People: There are more than 3,000 different groups of people. There are about 2,000 different languages. Some people speak European languages, for example English and French.

Animals: In Africa you can find the largest animals on this planet. The largest land animal is the elephant, the tallest animal is the giraffe, and the fastest animal is the cheetah. It can run up to 113 km an hour! There are the biggest

national wildlife parks where people take care about rare animals, for example, White and Black Rhinos.

Driest place: The Sahara is the largest hot desert in the world. It is more than 3,500,000 sq km. It is also one of the hottest places in the world. The average temperature for the desert is 30 degrees Celsius but during the hottest months the temperature can be 50 degrees Celsius, with the highest temperature at 58 degrees Celsius.

Highest mountain: Mt Kilimanjaro is 4,895 metres. It is in Tanzania.

Longest river: The Nile is the longest river in the world. It is 6,853 km. It crosses ten countries and flows into the Mediterranean Sea in Egypt.

Activity 4a Work in groups of four. Do the quiz. 7 min

Objective: to develop speaking skills

The pupils in groups answer the quizzes given to them.

- 1) Which is the world's smallest continent?
- 2) Which continent has the world's highest mountains?
- 3) Which continent has the most countries?
- 4) Which is the planet's longest river?
- 5) What is the planet's biggest lake?
- 6) Which is the world's smallest country?
- 7) Which is the country with the largest population?
- 8) Which is the world's largest country?

Activity 4b Listen and check. 3 min

Objective: to develop listening skills

The pupils listen to the DVD and check their answers.

DVD script:

- 1) The world's smallest continent is Australia. It's 9,008,598 sq km.
- 2) The world's highest mountains are the Himalayan Mountains with the highest mountain Everest, which is 8,850 metres.
- 3) Africa has the most number of countries. There are 54 countries.
- 4) The world's longest river is the Nile in the north of Africa. It's 6,853 km long.
- 5) The world's biggest lake is the Caspian Sea with an average depth of 211 metres.
- 6) The world's smallest country is Vatican City. It's very small and has the population of 800 people.
- 7) The country with the most population is China. More than 1,300,000,000 people live there.
- 8) The world's largest country is Russia. It's 17,075,400 sq km.

Homework 2 min

Explain to the pupils that they must work with the map and label the continents and oceans.

Lesson 3 Uzbekistan is divided into ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none">- to learn about the regions, parts and states of the USA, the UK and Uzbekistan;- to learn the use of the Present Passive <p><i>Developing:</i></p> <ul style="list-style-type: none">- to enable pupils to talk about the regions, parts and states of the USA, the UK and Uzbekistan;- to enable pupils to use the Present Passive;- to develop reading and listening skills	<p>By the end of the lesson, pupils will be able to talk about the regions, parts and states of the USA, the UK and Uzbekistan using the Present Passive.</p>	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

Activity 1a Work in pairs. Ask and answer. 5 min

Objectives: to introduce the topic;

to introduce the Present Passive

STEP 1: Ask the pupils to think about the territorial division (states, parts) of the USA and the UK.

STEP 2: Explain the Present Passive to the pupils.

e.g. The UK **is divided** into four parts: England, Scotland, Wales and Northern Ireland. The United States of America **are divided** into 50 states.

Activity 1b Read and check your answers. 4 min

Objective: to develop reading skills

The pupils read and check their answers.

Activity 1c Work in pairs. Ask and answer. 6 min

Objectives: to develop speaking skills;

to practise the Present Passive

In this post-reading activity, the pupils ask and answer the following questions in pairs. Help them with the use of the Present Passive.

- 1) Is Alaska the 50th state of the USA?
- 2) Where is Alaska located?
- 3) Where is Hawaii located?
- 4) Where is Scotland located?
- 5) What oceans and seas are the British Isles washed by?
- 6) Why is geographical position of Great Britain good?

Activity 2a Work in pairs. Answer the question. 5 min

Objectives: to develop speaking skills;

to consolidate the Present Passive

The pupils in pairs discuss and answer the questions:

- 1) How many parts is Uzbekistan divided into?
- 2) What are they?

Activity 2b Listen and complete the text. 5 min

Objective: to acquaint pupils with the territorial division of Uzbekistan

STEP 1: The pupils look at the text and predict the information missing in the text.

STEP 2: The pupils listen to the DVD and complete the text.

DVD script:

Uzbekistan is divided into 12 regions (*viloyat*), one autonomous republic of Karakalpakstan, and one independent city (Tashkent). The regions are divided into 160 districts (*tuman*).

Activity 3a Work in pairs. Complete the table with the places of Uzbekistan.

5 min

Objectives: to enable pupils to work on the map of Uzbekistan;

to enable pupils to locate the regions of Uzbekistan on the map

STEP 1: Ask the pupils to look at the map.

STEP 2: Ask the pupils to copy and complete the table with the number of the places of Uzbekistan.

Answer key:

place	number
a) Andijan region	5
b) Bukhara region	11
c) Fergana region	4
d) Jizzakh region	7
e) Khorezm region	13
f) Namangan region	3
g) Navai region	12
h) Kashkadarya region	9
i) Samarkand region	8
j) Syrdarya region	6
k) Surkhandarya region	10
l) Tashkent region	2
m) Tashkent	1
n) Karakalpakstan	14

Activity 3b Work in pairs. Ask and answer. 8 min

Objectives: to develop speaking skills;

to consolidate the Present Passive

The pupils look at the map and in pairs ask and answer the questions about the location of the regions of Uzbekistan.

e.g. A: Where is Tashkent located?

B: It's located in the north-east of Uzbekistan, near the Chimgan Mountains.

Homework 2 min

Task 1. Explain to the pupils that they must make the sentences.

e.g. are/made in/Yellow and brown/ceramics/ Gijduvan.

Yellow and brown ceramics are made in Gijduvan.

Answer key:

- 1) Yellow and brown ceramics are made in Gijduvan.
- 2) Figures with dragons are made in Samarkand.
- 3) Beautiful embroidered clothes are made in/Bukhara.
- 4) This pottery is made in green and blue colours.
- 5) Black and white duppi is made for men.
- 6) These puppets are shown in the theatre.

- 7) This pottery is made by Nazrullaev family.
- 8) Rishtan is known for its ceramics pottery.
- 9) Style “Kalami” is used in pottery in Khiva.

Task 2. Explain to the pupils that they must read the riddle, guess it and write their own.

Lesson 4 Have you ever been to the desert?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn about deserts, the Aral Sea problem, its cause, effect and solution <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about geographic places, deserts and the Aral Sea problem; - to develop reading and listening skills; <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of the world’s serious problem – the Aral Sea problem 	<p>By the end of the lesson, pupils will be able to talk about different geographic places, deserts and the Aral Sea problem.</p>	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

Activity 1 Work in pairs. Answer the questions. 5 min

Objective: to introduce the topic

STEP 1: Ask the pupils to make pairs.

STEP 2: The pupils answer the questions. Explain to them that they must name all geographical features of Uzbekistan. e.g. Amu Darya river, Sir Darya River, Tian Shan Mountains, Aral Sea, Kyzylkum Desert, Karakum Desert, etc.

Activity 2a Work in pairs. Answer the questions. 5 min

Objective: to develop speaking skills

The pupils discuss, ask and answer the questions below. Accept as many answers as possible.

- 1) What deserts do you know?
- 2) What do you know about life in deserts?
- 3) Is there any vegetation?
- 4) Do animals live in deserts?

Activity 2b Read and check your guesses. 5 min

Objective: to develop reading skills

STEP 1: The pupils read the text and check their guesses in 2a.

STEP 2: The pupils discuss the information given in the text.

Activity 2c Read again about the Sahara Desert. Why do you think they started a new programme? 5 min

Objective: to improve reading and speaking skills

The pupils keep on discussing the text and answer the question.

Activity 3a Work in pairs. Look at the photos of the Aral Sea. Write about the problem. 10 min

Objectives: to develop critical thinking and writing skills;

to raise awareness of the Aral Sea catastrophe, its cause, effect and solution

STEP 1: The pupils look at the photos of the Aral Sea taken in 1989 and 2014.

Explain that even today the situation in 2019 is the same.

STEP 2: The pupils discuss the problem, cause, effect and solution.

STEP 3: The pupils write a short report about this problem.

Activity 3b Work in pairs. Say what people must do. 8 min

Objective: to develop critical thinking skills

STEP 1: The pupils in pairs discuss what can be done to solve this problem.

STEP 2: The pupils make a short report about this problem.

Homework 2 min

Explain to the pupils that they must write questions to the answers.

Answer key:

1) The Tian Shan Mountains cover China, Kazakhstan, Kyrgyzstan, Uzbekistan and Tajikistan. *What countries do the Tian Shan Mountains cover?*

2) The summer in the mountains is cool and rainy. *What is the weather like in the summer in the mountains?*

3) It is very cold in the winter. *What is the weather like in the winter?*

4) There are a lot of beautiful lakes in the mountains. *What are there in the mountains?*

5) The biggest lake of the Tian Shan is Issyk-Kul. *What is the biggest lake of the Tian Shan?*

6) Issyk-Kul's area is 15 844 sq km. *What is the area of Issyk-Kul?*

Lesson 5 The world's greatest travellers

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn about Ibn Battuta and his history <i>Developing:</i> - to enable pupils to talk about famous explorers <i>Socio-cultural:</i> - to raise awareness of the famous traveller Ibn Battuta and his life	By the end of the lesson, pupils will be able to talk about some explorers' achievements.	<i>Recycling the previously learnt vocabulary</i>	Textbook; the DVD of the book

Homework checking. 5 min

Activity 1 Work in pairs. Answer the questions. 5 min

Objective: to introduce the topic

STEP 1: Ask the pupils to think about the world exploration from the geographical point of view.

STEP 2: Ask the pupils to answer the questions:

- 1) What do you know about the world's greatest travellers?
- 2) Who is Ibn Battuta?

Activity 2a Work in pairs. Put the years in order. Listen and write. 10 min

Objective: to develop listening skills

STEP 1: Explain to the pupils that they must put the dates in the correct order.

STEP 2: Play the DVD. The pupils listen and check their answers.

STEP 3: You may have the pupils repeat the dates after the DVD.

DVD script:

1304, 1325, 1333, 1342, 1345, 1347, 1352

Activity 2b Read and fill the gaps. 10 min

Objective: to develop reading and listening skills

STEP 1: Ask the pupils to read the text about Ibn Battuta silently and fill in the gaps.

STEP 2: Play the DVD. The pupils check their answers.

DVD script and answer key:

Ibn Battuta, the great Muslim traveller, was born in 1304 in Morocco, in the north-west of Africa. His real name was Mohammad ibn Abdullah. His (1) *family* came from Egypt. He travelled to America, Africa, southern and eastern Europe, Arabia, Persia and Afghanistan; and (2) *across* the Himalayas to India, China, central and southeast Asia and the Maldives.

In 1325, when he was just 22 years old, he decided to go to (3) *new* lands and visit Mecca. In his first journey to Mecca he was in Alexandria and Cairo. Then he decided to see India and China.

In 1333, he made his (4) *long* journey to India via Samarkand and reached Delhi.

In 1342, the Sultan sent Ibn Battuta to China. This was a good (5) *chance* for him to see China.

In 1345, he went to Cambodia and on his way (6) *back* he visited Sumatra, Malaya, Amman, Baghdad and Ceylon.

In 1347, he came back to his homeland after 28 years.

In 1352, he left home for his longest and (7) *last* journey. Passing along the kingdom of Grenada in Spain, Western and Central Africa, he returned to Morocco in 1354.

Ibn Battuta travelled for almost 30 years and (8) *covered* more than 120,000 kilometers. No one ever did better.

Activity 2c Work in pairs. Say if the sentences are True or False. 8 min

Objective: to improve pupils' critical thinking and reading skills

STEP 1: The pupils in pairs read the statements.

STEP 2: The pupils may refer to the text to find the answers.

STEP 3: Check the answers involving the whole class.

Answer key:

- 1 Ibn Battuta was one of the greatest European travellers. *False*
- 2 His family was from Morocco. *False*
- 3 Ibn Battuta travelled to India. *True*
- 4 He travelled to China in 1333. *False*
- 5 He visited Samarkand once. *True*
- 6 In 1347, he came back home. *True*
- 7 Ibn Battuta travelled more than Marco Polo. *True*

Activity 2d Correct false sentences and write them. 5 min

Objective: to improve pupils' writing skills

The pupils correct false sentences and write them.

Homework 2 min

Explain to the pupils that they must write about their family.

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn to make a presentation about a country <i>Developing:</i> - to enable pupils to talk about countries; - to enable pupils to write up/design presentations	By the end of the lesson, pupils will be able to write up/design and present information about a country.	<i>Recycling the words related to the topic</i>	Textbook; the DVD of the book

Homework checking. 5 min

Activity 1 Work in groups of 4/5. Choose a country. Each person in the group has to find out at least one of the following: 15 min

Objective: to prepare for the presentation of a country

STEP 1: Get the pupils into groups of 4/5 to develop their posters.

STEP 2: Say: "You're going to design a poster about a country you choose".

STEP 3: Say: "Each person in your group has to find out about at least one of the given questions".

Activity 2 Design a presentation to share with another group. 15 min

Objective: to write up/design a presentation of a country

STEP 1: Say: “Now you’re going to write up or design your presentation”.

STEP 2: The groups start making their posters for the presentation. Make sure each person in the groups do something about the design of a presentation.

Activity 3 Listen to another group. Give them feedback. Can you add something new? 8 min

**Objectives: to develop presentation skills;
to practise giving feedback**

The groups present their poster to another group. They watch another group and give feedback. If necessary, they can add something new.

Homework 2 min

Ask the pupils to read at home the African folk tale entitled “The Flying Lion”, and get prepared for class discussion.

HOME READING 8

**Objectives: to develop critical thinking;
to raise awareness of good behaviour;
to develop reading skills**

STEP 1: Ask the pupils to read the African folk tale entitled “The Flying Lion” one more time.

STEP 2: As in previous home reading lessons, prepare beforehand and ask the pupils several questions for understanding such as:

- 1) What could lions do a long time ago?
- 2) What kind of wings did they have?
- 3) What secret did the Flying Lion have?
- 4) Who guarded his house?
- 5) Who broke the bones in the Flying Lion’s house?
- 6) What happened when the bones were broken?
- 7) Where did the Big Bullfrog live?
- 8) What did the White Crows do?
- 9) How did the Flying Lion feel? Could he fly?
- 10) What happened to the White Crows? etc.

STEP 3: Then you may have a class discussion about the story.

Homework

Ask the pupils to get prepared for Progress Check 6.

PROGRESS CHECK 6

1 Listen and choose the correct word. (5x2=10)

Shakhrisabz is one of the most beautiful cities of (1) *Surkhandarya/Kashkadarya* Region. It's located (2) *80/18* km south of Samarkand. It's one of the oldest cities of Uzbekistan. It's more than (3) *250/2,500* years old. Many years ago people called it 'Kesh' or 'Kish'. It was the centre of Sogdiana region. Shakhrisabz is known as the place where Amir Temur was born. Amir Temur built an amazing Ak-Saray Palace in (4) *1380/1418*. It was 65 metres high and had blue, white and gold mosaics. His grandson (5) *Babur/Ulugbeg* built the Kok Gumbaz Mosque here in 1437. Not far from this place there's another mausoleum, Hazrat-i Imam Complex. The famous Uzbek band (6) *Bojalar/Yalla* sing a song about Shakhrisabz.

Answer key: 1) Kashkadarya; 2) 80; 3) 2,500; 4) 1380; 5) Ulugbeg; 6) Yalla

DVD script:

Shakhrisabz is one of the most beautiful cities of Kashkadarya Region. It's located 80 km south of Samarkand. It's one of the oldest cities of Uzbekistan. It's more than 2,500 years old. Many years ago people called it 'Kesh' or 'Kish'. It was the centre of Sogdiana region. Shakhrisabz is known as the place where Amir Temur was born. Amir Temur built an amazing Ak-Saray Palace in 1380. It was 65 metres high and had blue, white and gold mosaics. His grandson Ulugbeg built the Kok Gumbaz Mosque here in 1437. Not far from this place there's another mausoleum, Hazrat-i Imam Complex. The famous Uzbek band Yalla has a song about Shakhrisabz.

2 Choose the correct word. (6x1=6)

e.g. These rooms are/is cleaned every day.

- 1) Coffee *is/are* grown in Brazil.
- 2) Books *is/are* bought in bookshops.

- 3) Streets are *clean/cleaned* every morning.
- 4) Vegetables *is/are* sold in the grocery.
- 5) These rooms are *clean/cleaned* every day.
- 6) English *is/are* spoken in South Africa.

Answer key: 1) is; 2) are; 3) cleaned; 4) are; 5) cleaned; 6) is

3 Write the sentences in the Present Passive. (6x1=6)

e.g. the/car/sold/Is/? – Is the car sold?

- 1) in/many/football/Is/played/countries?
- 2) sold/bread/Is/a/in/bakery?
- 3) are/Comedies/on/TV/shown.
- 4) day/Books/are/every/read.
- 5) after/The/are/dishes/washed/lunch.
- 6) Navruz/celebrated/When/is?

Answer key:

- 1) Is football played in many countries?
- 2) Is bread sold in a bakery?
- 3) Comedies are shown on TV.
- 4) Books are read every day.
- 5) The dishes are washed after lunch.
- 6) When is Navruz celebrated?

4 Read and complete the sentences with words. Find the meaning of the new words. (7x2=14)

fruit, famous, tourists, traditions, friendly, country, nature

Uzbekistan is a beautiful (1) ..., which has many advantages. Uzbekistan is (2)... for its old cities (Samarkand, Bukhara, Khiva, Shakhrisabz, Termez, Tashkent). In Uzbekistan (3)... is beautiful. You can see great mountains, rivers and lakes. In Uzbekistan there are delicious and natural (4)... and vegetables. We have amazing national food which is loved by (5)... . In Uzbekistan we have an original culture with interesting customs and (6)... . But the most important thing is that Uzbekistan is famous for its people. The Uzbek people are kind and (7)... .

Answer key: 1) country; 2) famous; 3) nature; 4) fruit; 5) tourists; 6) traditions; 7) friendly

5 Read and write True or False. (7x2=14)

The First Geographer



What is geography? We learn about different places, continents and countries as well as oceans, rivers, deserts or mountains on our planet. However, we do not only look at facts about nature and animals but we also learn how people live in different parts of the world, learn about different languages, cultures and different traditions. We also learn how to help our planet.

The Greek scientist Eratosthenes was the first person who used the word “geography” 2,000 years ago. He is called the “Father of Geography”. Eratosthenes was the first to draw a world map. He was a mathematician, astronomer and poet. That map was different from modern maps because people did not travel much and they did not know anything about the Americas. The word “geography” consists of two Greek words which mean “earth” and “writing”. This means to draw, describe or write about the earth. The word “geographer” means a person who studies geography, the environment and people. Maps are made by geographers.

- 1) Geography is a science which only studies continents and countries. (*False*)
- 2) Geographers do not study nature’s problems. (*False*)
- 3) The scientist Eratosthenes lived in Greece many years ago. (*True*)
- 4) Eratosthenes made the first world map. (*True*)
- 5) We use Eratosthenes’s map nowadays. (*False*)
- 6) In the first world map there were two Americas. (*False*)
- 7) The word “geography” means to draw, describe or write about the earth. (*True*)

Total = 50 points

The list of new active and passive vocabulary

Unit 8		
African <i>n, adj</i> Alaska <i>n</i> Alexandria <i>n</i> alone <i>adj</i> along <i>adv, prep</i> Amman <i>n</i> antelope <i>n</i> Arabia <i>n</i> at all <i>adv</i> autonomous <i>adj</i> Baghdad <i>n</i> be divided into be located in be separated from be situated in be washed by billion <i>num</i> border <i>n, v</i> British Isles <i>n</i> buffalo <i>n</i> Cairo <i>n</i> Cambodia <i>n</i> cause and effect cause <i>n</i> Ceylon <i>n</i> chance <i>n</i> Chinese <i>n, adj</i> consist of cross <i>v</i> crossway <i>n</i>	Delhi <i>n</i> desertification <i>n</i> district <i>n</i> divide <i>v</i> Diwali <i>n</i> eastern <i>adj</i> effect <i>n</i> English Channel <i>n</i> European <i>n, adj</i> example <i>n</i> flow <i>v</i> geographical <i>adj</i> Grenada <i>n</i> groundwater <i>n</i> Hawaii <i>n</i> Himalayas <i>n</i> homeland <i>n</i> inflow <i>n, v</i> Irish Sea <i>n</i> Kalahari Desert <i>n</i> lie <i>v</i> locate <i>v</i> Malaya <i>n</i> Maldives <i>n</i> Mecca <i>n</i> Mediterranean Sea <i>n</i> Middle East <i>n</i> Morocco <i>n</i> Mt Kilimanjaro <i>n</i>	Muslim <i>n, adj</i> natural <i>adj</i> one-fifth organization <i>n</i> Persia <i>n</i> planet <i>n</i> position <i>n</i> previously <i>adv</i> primary <i>adj</i> reach <i>v</i> region <i>n</i> reservoir <i>n</i> rhino <i>n</i> route <i>n</i> Sahara <i>n</i> sand <i>n</i> separate <i>v</i> situate <i>v</i> solution <i>n</i> southern <i>adj</i> Spain <i>n</i> state <i>n</i> Sumatra <i>n</i> Tanzania <i>n</i> territory <i>n</i> tornado <i>n</i> traveller <i>n</i> vegetation <i>n</i> via <i>prep</i>
Home Reading 8		
above <i>prep</i> afraid <i>adj</i> be afraid of smb., smth. be frightened of broke <i>v past, pp of "break"</i> bullfrog <i>n</i> call out <i>v</i>	crow <i>n</i> everyone <i>pron</i> mud <i>n</i> once upon a time pond <i>n</i> roar <i>v</i>	stretch <i>v</i> thick <i>adj</i> wherever <i>conj</i> while <i>conj</i> whitehead <i>adj</i> wing <i>n</i>

Unit 9 Travelling

Inquiry question:
Why do people travel?
Inquiry theme:
To understand that by travelling you can learn about different places and people
In this unit the pupils will ...
<ul style="list-style-type: none"> ✓ read short texts and fact files ✓ listen to stories, short texts and adverts ✓ ask for and give information about world spots ✓ learn what people need when they travel ✓ learn that by travelling they can learn about different places and people ✓ learn how to express ideas and opinions about travelling

Lesson 1 What country would you like to visit?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn about the things one needs to do to travel abroad <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about travelling; - to improve speaking skills <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of travelling in foreign countries 	<p>By the end of the lesson, pupils will be able to talk about their previous experience of traveling, as well as future plans.</p>	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Textbook; the DVD of the book</p>

Activity 1a Work in groups of 4/5. Look at the map. Where is Uzbekistan? What country would you like to visit? Agree on one country. 10 min

**Objectives: to introduce the topic;
to practise working on the map**

STEP 1: Get the pupils into groups of 4/5.

STEP 2: The pupils look at the map and show where Uzbekistan is.

STEP 3: Ask the pupils to discuss what countries they would like to visit and why. Point out that they should agree on one.

Activity 1b What do you need to visit this country? Think about these questions to help you. 15 min

Objective: to develop speaking skills

The pupils work in the same groups. They answer the following questions and share their opinions:

- 1) How will you travel there?
- 2) How will you pay for food and accommodation when you are there?
- 3) What money do they use?
- 4) What is the weather like in this country?
- 5) What clothes do you need to take?
- 6) What documents do you need to get out of Uzbekistan and into the country?

Activity 2 Look at the pictures. Tick the ones that you have. 15 min

**Objectives: to keep on the discussion of the topic;
to practise making a presentation**

STEP 1: In the same groups, the pupils look at the pictures and tick the ones that they have.

STEP 2: You can ask a representative from each group to make a presentation of a country that they have chosen and discussed above.

Homework 5 min

Explain to the pupils that they should ask their family members about the places they have visited outside of Uzbekistan using the following questions. Tell them that they must write a report.

- 1) What's the name of the country?
- 2) What's name of the money?
- 3) What's the weather like?
- 4) What clothes did you wear?
- 5) How did you travel there?
- 6) What did you see?

Lesson 2 Planning a trip

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn about new events and festivals Tashkent people will have in the spring <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about travelling; - to improve speaking skills and grammar competence <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of new events and festivals Tashkent people will have in the spring 	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - talk about travelling; - make sentences in the Future Simple Tense. 	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Textbook; the DVD of the book</p>

Activity 1 Work in groups of four. Discuss your homework. 10 min

Objective: to check homework

The pupils check and discuss their homework task.

Activity 2 Work in pairs. Read and answer. 10 min

Objectives: to introduce the topic;

to establish the meaning of an aphorism

STEP 1: Ask the pupils to work in pairs. Ask if they agree with Augustine of Hippo's words: "The world is a book, and those who do not travel, read only a page". Why?/Why not?

STEP 2: Ask: "Do you enjoy travelling? Why?/Why not?"

STEP 3: Ask: "What is the best place you have ever visited?"

Activity 3 Work in pairs. Read, ask and answer. 10 min

Objectives: to develop reading and speaking skills;

to practise making sentences with the Future Simple Tense

STEP 1: The pupils read the text individually and silently.

STEP 2: The pupils work in pairs. They ask each other and answer the questions.

e.g. A: What special days will people in Tashkent have?

B: In the spring, people in Tashkent will have "Duppi Day".

A: What will people do?

B: They will ...

STEP 3: You can check their understanding of the text asking questions about the facts in the text.

Activity 4 Work in pairs. Think about the place where you live. Ask and answer.

10 min

**Objectives: to develop speaking skills
to reinforce the Future Simple Tense**

STEP 1: The pupils in pairs discuss the questions.

STEP 2: Ask the pairs to tell the class about their holidays.

Homework 5 min

Explain to the pupils that they must answer the following questions in a written form.

- 1 When will people in Uzbekistan celebrate Navruz?
- 2 What will your family do on Navruz day?
- 3 What will you cook?
- 4 What will you wear?
- 5 Where will you go?

Lesson 3 Journey into space

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn about the journey into space, spacemen and spacewomen; - to learn to use the construction “<i>as + adjective/adverb + as</i>” for comparison <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about space travelling; - to develop reading and listening skills; <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of space, spacemen and spacewomen 	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - use the words “travel, trip, journey”; - talk about the journey into space, spacemen and spacewomen; - use the construction “<i>as + adjective/ adverb + as</i>” for comparison. 	<p>travel, trip, journey, space fuel, parachuting, ballooning, moon; <i>as + adjective/ adverb + as</i></p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

Activity 1 Work in groups of 4/5. Play “Find someone who...”. 5 min

**Objectives: to introduce the topic;
to develop speaking skills**

STEP 1: Put the pupils into groups of 4/5.

STEP 2: Ask the pupils to copy the table in the Workbook.

STEP 3: The pupils write the names of the pupils in their groups in the table.

STEP 4: They ask each other the following questions and fill in the table:

e.g. Do you like...?

Have you ever taken a trip to...?

Would you like to make a journey by...?

STEP 5: Ask a representative from the groups to report how many people in their group have the same answers.

Activity 2 Work in pairs. Read the definitions and complete the sentences. Use the words “journey”, “travel” or “trip”. 8 min

Objective: to develop listening skills

STEP 1: The pupils read the explanation of the words “journey”, “travel” and “trip”.

STEP 2: Then they complete the sentences in the Workbook.

Answer key:

- 1) On our holiday we went on a *trip* to Turkey.
- 2) When we go on a long *journey*, we take games for my little sister.
- 3) Many years ago people did not *travel* much.
- 4) I'd like to *travel* to India. It's an amazing country.
- 5) My father took me on a fishing *trip*.

Activity 3a Work in pairs. Ask and answer. 5 min

Objective: to develop speaking skills

The pupils in pairs ask and answer the following questions:

- 1) Is travelling to space dangerous?
- 2) What spacemen/spacewomen do you know?
- 3) Who was the first person in space?
- 4) Do you want to travel to space?

Activity 3b Work in pairs. Read and check your answers. Complete the sentences. 10 min

Objective: to develop reading skills

STEP 1: The pupils read the text and check their answers in 3a.

STEP 2: Ask the pupils in pairs to fill the gaps with appropriate words given in the word cloud.

Activity 3c Listen and check. 5 min

Objective: to develop listening skills

The pupils listen to the DVD and check their answers.

DVD script and answer key:

A few hundred years ago travelling to the New World was very (1) *dangerous*. Today (2) *travelling* into space is as difficult as opening a new continent. Scientists have done a lot to make space travelling less dangerous. To travel into space a spaceship needs as much fuel as 42,000 cars! The (3) *journey* from Earth to space lasts around 8 minutes. Space starts at 100 km above the Earth.

Russian spaceman Yuri Gagarin was the (4) *first* human in space. His flight was in April 1961.

The first (5) *spacewoman* is Valentina Tereshkova. She flew in June 1963. Before her flight she was a factory worker. She loved sport and went parachuting.

The first Uzbek spaceman is Vladimir Dzhanibekov. When he was at school, his favourite (6) *subjects* were physics and mathematics. His hobbies are photography and painting. Most of his works are about space. People can see them in museums and private collections. He is also interested in ballooning and flying around the world.

Neil Armstrong was the first man, who (7) *walked* on the moon. It happened in July 1969. Since 2000, (8) *spacemen* from different countries can live and work at the International Space Station.

Activity 4. Work in pairs. Translate into your language. 5 min

Objective: to introduce a new structure: “as + adjective/adverb + as”

STEP 1: Explain to the pupils the construction “as + adjective/adverb + as” using the notes in the Remember box.

STEP 2: Help them translate the given sentences into their mother language.

Homework 2 min

Explain to the pupils that they must fill in the gaps with the words “travel, trip, journey”.

Answer key:

- 1 You can *travel* from France to England by car.
- 2 We are planning a *trip* to the mountains.
- 3 The longest *journey* starts with a single step.
- 4 When I *travel* to different countries, I take a lot of pictures.
- 5 I'm very tired after the long *journey*.
- 6 The boat *trip* was interesting.

Lesson 4 The Silk Road

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn about The Great Silk Road <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about the Great Silk Road; - to develop reading and listening skills <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of The Great Silk Road, some geographic facts of the world, e.g. the area of the Aral Sea, the population in Asia and Africa, etc. 	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - talk about The Great Silk Road; - use a new form of comparison; - say the names of countries in Asia and Central Asia. 	<p><i>Recycling the previously learnt vocabulary</i></p> <p><i>New words:</i> ancient, route</p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min**Activity 1a Work in pairs. Do the quiz. 8 min****Objective: to stimulate pupils' interest and ideas about the topic**

STEP 1: The pupils in pairs answer the questions.

STEP 2: Check the answers involving the whole class.

Answer key:

1) Is the Aral Sea as big now as it was in 1960?

No. Formerly, it was the fourth largest lake in the world with an area of 68,000 sq km. The Aral Sea has been shrinking since the 1960s after the rivers that fed it were

diverted by Soviet irrigation projects. By 1997, it had declined to 10% of its original size, splitting into four lakes: the North Aral Sea, the eastern and western basins of the once far larger South Aral Sea, and one smaller intermediate lake. By 2009, the southeastern lake had disappeared and the southwestern lake had retreated to a thin strip at the western edge of the former southern sea; in subsequent years, occasional water flows have led to the southeastern lake sometimes being replenished to a small degree. Now it is only 8,000 sq km. Satellite images taken by NASA in August 2014 revealed that for the first time in modern history the eastern basin of the Aral Sea had completely dried up. The eastern basin is now called the Aralkum Desert.

2) Is the Amu Darya as long as the Syr Darya?

No. The Amu Darya is shorter than the Syr Darya. The Amu Darya is 1,415 km long, and the Syr Darya is 2,212 km long.

3) Is the Indian Ocean as big as the Pacific Ocean?

No. The Indian Ocean is the third largest of the world's oceanic divisions, covering 70,560,000 square kilometres. The Pacific Ocean is the largest and deepest of Earth's oceanic divisions, covering 165,250,000 square kilometres.

4) Is the population in Asia as big as in Africa?

No. The population in Asia is bigger than in Africa. Asia – 4,462,676,731 (2016 year); Africa – 1,225,080,510 (2016 year)

5) Is Mount Kilimanjaro as high as Mount Everest?

No. Mount Everest is the Earth's highest mountain, with a peak at 8,850 metres high, Mount Kilimanjaro in Africa is 4,895 metres.

Activity 2a Work in pairs. Look and answer the questions. 7 min

**Objectives: to stimulate pupils' interest and ideas about the topic;
to revise the names of countries in Asia and Central Asia**

STEP 1: Ask the pupils to read and answer the questions.

Suggestion: With slower classes you could let the pupils prepare their answers in pairs before eliciting answers from the class.

STEP 2: Ask the pupils to look at the map and say what countries the Silk Road crossed.

Activity 2b Work in pairs. Read and check your ideas. 5 min

Objective: to develop reading skills

STEP 1: The pupils read the text and check their answers in 2a.

STEP 2: Discuss with the class the information given in the text.

Activity 2c Work in pairs. Say True or False. 5 min

Objective: to check understanding of a text

STEP 1: The pupils in pairs read the statements.

STEP 2: The pupils may refer to the text to find the answers.

STEP 3: Check the answers involving the whole class.

Answer key:

- 1) There was only one route from ancient China to Rome. *False*
- 2) There were several routes from ancient China to Rome. *True*
- 3) People in Rome did not have gold, silver and beautiful stones. *False*
- 4) People in Rome liked silk material. *True*
- 5) People from ancient China sold silk, tea and spices to people from Rome. *True*
- 6) Travelling along the Silk Road was not difficult. *False*

Activity 3a Work in pairs. Listen and complete the table. 8 min

Objective: to practise listening for specific information

STEP 1: Ask the pupils to copy the table in the Workbook.

STEP 2: Play the DVD. The pupils listen to the interview and write the places the tourists describe in the second column of the table and what the tourists liked in each place in the third column.

Answer key:

people	places on the Silk Road	things they liked
Fred	Bukhara	carpet
Roger	China	The Great Wall
Victoria	the Kyzylkum desert	the desert in the early morning
Alisher	Khiva	town-museum, it's like a fairy tale about Aladdin

DVD script:

Guide: These tourists have been to several countries along the Silk Road. It was a great trip. They have visited the old, historic cities and some small villages. Listen to their stories.

Fred: Hello, my name's Fred. I'm from the USA. Do I like the trip on the Silk Road? Sure. It was great! The most interesting in my life. I have visited many countries: South Africa, Brazil, Mexico. But this trip is the most exciting. I'm interested in handmade things so I was waiting for the visit to Bukhara.

I bought a carpet. It's beautiful. It's more beautiful than I hoped. My friends want to have one too!

Roger: I'm Roger from Great Britain. It's my first trip to the East and I enjoyed it. Usually I spend my holiday in Europe. But now I know that visiting China is more interesting than Europe. Culture, food and lifestyle is completely different. The Great Wall in China is amazing! It's bigger and longer than I expected.

Victoria: My name's Victoria. What I liked in the trip? You can't believe, it's the Kyzylkum desert. I live in Sydney, Australia. The trees and mountains are green all the year round. I didn't expect the Kyzylkum desert to be so beautiful. The mornings are beautiful. In the morning the clouds are different colours. It's more interesting than I expected.

Alisher: My name's Alisher. I'm from Tashkent, Uzbekistan. I've never been to Khiva before. This town is amazing. The town-museum under the sky! When you walk in its narrow streets, you feel time. It's like living in a fairy tale about Aladdin. Khiva is older than I thought. And more fantastic.

Activity 3b Work in pairs. Listen one more time. Match the speakers and sentences. 5 min

Objective: to introduce and practise a new form of comparison

STEP 1: The pupils listen to the interview one more time.

STEP 2: They match the given statements with speakers.

STEP 3: Ask them to look at what the tourists said and say what kind of sentences they are. (*comparative (place is compared with how I expected it to be)*)

Answer key: 1c, 2a, 3d, 4b

Homework 2 min

Task 1. Explain to the pupils that they must complete the text with the words in the word box.

Answer key:

The Silk Road began in ancient (1) *China*. It was between China and (2) *Rome*. The route was (3) *6,500* km long. China had (4) *silk*, tea and spices. Rome had (5) *gold*, silver and beautiful stones. The Silk Road was important because people not only changed things but also food, ideas and (6) *culture*. Travelling along The Silk Road was very (7) *dangerous*.

Task 2. Explain to the pupils that they must write five questions about The Silk Road.

e.g. Where did The Silk Road begin?

Lesson 5 World spots

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn the new words related to the topic; - to learn about famous places of the world <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about various places of the world; - to develop listening skills <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of world famous places 	<p>By the end of the lesson, pupils will be able to talk about famous places of the world.</p>	<p>buffalo, volcano, bell, torch, exhibition, skeleton, stuffed, extinct, include</p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

Activity 1a Work in pairs. Answer the question. 5 min

Objective: to stimulate pupils' interest and ideas about the topic

STEP 1: The pupils in pairs answer the question.

STEP 2: Ask several pairs to tell the class what famous places in the world they know.

Activity 1b Listen and match the texts and pictures. 7 min

Objective: to develop listening skills

STEP 1: Ask the pupils to listen to the DVD attentively and match the texts and pictures.

STEP 2: Play the DVD, the pupils match.

Answer key: 1e, 2a, 3f, 4d, 5b, 6c

DVD script:

1) Take a journey to find Africa's big five animals: elephant, lion, rhino, leopard and buffalo. You'll find amazing wildlife on a real safari in Africa. The Kruger National Park is one of the world's greatest national parks. There are 137 other animals and over 500 different birds. The best time for wildlife visiting the Kruger Park is during the dry months of a year. In August and September

temperatures are higher than in winter and the animals are near the water. It's the best time to take photos and make videos.

2) The Statue of Liberty is one of the most famous monuments of the USA. The people of France gave the Statue to the people of the USA in 1886 to show their friendship. The statue is situated on the Liberty Island in New York. It's the statue of a woman with a torch. Her crown has seven parts. They symbolize the seven continents. The Statue of Liberty is 93 meters high. The statue stands on the platform inside which there's a museum of the history of people who came to the USA.

3) Mount Fuji is a symbol of Japan. It's the highest mountain in Japan, standing at 3,776 meters. It's an active volcano. It's only 100 kilometers from Tokyo. The last time Mount Fuji was active in 1707. Mount Fuji is loved by Japanese people and foreign tourists. More than 200,000 people climb the mountain every year during the warmer summer months. Many people start climbing Mount Fuji at night because they want to see the sunrise from the top of the mountain. Japan's called "the Land of the Rising Sun". The sunrise from Mount Fuji has a special name, Goraiko.

4) The Sydney Opera House is Sydney's most popular tourist attraction, as well as one of the world's busiest art centres. It's known as the 'Opera House'. But it has several halls. In the biggest concert hall there are 2,690 seats. People of Australia built it in 1973. Sydney Opera House looks like no other building on the earth.

5) The Eiffel Tower is a tower in Paris, near the River Seine. It's made of iron. The Eiffel Tower is the tallest tower in Paris and it's a symbol of Paris in the world. The engineer Gustave Eiffel built the tower in 1889. Eiffel Tower is 324 metres tall. There's a lift for people. The tower has two restaurants on the first and on the second level. There's a cafe on top of the tower.

6) Big Ben is the name of the Great Bell inside the clock of the Elizabeth Tower which is in London. The big clock appeared in May 1859. The people of London called the clock and the tower 'Big Ben', it was named after the engineer Sir Benjamin Hall, who designed it. Before 2012 the tower was officially called the 'Clock Tower'. In 2012 it was re-named the 'Elizabeth Tower' to celebrate Queen Elizabeth II's birthday. Big Ben is a national symbol of Britain for tourists.

Activity 1c Listen one more time. Choose the correct answer. 7 min

Objective: to practise listening for specific information

The pupils listen to the DVD one more time and choose the correct answers.

Answer key:

- 1) The Kruger National Park is in South America/*Africa*.
- 2) The best time to visit the Kruger National Park is May/*September*.
- 3) The Statue of Liberty is 93/190 meters high.
- 4) Mount Fuji is in Australia/*Japan*.
- 5) Mount Fuji is a *volcano*/mountain.
- 6) Opera House is in Paris/*Australia*.
- 7) The engineer Gustave Eiffel built the tower in 1789/1889.
- 8) Big Ben is a *clock tower*/Opera House.

Activity 2a Work in pairs. Answer the question. 3 min

Objective: to stimulate pupils to talk about what they know about museums

The pupils in pairs answer the questions. You can listen to some pairs' answers.

- 1) What museums have you been to?
- 2) What were the most interesting things there?

Activity 2b Work in pairs. Read and write down the new words. 5 min

Objective: to improve reading skills and enrich vocabulary

The pupils read the text and write down the new words.

Activity 2c Work in pairs. Complete the questions. 6 min

**Objectives: to practise making sentences;
to prepare for the next activity**

The pupils make sentences.

Answer key:

- 1) Where is the Natural History Museum?
- 2) Do scientists work there?
- 3) How many things are there in the Museum and Darwin Centre?
- 4) When did the dinosaur's skeleton appear in the museum?
- 5) How long is the skeleton?
- 6) Is dodo bird extinct?
- 7) Can people sleep at the museum?

Activity 2d Work in pairs. Answer the questions in 2c. 5 min

Objective: to develop speaking skills

The pupils in pairs answer the questions in 2c.

Homework 2 min

Explain to the pupils that they must answer the questions.

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn to make a project presentation <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to develop pupils' ability to work independently and creatively; - to enable pupils to work cooperatively in a group; - to develop critical thinking; - to develop evaluation skills; - to develop practical life skills 	<p>By the end of the lesson, pupils will be able to write up/design and present a poster for a project.</p>	<p><i>Recycling the words related to the topic</i></p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

Activity 1 Prepare a poster for your project. It can be about a great traveller, a country you want to visit, the best transport for travelling, your ideas about travelling and others. 25 min

**Objectives: to revise and consolidate the material of the unit;
to enable pupils to work cooperatively in a group;
to prepare a poster for a project**

STEP 1: Explain the situation to the pupils. Make sure they understand and organise the groups. Remind them how to plan their project and what to write.

STEP 2: Tell the pupils they have 25 minutes to do their project. Go round and monitor what groups are doing. Tell them how the time is going. Warn them when they only have 5 minutes left and make sure they have organized who will say what.

Activity 2 Make your project presentations. 13 min

**Objectives: to develop presentation skills;
to practise giving feedback**

Let them present their projects. At the end, ask them if they are satisfied with themselves. Did they all contribute to their group's presentation? Did they enjoy doing the project? etc.

Homework 2 min

Ask the pupils to read at home the legend entitled "Icarus and Daedalus", and get prepared for class discussion.

HOME READING 9

**Objectives: to develop critical thinking;
to raise awareness of a famous ancient Greek myth;
to develop reading skills**

STEP 1: Ask the pupils to read the legend entitled “Icarus and Daedalus” one more time.

STEP 2: As in previous home reading lessons, prepare beforehand and ask the pupils several questions for understanding such as:

- 1) Who were Daedalus and Icarus?
- 2) What did King Minos want?
- 3) Who was Minotaur?
- 4) Who killed Minotaur?
- 5) What happened with Icarus? etc.

STEP 3: Then you may have a class discussion about the legend.

Homework

Ask the pupils to get prepared for Progress Check 7.

PROGRESS CHECK 7

1 Listen and choose the correct word. (6x2=12)

e.g. Alyssa Carson is 17/27 years old.

- 1) Alyssa Carson is going to travel to *Mars/the Moon*.
- 2) She finished Space Academy in *2016/2013*.
- 3) The special flight to Mars will be in *2043/2033*.
- 4) Now she is doing a lot of real astronaut training with the *Flight/Project*.
- 5) She *doesn't go/goes* to school.
- 6) In the future people will *fly to/live on* Mars and other planets.

Answer key: 1) Mars; 2) 2016; 3) 2033; 4) Project; 5) goes; 6) live on

DVD script:

Alyssa Carson's 17 years old. She's the youngest person to travel into space and visit the planet Mars. She finished Space Academy in 2016 and was chosen with other seven people for the special flight in 2033. Now she's doing a lot

of real astronaut training with the Project. But as any child she goes to school and does her homework. Many people and her family help her. Why did Alyssa want to travel to space at such a young age? She says that it's the first step out of our Earth that people must do. In the future people will live on Mars and other planets.

2 Make the sentences. (6x2=12)

e.g. early/They/leave/won't. – They won't leave early.

- 1) do/I/the/ironing/will/after/lunch.
- 2) next/month/We/move/to/will/a new/flat.
- 3) will/When/you/tomorrow/get/up?
- 4) your/friend/you/Will/with/help/the/test?
- 5) Will/go/he/tomorrow/to/school?
- 6) after/She/go/to/the/doctor/won't/lessons.

Answer key:

- 1) I will do the ironing after lunch.
- 2) We will move to a new flat next month.
- 3) When will you get up tomorrow?
- 4) Will your friend help you with the test?
Will you help your friend with the test?
- 5) Will he go to school tomorrow?
- 6) She won't go to the doctor after lessons.

3 Read and choose the correct word. (6x2=12)

Atlantic, swam, trips, books, world, traveller

The world-famous Russian (1) ... Fyodor Konyukhov was born near the Azov Sea. When he was young he (2) ... in the cool winter sea, ran 100 km a day, drank seawater and crossed the Azov Sea in a rowing boat. He crossed the (3) ... ocean fourteen times. Fyodor is the first person in the (4) ... who has visited the five most dangerous places on our planet. By the age of fifty he made more than forty (5) ... and climbed mountains all over the world. He wrote about his feelings in his paintings and (6)

Answer key: 1) traveller; 2) swam; 3) Atlantic; 4) world; 5) trips; 6) books

4 Read and say True or False. (7x2=14)

e.g. Cambodia has one of the best railways. *False*

- 1) Trains in Cambodia run between different countries. *False*
- 2) Trains in Cambodia were very slow. *True*
- 3) The people of Cambodia made a new kind of train. *False*
- 4) Local people called it “Norris”, a new kind of transport. *True*
- 5) People can sleep on a bamboo train. *True*
- 6) Bamboo trains are only used by local people. *False*
- 7) Cambodia is not a rich country. *True*

Some years ago Cambodia had one of the world’s worst railways. Trains ran very slowly between the villages. And there were not many trains. So people in the north-west of the country decided to do something to travel faster. They have made their own transport. They took pieces of bamboo, train wheels and made a machine. The local people call it “Norris”, but visitors from other countries call them “bamboo trains”. To travel by this machine looks dangerous but the drivers say it is not a dangerous transport. “I use the bamboo trains to go to Battambang from my house so I can buy medicine”, said Sao Nao, “on a bamboo train I can sit down and go to sleep. I like it.”

Bamboo trains have become a part of the Cambodian transport system. They take people and their luggage from one village to another. They are also used by rich tourists who pay \$2 for a ride. Cambodia is a very poor country and this is a lot of money for its people. A ride on the bamboo trains, perhaps with a chicken, some dogs, and people, is a great way to see the country.

Total = 50 points

The list of new active and passive vocabulary

Unit 9		
accommodation <i>n</i> amazing <i>adj</i> ancient <i>adj</i> as well as <i>conj</i> bell <i>n</i> building <i>n</i> business trip <i>n+n</i> call <i>v</i> celebrity <i>n</i> compare <i>v</i> comparison <i>n</i> convenient <i>adj</i> custom <i>n</i> discover <i>v</i>	dodo bird <i>n+n</i> entertainment <i>n</i> equal <i>adj</i> expect <i>v</i> extinct <i>adj</i> first of all <i>adv</i> horseback <i>adv</i> including <i>prep</i> inform <i>v</i> luggage <i>n</i> material <i>n</i> means <i>n</i> monthly <i>adj</i> opening <i>n</i>	pleasant <i>adj</i> Roman <i>n</i> sensational <i>adj</i> sights <i>n</i> spaceman <i>n</i> spaceship <i>n</i> spacewoman <i>n</i> spice <i>n</i> spot <i>n</i> stuffed bird <i>adj+n</i> tiring <i>adj</i> travelling <i>n</i> volcano <i>n</i> website <i>n</i>
Home Reading 9		
be surprised at smb., smth. build <i>v</i> castle <i>n</i> feather <i>n</i>	fix <i>v</i> horrible <i>adj</i> maze <i>n</i> Minotaur <i>n</i>	sadly <i>adv</i> surprise <i>v</i> talented <i>adj</i> wax <i>n</i>

Unit 10 Holidays, holidays!

Inquiry question:
What makes a country special?
Inquiry theme:
To understand that each country has special events to visit
In this unit the pupils will ...
<ul style="list-style-type: none"> ✓ read short texts, adverts and fact files ✓ listen to interviews, adverts and short texts ✓ ask for and give information about ways of spending holidays ✓ learn what makes a country special ✓ learn what makes a good companion ✓ learn how to express opinions about different ways of spending holidays

Lesson 1 Special holidays around the world

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn about special holidays in foreign countries and in Uzbekistan <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about special holidays in foreign countries and in Uzbekistan; - to improve speaking, reading and writing skills <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of various holidays and festivals in foreign countries 	<p>By the end of the lesson, pupils will be able to talk about special holidays in foreign countries and in Uzbekistan.</p>	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Textbook; the DVD of the book</p>

Activity 1a Work in groups of 4/5. Look at the pictures and the special holidays in each country. Which holiday do you like? Choose one holiday.
10 min

Objectives: to introduce the topic;
to introduce cultural information;
to prepare for the next activity

STEP 1: Get the pupils into groups of 4/5.

STEP 2: Ask the pupils to look at the pictures and discuss special holidays in each country.

STEP 3: Ask the pupils to say which holidays they like and why.

STEP 4: Then they should choose one holiday and say: “We would like to see ... holiday”.

Activity 1b What would you like to do on this holiday? Think about these questions to help you. 8 min

**Objectives: to discuss a special holiday;
to develop speaking skills**

In the same groups the pupils answer the following questions about the holiday they chose in 1a and share their opinions.

What is special about the holiday?

What do you want to do there?

How will you remember this holiday?

Activity 2 Look at the pictures. Tick the things you will do. 7 min

Objective: to keep on the discussion of a special holiday

STEP 1: In the same groups the pupils look at the pictures and tick the things they will do.

STEP 2: Ask a representative from each group to report about their special holiday.

Activity 3a Work in pairs. Look at the calendar in 1a. Say what special holidays we have in Uzbekistan. 8 min

Objective: to brainstorm the students

STEP 1: In pairs the pupils answer the question and share their opinions.

STEP 2: Ask some pupils to say what special holidays we have in Uzbekistan.

Activity 3b Choose one holiday. Write about it. 10 min

Objective: to develop writing skills

STEP 1: In the same pairs the pupils choose one holiday in Uzbekistan and write about it and what they do on this holiday.

STEP 2: Ask some pairs to read out what they have written about the holiday.

Homework 2 min

Explain that at home the pupils must ask their family what special holidays they like or would like to see outside of Uzbekistan, ask them the questions and write the answers.

Lesson 2 Holiday in Plymouth

NOTE: The homework in lessons 2-5 reviews and practises punctuation. You may wish to do some of this work in class, especially if your pupils are not strong.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn some facts and cultural information about England; - to learn the English names for the five punctuation marks <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about places where one can spend a holiday; - to improve speaking, reading and listening skills <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of the places of interest in Plymouth; - to introduce some cultural information about England 	<p>By the end of the lesson, pupils will:</p> <ul style="list-style-type: none"> - be able to talk about places where one can spend a holiday; - learn about places of interest in England; - know the English names for the five punctuation marks. 	<p>for ages, beach, seashore, diver; vocabulary for punctuation marks</p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

Activity 1 Work in pairs. Ask and answer. 5 min

Objective: to introduce the topic

Give the pupils some time to think over their answers. Help them if they are not sure about how to answer the second question. A possible answer is: "To the seaside in the south of the country".

Activity 2 Work in pairs. Ask questions and write answers. Pupil A: Read this page. Pupil B: Read page 83. 10 min

Objectives: to introduce cultural information; to practise talking and listening; to revise questions

This is a normal information gap activity. The pupils work in pairs. First they should read the information on their pages, then write questions, ask each other and write answers.

Activity 3a Work in pairs. Find these words in the Wordlist and write the meaning. 5 min

Objective: to prepare for the next activity

The pupils find the words in the Wordlist and write them and their meaning.

Activity 3b Listen and repeat. 3 min

Objective: to teach pupils to say the new words correctly

Say the words or play the DVD and ask the pupils to repeat after you or the DVD all together, in rows and/or individually.

DVD script:

for ages, beach, seashore, diver

Activity 4a Work in pairs. Listen to the dialogue. Answer the questions. 5 min

Objective: to listen for specific information

STEP 1: Before you play the DVD, draw the pupils' attention to the two questions.

STEP 2: Play the DVD once and ask your pupils, possibly the best ones, to answer the questions.

Answer key:

1) She played basketball (with her grandfather), went to the beach (with her grandmother) and to the National Marine Aquarium.

2) She saw sharks, seahorses and divers.

DVD script:

James: Hello, Anne. Haven't seen you for ages! Where have you been?

Anne: Hello, James. I was away in Plymouth.

James: Why did you go there?

Anne: For my holidays. I stayed with my grandparents.

James: Uh, with your grandparents... must be boring.

Anne: Oh, no. My grandparents are wonderful! My grandad even played basketball with me, and my granny and I went to the beach when the weather was good. And one day they took me to the National Marine Aquarium.

James: The National Marine what?

Anne: The National Marine Aquarium. There are hundreds of fish there, and there are skilled divers, and they feed the fish by hand.

James: Wow! That's fantastic! What did you like most of all?

Anne: Baby seahorses and sharks!

James: Sharks?! How exciting! Please tell me all about them. How big were they? Do they eat people?

Anne: Some do. I'll tell you more about them and show you some pictures of the Shark Theatre. And where did you go on holiday?

James: To North Cornwall... (*The voice fades away*)

Activity 4b Listen again and choose the right words. 5 min

Objective: to practise listening for detail

Play the DVD again. Pause to let the pupils write the answers.

Answer key: 1c, 2a, 3c, 4b

Activity 5 Match the punctuation marks and their names in English. 5 min

Objective: to present the English names for the five punctuation marks

You can start this activity with asking your pupils to say the names of the five punctuation marks in their mother tongue, then they match them and the English names orally.

Answer key: 1b, 2e, 3d, 4c, 5a

Homework 2 min

Tasks 1a and 1b. Explain that each time the pupils read the texts and answer the questions.

Task 2. Explain that the pupils read the texts and write them in order.

Answer key:

Dear Granny and Grandpa

How are you? Mum and Dad sent their love to you.

Thank you for the wonderful time I had in Plymouth. I've told all my friends about what we did together. The photos we took are great! I'll send you some of them.

Can I come and stay with you again next summer?

Love

Anne

Lesson 3 Exotic America

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none"> - to learn some facts and cultural information about the USA <p><i>Developing:</i></p> <ul style="list-style-type: none"> - to enable pupils to talk about places where one can spend a holiday; - to improve speaking, reading and listening skills <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none"> - to raise awareness of the places of interest in the USA; - to introduce some cultural information about the USA 	<p>By the end of the lesson, pupils will:</p> <ul style="list-style-type: none"> - be able to talk about places where one can spend a holiday; - learn about places of interest in the USA. 	<p><i>Recycling the previously learnt vocabulary</i></p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

Activity 1a Work in pairs. Write five things you know about the USA. 5 min

**Objectives: to raise interest in the topic;
to bring pupils' background knowledge into play**

In pairs the pupils write what they can remember about the USA. They can write the names of rivers, cities, famous people, places of interest.

Activity 1b Read the two texts. Say what places they are about. 8 min

Objective: to practise reading for gist

The pupils read the two texts silently. When they finish, they should be ready to say that the first text is about the Hawaiian Islands and the second is about the Rocky Mountains and the Grand Canyon.

Activity 1c Read and match with the texts in 1b. 10 min

Objective: to practise reading for main ideas

The pupils read silently and match them with the two texts in 1b.

Answer key: 1) b, c, e; 2) a, d, f

Activity 2 Listen and answer the question. 5 min

Objective: to practise listening for detail

The pupils listen to the text silently. After they have finished, ask them to answer the questions.

Answer key:

Mr Green will go to Hawaii, because it'll be interesting for him to see how people dance hula and he can try shellfish.

DVD script:

Mr Green likes travelling very much. He has visited a lot of different countries. Every year he chooses a new country to visit. This year he would like to go to a warm place and try some new food, for example, some seafood. He would like to learn more about people's traditions, and take photos.

Activity 3 Work in pairs. Say what place you would like to go and why. 10 min

Objective: to practise talking about places where one can spend a holiday

In pairs the pupils talk about where they would like to go for a holiday. Tell them that they can choose from the places mentioned in the two lessons: Plymouth, Hawaii and Arizona and also talk about other places, both in Uzbekistan and elsewhere. They can use phrases like: "I'd like to go to...", "I think it's ...", "I can ... there".

Homework 2 min

Task 1. Explain that, before the pupils write the three sentences correctly, they must read the rules in the remember box about sentences.

Answer key:

- 1) The boy wrote a letter.
- 2) He wanted to know a lot of things.
- 3) Did his friend answer all the questions?

Task 2. Explain that the pupils must write the things they need if they do the things provided in Task 2.

Lesson 4 Welcome to Dreamworld!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i> - to learn some facts and cultural information about Australia</p> <p><i>Developing:</i> - to enable pupils to talk about visiting Australia; - to improve speaking, reading and listening skills</p> <p><i>Socio-cultural:</i> - to raise awareness of the places of interest in Australia; - to introduce some cultural information about Australia</p>	<p>By the end of the lesson, pupils will:</p> <p>- be able to talk about visiting Australia; - learn facts about Australia.</p>	<p>eucalyptus, wombat, roller-coaster, cuddle</p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

Activity 1 Work in pairs. Write five things you know about Australia. 5 min

**Objectives: to raise interest in the topic;
to bring pupils' background knowledge into play**

In pairs the pupils write what they know and remember about Australia.

Activity 2a Find the words in the Wordlist and write the meaning. 5 min

Objective: to prepare for the next activity

The pupils find the words in the Wordlist and write them and their meaning.

Activity 2b Read and say which of these facts you think is the most interesting.
5 min

Objective: to practise reading for detail

The pupils read silently. When they finish, ask as many of them as possible to say which piece of information they find to be the most interesting. Ask the pupils to explain why they think it to be interesting.

Activity 3a Listen and number the pictures. 5 min

Objective: to practise listening for specific information

The pupils listen to the DVD and number the pictures in order they are mentioned in the listening text.

Answer key: 1b, 2e, 3d, 4f, 5c, 6a

DVD script:

Announcer: Hello and welcome to our listeners. I'm Joan Williams and in today's programme I'm talking to Philip Mell from Australia. Philip is the manager of the Pacific Touring Company. Philip, what kind of trips do you organise for those who want to see Australia?

Philip: As you know, Australia today is a country which attracts a lot of visitors. Holidaymakers are fond of visiting Dreamworld. It's a park on the Gold Coast just 40 minutes from Brisbane. We organise groups of about 25 people who travel to the Gold Coast in comfortable buses.

Announcer: The Gold Coast? Is that the place where Captain James Cook landed in 1770?

Philip: Er...yes, he landed on the east coast and raised the British flag there. Anyway... Dreamworld has a lot of attractions, like roller-coaster, and lots more. There's a special place in Dreamworld – Koala Country, with a full day's entertainment.

Announcer: What about the well-known Australian animals? Can visitors see them in Dreamworld? You know, typical Australian animals: kangaroos, emus...

Philip: Yes, and koalas too. You can even cuddle a koala and take a photo with it.

Announcer: Oh, I know a lot of children would love to do that.

Philip: (*laughing*) And grown-ups too! Well, I could tell you a lot more about Dreamworld, but why not come and see everything with your own eyes? You know, once seen never forgotten.

Announcer: Thank you, Philip. Well, listeners, why not travel to the Gold Coast with the Pacific Touring Company for a holiday to remember.

Activity 3b Listen again. In pairs write captions for the pictures. 7 min

Objective: to practise listening for detail

Play the DVD again. The pupils write captions for the pictures. Here are some possible ideas: a) Cuddling a koala; b) Visit the Gold Coast! c, f) Typical Australian animals; d) Riding a roller-coaster; e) Captain James Cook.

Activity 3c Answer the questions. 5 min

Objective: to practise talking about visiting Dreamworld

Ask as many pupils as time allows to answer the question.

Activity 4 Work in pairs. Talk about Australia. 6 min

Objective: to give pupils further practice in talking about visiting Australia

In pairs the pupils talk about an imaginary visit to Australia. Hopefully at least three questions will be asked and answered. Walk round the classroom, listening in and giving help when needed.

Homework 2 min

Explain that, before the pupils write the three sentences correctly, they must read the rules in the remember box about the two jobs commas do.

Answer key:

- 1) We bought oranges, apples, tomatoes and carrots.
- 2) The leaves in autumn are yellow, red and brown.
- 3) If you go to the USA, you should visit Arizona.

Lesson 5 What makes a good companion?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p><i>Educational:</i></p> <ul style="list-style-type: none">- to learn about the features of a good companion;- to learn the use of the structure 'I'd rather ...' for expressing a preference <p><i>Developing:</i></p> <ul style="list-style-type: none">- to enable pupils to talk about what makes a good companion;- to improve speaking, reading and listening skills <p><i>Socio-cultural:</i></p> <ul style="list-style-type: none">- to raise awareness of the importance of a good travelling companion	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none">- talk about what makes a good companion;- use the structure 'I'd rather ...' for expressing a preference.	<p>travelling, companion, hike, go hiking, camping, lively, belong to</p>	<p>Textbook; the DVD of the book</p>

Homework checking. 5 min

Activity 1a Find the words in the Wordlist and write the meaning. 5 min

Objective: to prepare for the next activity

The pupils find the words in the Wordlist and write the meaning.

Activity 1b Listen to the interview and answer the questions. 8 min

Objective: to practise listening for specific information

Let the pupils listen to the whole interview. If you feel that it is difficult for them to answer the questions, you can play the DVD a second time, pausing in necessary places for the pupils to answer the three questions.

Answer key:

- 1) With his parents.
- 2) He'd like to travel with a group of boys and girls.
- 3) Emma thinks it's good to go hiking with lively people who know a lot of games; Melissa thinks that friendly people are good travelling companions.

Suggestion: If your class is strong enough, you can ask more questions. e.g. What do you think about Andrew's parents? Are they good travelling companions? What do the girls say about their teacher?

DVD script:

Announcer: Hello and welcome to the programme "Open Road". Today we're talking to a group of teenagers from London schools. I'm sure you all like travelling, don't you?

Voices of children: Yes. Of course, I do. We do.

Announcer: Do you usually travel alone or with your parents or friends? Let's begin with you, Andrew.

Andrew: Well, first of all, I don't travel much.

Announcer: But do you go anywhere on holiday?

Andrew: Oh, yes. Usually my parents and I go to Wales where my grandma lives.

Announcer: Aha! So, you travel with your parents. Are they good travelling companions?

Andrew: You see, I don't quite understand what you mean by a good companion. My Mum and Dad know a lot about the places we visit and ... er... it's fun to listen to their stories. But ...

Announcer: Yes?

Andrew: My Mum enjoys walking near the lakes and my Dad is fond of mountain walks...

Announcer: And you?

Andrew: I'd rather ride a bike.

Announcer: So you and your parents like different sorts of holiday activities?

Andrew: Yes, and that's why I sometimes dream of biking holiday with a group of boys and girls. Biking is really great!

Announcer: Thank you, Andrew. Emma, what sort of people do you like travelling with?

Emma: I think it's good to go camping with lively people, people who know a lot of games. They're never dull.

Announcer: And do you know anyone who is never dull?

Emma: Why, yes, of course. My friend Melissa, for example.

Melissa: You know, Emma and I belong to our school Hiking Club and we often go on hikes in the north of England. I think hiking with friendly companions is wonderful. One of the best companions I know is our teacher.

Emma: Oh, yes, I agree. Ms Stafford is a good teacher and companion.

Announcer: A good teacher and a good travelling companion in one person! Well, girls, I'm glad to meet someone as lucky as you. It has been very interesting to talk to you all. Thank you, everybody.

Activity 2a Read and answer the question. 5 min

Objective: to make pupils think about the meaning of the structure 'I'd rather ...'

The pupils read the sentence and the question silently. Ask several of them to say what they think. You can also ask one of them to translate the sentence with the structure into their mother tongue.

Activity 2b Chain Drill. 5 min

Objective: to practise talking about preferences using the new structure

Ask three pupils to read the example aloud. Work on the stress and intonation if necessary. Now practise the structure according to the example.

Activity 2c Work in groups of three. Make dialogues. 5 min

Objective: to give pupils freer practice in using the structure to talk about preferences

Make groups of three. The pupils should make dialogues according to the example.

Activity 3 Work in pairs. Read and find pairs of companions. 10 min

Objective: to practise reading for detail

The pupils read the texts silently and in pairs decide which children would make good pairs.

Answer key: Robert and Mike; Amy and Frank.

Ask the pupils to explain why Fiona is not a good travelling companion. They can do it either in English or in their mother tongue.

Homework 2 min

Task 1. Explain that, before the pupils write the three sentences correctly, they must read the rules in the remember box about the two jobs colons do.

Answer key:

- 1) Our house has everything people need: gas, electricity, hot and cold water.
- 2) Pack these things: shirts, jeans, socks and a pair of shoes.
- 3) The story began like this: “School for me was the best place in the world.”

Task 2: Explain that they must do the activity individually. Next lesson, you can ask them to say whether they agree with the description of themselves or not. We think it would be especially interesting to listen to those who answer the third description.

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<i>Educational:</i> - to learn to make a project presentation <i>Developing:</i> - to develop pupils' ability to work independently and creatively; - to enable pupils to work cooperatively in a group; - to develop critical thinking; - to develop evaluation skills; - to develop practical life skills	By the end of the lesson, pupils will be able to write up/design and present a poster for a project.	<i>Recycling the words related to the topic</i>	Textbook; the DVD of the book

Homework checking. 5 min

Activity 1a Work in groups. Think about a good place for a holiday in Uzbekistan or in an imaginary place. Make a poster. 25 min

**Objectives: to give pupils an opportunity to work cooperatively;
to give freer practice in writing about a good place for a day out**

STEP 1: Explain that the pupils are going to plan a day trip to a place of interest. They can go somewhere in Uzbekistan, another country – or even the Moon! They can travel in any way they like – taxi, helicopter, spaceship ...

STEP 2: Make groups. Make sure that each member of a group has a certain role: there may be authors, artists, editors.

STEP 3: While the pupils are creating their posters, walk round giving help with ideas, structures and vocabulary.

STEP 4: When the posters are ready, display them on the walls.

Activity 1b Read other groups' posters. Say what you like about the holiday advertised by them. 13 min

Objectives: to practise reading and talking;

to help create a positive attitude to the work done by others

STEP 1: Let the pupils walk and read each other's posters. Encourage them to make notes about the content and the design.

STEP 2: Ask as many as possible to say what they liked about other groups' posters.

Homework 2 min

Ask the pupils to read at home the story entitled "Kevin's holidays", and get prepared for class discussion.

HOME READING 10

Objectives: to develop critical thinking;

to raise awareness of one of modern stories;

to develop reading skills

STEP 1: Ask the pupils to read the story entitled "Kevin's holidays" one more time.

STEP 2: As in previous home reading lessons, prepare beforehand and ask the pupils several questions for understanding.

STEP 3: Then you may have a class discussion about the moral of a story.

Homework

Ask the pupils to get prepared for Test 3.

TEST 3

1 Listen and read the sentences. Choose the correct answer. (5x2=10)

- 1) Last year Rustam was
 - a) in Tashkent
 - b) in the mountains
 - c) on the beach
- 2) Brighton is to the ... of London.
 - a) north
 - b) east
 - c) south
- 3) Last summer Antony was on holiday with his
 - a) parents and sister
 - b) parents
 - c) little sister
- 4) The weather in Brighton was
 - a) wet
 - b) warm and wet
 - c) dry and hot
- 5) Brighton is ...
 - a) not far from Tashkent
 - b) not far from London
 - c) far from London

Answer key: 1b, 2c, 3a, 4c, 5b

DVD script:

Antony: What are your plans for the holiday this year, Rustam?

Rustam: Well, Antony ... I don't know yet. Last year I went to Bildirsay. It's a beautiful place in the mountains. It's 75 km from Tashkent. It's a lovely place for summer holidays.

Antony: I've heard a lot about wonderful places in Uzbekistan. In Great Britain, we have very many gorgeous holiday places too. Have you ever been to Brighton, Rustam? It's to the south of London.

Rustam: I know that it's a very popular place in the south of England. But I've never been there.

Antony: It's a super place where I like to spend my holidays. Last summer I went there with my parents and a little sister.

Rustam: Antony, I know the climate in England is wet. Was the weather good in Brighton?

Antony: Yes, it was dry and hot all the time. It was very nice to sunbathe and swim in the warm sea.

Rustam: Did your sister enjoy that holiday too?

Antony: Yes, sure. We played on the beach and swam a lot. Brighton is not far from London and it's very easy to get there by train. Ask your parents to go and see this place.

Rustam: Thank you! What a good idea!

2 Read and match the descriptions and animals. (5x2=10)

a) emu b) koala c) crocodile d) wombat e) kangaroo

1) This animal can jump more than four metres and travel at seventy kilometers an hour.

2) This animal lives in the seas and rivers of northern Australia. It is five or six metres long. It eats fish, animals, kangaroos and, sometimes, people.

3) This animal is a kind of bear with a pocket of skin in which it carries its baby.

4) This animal eats one kilo of eucalyptus leaves each day and does not drink water.

5) This animal is two metres tall and is the second largest bird in the world. It cannot fly, but it can run at fifty kilometers an hour.

Answer key: 1) kangaroo; 2) crocodile; 3) wombat; 4) koala; 5) emu

3 Choose the correct answer. (10x2=20)

1) I ... five hours of TV this week.

a) watching b) watched c) have watched

2) How many lessons ... you ... yesterday?

a) did/ have b) has /have c) have/had

3) What time ... you ... every day?

a) did/got up b) do/get up c) have/got up

4) Who do you go ... holiday with?

a) on b) for c) in

5) I'd like to see animals. I ... to the zoo tomorrow.

a) has gone b) went c) will go

6) ... your little brother like watching cartoons?

a) Do b) Does c) Has

7) There ... a lot of interesting books in the library.

a) is b) are c) have

8) My friend is good ... mathematics.

a) in b) on c) at

9) Swimming? I don't want to go swimming. ... watch TV.

a) I want b) I'd rather c) I must

10) Does your brother like ... stamps?

a) collecting b) collects c) collected

Answer key: 1c, 2a, 3b, 4a, 5c, 6b, 7b, 8c, 9b, 10a

4 Read and put the parts in order. (5x2=10)

A) The next day the girls were wearing jeans. They climbed the tree and went into the house. There were no people in the house. They found their ball under a bed. But next to the ball there was a gold bar!

B) The girls went to the police and gave them the gold bar. They told them about the house. The police took the bad men. They gave the girls a special prize. It was a collection of interesting books.

C) One day Ema and her friend were playing with a ball in the yard and the ball went into a man's house. The girls went to the man and asked him to give them the ball. He said "No". The girls did not know what to do.

D) The girls took the ball and the gold bar and climbed up the tree again. When they went home they heard the news on TV. They said that 20 gold bars were taken from the bank.

E) Suddenly, Ema had an idea. "There's a tree behind this house", she said. "We can climb the tree and jump over the wall." But the girls could not climb because they were wearing skirts. They decided to come back later.

Answer key: 1C, 2E, 3A, 4D, 5B

Total = 50 points

The list of new active and passive vocabulary

Unit 10		
aquarium <i>n</i> Arizona <i>n</i> be fond of <i>n</i> belong to <i>v</i> camping <i>n</i> canyon <i>n</i> captain <i>n</i> coconut <i>n</i> colon <i>n</i> comma <i>n</i> complain <i>v</i> cuddle <i>v</i> deep <i>adj</i> Denver <i>n</i> diver <i>n</i> dreamworld <i>n</i> earl <i>n</i> eucalyptus <i>n</i> exclamation mark <i>n+n</i> exotic <i>adj</i> expedition <i>n</i> feast <i>n</i> fisherman <i>n</i>	for ages <i>adv</i> full stop <i>n</i> garland <i>n</i> go hiking Gold Coast <i>n</i> Grand Canyon <i>adj+n</i> guide <i>n</i> Hawaiian <i>n, adj</i> hike <i>n, v</i> hiking <i>n</i> hospitality <i>n</i> hula <i>n</i> hunter <i>n</i> I'd rather leaves <i>n pl of leaf</i> lei <i>n</i> Lei Day live <i>adj</i> lively <i>adj</i> luau <i>n</i> make fun of <i>smb.</i> marine <i>adj</i> narrow <i>adj</i>	neck <i>n</i> Nepal <i>n</i> Nepalese <i>n, adj</i> pack <i>v</i> period <i>n</i> pineapple <i>n</i> Plymouth <i>n</i> pocket <i>n</i> pudding <i>n</i> punctuation marks <i>n+n</i> question mark <i>n+n</i> roller-coaster <i>n</i> rude <i>adj</i> sandwich <i>n</i> seahorse <i>n</i> seashore <i>n</i> shellfish <i>n</i> skin <i>n</i> story-teller <i>n</i> symbolize <i>v</i> valley <i>n</i> wombat <i>n</i> wonder <i>n</i>
Home Reading 10		
by mistake <i>adv</i> cricket <i>n</i> doorbell <i>n</i> enter <i>v</i> glasses <i>n</i>	luckily <i>adv</i> mistake <i>n</i> pain <i>n, v</i> rang <i>v past, pp of "ring"</i> ring <i>v</i>	someone <i>pron</i> steal <i>v</i> stole <i>v past of "steal"</i> worse <i>adj</i> worst <i>adj</i>

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