SOTUVGA CHIQARISH TAQIQLANADI.
RMKJ

Teens' English for Class 8 is a new and exciting course for learners of English in Uzbekistan.

It includes:

- a modern methodology which allows effective and fun-filled learning with an emphasis on real English
- coverage of all four language skills: speaking, listening, reading and writing
- clear presentation of grammar
- progress checks and tests
- an English, Uzbek, Russian and Karakalpak wordlist

The course consists of a Pupil's Book, a Teacher's Book, and a Multimedia resource.

"O'QITUVCHI" NMIU

„O'qituvchi" NMIU
100206, Toshkent sh.,
Yangishahar ko'chasi, 1.
Tel.: (+99871) 224-04-12
www.oqituvchi.uz
info@oqituvchi.uz

ISBN 978-9943-22-469-8
9 789943 224698

TEENS' ENGLISH 8

Teacher's Book





DVD DISC ENCLOSED

TEENS' ENGLISH 8

Teacher's Book





"O'QITUVCHI" NASHRIYOT-MATBAA IJODIY UYI
TOSHKENT — 2020

www.idum.uz сайтидан юклаб олинди

UOK 373.5.016:811.111
KBK 74.268.1Ingl
I54

Teens' English 8. 8-sinf ingliz tili o'qituvchilari uchun metodik qo'llanma / S. Xan, L. Kamalova, L. Jo'rayev. – T: "O'qituvchi" NMIU, 2020. – 192 b.

ISBN 978-9943-22-469-8

UOK 373.5.016:811.111
KBK 74.268.1Ingl

Mualliflar:
Svetlana Xan, Ludmila Kamalova, Lutfullo Jo'rayev

ACKNOWLEDGEMENTS

The team are particularly grateful to the teachers and students of the schools who participated in the book preparation and reviewing, and whose valuable advice and comments have helped greatly in its development.

Special thanks should also go to Prof. M. Iriskulov, the Republican Scientific-Practical Center of Innovations under the Uzbekistan World Languages University for his support throughout the project, Rozalia Ziryanova, Westminster University in Tashkent for her valuable comments and Anna Alladina for the cover design.

"Teens' English 8" has been developed with the assisstance of the Republican Scientific-Practical Center of Innovations under the Uzbekistan World Languages University.

ISBN 978-9943-22-469-8

© S.Xan va boshq., 2020
© "O'qituvchi" NMIU, 2020

www.idum.uz сайтидан юклаб олинди

Mundarija

Kirish 4

Unit 1 Public holidays and traditions 18
Home reading 1 32
Progress check 1 32

Unit 2 Mass media 37
Home reading 2 53
Progress check 2 53

Unit 3 Information age 58
Home reading 3 69
Test 1 70

Unit 4 Literature and life 73
Home reading 4 85
Progress check 3 86

Unit 5 Cinema 90
Home reading 5 102
Progress check 4 102

Unit 6 World of music 106
Home reading 6 117
Test 2 118

Unit 7 Science and technology 122
Home reading 7 132
Progress check 5 132

Unit 8 Painting and sculptures 136
Home reading 8 151
Progress check 6 151

Unit 9 The environment 155
Home reading 9 168
Progress check 7 168

Unit 10 All the world's a stage 171
Home reading 10 187
Test 3 187

www.idum.uz сайтидан юклаб олинди

KIRISH

1. *Teens' English 8* ning tarkibiga nimalar kiradi?

Teens' English 8 umumiy o'rta ta'lim maktablarining ingliz tili sinflari uchun mo'ljallangan darsliklar seriyasining to'rtinchisidir. Ushbu o'quv-metodik majmua Darslik, O'qituvchi uchun metodik qo'llanma va Multimedia resursi (DVD disk)dan tashkil topgan.

***TEENS' ENGLISH 8* NING DARSLIGI**

Darslik 10 ta bo'limdan iborat bo'lib, jami 102 soatlik o'quv materialini qamrab olgan. Har bir bo'lim 6 tadan darsga taqsimlangan. Darslar oddiydan murakkabga tomon o'sib boradi.

102 soatga mo'ljallangan o'quv mashg'ulotlari darslik bo'limlari bo'yicha quyidagicha taqsimlangan:

1-bo'lim. *6 ta dars – 7 soat; uyda o'qish – 1 soat; portfolio – 1 soat; nazorat ishi – 1 soat = 10 soat*
2-bo'lim. *6 ta dars – 7 soat; uyda o'qish – 1 soat; portfolio – 1 soat; nazorat ishi – 1 soat = 10 soat*
3-bo'lim. *6 ta dars – 7 soat; uyda o'qish – 1 soat; portfolio – 1 soat; test – 1 soat = 10 soat*
4-bo'lim. *6 ta dars – 6 soat; uyda o'qish – 1 soat; portfolio – 1 soat; nazorat ishi – 1 soat = 9 soat*
5-bo'lim. *6 ta dars – 6 soat; uyda o'qish – 1 soat; portfolio – 1 soat; nazorat ishi – 1 soat = 9 soat*
6-bo'lim. *6 ta dars – 6 soat; uyda o'qish – 1 soat; portfolio – 1 soat; test – 1 soat = 9 soat*
7-bo'lim. *6 ta dars – 11 soat; uyda o'qish – 1 soat; portfolio – 1 soat; nazorat ishi – 1 soat = 14 soat*
8-bo'lim. *6 ta dars – 6 soat; uyda o'qish – 1 soat; portfolio – 1 soat; nazorat ishi – 1 soat = 9 soat*
9-bo'lim. *6 ta dars – 9 soat; uyda o'qish – 1 soat; portfolio – 1 soat; nazorat ishi – 1 soat = 12 soat*
10-bo'lim. *6 ta dars – 7 soat; uyda o'qish – 1 soat; portfolio – 1 soat; test – 1 soat = 10 soat*

Mashq daftari

10-bo'limdan keyin „Mashq daftari" sahifalari berilgan. U yerda ikki xil mashq turini uchratish mumkin: 1) sinfda bajariladigan mashqlar; 2) uyda bajariladigan mashqlar (uy vazifalari).

www.idum.uz сайтидан юклаб олинди

Darslikka yozish mumkin emasligi sababli o‘quvchilar alohida mashq daftari yuritadilar va bu mashqlarni unga ko‘chirib, tegishli vazifalarni bajaradilar.

Grammatik ma’lumotlar

Teens’ English 8 darsligining „Mashq daftari“dan keyin „Grammatik ma’lumotlar“ qismi berildi. Bu o‘quvchilar o‘quv yili davomida o‘rgangan hamma grammatik materiallar haqida qisqacha ma’lumot beradi. O‘quvchi va o‘qituvchilar undan foydalanishlari mumkin.

Lug‘at

Teens’ English 8 darsligining yakuniy qismi „Lug‘at“ bo‘lib, unda darslikda ishlatilgan so‘zlarning so‘z turkumi, transkripsiyasi va o‘zbek, rus hamda qoraqalpoq tiliga qilingan tarjimalari bilan alifbo tartibidagi ro‘yxati keltirilgan.

TEENS’ ENGLISH 8 NING MULTIMEDIA RESURSI (DVD DISKI)

Multimedia resurs (DVD disk) ingliz tilini yaxshi egallagan mahalliy o‘zbek mutaxassislari hamda o‘quvchilar tomonidan o‘qilgan matn, dialog va boshqa yozuvlarni o‘z ichiga olgan. Unda nafaqat darslikdagi tinglab tushunish mashqlariga oid materiallar, balki interfaol topshiriqlar ham kiritilgan.

Agar DVD diskni topa olmasangiz uning matnini o‘zingiz o‘qishingiz mumkin. Hamma DVD disk yozuvlari O‘qituvchi uchun metodik qo‘llanmada yoki bo‘lmasa Darslikda berilgan.

DVD disk ham darsda ham o‘quvchilarning undan uyda foydalanishlariga mo‘ljallangan. DVD diskda mualliflik huquqi yo‘q, shuning uchun undan boshqa o‘qituvchilar va o‘quvchilar nusxa olishlari mumkin.

TEENS’ ENGLISH 8 NING O‘QITUVCHI UCHUN METODIK QO‘LLANMASI

O‘qituvchi uchun metodik qo‘llanma – *Teens’ English* o‘quv metodik majmuasining muhim bir qismi. O‘quv mashg‘ulotlarini samarali olib borish uchun u o‘qituvchilarning qo‘lida albatta bo‘lishi kerak.

O‘qituvchi uchun metodik qo‘llanma quyidagilarni o‘z ichiga oladi:

– har bir dars va mashqning maqsadlari;

– o‘qituvchilarning tushunishlariga yordam beruvchi til hamda madaniy sohalar bo‘yicha qaydlar, mashqlarning javoblari;

– DVD disk uchun yozuv materiallari;

– o‘quvchilarni rasmiy baholash uchun qo‘llasa bo‘ladigan yettita nazorat ishlari (javoblari bilan) va uchta namunaviy test (javoblari bilan);

– darslikdagi mashqlarni to‘g‘ri tashkil etish bo‘yicha o‘qituvchilar uchun aniq ko‘rsatmalar.

Nazorat ishlari (Progress checks)

O‘qituvchi uchun metodik qo‘llanmaning 1-, 2-, 4-, 5-, 7-, 8-, 9-bo‘limlaridan keyin nazorat ishlari (javoblari bilan) berilgan. Nazorat ishlari o‘quvchilar bo‘lim materiallarini qay darajada o‘zlashtirganliklarini tekshirib ko‘rish uchun imkoniyat yaratadi. Bu takrorlashning hamda o‘quvchilarda o‘z

www.idum.uz сайтидан юклаб олинди

bilimini tekshirib ko‘rish javobgarlik hissini o‘yg‘otishning samarali usullaridan biridir. Har bir nazorat ishiga 45 daqiqadan vaqt ajratiladi.

Nazorat ishlaridagi tinglab tushunish mashqlari DVD diskiga ham yozilgan. Topshiriqlarni bajarish davomida o‘qituvchi ularni sinfga eshittirishi lozim.

Testlar (Tests)

O‘qituvchi uchun metodik qo‘llanmada o‘quvchilarni rasmiy baholashda foydalanish mumkin bo‘lgan testlar (javoblari bilan) kiritilgan bo‘lib, ular 3-, 6-, 10-bo‘limlardan keyin o‘tkazilishi nazarda tutilgan. Har bir testga 45 daqiqadan vaqt ajratiladi.

Testlar *Teens’ English 8* da qo‘llangan materiallarga to‘la asoslangan, shu sababli darslarga qatnashgan, barcha sinf hamda uy vazifalarini bajarib borgan o‘quvchilar yaxshi natijalarga erishishi tayin. Testlardagi tinglab tushunish mashqlari DVD diskiga ham yozilgan. Topshiriqlarni bajarish davomida o‘qituvchi ularni sinfga eshittirishi lozim.

2. *Teens’ English 8* da tez-tez uchrab turadigan mashq turlari

Bo‘lim va darslarning mavzulari

Bular darsda alohida tanishtirilmagan yangi so‘zlarni o‘z ichiga oladi, shu sababli o‘qituvchining dars davomida ularga e’tibor qaratishi muhimdir. Imkoniyati bor joylarda mavzu darsning lug‘ati va til materialini o‘z ichiga oladi. Ular o‘quvchilarga dars nima haqida bo‘lishini tushunish va ularni yodda tutishga yordam beradi.

Yangi so‘zlarni rasmlar bilan solishtirish mashqlari *(Matching activities)*

Bunday turdagi mashqlarda o‘quvchilar yangi so‘zlarni ma’nosini fahmlash orqali rasmlar bilan solishtirishadi. Ular solishtirishni tugatganlaridan so‘ng javoblarini Siz yoki o‘rtoqlari bilan yangi so‘zlar ma’nosini to‘g‘ri yoki noto‘g‘ri fahmlaganini tekshirib ko‘rishlari kerak. Bu mashq o‘qituvchining yangi so‘zlar ma’nosini to‘g‘ridan-to‘g‘ri berishidek amaldagi uslubga qaraganda anchagina qiziqarlidir. U o‘quvchilarning bilish ko‘nikmalarini ham rivojlantirishga yordam beradi. M-n.: ingliz tilidagi so‘zni o‘zlari bilgan boshqa bir til bilan taqqoslash va shu usul bilan ma’noni topa olish yoki topa olmasliklarini sinab ko‘rish orqali. Bir tildan boshqa bir tilni o‘rganishda foydalanish xorijiy tilni o‘rganishda muhim ko‘nikma hisoblanadi. (O‘quvchilaringiz so‘zlar ma’nosini fahmlay olmasa yoki noto‘g‘ri fahmlasalar-da, hech qanday muammo tug‘ilmaydi. Zaruriyat tug‘ilganda so‘zlarning ma’nosini Sizning o‘zingiz aytasiz.)

Rasmlardan foydalanish

Teens’ English 8 da barcha rasmlar til o‘rganish vazifasi sifatida xizmat qiladi. Faqatgina bezak uchun rasmlar berilmadi. Rasmlardan ham o‘qituvchi, ham o‘quvchi dars davomida faol foydalanishlari kerak. Rasmlardan noto‘g‘ri foydalanish yoki ularni nazardan chetda qoldirish o‘qitish va o‘rganishning samaradorligini pasaytiradi.

www.idum.uz сайтидан юклаб олинди

Tinglash va takrorlash mashqlari *(Listen and repeat)*

Tinglash va takrorlash mashqlari ko‘pincha yangi so‘zlarni rasmlar bilan solishtirish mashqlaridan keyin yoki o‘quvchilar so‘z yoki so‘z birikmalarining ma’nosini bilib olgandan so‘ng bajariladi. Tadqiqot shuni ko‘rsatadiki, yangi so‘z yoki qurilmalarning ma’nosini bilmasdan turib ularni tinglab takrorlagandan ko‘ra, o‘quvchilar ma’noni bilganlaridan so‘ng ularni tinglab takrorlasalar yaxshiroq esda saqlab qoladilar.

Zanjir mashqi *(Chain Drill)*

Zanjir mashqi yangi til materiali bilan ishlashning eng samarali usullaridan biridir. Ular har bir o‘quvchiga yangi til materiali yoki qurilmani ishlatib ko‘rishga imkon beradi. Ular juda tez bajariladi.

Zanjir mashqlari sinf mashqidir. O‘qituvchi yangi materialni tanishtiradi. M-n.: *I like sewing.* O‘qituvchi oldin bir o‘quvchi bilan mashq qilib ko‘radi, boshqalar esa kuzatib, tinglashadi. U *I like sewing. What about you?* deb aytadi. O‘quvchi o‘zi uchun javob beradi va shu savolni *(What about you?)* so‘raydi. O‘qituvchi o‘zi uchun javob beradi va shu qurilmani shu o‘quvchi bilan yana bir marta mashq qilib ko‘radi. Shundan so‘ng o‘qituvchi o‘quvchilardan ushbu jarayonni quyidagidek bajarishni so‘raydi:

O‘q. 1: I like sewing. *(yonidagi o‘quvchi tomon buriladi)* What about you?

O‘q. 2: I like reading books. *(yonidagi o‘quvchi tomon buriladi)* What about you?

O‘q. 3: I like drawing. *(yonidagi o‘quvchi tomon buriladi)* What about you? va h.k.

Jarayonni tezlashtirish uchun o‘qituvchi Zanjir mashqini qatorlarda tashkil etishi mumkin.

O‘yinlar *(Games)*

Darslikda o‘yin mashqlari ikki maqsadda ishlatilgan: sinfni faollashtirish va darsda o‘rganilgan til yoki so‘z birikmalarini mashq qilish uchun. Bu mashqlar darsni qiziqroq olib borishga ko‘maklashadi va tilni a’lo darajada mashq qilish imkoniyatini ham yaratadi. Ular o‘quvchilarda qiziqish uyg‘otadi va ularni ko‘proq o‘rganishga undaydi.

Mustaqil o‘rganish ko‘nikmalarini rivojlantirish mashqlari *(Study Skills)*

Darslikda mualliflar mustaqil o‘rganish ko‘nikmalarini rivojlantirish maqsadida turli-tuman mashqlarni kiritishga harakat qildilar. Mustaqil o‘rganish ko‘nikmalarini rivojlantirish ustida ishlash turlichadir. U lug‘at, jadvallardan foydalanish, o‘ziga qayd qilib qo‘yish, harflarning o‘qilish qoidalariga murojaat qilish, grammatik ma’lumotlardan foydalanish kabilarni o‘z ichiga oladi. Mustaqil o‘rganish ko‘nikmalarini rivojlantirish mashqlari o‘quvchilarga amaliy ishlash usullarini o‘rgatadi va ularni mustaqil ishlashga tayyorlaydi.

Ma'lumot almashinuv mashqlari *(Information Gap)*

Ma'lumot almashinuv mashqlari bevosita muloqotni, og'zaki nutqni rivojlantirishga xizmat qiladi. Haqiqiy hayotda kimningdir bizdan nimani so'ramoqchi ekanligini yoki kimningdir qanday javob berishini biz aniq bilmaymiz. Ma'lumot almashinuv mashqlarida o'quvchilar so'rash va javob berish orqali ma'lumot almashishlari kerak bo'ladi. Faqatgina muvaffaqiyatli muloqot orqaligina ular kerakli ma'lumotdan foydalanib vazifani bajarishadi.

O'quvchilarning o'zlaridagi ma'lumotlarni bir-biriga ko'rsatmasliklari juda muhim. Bir-biriga o'z ma'lumotini ko'rsatmaslikni ta'minlash maqsadida bu mashq odatda darslikning ikki joyida berilgan holda qismlarga bo'linadi, A o'quvchi o'z qismida yo'q ma'lumot, rasmlardagi o'xshashlik, farq va b. to'g'risida savollar so'raydi. B o'quvchi A o'quvchining savollariga o'z qismida berilgan ma'lumotga ko'ra javob beradi. So'ngra B o'quvchi A o'quvchidan savol so'raydi.

Eslatmalar *(Remember Boxes)*

Bular darslikning quyi qismida joylashgan bo'lib, yangi til materialini o'zida mujassamlashtirgan. Ular o'qituvchi va o'quvchilarning dars maqsadini tezda ilg'ab olishlariqa qulay. Yangi til yoki qurilmani tanishtirishdan oldin yoki keyin o'qituvchilarga o'quvchilarning e'tiborini eslatmadagi misollarga qaratishi lozimligi tavsiya etiladi.

Ijodiy ish *(Project)*

Ijodiy ish bu kursning muhim qismidir. U har bir bo'limdagi yakuniy dars bo'lib, oldingi beshta darsda o'rganilgan bilimga asoslangan. U o'quvchilarga bu darslarda o'rgangan narsalarini o'zi bilmagan holda, erkinroq va o'qituvchi tomonidan kam nazorat qilingan holda o'zicha qo'llashga imkoniyat yaratadi. Ijodiy ish o'quvchilarga o'z bilimi darajasida ishlashga imkon beradi; vazifani bajarish davomida kuchli o'quvchilar ko'proq va murakkabroq, o'zlashtirishi qiyin bo'lgan o'quvchilar esa, qisqa va oddiy ishlarni bajaradilar.

Ijodiy ish o'quvchilarga o'z ishlari, bilimlari va yaratuvchanligidan faxrlanishga imkon beradi. Shu sababli o'quvchilar uchun bir-birining ishlarini ko'rishga sharoit yaratish maqsadida sinfxona bo'ylab Ijodiy ish darsi davomida yasalgan plakat va chizilgan rasmlarni namoyish qilish juda muhimdir. O'quvchilardan boshqa o'quvchilarning ishlarini baholash ham so'ralishi mumkin.

Ijodiy ish davomida o'quvchilar yozish jarayoniga jalb qilinadi. Bunda ular mavzu yuzasidan fikrlar, qaydlar yozadilar. So'ngra ular bu qaydlardan tavsiflar, maqolalar, xatlar, hikoya va she'rlar yozishda, plakatlar yasashda, dasturlar tuzishda foydalanadilar. Ular rasmlar qirqadilar va chizadilar, xarita, grafik tuzadilar, intervyu uyushtiradilar va h.k. Shu sababli o'qituvchida materiallar, qaychilar, chizg'ichlar, qog'oz, yelim, qog'oz qiyqimlari va sh.k. solingan quti bo'lishi foydadan xoli emas. O'qituvchi Ijodiy ish bo'lishidan oldin o'quvchilardan bu narsalarni olib kelishni so'rashi ham mumkin.

Ijodiy ishlarni har doim bir xil guruhlarda tashkil etish maqsadga muvofiq,

chunki o‘quvchilar bir-biri bilan muntazam hamkorlikda ish olib borishadi. O‘qituvchi uchun ijodiy ish darslari yuzasidan batafsil uslubiy tavsiya o‘qituvchi uchun metodik qo‘llanmada berildi.

Ijodiy ish davomida tayyorlangan plakatlardan ota-onalarga bolalarning ingliz tilini qay darajada o‘zlashtirayotganliklarini ko‘rsatish uchun ham foydalanishingiz mumkin.

Bajarilgan ishlar jildi/fayli *(Portfolio)*

Teens' English 8 darsligida 1–10-bo‘limlarni o‘rganish davomida shu bo‘limlarga oid portfolio, ya’ni bajarilgan ishlar jildi/faylini tayyorlab borish ko‘zda tutilgan. Bu bo‘limlarning ijodiy ish darsidan keyin har bir portfolio darsiga yana 45 daqiqadan vaqt ajratiladi.

Portfolio darslarida o‘quvchilar tegishli bo‘lim bo‘yicha o‘zlarining ingliz tilidan bajargan eng yaxshi ishlari, loyihalari, namunali nazorat ishlari, testlari, kundaliklari, chizmalari va h.k.lar jildini tayyorlaydilar. Bunday faoliyat o‘quvchilarda o‘z ishi, bilimi va erishgan yutuqlaridan faxrlanish tuyg‘usini uyg‘otadi. O‘qituvchi sinfxona devorlarida tayyorlangan jildlar ko‘rgazmasini tashkil qilishi hamda ota-onalarga bolalarining ingliz tilidan erishayotgan yutuqlarini ko‘rsatishda ulardan foydalanishi mumkin.

O‘qish/tinglashdan oldin, bu jarayon paytida va undan keyin bajariladigan mashqlar *(Pre, while and post reading/listening activities)*

Teens' English 8 darsligida o‘qish yoki tinglashning samarasini oshirish maqsadida 3 bosqichli mashqlardan foydalanildi. Ular o‘qish/tinglashdan oldin, bu jarayon paytida va undan keyin bajariladigan mashqlardir.

O‘qish/tinglashdan oldin bajariladigan mashqlar o‘qish/tinglash matnlaridan oldin bajariladi. Ular mavzuga o‘quvchilarning qiziqishlarini uyg‘otadi, ularni ma’lumotni oldindan aytishga ruhlantiradi, ularni o‘qish va tinglash matnlarida yoritilgan fikrlarga yaqinroq keltiradi.

O‘qish/tinglash paytida bajariladigan mashqlar o‘qish/tinglash jarayoni davomida amalga oshiriladi. Ular o‘quvchi, tinglovchilarga o‘qish, tinglash uchun berilgan parchalarning mazmunini, parcha qanday yozilganligini va yozuvchining maqsadini tushunishga yordam beradi.

O‘qish/tinglashdan keyin bajariladigan mashqlar matnni o‘qigandan, tinglagandan so‘ng amalga oshiriladi va ular o‘quvchi, tinglovchini matn mazmunidan tashqariga olib chiqadi. Ular o‘quvchi, tinglovchini matnni o‘z qarashlari, qiziqishlari va bilimlariga bog‘lashga yoki matndan olgan ma’lumoti yuzasidan biror ish qilishga undaydi. 3 bosqichli yondashuvning maqsadi o‘qish/tinglashni osonlashtirish va o‘quvchilarga tabiiy usulda o‘qish/tinglashga yordam berishdir. Kundalik hayotimiz davomida agar gazeta o‘qiydigan bo‘lsak, biz avval sarlavhalarga qaraymiz va umumiy tasavvurga ega bo‘lamiz, so‘ngra diqqat bilan, batafsil ko‘rib yoki o‘qib chiqamiz.

O‘qish va tinglash matn turlari

Teens' English 8 dagi o‘qish va tinglash matnlari hayotiy matnlardir.

Xilma-xil matn turlari berildi: gazeta va jurnal maqolalari, e'lonlar, lug'at va ensiklopediyalardan parchalar, yorliqlar va paketlar, xatlar, radio eshittirishlari, jonli muloqotlar, musobaqalardagi nutqlar va boshqalar.

Nutq faoliyat turlari o'rtasidagi bog'lanish

Teens' English 8 da to'rt nutq faoliyati turlari: tinglab tushunish, gapirish, o'qish va yozuv o'zaro bog'langan holda o'qitiladi. Bunga sabab haqiqiy hayotda kamdan-kam hollardagina o'qigan narsalarimiz haqida gaplashmaymiz yoki yozmaymiz yoki eshitgan narsalarimizga o'qigan narsalarimizni bog'lamaymiz. Shu sababli nutq faoliyati turlarini bir-biri bilan quyidagidek turli faoliyatlar orqali bog'lashga harakat qildik:

– o'qish va yozish, m-n.: o'qish va jadvallarni to'ldirish, qisqa bayonlar yozish, xatga javob yozish, o'zi haqida yozish, o'ziga qayd qilib qo'yish, savollar yozish, fikrlar yozish va boshqalar.

– o'qish va tinglash, m-n.: o'qib olingan ma'lumotni tinglash orqali tekshirib ko'rish, matn va fikrlarni solishtirish va boshqalar.

– o'qish va gapirish, m-n.: o'qish va savollarga javob berish, to'g'ri yoki noto'g'ri ma'lumotlarni aytish, matndagi ma'lumotlarni muhokama qilish, bahslashish va boshqalar.

– tinglash va o'qish, m-n.: tinglash va matnlar tartibini joylashtirish, matndan talab qilingan ma'lumotlarni topish va boshqalar.

– tinglash va yozish, m-n.: tinglash va tushib qolgan ma'lumotlarni, jadvallarni to'ldirish, fikrlar yozish va boshqalar.

– tinglash va gapirish, m-n.: tinglash va savollarga javob berish, muhokama qilish va boshqalar.

Talaffuz

Talaffuz, asosan, o'quvchilar so'zlarning ma'nolari bilib olingandan keyin DVD disk va o'qituvchining ketidan takrorlash orqali amalga oshiriladi. Tadqiqot shuni ko'rsatadiki, o'quvchilar so'zlarning ma'nosini bilib olgandan so'ng so'zlarni qanday talaffuz qilishni o'rganish ular uchun osonroq va samaraliroq bo'ladi.

Qo'shimcha grammatik mashqlar

Bular bo'lim yoki darslarda o'rganilgan grammatika uchun qo'shimcha mashqlarni o'z ichiga oladi. Qo'shimcha grammatik mashqlarni qo'llashdan maqsad allaqachon orttirilgan grammatik bilimni ko'proq ishlatish va mustahkamlash hamda o'zlashtirishi qiyin yoki grammatika ustida ko'proq mashq qilishi kerak bo'lgan o'quvchilarga yordam berishdir. Bu mashqlar o'quvchilarga mustaqil va o'zicha ishlashga imkoniyat berish maqsadida ham ishlatilishi mumkin. Qo'shimcha grammatik mashqlar DVD diskda har bir bo'lim uchun berildi.

Aktiv va passiv leksikani o'rgatish

Leksikani qanday o'rgatish haqida mulohaza yuritganda o'quvchilar ham aktiv, ham passiv so'z boyligiga ega bo'lishlari kerakligini yodda tutish lozim.

Aktiv so‘z boyligi

Yozganimizda yoki gapirganimizda qiynalmasdan, to‘xtamasdan, eslashga o‘zimizni majburlamasdan, to‘g‘ri yoki noto‘g‘riligi haqida o‘ylab ham o‘tirmasdan bemalol ishlatishimiz mumkin bo‘lgan inglizcha so‘zlar, terminlar, iboralar, shuningdek, idiomatik iboralar aktiv so‘z boyligini tashkil etadi. Aktiv so‘z boyligi o‘quvchi tushunadigan, o‘z shaxsiy fikrini ifodalash uchun qo‘llay olishi mumkin bo‘lgan so‘zlarni o‘z ichiga oladi va bu ingliz tilini **produktiv bilish** deb ataladi.

Passiv so‘z boyligi

Biz faqat ma’nosini biladigan va taniydigan, ammo yozuv va suhbatda beixtiyor, bemalol ishlata olmaydigan inglizcha so‘zlar, terminlar, iboralar, shuningdek, idiomatik iboralar passiv so‘z boyligiga kiradi. Passiv leksika tushunish uchun muhim ahamiyat kasb etadi, chunki so‘zlovchini tushunish masalasi tinglovchidan passiv leksikaga ega bo‘lish, ya’ni suhbatdosh nima haqida gapirayotganligini tushunish uchun u ishlatadigan so‘zlarni yetarlicha bilishni talab etadi. O‘quvchilar matn o‘qiyotganda inglizcha so‘z va gaplarni taniydilar, ularning ma’nosini tushunadilar, ammo o‘z nutqida ulardan faol foydalanmaydilar. Bu ingliz tilini **retseptiv bilish** deb ham ataladi.

Uyda o‘qish uchun mo‘ljallangan matnlar ko‘plab aktiv hamda passiv leksikani o‘z ichiga oladi. O‘quvchilar matn o‘qiganlarida o‘z aktiv va passiv so‘z boyligidan foydalanadilar va vaqt o‘tishi bilan ularning passiv so‘z boyligi oshib boradi. Uyda o‘qish uchun mo‘ljallangan matnlar leksikasi o‘qituvchi uchun metodik qo‘llanmada berib borilgan.

3. *Teens’ English* da qo‘llanilgan yondashuv

Teens’ English 8 xorijiy tillar bo‘yicha Ilmiy Metodik Kengashda 2017-yilda tasdiqlangan Davlat ta’lim standartlari va o‘quv dasturi asosida yaratildi. Dastur O‘zbekistonning turli joylarida istiqomat qiluvchi o‘quvchi va o‘qituvchilar bilan maslahatlashilgan holda tanlangan mavzularga asoslanadi.

Teens’ English 8 da o‘quvchilarga **to‘rt nutq faoliyati turlari:** o‘qish, tinglab tushunish, gapirish va yozuvni rivojlantirishga yordam berish maqsad qilib olingan. Darslikda zamonaviy kommunikativ Ingliz tilini o‘qitishga alohida urg‘u berilgan, shuning uchun ilgarilari nazardan chetda qoldirilgan gapirish va tinglashga katta e’tibor qaratilgan. Albatta, o‘quvchilarga **lug‘at, grammatika va talaffuz** bo‘yicha yaxshi bir poydevor kerak, shuning uchun bular ham muntazam ravishda rivojlantirilib borilgan. *Teens’ English 8* da lug‘at mavzular bo‘yicha tanlangan, grammatika esa muloqotning tarkibiy qismi sifatida o‘rgatilgan. 8-sinf darsligida dastlabki tarjima malakalarini muntazam ravishda rivojlantirib borishga e’tibor qaratiladi. Bu sinfda tarjima ingliz va ona tilidagi yangi so‘z va so‘z birikmalarni taqqoslash va farqini ko‘rsatish uchun ishlatiladi.

Teens’ English va Siz foydalangan boshqa bir darsliklar orasidagi asosiy farq shundaki, *Teens’ English* da til o‘qitishning **o‘quvchiga yo‘naltirilgan yondashuvi** *(learner-centered approach)*ga urg‘u berganligidadir.

Buning ma’nosi shuki, ilgarilari o‘quv jarayonida o‘quvchilarga emas, balki o‘qituvchining roliga ko‘proq e’tibor berilar edi. Albatta, o‘qituvchi ham

juda muhim, ammo tadqiqot shuni ko‘rsatadiki, agar o‘quvchilarga yangi til materialini mashq qilish va amalda qo‘llab ko‘rishga imkoniyat berilsa, ular samarali muloqot qilishni ko‘proq o‘rganadilar. Shunday qilib, *Teens' English* da ishlatilgan o‘quvchiga yo‘naltirilgan uslubning maqsadi o‘quvchini sinfxonada sodir bo‘ladigan ko‘p narsalarning diqqat markaziga qo‘yishdir. Shu sababli *Teens' English* juftlik va guruhlarda ishlash orqali yangi tilni tabiiy qo‘llashga o‘quvchilarni ruhlantiradigan ko‘pdan-ko‘p mashqlar, bahslar, ijodiy ishlar va o‘yinlarni o‘z ichiga oladi.

Albatta, Siz hanuz yangi so‘z va grammatikani o‘quvchilaringizga tanishtirishingizga to‘g‘ri keladi, lekin o‘quvchiga yo‘naltirilgan sinfxonada Siz juftlik va guruh ishlarini tashkil qilish va boshqarishga ham ko‘p vaqt sarflaysiz.

O‘quvchiga yo‘naltirilgan sinfxonani tashkillashtirish

O‘quvchilaringiz tez-tez juftlik, uchlik va to‘rtliklarda ishlaydi, shuning uchun oldindan darsni va bu guruhlarni qanday tashkil etish xususida o‘ylab ko‘rishga to‘g‘ri keladi. O‘quvchilar bir necha marta guruhlarni tashkil qilib ko‘rgandan so‘ng, ularni eslab qoladi va tezlikda guruh tashkil etishga o‘rganib qoladi.

O‘quvchiga yo‘naltirilgan sinfxonada o‘qituvchining roli

O‘quvchilar hayotda yaxshi muloqot qila olmasliklarining sabablaridan biri bu ular o‘rgangan o‘zaro muloqot turlari quyidagidek bo‘lganligidandir:

a) O‘qituvchi sinfda ma’ruza o‘qiydi. Muloqot o‘qituvchining bevosita ishtiroki bilan yoki u orqali bo‘ladi.

b) O‘qituvchi o‘quvchilarning biridan o‘z oldiga kelishini so‘raydi va u bilan yo gaplashadi yo uni tinglaydi.

d) O‘qituvchi joyida turgan bir o‘quvchi bilan suhbatlashadi yoki uni tinglaydi.

e) O‘qituvchi ikki o‘quvchidan bir-biri bilan suhbatlashishini so‘raydi (m-n.: yod olgan dialogini aytib berish).

f) Agar o‘quvchilardan bir-birlari bilan suhbat qurish so‘ralsa, ular tabiiy muloqot o‘rniga odatda navbatma-navbat gapirishadi. Bundan tashqari, o‘qituvchi nima deyilayotganligini tinglab, ularning yonida turadi. Agar o‘qituvchi juftlik va guruh ishlarini tashkil etsa, o‘quvchilar tabiiyroq usullarda bir-birlari bilan muloqotga kirishadilar.

Kommunikativ faoliyatlar o‘sib, rivojlanib borar ekan, o‘qituvchi boshqa „o‘qimaydi“, u tashkillashtiradi, mashq beradi va uni ehtiyotkorlik bilan „nazorat qiladi“, u o‘quvchilarni tinglaydi va hamma narsaning o‘z joyida ekanligiga ishonch hosil qiladi. O‘qituvchi faqat o‘quvchi mashqlarni o‘zlaricha qila olmasligiga ko‘zi yetgan taqdirdagina ularga yordam berishi kerak bo‘ladi. O‘qituvchi xuddi orkestrning dirijoridek bo‘lishi: yo‘l ko‘rsatishi, lekin chalmasligi kerak.

Avvalboshda Siz bu faoliyatlarning ayrimlarini tashkillashtirishda biroz qiynalishingiz mumkin, ammo tezda bunga ko‘nikib ketasiz. Ishonchimiz komilki, ular o‘quvchilaringizni shunchalik qiziqtirib qo‘yganidan ularning o‘zi Sizga mashqlarni tashkillashtirishda yordam berib yuborishadi.

Og‘zaki ingliz tilidagi xato va kamchiliklarni to‘g‘rilash

Hozirgi kunda ko‘pchilik o‘qituvchilar o‘quvchilari yo‘l qo‘yayotgan har bir xatoni tuzatish kerak yoki kerak emasligi to‘g‘risida ikkilanib qolishadi. Amaldagi sinfxonada urg‘u odatda nutqiy bexatolikka beriladi va hamma xatolar o‘sha yerning o‘zida tuzatiladi. Bunda muammo shundaki, ko‘pchilik o‘quvchilar xato qilish va uning xatosi tuzatilishidan qo‘rqib, gapirishni uncha xush ko‘rishmaydi.

O‘quvchilarni ingliz tilidan haqiqiy muloqot qilish uchun foydalanishga ruhlantiradigan o‘quvchiga yo‘naltirilgan sinfxonada nutqiy ravonlik, xatosiz nutq muhim ahamiyat kasb etadi. Bu bilan biz xatolar tuzatilmasin demoqchi emasmiz, lekin u *Teens’ English* da qo‘llanilgan kommunikativ mashqlardan keyin qilinishi mumkin. Agarda buni muloqot paytida amalga oshirsangiz, unda Siz o‘quvchilaringizga muntazam ravishda xalaqit bergan bo‘lasiz. Albatta, Siz o‘quvchilaringiz yo‘l qo‘yayotgan xatolarni eslab qolishingizga to‘g‘ri keladi, shu sababli Siz sinfxonani aylanib yurar ekansiz, ularni o‘zingizga qayd qilib borish tavsiya etiladi. Mashqning oxirida o‘zingizga qayd etib qo‘ygan ba’zi odatiy yoki muhim xatolarni o‘quvchilarga aytib o‘tishingiz mumkin.

Shovqin

O‘quvchiga yo‘naltirilgan sinfxonada shovqin bo‘lishi tabiiy va uning nazoratli hamda konstruktiv ekanligini nazarda tutgan holda unga yaxshilik ramzi sifatida qaralishi lozim.

O‘quvchilaringizni juftlik va guruh ishlari davomida shovqin solmasdan va xushmuomalalik bilan gapirishga hamda vazifasini ertaroq bajarib bo‘lganlarni qo‘shimcha vazifa olishga tayyor bo‘lib turishga o‘rgating. Agar mashqni bajarishdan oldin aniq ko‘rsatmalar bersangiz, o‘quvchilaringiz vazifani adashmasdan va ortiqcha shovqinlarsiz bajara oladilar. O‘quvchilaringiz Siz va bir-birlari bilan qanday gaplashishiga doir qoidalar ishlab chiqing.

Ona tilidan foydalanish

Teens’ English 8 ning mualliflari ingliz tili ingliz tili orqali yaxshiroq o‘zlashtiriladi deb hisoblaydilar, shu sababli biz o‘qituvchiga sinfxonada mumkin qadar ko‘proq ingliz tilidan foydalanishni tavsiya beramiz. Albatta, ba’zi hollarda o‘quvchilarga ona tilida tushuntirish kerak bo‘ladi. Lekin hamma narsani o‘quvchilarga tarjima qilib bermaysiz degan umiddamiz. Tadqiqot shuni ko‘rsatadiki, agar o‘quvchilar ma’noni o‘zlari chaqib olishga ruhlantirilsa, ularning o‘rganishi samarali bo‘ladi.

Uy vazifasini tekshirish

Har bir tajribali o‘qituvchi o‘zining uy vazifalarini tekshirish usullariga ega. Quyida tajribasi yo‘q o‘qituvchilarga bir necha tavsiyalar berildi.

Qanday qilib?

Uy vazifasini tekshirishning bir necha usullari bor.

a) An’anaviy usul. O‘qituvchi bolalarning ishlarini oladi va xatolarni to‘g‘rilab chiqadi.

b) Noan'anaviy usul. O'qituvchi ikki rangli ruchka yoki qalamlardan tekshirish uchun foydalanadi.

Yashil rang — ogohlantirish.

O'quvchi birinchi marta xato qilganda Siz uning tagiga yashil rang bilan chizasiz. Bunda o'quvchilar qilingan xato ustida ishlashadi.

Qizil rang — yomon.

O'quvchining xatosi ko'p mashqlarda takrorlansa uning tagiga qizil ruchka bilan chizing. Bunda o'quvchilar xato ustida qattiq ishlashi kerak. Xatolarni o'zingiz tuzatishingiz mumkin, lekin o'quvchilarga uni o'zlari qilishga imkon bersangiz yaxshiroq bo'ladi. Quyidagi belgilarni hoshiyaga yozish orqali Siz o'quvchilarga o'z xatolarini tuzatishga yordam berasiz: **Gr** – grammatik xato; **Sp** – imloviy xato; **WO** – so'z tartibida xato; **P** – tinish belgisida xato.

d) O'z-o'zini tekshirish usuli. O'quvchilar berilgan namunaga qarab o'z xatolarini tekshiradilar (m-n.: o'qituvchi o'quvchilardan so'raydi va to'g'ri javoblarni doskaga yozadi.)

e) O'zaro tekshirish usuli. O'qituvchi o'quvchilardan o'z ishlarini almashishni va ularga berilgan namuna asosida xatolarni tuzatishni so'raydi.

Qachon?

a) O'quvchilar sinf mashqlarini bajarayotgan paytlarida Siz sinfni tezda aylanib, uy vazifalarini ko'rib chiqishingiz mumkin. O'quvchilarda ikkita ish daftari bo'lsa yaxshi bo'lardi. Bittasi sinf ishi uchun, boshqa biri uy vazifalari uchun.

b) Ijodiy ish davomida uy vazifalarini baholashingiz mumkin.

d) O'quvchilarning ishlarini baholash uchun daftarlarni uyga olib ketishingiz mumkin.

O'quvchilarning ishlarini tekshirish juda **muhim,** chunki:

– Bir haftada uch soat darsga qo'shimcha berilgan uy vazifalarini bajarish orqaligina o'quvchilar yaxshi natijalarga erishishadi. Agar Siz uy vazifalarini tekshirmasangiz, o'quvchilar uni bajarishni to'xtatib qo'yishadi.

– O'quvchilar o'rgangan bilimlarini uy vazifasida ishlata turib xato qiladilar. Agar Siz bu xatolarni topishda ularga yordam bersangiz, har bir xato ular uchun o'rganish imkonini beradi. Agarda ko'rsatmasangiz, ular o'rganish imkonini qo'ldan boy beradilar, hattoki xato bir narsani o'rganishlari mumkin!

– O'quvchilarning o'zlashtirishini kuzatib borishingiz mumkin.

– O'quvchi bilan yakkama-yakka ishlashingiz mumkin.

– Ko'rgazma, musobaqalar uyushtirib, o'quvchilarni rag'batlantirishingiz mumkin.

– Bu o'quvchilarning ota-onalari bilan ishlashga yordam beradi.

Vaqt hisobi

Darslarda mashqlar uchun belgilangan vaqt taxminiy bo'lib, o'qituvchilar uni o'quvchilarning qobiliyati va tayyorgarligidan kelib chiqib o'zgartirishi mumkin.

4. O‘quvchilar uchun zaruriy XXI asr malaka va ko‘nikmalari

Globallashuv va bugungi jamiyatda yuz berayotgan jadal o‘zgarishlardan kelib chiqib, pedagog va olimlar o‘quvchilarni noma’lum kelajakka va hali yaratilishi lozim bo‘lgan ish o‘rinlariga tayyorlash uchun XXI asr malaka va ko‘nikmalarini rivojlantirmoqdalar.

XXI asr malaka va ko‘nikmalari ta’limning barcha bosqichlarida o‘qitiladigan qator kompetensiyalar bo‘lib, o‘quvchilarga doimiy o‘zgaruvchan dunyoga moslashishda zarur bo‘lgan malaka va ko‘nikmalarni taqdim etadi.

“XXI asr malaka va ko‘nikmalari: zamonamizda hayot uchun o‘qib-o‘rganish” nomli kitob mualliflari Berni Trilling va Charlz Fadelning so‘zlariga ko‘ra, XXI asr malaka va ko‘nikmalar shunday g‘oyani ilgari suradiki, unga ko‘ra so‘nggi bir necha o‘n yilliklar davomida dunyoning shunchalik darajada o‘zgarib ketganligidan kundalik hayotda ta’lim olish va ta’lim berish roli ham tubdan va batamom o‘zgargan.

XXI asr malaka va ko‘nikmalari nima uchun muhim?

Yaqin kelajakda sekinlashishi dargumon bo‘lgan hozirgi globallashuv tendensiyalari, texnika taraqqiyoti va demografik o‘zgarishlardan kelib chiqib, XXI asr malaka va ko‘nikmalarini o‘quvchilarga o‘rgatish muhim hisoblanadi. Texnologiya geometrik progressiya bo‘yicha takomillashib, bizning hayotimizga o‘z o‘zgarishlarini kiritib boradi.

Bir avlod avval o‘qituvchilar o‘zlari o‘qitgan bilimlar o‘quvchilariga bir umrga xizmat qiladi deb o‘ylagan bo‘lsalar, endilikda esa jadal iqtisodiy va ijtimoiy o‘zgarishlar tufayli maktablar o‘quvchilarni hali yaratilmagan ishlarga, hali ixtiro qilinmagan texnologiyalarga va hali biz bilmagan, yuz berishi mumkin bo‘lgan muammolarni hal qilishga tayyorlashi lozim bo‘ladi.

Moslasha olish, texnologik malakalar va boshqa barcha XXI asr malaka va ko‘nikmalari o‘quvchilarga o‘z oldida turgan vazifalarni munosib hal qilish va qiyinchiliklarni yengib o‘tishda yordam beradi.

Ta’limda XXI asr malaka va ko‘nikmalari

a) Muammolarni hal qilish

Yuzaga kelganda, murakkab muammolarni o‘quvchilar hal qila olishlari kerak. Muammolarni samarali hal qilish bir necha elementlarni o‘z ichiga oladi:

- avvalgi muammolarni o‘rganish;
- mavjud muammolarni hal qilishning yangi usullarini izlash;
- muammolarni mustaqil yoki guruhda hal qilish;
- xulqni turli muhitlarga moslashtirish.

Mana shu malaka va ko‘nikmalar yordamida o‘quvchilar ham o‘qish vaqtida, ham maktabni tugatganlaridan so‘ng duch kelishi mumkin bo‘lgan har qanday yangi muammolarni hal qila olishlari mumkin.

b) Analitik (tahliliy) fikrlash

Analitik fikrlash tanqidiy fikrlashdan oldin keladigan muhim qadam. Biror narsa haqida tanqidiy fikr yuritish uchun o‘quvchilar uni tahlil qilishlari va tarkibiy qismlarga ajratishlari kerak.

Analitik fikrlash quyidagilarni o‘z ichiga olishi mumkin:
– faktlarni fikrlardan ajratish;
– matndagi kalit nuqtalarni aniqlash;
– qonuniyatlar va o‘zaro munosabatlarni ko‘ra bilish;
– murakkab muammolarni kichik bosqichlarga bo‘la olish;
– sabab va oqibatlarni aniqlay olish;
– ma’lumotlarga mantiqiy ishlov bera olish.

Analitik fikrlash – bu Blum taksonomiyasi (kognitiv malaka va ko‘nikmalarni taqsimlash metodi)dagi to‘rtinchi bosqich. *(Manba: Vasabi Lirning)*

d) Tanqidiy fikrlash

Sinfxonada va kundalik hayotda o‘quvchilar shunchaki passiv ma’lumot olmaydilar. Ular onlayn axborotlarni kuzatadilar, ulashadilar va ular ustida ishlashni yoqtiradilar. Shuning uchun topilgan axborot manbasi va mazmuniga tanqidiy munosabatda bo‘lishga o‘quvchilarni o‘rgatish juda muhim sanaladi.

Tanqidiy fikrlash analitik fikrlashdan keyingi bosqich bo‘lib, o‘z-o‘zini bilish ko‘nikmalarini rivojlantirish va duch kelinadigan muammolar haqida chuqurroq mulohaza yuritishga o‘quvchilarni undaydi.

O‘quvchilarda tanqidiy fikrlash malaka va ko‘nikmalarini rivojlantirish uchun quyidagidek savollardan ko‘proq foydalanish lozim:
– Siz bu haqida nima deb o‘ylaysiz?
– Siz nima uchun bunday deb o‘ylaysiz?
– Siz bilganlar nimaga asoslangan?
– Bu nimani ko‘zda tutadi yoki taqozo qiladi?
– Buni qanday tushuntirish mumkin, bu bilan nima bog‘liq, bu nimaga olib boradi?
– Axborot haqida qanday fikrdasiz?

e) Kreativ (ijodiy) fikrlash

Muhandislik, musiqachilik, o‘qituvchilik va hisobchilik – bu kabi kasblarda ishchi-xodimlar murakkab masalalarning innovatsion yechimini topish uchun ijodiy fikrlash malaka va ko‘nikmalaridan foydalanishlari kerak bo‘ladi.

Noyob va foydali g‘oyalarni ishlab chiqish yoki avval bog‘lanmagan g‘oyalar o‘rtasida aloqa o‘rnatish uchun raqamli va noraqamli vositalardan foydalanish kreativ fikrlash doirasiga kiradi.

O‘quvchilar ijodiy fikrlash malaka va ko‘nikmalaridan foydalanganda, muammo tahlilidan ma’lumotlar oladilar, tanqidiy tahlildan xulosalar chiqaradilar va ulardan qandaydir yangi bir narsani yaratishda foydalanadilar.

Kreativ fikrlashga o‘rgatish quyidagilarni o‘z ichiga olishi mumkin:
– tadqiqot o‘tkazish va qo‘yilgan savollarga javob izlash asosida ta’lim berish;
– fanlararo ta’lim berish;
– o‘quvchilar hamkorligini rivojlantirish.

f) Hamkorlik

Ish yoki jamiyat hayoti haqida gap ketganda, hamkorlik muhim ahamiyat kasb etadi. Globallashuv va yangi kommunikatsiya texnologiyalari ish joyi va

undan tashqarida vujudga keladigan hamkorlik haqidagi tasavvurlarimizni o‘zgartitib yubordi.

Har ikkala raqamli va moddiy makonda o‘quvchilar g‘oyalar yaratish va loyihalar ustida birga ishlash imkoniyatiga ega bo‘lishlari lozim.

g) Media va axborot savodxonligi

Bugungi kunda media va axborot savodxonligi deganda axborotni yolg‘on (chalg‘ituvchi) axborotlardan ajrata olishga o‘rgatish tushuniladi. Bu shuni anglatadiki, o‘quvchilar (Internetdan topib) axborot olganda yoki olingan axborotlar bilan ishlaganda (loyiha ishi yozganda), ular ishonchli manbalarni topish, tegishli axborotlarni aniqlash va o‘z ishida ishlatadigan axborotlarni to‘g‘ri talqin qilishga qodir bo‘lishlari lozim.

h) Texnologik malaka va ko‘nikmalar

Zamonaviy o‘quvchilar maqsadga erishish uchun xilma-xil texnologiyalardan foydalanadilar. Tadqiqot materialini topish uchun kutubxonaga borib, kitob varaqlash o‘rniga, ular Internetga murojaat qiladilar va axborotlarga to‘la yuzlab onlayn ma’lumotlar bazasi bilan tanishadilar.

Bunga qanday erishish mumkin?

– Qidiruv tizimlarining qanday ishlashi va ishonchli axborotni tez topish uchun qidiruv vositalaridan qanday foydalanish kerakligini o‘quvchilarga o‘rgating.

– Tegishli malaka-ko‘nikmalarni o‘rgatadigan yoki onlayn-resurslar taqdim qiladigan yangi dasturlarni o‘z sinfingizga kiritish uchun o‘zingiz ham ularni o‘rganing.

– O‘z o‘quvchilaringizga kodlashtirish yoki dasturlashtirish asoslarini o‘rgatuvchi kurslar, robototexnika to‘garaklari yoki kompyuter klublariga yozilishni, a’zo bo‘lishni maslahat bering.

***Teens’ English 8* ni o‘qib o‘rganing!**

Biz, mualliflar, *Teens’ English 8* darsligini yaratish davomida ko‘p izlandik. Endi umid qilamizki, Siz, o‘qituvchilar, undan o‘quvchilaringiz bilan foydalanib, o‘qib-organasizlar. Sizlarga omad tilaymiz!

UNIT 1 Public holidays and traditions

Inquiry question:
Why do people try to keep their own traditions?
Inquiry theme:
To understand the role of old and modern traditions in people's lives
In this unit you will ...
✓ read about different countries' holidays and traditions ✓ listen to information about peculiarities and interesting features of traditions in various countries ✓ discuss the role of old and modern traditions in people's lives ✓ create your own holiday and traditions
Academic skills:
✓ listening for details ✓ making small talks ✓ giving reasons ✓ guessing meaning from context ✓ expressing opinions ✓ understanding main ideas of paragraphs ✓ using Wh-questions
Critical thinking:
✓ activating prior knowledge ✓ interpreting a Venn diagram ✓ considering other options ✓ personalizing ✓ evaluating

LESSON 1 Independence Day

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to talk about Independence Day in Uzbekistan and other countries; - to enable pupils to understand grammatical and lexical analysis; - to enable pupils to listen for details *Socio-cultural:* - to raise awareness of the importance of Independence Day; - to enable pupils to work in teams *Critical thinking:* - interpreting Venn diagrams	By the end of the lesson, pupils will be able to talk about Independence Day in Uzbekistan and other countries.	*Familiar words:* words related to celebrating holidays, countries, nationalities	Textbook; the DVD of the book

Activity 1 Work in pairs. Read and answer. *6 min*
Objectives: to introduce the topic;
to revise old vocabulary

STEP 1: Ask the pupils to think about the holiday we have celebrated recently.

STEP 2: In pairs the pupils ask and answer the questions about Independence Day in Uzbekistan.

Possible answers:

1) Independence Day is a special day which is celebrated on different dates in every country depending on the day they declared their independence. Many countries worldwide commemorate the date when they gained independence after being part of another state or colony.

2) The main reason to celebrate Independence Day is educating the youth of the nation. New generations learn more about the history of their country and their nationalist feelings are encouraged with the help of the events organized in this day. All of these events are usually organized by the government and other institutions such as the army. Independence or national days are perhaps the most important day for a country to commemorate as a national holiday.

3) You can participate in the events organized in all around the country. In addition to these, your school may organize something like theater which emphasizes the importance of this day. Children may participate in this show or parents can take their children to one of these shows. The TV broadcasts usually broadcast movies about the history of the country, so that you can stay at home and watch these with your family.

Activity 2a Work in pairs. Match the flags with countries.
Complete the table with nationality. *6 min*
Objective: to revise vocabulary for countries and nationalities

STEP 1: Ask the pupils to find an activity on page 86 and match the flags with countries in the table.

STEP 2: In pairs the pupils complete the table with nationalities.

Answers:

	country	flag	nationality
1	India	**e.g.** *C*	**e.g.** *Indian*
2	South Korea	E	South Korean
3	Mexico	A	Mexican
4	Poland	H	Polish
5	Ghana	D	Ghanaian
6	France	F	French
7	Australia	G	Australian
8	Norway	B	Norwegian

NB: If the class is advanced, they can write the countries and capitals as

well, for example: India – Delhi, South Korea – Seoul, Mexico – Mexico City, Poland – Warsaw, Ghana – Accra, France – Paris, Australia – Canberra, Norway – Oslo

Activity 2b Listen and check. *5 min*
Objective: to work on correct pronunciation of nationalities

STEP 1: The pupils listen to the DVD and check their answers.

STEP 2: Ask them to listen one more time and repeat the words with countries and nationalities.

DVD script:

	country	flag	nationality
1	India	*C*	Indian
2	South Korea	E	South Korean
3	Mexico	A	Mexican
4	Poland	H	Polish
5	Ghana	D	Ghanaian
6	France	F	French
7	Australia	G	Australian
8	Norway	B	Norwegian

Activity 3a Work in pairs. Read and complete the text with phrases. *7 min*
Objective: to develop reading for detail

STEP 1: Ask the pupils to read the texts and guess the meaning of the new words "bullfights" and "free-of-charge".

STEP 2: Ask the pupils to read the texts again and guess the missing phrases A-G in the texts 1-7.

Answer key: *1D 2B 3A 4C 5E 6G 7F*

Activity 3b Work in pairs. Listen and check. Complete the text with dates. *5 min*
Objective: to develop listening for detail

STEP 1: Ask the pupils to listen to the DVD and check their ideas.

STEP 2: Ask the pupils to listen one more time and complete the texts with the dates.

DVD script:

1) The Norwegians celebrate their Independence Day since **May 16, 1814**. In Norway, children play a special role in the celebration of their Independence Day. Several **children's parades** are held during the day, where the children march with flags and school banners. In the capital city of Oslo, the children pass the Palace, where the royal family is on the balcony.

2) The Mexicans got their independence from Spain on **September 16, 1810**. The Mexican president **rings** the historic liberty bell on the night of September 15. The following day is filled with parades, tradition-

al dances and bullfights. In September, restaurants around the country serve traditional Mexican dishes.

3) The South Koreans got their independence from Japan on **August 15, 1948**. Today, the South Koreans celebrate the national holiday. They hang flags on **their houses**, make public museums free-of-charge to people, and sing the official song.

4) The Ghanaians are the first African country, which became independent from Britain on **March 6, 1957**. To celebrate their independence, people from Ghana **hold parades**, firework events and street parties and marches.

5) On **August 15, 1947** India got independence from Britain. Like the United States, India **celebrates with parades** and fireworks, but they also celebrate with kite-flying competitions.

6) The Australians celebrate Australia Day since **January 26, 1788**, when the first British people started to live in Australia. The Australians celebrate this holiday with **surfing races**, ferry races and a tall ships race. There are beautiful fireworks.

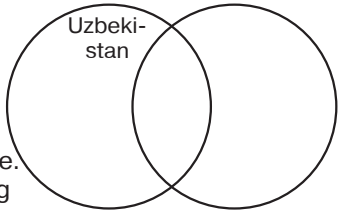
7) The Polish got their independence on **November 11, 1918**. To celebrate this day, people wear their national folk costumes with the colours of their flag: red and white, during **festivals and parades**.

Activity 4a Work in groups of 4/5. Choose one country and complete the diagram. *9 min*

Objectives: to develop critical thinking;
to develop analytical thinking

STEP 1: Divide the class into small groups.

STEP 2: Draw a Venn diagram on the board. In one circle write Uzbekistan. Say that the groups must choose any country they want to work with and write its name in the next big circle.



STEP 3: Ask them to write differences in big circles and similarities in the small circle.

NB: 1) Make sure they choose different countries.
2) You can use this information taken from Wikipedia.

Independence Day (Uzbekistan)

From Wikipedia, the free encyclopedia

Independence Day (Uzbek: O'zbekiston Respublikasi Mustaqilligi kuni) is an official national holiday in Uzbekistan, celebrated on the first of September.[1] fireworks, concerts, competitions, military parades, and wreath laying ceremonies are held in Tashkent during the independence day celebrations.

Activity 4b Report. *5 min*

Objectives: to develop speaking skills;
to develop team work

STEP 1: Ask each group to choose one or more speakers and prepare their posters with the Venn diagrams?

STEP 2: Teams give their presentations in turn. Ask others to listen and say which country has the most and least similarities.

Homework *2 min*

1) Explain that they must make nouns from the verbs using the suffixes –ion/-tion, -er. e.g. Attract – attraction.

2) Explain to them that they should write their own answers to the questions about Independence Day. They should write about themselves and their family. Remind them that they should use the Past Simple.

LESSON 2 International Youth Day

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the words related to the topic *Developing:* - to enable pupils to talk about International Youth Day - to enable pupils to make a plan of social activity *Socio-cultural:* - to raise awareness of talking about International Youth Day and social activities to help people *Critical thinking:* - considering and evaluating situations for planning; - considering other options	By the end of the lesson, pupils will be able to talk about social activities for International Youth Day.	*Familiar words:* to donate, homeless people, local hospital, community, volunteer	Textbook; the DVD of the book

Homework checking. *5 min*

Activity 1a Work in pairs. Think about International Youth Day. *5 min*
Objective: to raise awareness about International Youth Day

STEP 1: Ask the first question "What does IYD mean?" If the pupils have difficulties, ask them to look at the lesson's title. Praise those pupils who gave the correct answer.

STEP 2: Put the pupils into pairs. Ask them to read and answer the questions. Say that they will check their ideas in the next activity.

Activity 1b Work in pairs. Read and check your ideas. Look up the new words. *7 min*
Objective: to develop reading for details

STEP 1: Put the pupils into pairs. Say: "Read and find out the answers to the questions." Then ask some pairs to give their answers. Others listen and agree or don't agree.

STEP 2: Ask the pupils to look up the new words and write them down.
STEP 3: Ask them to listen and repeat the new words after you.

Activity 1c Work in pairs. Write questions with: How many/ How/How old/Who/Why/When/What. *7 min*
Objective: to develop the ability to make Wh-questions

STEP 1: Ask: "What grammar tenses can you see in the text?" Elicit the response from them that there is mostly the Present Simple.

STEP 2: Elicit the grammar in the sentence "It was established by..." Help them make a question to this sentence. Remind them how to make questions with modal verbs.

STEP 3: Ask them to write all possible questions with the question words.

Possible questions:

1) When is International Youth Day celebrated?
2) How old is this holiday?
3) What was this holiday established by?
4) What was the theme of IYD in 2019?
5) Why is good education very important? etc.

Activity 1d Work in pairs. Ask and answer the questions in 1c. *4 min*
Objective: to develop the ability to find information in the text to answer questions

STEP 1: Put the pupils into pairs. Say: "Ask and answer the questions in turn."

STEP 2: Monitor the work in the classroom and help if necessary.

Activity 2a Work in groups of 4/5. Read and choose an activity you can do for your community. *5 min*
Objectives: to develop the reading skill;
to develop the ability to analyse a situation and adapt it into their own life

STEP 1: Get the pupils into groups of 4. Say: "Read the situations and say if you understand them."

STEP 2: Ask them to write down the words which they don't know.

STEP 3: Ask them to choose a situation which they can use in their community.

Activity 2b Work in groups of 4/5. Write a short plan for your activity. *5 min*
Objectives: to develop creativity;
to develop the ability to analyse a situation in their own community;
to be able to plan an activity using questions as steps of the plan

STEP 1: Ask: "What are you going to do?" Elicit the answers from different groups and ask why they have chosen this activity.

STEP 2: Ask: "How many parts are there in your plan?" Elicit the answer and say that they may add more information if they would like,e.g. they can use *real places, people, things and so on.*

STEP 3: Ask them to complete the task.

Activity 2c Report. *5 min*
Objectives: to develop speaking skill;
to develop listening skill

STEP 1: Ask the first group to give their presentation. Others listen. They can ask questions. The presenter or team members answer the questions.

STEP 2: Ask all the groups to say what they think about each group activity. They can give advice to each group, and explain why they like one activity more than others.

Homework *2 min*

1) Answer the questions.

Explain that at home the pupils must answer the questions about their home assignments for summer.

2) Read and choose the correct sentence.

Explain that the pupils must read and find the tips other pupils give them to help get back into a school routine after summer holidays.

Answer key: *1b, 2a, 3b*

LESSON 3 Old traditions in modern life

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the words related to the topic *Developing:* - to enable pupils to talk about traditions in different countries; - to enable pupils to compare traditions of different countries *Socio-cultural:* - to raise awareness of understanding and respect of traditions in different countries *Critical thinking:* - guessing meaning from context; - activating prior knowledge	By the end of the lesson, pupils will be able to talk about traditions of different countries and compare them with traditions of Uzbekistan.	tradition, hospitality, celebrate, ceremony, generation	Textbook; the DVD of the book

Homework checking. *5 min*
The pupils work in pairs and check homework.

Activity 1a Work in pairs. Think about traditions. *5 min*
Objective: to raise awareness about traditions

STEP 1: Ask: “What do you know about traditions?” Elicit the answers.

STEP 2: Put the pupils into pairs. Say: “Ask and answer the questions”.

Activity 1b Work in pairs. Read and check your ideas. *5 min*
Objective: to develop reading for detail

Ask the pupils to read the text and find the answers to the questions in 1a. Ask what words they do not know. Establish the meaning of the new word: *hospitality*.

Activity 1c Work in pairs. Match the headings with the texts. One heading is extra. *8 min*
Objective: to develop reading for gist

STEP 1: Explain to the pupils that the heading contains the main idea of a text.

STEP 2: The pupils match the headings a – e with the texts 1 – 4.

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

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

Activity 2a Work in pairs. Read and complete the sentences. *6 min*
Objectives: to develop guessing the missing words from context; to raise awareness about traditions in different countries

STEP 1: Ask the pupils to look at the table on page 87.

STEP 2: Ask them to read the sentences and try to guess the meaning of the missing words. Explain to them that it does not matter if they do not know the correct answer. It is more important to guess the part of speech of the missing words. The text that comes immediately before and after the missing word helps to explain its meaning.

NB: With slow pupils you can say that there is a verb, nouns, adjectives and an adverb. Let them think what part of speech should be there.

Activity 2b Listen and check your answers. *5 min*
Objective: to develop listening for detail

The pupils should listen to the information about different countries and try to identify the missing words. Explain to them that the order of the countries in the script is the same as in the table.

DVD script:

Amazing Cultural Facts and Traditions Around the World
05/08/2015 Culture created by Ester Villalobos Gutiérrez

✓ In a country like **Germany**, you will see people **knocking on their table** rather than clapping to applaud at the end of a master class or a really good meeting. Clapping is reserved for theater and concerts!

The Germans are quite organized people but there are times when the reality really doesn't match the expectation. Join a queue in a German supermarket and see what happens when a new checkout opens. They rush to the new queue! If you are not fast enough,maybe you can spend more time than expected waiting in line.

✓ Have you ever noticed how people introduce themselves in **Spain**? The Spaniards are well-known for being **loud** and **friendly**. If you happen to visit Spain, don't be surprised if a girl kisses you twice - once on

one cheek and once on the other cheek - to introduce herself. It's the Spanish way of saying "Hello!"

✓ Do you like cheese? If so, when you stay with a French host family make sure to spare some space in your stomach for the dessert. In **France** people tend to enjoy a plate of tasty cheese **after** meals.

✓ In **Russia** if you accidentally step on someone's foot, this person will also step lightly on your foot. Why? The first thought that will come to your mind is that it's due to revenge. Far from this, the Russians do that to avoid future **conflict** with this person.

✓ In some Asian countries such as China, Korea or **Japan**, a sign of approval and appreciation of someone's cooking is to eat the soup **loudly** - what is considered rude in most western countries. However, in Japan don't blow your nose loudly! It is considered very rude. So if you need to clean your nose while you are in the Land of the Rising Sun, do it privately or turn your back to your companions before doing it. And remember, do it quietly if you want to avoid offending anyone.

Activity 2c Work in pairs. Compare the countries' traditions. *9 min*
Objectives: to develop speaking skill;
to understand and respect other nation's traditions

Ask the pupils to compare traditions in Uzbekistan and in other countries. They should say about differences and similarities. e.g. Both Germany and Uzbekistan ... . In Germany ... but in Uzbekistan ... .

Homework *2 min*

1) Make the sentences. Do you agree with the statements?

Explain that at home the pupils must put the words in order to make sentences. Then they must agree or disagree with each sentence.

Answer key:

1) Traditions join different generations together.
2) We should keep up the family meal tradition in our everyday life.
3) Family meal is a good way to bring the family together.
4) Some old traditions in Uzbekistan make us proud of our country.
5) Sharing tea with the guests is an element of our hospitality.
6) Hospitality and respect for elders are old traditions in Uzbekistan.
7) Ceremonies of Uzbek people were formed long time ago.

2) Write about traditions in your family.

Explain that at home the pupils must write about traditions in their families. The traditions may be old national or a tradition just for one family.

LESSON 4 What's in a name?

Aims	Learning outcomes	Vocabulary and structure	Required equipment

Educational: - to revise the words related to the topic *Developing:* - to enable pupils to talk about where names come from; - to enable pupils to talk about their own names *Socio-cultural:* - to raise awareness of talking about different traditions how to name people *Critical thinking:* - personalizing - evaluating	By the end of the lesson, pupils will be able to talk about how people get their names.	*Familiar words:* Arabian, Persian, Navajo, Ghana, Turkey, custom, (un)usual, culture	Textbook; the DVD of the book

Homework checking. *5 min*
The pupils work in pairs and check homework.

Activity 1 Work in pairs. Match the names with their explanations. *3 min*
Objectives: to raise awareness about the topic;
to demonstrate general knowledge of different subjects

STEP 1: Ask: "Do you know what your name means?" Elicit the answers.

STEP 2: Put the pupils into pairs. Ask them to look at Activity 1 on Page 88. Say: "Match the names with their meanings".

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

Activity 2a Work in pairs. Match the texts with countries. *7 min*
Objectives: to introduce different traditions to give and use names;
to develop reading for gist;
to develop critical thinking

Ask the pupils to work in pairs. They should read about traditional names and guess in which countries they exist. Do not tell the answers. Explain them that they will listen to the text and find the answers later.

Activity 2b Work in pairs. Listen and check. *5 min*
Objective: to develop listening for detail

Ask the pupils to listen and check their answers.

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

DVD script:

Baby naming traditions

Naming a baby is a great event with a lot of traditions and ceremonies.

The Navajo people in America and Mexico find their names very important. So they don't use them in everyday life. They usually say "Mother, go get Daughter".

People in China first give their baby a "milk" name. It should be something bad, for example, "mud face". It is done to make the evil spirits get away from the baby.

Names given to baby girls in Japan often mean something good: the names like Kiyiko ("clean child") or Yoshiko ("good child"). The "ko" at the end of female names means "child". Male names often show the position of child in the family. Ichiro means "first son", Jiro means "second son" and Saburo means "third son" where "ro" means son.

In Turkey some babies get their names according to the time when the baby was born. Examples of such names are Bayram (holiday), Bahar (spring), Yagmur (rain) or Tufan (storm). If the parents don't want babies anymore, they name the baby Yeter (enough).

In Ireland the oldest son is named after the father's father, the second son after the mother's father, the third son after his father. Some of Irish names are given according to baby's appearance. For example, Ciara means "dark" or "black", Fiona means "fair", and Rowan means "red-haired".

In many African cultures, names can show older and younger children. This is especially true of twins. In Ghana, the names both for boys and girls are Panyin and Kakra, which mean older and younger. Some Ghanaian people give a name based on the day the child is born. For example, a boy who was born on Friday, gets a name Kofi, a girl is named Efua.

Activity 3a Work in pairs. Think about people's names in Uzbekistan. Answer the questions. *5 min*

Objectives: to raise awareness about meaning of Uzbek names; to develop skills for guessing and analyzing

Ask the pupils to ask and answer the questions about the source of Uzbek names.

Activity 3b Work in pairs. Read and check your ideas. *8 min*

Objective: to develop reading for detail

Ask the pupils to read the text and find out whether their answers to Activity 3a were right.

Activity 3c Work in pairs. Talk about your family's or your relatives' names. *7 min*

Objectives: to use prior knowledge about names to talk about their own names;
to develop speaking skill

Ask the pupils to think about their names and talk about it. They should look at the questions and use them as a plan for talking.

Homework *5 min*

1) Match the parts of the proverbs. Give equivalents or explanations to them (in your language).

Explain that at home the pupils must match the parts of proverbs and translate them into their native language. They should give equivalent Uzbek or Russian proverb wherever it is possible.

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

2) Write about your relative's or your friend's name.

Explain that at home the pupils must write about the names of people in their families or their friends.

LESSON 5 New Year around the world

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the words related to the topic *Developing:* - to enable pupils to talk about New Year traditions; - to enable pupils to ask Wh-questions *Socio-cultural:* - to raise awareness of New Year Day and traditions in different countries *Critical thinking:* - activating prior knowledge - evaluating	By the end of the lesson, pupils will be able to talk about New Year celebrations in different countries.	midnight, in unison, symbolise, scarecrow, firework, Denmark, Ecuador, Sydney, Australia, Philippines, Mexico, Vietnamese	Textbook; the DVD of the book

Homework checking. *5 min*
The pupils work in pairs and check homework.

Activity 1a Work in pairs. Think and answer. *5 min*
Objectives: to raise awareness about the topic;
to demonstrate general knowledge of New Year celebration in different countries

STEP 1: Ask: "Is New Year national or international holiday in Uzbekistan? Why?" Elicit the answers.

STEP 2: Put the pupils into pairs. Ask them to ask and answer the questions.

Activity 1b Work in pairs. Listen and check your ideas. *5 min*
Objective: to develop listening for detail

Ask the pupils to listen to the script and check their answers.

DVD script:

Did you know that more people celebrate New Year around the world than any other holiday?

New Year is definitely the oldest celebrated holiday, though it didn't always begin on the 1st of January. The celebration of New Year began with people from Babylon 4000 years ago!

Depending on the time zone, New Year comes to each country within a day, except for China, where it depends on the moon and comes in February.

Each country has its own New Year celebrations and traditions. But in every country people wish relatives and friends health, wealth, happiness, and luck in the coming year.

Activity 2 Work in pairs. Match the phrasal verbs and words with explanations. *6 min*

Objectives: to revise phrasal verbs;
to help understand that a particle changes the meaning of the verb

Ask the pupils to match the phrasal verbs the the meaning.

Answer key: *1f, 2c, 3h, 4b, 5d, 6a, 7e, 8g*

NB: Phrasal verbs are mainly used in spoken English and informal texts. (The more formal a conversation or text is, the less phrasal verbs are found.)

Phrasal verbs consist of a verb plus a particle (preposition, adverb). The particle can change the meaning of the verb completely, e.g.:

- look up – consult a reference book *(look a word up in a dictionary)*
- look for – seek *(look for her ring)*
- look forward – anticipate with pleasure *(look forward to meeting someone)*

There are no rules that might explain how phrasal verbs are formed correctly - all you can do is look them up in a good dictionary and study their meanings.

Activity 3a Work in pairs. Ask and answer. Complete the texts. *9 min*

Objectives: to develop speaking;
to practise making Wh-questions in Present Simple;
to broaden pupils' general knowledge about different countries

STEP 1: Explain what to do.

STEP 2: Ask the pupils to write the questions for the missing information as shown in the example.

STEP 3: Ask the pupils to start Info gap activity.

Activity 3b Work in groups of 4/5. Choose three most interesting/ unusual traditions. Explain your choice. *6 min*

Objectives: to develop communicative skills;
to develop critical thinking to analyze and personalize

STEP 1: Ask the pupils to check their answers.

STEP 2: Ask the pupils to choose three which they think are the most interesting/unusual. Ask them to explain why they have chosen them.

Activity 3c Report. *7 min*

Objectives: to develop speaking skills;
to develop the skill to work in a team

Teams report about their chosen countries in turn. Encourage the pupils to listen to other's reports and give comments.

Homework *2 min*

1) Match the parts of phrasal verbs. Explain their meanings.

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

2) Answer the question. Write a short paragraph.

Explain that at home the pupils must write a short paragraph answering the question.

LESSON 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the words related to the topic *Developing:* - to enable pupils to make presentations and give feedback *Socio-cultural:* - to raise awareness of holidays and traditions in different countries	By the end of the lesson, pupils will be able to make presentation, give feedback.	Revision	Textbook; the DVD of the book

Homework checking. *3 min*
The pupils work in pairs and check homework.

PROJECT VERSION 1

Work in groups of 5/6. Imagine a holiday. Prepare a poster. Make a presentation. You can use the questions as a plan. *40 min*
Objectives: to understand what makes a special holiday;
to develop presentation skills;
to develop critical thinking

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

STEP 2: Ask them to read the questions about the holiday.

1) What is the name of the holiday?
2) What season is it in?
3) Where is it?
4) What activities are you going to have?
5) Are there going to be any decorations?
6) What traditions do you want to have on this holiday?
7) What about some special clothes or food?

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.

STEP 5: 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 6: They work on the design of their presentation.

STEP 7: The groups join with another group and practise presenting to each other. They give feedback to each other.

STEP 8: They proof read and edit their presentation.

STEP 9: Groups present to the class.

STEP 10: The class choose the following nominations from among the presentations: 1) the most interesting holiday; 2) the most creative holiday; 3) the most comfortable holiday

PROJECT VERSION 2

Work in groups of 5/6. Find a country with interesting traditions. Choose the most interesting. Make a presentation on this tradition. Use the questions as a plan. *40 min*

The *steps* are the same as in Project Version 1. But in *Step 10* the class choose the following nominations from among the presentations: 1) the most interesting tradition; 2) the most creative tradition; 3) the most useful tradition.

Homework *2 min*

Ask the pupils to read at home the text about "The Odyssey" by Homer and get prepared for class discussion.

HOME READING 1 *43 min*

Objective: to develop understanding of values of world literature by discussing the ancient Greek myth Odyssey written by Homer.

STEP 1: Explain to the pupils that "odyssey" means a long and exciting journey. This is a story about Odysseus who was a king of Ithaca. It took him ten years to get home after the long Trojan War. He was very brave and clever.

Ask the pupils to read the text about "The Odyssey" one more time.

STEP 2: Ask the following questions for understanding:

1) What do the words "sly" and "protector" mean?
2) How did Odysseus help the Greek army win the Trojan War?
3) Why did not Odysseus go home after the war?
4) What magical creatures did Odysseus meet during his voyage?
5) How did Odysseus manage to come back home?

STEP 3: Have a class discussion on the topic: "Why is this ancient story interesting for modern generation? Did you like this story? Why/Why not?"

Homework *2 min*

Ask the pupils to get prepared for Progress Check 1.

PROGRESS CHECK 1 *45 min*

LISTENING

1 Listen and say True or False. *(7x1=7)*

DVD script:

How to Celebrate New Year at Home

England: For good luck in the new year, the British people believe the first guest to enter through the front door should be a young, dark-haired male bearing presents such as bread (to be full), salt (to be rich) and coal (to stay warm).

Japan: Oshogatsu is celebrated with family, which cleans and decorates the whole house together. Then natural decorations such as pine

branches, plum blossoms, and bamboo play a special role in preparing for the New Year celebration.

Denmark: As a sign of friendship, people save their old dishes in order to break them on each other's front doors. Neighbours break the dishes into pieces and then count the pieces in order to show who has the most friends.

China: To symbolize happiness and a good luck in the new year, the Chinese paint their front doors red. In general, red colour is the colour of New Year's Eve in China, with red packets of money for children, red packets for married couples, and red lanterns.

Puerto Rico: In addition to cleaning their homes as the Japanese do, Puerto Ricans clean everything – the car, the garden, and even the streets. They also have a practice of throwing buckets of water out of the window in order to do away with the bad luck of the last year.

South Africa: Some South Africans – particularly those in the neighbourhood of Hillbrow in Johannesburg take cleaning houses for the new year to an entirely new level. Throwing old furniture (and sometimes fridges!) from the windows of tall buildings helps them make New Year's Day bright.

1) The British people believe the first guest to enter through the front door should be a young, dark-haired woman.

2) Bread, salt and coal as presents on New Year mean good luck in England.

3) In Japan Christmas is called Oshogatsu.

4) In Denmark neighbours break the dishes into pieces to show who has the most friends.

5) People in China don't like red colour because it bring unhappiness.

6) Puerto Ricans have a practice of throwing buckets of rubbish out of the window in order to do away with the bad luck of the last year.

7) Some South Africans clean their houses for New Year and throw old furniture and sometimes fridges from the windows of tall buildings.

Answer key: *1F, 2T, 3F, 4T, 5F, 6F, 7T*

READING

2 Read and complete the text with phrases and sentences. *(8x2=16)*

Montana
5 July

Dear all

(1) ... . I miss you a lot. I'm having a wonderful time in America. My American family is very kind. Yesterday we celebrated Independence Day and (2) ... . It was a holiday and we went to a rodeo. (3) ... . We saw cowboys on horses and bulls. In the afternoon we watched TV. (4) ... about the origin of Independence Day. On July 4, 1776 the thirteen colonies on the Atlantic coast got their (5) ... and America was born! It was very emotional. On TV they played the National Anthem and (6) ...

I thought the celebrations were over, but at about 9.00pm we (7) ... and saw a concert and a lot of fireworks! What a wonderful day! (8) ... .

Love
Sanjar

A There was a programme
B went to the square
C It was really exciting.
D I hope you are well.
E I look forward to seeing you all again soon.
F sang it too!
G we had a fantastic time.
H independence from Great Britain

Answer key: *1D, 2G, 3C, 4A, 5H, 6F, 7B, 8E*

WORD BUILDING

3 Write the nouns or verbs. *(7x1=7)*

1) compete – ***e.g.*** *competition*
2) _____– illumination
3) declare – _____
4) congratulate – _____
5) _____ – celebration
6) invite – _____
7) _____ – participation
8) _____ – instruction

Answer key:

1) compete – competition
2) illuminate – illumination
3) declare – declaration
4) congratulate – congratulation
5) celebrate – celebration
6) invite – invitation
7) participate – participation
8) instruct – instruction

VOCABULARY AND GRAMMAR

4 Read and complete the sentences with the words. *(10x2=20)*

juicy, decorations, programmes, happiness, called, organize, widely, decorate, decorated, books

Before New Year's Day, in Uzbekistan, people prepare for the holiday. They put (1)... on a New Year tree at home; they also (2)... the streets and houses with colourful lights and balloons. The main heroes of the Uzbek New Year are Father Frost and Snow Girl, who are (3)... in Uzbekistan as Korbobo and Korkiz.

At midnight on December 31, when the clock strikes 12, the Uzbeks (4)... a party, the main dish of which is a watermelon. If the watermelon is sweet and (5)..., then the whole year will be successful and happy. In addition to a watermelon on the Uzbek New Year's table, there should be a lot of fruits: grapes, persimmons, apples, bananas and oranges.

Uzbekistan's New Year is a really family holiday. At the table relatives and friends gather together, they talk about the good things of the old year and hope to have (6)... in the new year.

This great international holiday comes to every family and, of course, is celebrated in cities and round the whole country (7)... and cheerfully. The capital shines with colourful lights and it is (8)... with balloons and beautiful New Year trees.

Children have a lot of entertainment programmes in the circus, theatres, squares and parks. They can meet their popular heroes from favourite (9)...and cartoons.

Leisure activities for adults are interesting too. Cinemas, cafes, clubs and restaurants are full of people. Each entertainment place tries to differ from others with its unique show (10)... .

Answer key: 1) decorations; 2) decorate; 3) called; 4) organize; 5) juicy; 6) happiness; 7) widely; 8) decorated; 9) books; 10) programmes

Total = 50 points

The list of new active and passive vocabulary

UNIT 1 (Lessons 1–6)		
able *adj*	compare *v*	festival *n*
be able to do	completely *adv*	fictional *adj*
according to *prep*	complex *adj*	field *n*
achieve *v*	concert *n*	focus (on) *v, n*
action *n*	conference *n*	folk *adj, n*
African *n, adj*	connect *v*	following *adj*
all over *prep*	correspond *v*	forever *adv*
among *prep*	could *modal v*	form *n, v*
appear *v*	courage *n*	forward *adv*
appearance *n*	create *v*	free-of-charge *adj*
appreciation *n*	cultural *adj*	frighten *v*
approval *n*	custom *n*	future *n, adj*
Arab *adj*	daily *adj*	gather *v*
Arabian *adj*	decorate *v*	gender equality *n+n*
around *prep*	define *v*	generation *n*
the Australians *n*	deliver *v*	Get involved.
as *conj*	Denmark *n*	get organised
as a result of	design *n, v*	Ghana *n*
assignment *n*	development *n*	the Ghanaians *n*
assistance *n*	diagram *n*	go back to
be associated with	die *v*	goal *n*
attract *v*	direct *v, adj*	growth *n*
attraction *n*	disappear *v*	guest *n*
avoid *v*	donate *v*	hang *v* (*past, pp* hung)
bake *v*	during *prep*	have to *v*
balcony *n*	easy *adj*	heading *n*
banner *n*	Ecuador *n*	health *n*
base *n, v*	educate *v*	historic *adj*
based on	education *n*	hold *v* (*past, pp* held)
become *v*	elect *v*	homeless *adj*
Belgium *n*	element *n*	hospitality *n*
besides *adv*	empty *adj*	how much ... ?
better *adj, adv*	end *n*	idea *n*
Bible *n*	endless *adj*	imagine *v*
birth *n*	equality *n*	improve *v*
born *adj*	establish *v*	independent *adj*
be born *v*	eve *n*	individual *adj*
brand new *adj*	event *n*	international *adj*
brave *adj*	evil *adj, n*	introduce *v*
bring/join together *phr.v*	exactly *adv*	involve *v*
Britain *n*	example *n*	Ivorian *adj*
bullfight *n*	exist *v*	Japanese *n, adj*
burn away *phr.v*	explain *v*	join *v*
carry on *phr.v*	explanation *n*	jump off *phr.v*
chance *n*	extra *adj*	keep doing
character *n*	farther *adv*	keep up *phr.v*
cloth *n*	feature *n*	lead *v* (*past, pp* led)
common *adj*	feet *n* (*pl of* foot)	leave *v* (*past, pp* left)
community *n*	ferry *n*	legend *n*

liberty *n*
local *adj*
luck *n*
make proud of
make sure *v*+*adj*
male *adj*
march *v*
master *n*
master class *n*+*n*
meeting *n*
Mexican *n, adj*
Mexico *n*
model *n*
mud *n*
newborn *n*
next *prep*
Norway *n*
the Norwegians *n*
official *adj*
organization *n*
organize *v*
original *adj*
Oslo *n*
ourselves *pron*
pass *v*
peaceful *adj*
Persian *adj*
Philippines *n*
plan *n*
the Polish *n*
position *n*
positive *adj*
possibility *n*
poverty *n*
practise *v*
at present *adv*
probably *adv*
process *n*
project *n*
proud *adj*
public *adj, n*
quite *adv*
rarely *adv*
reach *v*
ready *adj*
to be ready
really *adv*
recent *adj*
reflect *v*
remind *v*
respect *v*
result *n*
role *n*
routine *n*
royal *adj*
scarecrow *n*
set fire (to) *v*
shape *n*
share tea *v*+*n*
share *v*
simple *adj*
since *prep, conj*
skin *n*
so that *conj*
society *n*
someone *pron*
South Korea *n*
the South Koreans *n*
Spain *n*
the Spaniards *n*
spare *adj*
spirit *n*
steel *n*
step *n, v*
stick *n*
storm *n*
strength *n*
such *adj*
such as *conj*
suitcase *n*
symbolize *v*
take part (in) *v*+*n*
take place *v*+*n*
tend *v*
term *n*
that's why *conj*
theme *n*
tip *n*
together *adv*
traditionally *adv*
typical *adj*
UN (United Nations organization)
(in) unison *adv*
united *adj*
United States *n*
upbringing *n*
usual *adj*
Vietnam *n*
the Vietnamese *n*
volunteer *n, v*
way *n*
well-known *adj*
what kind of
while *conj*
woodcutter *n*
workshop *n*
Yugoslavian *adj*

HOME READING 1

adventure *n*
advice *n*
almost *adv*
amazing *adj*
as well as *conj*
be in sight
be lost
blind *v*
catch *v* (*past* caught)
cyclops *n*
drown *v*
follow *v*
gate *n*
giant *adj*
god *n*
goddess *n*
hunt *v*
immediately *adv*
in spite of *prep*
Ithaca *n*
magic *n*
manage *v*
many-headed *adj*
nymph *n*
one-eyed *adj*
pass *v*
peace *n*
protector *n*
punish *v*
sea-god *n*
set off *phr. v*
sly *adj*
swine *n*
though *adv*
the Trojan War
Troy *n*
turn into *phr. v*
underworld *n*
victory *n*
wine *n*
witch *n*
wooden *adj*

UNIT 2 Mass media

Inquiry question:

Why is mass media so important in modern life?

Inquiry theme:

To understand the role of mass media in people's lives

In this unit you will ...

- ✓ read about the history of development of mass media
- ✓ listen to information about different types of mass media
- ✓ discuss the importance of mass media in modern life
- ✓ write news paragraph
- ✓ create your own newspaper

Academic skills:

- ✓ using a timeline
- ✓ listening for details
- ✓ scanning
- ✓ understanding main ideas of paragraphs
- ✓ understanding quotes
- ✓ identifying reasons
- ✓ giving reasons
- ✓ saying years correctly
- ✓ giving sources of information

Critical thinking:

- ✓ activating prior knowledge
- ✓ applying ideas
- ✓ evaluating

LESSON 1 What is mass media?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to use new words in their speech - to enable pupils to read and listen for details *Socio-cultural:* - to raise awareness of the history of mass media and its importance *Critical thinking:* - using and interpreting a timeline - activating prior knowledge	By the end of the lesson, pupils will be able to talk about mass media which they like and is popular in Uzbekistan.	Words related to civilization, social, communication, publish, electronic, digital, interface, mass media, websites	Textbook; the DVD of the book

Activity 1 Work in pairs. Think about how people sent messages in the past. *5 min*

Objectives: to raise awareness about the topic;
to revise vocabulary

STEP 1: Ask, "Why do people send messages to each other?" Elicit answers.

STEP 2: Ask the pupils to work in pairs to think about the ways people communicated in the past.

Activity 2 Find the words in the Wordlist. Listen and repeat. *5 min*

Objective: to introduce new words

STEP 1: Ask the pupils to look up the words in the box. You can give more information about these words.

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

NB: *The smoke signal* is one of the oldest forms of long-distance communication. In general smoke signals are used to transmit news, signal danger, or gather people to a common area.

Program (UK) - a series of instructions that can be put into a computer in order to make it perform an operation: US and Australian English spelling of programme.

A chatbot is a computer program that simulates human conversation through voice commands or text chats or both. Chatbot, short for chatterbot, is an Artificial Intelligence (AI) feature that can be embedded and used through any major messaging applications.

An interface is a program that allows a user to interact with the computer or another computer over a network.

Emoji (plural emoji *or* emojis) are ideograms and smileys used in electronic messages and web pages.

Activity 3a Work in pairs. Think of when these message technologies appeared and complete the timeline. *5 min*

Objectives: to activate prior knowledge about the topic;
to develop critical thinking;
to prepare for the next activity

STEP 1: Check that pupils know all the words. Help if necessary.

STEP 2: Look together at the timeline. Discuss the first example.

STEP 3: Check the pupils know how to pronounce the dates and numbers.

Answer key:

2800 years ago	**e.g.** *smoke signals*
2500 years ago	messengers on horse or on foot
1700s	the first telegraphs
1815	the first pigeon messenger
1876	the telephone was invented
1894	first radio technology
1970s	personal computers (PC)
1973	first mobile phone
since 1990	global Internet
1997	the emoji was introduced
today	chatbots

Activity 3b Listen and check. *5 min*

Objective: to develop listening for detail

Ask the pupils to listen to the text and check their answers. Ask how many they guessed correctly.

DVD script:

History of messages

Before the development of modern communication, information was sent across long distances in different ways. Native Americans and some other ancient civilizations such as China, Egypt and Greece used smoke signals. It happened more than 2800 years ago. However, such method was not good because of the weather and other reasons.

Then, about 2500 years ago, there was a period in history when a messenger on horse or on foot was sent from one region to another with messages. There is a story about the ancient Greek Phidippides. He ran about 240 km in two days and back. Then he ran 40 km from Athens to Marathon city and then back to Athens to say "We win" in the war against the Persians. This is where we get our modern marathon racing.

Some of the first telegraphs were made in the late 1700s, but these were hard to use.

In ancient Egypt and some Asian countries pigeons were used as messengers. But in Europe they became popular much later. The most popular were the pigeons, which were used in England. They could fly as long as 1,800 km and the highest speed was up to 160 km/h. In 1815 there was a first pigeon messenger sent from Paris to London.

The invention of telephone is the result of work of many people. But Alexander Graham Bell is known as the inventor of the first practical telephone in1876.

In 1894 there was the first type of radio technology. Broadcasting began later with AM radio which became very popular. We don't use it now. We use FM radio which is better than AM radio.

One of the great inventions of our timeis is the computer. Today, billions of people use computers in their daily life. But the first computers were very large and expensive. People could buy Personal Computers only in the mid 1970s.

The first official mobile phone was invented in 1973 by Martin Cooper. It was called Motorola Dyna-Tac.

The first global Internet technologies appeared in1990. But since 1995, the Internet has made a lot of things possible. We can make telephone and video calls, send emails and text messages, take part in discussion forums, blogs, social media, and do online shopping.

In 1997 the emoji which we know and love today, was introduced in Japan. It was designed for mobile phones.

We live in a changing society because new knowledge and technologies appear every day. Now we have You Tube, Twitter, Facebook, WhatsApp and Telegram. Today, everyone may communicate through chatbots with a messenger interface. Imagine what we will have in the future...

Activity 3c Work in pairs. Listen one more time. Do the test. *5 min*
Objective: to develop listening skills

STEP1: Ask pupils to work in pairs and do the test.

STEP 2: Check together. If necessary, let them listen to the text once more.

Answer key: *1a, 2b, 3c, 4b, 5c, 6a, 7c*

Activity 4a Work in pairs. Match the parts. *2 min*
Objective: to enable pupils to match the words related to media

Ask the pupils to match the words related to media. Tell them they can find the answers in the text in Activity 4b.

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

Activity 4b Work in pairs. Read and check your ideas. Answer the questions. *8 min*
Objective: to develop reading skills

Pupils in pairs read the texts to answer the questions given after the texts.

Activity 4c Work in groups of 3/4. Answer the questions. *8 min*
Objectives: to develop speaking skills;
to raise awareness about the role of media in our country

Ask the pupils to work in small groups. Make sure that all the team members have time to talk.

Homework *2 min*

1 Write about you and your friend. What kind of mass media you use and why you have chosen them?

Explain to the pupils that they must write about mass media they and their friend like using and why.

2 Write the answers to questions in 4b.

Explain to the pupils that they must write the answers to the questions in Activity 4b.

LESSON 2 Mass media in our lives

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to skim, scan; - to enable pupils to listen for details, to ask questions about newspapers and magazines *Socio-cultural:* - to raise awareness of newspapers and magazines *Critical thinking:* - activating prior knowledge - evaluating	By the end of the lesson, pupils will be able to talk about newspapers and magazines.	Words related to magazines, newspapers, digital, in print, positive, gossip, sections, popular	Textbook; the DVD of the book

Homework checking. *3 min*
The pupils work in pairs and check homework.

Activity 1 Work in pairs. Answer the questions. *5 min*
Objectives: to raise awareness about what newspapers and magazines we read; to introduce the topic

Ask the pupils to answer the question in pairs.

Possible answers:

1) Baby Terra. This monthly interactive magazine is for children aged 4-12 years old. It is informative, cognitive and entertaining. There is material for creative art and a lot of interesting stories.

2) Родничок – Buloqcha is monthly ecological magazine for children 6-12 years old. In two languages: Russian and Uzbek. Stories about animals and plants. There are a lot of crosswords and puzzles.

3) Знайка – Bilimdon. Russian and Uzbek. Twice a month. It develops logic, mathematics, memory, English and crafts.

4) Dono Word. Uzbek. Facts about history, travelling. Scanwords, crosswords, letters, poems. Two times a month.

5) G'uncha. Uzbek. This monthly magazine is for younger children. There are a lot of poems, stories, etc.

Activity 2a Work in pairs. Look at the text and try to answer the questions as quickly as you can. *5 min*
Objective: to develop scanning technique

Ask the pupils to find the answers to the questions as quickly as possible.

Then ask them to read the text and answer the questions. Tell them that this is one text divided into 5 parts.

NB: digest - to read and understand new information.

Activity 2b Work in pairs. Read and match the headings with the texts. One heading is extra. *5 min*
Objective: to develop skimming

Ask pupils to read the texts and match them with the headings.

Answer key: *1b, 2d, 3e, 4a, 5f, c-extra*

Activity 3a Listen and tick what each speaker is talking about. *6 min*
Objective: to develop listening for detail

STEP 1: Establish the meaning of the new words: gossip, headline.

STEP 2: Ask the pupils to listen and tick what the speaker is talking about.

STEP 3: Check the answers together.

STEP 4: Ask what things they use and why.

Answer key: *1) newspaper; 2) mobile phone; 3) Internet; 4) TV; 5) radio*

DVD script:

1) I usually read newspapers because they're cheap. My newspaper costs cheaper than to read the news on the Internet. I like reading newspapers especially on Sundays. When I'm looking at the first page, I can see what the main headlines are. On the last page I prefer reading sections about opinions more than gossip articles, which usually make me laugh.

2) I use the news line on my mobile phone to find out about sports events and other news. I get the results of sports events about 15 minutes after they happened, but on the TV you need to wait for the next news programme. So it's faster than on TV.

3) I use the Internet because I like receiving news very soon. Nowadays, reading news or information online is becoming more and more popular in our society. People use the Internet every day instead of reading in papers. Some people think that reading papers will be old fashioned in the future.

4) I'm very busy and I don't have time to read newspapers, so I always watch the evening news on TV. Anyway, watching the news on the TV is more exciting than newspapers because you can see the events.

5) I know it may be old-fashioned, but I love the radio, and that's where I get my news. The radio is easier than newspapers or TV because you can listen when you're doing other things.

Activity 3b Work in pairs. Listen one more time. Choose the correct ending. *5 min*

Objective: to develop listening for gist

STEP 1: Explain to the pupils that they are going to listen to the same five speakers. Ask them to read the first sentence and find out what kind of information they need. In this sentence they need information on the first page. Ask them to underline the words "first page". Then ask them to read the sentences a) and b). They must underline the most important words or phrases in them too.

STEP 2: Ask them to read the rest sentences and underline the phrases in the answers.

STEP 3: Explain to them that while they are listening to the speaker, they should try to listen to the underlined words.

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

Activity 4a Work in pairs. You are going to interview pupils in your school about how they learn news and which mass media they use. Write five questions. *7 min*

Objectives: to revise how to make questions; to develop writing skills; to develop critical thinking

Explain to the pupils that they should look at the information in the box on page 91. Ask them what grammar tense they are going to use. Ask them to think about what interesting things they would like to ask.

Ask them to write five questions. Ask some pupils to read their questions and comment if there are any grammar mistakes.

Activity 4b Read your questions to the class. Discuss and choose the best 10 questions. *7 min*

Objectives: to learn how evaluate material; to develop critical thinking

Ask them to write down the questions one by one on the board and not to use the same questions that other pupils have already made. Ask them to choose 10 best questions and be ready to use them for homework.

Homework *2 min*

Interview pupils in your school with the questions you wrote in activity 4b. Take notes. When you finish, count up the answers and write them.

Explain to the pupils that they should ask the other pupils in their school 10 questions. After that they must prepare a report.

LESSON 3 She says that ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to use Indirect Speech in Present, Past and Future Simple; - to enable pupils to ask questions about newspapers and magazines; - to enable pupils to listen for details *Socio-cultural:* - to raise awareness of why young people in different countries read newspapers and magazines *Critical thinking:* - activating prior knowledge	By the end of the lesson, pupils will be able to tell what other people say using Indirect Speech.	*New words:* tabloid, issue, quality; *Familiar words:* offer, child-friendly format, entertainment	Textbook; the DVD of the book

Checking homework. *10 min*

Ask the pupils to work in groups of 5/6. Ask them to make a mini poster with the information they gathered. Give them A4 paper. Say they have 5 minutes. Make a display. For a conclusion ask them whether the posters are similar of different.

Activity 1 Work in pairs. Look up the new words. Listen and repeat. *5 min*
Objective: to introduce new words

STEP 1: Ask the pupils to look up the words in the box. You can give more information about these words.

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

Activity 2a Work in pairs. Read the text and write questions to the text. *10 min*
Objectives: to develop reading for gist; to revise asking Wh-questions

STEP 1: Ask the pupils to work in pairs and write questions. Give them 5 minutes.

STEP 2: Ask two pairs to work together and ask and answer the questions they have written.

Possible questions:

1) What is First News? 2) On what day of the week is it published? 3) What do children read? 4) Where are the stories from? 5) What do children understand? 6) What does First News offer? 7) Who loves the bright, colourful format and interesting pictures? 8) When was First News founded? 9) How often is it published? 10) How much does it cost?

Activity 2b Work in pairs. Listen and check. *5 min*
Objective: to develop listening for detail

Ask the pupils to listen to the text in pairs and check their answers.

DVD script:

First News is a UK newspaper for young readers. It is published in a full colour tabloid format every Friday, and reports about the latest events and politics in a child-friendly format, also news on entertainment, sports and computer games. Children read news and learn about what is happening in the world. There are photographs, news, interesting stories from the UK and around the world. Children understand the latest events but not all news is bad; there are puzzles, competitions, funny but true stories, celebrity interviews, sports articles and more to read. Very popular with schoolchildren, First News also offers online news to those who want to get information every day. Children and parents love the bright, colourful format and interesting pictures of the stories. First News was founded by Sarah and Steve Thomson in May 2006.

See a free First News issue online: https://subscribe.firstnews.co.uk/the-newspaper/

Published: weekly

Cost: £1.50 per issue. 24 digital issues for £26.99.

Answer key: 1) a UK newspaper, 2) every Friday, 3) news, 4) the UK and around the world, 5) the latest events, 6) online news, 7) children and parents, 8) May 2006, 9) weekly, 10) £1.50

Activity 3a Work in pairs. Read the interview and guess the meaning of the words: quality paper, gossip, tabloid. *3 min*
Objective: to introduce new words; to develop reading for gist

Ask the pupils about the meaning of the words and how they could guess.

Activity 3b Work in pairs. Read and compare this newspaper article with the interview. *4 min*
Objective: to introduce Indirect Speech

Pupils in pairs say about differences they have noticed. Ask some pupils to say their ideas in class.

Activity 4 Work in pairs. Think what difference is between Direct and Indirect Speech? Read and write DS for Direct Speech and IS for Indirect Speech. *3 min*
Objective: to enable pupils to differentiate Direct and Indirect Speech

The pupils work in pairs and decide which sentence is Direct and which is Indirect Speech.

NB: You can use the notes below to help pupils understand the difference.

Indirect speech is also known as reported speech. In grammar, when you report someone else's statement in your own words without any change in the meaning of the statement, it is called indirect speech. Quoting a person's words without using his own word and bringing about any change in the meaning of the statement is a reported speech. Look at the following sentences:

Direct Speech: She says, "I am a little bit nervous."

Indirect Speech: She says that she is a little bit nervous.

In the first sentence, the reporter conveys the message of the girl using her actual words (e.g., "I am a little bit nervous.") In the second sentence, the reporter conveys her message but in his own words without any change in the meaning. Thus, both direct and indirect speeches are two different ways of reporting a statement of person. In simple words, quoting a person using your own words is called an indirect speech.

Changes in person of pronouns:

• 1st person pronouns in reported speech are always changed according to the subject of the reporting speech.

• Changes in verbs:

• If the reporting speech is in present tense or future tense, then no change is required to be made in the verb of reported speech. This verb could be in any tense i.e., present, past, or future. For example:

Direct Speech: He says, "I am ill."

Indirect Speech: He says that he is ill.

Direct Speech: She says, "I sang a song."

Indirect Speech: She says that she sang a song.

Direct Speech: You say, "I'll visit London."

Indirect Speech: You say that you will visit London.

Activity 5 Chain drill. Report your partner's words. *3 min*
Objective: to practise Indirect Speech

One pupil says a sentence. Another pupil transfers this sentence into Indirect Speech and gives his/her own one. Ask them to look at the example in the book.

Optional Activity 6 Work in groups of 4. Play Running Dictation.
Objective: to consolidate Indirect Speech

This is an optional activity. Ask the pupils to work in groups of 4. Put four sheets of paper with 3 or 4 statements. In each group one pupil is a writer, one is a reader and two are messengers. They must stand in a line. Explain that Pupil 1 (a reader) must run to their paper and read the first statement e.g. "I am thirsty". Then he says the statement to Pupil 2 (Messenger 1). Messenger 1 runs to Messenger 2 and reports this statement in Indirect Speech. e.g. A says that she is thirsty. Then Messenger 2 must run to the writer and report: A says that she is thirsty. The writer must write the statement. The group that finishes first and with no mistakes is the winner.

NB: 1) You can ask the pupils to work in groups of 3 if necessary. In this case there will be one messenger instead of two. 2) All groups must have the same statements.

Possible statements: I am thirsty. I am going to visit my granny this summer. I want to be a footballer.

Homework *2 min*

1) Change Direct Speech into Indirect Speech.

Explain to the pupils that they must rewrite sentences transferring Direct Speech into Indirect Speech.

2) Read and write a story about Charlie Hain.

Explain to the pupils that they must write down the sentences about Charlie Hain in Indirect Speech.

LESSON 4 He said that ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to write about a celebrity; - to enable pupils to use Indirect speech; - to enable pupils to listen for details *Socio-cultural:* - to raise awareness of local and regional newspapers of Uzbekistan; - to raise awareness of different aspects of people's lives *Critical thinking:* - activating prior knowledge; - applying ideas	By the end of the lesson, pupils will be able to use the sequence of tenses in Indirect Speech.	*New words:* events, craftsman, handicraft, demonstrate, participant	Textbook; the DVD of the book

Activity 1a Play The Press Conference. *5 min*
Objectives: to revise different types of questions;
to prepare for the next activity

Ask the pupils to choose a pupil who will imagine himself/herself a celebrity. Other pupils ask him/her questions.

Activity 1b Work in pairs. Write about the celebrity. *5 min*
Objectives: to revise talking about a biography;
to develop writing skills;
to consolidate Indirect Speech

STEP 1: Ask the pupils to write about the pupil in 1a who played the role of a celebrity. Ask them to start with: S/he says ....

STEP 2: Ask some pupils to read their stories and discuss them.

Activity 2a Work in pairs. Read the answers in the interview and write questions. *8 min*
Objectives: to revise questions; to develop thinking logically

The pupils in pairs read the interview and guess the questions from the answers. Remind them that they should look at the grammar structure in the answer and use it in the question.

Activity 2b Listen and check. *5 min*
Objective: to develop listening skills

Ask the pupils to listen and check.

DVD script:

Kaylee: Do people in Uzbekistan have any kinds of newspapers?
Jahongir: We have many kinds of newspapers, for example, Xalq so'zi, O'zbekiston ovozi, Darakchi, Erudit, Novosti Uzbekistana, Uzbekistan Today and can read the printed newspapers in Uzbek, Russian and English. Uzbekistan National News Agency publishes news in electronic newspapers in German, French, Chinese and other languages.
Kaylee: Are they national or local?
Jahongir: They are all national newspapers.
Kaylee: Are there any local newspapers?
Jahongir: Yes, of course. Every region has its local newspapers too.
Kaylee: What kind of news do they tell readers about?
Jahongir: They're interesting. They tell you all the national and local news.
Kaylee: What's your favourite newspaper?
Jahongir: My favourite newspaper is Yoshlar Ovozi, of course. It's very exciting.
Kaylee: Is there an electronic newspaper?
Jahongir: Yes. You can find an electronic newspaper in Telegram, Twitter, Facebook. And you can watch it in You Tube and listen to it on Radio Yoshlar Ovozi FM.
Kaylee: Why do you like it?
Jahongir: I like it because it's real media for young people. It reports on all kinds of the latest events in our country and in the world, cultural and sports events.
Kaylee: When was it born?
Jahongir: It's a young newspaper. Its birthday is on 1 September 2018.
Kaylee: Interesting. Is it expensive?
Jahongir: No, it isn't expensive. And you can read and download the latest news from the site www.yoshlarovozi.uz.

Activity 2c Answer the questions. *8 min*
Objectives: to develop speaking;
to raise awareness about reading newspapers in Uzbekistan

The pupils answer the questions about local and regional newspapers in Uzbekistan. Explain to them that it does not matter if they do not read newspapers regularly. They can use general information. Moreover, there is access to e-newspapers online.

Activity 3a Work in pairs. Read the article and say what grammar tenses are used in Direct Speech. *2 min*
Objective: to identify grammar tenses

Explain to the pupils that this is an interview. They must recognize grammar tenses and structures in the text.

Activity 3b Change Direct Speech into Indirect Speech. Look at the examples in the Remember Box. *10 min*

Objective: to introduce sequence of tenses in Indirect Speech

You can use the notes below to help the pupils to understand:

The Indirect Speech is a bit different to the Direct Speech. The tenses change to past tense forms since the person said it in the past. Let us look at an example.

Mary: "I have to go to the library."

Mary said (that) she had to go to the library.

When using Indirect Speech we also have to pay attention to expressions of time. Expressions like *today, now, here, tomorrow, this (week), last (Sunday)*, etc. change to *yesterday, then, there, the following day, that (week), the previous (Sunday)*. For an example,

Direct speech – Clara said, "I have a class tomorrow."

Indirect speech – Clara said that she had a class the following/next day.

Important Word Changes

words	changes into	Direct Speech	Indirect Speech
this	that	He says, "He wants to buy this book."	He says that he wants to buy that book.
these	those	He says, "He wants to buy these books."	He says that he wants to buy those books.
here	there	She says, "Everybody was here."	She says that everybody was there.
now	then	They say, "It's ten o'clock now."	They say that it's ten o'clock then.
today	that day	She said, "I am going to London today."	She said that she was going to London that day.
tomorrow	following *or* next day	She said, "I am going to London tomorrow."	She said that she was going to London the next day.
tonight	that night	She said, "I am going to see him tonight."	She said that she was going to see him that night.

- Present Indefinite Tense is changed into Past Indefinite Tense. For example:

  Direct Speech: *They said, "They take exercise every day."*
  Indirect Speech: *They said that they took exercise every day.*

- Present Continuous is changed into Past Continuous Tense.

  Direct Speech: *They said, "They are taking exercise every day."*
  Indirect Speech: *They said that they were taking exercise every day.*

- In Future Tense, no changes are made except will is changed into *would*.

  Direct Speech: *They said, "They will take exercise."*
  Indirect Speech: *They said that they would take exercise.*

Homework *2 min*

1) Read Jahongir's interview with Jason and write an article. Use Indirect Speech.

Explain to the pupils they must write an article using the information from the interview.

Possible answers: Jason said that he was interested in cars. He said he was very excited because he was going to visit the Lotus factory that day. He said he hoped they would take him for a test-drive in the latest model. He said he was going to interview the Managing Director. He said they had models of the cars. He said that they would give him one as a souvenir. He said he was looking forward to his visit a lot.

2) Write three sentences. Use Present Simple, Present Continuous and Future Simple.

Explain to the pupils they must write three sentences in different tenses as shown in the example.

LESSON 5 What's your favourite mass media?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to find out information in an article; - to enable pupils to write a lede to an article; - to enable pupils to listen for details *Socio-cultural:* - to raise awareness about content of newspaper articles *Critical thinking:* - activating prior knowledge; - giving reasons	By the end of the lesson, pupils will be able to analyze newspaper articles and write a lede to it.	*New words:* lede, pyramid *Familiar words:* paragraph, important, least	Textbook; the DVD of the book

Checking homework *5 min*

STEP 1: Ask the pupils to work in pairs. Ask them to swap the notebooks. They read their partner's sentences and transfer them into Indirect Speech.

e.g. *A said that he liked playing football. He said he was going to watch TV that day. He said that his father was going to buy him a mobile phone.*

STEP 2: Check the articles about Jason.

Activity 1a Read and say what "tell a friend" strategy is. *8 min*
Objectives: to develop reading skills; to analyze information

Ask the pupils: "What is the story's lede"?

Why is this strategy called "tell a friend"?

Activity 1b Work in pairs. Listen to the news and complete the table. *7 min*

Objectives: to develop listening for details; to practise completing a table

Ask the pupils to listen to the text and complete the table.

Answer key:

Who?	Guests from different countries
What?	come to Samarkand
When?	every two years since 1997
Where?	Registan Square
Why?	to visit the International Festival Sharq Taronalari

DVD script:

Samarkand welcomes Sharq Taronalari Music Festival

Guests from different countries come to Samarkand to visit the International Festival Sharq Taronalari. It has been held every two years since 1997. This festival of art has become a major cultural event in Uzbekistan and for people all over the world. It is visited by musicians, dancers and singers of all continents who demonstrate ancient and national music art on the main stage of the festival – Registan Square. The Uzbek song "Qilpillama" was performed by American musicians who came to the festival.

G. Khasanov, UzA journalist

Activity 1c Work in pairs. Choose one and write a lead to it. *5 min*

Objectives: to develop reading; to analyze texts; to practise writing a lede

The pupils in pairs read and choose one article and write a lede to it.

e.g. *Guests from different countries come to Samarkand to visit the International Festival Sharq Taronalari which is held every two years.*

Activity 2 Read and complete the pyramid. *8 min*

Objective: to raise awareness of the structure of an article

STEP 1: Ask the pupils to find their text on page 93 and complete the pyramid. Ask them to choose any text except the first one which was used for giving examples. Tell they can put their lead at the top.

STEP 2: Then they should decide which is the most newsworthy information and the least newsworthy information.

e.g.

Lede

Guests from different countries come to Samarkand to visit the International Festival Sharq Taronalari which is held every two years.

The most important information

This festival of art has become a major cultural event in Uzbekistan and people all over the world.

The least important information

It is held every two years since 1997.

Activity 3 Read and write information with a quote. *10 min*
Objective: to develop writing

STEP 1: Ask the pupils to look at the sentence *"The housing crisis is growing out of control," Bernanke said.* Establish what a quote is.

STEP 2: Ask the pupils to write information with a quote. *e.g. "The Uzbek song "Qilpillama" was performed by American musicians who came to the festival," said UzA journalist G. Khasanov.*

Pupils work with the same text they had worked before.

NB: Quote – words from a text or speech written or spoken by another person.

Homework *2 min*

Write about your favourite mass media and explain why.

Explain to the pupils that they must write about their favourite mass media and explain why.

LESSON 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to work cooperatively; - to enable pupils to produce a part of a big project; - to enable pupils to write a newspaper section *Socio-cultural:* - to raise awareness of working in a team; - to raise awareness of editorial work; - to reject or accept somebody else's ideas and comment them *Critical thinking:* - activating prior knowledge; - applying ideas; - evaluating	By the end of the lesson, pupils will be able to write one section of a class project.	*Familiar words:* words related to rejecting or accepting ideas	Textbook; the DVD of the book

Checking homework

STEP 1: Ask the pupils to work in pairs. Ask them to talk about their favourite mass media and explanations.

STEP 2: Elicit some ideas.

Activity 1a Work in groups of four. You are going to make a class newspaper. Discuss what sections it should have.
Objectives: to develop the ability of working collaboratively in teams; to analyze information

Ask the pupils to work in small groups. Explain to them that they are going to make a class newspaper. Ask them to decide how many and what sections there will be in the newspaper.

Activity 1b Tell the class your ideas.
Objective: to develop the ability of working collaboratively

Ask the pupils to tell the class their ideas.

Activity 1c Choose the best sections for the class newspaper.
Objectives: to develop the ability of working collaboratively;
to enable pupils to reach consensus

Ask the pupils to listen to all ideas and choose the best. If they find it difficult to choose best sections, you can organize voting. Write the results on the board.

Activity 1d Find a name for your class newspaper.
Objectives: to develop the ability of working collaboratively in teams;
to analyze information

Ask the pupils to to choose a name for the class newspaper by voting.

Activity 2a Work in groups of four. Choose a section from the blackboard. Discuss what to put in your section.
Objective: to develop ability of working collaboratively in teams

Ask the pupils to work in small groups. They must discuss what to put into the section they have chosen.

Activity 2b Write your section. Ask your teacher for help if necessary. When you finish ask your teacher to help you edit your work.
Objective: to develop writing skills

Ask the pupils to use what they learnt in Lesson 5 if they write any news. Tell them they can ask for help any time if they have problems.

Activity 3 Stick your section on a poster and hang it on the wall.
Objective: to raise awareness of how a newspaper is organized

Ask the pupils to stick their writing on a poster. Discuss with the class which sections must be put on the top and in which order. Ask what type of information usually come first and which come later in the newspaper.

Activity 4 Read the whole newspaper.
Objective: to develop presentation skills

Ask the pupils to present their section. Ask them to explain what their section is about. They can read their section aloud if they want.

Homework

Ask the pupils to read at home the text about Steve Jobs and get prepared for class discussion. Explain that they must read and say what the most important events were in Steve Jobs' biography, and read six quotes by him and explain what they mean.

HOME READING 2 *43 min*

Objectives: to develop the 21st century skills – critical thinking, creativity, innovation and information literacy;
to develop understanding of values of working in team and producing new ideas by discussing that your really happy life may only be when you do important things which you like to do

STEP 1: Ask the pupils to read the text about Steve Jobs one more time.

STEP 2: Ask the following questions for understanding:

1) What was his childhood like?
2) What helped him become interested in electronics?
3) Why do you think he was a very important person?
4) Can you explain the main idea of each of his quote?
5) Can you give your own examples to each of his quotes?

STEP 3: Have a class discussion on the topic: "Is money the most important thing in the life? Why/Why not?"

NB: You can organize a debate: "The money is the most important thing in the life."

Homework *2 min*

Ask the pupils to get prepared for Progress Check 2.

PROGRESS CHECK 2 *45 min*

LISTENING

1 Listen and choose the correct answer. *(7x2=14)*

DVD script:

Interviewer: Good evening, I hope you don't mind answering a few questions.
Alik: How long will it take?
Interviewer: Just a few questions.
Alik: I guess I can manage to answer a few questions. Go ahead.
Interviewer: I'd like to ask your opinion about the use of some electronics. Because smartphones are popular, which is the best brand?
Alik: I'd say Samsung is one of the best brands and 88 Tauri phone from Lamborghini is also very good.
Interviewer: Which brand is the most expensive?
Alik: There are lots of really expensive smartphones. For example, iPhone Princess Plus is not much different from other Apple iPhone mobile phones, but it's at the top of 10 most expensive mobile phones in the world. Its price is $176,400. Well, but I think Samsung W2015 Luxury Flip Smartphone is also one of the most expensive brands which I like. I guess that's why it's very good.
Interviewer: Which brand do you think is the worst?
Alik: Tastes differ. But according to its ugly appearance and a small display with a bad resolution, a miserably working camera and a bad design, I think Samsung Galaxy Ace is one of the examples.

Interviewer: And which brand is the most popular with the young people?

Alik: That's a difficult question to answer for me. Though studies show that Xiaomi is in the leading position and Samsung is the second in the world, I think that Realme, a Chinese brand is becoming the most popular with young people. The brand was established on May 4, 2018 which is National Youth Day in China. It's a smartphone brand that is young and it was designed especially for the young people. Realme also produces other products such as earphones, fitness bands and bags. It's interesting that the new brand Realme is more popular than ASUS, a Taiwan-based multinational electronics company, and Nokia.

Interviewer: One last question, which brand are you using?

Alik: Actually I've had Huawei Mate 30 Pro 5G since autumn 2018.

Interviewer: Do you enjoy using it?

Alik: Yes. It's not cheap but very comfortable and I like the colours of the photos.

Interviewer: Thank you for your time.

Alik: Not at all.

1 Alik thinks that Samsung is ...
   a) ...better brand than 88 Tauri phone from Lamborghini.
   b)... as good as 88 Tauri phone from Lamborghini.

2 He thinks that the most expensive brand is ...
   a) Samsung W2015 Luxury Flip b) iPhone Princess Plus

3 The worst brand is...
   a) Samsung Galaxy Ace b) Apple iPhone

4 iPhone Princess Plus costs ...
   a) $117,600 b) $176,400

5 The most popular brand with young people is...
   a) Realme b) Nokia

6 Alik is using ...
   a) ASUS b) Huawei

7 Alik likes his smartphone because it ...
   a) ...is comfortable. b) ... has a good colour.

Answer key: *1b, 2b, 3a, 4b 5a, 6b, 7a*

GRAMMAR

2 Read and write the verbs in the correct form. *(10x1=10)*
(Revising Present Simple and Present Continuous)



The Week Junior (1)... (be) a fantastic magazine for young readers. The Week Junior (2)... (explain) news and events which are (3)... (happen) in the world for children. It (4)... (give) young people the skills to think critically, (5)... (learn) about the world around them and ask questions. It (6)... (help) learn in the classroom – and helps them look further. From news

to nature and science to geography, it (7)... (give) a big number of topics and tells children about what's (8)... (happen) in the world in an interesting way. It (9)... (give) children a weekly opportunity to explore and discover amazing things about the world. It (10)... (help) young people develop independent thinking and their own opinions.

Answer key: 1) is; 2) explains; 3) happening; 4) gives; 5) learn; 6) helps; 7) gives; 8) happening; 9) gives; 10) helps

3 Put the sentences in passive voice where necessary. *(8x2=16)*
(Revising passive voice)

Water problem

We all know that water (1)... (be) one of the most important things in our life. According to some research, 90 percent of water in our country (2)... (use) in agriculture.

A media tour (3)... (organize) for a group of media journalists in Khorezm region to (4)... (see) how the water resources (5)... (use) in this area. According to the World Resources Institute, Uzbekistan (6)... (take) the 25th place among 164 countries where there is little water. This (7)... (make) us seriously think about taking all kinds of measures so that water (8)...(use) carefully.

Nasiba Ziyodullayeva, UzA journalist

Answer key: *1) is; 2) is used; 3) was organized; 4) see; 5) are used; 6) takes; 7) makes; 8) is used*

READING

4 Read and match the texts to headings. One heading is extra. *(5x2=10)*

A Better than other mass media
B Growing fast
C Better for learning
D The Internet is better than listening to the radio
E The difference between the Internet and the WWW
F What the Internet is

The Internet

1) The Internet is an interactive medium of mass media, and can be shortly described as a big network of many computer networks connected with each other.

2) The Internet and the World Wide Web are not synonyms: the Internet is the system of computer networks, connected with each other by wires, optic cables, wireless connections etc.; the World Wide Web has all the ideas, pictures and articles, or the documents.

3) Toward the end of the 20th century the invention of the Internet has allowed interesting news to reach any place on the globe within minutes. This fast growing has changed mass media and the way how people in different countries get it.

4) The Internet is quickly becoming the centre of mass media. We can get everything we want via the Internet. Rather than picking up a

newspaper, or watching the news, people can log onto the Internet to get the news they want when they want it. For example, many workers listen to the radio on the Internet while sitting at their lunch tables.

5) Even the school system needs the Internet. Teachers can contact the whole class by sending one e-mail. They may have web pages on which students can get another copy of the class tasks or tests. Some classes have class blogs in which students need to post their tasks weekly and get marks for them.

Answer key: *1f, 2e, 3b, 4a, 5c, d – extra*

Total = 50 points

The list of new active and passive vocabulary

UNIT 2 (Lessons 1–6)		
actor *n*	comics *n*	fortune *n*
actress *n*	committee *n*	forum *n*
advance *n*	communicate *v*	found *v*
affair *n*	communication *n*	full *adj*
agency *n*	community *n*	function *n*
agriculture *n*	complex *adj*	further *adv*
aim *n*	conservation *n*	general *adj*
American *adj, n*	consider *v*	geometry *n*
anecdote *n*	continental *adj*	gift *n*
anniversary *n*	contribute *v*	global *adj*
anything *pron*	control *n, v*	go down *phr.v*
anytime *adv*	cover *n*	gossip *n*
anywhere *adv*	craftsman *n*	gossip article *n+n*
architectural building	crisis *n*	gossip newspaper *n+n*
arm-wrestling *n*	death *n*	government *n*
article *n*	desire *n*	Greco-Roman *adj*
Athens *n*	digital *adj*	guest *n*
athletics *n*	Direct Speech	guide *n*
audio *n*	discussion *n*	handicraft *n*
beginning *n*	divide *v*	handicrafter *n*
best-selling *adj*	double *adj*	headline *n*
bimonthly *adv*	download *v*	helpful *adj*
biweekly *adv*	editorial *adj, n*	honored *adj*
blog *n*	electronic *adj*	horoscope *n*
boxer *n*	electronic device *adj+n*	however *adj*
broadcast *adj*	emoji *n*	hundreds of
business *n*	entertain *v*	illustration *n*
canoeing *n*	entertainment *n*	in fact *adv*
category *n*	especially *adv*	including *prep*
celebrity *n*	even *adv*	increase *v*
certificate of honor	everyday *adj*	incredible *adj*
championship *n*	be excited *v*	Indirect Speech
chatbot *n*	explain *v*	individual *adj*
Chinese *adj, n*	factory *n*	industry *n*
civilization *n*	finalist *n*	inform *v*
coated paper *n*	foreign *adj*	initial *adj*
combinatorics *n*	format *n*	initiative *n*

instead (of) *adv*	online *adj*	souvenir *n*
institute *n*	opinion *n*	speaker *n*
integrate *v*	be over *v*	specific *n*
be interested in	paragraph *n*	stage *n, v*
interface *n*	paraphrase *v*	still *adv*
international *adj*	participant *n*	stock market *n+n*
inventor *n*	percent *n*	strategy *n*
inverted pyramid *adj+n*	perform *v*	stress-free *adj*
issue *n*	personal *adj*	structure *n*
journalist *n*	photograph *n*	support *v*
knowledge *n*	physical *adj*	surprising *adj*
large *adj*	pigeon *n*	symbolic *adj*
latest *adj*	politics *n*	tabloid *n*
least *adj*	press conference *n+n*	take care of
lede / lead *n*	print *n, v*	tale *n*
less *adj*	product *n*	talented *adj*
likely *adv*	publish *v*	technology *n*
look forward to *prep*	quality newpaper *adj+n*	telegraph *n*
low-cost *adj*	quarterly *adv*	television *n*
major *adj*	quick *adj*	test-drive *n*
Marathon *n*	quickly *adv*	through *prep*
marriage *n*	quote *n*	tour *n*
mass *adj*	reader *n*	TV guide *n+n*
mass media *n+n*	real *adj*	type *n, v*
mathematician *n*	reference *n*	urgent *adj*
media *n*	regional *adj*	visual *adj*
member *n*	be related to	website *n*
message *n*	religious *adj*	weekly *adv*
messenger *n*	resource *n*	welcome *v*
monthly *adv*	sell *v* (*past, pp* sold)	whisper *v*
musician *n*	service *n*	widely *adv*
newsprint *n*	situation *n*	winner *n*
Nobel Prize	smoke signal *n+n*	workshop *n*
non-standard *adj*	social *adj*	wrestling *n*
number theory *n+n*	solve *v*	written (*pp of* write)
object *n* offer *v*	source *n*	

HOME READING 2

accountant *n*	else *adv*	method *n*
agree *v*	garage *n*	mistake *n*
along with	Grammy Trustees Award	part *n*
balance *v*	guard *n*	powerful *adj*
believe *v*	guy *n*	quantity *n*
biological *adj*	honor *v*	quote *n*
brilliant *adj*	later *adv*	receive *v*
cancer *n*	leader *n*	San Francisco *n*
chief founder *adj+n*	be limited *v*	Silicon Valley *n*
childhood *n*	marry *v*	take apart *v+adv*
electronics *n*	matter *n*	

UNIT 3 Information age

Inquiry question:
What are pros and cons of digital technology?
Inquiry theme:
To understand positive and negative sides of digital technology
In this unit you will ...
✓ listen about the historical facts of importance of mass media ✓ read about advanced technological apps ✓ discuss positive and negative sides of digital technology ✓ create your own group presentation
Academic skills:
✓ listening to understand emotions ✓ giving examples ✓ giving sources of information ✓ expressing opinions ✓ understanding quotes
Critical thinking:
✓ activating prior knowledge ✓ thinking about pros and cons

LESSON 1 Digital media

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to read and listen for details; - to enable pupils to use new words *Socio-cultural:* - to raise awareness of the history of mass media and its importance *Critical thinking:* - guessing a story from the pictures; - inferring the meaning of words from context; - expressing opinions	By the end of the lesson, pupils will be able to talk about using the digital media in their lives.	battle, power, honest, economy, digital media, device, software, image, tablet	Textbook; the DVD of the book

Activity 1a Work in pairs. Read and think. What does this phrase mean? *2 min*
Objectives: to raise awareness about the topic; to develop critical thinking

Ask the pupils to read the sentence and let them think what meaning it has.

Activity 1b Work in pairs. Read and check your answer. *3 min*
Objectives: to develop reading for detail; to raise awareness about development of information technology

Ask the pupils to read the text and give their examples of modern technologies in their lives.

Activity 2a Work in pairs. Write down the new words. Listen and repeat. *5 min*
Objective: to introduce the new words

Ask the pupils to look at the words and guess the meaning. Explain to them that sometimes the words have almost similar pronunciation and meaning in both languages, e.g. economy.

Ask them to look up the other words. Then they repeat the words after you.

Activity 2b Work in pairs. Look at the pictures and think what the text will be about. *5 min*
Objectives: to prepare for the next activity; to develop critical thinking; to activate prior knowledge

Ask the pupils what they can see in the pictures and how they are related to the topic. Praise those who said that pigeons were used to send messages. Ask if they recognized Napoleon. Remind them about historical event of the Battle of Waterloo in 1815. Ask them if they remember who won the battle. Say that the English army was led by Wellington. Explain to them that in the picture they can see a bank where businessmen buy and sell bank papers. People could become rich or poor when they put their money to banks.

Activity 2c Work in pairs. Listen and answer the questions. *4 min*
Objective: to develop listening for detail

Ask the pupils to read the questions. Explain to them that the Rothschild brothers were rich businessmen who lived in England. Ask how people could send messages at that time. Remind them that telegraph was invented in 1832, telephone in 1876 and radio in 1895 (wikipedia.org). So the messages in 1815 could be only sent by horse on land and by ship in the sea.

Ask them to listen to the text and answer the questions. Elicit some answers.

DVD script:

According to historical stories, two Rothschild brothers, Nathan and Jacob, wanted to learn the news first. They also had one interesting hobby: pigeons. The pigeons took messages from one place to the other.

When French ruler Napoleon came back in 1815, all the banks were waiting for the result of the Battle of Waterloo. Who will win? Napoleon's French army or Wellington's English army? The Rothschild brothers were waiting in London and Paris.

At the beginning of the battle Napoleon was stronger but then he lost. The pigeons from Paris flew to London to inform Nathan Rothschild that Wellington won.

Nathan got the news 24 hours earlier than other people in London. But he began to sell his bank papers in the bank and everybody thought that Napoleon was the winner. As a result, a lot of businessmen sold their bank papers. At the same time, the Rothschilds' people bought all the bank papers for little money.

Only a few days later, everyone in England learned that Napoleon lost the battle. In one day, the Rothschilds had £40 million. Since then they played an important role in British economy.

Activity 3a Work in pairs. Think and say what you know about digital media. *3 min*

Objective: to raise awareness about specific knowledge

Remind the pupils that digital media are any media that are encoded in machine-readable formats. Digital media can be created, viewed, distributed, modified and preserved on digital electronics devices.

Activity 3b Listen and repeat the new words. *3 min*

Objective: to introduce the new words

STEP 1: Check the pupils know the meaning of the words. If they don't know the meaning of some words, ask to look them up.

STEP 2: Ask the pupils to listen and repeat the words after you.

Activity 4a Work in pairs. Read and check your ideas. Put the words to complete the sentences in the text. *7 min*

Objectives: to develop reading skills; to guess the meaning from context; to get general information about digital media

Ask the pupils to read the text and try to guess the meaning of the missing word by context and according to the grammar structure.

Answer key: *1) digital; 2) devices; 3) electronic; 4) changes; 5) economy; 6) smartphones; 7) media; 8) history*

Activity 4b Listen and check. *3 min*

Objective: to develop listening for details

Ask the pupils to listen to the text and check their answers. Ask them what helped them to make the correct decision.

DVD script:

The world we live in today is full of digital media things. Digital media has been used since the early 1950s. It is used on digital electronic devices. Examples of digital media are: software, digital images, digital video, video games, web pages and websites, digital audio, such as MP3 and electronic books. With the Internet and personal computers, digital media has made big changes in publishing, journalism, people's lives, entertainment, economy and education. We sometimes do not know that digital media things are used in health system, economy and education.

Since the first digital computers and smartphones appeared, the digital media has been used by billions of people. Digital devices are successful because they are easy to use. A smartphone or tablet is used

for hundreds of daily needs. Together with the World Wide Web and the Internet, digital media has changed the 21st century to an information-based economy and has created new human history, which is known as the Information Age.

Activity 5 Work in groups of four. Say where and how you use the digital media. *7 min*

Objective: to develop speaking

Divide the class into small groups. Ask them to discuss and give examples of using the digital media from their life.

Homework *3 min*

1a Read the article of a young journalist and choose the correct form of the verbs.

Explain to the pupils that they must choose the correct grammar tense in the sentences.

Answer key:

I go to the gymnastics club four times a week. One day our teacher made a video in which I was with my gym friends and my sister. We sang the Baby Shark song. Our teacher showed the video to our parents. She also sent it to the Facebook page and friends' families showed it to other people. By the next day we were so happy to find that the number of views was 2,000 in America. The Baby Shark song soon was sung all over the world. I kept the site with the video and then it became popular in Italy, Thailand, Holland, Mexico, Japan and Peru and some other countries. I was surprised by this!

Penelope Thornton

1b Write questions to the text. Use the question words.

Explain to the pupils that they must write questions to the sentences. They must use the same grammar structure as it is in the sentence.

LESSON 2 After I'd watched TV ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to understand how Past Perfect is formed and used; - to enable pupils to listen for gist *Socio-cultural:* - to raise awareness of past events *Critical thinking:* - inferring the meaning of words from context; - expressing opinions; - activating prior knowledge	By the end of the lesson, pupils will be able to talk about about what they did using Past Perfect.	*Familiar words* related to a feature/ horror film, a soap opera, a documentary, a cartoon, a nature programme, the news, a chat show	Textbook; the DVD of the book

Homework checking. *5 min*

Ask the pupils to answer the questions they had written at home. Elicit some questions and answers.

Activity 1 Work in pairs. Answer the question. *5 min*
Objective: to focus on the topic

Ask the pupils to answer the question. They can look at the box for help.

Activity 2 Work in pairs. Listen and answer the questions. *7 min*
Objective: to develop listening skills

Ask the pupils to read the questions and imagine what the answers could be. Explain to them that it does not matter if they don't understand the meaning of the word "addict". They should only say if it has a positive or negative meaning.

Answer key: *1) Mike; 2) Yes, he does; 3) 6 or 7 hours every day; 4) quiz shows and soap operas; 5) negative*

DVD script:

Host: You're listening to Estover school radio station. Stay with us now for another programme of 'You tell us' where you tell us all about what you like and don't like. Today you're talking about your TV viewing habits. Our first guest today is Mike. Hi Mike.

Mike: Hi. I just want to tell you that I can't imagine life without TV. I'm a great TV lover. I watch TV at least 6 or 7 hours every day. I watch everything - soap operas, nature programmes, cartoons and quiz shows. My favourites are quiz shows and soap operas on Netflix ... I watch them all. I never miss a programme. I ask my mum to give me TV dinners so I can eat and watch at the same time. The stories in the soap operas are really great – you never guess what's going to happen. And I love the quiz shows 'cos I try to answer all the questions so I learn a lot. It's a great feeling when I get the answers right!

Host: Well, Mike. You're not just a TV fan, you're an addict!

Mike: Yeah, that's what my mum says ... *(fade)*

Activity 3a Read and say what the conversation is about. *10 min*
Objective: to introduce Past Perfect

Ask the pupils to read the text and translate the sentences with *.

Activity 3b Look at the sentences with *. Answer the questions. *8 min*
Objective: to enable to understand how Past Perfect is formed and used

Ask the pupils to answer the questions about Past Perfect. Ask the questions one by one and elicit the answers. Help them understand the rule.

Activity 4 Work in pairs. Look at the table. Ask and answer. Talk about what you did on Sunday. *8 min*
Objective: to practise Past Perfect

Ask the pupils to ask and answer the question. Explain to them that when they answer the question they must give two sentences: the first with Past Simple and the second with Past Perfect.

Homework *2 min*

Ask the pupils look at Page 94 and find the homework. Ask if everything is clear. Explain how to do the homework if necessary.

LESSON 3 She said that she had watched ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to use Sequence of Tenses in Indirect Speech; - to enable pupils to ask questions about family members in Past Simple - to enable pupils to read for details *Socio-cultural:* - to raise awareness of past events in Indirect Speech *Critical thinking:* - activating prior knowledge; - evaluating	By the end of the lesson, pupils will be able to transfer Direct Speech into Indirect Speech using Past Perfect.	*Familiar words:* daily routine	Textbook; the DVD of the book

Homework checking. *5 min*

Activity 1a Read what Ann Brown said what her family did in the morning. *5 min*

Objective: to prepare for the next activity

Ask the pupils who the girl is talking about and what the people and the cat did.

Activity 1b This is what the interviewer wrote in his report. Say what changes he has made. *5 min*

Objective: to introduce Sequence of Tenses in Indirect Speech

Ask the pupils to read the sentence and elicit that this is Indirect Speech. Praise those pupils who have noticed Past Perfect in the sentence.

Activity 1c Finish the story about Ann. *5 min*

Objective: to practise Sequence of Tenses

Ask the pupils to write the rest of the sentences in Indirect Speech.

Answer key:

1) She said that she had watched a lot of TV programmes including Sports News. 2) She said that her mother had made pancakes with honey for breakfast. 3) She said that her father had read morning newspapers. 4) She said that her brother had played computer games. 5) She said that her cat had eaten her breakfast.

Activity 2a Work in pairs. Interview your partner. Ask what her/his family members did last Sunday. Listen and make notes. *5 min*

Objective: to give the pupils more practice of Sequence of Tenses

Ask the pupils to ask each other questions in order to know what the family members did last Sunday **e.g. A:** What did you do last Sunday?

Let the pupils write the answers down. Remind them that they must use Past Simple.

Activity 2b Look at the notes about your partner. Write a story about him/her. *5 min*

Objective: to give the pupils more practice of Sequence of Tenses

Ask the pupils to write sentences about their friend's family members.

e.g. *She said that her mother had made a cake.*

Activity 2c Make new pairs. Tell your new partner about your first partner.

Objective: to consolidate Sequence of Tenses *4 min*

Ask the pupils to tell the same sentences to the new partner.

Activity 3a Work in pairs. Read what people write to their newspaper. Ask and answer to complete the sentences. *5 min*

Objectives: to develop reading for details; to develop asking questions

STEP 1: Divide the pupils into pairs. Explain to them that pupils A must read and ask questions in the texts about Lewis and Freya. Say that pupils B must open their books on page 27 and ask questions about Abby and Mr Smith.

STEP 2: Say that the pupils can compare their texts to check their answers.

Activity 3b Work in pairs. Whose story do you like most? Why? *5 min*

Objective: to develop speaking; to develop critical thinking

Ask the pupils to think which story they like best and explain why.

Homework *1 min*

Read the text in 3a. Complete the report.

Explain to the pupils that they should use the information in Activity 3a.

Answer key: 2) got; 3) had sold; 4) learned; 5) took; 6) had hoped; 7) had seen; 8) had appeared; 9) hadn't been found

LESSON 4 Future technologies

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to expand general knowledge; - to enable pupils to listen for gist *Socio-cultural:* - to raise awareness of modern technologies in people's lives *Critical thinking:* - giving reasons; - activating prior knowledge; - interpreting emotions	By the end of the lesson, pupils will be able to talk about modern technologies in people's lives.	*New words:* solar, virtual reality headset, download, web browser, app, amazing, humanoid-like *Familiar words:* robot, bot, design, care duty, future	Textbook; the DVD of the book

Homework checking. *5 min*

Activity 1a Listen and repeat the new words. *5 min*

Objective: to introduce the new words

Ask the pupils if they can recognize the meaning of some words. Establish the meaning of the words. Ask them to repeat the words after you.

Activity 1b Work in pairs. Do the quiz. *5 min*
Objective: to expand general knowledge

Ask the pupils to work in pairs and do the quiz.

Answer key: *1a; 2c; 3b; 4b; 5a*

Activity 2a Work in pairs. Listen and choose a title to each text. *8 min*
Objective: to develop listening for gist

STEP 1: Ask the pupils to read the titles and ask if they understand all of them.

STEP 2: Ask them to listen to the texts and try to match the texts with the titles. After checking the answers ask them to share ideas what helped them to choose the correct answer.

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

DVD script:

Technology has changed a lot in the last few years. From new medical things to space robotics, the world has changed for the better!

All of these new inventions are possible thanks to innovators with amazing ideas.

1) Laser Eye Surgery

The medical field is one of the areas that has improved with technology. Doctors can now operate on a person using a microscope, a laser, and even robots!

2) GPS

Some people may think that GPS is an amazing invention, but other people may disagree.

The GPS works everywhere on the planet, and it shows your location in real-time. This could be useful for some parents who worried about their kids, but it could be used for wrong activities.

It can also be helpful when you're on a road trip, and you're lost in the woods! Take out your phone and find the nearest route right away. Look at your devices and use them safely.

3) Social Networks

Social media is one of the greatest inventions of all times, period. This technology has given us the power to communicate with anyone in any part of the world!

In addition to communication, it is a fantastic resource for jobs for college graduates or for developing your business, and much more.

4) Self-Driving Cars

Car accidents can be something from the past if we continue to develop this technology. With self-driving cars, you can forget about driving when you're on a highway!

Enjoy the view during a road trip, rest while driving at night, or do your work on your way to work! The possibilities are endless, but make sure you know everything that's going on around you.

5) Robotics

Robotics can be found anywhere, even where you least expect it! We know much about robots and robotic assistants. In a few years, we might meet robots that will look like humans, that can even think and speak just like us.

Activity 2b Work in pairs. Read and choose a robot you would like to have. Explain why. *9 min*

Objective: to develop reading for gist

Ask the pupils to read about robots and choose one they like. Ask them to explain their choice.

Activity 3a Look at the Remember box. Listen and complete the conversation with the language phrases you hear. *6 min*

Objective: to develop listening for detail

Ask the pupils to listen to the conversation and complete it with the phrases from the Remember box.

DVD script:

A: Are you using any new apps on your phone?
B: Yes ... I like my new walking app. It's great. I use it at my gym.
A: (1) That's so interesting! Tell me about it.
B: It's called Virtual Walk. First, you download the app on your phone. Then you choose a place where you want to walk. You can choose a beautiful park to walk though. Or you can walk to all amazing places in the world. There are lots of places to choose.
A: (2) Really?
B: Next, you get on your running track, put on your virtual reality headset, and turn on your app. Then you walk. The virtual reality makes you feel like you are walking in the real place.
A: (3) Are you serious? Does it feel real?
B: Yeaa ... It's fantastic ... But you must be careful. You can't see the real world with your virtual reality headset on, so sometimes you can fall down.
A: (4) That's so terrible! Did that happen to you?
B: Yes, and I hurt my leg.
A: (5) I'm sorry to hear that.

Activity 3b Work in pairs. Compare your answers with a partner. Together, decide which emotion the listener is trying to express. *5 min*

Objective: to establish the meaning of phrases

Ask the pupils to identify emotions.

Answer key: *1) That's so interesting! (Interest) 2) Really? (Surprise) 3) Are you serious? (Surprise) 4) That's so terrible! (Sadness) 5) I'm sorry to hear that. (Sadness)*

Homework *2 min*

Answer key for Homework 1: Mrs Fryer said that she had been surprised when she came downstairs for breakfast one morning. She said that a little fox had got into their kitchen and fallen asleep on top of the microwave. She said that it had got through the cat's door and left a lot of dirty spots on the floor.

She said that she had rung the vet. She said that the vet Phil Norman had come to help her and taken the fox to Animal Hospital.

She said that they had found nothing wrong with the fox and it had been able to go back into the wild.

LESSON 5 Is social media dangerous?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to use new words - to enable pupils to read for gist; - to enable pupils to think critically about dangers on the Internet *Socio-cultural:* - to raise awareness about dangers on the Internet and what they can do to protect themselves *Critical thinking:* - giving reasons; - thinking of pros and cons; - expressing opinions	By the end of the lesson, pupils will be able to say what people must and must not do to protect themselves while working online.	*New words:* click, protect, cyber-, button, online, security, access *Familiar words:* social media, dangerous, tip, personal information	Textbook; the DVD of the book

Homework checking. *5 min*

Activity 1 Work in pairs. Think if social media could be dangerous. Why?/Why not? *6 min*

Objective: to introduce the topic

Ask the pupils to think about possible dangers of social media and explain their answers.

Activity 2a Work in pairs. Match the words and explanations. *5 min*

Objective: to introduce the new words

Ask the pupils to match the words with explanations.

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

Activity 2b Work in groups of 4. Answer the questions. *7 min*

Objectives: to develop critical thinking; to develop speaking; to develop ability to work in groups

Ask the pupils to make groups of four. Ask them to read the questions and say what they think about dangers on the Internet.

Activity 2c Put the sentences in order. Read and check your ideas. *5 min*

Objectives: to develop reading for gist; to develop critical thinking

Ask the pupils to put the sentences in the logical order. Then they should read the whole texts and check the answers.

Answer key: *1b; 2d; 3a; 4c*

Activity 3 Work in pairs. Read and complete the text. *5 min*

Objective: to develop reading for detail

Ask the pupils to look at the words in the box and say what part of speech they are. Elicit that they are nouns, verbs or adverbs. Ask what the difference is between them. Then ask them to read the text and complete it with the words in the box.

Answer key: *1) health; 2) depend on; 3) available; 4) hurt; 5) brain; 6) rest; 7) effect; 8) worry*

Activity 4a Work in pairs. Read the tips and put them in order of importance. *5 min*

Objectives: to develop reading for gist; to develop critical thinking

Ask the pupils to read five pieces of information and put them according to their value.

Activity 4b Work in groups of 4/6. Discuss and agree on the list from the most important to the least important. *6 min*

Objectives: to develop speaking skills; to develop critical thinking

Organize a class discussion and agree on the class list.

NB: There is no right or wrong order. The order depends on the class opinions.

Homework *1 min*

LESSON 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to work cooperatively; - to enable pupils to create a new technology *Socio-cultural:* - to raise awareness of working in a team; - to reject or accept somebody else's ideas and comment them *Critical thinking:* - activating prior knowledge; - applying ideas; - evaluating	By the end of the lesson, pupils will be able to create a new technology.	*Familiar words:* words related to rejecting or accepting ideas	Textbook; the DVD of the book

Homework checking. *5 min*

Activity 1 Work in pairs and create a new technology. Discuss the categories in the chart and start to plan your technology.

Objectives: to prepare for the project; *15 min*
to enable pupils to plan their joint work

Ask the pupils to work in pairs. Say that each pair must create a new tech device. Ask the pupils to discuss the categories in the chart and start planning.

Activity 2 Share your idea with the class. Use the following as a model. *15 min*

Objectives: to enable pupils to express own ideas;
to enable pupils to follow the model provided

Ask the pupils to share their idea with the class. Say that they should use the following as a model for sharing their idea:

> Our new technology is ...
> It is for ...
> This technology can ...
> We named it ...
> Our technology is necessary because ...

Activity 3 Vote for the best technology. Write the names of the technology you vote for in each category. Then take a class vote to choose the best tech device. *8 min*

STEP 1: Ask the pupils to vote for the best technology. Say they should write the names of the technology they vote for in each category.

STEP 2: Then take a class vote to determine the best overall.

1) Most creative _____
2) Most useful _____
3) Most interesting/fun _____
4) I want one right now! _____

Homework *2 min*

Ask the pupils to read at home the text A Carrot, an Egg and the Coffee-Beans.

Explain that the pupils must read and say what the main idea is, and say what happens with each ingredient.

HOME READING 3 *43 min*

Objectives: to develop 21st century skills – critical thinking, creativity, innovation and information literacy;
to develop understanding of value of asking for help in difficult situations;
to enable to find out the way in difficult situations

STEP 1: Ask the pupils to read the text about A Carrot, an Egg and the Coffee Beans one more time.

STEP 2: Ask the following questions for understanding:

1) Who was in a difficult situation?
2) Who did she go for advice?
3) Where did her mother take her? What did she do?
4) What happened with each ingredient?
5) Did the mother help the woman? What did the woman understand?
6) How can this advice help you? What is the example?

STEP 3: Have a class discussion on the topic: “What can people do in difficult situations?”

Homework *2 min*

Ask the pupils to get prepared for Test 1.

TEST 1 (for Units 1–3) *45 min*

LISTENING

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

DVD script:

In this day and age media is everywhere. It is on our televisions, in our car radios, on our phones and in our ears. Media has become a very important thing in our lives. But is it always good?

The rise of media is having a bad result on families' way of life. First of all many families don't sit down at the dinner table to eat and talk about what is going on in their lives because they eat at different times or in different rooms. Moreover, families don't have discussions with their children to find out what are the right and wrong things people can do.

What's more? We don't decide ourselves. Our brains are led by somebody else on TV and the radio, in newspapers and magazines. This is becoming a very serious problem as media is becoming less based on real facts and more based on somebody's opinion.

Media now offers everyone to express your opinion. Anyone is able to send any information by Twitter, write a blog post or watch and share a video and photos. This can be used to hurt a person as this becomes public 'opinion'. People might be angry if the writer is wrong.

1 Many families don't have dinner together because they...
   a) ... eat at different times or in different rooms.
   b) ...watch different TV programmes.

2 Families don't sit down at the dinner table to eat and talk about what ...
   a) ... is going on in their lives. b) ... they have watched on TV.

3 Moreover, families don't have discussions with their children to find out ...
   a) the right and wrong things of life. b) what is going on in their schools.

4 Our brains are led by somebody else on TV and the radio, in newspapers and magazines. This is becoming a very serious problem as ...
   a) ...we decide ourselves what newspapers and magazines to read.
   b) ... media is becoming less based on real facts and based on somebody's opinion.

5 Media now offers everyone to express your opinion. It's not always good because ...
   a) we can use Twitter, write a blog post or watch and share a video and photos.
   b) people might be hurt by wrong information.

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

GRAMMAR *(Revising Reported Speech)*

2 Rewrite the sentences. Use Indirect Speech. *(8x1=8)*

e.g. *He said that he would not have time to finish his homework.*

1) He said: "I won't have enough time to finish my homework."
2) She said: "I'll think about it."
3) Mother: "The girls helped in the house."
4) Sister: "We'll go to the park on Sunday."
5) Rashid: "We spent three days in London."

6) My friend: “My parents and I visited the Tower.”
7) Larisa: “The children played tennis in the yard.”
8) Lola: “I had a cold and stayed in bed.”

3 Rewrite the sentences. Use the Direct Speech. *(6x1=6)*
e.g. *He said: “My bus didn’t come in time yesterday.”*
1) He said that his bus hadn’t come in time the day before.
2) The boys said they would go to the football match.
3) He said their team hadn’t won the last game.
4) Sasha said that he had gone to the library after school.
5) Liza said that she would go home early.
6) We said that we hadn’t made our project yet.

VOCABULARY

4 Complete the sentences with the words. *(7x2=14)*

device, media, humanoid-like, web browser, digital electronics, apps, headset

1) I lost a ... to my phone.
2) My favourite ... are Facebook, Youtube and Whatsup.
3) Kengoro is a ... robot which can do things better than most humans can.
4) A mouse is a ... that makes it easier to choose different programs from computer menu.
5) ... is electronics that operate on digital signals.
6) A ... is a computer program that makes it possible for you to read information on the Internet.
7) The life of the British royal family has always been of interest to the... .

Answer key: 1 headset, 2 apps, 3 humanoid-like, 4 device, 5 digital electronics, 6 web browser, 7 media

READING

5 Read and complete the sentences with the word combinations. *(6x2=12)*

a) what you need
b) sentence of each
c) the most important part
d) Use the Back button.
e) a heading at
f) in the middle of

How to read a webpage

When you open a webpage, it may have many things that want your attention, like ads and pictures. Every webpage is different, but there are some similar things you’ll find on most pages. For example, there is the main topic (1) ... the page, with ads on the left or right side. Almost every webpage will have a long area with buttons that let you go to other parts of the website. By learning about some of these basic parts, you’ll be able to find the information you’re looking for more quickly.

The main topic is usually (2) ... of the page. On most pages it is in the centre and easy to find.

You shouldn’t read every word. With most websites, you can go to another page to find what you’re looking for. To read faster, you can just read the first (3) ... paragraph.

You can use headings to help you go to the other page. Many online articles have (4) ... the beginning of each section. If the heading doesn't seem what you need, you can simply go down to the next heading.

Don't read ads. They may look like (5) ..., but they usually won't help you find what you're looking for.

(6) ... . If you've clicked a link that isn't helpful, you can go back to the previous page by clicking your browser's Back button.

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

Total = 50 points

The list of new active and passive vocabulary

UNIT 3 (Lessons 1–6)		
access *n*	digital media *adj+n*	Internet *n*
across *adv*	documentary *n*	journalism *n*
addict *n*	duty *n*	laser *n*
alone *adv*	easily *adv*	machine *n*
amazing *adj*	economy *n pl*	mechanism *n*
app *n*	effect *n*	memory *n*
assist *v*	elderly *adj*	microwave *n*
author *n*	email *n, v*	mind *n*
available *adj*	emotion *n*	nature programme *n+n*
battle *n*	encourage *v*	need to *v*
bin *n*	e-newsletter *n*	negative *adj*
boss *n*	exam *n*	network *n*
bot *n*	expression *n*	nowadays *adv*
brain *n*	fall down *phr.v*	object *n*
browser *n*	feature film *n+n*	officially *adv*
build *v* (*past, pp* built)	feel like *phr.v*	on the way to
button *n*	few *det*	opportunity *n*
care *n*	first of all *adv*	outside *adj, adv, prep, n*
care home for old people	flying *adj*	own *adj*
cause *v*	for a long time *adv*	parcel *n*
cell phone *n*	go for a walk	passive *adj, n*
chart *n*	go out *v+adv*	period *n*
chat show *n+n*	GPS = Global Positioning System	Peru *n*
cheaply *adv*	happiness *n*	phrase *n*
cleaning *n*	high-tech *adj*	planet *n*
click *n, v*	Holland *n*	postal *adj*
coast *n*	honest *adj*	power *n*
company *n*	honey *n*	power station *n+n*
conversation *n*	housework *n*	press *v*
creative *adj*	How cool!	pretty *adj*
danger *n*	humanoid-like *adj*	price *n*
depend (on) *v*	Iceland *n*	protect *v*
detail *n*	ideal *adj*	protection *n*
develop *v*	image *n*	publishing *n*
device *n*	innovation *n*	reality *n*
		Really?

robotics *n* rubbish *n* running track *n+n* sadness *n* Saudi Arabia *n* Scottish Island *n* secondhand *adj* security *n* self-driving *adj* serious *adj* Shetland *n* shopper *n* site *n* smartphone *n* soap opera *n+n* software *n*	solar *adj* stair *n* stand for *phr.v* starship *n* store *n* successful *adj* sunshine *n* surgery *n* be surprised system *n* take actions *v+n* take to *v* tech *adj* teenager *n* terrible *adj* Thailand *n*	themselves *pron* top *n* turn on *phr.v* United Nations *n* unknown *adj* vet *n* virtual *adj* virtual reality headset virus *n* vote *v* way *n* web browser *n+n* web page *n+n* whatever *pron* wheeled *adj* worry *n, v*

HOME READING 3

actually *adv* aroma *n* boil *v* differently *adv* ground *adj* heat *n* inside *n* knock *v*	liquid *n* lose *v* note *v* pot *n* pull off *phr.v* pull out *phr.v* react *v* reply *v*	seem *v* shell *n* strength *n* take out *phr.v* taste *v* weak *adj* without *prep*

UNIT 4 Literature and life

Inquiry question:

What is the role of literature in our life?

Inquiry theme:

To understand what the future of books is

In this unit you will ...

- ✓ listen to a radio interview
- ✓ read and write biographies
- ✓ discuss what the future of books is
- ✓ create book reviews

Academic skills:

- ✓ listening for details
- ✓ giving reasons
- ✓ expressing opinions
- ✓ guessing meaning from context

Critical thinking:

- ✓ activating prior knowledge
- ✓ personalizing

LESSON 1 How important is literature?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to use Reported Speech with the Present tense; - to enable pupils to complete gaps in a text; - to enable pupils to listen for details *Socio-cultural:* - to raise awareness of reading and writers' biographies *Critical thinking:* - giving reasons - expressing opinions - activating prior knowledge - personalising	By the end of the lesson, pupils will be able to talk about famous writers .	*Familiar words:* words related to favourite genre, characters, plot, biography, quick facts, award, honour	Textbook; the DVD of the book

Activity 1 Work in pairs. Read and think about these sentences about reading. *5 min*

Objectives: to focus on the topic; to develop critical thinking

Ask the pupils to read the expressions by famous people about reading. Ask them to think and say what they understand.

Activity 2a Work in pairs. Ask and answer the questions. *4 min*

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

Ask the pupils to work in pairs. They ask and answer the questions about reading.

Activity 2b Report. Use Reported speech. *8 min*

Objectives: to develop speaking; to introduce the rule when in Reported Speech could be used Present Simple

Ask the pupils to say about their partners. They must use Reported Speech. Ask them to look at the example sentence and explain to them that if the information in Direct Speech is still true we can use Present Simple or change it into Past Simple.

Occasionally, we do not need to change the present tense into the past if the information in Direct Speech is still true (but this is only for things which are general facts, and even then usually we like to change the tense):

Direct Speech: *The sky **is** blue.*

Reported Speech: *She said (that) the sky **is/was** blue.*

Direct Speech: *Jane said,"New York **is** bigger than London".*

Reported Speech: *Jane said (that) New York **is** (or **was**) bigger than London.*

Activity 3 Work in pairs. Complete the texts with the sentences. One sentence is extra. *8 min*

Objectives: to develop reading skills;
to enable pupils to understand sentence structure

Ask the pupils to read the texts and choose missing phrases according to the lexical meaning and grammar structure.

Answer key: *1f; 2b; 3e; 4a; 5c; d - extra*

Activity 4a Work in pairs. Ask and answer. *3 min*

Objectives: to raise awareness about the writers;
to prepare for the next activity

Ask the pupils to say what they know about Rudyard Kipling. Do not worry if they do not know anything about him. Tell them they will learn about Rudyard Kipling in the next activity.

A biography, or simply bio, is a detailed description of a person's life. It involves more than just the basic facts like education, work, relationships, and death; it portrays a person's experience of these life events. Unlike a profile or curriculum vitae (résumé), a biography presents a subject's life story, highlighting various aspects of his or her life, including intimate details of experience, and may include an analysis of the subject's personality.

Activity 4b Listen and complete the biography of Rudyard Kipling. *7 min*

Objectives: to develop listening for details;
to develop ability to complete a text

Ask the pupils to listen to and complete the biography of Rudyard Kipling.

DVD script:

Joseph Rudyard Kipling was an English author and poet. He was born on 30 December 1865 in Bombay, India. When he was five years old, he was taken to England to begin his education. He returned to India at the age of 17 to work as a journalist and editor for the Civil and Military Gazette in Lahore. Kipling published his first collection of poems, *Departmental Ditties and Other Verses*, in 1886, and his first collection of stories, *Plain Tales from the Hills*, in 1888.

He wrote children's fiction, like *Kim Novel, The Jungle Book and Puck of Pooks Hill*. He also wrote the well-known poems, *If — and Gunga Din,* and many short stories set in India. He was awarded the 1907 Nobel Prize in Literature.

Kipling died in London on 18 January 1936 and was buried in Westminster Abbey, London.

The first live action film *The Jungle Book* was shot in 1942, but the best-known movie version up until now was the 1967 animated Disney tale. One of its songs, "The Bare Necessities," was even nominated for an Academy Award. An interesting mix of actors participated: Sebastian Cabot played Bagheera, and bandleader Louis Prima played King Louie of the apes and Phil Harris was Baloo.

And like the Kipling's tales about Mowgli, "Rikki-Tikki-Tavi" tells about the relationship between the human world and the animal world. In this case, a mongoose protects a family of humans from a pair of deadly cobras. This battle of mongoose against cobras had some success outside of The Jungle Book, having been published as a stand-alone picture book several times over the years.

Activity 5 Work in pairs. Ask and answer about famous writers. *8 min*
Objectives: to raise awareness about famous writers;
to develop speaking skills

Ask the pupils to look at Quick facts of famous writers and ask and answer questions.

Homework *2 min*

LESSON 2 First in literature

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to guess the meaning from context; - to enable pupils to use passive form of some verbs; - to enable pupils to read for details *Socio-cultural:* - to raise awareness of famous writers *Critical thinking:* - activating prior knowledge	By the end of the lesson, pupils will be able to talk about famous writers.	*New words:* prose, create, astronomer, realism, rhyming, masterpiece *Familiar words:* words related to pen names, Arabic, Uzbek, Persian, poet, Russian	Textbook; the DVD of the book

Homework checking. *5 min*

Activity 1a Work in pairs. Answer the questions. Match the answers and pictures. *8 min*
Objective: to raise awareness to facts about famous writers

Ask the pupils to work in pairs. They ask and answer the questions about writers. Ask them to look at the portraits and match the writers to the pictures.

Answer key:

1b Alisher Navoiy was the founder of Uzbek literature. He was the first who wrote in old Uzbek.

2a Geoffrey Chaucer was the Father of English Poetry and the first to be placed at Poets' Corner in Westminster Abbey. He was the first who introduced royal rhyming in the poem about the Trojan War. He wrote and developed the English language at the time when French and Latin were used in literature in England.

3d Abdulla Kodiri was one of the most important Uzbek writers of the 20th century who introduced realism into the Uzbek literature. "Days gone by" ("O'tkan kunlar") is the first full-length novel by an Uzbek author.

4c William Shakespeare created over 1,700 English words and phrases to the English language and made some words more popular.

Activity 1b Work in pairs. Find the words in the text. Guess the meaning. Check in the Wordlist if necessary. *8 min*
Objectives: to introduce the new words;
to develop critical thinking

Ask the pupils to write the new words down. They should find the words in the text and guess their meaning from context.

Activity 1c Work in pairs. Read and find who ... *8 min*
Objective: to develop reading for details

Ask the pupils to work in pairs. They should find out facts from the text.

Answer key: *1) Navoiy; 2) Navoiy; 3) Shakespeare; 4) Kodiri; 5) Kodiri; 6) Shakespeare; 7) Chaucer*

Activity 2a Complete the sentences in the chart. Use the Present or Past Simple passive forms of the verbs in brackets. *8 min*
Objective: to revise passive forms of verbs in Present and Past Simple

Ask the pupils to complete the sentences with the passive forms of the verbs in brackets.

Answer key:

Publishing – past and present	
50 years ago	**Today**
Manuscripts **were written** by hand or on a typewriter.	Manuscripts **are typed** on a computer.
The finished manuscript **was sent** to the publisher by post.	The finished manuscript **is emailed** to the publisher.
Pictures **were drawn** on paper.	Most pictures are created on a computer.
Metal plates **were made** by the printers.	Some books **are printed** directly from a computer.
Books **were sold** only in bookshops.	More books **are bought** online than from bookshops.

Activity 2b Complete the sentences. *6 min*
Objective: to consolidate knowledge about Passive voice

Ask the pupils to answer the questions in pairs. Check the answers in class.

Answer key:

1) The passive is formed with the correct form of the verb ***to be*** and the past participle.

2) We use the ***present*** simple for the present passive and the ***past*** simple for the past passive.

3) If we want to say who performed the ***action***, we use *by*.

Homework *2 min*

Read and answer the questions.

Answer key: 1) literature contest; 2) writers, poets, translators and artists; 3) 2012; 4) in different places; 5) have their books published; 6) Galina Dolgaya; 7) Shahodat Ulug, Hosiyat Rustamova, Alexey Ulko, Jasur Turaev and Ashot Danielyan, Said Yanyshev, Isajon Sulton

LESSON 3 Why do we read?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to to talk about situations when they read different kinds of literature; - to enable pupils to listen for specific information; - to enable pupils to talk about people's reading habits *Socio-cultural:* - to raise awareness about different kinds of literature *Critical thinking:* - personalising	By the end of the lesson, pupils will be able to talk about people's reading habits.	*Familiar words:* words related to novel, play, short story, encyclopaedia, poetry, non-fiction, free poem	Textbook; the DVD of the book

Homework checking. *5 min*

Check the answers with the whole class.

Activity 1a Work in pairs. Divide into fiction and non-fiction. *7 min*
Objective: to raise awareness about the topic

Ask the pupils to look at the kinds of reading and say which literature is fiction and non-fiction.

Activity 1b Work in pairs. Complete the table and make sentences. *8 min*
Objectives: to revise the grammar material of the First Conditional; to develop speaking

Ask the pupils to choose a kind of literature in the table. Then they should say sentences using the First Conditional. Ask them to look at the example: "If I want to prepare for a maths exam, I'll read a textbook."

Answer key: 1) text book; 2) dictionary; 3) autobiography; 4) biography; 5) atlas; 6) manual; 7) play; 8) novel; 9) magazine; 10) newspaper; 11) cookbook; 12) grammar book; 13) guidebook; 14) short story; 15) comic; 16) encyclopaedia

Activity 2 Listen and write what each speaker is reading. *5 min*
Objective: to develop listening for specific information

Ask the pupils to listen to the texts and complete the table.

DVD script 1:

Bella: Hi Rich ... What are you reading?
Richard: The Lord of the Rings ...
Bella: ... ahhh I saw a film, very exciting ...
Richard: I saw it too and didn't like it much ... but I love the book ...

DVD script 2:

Jenny: Steve, what are you reading?
Steve: ...it's about Stephen King, a famous writer ...
Jenny: Is it a biography?
Steve: No, it's written by him ... he describes his life from his childhood.

DVD script 3:

Danny: Hello Shannon ... what are you reading? Something interesting?
Shannon: No ... it's boring ...
Danny: Why are you reading it then?
Shannon: I'm preparing for my French exam ... it's next Tuesday ...
Danny: Are you reading a textbook?
Shannon: No, it's a grammar book ... there are lots of rules there with examples.

DVD script 4:

Mike: Hi Kate ... what are you reading? ... interesting news?
Kate: No ... it's a holiday guide ... I'm going to New Zealand for summer holidays ...
Mike: Oh, great! Looking for interesting places to visit?
Kate: Yeaaa .... Look ...

Answer key:

	name	type of publication
1	Rich	novel
2	Steve	autobiography
3	Shannon	grammar book
4	Kate	a guide

Activity 3a Play Find Someone Who ... *8 min*
Objective: to develop asking questions in Present Perfect and Present Simple

Ask the pupils to mingle in the classroom. They should ask and answer the questions. Pupils must find out the pupils they need and complete the table with their names.

Activity 3b Report. *7 min*
Objectives: to develop speaking; to practise Present Simple and Present Perfect in the 3d person singular

Ask the pupils to talk about pupils in the table.

Homework *5 min*

Read the free poem ***What is peace?*** *and create your own.*

Ask the pupils to open Page 100. Explain to them what a Free poem is and read out the given example. Tell them that at home the should create a similar free poem.

LESSON 4 At the library

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to to talk about libraries; - to enable pupils to listen for information; - to enable pupils to use Second Conditional *Socio-cultural:* - to raise awareness about libraries *Critical thinking:* - activating prior knowledge - personalising	By the end of the lesson, pupils will be able to talk about the best ways to read English books.	*New words:* catalogue, the blind *Familiar words:* words related to library, disabled, section, copy, front desk, find, magazine, relax	Textbook; the DVD of the book

Homework checking. *5 min*

Check the answers with the whole class.

Activity 1 Work in pairs. Ask and answer questions about a library. Check the meaning of the bold words in the Wordlist if necessary. *5 min*

Objectives: to raise awareness about the topic; to introduce the new words; to develop speaking

Ask the pupils to guess the meaning of the words in bold. Explain to them that they can ask their own questions.

Activity 2a Work in pairs. Read the dialogue and put the sentences in the correct place. *7 min*

Objective: to develop reading skills

Ask the pupils to read and put the sentences in the correct place.

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

Activity 2b Listen and check. *3 min*

Objective: to develop listening skills

Ask the pupils to listen and check their answers.

DVD script:

At the library

A: May I help you?
B: I need "The Fault in Our Stars" by John Green. Unfortunately, I couldn't find it.
A: I see. Have you already used the computer on this floor?
B: I have, in fact. The book should be in this section but I didn't find it on the shelves.

A: Just a moment, please. Let me check... Well, yes. The book was taken by somebody recently.
B: Don't you have another copy of it?
A: No. Sorry. We have only one copy. They will give it back in 5 days.
B: So, I can come here on Tuesday, right?
A: That's right. But you can look for some other books today if you want. Do you have a library card?
B: No, I don't. What do I need for that?
A: You should have a photo. When you find the book, bring it to the front desk and I'll explain you what to do.
B: OK. How long can I keep the books?
A: You can have our books for 10 days.
B: I see. Thanks a lot. I'll look for a book in the catalogue.

Activity 2c Work in pairs. Make up a dialogue. *3 min*
Objective: to enable pupils to make dialogues
Ask the pupils to make their own dialogues using the ideas from 2b.

Activity 3a Work in pairs. Read the first three tips on how to read English books better and choose the appropriate phrases. *5 min*
Objective: to develop reading for gist
Ask the pupils to read and choose the appropriate phrases to complete the texts.

Answer key: *1) stop reading it. 2) look through the first few pages. 3) enjoy the book. 4) guess what it means. 5) review later and make them a part of your vocabulary. 6) everyday speech. 7) short break 8) enjoyable experience. 9) morning bus 10) how you read and spell.*

Activity 3b Listen and check. *5 min*
Objective: to develop listening skills
Ask the pupils to listen and check their answers.

DVD script:

(1) Start at a comfortable reading level.
If you start reading a book that is too difficult, you will stop reading it. First you should look through the first few pages. If you don't understand what the author is trying to say, you may not enjoy the book. Use the five finger rule. Pick a book, and read the first two pages. Put one finger on every word you don't know the meaning of. If you've put 5 fingers, the book is probably too hard for you.

(2) Learn more English words.
It will make reading easier and more fun in the future. If you don't understand a word, first try to guess what it means. Other words in the sentence can help you. Look up words in the dictionary that you do not understand. Write down these words to review later and make them a part of your vocabulary. Use new words you learn in your everyday speech. Putting words into action in your everyday life will ensure that you remember them.

(3) **Practise, practise, practise.**
Studies have shown that people who spend more time reading, have a larger vocabulary and greater reading understanding. Developing reading skills takes work. Try to read every day. If you need, you may take a short break and then go on. Reading should be an enjoyable experience. Take a book with you on a morning bus or read on your lunch break. Reading out loud can improve how you read and spell.

Activity 3c In pairs read three more tips and match the texts and titles. One title is extra. *5 min*
Objectives: to develop reading for gist;
to develop critical thinking

Ask the pupils to read and match the three texts to the titles. Remind them that one title is extra.

Answer key: *1c, 2d, 3a, b-extra*

Activity 3d Work in pairs. Say which tip is the best for you. *5 min*
Objectives: to develop critical thinking;
to develop the ability to analyze information

Ask the pupils to think and choose the best tips for them. Explain to them that as all the people are different they need different approaches to reading. So they must think and choose which tips are the best for them.

Homework *2 min*

1) Read the question. Complete the answers. Look at the Remember Box.
Remind to the pupils how Second Conditional is formed.

2) Write the answers to the question. Look at activities 3a and 3c.
The pupils should use Second Conditional in their answer.

3) Read and answer the questions.
Explain that the pupils should read and answer the questions about the National Library of Uzbekistan named after Alisher Navoi.

LESSON 5 Books or e-books?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to talk about books and e-books; - to enable pupils to listen for specific information *Socio-cultural:* - to raise awareness about books and e-books *Critical thinking:* - activating prior knowledge - personalising	By the end of the lesson, pupils will be able to talk about books and e-books.	*Familiar words:* words related to books	Textbook; the DVD of the book

Homework checking. *5 min*
Check the answers with the whole class.

Activity 1a Work in pairs. Interview your partner and discuss how many of the following you agree with. *8 min*
Objective: to develop speaking
Ask the pupils to say their opinions about reading. Then they should compare their answers.

Activity 1b Work in groups of 4. Compare your answers. *5 min*
Objective: to enable pupils to work cooperatively
Ask the pupils to work in small groups. They should compare all the answers and make a report.

Activity 2 Read the text and discuss the advantages and disadvantages of ebook readers. Use the words in the box to help you. *8 min*
Objectives: to develop critical thinking; to develop reading for gist; to develop speaking
Ask the pupils to read the text and make a list of all advantages and disadvantages. Explain to the pupils that there are key words in the box. After that they discuss first in groups, then in class.

Activity 3a Look and answer the questions. *5 min*
Objectives: to prepare for the next activity; to raise awareness about e-libraries
STEP 1: Ask the pupils to look and answer the questions.
STEP 2: Ask the pupils to discuss the future of books.

Activity 3b Listen to a radio interview with a school graduate, who created e-library for his school. Listen and write T for True and F for False. Correct false statements. *5 min*
Objective: to develop listening for gist
Ask the pupils to listen to the text and say if the statements are true or false. Then they must correct the false statements.

DVD script:

D: Hello Maxim, thank you for coming. Today we want to talk about the e-library you created for your school. My first question is: It seems that you love reading. Why?
M: I believe that literature is the most important thing in our lives. I'm crazy about reading. On a quiet evening in my leisure time, I like to spend time reading books on science and classical literature.
D: Wow ... Nowadays when children prefer watching movies and surfing the Internet to reading! So, reading is your hobby?
M: Yes, my paper friends are more of a hobby. But most of my time I spend learning technology and computer programming.
D: How did the idea of this project come to your mind?
M: The beginning of the school year brought good news - Bakhtiyor Abduvakhidovich, the khokim of our Sergeli district, came to visit our school. I had an opportunity to meet and personally speak with the head of my small homeland.

During the conversation between my class and the khokim, we mentioned that there were not enough libraries and bookstores in our small region ... I got a strong dream to help.

D: And how could you help to solve this problem?

M: That day, I could not imagine that during this short meeting a brilliant idea to create an electronic library would come to my mind ... This discussion helped me create a compact library of the twenty-first century – an e-library. The goal was to create a unique e-library, with a large number of books in electronic format. In a small space, I could collect more than 100 books in an e-library.

D: Can you explain to us the advantages of your e-library?

M: The great advantage of this wonderful thing is in its idea. The QR codes help you to directly download the book to your smartphone.

D: Is it difficult?

M: No, it's very easy ... To do this, you just need to open "The scanner" application or camera on the phone and bring it to the QR code of the book you want to download. Modern design and the "idea of the globe" are easy to be used not only for adults, but also for children. Today, every fan of reading can easily get the book s/he needs in 10 seconds.

D: What would you say to your friends in Uzbekistan?

M: I'd like to say that reading is great. I'm sure an e-library gives young people a new type of information and also helps them use modern technologies.

Activity 4 Read and discuss. Use the following phrases to express your opinion about given statements. *8 min*

Objectives: to enable pupils to express their opinions; to develop critical thinking

Version 1: The class can work in two groups and debate.

Version 2: Pupils work in pairs. Pupil A says the statement, Pupil B must agree or disagree.

Homework *1 min*

LESSON 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to work cooperatively; - to enable pupils to create a book review *Socio-cultural:* - to raise awareness of review writing *Critical thinking:* - applying ideas; - evaluating	By the end of the lesson, pupils will be able to write a book review.	*Familiar words:* words related to evaluating and choosing	Textbook; the DVD of the book

Homework checking. *3 min*

The pupils check the answers in pairs.

Activity 1 Work in pairs. Read the reviews and say which book you would like to read and why. *15 min*

Objectives: to raise awareness for reading; to develop critical thinking; to develop speaking

Ask the pupils to read the book reviews. They should choose one and talk about it.

Activity 2 Work in groups of four. Choose a book and write a review. Use the following plan. *15 min*

Objective: to enable pupils to write a book review

STEP 1: Ask the pupils to work in groups of 4. Ask them to choose the book they want to review and answer the questions.

STEP 2: Ask them to decide first what information they want to use in the introduction, main part and conclusion, and then write the review.

Activity 3 Stick your reviews on the wall. Read the reviews and choose the best book to read. Explain why you would like to read it. *10 min*

Objective: to enable pupils to work cooperatively

Ask the pupils to stick their reviews on the wall. They should read each other's reviews and choose the book they would like to read.

Homework *2 min*

Ask the pupils to read at home the text The Secret by Arthur C. Clarke. Explain that the pupils must read and say what people are in the story and what they do. Explain that the pupils must read and say what the secret is. Is it good or bad?

HOME READING 4 *43 min*

Objectives: to develop the 21st century skills – critical thinking, creativity, innovation and information literacy; to develop understanding of possible future discoveries and how they can change our lives

STEP 1: Ask the pupils to read the text The Secret one more time.

STEP 2: Ask the following questions for understanding:

1) Who was Henry Cooper? What did he do on the Moon?
2) What strange things did he notice during his last visit?
3) Why did Cooper come to Chandra Coomaraswamy?
4) Where did they go? Who did Cooper meet there?
5) What did Dr Hastings show? What was strange about it?

STEP 3: Have a class discussion on the topic: "How can our lives change in the future?" Is it good or bad?

Homework *2 min*

Ask the pupils to get prepared for Progress Check 3.

PROGRESS CHECK 3 *45 min*

LISTENING

1 Listen and say True or False. *(7x2=14)*

1) Aziz is going to the bookshop.
2) Lena likes to read late in the evening.
3) Lena's favourite genre is poetry.
4) Aziz is going to buy a book about Harry Potter for his friend.
5) Aziz's friend likes reading fantasy books.
6) Aziz's friend has already read the novel "Jane Eyre".
7) Lena hopes Aziz's friend will like the book by Harper Lee "To Kill a Mockingbird".

Answer key: *1F, 2T, 3F, 4F, 5F, 6T, 7T*

DVD script:

Aziz: Hi, Lena. Nice to see you. What are you doing here?
Lena: Oh... Hello! I'm going to the local bookshop. I need something interesting for my bedtime reading.
Aziz: Oh, I see. Your favourite subject is literature. I wonder... What do you like reading? Poetry?
Lena: Actually I can't choose only one genre. Today, for example, I can read science fiction and tomorrow I can read some poetry.
Aziz: Well ... could you give me a piece of advice? You see ... My friend is going to have her birthday soon. She'll be 15. I think a book could be a good present for her. What kind of book would you recommend?
Lena: It depends on what genre she prefers: fantasy, detectives, adventure or history books? May be a horror book?
Aziz: Personally, I like reading books by Stephen King. But she hates horror films and books. By the way, I've lately read "The Hunger Games" by Suzanne Collins. It's not a horror book but it's exciting. But I don't think she'll like it. I'd like to buy some other kind of book for her; she's a very kind person.
Lena: Hmm... Perhaps one of the many books about Harry Potter by Rowling? They are still very popular.
Aziz: Oh no. She's seen all the films about Harry Potter and I don't think she will want to read the books. She likes reading books about real life instead of fantasy.
Lena: Okay, then. What about "Jane Eyre" by Charlotte Bronte? It's interesting especially for girls.
Aziz: She told me that she'd already read it the previous year.
Lena: Great. You can buy for her a book by Harper Lee. It's called "To Kill a Mockingbird".
Aziz: I've never read this book but... ok... I think if you like it, my friend will like it too. I'll find it. Thank you a lot!
Lena: My pleasure. I hope your friend will like this novel. Good luck.

GRAMMAR *(Revising Past Passive, Present Passive, Present Simple and Past Simple)*

2 Read and choose the appropriate word or phrase. *(9x2=18)*

Legend of Leopard: The Samarkand Symbol



"By this legend, when Samarkand (1) ..., a leopard came down from the Zarafshan mountains. The leopard walked in the streets, near buildings and then (2) ... to the mountains. Since that time people of Samarkand (3) ... "leopards". And all Samarkand's flags (4) ... an image of the leopard."

This legend (5) ... by Abu-Said Ibn Muhammad Idris in the 9th century.

Of course, in Samarkand (6) ... a lot of monuments with images of a leopard or lion as a symbol of importance and power of Samarkand and its people. The symbol of leopard (7) ... not only in buildings, but also in the crafts and national money.

The most famous images of leopards (8) ... on the walls of the Sherdor Madrasah. "Sher" in Persian means "a lion". People say that the symbol of the lion (9) ... by Iranians, but during the Arab and Turkish periods it was changed to the leopard. Since that time it (10) ... how beautiful and important Samarkand is.

e.g. 1 a) were built ***b) was built*** c) build
2 a) goes back b) go back c) went back
3 a) are called b) is called c) calls
4 a) has b) have c) had
5 a) was told b) tells c) told
6 a) there is b) there are c) is there
7 a) is found b) were found c) can find
8 a) is made b) makes c) are made
9 a) were brought b) bringing c) was brought
10 a) shows b) showing c) are showing

Answer key: *1b, 2c, 3a, 4c, 5a, 6b, 7a, 8c, 9c, 10a*

WORD FORMATION

3 Make new words. Use -ist, -er/-or, -cian *(8x0,5=4)*
e.g. *piano= pianist*

botany, physics, music, mathematics, geography, swim, create, art

Answer key: botanist, physicist, musician, mathematician, geographer, swimmer, creator, artist

VOCABULARY

4 Read and choose the right words. *(6x2=12)*

baker	different	leave	air	bread	make

Samarkand bread

There is no tastier bread than Samarkand one. Real Samarkand bread can be soft for a long time. It is easy to (1) ... . Everyone, who has ever visited Samarkand, does not (2) ... it without Samarkand bread. It is various: small or large but it is always delicious. That's why people say legends about it.

Once Khan of Bukhara asked his advisers why the (3) ... is taken from Samarkand to Bukhara, if they could bake it in Bukhara. He was told that bread would be tasty if it was baked only in Samarkand. But the khan did not believe it and ordered to bring Samarkand's best (4) ... to Bukhara and ordered him to bake bread in Bukhara. But the bread was (5) ... from what it was in Samarkand. Advisers decided that the reason was in the ingredients and brought from Samarkand a tandyr oven, flour, water, but even then the bread was different from Samarkand one. Then the baker said: "Probably, the reason is in the air." But it was impossible to transport the (6) ..., and soon the baker was allowed to return home. People began to carry bread from Samarkand as before.

Answer key: *1) make, 2) leave, 3) bread, 4) baker, 5) different, 6) air*

5 Read the text and choose the best title. *(1x2=2)*

1) Muslim scientists
2) Ancient library
3) Translations of ancient Greeks

Answer key: *2*

Perhaps one of the most famous libraries in the history was the library of Bayt al-Hikmah, a library which was built in Baghdad in 1004. Now Baghdad is the capital of Iraq. In that library,the Muslim scientists studied the world's knowledge and created a library of international importance. They translated Euclid, Archimedes, Pythagoras, Hippocrates, and other famous Greek scientists into Arabic. Indian and Persian texts were used as well. Special books included astronomy, chemistry, geography, mathematics, medicine and zoology. A scientist, Hunayn bin Iskhaq (known in the West as Johannitius) translated into Arabic a lot of medical works. He also wrote some medical books. In one of his books there were drawings which are used today.

Total = 50 points

The list of new active and passive vocabulary

UNIT 4 (Lessons 1–6)		
ability *n*	best-seller *n*	chapter *n*
advantage *n*	biography *n*	childish *adj*
advisory board *adj+n*	Bishkek *n*	civil *adj*
afraid *adj*	bitter *adj*	come true *v+n*
agreement *n*	blind *adj*	conclusion *n*
Almaty *n*	Bombay *n*	contest *n*
along *adv, prep*	bookshelf *n*	continue *v*
announce *v*	bored *adj*	cookbook *n*
anyone *pron*	borrow *v*	critical *adj*
appropriate *adj*	Buckingham Palace *n*	cursed *adj*
artist *n*	bury *v* (*past, pp* buried)	data *n pl of datum*
astronomer *n*	career *n*	dead *adj*
autobiography *n*	catalogue *n*	deathly hallows *n*
beast *n*	certain *adj*	decide *v*

departmental *n*
dictionary *n*
direct speech *adj*+*n*
disabled *adj*
disadvantage *n*
disagree *v*
disagreement *n*
discover *v*
dishonest *adj*
dislike *v*
ditty *n*
doubt *n*
downhill *adv*
dream *n, v*
e-book *n*
edge *n*
editor *n*
else *adv*
encyclopaedia *n*
enjoyable *adj*
enjoyment *n*
environment *n*
essay *n*
essayist *n*
Eurasia *n*
excellent *adj*
exciting *adj*
exercise *n*
experience *n*
express *v*
facility *v*
fault *n*
feeling *n*
fellowship *n*
fiction *n*
find out *phr.v*
founder *n*
friendship *n*
genre *n*
go on *phr.v*
grammar book *n*+*n*
ground *n*
guidebook *n*
hall *n*
hill *n*
indeed *adv*
introduction *n*
keep on *phr.v*
Lahore *n*
Latin *adj, n*
legend *n*
lend *v* (*past, pp* lent)
lethal *adj*
level *n*
lifetime *n*
lighting *n*
literary *adj*
look for *phr.v*
look through *phr.v*
look up *phr.v*
lord *n*
manual *n*
manuscript *n*
masterpiece *n*
material *n*
merit *n*
middle *adj*
Middle Ages *n*
military *adj*
minister *n*
mission *n*
moment *n*
necessary *adj*
no doubt *adv*
non-fiction *n*
nothing *pron*
novel *n*
a number of
obvious *adj*
old-fashioned *adj*
once *adv*
Order of Merit
orphanage *n*
participate *v*
participle *n*
pastime *n*
penname *n*
perhaps *adv*
philosopher *n*
plain *adj*
playwright *n*
pleasant *adj*
pleasure *n*
plot *n*
poet *n*
poetry *n*
politician *n*
pop-star *n*
post *n*
prefer *v*
prepare *v*
prince *n*
print *v*
prisoner *n*
prize *n*
produce *v*
promise *v*
prose *n*
publication *n*
publisher *n*
publishing *n*
realism *n*
reason *n*
recently *adv*
recommend *v*
related *adj*
relax *v*
replace *v*
reported speech *adj*+*n*
require *v*
review *n, v*
rhyming *n*
screen *n*
seat *n*
secret *n*
the secret service
simplify *v*
slightly *adv*
sonnet *n*
speech *n*
spoil *v* (*past, pp* spoilt)
statesman *n*
Stockholm *n*
stormbreaker *n*
story-line *n*
textbook *n*
Thailand *n*
thanks to *prep*
thinking *n*
thrilling *adj*
topic *n*
totally *adv*
tower *n*
typewriter *n*
unfortunately *adv*
unfriendly *adj*
unhappy *adj*
unlimited *adj*
until *prep*
unwanted *adj*
vacancy *n*
verse *n*
vocabulary *n*
Westminster Abbey *n*
wide *adj*
without *prep*
yourself *pron*

HOME READING 4		
accurate *adj*	feeling *n*	past *adv*
add *v*	glad *adj*	perfectly *adv*
administration *n*	hamster *n*	pipe *n*
another *det, pron*	hurry (up) *v*	research *n*
at last	impossible *adj*	rough *adj*
building *n*	killer *n*	silence *n*
container *n*	laboratory *n*	somewhere *pron*
disease *n*	land *n, v*	strange *adj*
earth *n*	medical *adj*	towards *adv*
either *conj*	nearly *adv*	unsmiling *adv*
entrance *n*	normal *adj*	voyage *n*
ever *adv*	over *prep*	whisper *v*
everyone *pron*	park *v*	worried *adj*

UNIT 5 Cinema

Inquiry question:

What is the role of cinema in our life?

Inquiry theme:

To understand what makes films popular

In this unit you will ...

- ✓ listen to the dialogues
- ✓ read about the history and development of cinema
- ✓ discuss what makes films popular
- ✓ write a film review
- ✓ create film awards

Academic skills:

- ✓ listening for logos
- ✓ listening for details
- ✓ giving reasons
- ✓ expressing opinions
- ✓ guessing meaning from context

Critical thinking:

- ✓ activating prior knowledge
- ✓ personalizing

LESSON 1 History of the cinema

Aims	Learning outcomes	Vocabulary and structure	Required equip-ment

Educational: - to revise the topic-related words; - to learn about the history of cinema *Developing:* - to enable pupils to read for gist and for details; - to enable pupils to listen for gist and for details *Socio-cultural:* - to raise awareness of the history of the cinema *Critical thinking:* - expressing opinions	By the end of the lesson, pupils will be able to talk about favourite films.	*New words:* frame, gallop, racetrack, succession, light bulb *Familiar words:* machine, produce, moving image, inventor, feature, silent movies, biography	Textbook; the DVD of the book

Activity 1 Work in pairs. Think when the cinema began and how it is made. *5 min*

Objectives: to focus on the topic;
to evoke general knowledge about cinema

Ask the pupils to think what the first cinema was like. Accept all ideas and say that they will learn about the cinema in the lesson.

Activity 2a Work in pairs. Match the words to explanations. *3 min*

Objective: to introduce the new words

Ask the pupils to choose the correct explanation for each word: *frame, gallop, racetrack, succession, light bulb.*

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

Activity 2b Work in pairs. Read and put the texts in order. *7 min*

Objective: to develop reading for gist

STEP 1: Ask pupils to read and put in order. Check the answers together.

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

STEP 2: Ask what helped them to do the task.

Possible answers: 1) Dates; 2) Logical sequence of facts

STEP 3: Ask what the text looks like. Establish that this is an encyclopedia.

Activity 2c Read and say True, False or Not Given. *3 min*

Objective: to develop reading for details

Ask the pupils to read the statements and say if they are true or false. Explain that the sentence is false if the information is different in the text. If they cannot find the answer in the text it means that the information is not given.

Answer key: *1F; 2NG; 3T; 4F; 5NG; 6T*

Activity 3a Work in pairs. Listen and say whether this text is a review, biography or autobiography. *5 min*

Objective: to develop listening for gist

Ask the pupils to listen and decide the type of the text *(biography)*.

DVD script:

Sir Charles Spencer "Charlie" Chaplin (April 16, 1889 – December 25, 1977) was a famous English actor, comedian, movie maker, screenwriter, an editor, a musician, and an author. He was very famous in silent movies (where there was no talking).

Charlie Chaplin was a performer for almost 70 years. He started working when he was 5, and worked until he was 80. The character that Charlie Chaplin played most was called "the Little Tramp". The "Tramp" was a man of good manners, who wore a coat, a pair of big trousers, shoes, and a black hat.

In 1900, his brother Sydney helped him get the role of a comic cat in the pantomime *Cinderella*. In 1903, he was in a play. The next year, he became a clown in a comedy company.

Chaplin won two special Oscars. Chaplin was chosen for both "Best Actor" and "Best Comedy Directing". Chaplin's second special award came 44 years later, in 1972. When he got this award, people were standing up and clapping for a long time. In 1976, he was given his last and most important award. Chaplin became the first actor who appeared on the cover of Time magazine in 1925. The film *City Lights* (1931) is one of Chaplin's best works.

Activity 3b Listen one more time and choose the correct answer. *5 min*
Objective: to develop listening for details

Ask the pupils to listen one more time and choose the correct answer.

Answer key: *1) April 16; 2) silent movies; 3) 5; 4) Sydney; 5) the cover of Time magazine*

Activity 4a Work in pairs. Look at these words. Do they describe positive or negative reactions? Write (+) for positive, (-) for negative. *5 min*
Objectives: to develop critical thinking; to prepare for the next activity

Ask the pupils to say if the adjectives have positive or negative meaning. Elicit that the meaning of some of them depends on a situation. For example "strange" could be either positive or negative. We could say *emotional stress, emotional poetry/music*.

Activity 4b Complete the sentences with the adjectives in 4a. *5 min*
Objective: to develop thinking logically

Ask the pupils to choose the adjectives according to the context

Possible answers:

1) A *romantic* film makes me feel strong emotions.
2) A horror film has *frightening* events.
3) A *funny* film makes me laugh.
4) A *boring* film makes me bored.
5) An *entertaining* film has a lot of special effects that look fantastic.
6) If a film is *exciting*, I can't stop watching it.
7) If a film is *stupid*, I know what is going to happen.

Activity 4c Work in groups of three. Use some of the adjectives above to describe films you know. *5 min*
Objective: to develop free speaking

Ask the pupils to work in groups of three. Ask them to decide who is A, who is B and who is C. Pupil A says a statement as in the example. Pupil B agrees using any positive adjective from Activity 4a. Pupil C disagrees using any negative adjective from Activity 4a.

Homework *2 min*

LESSON 2 What kind of films do you like?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to read for gist; - to enable pupils to listen for details; - to enable pupils to talk about favourite films and film genres *Socio-cultural:* - to raise awareness of film awards *Critical thinking:* - activating prior knowledge	By the end of the lesson, pupils will be able to talk about favourite films and film genres.	*Familiar words:* genre, drama, action film, comedy, adventure, horror, fantasy, science fiction, plot, scene	Textbook; the DVD of the book

Checking homework. *5 min*

Ask the pupils to read their answers in pairs. Then elicit some ideas.

Activity 1 Play Find Someone Who. *8 min*
Objective: to practise asking questions in Present Perfect

STEP 1: Ask the pupils to prepare the questions.

Answer key:

1) Have you ever seen a horror film?
2) Have you ever eaten popcorn in the cinema?
3) Have you ever left the theatre before the end of a play?
4) Have you ever met a film star?
5) Have you ever asked for an autograph?

STEP 2: Ask the pupils to mingle and ask questions from any pupils they like. When they find a person who says "YES", they must write his/her name and continue until they complete all five.

STEP 3: Elicit some answers. Ask the pupils: "Who has seen a horror film?" etc.

Activity 2a Work in pairs. Read and match the texts with genres. Decide what genres these films are. *10 min*
Objective: to develop reading for gist

Ask the pupils to read the texts and find out what genres they are. Check their answers and ask them which words and phrases helped them to make a decision. **Answer key:** *1c; 2a; 3f; 4b; 5g; 6d; 7e*

Activity 2b Work in pairs. Talk about the films you have seen and liked. What genres are they? *5 min*

Objective: to develop free speaking

STEP 1: Ask the pupils in pairs to talk about the film/s they liked. Ask them to give explanations.

STEP 2: Elicit some ideas.

Activity 3a Work in pairs. Match the words to their definitions. One definition is extra. *5 min*

Objectives: to develop critical thinking; to prepare for the next activity

Ask the pupils to read the words and match them with explanations. Remind them that one explanation is extra.

Answer key: *1d – speech; 2a – ceremony; 3b – origin; 4e – prize; 5c – winner; 5 is extra*

Activity 3b Listen and check. *5 min*

Objective: to develop listening skills

Ask the pupils to listen to the text and check their answers.

DVD script:

The Oscar award **ceremony** is one of the most popular ceremonies in the world. The ceremony is watched live on TV in more than 200 countries. The first Oscar ceremony took place in Hollywood in 1929. The prizes were for silent films. In those days the newspapers published the results before the ceremony. In 1949 they changed the rules. Nowadays, the results are kept secret until the last moment.

Nobody knows exactly the **origin** of the name 'Oscar'. Some people believe it came from one of the directors of the Academy who said that the golden statuette looked like her uncle Oscar. Since then the name 'Oscar' stayed.

The Academy of Motion Picture Arts and Sciences, which has more than 6, 000 members, organises the ceremony. The members of the Academy choose the **winners** in 25 categories. The most famous categories are Best film, Best Actor, Best Actress and Best Director.

The winners give a **speech** when they get their **prize**. The speeches are often boring but very emotional. Usually the winners name people, including their parents, whom they would like to thank for their success.

Activity 3c Listen to the texts one more time and identify the true sentence. Explain why you think so. *5 min*

Objective: to develop listening for details

Ask the pupils to read the three statements and be sure that the pupils have understood them. Then ask them to listen to the text one more time and say which statements are true and why they think so.

Answer key:

1) The name 'Oscar' is given by one of the director's uncle of the Academy. *False*

2) During the first ten years nobody knew the results of the award before the ceremony. *False*

3) The Oscar ceremony is one of the most famous ceremonies in America since 1929. *True*

Homework *2 min*

LESSON 3 At the cinema

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to listen for details; - to enable pupils to make a dialogue *Socio-cultural:* - to raise awareness about film companies *Critical thinking:* - activating prior knowledge	By the end of the lesson, pupils will be able to make a dialogue with a ticket seller.	film company, logo, to shoot a film, production, ticket, showing, actor, actress, design	Textbook; the DVD of the book

Checking homework. *5 min*

Ask the pupils to read their answers in pairs. Then elicit some ideas.

Activity 1 Work in pairs. Answer the questions. *5 min*
Objectives: to raise awareness about film logos;
to prepare for the next activity

Ask the pupils to think about film companies and their logos.

Possible answer: Logos are used as a film industry symbols. Anyone can recognize the film company if they use such symbols. Before the invention of television, film company logos were very simple. But with the developments in technology and design, many companies have started creating eye-catching film logos.

Activity 2a Work in pairs. Match the films with the logos of companies where the films were shot. *5 min*
Objective: to raise awareness to films companies

Ask the pupils if they have seen the films. Ask them to match these films with the film companies where they were shot.

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

Activity 2b Listen and check. *5 min*
Objective: to develop listening for details

Ask the pupils to listen to the text and check the answers.

DVD script:

(1) Warner Bros was founded by four brothers who were from Poland. Just like Universal Pictures and many other companies, Warner Bros has changed their logo design many times. The current production company logo features a white colour shield with 'WB' written inside it. The films The Hobbit, Harry Potter and many others were shot here.

(2) Since the time of Columbia Pictures foundation, the company logo design had a number of changes. The very first logo of the company

represented a female Roman soldier holding a shield and wheat in her arms. Currently, the logo features a female holding a torch in her right hand. This logo has become one of the most famous film logos in the industry. The films Spider-Man, Men in Black and many others were shot there.

(3) This production house was first known as Moving Pictures Company or IMP. In 1912, Carl Laemmle, who founded the IMP, signed a contract with other studios. As a result Universal Pictures was founded in 1914. Although the production company has changed its logo design many times, the globe has always been a part of their logo. The films Jurassic Park, Back To The Future and many others were shot there.

(4) Emil Kosa, a French American artist created the original 20th Century Pictures logo. After that, he replaced 'Pictures' with 'Fox'. The main attraction of 20th Century Fox productions is the lights and the music accompanying the logo. The films Avatar, Ice Age, X-Men and many others were shot there.

(5) Steven Spielberg, Jeffrey Katzenberg and David Geffen – the three famous people started the company Dream Works in 1994. Depending on the movie, the company is famous to change its film production logo. The current logo features a young boy sitting on a young moon and holding a fishing rod. The creativity and simplicity of Dream Works film logo make it on the top list. The films Shrek, Kung Fu Panda and many others were shot there.

Activity 2c Work in pairs. Listen one more time and say True or False.
Objective: to develop listening for details *5 min*

Ask the pupils to read the statements. Ask them to choose the main information in each statement. Then ask them to listen to the text one more time and say if the statements are true.

Answer key: *1) True; 2) False (four brothers); 3) True; 4) False (1914); 5) True; 6) True; 7) False (Dream Works)*

Activity 3a Look at the Film Guide. Guess the new words. Check in the dictionary. *5 min*
Objective: to introduce the new words

Ask the pupils to look at the Film Guide and check if they know all the words. Explain that they can look them up.

Activity 3b Listen to the dialogue between Jenny and ticket seller. Fill in the blanks. *7 min*
Objective: to develop listening for details

Ask the pupils to read the dialogue and try to guess the missing information. Then ask them to listen and complete the sentences.

DVD script:

Seller: Good morning. How can I help you?
Jenny: I'd like to book ***three*** tickets for ***Avatar***, please.
Seller: Which showing?
Jenny: Pardon?
Seller: Which showing would you like?

Jenny: The ***four-thirty***, please.
Seller: Just a moment. Oh, I'm sorry not tickets for this showing left.
Jenny: That's OK. What about ***seven-thirty***?
Seller: Yes. We have tickets for this showing. How many tickets?
Jenny: ***Three tickets*** please. Two adults and a ***thirteen-year-old***.
Seller: Sorry, did you say two ***thirteen-year-old***?
Jenny: No, one thirteen-year-old and two adults.
Seller: OK. Two adults and one child. That's ***£21***.

Activity 3c Work in pairs. Make your dialogue. *7 min*
Objective: to develop speaking

Divide the pupils into pairs. One of them is a ticket seller, the other pupil can use their own name. Ask the pupils to make a dialogue and then act it out.

Homework *1 min*
Answer key:
1) How often do you go to the cinema? Who do you go with?
2) Who's your favourite actor or actress? Why do you like them?
3) What's the name of the last film you saw? What was it about?
4) What's the best movie you've ever seen? Explain why.
5) Do you prefer to watch movies at home or in the cinema? Why?
6) What is the worst movie you have ever seen? Why was it so bad?
7) Would you like to be a famous film star? Why or why not?

LESSON 4 How to choose a film to watch

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to read for gist and for details; - to enable pupils to understand the structure of a film review; - to enable pupils to write a film review *Socio-cultural:* - to raise awareness about a film review *Critical thinking:* - expressing opinions; - evaluating	By the end of the lesson, pupils will be able to write a film review.	film review, genre, character, special effect, plot, opinion, music	Textbook; the DVD of the book

Checking homework. *5 min*

Ask the pupils to ask and answer the questions from their homework. Then ask some pupils to give a feedback. **e.g.** *Davron said that he often went to the cinema with his friends.*

Activity 1a Work in pairs and answer the questions. *5 min*
Objective: to raise awareness of the topic

Ask the pupils to think what a film review is and ask them to answer the questions.

Activity 1b Work in pairs or in groups of four. Read about the films and answer the questions. *8 min*
Objectives: to develop reading for gist; to develop speaking

Ask the pupils to read the texts about three popular films and answer the questions about them.

Activity 2a Read the tips for writing a film review. Identify them in the film review. *8 min*
Objective: to help the pupils to learn the structure of a film review

Ask the pupils to read the tips and identify them in the film review.

Activity 2b Write a film review. Follow the tips for writing a film review. *10 min*
Objective: to enable pupils to write a guided film review

Ask the pupils to choose a film and write the review about it. Ask them to write a review of any film they think their classmates know. Ask them not to write a name of the film. Explain that they should follow the tips above.

Activity 2c Read your reviews to the class. *7 min*
Objective: to enable pupils to evaluate reviews

Ask the pupils to listen to each other's reviews and guess a film.

Homework *2 min*

1) Match the parts of the questions.

Answer key: 1g 2c 3h 4a 5e 6d 7b 8i 9f

2) Write which film in activity 2b you would like to see and why.

Answer key: Pupils own answers.

LESSON 5 What's the film like?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to listen for details; - to enable pupils to describe people's appearance and character *Socio-cultural:* - to raise awareness about people's appearance and character *Critical thinking:* - expressing opinions; - activating prior knowledge	By the end of the lesson, pupils will be able to describe people's appearance and talk about their character.	biographical, dubbed, subtitled, legendary, wavy, hair, earrings, handsome, shy, brave, bossy, humble, proud	Textbook; the DVD of the book

Checking homework. *5 min*

Ask the pupils to check the first task. Put the answers on the board. Ask them to swap their copy books and check each other's works.

Elicit some ideas to check task 2.

Activity 1a Look up the meaning of the words. *5 min*
Objective: to introduce the new words

Ask the pupils to look up the new words. They listen and repeat after you.

Activity 1b Work in pairs. Listen and choose the correct answer to the questions. *5 min*
Objective: to develop listening for details

Ask the pupils to read the questions for dialogue 1. Then let them listen to it. Elicit answers. Then go on doing the same with the rest dialogues.

NB: If the class is strong, they can read the questions to all of the dialogues and then listen to all the dialogues with small pauses between them.

Answer key:

Dialogue 1: 1) 6pm; 2) 5.30
Dialogue 2: 1) Sunday; 2) science fiction
Dialogue 3: 1) biographical; 2) subtitled

DVD script:

Dialogue 1
A: Look! Avatar is on at the cinema. Would you like to go today?
B: Oh sure ... let's go! What time?
A: Let me see ... There are showings at 3 pm, 6 pm and 9 pm.
B: Well ... 9 pm is too late... 3 pm is too early ... Maybe 6 pm?
A: Ok, agreed. Well, let's meet outside the cinema at 5.30.
B: Cool.

Dialogue 2
A: Let's go to the movies on Saturday.
B: ...Oh sorry, I can't, ... I'm busy.
A: I see ... what about Sunday?
B: Ok ... and what's on there?
A: A Sci-Fi movie with Brad Pitt and an action movie.
B: ... I don't like action movies. ... I love Brad Pitt, he's my favourite actor. Let's see the film with him ...
A: Sounds great!

Dialogue 3
A: Ben, let's watch a movie ...
B: Sounds great! What film shall we watch? I'd prefer an adventure or a horror film ...I love them ... they are so exciting ...
A: ...yea... I love them too ... but I want to see a film about Steve Jobs. He's a legendary person. It's a biographical film.
B: OK ... Is it dubbed?
A: No ... It's subtitled.
B: OK ...good.

Activity 2a Work in pairs. Match the characters from "Harry Potter" film with pictures. *5 min*

Objective: to prepare for the next activity

Ask the pupils to look at the photos and match the people, and say who they are.

Answer key:

1c: Cho Chang – a student one year above Harry
2f: Hermione Granger – one of Harry's best friends
3a: Luna Lovegood – a student one year below Harry
4g: Victor Krum – a Bulgarian student
5d: Ron Weasley – one of Harry's best friends
6b: Draco Malfoy – a student in Harry's year
7e: Harry Potter – the boy who lived

Activity 2b Work in pairs. Describe, listen and guess. *5 min*

Objectives: to revise describing people;
to develop speaking and listening

Ask the pupils to work in pairs. One pupil describes somebody's appearance from the pictures. The other listens and guesses who it is. The pupils take turns.

Activity 2c Work in pairs. Write the name for each film character. Find out the meaning of the new words. *5 min*

Objective: to practise describing people's character

Ask the pupils to read character features of people from the pictures and guess who they are.

Answer key: *1) Harry; 2) Hermione; 3) Cho Chang; 4) Draco Malfoy; 5) Luna Lovegood; 6) Victor Krum; 7) Ron Weasley*

Activity 2d Work in pairs. Write four sentences with 'as ... as'. *6 min*

Objective: to practise using the structure 'as ... as'

STEP 1: Ask each pupil to write four sentences as in the example.

STEP 2: Ask the pupils to read the sentences to each other. They should listen and guess. Warn them not to argue much as the answers can vary.

NB: If the class is not very strong, they can use adjectives from Activity 2b and describe appearance instead of personal qualities.

Activity 3 Work in groups of four. Describe people in your class and guess who they are. *7 min*

Objective: to practise describing people's appearance and character

The pupils work in small groups. One pupil talks about a pupil in class. S/he must describe their appearance and character. But they should keep the name a secret. Others listen and guess.

Homework *2 min*

Answer key for Homework 1: *1g – a tree; 2h – a picture; 3a – ice; 4c – a bee; 5e – lightning; 6f – a mouse; 7d – a bat; 8b – ABC*

Answer keys for Homework 2-3: Pupils own answers

NB: Warn pupils that they must prepare for the next lesson.

LESSON 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to work cooperatively; - to enable pupils to create an award *Socio-cultural:* - to raise awareness of award design; - to reject or accept somebody else's ideas and comment them *Critical thinking:* - applying ideas - evaluating	By the end of the lesson, pupils will be able to design an award.	*Familiar words:* words related to evaluating and choosing	Textbook; the DVD of the book

Checking homework. *5 min*

Ask the pupils to check the first task. Put the answers on the board. Ask them to swap their copy books and check each other's works.

Elicit some ideas to check task 2 and 3.

Activity 1 Design the award you will give and give it a name. *10 min*
Objective: to generate interest in the topic

STEP 1: Divide the class into small groups. Explain to the pupils that they should imagine being members of a movie club. They must create their own film award.

STEP 2: Explain to the pupils how to make medals from paper. Ask them to draw a circle on a piece of paper, and colour it in with the colour they want for the medal. Their medal can be of different shape: oval, star, rhombus and others.

Say that they can make several medals for example to best actor/ actress, film director, film company, music, special effects and others.

STEP 2: They cut out the circle.

STEP 3: They can write the location and date on, e.g. "Tashkent 2020". They could write whatever they would like on the medal and decorate it.

Activity 2a Choose a film to give an award. Write a review of it.
Objectives: to practise writing a film review *10 min*

Ask the pupils to think of a film they are going to give an award. Ask them to write a review following the steps. They must write 1) title, 2) who is the director, 3) the date the film was made etc.

Activity 2b At the end of the review write which awards you are giving to the film. *8 min*

Objective: to develop creativity

Ask the pupils to think of which awards they are going to give for the film they have chosen. Ask them to look at the suggested ideas.

Activity 3 Present your review. *10 min*
Objective: to develop presentation skills

Ask the groups to make presentations. The groups in turn show their awards and explain why the films and people are being awarded.

Homework *2 min*

Ask the pupils to read at home the text Jane Eyre by Brontë. Explain that the pupils must read and say what people are in the story and what they do.

HOME READING 5 *43 min*

Objectives: to develop the 21st century skills – critical thinking, creativity, innovation and information literacy;
to develop understanding that people should overcome difficulties in their lives and stay honest and kind.

STEP 1: Ask the pupils to read the text Jane Eyre one more time.

STEP 2: Ask the following questions for understanding:

1) Who was Jane Eyre?
2) What was her childhood like?
3) Where did she start working when she left Lowood?
4) How did she get to know Mr Rochester? Who was he?
5) Did she marry Mr Rochester? Why?/Why not?
6) What character did Jane Eyre have?

STEP 3: Have a class discussion on the topic: "Why is Jane Eyre still popular?"

Homework *2 min*

Ask the pupils to get prepared for Progress Check 4.

PROGRESS CHECK 4 *45 min*

LISTENING

1 Listen and say True or False. *(7x2=14)*

DVD script:

Alisher: Hey, Sofa, would you like to go to a movie tonight?
Sofa: Hi Alisher. Sounds great! What would you like to see?
Alisher: I don't know. How about that new horror movie at the Orion cinema?
Sofa: Oh, I heard about that. It sounds a little scary to me. I'm more interested in a melodrama or maybe a romantic comedy.
Alisher: No way! I hate that kind of films!
Sofa: Really? Well then, what kinds of movies do you like?
Alisher: Well... I really like action and adventure type of movies.
Sofa: Oh yeah, I think they are OK, ... as long as they aren't too cruel.
Alisher: Is there anything we can agree on?
Sofa: It doesn't seem like it. Oh, I remember another movie that came out last week. It's a fantasy film and it has a little romance and some action, too. I heard it's very exciting because nobody can guess who the killer is and it has a surprise ending. What do you think about that one?
Alisher: Well, that doesn't sound too bad. What time does it start?

1) Sofa doesn't like horror movies.
2) Alisher likes movies about love.
3) Alisher doesn't mind horror movies.
4) Sofa likes comedies.
5) Action and adventure movies make Alisher feel scared.
6) A new mystery movie came out yesterday.
7) Alisher and Sofa both like fantasy.

Answer key: *1T, 2F, 3T, 4T, 5F, 6F, 7T*

VOCABULARY *(5x2=10)*

2 Read and complete the sentences with words and phrases.

female, the company logo, French, oldest film company, short films

The Gaumont Film Company often called just Gaumont, is a French main film studio founded by the engineer-inventor Leon Gaumont in 1895. It is the first and (1) ... in the world. The company began producing (2) ... in 1897. Leon Gaumont's secretary Alice Guy-Blanche became the first (3) ... director. From 1905 to 1914, its Cite Elge studios were the largest in the world. Gaumont began producing full-length feature films in 1908. Most of the Gaumont's films are in (4) ... ; however, there are some films in English, such as Luc Besson's *The Fifth Element*. Leon Gaumont chose the daisy as (5) ... because it was his mother's favourite flower and her name was Marguerite (Daisy). The logo was changed many times since that time but there has always been a daisy.



1895



2011– present

Answer key: 1) oldest film company; 2) short films; 3) female; 4) French; 5) the company logo

WORD BUILDING

3 Make new word combinations *n*+*n*. *(each word combination = 1. approximately = 10)*

e.g. a film star, a documentary film

movie, theatre, star, maker, director, actress, role, producer, award, festival, feature, TV, comedy, documentary, historical, film

READING

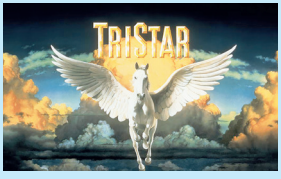
4 Read and say which company/ies ... *(8x2=16)*

1) is/are American.
2) produced a saga about vampires.
3) has changed its logo several times but has always used the same things.
4) used a picture of animals in the logo.
5) had the biggest amount of money in 2015.
6) did not use a logo for many years.
7) uses a picture of a birthplace in its logo.
8) produced the film which was nominated as the Best Picture in 2003.

Answer key: *1) New Line, Paramount and Tristar; 2) Lionsgate; 3) Paramount and New Line; 4) Tristar and Lionsgate; 5) Lionsgate; 6) New Line; 7) Paramount Pictures; 8) New Line*



(1) Paramount Pictures is the second oldest film studios in the USA and the fifth oldest film studio in the world. In 1916, film producer Adolph Zukor put 22 actors and actresses on the logo and gave each a star. In 2014, Paramount Pictures became the first Hollywood studio to use only digital form for all of its films. The company's original logo was designed by William Hodkinson. He used the image of the mountain, which is similar to Ben Lomond Mountain in Utah (his childhood place). Paramount film logos had several changes, but it has always kept the mountain and stars in their logo design. The studio produced many films such as *Titanic, The Transformers, Indiana Jones, Iron Man* and others.



(2) TriStar Pictures is an American film studio, which is a part of Sony Pictures Entertainment. It was founded in 1928. The logo shows a flying horse Pegasus with the TriStar written just above his head. It is believed that the reason of using Pegasus in TriStar film studio logos is that the founder, Victor Kaufman and his family have an interest in riding horses. Such films as *Godzilla 2000, Jumanji, Universal Soldier, Terminator* and others were shot there.



(3) New Line Cinema was established in 1967 by 27-year-old Robert Shaye in the United States. It is also known as New Line Production studio of Warner Bros since 1996. The company did not use a logo until the 1970s. The logo changed the background several times but it has always had the text written in large letters. New Line produced many classic foreign-language films and one of them became the first New Line film to win an Oscar. When New Line produced *The Lord of the Rings* films, they became their most successful films with over $2.9 billion in the world. The films were nominated for 30 Academy Awards for each film. The final picture *The Lord of the Rings: The Return of the King* was called the Best Picture in 2003 as well as the film which brought the second highest amount of money of all time.



(4) Lions Gate is a Canadian-American entertainment company which is known as Lionsgate. It was formed on July 10, 1997. It was one of the most popular film studios in North America with the biggest amount of money in 2015. The first logo had a picture of a lion and then until 2013 there was an image of the opening gate. Now it has a picture of space with the name in large letters. In the company there are some other units such as Lionsgate Television and Lionsgate Interactive. Lionsgate has a home video library of more than 13,000 films, such titles as *Dirty Dancing, the Twilight Saga, The Hunger Games and the Rambo* films.

Total = 50 points

The list of new active and passive vocabulary

UNIT 5 (Lessons 1–6)		
academy *n*	film *n*	photographic *adj*
action film *n*+*n*	final *adj*	pioneer *n*
actually *adv*	fishing rod *n*+*n*	popcorn *n*
adventurous *adj*	formal *adj*	possible *adj*
against *adv*	frame *n*	production *n*
allow *v*	frightening *adj*	racetrack *n*
although *conj*	gallop *n*	reaction *n*
ambitious *adj*	giant *n*	receive *v*
animated *adj*	golden *adj*	revolutionary *adj*
army *n*	handsome *adj*	romantic *adj*
at least *adv*	hardworking *adj*	sail *v*
autograph *n*	humanoid *adj*	scene *n*
avenger *n*	humble *adj*	science fiction *n*+*n*
basic *adj*	illness *n*	scream *v*
beard *n*	imaginative *adj*	seem *v*
biographical *adj*	immediately *adv*	serial *adj*
blank *n*	in order to *prep*	series *n*
bossy *adj*	incredible *adj*	set up *phr.v*
box office *n*	inside *n*	set *v* (*past, pp* set)
bravery *n*	just *adv*	shield *n*
bring up *phr.v*	kinetoscope *n*	shy *adj*
bring *v* (*past* brought)	kingdom *n*	silent movie *adj*+*n*
cameraman *n*	leader *n*	silly *adj*
can't stop doing	legendary *adj*	similar *adj*
castle *n*	light bulb *n*	slim *adj*
Christmas *n*	like *prep*	soundtrack *n*
circular *adj*	loyal *adj*	speed *n*
classic *n*	loyalty *n*	star *n, v*
classical *adj*	magic(al) *adj*	studio *n*
combine *v*	might be *adv*	stupid *adj*
contract *n*	mistakenly *adv*	subtitled *adj*
courageous *adj*	motion *n*	(in) succession *n*
crash *n*	motion picture *n*+*n*	suit *n*
cruel *adj*	moustache *n*	superhero *n*
current *adj*	movie *n*	surface *n*
definition *n*	multiple *adj*	tie *n*
display *v*	nobody *pron*	unkind *adj*
drama *n*	one after the other	vacation *n*
dubbed *adj*	origin *n*	view *n, v*
earring *n*	overview *n*	wavy *adj*
emotional *adj*	paranormal *adj*	wheat *n*
entertaining *adj*	Pardon!	whole *adj*
feature *n*	path *n*	wizard *n*
HOME READING 5		
adulthood *n*	consciousness *n*	heroine *n*
ancestor *n*	couple *n*	historian *n*
charity *n*	eponymous *adj*	housekeeper *n*
condition *n*	go mad	institution *n*

intensity *n* intimate *adj* law *n* legally *adv* lock *v* moral *adj*	narrative *n* originally *adv* private *adj* protagonist *n* psychological *adj* revolutionize *v*	spiritual *adj* suggest *v* various *adj* voice *n* writer *n*

UNIT 6 World of music

Inquiry questions:

What is the role of music? What is the relationship between music preferences and personality?

Inquiry theme:

To understand what the role and future of music is

In this unit you will ...

- ✓ listen and identify different styles of music
- ✓ read about the history of music players
- ✓ use signal words for steps in a process (First ... then ... after that ...)
- ✓ discuss the influence of music on development of personality
- ✓ discuss the role and importance of national music
- ✓ create a pie graph

Academic skills:

- ✓ listening to understand emotion
- ✓ giving examples
- ✓ giving sources of information
- ✓ expressing opinions
- ✓ understanding quotes
- ✓ completing a T-chart

Critical thinking:

- ✓ activating prior knowledge
- ✓ thinking about pros and cons

LESSON 1 How does music make you feel?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to read and listen for gist/details;	By the end of the lesson, pupils will be able to talk	*Familiar words:* genre, classical, pop, rap,	Textbook; the DVD of the book

- to enable pupils to understand lexical and grammatical analysis *Socio-cultural:* - to raise awareness about different genres of music *Critical thinking:* - analyzing information - completing a T-chart	about how music makes them feel.	jazz, affect, create, understand, remember	

Activity 1a Work in pairs. Say how many genres of music you know. *5 min*
Objective: to focus on topic

Ask the pupils to say all the music genres they know.

Possible answers: *classical, rap, pop, blues, jazz, country/folk, rock, afro, house, hip hop, indie ...*

Activity 1b Work in pairs. Listen and match. *5 min*
Objective: to raise awareness of different music genres.

Ask the pupils to listen to different types of music and write, for example: *1g*.

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

DVD script:

1) Classical Wolfgang Amadeus Mozart – A little night music - I Allegro
2) Rap "NY-NY" by Ice-T
3) Pop "Malinconia" by Riccardo Fogli
4) Jazz by Ray Charles Robinson
5) Country/Folk "Cotton-Eyed Joe" by The Chieftains
6) Heavy metal "Sham Pain" by Five Finger Death Punch
7) Hip hop "Fly like an eagle" by MFBTY

Activity 2 Work in pairs. Answer the questions. *8 min*
Objectives: to raise awareness about music;
to develop reading for details

Ask the pupils to work in pairs. They read the text, then ask and answer the questions.

Activity 3a Work in pairs. Listen to the text. Match the headings (a-c) and paragraphs (1-3). *5 min*
Objective: to develop listening for gist

Ask the pupils to listen to the texts and in pairs match the headings and paragraphs.

Answer key: *1c, 2b, 3a*

DVD script:

The Mozart Effect

1) Some people say that music is much more than entertainment. For example, Don Campbell, an expert on The Mozart Effect says that all types of music, from Mozart to jazz, from Latin to rock can change our learning and our health. Very often, after a busy day at work we listen to music to help us relax. But Campbell disagrees and says that music

can also reduce the stress of being ill, and reduce pain. The director of Baltimore Hospital says that thirty minutes of classical music has the same result as ten milligrams of the painkiller medicine.

2) Campbell also believes that music can help us concentrate. For this we need the right kind of music for our feelings. It is good to listen for about ten minutes before we start studying. When our mind needs relaxing or we want to feel more energetic, we should choose the right music to help us. He says that you can use many different kinds of music to help you concentrate, but that Mozart's music is popular because it is very organized and it makes your brain more attentive and imaginative.

3) Music can improve our memory and makes us more clever. In one study, students who listened to Mozart before doing a test got much higher marks than those who didn't. Many studies also show that children who learn to play a musical instrument before the age of twelve have better memories for the rest of their lives.

Activity 3b Listen one more time. Write true (T), false (F) or not given (NG). *5 min*
Objective: to develop listening for details

Ask the pupils to listen to the text one more time and decide whether the information is true, false or not given.

Answer key: *1) NG; 2) F; 3) T; 4) F; 5) NG; 6) T*

Activity 4a Work in pairs. Complete a T-chart. *5 min*
Objective: to develop completing a T-chart

Ask the pupils to read the adjectives and decide which of them have positive or negative meaning. **Answer key:**

T Chart

Positive	Negative
e.g. *happy*	*annoyed*
relaxed	miserable
energetic	nervous
good	strange
calm	awful
cheerful	tired
excited	sad
wonderful	angry
	bored
	stressed

Activity 4b Work in groups. Ask and answer. *8 min*
Objectives: to develop speaking skills; to practise grammar structure

Ask the pupils to work in pairs. Explain that they should use the structure in the Remember Box. They also can use some ideas in the box.

Homework *4 min*

Homework 1. Explain to the pupils that they should use objective pronouns to complete the sentences.

Homework 2. In this activity the pupils are asked to write answers to the questions about themselves.

Homework 3. The pupils should put the words in the correct order and write questions. Remind them that in the next lesson they will ask and answer these questions with their peers.

Answer key: 1) What is your favourite music? 2) How do you feel when you are listening to your favourite singer? 3) Is modern music stupid and useless?

LESSON 2 Uzbek national music

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to talk about national and popular music in Uzbekistan; - to enable pupils to read for details; - to enable pupils to use the passive voice *Socio-cultural:* - to raise awareness about national and popular music in Uzbekistan *Critical thinking:* - activating prior knowledge - personalizing - considering other options	By the end of the lesson, pupils will be able to talk about national and popular music in Uzbekistan.	*New words:* vocal, cycle, to stage, a conductor *Familiar words:* musician, tradition, composer, genre, folk, national, instrument, orchestra, famous, melody, popular	Textbook; the DVD of the book

Checking homework *5 min*

Ask the pupils to work in pairs to check homework. They ask and answer the questions. Then they report using Reported Speech.

Activity 1 Work in pairs. Match the words and explanations. Repeat the new words. *8 min*

Objective: to introduce the new words

STEP 1: Ask the pupils to match the words and explanations. Remind them to use their knowledge about the suffixes and parts of speech. Moreover, some words could have similar pronunciation and meaning in both languages.

STEP 2: Ask them to listen and repeat the new words.

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

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

Objectives: to prepare for the next activity; to raise awareness about Uzbek professional music

Ask the pupils to work in pairs. They ask and answer the questions.

Activity 2b Work in pairs. Read and check your answers. Put the verbs in the passive voice. *10 min*

Objectives: to develop reading for details; to revise the passive voice

STEP 1: Revise how the passive voice is formed in present and past tenses.

STEP 2: Ask them to put the verbs in brackets in the passive voice.

Answer key: 1) was known; 2) are played; 3) was brought; 4) was staged; 5) were used; 6) was made; 7) are based; 8) is based; 9) are taught

Activity 3a Work in pairs or in groups of four. Answer the questions.
Objectives: to develop speaking; to raise awareness about national and popular music in the place where they live *8 min*

Ask the pupils to work in pairs or in small groups. They should ask and answer the questions. Remind them that they should speak about themselves and the place where they live.

Activity 3b Make a report. *7 min*
Objective: to develop free speaking

Ask the pupils to give their reports. Others listen and give a comment.

Homework *2 min*

Answer key for Homework 1: *1) the largest; 2) the most talented; 3) the most popular; 4) the best; 5) the brightest*

Answer key for Homework 3:

*1) The bridge **was** built in 1976.*
*2) The meals **are** cooked every day.*
*3) The rooms are **cleaned** every day.*
*4) Uzbekistan **is** visited by a lot of tourists every year.*

LESSON 3 Classical music? It's great!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to read for details; - to enable pupils to listen for gist; - to enable pupils to talk about own feelings on classical music *Socio-cultural:* - to raise awareness about classical music *Critical thinking:* - interpreting proverbs	By the end of the lesson, pupils will be able to talk about about feelings on classical music.	*New words:* cellist, saxophonist, violinist, orchestra *Familiar words:* classical, musician, folk, emotion, develop, express, opera, ballet	Textbook; the DVD of the book

Checking homework *5 min*

The pupils work in pairs to check homework.

Activity 1 Work in pairs. Give the equivalents for these proverbs in your mother tongue. *6 min*
Objective: to interpret proverbs

Ask the pupils to read the proverbs from different countries and to give equivalents in their language.

Activity 2 Work in pairs. Listen and take notes. *5 min*
Objective: to raise awareness about different types of music

STEP 1: Ask the pupils to listen to music and take notes. Ask them to write adjectives to show what they felt while listening. Remind them about adjectives from Lesson 1: happy, relaxed, energetic, good, calm, cheerful, excited, wonderful, awful, tired, sad, angry, annoyed, bored, miserable, nervous, strange, stressed.

STEP 2: The pupils listen to 5 different types of music and write adjectives.

STEP 3: Ask some pupils to read their notes. Others must listen and identify which music the pupil is describing.

STEP 4: Discussion. Conclude the discussion by reminding the saying *Tastes differ* or *So many men, so many minds.*

DVD script:

1) Vivaldi, winter (energetic, nervous, stressed)
2) Mozart (happy, cheerful)
3) Edward Grieg: In the Hall of the Mountain King (scary)
4) Tomaso Albinoni: Adagio (sad, wonderful)
5) strange, mystical tune

Activity 3a Work in pairs. Answer the questions. *5 min*
Objectives: to raise awareness about classical music;
to prepare for the next activity

Ask the pupils to work in pairs. They ask and answer the questions.

Activity 3b Read and check your answers. *6 min*
Objective: to develop reading for details

Ask the pupils to read and find answers to the questions in activity 3a.

Activity 4a Write down the new words. Listen and repeat. *4 min*
Objective: to introduce the new words

STEP 1: Ask the pupils to look at the pictures which represent the new words and establish the meaning.

STEP 2: They listen and repeat the words.

Activity 4b Work in pairs. Listen to what great young musicians say about classical music and match the people with sentences. *6 min*
Objective: to develop listening for gist

Ask the pupils to listen and try to understand what each person is talking about. They should match the speakers with the sentences.

DVD script:

1) Lauren Zhang, pianist (girl)
It's very social and it's a great way to make friends. My teacher once told me that the friends you make in music will stay with you forever. I think that's true.

2) Sheku Kanneh-Mason, cellist (boy)
I've always thought that music is emotional. It's a way of expressing things. If you have the opportunity to listen to this genre of music, it's very special and it has always something for everyone.

3) Jess Gillam, saxophonist (girl)
Any music is a way to express ourselves as humans since the beginning of time. There's nothing like experiencing music : it's an electric feeling.

4) Laura van der Heijden, cellist (girl)
It's international. It allows you to learn about different cultures. Just learning the skill of an instrument is long term, so you learn how to be patient with yourself.
5) Jennifer Pike, violinist (girl)
Right now classical music makes people be creative.
6) Nicola Benedetti, violinist (boy)
I think classical music teaches us to be curious and openminded. It's not just to entertain you all the time: it has to be also something that's challenging.

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

Activity 5 Work in pairs or in groups of four. Answer the questions.
Objective: to develop speaking *6 min*
Ask the pupils to work in pairs. They ask and answer the questions about their experience of classical music.
Explain to the pupils that they can express their positive and negative feelings.

Homework *2 min*
Explain to the pupils how to do the homework.
Remind that to answer the questions in Homework 2, the pupils should revise Conditional 2 (Unreal present).

LESSON 4 What about going to the concert?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to read and listen for gist; - to enable pupils to learn and use new words *Socio-cultural:* - to raise awareness about going to a concert *Critical thinking:* - giving reasons - activating prior knowledge	By the end of the lesson, pupils will be able to make a dialogue about a concert.	*New words:* stage set, good and evil, choreography *Familiar words:* modern, composer, opera, ballet, famous, costumes, role, dance, singing	Textbook; the DVD of the book

Checking homework *5 min*
The pupils work in pairs to check homework.

Activity 1 Work in pairs. Read and match. *5 min*
Objective: to develop reading for gist
Ask the pupils to recognize descriptions of six types of music.

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

Activity 2a Work in pairs. Look up the new words. Listen and repeat.
Objective: to introduce the new words *5 min*

Ask the pupils to look up the new words. Then ask them to listen and repeat the new words after you.

Activity 2b Work in pairs. Read and find an appropriate concert for each person. *8 min*
Objectives: to develop reading for gist;
to practise a grammar structure in speech

Ask the pupils to read and choose for each people appropriate concert. Explain that they should use the example in the book.

Activity 2c Work in pairs. Choose a genre of music and write a dialogue.
Objective: to develop dialogue speech *7 min*

Ask the pupils to make up a dialogue. Explain that they should use the dialogue in the example and structures in the box. They should also use information in activity 2b.

Activity 3a Work in pairs. Listen and say where you would like to go and why. *5 min*
Objective: to develop listening for gist

Ask the pupils to listen to the texts about famous theatres and decide which one they would like to visit. They should also explain their choice.

DVD script:

1) The Sydney Opera House

The Sydney Opera House in Australia is one of the great buildings of the 20th century. It is famous for music concerts and theatre performances held in the six separate parts inside. It is the home of the Sydney Symphony Orchestra and Opera Australia. It is one of the busiest performing arts centres in the world – around 2 million people attend over 1,500 performances a year! Famous singers and pop stars who have performed there include Norah Jones and Ella Fitzgerald.

2) The Met

The Metropolitan Opera House, or 'The Met', is in New York. It is the home of the Metropolitan Opera, America's biggest classical music organization. It has a young artist programme to help young singers develop their careers. Luciano Pavarotti became famous after singing there. Other famous singers such as Placido Domingo regularly sing there. The Met has broadcast live performances on the radio since 1931 and now you can see live performances in cinemas too, thanks to its high-definition video transmissions.

3) The Alisher Navoi State Opera and Ballet Grand Academic Theatre is Uzbekistan's main theatre, the pride of the nation and the centre of the country's musical and theatrical life. It has a long history marked by lots of wonderful traditions. The theatre has created unique works of the Uzbek musical and dramatic art and of the global art too. The theatre shows world-known classical operas by famous musicians like Tchaikovsky, Rimsky-Korsakov, Bizet and Verdi, and ballets by Khachaturian, Gershwin, Prokofiev, Rossini, and others.

Activity 3b Work in pairs. Write a dialogue. *8 min*
Objective: to develop writing

Ask the pupils to write a dialogue similar to the previous one but with other theatres.

Homework *2 min*

Answer key for Homework 1:

5 A: Would you like to come with me to the concert tonight?
2 B: I'd love to. Which concert are you talking about?
7 A: Have you seen big posters in the city? It's a concert of many musicians and popular groups.
9 B: I see. I hope they will have some jazz compositions on the list.
6 A: Why? Do you like jazz?
1 B: It's my favourite music genre. I don't like rock.
3 A: Neither do I.
8 B: I hope there will be something from pop music too.
10 A: So do I. If we don't want to be late, we should hurry up.
4 B: Let's go.

LESSON 5 What is the future of music?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to understand grammatical and lexical analysis; - to enable pupils to read an encyclopedia article; - to enable pupils to write a narrative article *Socio-cultural:* - to raise awareness about a popular band *Critical thinking:* - analyzing; - activating prior knowledge	By the end of the lesson, pupils will be able to talk about music in the future.	*Familiar words:* musician, band, lyrics, studio, single, album, Europe, Africa, Asia, Arabic, Persian, Nepalese, French	Textbook; the DVD of the book

Checking homework *5 min*

The pupils work in pairs to check homework.

Activity 1a Work in pairs. Read and explain the bold words. *6 min*
Objective: to enable pupils to understand grammatical and lexical analysis

Ask the pupils to read the text and analyze the words in bold. They should understand their lexical meaning according to their grammar structure and the context.

Activity 1b Work in pairs. Read and say where the text is taken from.
Objective: to develop academic reading *5 min*

Ask the pupils to read the text and guess where it is taken from.
(The text is from Wikipedia)

Activity 1c Work in pairs. Write about Yalla. Use the words 'First, then, after, after that'. *10 min*
Objective: to develop narrative writing

Ask the pupils to write about Yalla band. Ask them to organize events in order. Explain that they should use connecting words to follow one event after another.

Activity 2a Work in pairs. Look at the dates of music player history and match the dates to events. *7 min*
Objectives: to activate prior knowledge about the topic;
to develop critical thinking;
to prepare for the next activity

STEP 1: Check that the pupils know all the words. Help if necessary.
STEP 2: Look together at the timeline. Discuss the first example.
STEP 3: Check that the pupils know how to pronounce the dates and numbers.

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

Activity 2b Work in pairs. Listen and check your answers. *5 min*
Objective: to develop listening for details

Ask the pupils to check their answers in activity 2a.

DVD script:

Today, digital music is everywhere. Most of your music is on your computer or on CDs. Before 2003, it was almost impossible to buy digital songs online. Now, it's easy to download thousands of songs and create your own playlist. YouTube is used by millions of people every day to watch music videos. But how did people listen to songs before digital music?

The phonograph is a device for the mechanical recording and reproduction of sound. The phonograph was invented in 1877 by Thomas Edison. Since 1887 it was called a gramophone. In the 1890s, Emile Berliner changed phonograph cylinders to flat disks. A gramophone was a common name in the UK since 1910.

An audio tape recorder is a sound recording device that records and plays sounds usually using magnetic tape. The use of magnetic tape for sound recording started around 1930 in Germany. Since the 1940s, it was called a record player.

Magnetic tape changed both the radio broadcast and music recording industries. It gave artists and producers the power to record and re-record audio with minimal loss in quality as well as edit and rearrange recordings easily. At the beginning of the 21st century, digital recording technologies replaced magnetic tape.

(Adapted from Wikipedia, the free encyclopedia)

Activity 3 Work in pairs. Answer the question. *5 min*
Objective: to develop critical thinking

Ask the pupils to think and answer the question.

Homework *2 min*

LESSON 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to talk and write about music; - to enable pupils to make pie graphs *Socio-cultural:* - to raise awareness about music *Critical thinking:* - analyzing; - activating prior knowledge	By the end of the lesson, pupils will be able to talk and write about music.	*Familiar words:* words related to music	Textbook; the DVD of the book

Checking homework *5 min*

The pupils work in pairs to check homework.

PROJECT 1

Activity 1a Work individually. Complete your column in the table. *10 min*

Objective: to enable pupils to convert the data into percentages

STEP 1: Explain to the pupils that the total must be 100%. If they do not like listening to any kind of music let them ignore it. They also can make any changes about the styles.

STEP 2: Convert the data into percentages. To determine the percentages, you will need to divide each value by the total amount of participants and then multiply this value by 100. For example, the total number of pupils is 20. To determine the percentages, you will need to divide each value by the total amount of pupils and then multiply this value by 100. For example, if 4 people say they like rap, then you would divide 4 by 20 to get 0.2. Then, multiply 0.2 by 100 to get 20. This means 20% of the pupils said they prefer listening to rap music.

STEP 3: You should do this with the rest of the values.

Activity 1b Work in groups. Complete the table with the group score. Make a pie graph. *15 min*

Objective: to enable pupils to make a pie graph

STEP 1: Explain that the percentages are essential to create the pie chart, as this will help them determine how big of a slice each category is going to take in the pie.

STEP 2: Determine the sectors of the pie chart. A pie, or a circle, has 360 degrees. So you will need to take the values for each category and multiply them by 360 to determine how they fit into the full circle, or pie chart. This will give you the sectors of the pie chart. For example, to convert the values on rap music, you would divide 4 by 20 to get 0.2 and then multiply 0.2 by 360 to get 72 degrees.

STEP 3: Draw a round circle with a pen or pencil. Divide each section of the pie chart. Use the protractor (транспортир) to measure the degrees of each sector. Mark each sector with a pen or pencil as you measure out each sector until the entire circle contains all the values.

You should label each section with the appropriate category and colour each section a different colour with coloured pencils or a marker. You should also include the percentage associated with the category. For example, the category on rap music should take up 72 degrees of the circle, be labeled "Rap" and have the percentage 20% written down in that category.

Note: Pupils can use approximate degrees.

Activity 1c Write the description of the pie graph. *13 min*
Objective: to develop writing skills

Ask the pupils to look at Unit 3 Lesson 2 Homework for the example of description of a pie graph.

PROJECT 2

Write a short text about your musical hero. *38 min*
Objective: to develop writing skills

To describe appearance, the pupils can use information in Unit 5 Lesson 5 or biography writing in Unit 4 Lesson 1 and Lesson 2.

Homework *2 min*

Ask the pupils to read at home the texts Music for the Clouds and Drums in Space, and get ready for a class discussion.

HOME READING 6 *43 min*

Objectives: to develop the 21st century skills – critical thinking, creativity, innovation and information literacy;
to develop understanding that people should overcome difficulties in their lives and stay honest and kind

STEP 1: Ask the pupils to read the texts Music for the Clouds and Drums in Space one more time.

STEP 2: Ask the following questions for understanding:

Music for the Clouds

1) What problems did a small country have?
2) Who came to the country and why?
3) Did the people like music?
4) What did musicians do at the top of the mountain and why?
5) What happened after the musicians began playing their instruments?
6) What did the people begin to do afterwards?

Drums in Space

1) Who was Brenda Bongos?
2) What was her dream?
3) What was the problem with the next-door people?
4) Where did she practise her drums in order not to bother old people?
5) Where did she get the idea of becoming a musical astronaut and building a space bubble?
6) What did she do inside the space bubble?

7) Was the space bubble useful?
8) How useful were those old people next-door?

STEP 3: Have a class discussion on the topic: "How could life be without music?"

Homework *2 min*
Ask the pupils to get prepared for Test 2.

TEST 2 (for Units 4–6) *45 min*

LISTENING

1 Listen and say True or False. *(6x2=12)*

1) Laziza only likes jazz.
2) Igor likes his piano lessons.
3) Laziza went to music school.
4) Laziza sang in the school band.
5) Igor played the drums.
6) Laziza is going to sing in a band.

DVD script:

Igor: Laziza, which music is your favourite?
Laziza: I really like jazz. However, I sometimes listen to rock or classical music. I think it depends on my mood. But I definitely like good music.
Igor: But I don't quite understand what good music is.
Laziza: Perhaps, it's because you didn't go to music classes when you were younger, did you?
Igor: No. Which classes did you take? Can you play any musical instruments or sing?
Laziza: Yes, I can. I took the piano classes. And later I liked singing a lot.
Igor: I think you can be proud that you can play the piano.
Laziza: I think, you're right. What about you? Are you a fan of music of a certain genre?
Igor: I like almost all kinds of music: from folk to hard rock. And, by the way, I can play the drums a bit. When I was at school I played in an amateur band with my friends.
Laziza: That sounds great! We can form our own band. We just need a couple of other musicians.
Igor: There was also a pianist and a guitarist in our school band.
Laziza: Do you meet them sometimes?
Igor: Yes, I do. We sometimes meet up at my father's cafe. Do you want me to talk to them?
Laziza: Yes, please. Ask them if they are interested in a band with us. I'll do the singing and composing part.
Igor: Fine. Let's try to do that. What kind of music are we going to play?
Laziza: We can play jazz, pop or we even can create something new.
Igor: What a wonderful idea! Well, let's meet next Saturday.
Laziza: Okay. I hope we'll create a great band!
Igor: I do too.

Answer key: *1F, 2F, 3T, 4F, 5T, 6T*

GRAMMAR AND VOCABULARY

2 Read and choose the correct answer. *(7x2=14)*

1) Loud music always makes us _____.

A) want dance B) to want dance C) want to dance D) to want to dance

2) Sara told us eating too much pizza _____ her sick.
A) caused B) worried C) did D) made

3) I think these sunglasses make me look _____. What do you think?
A) fantastic B) favourite C) hungry D) safe

4) I know that waiting for her _____ you very angry.
A) did B) have made C) make D) makes

5) She asked: " _____ giving a gift make you feel pleased?"
A) Is B) Does C) Are D) Do

6) The rainy day _____ me sad and angry.
A) make B) makes C) making D) to make

7) The movie made _____ feel energetic.
A) he B) his C) they D) them

Answer key: *1C, 2D, 3A, 4D, 5B, 6B, 7D*

GRAMMAR: the passive/active voice

3 Choose the active or passive form of the verbs. *(9x2=18)*

Music (1) ... *(connect)* the cultures of the world and is a window into the culture of any country. Traditional Uzbek music (2) ... *(have)* ancient roots. Some time ago during archeological findings in Samarkand and Termez, some musical instruments (3) ... *(find)*. They were similar to modern string and wind instruments of Uzbekistan. Traditional music (4) ... often ... *(focus)* on folklore. It (5) ... *(build)* around the poems by famous Uzbek poets such as Alisher Navoi, Jami, Mukimi and others. Shashmakom, a unique genre of music from Uzbekistan and Tajikistan (6) ... even ... *(include)* in the list of UNESCO organization. Shashmakom (7) ... *(translate)* as six makoms. This style of music (8) ... *(perform)* by a group of singers and musicians and uses the traditional stringed dutar, gijjak and tanbur, as well as the doira instruments. These days Shashmakom schools (9) ... *(create)* in Uzbekistan and Tajikistan.

Answer key: *1) connects; 2) has; 3) were found; 4) was often focused; 5) was built; 6) was included/has been included; 7) is translated; 8) is performed; 9) have been created/are created*

4 Read and match the sentences and the texts. *(6x1=6)*

e.g. *1c*

A To achieve success in studying.
B Classical music is not special, it is for everybody.
C Teenagers should be taught to listen to classical music.
D Most teenagers would not mind listening to classical music.
E Classical music helps understand your friends better.
F Your friends might not understand your love to classical music.
G Many teenagers don't like classical music because they didn't listen to it in the childhood.

1) Any pop song is usually under five minutes and makes people want to dance. A piece of classical music lasts more than 20 minutes and needs ability to listen carefully. Teenagers are not taught to think with their own brains. If popular media often broadcast any classical music, most teenagers would find it interesting.

2) I think a lot of teenagers didn't get a chance in school or at home to listen to classical music. Classical music is an emotional thing. When people listen to music, they often think about things which happened in the past. But for teenagers it is not a popular genre.

3) When I went with my mum to see the opera *Tristan und Isolde* by Richard Wagner, I was very excited. From that day on I began to listen to other operas by Wagner and then moved on to many other pieces of classical music. Then I wanted to tell about my "discovery" to all my friends. I told them it was the best thing in the world and invited them to go to a concert with me. But they didn't want to.

4) Most of young people think classical music is for special people. Why? What special thing are they going to find in listening to classical music? I'd like to tell them to just listen to it and not try to find something special in it. And when they do it, they will enjoy it!

5) Classical music isn't usually a teen's favourite genre of music. But it's not their least favourite either. Most teens would be fine with listening to some Mozart in their parents' car on the way to school. They're not going to cry to stop the radio.

6) I'm not a fan of classical music (I prefer punk), but I have a friend who only listens to Mozart or Beethoven. He plays the piano, but it's just his taste in music. I understand him because I can create a story in my head with classical music more easily than with any other genre of music. It's great for relaxing, trying to fall asleep, and much more.

7) Though I prefer such genres as Rap, Hip-Hop and Tropical House, it's nice to listen to peaceful piano music now and again. It's also great when I'm studying. It helps me a lot.

Answer key: *1C, 2G, 3F, 4B, 5D, 6E, 7A*

Total = 50 points

The list of new active and passive vocabulary

UNIT 6 (Lessons 1–6)		
academic lyceum *n*	excited *adj*	ordinary *adj*
achievement *n*	extremely *adv*	particular *adj*
admire *v*	fan *n*	patient *adj*
affect *v*	flute *n*	performance *n*
amongst = among	folk music *adj+n*	performer *n*
annoyed *adj*	found *v pt, pp of find*	philharmonic *adj*
apply *v*	freedom *n*	phonograph *n*
Arabic *adj, n*	from time to time	pianist *n*
ballet *n*	full *adj*	a piece of music

band *n*
beat *n*
blend *n*
bridge *n*
brilliant *adj*
broken *adj*
calm *adj*
catch *v* (*past, pp* caught)
cellist *n*
Central Asian *adj*
challenging *adj*
chant *v*
cheerful *adj*
childhood *n*
choreographer *n*
choreography *n*
cognitive *adj*
compose *v*
composer *n*
composition *n*
conductor *n*
conservatoire *n*
consist (of) *v*
country music *n+n*
countryside *n*
culture *n*
cure *n, v*
curious *adj*
deep *adj*
deeply *adv*
defence *n*
differ *v*
don't mind *v*
draft *n*
dynamic *adj*
edit *v*
electric feeling *adj+n*
electromagnet *n*
emotionally *adv*
energetic *adj*
equip *v*
essential *adj*
European *adj*
full of ...
generally *adv*
gramophone *n*
Greece *n*
heavy metal *n*
heritage *n*
Hindi *adj*, *n*
hip hop *n*
hit *n*
hurry (up) *v*
imaginable *adj*
imagination *n*
impact *n*
in other words
instrument *n*
invent *v*
itself *pron*
joy *n*
lately *adv*
Latin America *n*
live *adj*
lyrics *n*
magnetic tape *n*
man-made *adj*
master tape *n+n*
masterwork *n*
medieval *adj*
melody *n*
microphone *n*
Middle Eastern *adj*
ministry *n*
miserable *adj*
miss *v*
monument *n*
musical *adj*
Nepalese *adj, n*
nervous *adj*
normally *adv*
note *n*
open-air *adj*
open-minded *adj*
oral *adj*
orchestra *n*
practice *n*
professional *adj*
pronounce *v*
prove *v*
proverb *n*
rap *n*
rapping *n*
be recognized *v*
record player *n*
recording studio *n+n*
relaxed *adj*
release *v*
republican *adj*
rhythm *n*
rock'n'roll *n*
saxophonist *n*
shut *v* (*past, pp* shut)
single *n*
specialized *adj*
stage set *n+n*
state *n, adj*
stimulate *v*
stress *n*
stressed *adj*
style *n*
superb *adj*
superlative *n*
surround *v*
tape *n*
tape recorder *n*
the more... the more ...
throughout *adv*
tonight *adv*
track *n*
tune *n, v*
unique *adj*
useless *adj*
violin *n*
violinist *n*
vocal *adj*
voice *n*
wave *n*
youthful *adj*

HOME READING 6

above *prep*
ambition *n*
artistic *adj*
attention *n*
attic *n*
belly *n*
beyond *prep, adv*
bother *v*
bubble *n*
drop *n*
drum *n*
get on nerves
happiness *n*
harvest *n*
joyful *adj*
kit *n*
laughter *n*
make a living *v+n*
next-door *adj*
pay attention *v+n*
rehearse *v*
single *adj*
a sort of
take turns *v+n*
tear *n*
thunder *v*

UNIT 7 Science and technology

Inquiry questions:

How science changed people's lives?
What are some machines that make life easier?

Inquiry theme:

To understand how science and technology improve the quality of our life

In this unit you will ...

- ✓ listen and identify different facts
- ✓ read about the history of science and famous scientists
- ✓ discuss how science and technology make our life easier
- ✓ make a presentation about the most important/useful invention

Academic skills:

- ✓ listening for details
- ✓ using timeline
- ✓ understanding main ideas of paragraphs
- ✓ expressing opinions
- ✓ understanding quotes
- ✓ using modal verbs: *must, may, might, could* to express uncertainty, certainty and possibility

Critical thinking:

- ✓ activating prior knowledge
- ✓ thinking about pros and cons

LESSON 1 Everyday inventions

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to activate old knowledge in their speech; - to enable pupils to write about objects we use every day; - to enable pupils to listen for details *Socio-cultural:* - to raise awareness about objects we use every day *Critical thinking:* - using and interpreting a timeline; - activating prior knowledge	By the end of the lesson, pupils will be able to write about objects we use every day.	*Familiar words:* vacuum cleaner, air conditioner, pop-up toaster, microwave oven, umbrella	Textbook; the DVD of the book

Activity 1a Work in pairs. Put in order. *8 min*
Objectives: to introduce the topic; to develop critical thinking

Ask the pupils to work in pairs. They look at the pictures and put the objects according to the date. It is a timeline activity.

Answer key:

1901 (d) The vacuum cleaner
1902 (k) The air conditioner
1904 (l) The tractor
1906 (e) The first piloted helicopter
1919 (f) The pop-up toaster
1927 (c) The first quartz clock
1930 (h) Scotch tape
1938 (g) The ballpoint pen
1942 (a) The first electronic computer
1946 (b) The microwave oven
1953 (i) The first video tape recorder
1974 (j) The post-it note

Activity 1b Work in pairs. Read and choose. *10 min*
Objectives: to develop critical thinking; to activate prior knowledge

Ask the pupils to guess the answers. Check they know the difference between 'to invent' and 'to patent'. (to invent – *ixtiro qilmoq, изобрести*; to patent – *patentlamoq, patent olmoq, запатентовать*). When they finish, ask them to check the answers on page 67.

Answer key:

1901 The vacuum cleaner was patented by Hubert Booth.
1902 The air conditioner was invented by Willis Carrier.
1904 A tractor was invented by Benjamin Hot.
1907 The first piloted helicopter was invented by Paul Cornu.
1919 The pop-up toaster was invented by Charles Strite.
1927 The first quartz clock was developed by Warren Morrison.
1930 Scotch tape was patented by Richard G. Drew.
1938 The ballpoint pen was invented by Ladislo Biro.
1942 The first electronic computer was built by John Atanasoff and Clifford Berry.
1946 The microwave oven was invented by Percy Spenser.
1953 The first video tape recorder was invented by Norikazu Sawazaki.
1974 The post-it note was invented by Arthur Fry.

Activity 2a Look and say how often we use these things? *6 min*
Objectives: to develop critical thinking; to activate prior knowledge; to develop speaking

Ask the pupils look at the objects in the pictures and say what they know about them and how often they use them.

Activity 2b Listen and tick True or False. *7 min*
Objectives: to develop critical thinking; to activate prior knowledge

STEP 1: Ask the pupils to say True or False.
STEP 2: Ask them to listen and check.

DVD script:

The umbrella is the symbol of British businessmen. Nowadays all people have umbrellas, but before 1750 men never carried umbrellas.

Many hundreds of years ago, rich and important people in hot countries like China, India and Egypt used umbrellas. Poor people worked in the sun but they never used umbrellas.

Chinese invented the first umbrella for use in the rain. They put oil and wax on their umbrellas.

Umbrellas reached Britain about 400 years ago. At first only British women used umbrellas, men didn't like them. In 1750 the British traveler Jonas Hanway started using an umbrella on the streets of England. After this, umbrellas became very popular in Britain.

The first umbrella shop, James Smith and Sons, opened in London in 1830. It's still open today.

Answer key: *1T, 2T, 3F, 4T, 5F, 6F, 7T*

Activity 3 Work in pairs. Write five sentences. *9 min*
Objectives: to develop writing; to practise passive voice

Ask the pupils to write sentences about the objects we use every day.
e.g. *The vacuum cleaner is used for cleaning the floor.*

Homework *5 min*

LESSON 2 What is science?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to use new words in their speech; - to enable pupils to read for details; - to enable pupils to talk about the universe *Socio-cultural:* - to raise awareness about the universe *Critical thinking:* - analysing	By the end of the lesson, pupils will be able to talk and write about the universe.	*New words:* universe, matter *(материя),* react, the Big Bang, model *Familiar words:* words related to science, planet, universe, billion, astrophysicist	Textbook; the DVD of the book

Homework checking. *3 min*

In pairs the pupils read their texts to each other. Elicit what inventions most pupils wrote about.

Activity 1a Work in pairs. Think about what science is. Answer the questions. *7 min*
Objectives: to introduce the topic; to activate prior knowledge

Ask the pupils to work in pairs. They ask and answer the questions about science.

Activity 1b Work in pairs. Read and check your ideas. *6 min*
Objectives: to develop reading for details;
to prepare for the next activity

Ask the pupils to read the text and find the answers.

Activity 2a Work in pairs. Find the meaning of the new words. *4 min*
Objective: to introduce the new words

STEP 1: Ask the pupils to look up the new words.

STEP 2: Ask the pupils to listen and repeat the new words after you.

Activity 2b Work in pairs. Read and match the texts with headings. One heading is extra. *8 min*
Objective: to develop reading for gist

Ask the pupils to read and choose the heading for each text. Remind that one heading is extra.

Answer key: *1c, 2b, 3a, 4f, 5d, e – extra*

Activity 2c Work in pairs. Read again and choose the correct modal verb: *must, may* and *could.* In which sentences can we see uncertainty, certainty and possibility? *7 min*
Objective: to analyze using modal verbs for certainty/uncertainty/possibility

Ask the pupils to analyse situations with the modal verbs.

Note: Uncertainty (future time): *may, might.* Possibility (present time): *could, may, might.* Impossibility or certainty (present time): *can't, must.* We can't say "It can be Tuesday today!" or "It mustn't be Tuesday today"

Answer key:

Certainty (present time):

1) ... there **must be** over 6 billion planets with living things on them.

2) The models of the universe show there **must be** a lot of matter which we do not see or "dark matter".

Possibility (present time):

3) These universes **may** have their own histories and ...

3) The astrophysicists think there **could be** many universes, which are in the same ...

Uncertainty (future time):

3) ... some day it **may be** possible to travel to the other universe...

Activity 3a Work in pairs. Ask and answer. *5 min*
Objectives: to develop speaking; to practise Unreal Conditional 2

Ask the pupils to work in pairs. They ask and answer the questions. Remind them that they can use information from the text in activity 2b.

Activity 3b Play Chain Drill. *4 min*
Objectives: to develop speaking; to consolidate using Unreal Conditional 2

This is a usual Chain Drill.

Homework *1 min*

LESSON 3 Looking into space

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to analyse a text - to enable pupils to read an academic text - to enable pupils to read for gist *Socio-cultural:* - to raise awareness about Mirzo Ulugbek *Critical thinking:* - analysing	By the end of the lesson, pupils will be able to write an academic text.	*Familiar words:* words related to space, science, advantages, disadvantages, computer, astronomer, encyclopedia	Textbook; the DVD of the book

Homework checking *5 min*

The pupils work in pairs and read and answer their questions.

Activity 1a Work in pairs. Read the text and say how many paragraphs it has. *5 min*

Objective: to analyse the structure of a text

Ask the pupils to work in pairs. They read the text and divide it into paragraphs. Remind them that each paragraph has a main idea. Each new paragraph should be indented.

Activity 1b Think of two reasons for and two reasons against using computers at work. Compare your answers with the reasons given in the article. *4 min*

Objectives: to develop reading for gist; to develop creating thinking

Ask the pupils to think about positive and negative sides of using computers at work. For example, it is very useful when you need to find information. It is easily done on the Internet. But negative factor is that you can get viruses or harmful information.

Activity 1c Write which paragraph presents. *5 min*

Objective: to develop analytical reading

Ask the pupils to read carefully and identify the paragraphs.

Answer key: a) 3; b) 4; c) 2; d) 1

Activity 1d Match the arguments (1-4) and the reasons (a-d). Which are pros/cons? *4 min*

Objective: to develop critical thinking

Ask the pupils to think and connect arguments and reasons. Ask them to say which are positive and negative.

Answer key: *1d, 2c, 3b, 4a*
pros – 1, 4; cons – 2, 3

Activity 2a Work in pairs. Pupil A, look at this page. Pupil B, look at page 59. Ask and answer. Complete the text. *5 min*

Objectives: to develop speaking; to practise making WH-questions in Past Simple; to broaden pupils' general knowledge about Mirzo Ulugbek

STEP 1: Explain what to do.

STEP 2: Ask the pupils to write the questions for the missing information.

STEP 3: Ask the pupils to start Info gap Activity.

Activity 2b Listen and check. *3 min*

Objective: to develop listening for details

Ask the pupils to listen to the recording and check the answers.

DVD script:

Mirzo Ulugbek was a statesman, scientist, great astronomer and mathematician, and a grandson of the **famous ruler Amir Temur**. He was born in 1394.

In **1409**, Ulugbek became the ruler of Samarkand. During this period, the city was one of the world centres **of science** of the Middle Ages. There was a scientific school, great astronomers and mathematicians. There was built a **madrasah**, which was the beginning of the architectural building of the Registan. Since young ages Ulugbek was interested in **astronomy**. Later he built a special building for its time, the famous observatory. In **1437**, Ulugbek created the catalogue of the sky, where **1018** stars were described. In 1444, after thirty years of astronomical observations, the great astronomer created his scientific work – "Ziji Kuragoniy".

Nowadays, Ulugbek's scientific work is studied in **universities** around the world. The great scientist made very important predictions in science.

Activity 3a Work in pairs. Read and answer the questions. *4 min*

Objectives: to develop reading for details; to develop critical thinking; to enable pupils to recognize an article structure

Ask the pupils to read an article from encyclopedia and answer the questions. Explain them that in order to answer Wh questions they need to read the text very carefully.

Activity 3b Work in pairs. Choose one thing and write a similar text for an encyclopedia. Use the words. *5 min*

Objective: to develop academic writing; to develop critical thinking

Ask the pupils to work in pairs and choose one object of the two. They should write an article as in previous activity.

Possible answers:

1) https://www.nationalgeographic.org/encyclopedia/compass/

A compass is a device that indicates direction. It was invented more than 2000 years ago. The first compasses were made of a magnetized stone of iron in China. It is one of the most important instruments for sailing. Magnetic compasses are the most well known type of compasses. Magnetic compasses consist of a magnetized needle that moves. The ends point to the North and South.

2) https://en.wikipedia.org/wiki/Chair

One of the basic pieces of furniture, a chair is a type of seat. Chairs are known from Ancient Egypt. It consists of two pieces of wood or other material: a back and seat and four legs strong enough to support the weight of a person who sits on the seat. The legs are usually high enough for the seated person. It is used in a number of rooms in homes (e.g. in living rooms, dining rooms), in schools and offices, and in various other workplaces. Chairs may be made of wood, metal, or plastic, and in various colours and fabrics.

Activity 3c Read your text to the class. *4 min*
Objective: to develop listening skills

The pupils read out their text. Others listen and guess.

Homework *1 min*
Answer key: *1) NASA, JAHA; 2) NASA, ESA, ISRO; 3) NASA 4) ESA; 5) RSA, NASA; 6) NASA*

LESSON 4 How techie are you?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to give advice - to enable pupils to read for details *Socio-cultural:* - to raise awareness about electronic devices; - to raise awareness about Tim Berners-Lee, the creator of the Web *Critical thinking:* - problem solving	By the end of the lesson, pupils will be able to talk about electronic devices and how to use them.	*Familiar words:* device, MP3 player, tablet PC, satellite TV, invention, technology, the World Wide Web	Textbook; the DVD of the book

Homework checking *5 min*

The pupils work in pairs to check the answers.

Activity 1 Work in pairs. Answer the question. *7 min*
Objectives: to develop speaking; to activate prior knowledge

Ask the pupils to work in pairs. Ask them if they know all the words.

The pupils ask and answer the questions. They can use the words and phrases in the box.

Activity 2 Complete the sentences with the words. *8 min*
Objective: to develop reading for gist

Ask the pupils to read the sentences and understand the missing word according to the context.

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

Activity 3 Work in pairs. Read and give some advice. *8 min*
Objectives: to develop speaking; to enable pupils to solve problems

Ask the pupils to work in pairs. They should give a piece of advice to the problems in the sentences.

Activity 4a Work in pairs. Read and complete. *8 min*
Objective: to revise grammar material

Ask the pupils to work in pairs. Ask them to read the text. They should choose the correct grammar tense.

Answer key: *1) is; 2) do you know; 3) was; 4) were; 5) playing; 6) studied; 7) was working; 8) invented; 9) built; 10) created; 11) didn't make; 12) works; 13) live; 14) has; 15) gave; 16) came*

Activity 4b Read and complete the box. *7 min*
Objective: to develop reading for details

Ask the pupils to read the text and write missing information.

Homework *2 min*

Answer key for Homework 1a: *1b, 2d, 3a, 4e, 5c*
Answer key for Homework 1b: *1) took out; 2) pick up; 3) turn on; 4) switched off; 5) put away; 6) turn down*

LESSON 5 Just like humans

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to read for gist; - to enable pupils to listen for details *Socio-cultural:* - to raise awareness about electronic devices; - to raise awareness about abilities of robots *Critical thinking:* - analysing	By the end of the lesson, pupils will be able to talk about robots and their abilities.	*Familiar words:* human, robot, dangerous, useful, look like, design, prize, competition	Textbook; the DVD of the book

Homework checking *5 min*

The pupils work in pairs to check the answers.

Activity 1 Work in pairs. Think about this quotation. Do you agree?
Objective: to develop critical thinking *5 min*

Ask the pupils to read and understand what the quotation means.

Activity 2a Work in pairs. Answer the questions. *5 min*
Objectives: to develop speaking; to activate prior knowledge; to prepare for the next activity

Ask the pupils to work in pairs. They ask and answer the questions.

Activity 2b Read and check your answers. Complete the sentences with the phrases.
Objectives: to develop reading for gist; *8 min*
to develop analytical reading

Ask the pupils to read the text and find the answers.

Explain to them that they should use the missing phrases according to the context and grammar.

Answer key: *1) make our lives much safer; 2) On the engineering side; 3) to help people; 4) It helps people; 5) or do any other human activity*

Activity 3a Work in pairs or in groups. Match the robots and pictures.
Objectives: to develop critical thinking; *4 min*
to prepare for the next activity

Ask the pupils to look at the pictures and guess the robots' names.

Answer key: *a) BEAR; b) BINA48; c) Morpheus; d) FEDOR; e) ASIMO; f) Atlas*

Activity 3b Work in pairs or in groups. Match the robots and what they will do. *8 min*
Objectives: to develop critical thinking; to develop speaking; to develop reading for gist

Ask the pupils to read and decide what each robot can do.

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

Activity 3c Listen and check. *4 min*
Objective: to develop listening for details

Ask the pupils to listen and check their answers.

DVD script:

1) BEAR

A robot, known as the BEAR is used as an android to save people in dangerous situations without risking anyone else's life. It is able to carry heavy objects over long distances. BEAR can be easily controlled by a remote. BEAR can lift up to 236 kilograms and it can see the environment at night with optical cameras. It was constructed in 2011.

2) BINA48

Since 2014 the android BINA48 has had the title of the most human-like android ever made. BINA48 was made after the real person, Bina Aspen. Bina's thinking, memories, emotions, and feelings were downloaded into the android. BINA48 now has the ability to hold conversations on a number of topics using the actual Bina's manners. BINA48 also has the ability to learn, and her vocabulary and knowledge grows each day when she communicates with other humans.

3) Atlas

In 2013, one of the most technologically modern robots appeared. Known as Atlas, the robot stands almost two meters tall and weighs about 150 kilograms. The robot was made to be a humanoid helper in dangerous situations like at an atomic electric power plant. While Atlas looks like Terminator, things get even frightening when you realize what it can do

with its 28 joints, arms, legs, head, body and a computer inside. Atlas can not only see its environment, it can climb a ladder and drive a car.

4) Morpheus

Imagine that you could control an android just using your mind! These mind-control technologies are used in a small robot known as Morpheus. It is NASA's project. It was introduced in 2012. Some electrodes are fixed into the operator's head. Scientists think that Morpheus will be able to be a good companion and help many people.

5) ASIMO

ASIMO was shown in October 2000. It stands just 1.3 meters tall and weighs 54 kilograms. The robot was designed to be a personal assistant, help those people who can't help themselves. It uses a battery and, while it doesn't have a mind of its own, it can be controlled by a computer, or voice signals. ASIMO also has the ability to see different people by their gestures, sounds, and even faces. ASIMO turns its face to you when you walk in a room and shake your hand if you put it out first. It can even memorize up to 10 people.

6) FEDOR

FEDOR is a Russian humanoid robot that is controlled by an operator and also it can perform some actions itself. It was developed to do a lot of things from helping people, driving cars and flying into space. It can answer questions and make conversations, and even tell jokes, although only in Russian at the moment. On 22 August 2019, FEDOR, a 180 centimetres tall robot was sent to the International Space Station (ISS). It spent a week and a half in the ISS. In the future such robots will do work which is dangerous for humans, such as activities and operations on solar system objects.

Activity 4 Work in pairs. Read and answer the questions. *4 min*
Objective: to develop speaking

Ask the pupils to look at the advertisement and answer the questions. Explain that they will check their answers in the homework.

Homework *2 min*

LESSON 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Developing: - to enable pupils to talk and write about inventions; - to enable pupils to make presentations *Critical thinking:* - analyzing; - activating prior knowledge	By the end of the lesson, pupils will be able to talk and write about inventions.	*Familiar words:* words related to inventions	Textbook; the DVD of the book

Homework checking *5 min*

Activity 1 Work in pairs. Write the sentences. *15 min*

Objectives: to practise making sentences using topic-related words; to prepare for the net activity

Ask the pupils to work in pairs and make sentences about mirrors, tin-cans and post-it-notes with the help of the given verbs.

Activity 2 Work in groups of 4/5. Make a presentation 'The most important/useful invention'. *23 min*

Objective: to develop presentation skills

STEP 1: Ask the pupils to make groups of 4/5. Explain that they are going to make a presentation on the topic 'The most important/useful invention'. Explain that they can use the information about mirrors, post-it notes, tin-cans to prepare their presentations or find information from the unit or from other sources.

STEP 2: Ask the groups to make presentations. The groups in turn make presentations and explain why the invention is the most important/useful.

Homework *2 min*

Ask the pupils to read at home the text *Amelia Earhart: First Woman to Fly Alone Across the Atlantic* and get ready for a class discussion.

HOME READING 7 *43 min*

Objectives: to develop the 21st century skills – critical thinking, creativity, innovation and information literacy; to develop understanding that people should overcome difficulties in their lives to achieve something

STEP 1: Ask the pupils to read the text *Amelia Earhart: First Woman to Fly Alone Across the Atlantic* one more time.

STEP 2: Ask questions for understanding, for example: *When and where was Amelia Earhart born? What kind of girls were Amelia and her sister Muriel? What happened when Amelia was preparing to enter a university? etc.*

STEP 3: Have a class discussion on the topic: "Why is Amelia Earhart is still taken as an example of female heroism?"

Homework *2 min*

Ask the pupils to get prepared for Progress Check 5.

PROGRESS CHECK 5 *45 min*

LISTENING

1 Listen and choose the correct answer. *(7x2=14)*

DVD script:

Reporter: Welcome to 'Strange but true'. First on our programme today – interviews with people who think they've seen something veeeeery straaaaange. Good morning, Mrs Brown. You saw a UFO last week. Can you tell us about it?

Mrs Brown: We were driving along the road. It was almost midnight. Then it happened. First we heard a loud noise. And then a big, bright silver object flew low over our car. And the car stopped. Then as we

watched, the object went straight up into the sky and disappeared.

Reporter: Why do you think it was a UFO?

Mrs. Brown: It looked strange. It wasn't like anything we've ever seen before so I think perhaps it was a UFO.

Reporter: And what about you, Mr Salter? Did you see the same thing?

Mr Salter: No, it wasn't the same. It was a long thing – like a fat cigar and about the size of a large airplane. It had lots of windows and there were lights on in the windows. From out of the back of the plane there was a long line of reddish-orangish fire and at the front too. The thing flew at tree top level and I saw it very clearly because it was just a few metres away. We all saw it – I was with my family. It was so close that my cousin said: 'If there were anybody in the UFO near the windows, I would see them.'

Reporter: Why do you think it was a UFO?

Mr Salter: Well, the next morning we heard it was a meteor. But meteors don't have windows and turn corners like it did. That's why I think maybe it was a UFO. The only other possible explanation is that the army is secretly testing a new plane and they aren't telling us about it.

Reporter: Well, what do you think, listeners – that's two possible UFOs. Our last guest today is Mrs Graves. Let's find out what she saw.

Mrs Graves: Well, we were driving home after seeing our relatives. We were in the countryside. Suddenly everything was quiet and this round silver object flew low over the car. It seemed to land a little way away from us but we didn't see anyone get out. I don't know what it was. You know lots of people in our world would like to be tourists in space. I myself would like to go on a trip to the Moon and look at Earth and other planets from space. I think it could have been a tourist ship from another planet. I've heard that the Japanese have already designed a space hotel and a spaceship for tourists. So maybe this was one from another planet coming to have a look at earth?

Mrs Brown saw...

1) a UFO...
   a) in the morning b) in the afternoon c) at night
2) a UFO which was
   a) big, bright silver b) small, bright silver c) long, bright

Mr Salter saw ...

3) a UFO which looked like...
   a) the same b) a long cigar c) a big airplane
4) a UFO when he was...
   a) alone b) with his family c) with his friend
5) that ...
   a) there were humans in the windows b) there was a meteor
   c) there was light in the windows

Mrs Graves...

6) saw that the UFO was...
   a) long bright b) round silver c) long silver
7) thought that the UFO was

a) a secretly tested plane b) a tourist spaceship from Japan
c) a tourist spaceship from another planet

Answer key: *1c, 2a, 3b, 4b, 5c, 6b, 7c*

VOCABULARY

2 Write the answers to the questions about you. *(3x2=6)*

How do you feel when ...
a) you are late for school? **e.g.** *It makes me nervous.*
b) you get a good mark?
c) your friend doesn't help you?
d) you have done a difficult exercise?

GRAMMAR

3 Choose the correct modal verb. *(7x2=14)*

1) You *can/must be* hungry, you haven't eaten for 10 hours!
2) You *can't/couldn't be* at school now. I see you in a café.
3) Where's the dog? It *may/should be* in the kitchen or outside.
4) It *mustn't/can't be* the battery problem – I recharged it yesterday.
5) There *could/must be* life on other planets.
6) If I were you, I *would/will* buy an e-book reader.
7) If I were him, I *will/would* travel more.

Answer key: 1) must; 2) can't; 3) may; 4) can't; 5) could; 6) would; 7) would

READING

4 Read and say True or False. *(8x2=16)*

The planet Pluto was opened in 1930. It was named by an 11-year old girl from England. Since then many people grew up thinking that Pluto was the ninth planet of the Solar System. Its diameter is only 2,372 km. It is so far from earth that the most powerful telescopes could only show Pluto as a grey image in the Kuiper belt. The Kuiper belt is home to hundreds of thousands of icy, rocky objects, many bigger than 100 km across and over 1 trillion or more comets. Since 2006, little Pluto is no longer a main planet but a dwarf planet because of its size. Pluto is the largest dwarf planet discovered so far.

Pluto is smaller than our moon and it is a strange world that has valleys, plains, mountains, and possibly ice. It has five moons and the biggest moon is Charon, which is almost half the size of Pluto. The temperature on its surface is -229 degrees C. It is thanks to the New Horizon spaceship that we have learned so much about Pluto and its hard area. New Horizon also showed that Pluto's area has mountains as tall as 3,500 m which are close to the size of Earth's Rocky Mountains in the USA.

One day on Pluto takes about 153 hours. For Pluto it takes 246 earth days to make a full orbit of the sun. Sunlight on Pluto looks like moonlight on Earth.

1) Pluto was known by the scientists before 1930.
2) Pluto was a girl's name.
3) Pluto's diameter is more than 2000 km.
4) The Kuiper belt consists of rocks, comets and planets.

5) After 2006 Pluto has been called a dwarf planet.
6) The moon is bigger than Pluto.
7) The New Horizon spaceship discovered Pluto's area.
8) The sunlight is very bright on Pluto.

Answer key: *1F, 2F, 3T, 4F, 5T, 6T, 7T, 8F*

Total = 50 points

The list of new active and passive vocabulary

UNIT 7 (Lessons 1–6)		
accompany *v*	distance-controlled *adj*	leading *adj*
be accompanied by smb.	document *n*	lense *n*
administration *n*	drop *n*, *v*	lift *v*
aerospace *adj*	electric power plant	limit *n*
air conditioner *n*+*n*	electrode *n*	madrasah *n*
architectural *adj*	engineering *n*	manager *n*
argument *n*	equipment *n*	Mars *n*
assistant *n*	everyone *pron*	Massachusetts *n*
astronomical *adj*	exploration *n*	matter *n*
astronomy *n*	explore *v*	memorize *v*
astrophysicist *n*	fear *v*	memory stick *n*+*n*
astrophysics *n*	file *n*	mentor *n*
atomic *adj*	fix *v*	microwave *adj*
attach *v*	flight *n*	mind-control *adj*
ballpoint pen *adj*+*n*	folder *n*	mistake *n*
battery *n*	framework *n*	moreover *adv*
believe *v*	freshwater *adj*	MP3 player *n*+*n*
beneficial *adj*	gadget *n*	NASA = National
the Big Bang *adj*+*n*	games console *n*+*n*	Aeronautics and
biology *n*	Geneva *n*	Space Administration
both ... and ...	gesture *n*	nation *n*
camcorder *n*	get lost	natural *adj*
can *n*	go online *v*+*adv*	needle *n*
can-opener *n*	grandson *n*	the Netherlands *n*
carefully *adv*	hard disk recorder *n*+*n*	next *adj*
certainly *adv*	HD TV *adj*+*n*	notebook *n*
certainty *n*	heat *n*	observation *n*
challenge *n*	high-quality *adj*	observatory *n*
charge *v*	horizontal *adj*	operation *n*
chemist *n*	in general *adv*	operator *n*
chemistry *n*	in the end	optical *adj*
choice *n*	Indian *adj*	orbit *n*
comment *n*	innovative *adj*	oven *n*
compass *n*	invention *n*	over *prep*
construction *n*	involve *v*	patent *n, v*
cooperation *n*	Islamic *adj*	physics *n*
curved *adj*	knighthood *n*	pick up *phr.v*
damage *v*	lack *n*	piloted *adj*
describe *v*	ladder *n*	plug in *phr.v*
despite *prep*	laptop *n*	pop-up toaster *n*
direction *n*	large *adj*	post *v*

post-it note *n* practical *adj* prediction *n* print *v* project *n* pros and cons push out *phr.v* put away *phr.v* quartz *n* quotation *n* react *v* research *n* robotics *n* safe *adj* satellite TV *n+n* satnav (GPS) *n* scan *v* science *n* Scotch tape *n* senior *n* server *n*	simple *adj* simply *adv* skill *n* Southampton *n* spaceflight *n* spaceman *n* spaceship *n* store data *v+n* successfully *adv* surf on the Net switch off *phr.v* switch on *phr.v* Switzerland *n* tablet PC *n+n* take off *phr.v* take out *phr.v* techie *n* technologic(al) *adj* telecommunication *n* telescope *n* thank *v*	till *conj* tin-can *n* tool *n* transportation *n* traveller *n* turn down *phr.v* turn up *phr.v* uncertainty *n* universe *n* unmanned *adj* upload *v* vertical *adj* video clip *n* web browser *n* whether *conj* within the framework of smth. World Wide Web *n* zoology *n*
HOME READING 7		
airfield *n* airplane *n* the Atlantic *n* attempt *v* biplane *n* crew *n* declare *v* distance *n* earn *v* eastern *adj* engine *n* enter *v* expert *n* force *v*	honour *n* in honour of Howland Island *n* Kansas *n* lady *n* license *n* lost *adj* machinery *n* male *n* minor *adj* navy *n* nearby *adv* New Guinea *n* passenger *n*	permit *v* Red Cross *n* set *n* shock *v* signal *n* silence *n* treat *v* trouble *n* warn (of) *v* weak *adj* wing *n* World War One wounded *adj*

UNIT 8 Painting and sculptures

Inquiry question:

What do people want to say through paintings and sculptures?

Inquiry theme:

To understand why people from ancient times wanted to express themselves through art

In this unit you will ...

- ✓ listen and complete the table
- ✓ read about the wonders of the world

- ✓ read and identify genres of painting, true or false information
- ✓ discuss what people wanted to say through their paintings and sculptures
- ✓ write a picture review
- ✓ make a presentation about the person they would like to see in Madam Tussaud's museum

Academic skills:

- ✓ listening for details
- ✓ listening for specific information
- ✓ expressing opinions
- ✓ giving reasons
- ✓ guessing meaning from context

Critical thinking:

- ✓ recalling information
- ✓ categorizing information
- ✓ inferring
- ✓ activating prior knowledge
- ✓ identifying speculations
- ✓ understanding attitudes towards traditional and modern art

LESSON 1 What do they want to say?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to listen and read for specific information; - to enable pupils to express their opinion *Socio-cultural:* - to raise awareness about objects we use every day *Critical thinking:* - identifying speculations - interpreting	By the end of the lesson, pupils will be able to give advice how to choose a course to create art.	*Familiar words:* paint, create, art, holidays, drawing, style, pictures, fashion designer, photography, artwork, film	Textbook; the DVD of the book

Activity 1 Work in pairs. Read and think what these quotations mean.
Objectives: to introduce the topic; to develop critical thinking *7 min*

Ask the pupils to work in pairs. They should read and interpret the quotations of two famous painters.

Activity 2 Work in pairs. Read and choose the best answer. *6 min*
Objectives: to develop reading for specific information;
to activate previous knowledge

Ask the pupils to work in pairs. They read the questions and choose the correct answer.

Answer key: *1a, 2c, 3c*

Activity 3a Work in pairs. Listen to why people create art. Match the speakers and sentences. *6 min*

Objective: to develop listening for gist

Ask the pupils to work in pairs. They listen and try to understand the main idea of each speaker and match it with a written sentence.

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

DVD script:

Art, in its many forms, exists in every community, every culture, and every country. Art has been created since prehistorical times. Why do people create art?

1) Many artists enjoy the fun of mixing colours on the palette wasting away time in a studio with favourite music playing, the feel of clay between the fingers, etc.

2) Some pieces of art are very personal. It is a way to make thoughts and memories open.

Art allows us to express things which can't be explained with words. When I listen to somebody making music, I often get a feeling or an imagination about how this person might be. Or if one says "I'm angry", it's just a kind of feeling of how this person really feels. Art can express something like this much deeper than any explanation could.

3) Many artists paint, sculpt, photograph, etc. to have some sort of effect on the viewer. They are hoping for a reaction, whether that be positive or negative. Vincent Van Gogh felt this way about painting, as we learn from his famous quote "I want to touch people with my art. I want them to say 'he feels deeply'."

4) People have no choice because everything is created and everything that is created is art. I cannot see the difference between making a cup of tea or painting a picture for they are both created and both art. Every culture has art. Like language and laughter, art is a fundamental human character. Put very simply, art is a part of who we are. We need art because it makes us complete humans.

5) Art, like language, is a medium to express ideas and to share information. Art offers us a method to communicate what we may not necessarily fully understand or know how to express. Art helps us to share thoughts, ideas and visions that may not be able to be explained by any other way. As the saying goes, "Life imitates art". Art shows us what may be possible, and we can then work towards those new ideas until the point comes where we can put them into our experience.

6) Art is a history lesson, a historical record, a preservation of culture, and an autobiography all in one. Art documents events and experiences and allows us to richer understand history. Art reflects cultural values, beliefs and identity, and helps preserve the many different communities

that make up our world. Art records our own lives and experiences over time. We need art to understand and share our individual and shared history.

7) While beautiful scenes are sights to look at, they become a new creation altogether when turned into art. When Vincent Van Gogh was spending time in the sanatorium, he created the view outside his window, which is now the famous Starry Night. Most of the people make art to document nature, a landscape or a city.

Activity 3b Work in small groups. Give your ideas why people create art. *8 min*

Objective: to develop speaking

They could choose and talk about a certain thing, for example, a picture, a photo, a monument, etc.

Activity 4a Work in groups of 4/5. Read and choose a course for each person. One course is extra. *9 min*

Objectives: to develop reading for specific information; to develop speaking; to enable pupils to work cooperatively

Ask the pupils to work in groups of 4/5. Allocate people to the groups. Each group must identify the best course for their person.

Answer key: *Tim f, Kathy a, Paul b, Wendy d , Marry c*

Activity 4b Report. *7 min*

Objectives: to develop speaking; to enable pupils to work cooperatively

A pupil from each group reports about their person.

Homework *2 min*

The pupils write own answers to the following questions:

1) What do you enjoy taking photos of? What photos have you got on your phone?

2) In your opinion, is photography a form of art? Why? Why not?

3) What photos, pictures, paintings or posters do you have on your walls at home?

4) Are you good at drawing? What do you like to draw?

5) What do you think is the most beautiful work of art in the world?

LESSON 2 What's this museum famous for?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to activate old knowledge in their speech; - to enable pupils to learn and use new words;	By the end of the lesson, pupils will be able to talk about museums.	*New words:* craftsman, fine art, applied art, calligraphy, lacquer, miniature,	Textbook; the DVD of the book

- to enable pupils to listen for details; - to enable pupils to read for specific information *Socio-cultural:* - to raise awareness about museums *Critical thinking:* - guessing meaning from context; - activating prior knowledge		porcelain, numismatics *Familiar words:* talent, decoration, Islamic, custom, souvenir, museum	

Homework checking *5 min*

The pupils work in pairs to check homework.

Activity 1a Work in pairs. Think what you can see in a museum. *6 min*
Objective: to activate prior knowledge

Ask the pupils to work in pairs. They talk about what people can see in museums.

Activity 1b Work in pairs. Match the words and explanations. Listen and repeat the new words. *5 min*
Objective: to introduce the new words

Ask the pupils to work in pairs. They should find out the meaning of the new words. Then ask them to listen and repeat them.

Answer key: *1h, 2d, 3f, 4a, 5e, 6b, 7g, 8c*

Activity 2 Work in pairs. Read and put the phrases in the correct place. *7 min*
Objective: to develop analytical reading

Ask the pupils to work in pairs. They read and choose the missing phrases to complete the sentences. Explain to them that they should choose according to the context and grammar.

Answer key:

1) That is why craftsmen started including ornaments, patterns and calligraphy.
2) ... only at the end of the 20th century it appeared again.
3) The favourite subjects of the artists...
4) Uzbek miniature paintings...
5) Today, lacquered items are not only ...

Activity 3a Work in pairs. Look at the museums in the pictures. Match the museums and their descriptions in the table.
Objective: to develop reading for specific information *6 min*

Ask the pupils to work in pairs. They read and identify the museums.

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

Activity 3b Listen and complete the table with the dates. *6 min*
Objective: to develop listening for details

Ask the pupils to listen to the text and complete the table with the dates.

Answer key:

museum	was founded in ...	famous for ...
1) The State Art Museum of Uzbekistan, Tashkent	1876	b) There are mostly paintings and drawings by Russian and Western European artists, sculptures, furniture and porcelain.
2) The State Museum of Applied Arts of Uzbekistan, Tashkent	1927	d) In the museum there are more than 7,000 objects of applied art: handmade embroidery, duppis, jewellery, carpets and other exhibits.
3) The State Museum of Arts of the Republic of Karakalpakstan, Nukus	1966	a) It has the best collection in the Asian region and the world's second-largest collection of Russian avant-garde.
4) The State Museum of History of Uzbekistan, Tashkent	1876	c) The museum has over 250,000 objects, including archaeological, numismatic and historical things showing Uzbek history from the earliest times of 8000 years ago up to the present days.

DVD script:

1) The State Art Museum of Uzbekistan is the largest state art museum in Uzbekistan. It was founded in1876. There are mostly paintings and drawings by Russian and Western European artists, sculptures, furniture and porcelain. There are also works by Uzbekistan artists, including works of Usto Mumin, Pavel Benkov and Leo Bure. Museum collections are divided into four departments: national applied art of Uzbekistan, fine arts of Uzbekistan, Russian and Western art, Far East art.

2) The State Museum of Applied Arts of Uzbekistan is the place, where the best pieces of applied art of Uzbekistan are collected. It was founded in 1927. In the museum there are more than 7,000 objects of applied art: handmade embroidery, duppis, jewellery, carpets and other exhibits. There are two gift shops, where you can buy a lot of things: a painting or miniature, porcelain, carpets, embroidery and national clothes and also gold and silver decorations made by modern Uzbek masters.

3) The State Museum of Arts of the Republic of Karakalpakstan is named after Igor Savitsky. It was founded in 1966. It has the best collection in the Asian region and the world's second-largest collection of Russian avant-garde. Igor Savitsky collected 50.000 units of avant-garde works. Now the museum collection has over 90,000 objects, including a collection of the art of ancient Khorezm and excellent copies of some

pictures of Louvre in Paris. The Savitsky Museum is in the list of UNESCO organization.

4) The State Museum of History of Uzbekistan, one of the oldest museums of Central Asia, was founded in 1876. The museum has over 250,000 objects, including archeological, numismatic and historical things showing Uzbek history from the earliest times of 8000 years ago up to the present days. The museum numismatic collections are extremely important. Coins of the Akhaemenids, Alexander the Great, Greek-Bactrian kings, Kushan, Khoresm, Sogd, Chach are presented in the collection.

Activity 4 Work in pairs or in groups of three. Tell about the museum you have been to recently or you would like to visit.

Objective: to develop speaking *8 min*

Ask the pupils to work in pairs. They talk about a museum they have been to.

Homework *2 min*

Answer key for Homework 1:

1) centre; 2) things; 3) founded; 4) storeys; 5) paintings; 6) presented; 7) instruments

Answer key for Homework 2:

1) What were Uzbek craftsmen famous for?
2) What images did the craftsmen use to decorate buildings in the 9th century? Why?
3) When was Uzbek lacquer miniature painting formed?
4) What is Akhmad Donish famous for?
5) What are favourite subjects of Uzbek miniature paintings?
6) Does Uzbek miniature painting belong to applied art or fine art? Why?

LESSON 3 What genre is this picture?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to activate old knowledge in their speech; - to enable pupils to talk about genres of paintings; - to enable pupils to listen for specific information *Socio-cultural:* - to raise awareness about famous paintings and museums *Critical thinking:* - activating prior knowledge	By the end of the lesson, pupils will be able to talk about famous pictures.	*New words:* still life (plural: still lifes), religious *Familiar words:* genre, painting, traditional, modern, nature, museum	Textbook; the DVD of the book

Homework checking *5 min*

The pupils work in pairs to check homework.

Activity 1 Work in pairs. Answer the questions. *5 min*
Objective: to activate prior knowledge

Ask the pupils to work in pairs. They ask and answer the questions.

Possible answer:

A genre is a particular type or style of art, literature, film, or music that you can recognize because of its special features. Identifying the genre of a painting is similar to identifying the genre of a film. Although modern art has given us a lot of new genres, there are five traditional genres of paintings and modern art. These are genres that have been recognized for hundreds of years. They are: history painting, portrait, genre painting, landscape and still life.

Activity 2a Work in pairs. Look up the new words. Listen and repeat.
Objective: to introduce the new words *4 min*

Ask the pupils to work in pairs. They find the meaning of the new words. Then they listen and repeat.

Activity 2b Work in pairs. Look, read and match. *7 min*
Objective: to develop reading for specific information

Ask the pupils to work in pairs. They read the descriptions of the pictures and try to recognize them.

Answer key: *1E, 2C, 3D, 4B, 5F, 6A*

Activity 3 Work in pairs. Ask and answer about the pictures. *8 min*
Objective: to develop speaking

Ask the pupils to work in pairs. They talk about the pictures using the questions as a plan.

Activity 4a Work in pairs. Listen to the dialogue and write about favourite art style, artist or picture. *5 min*
Objective: to develop listening for specific information

Ask the pupils to work in pairs. They listen to the dialogue and complete the first two columns of the table.

DVD script:

Nilufar: Hi Abror. What are you doing now? Would you like to go to the city museum with me?

Abror: Sounds good ... Let's go to the museum ... oh what about going to an art gallery? I know you are a fan of art, right? There is an art gallery on the second floor.

Nilufar: Yes ... great. I love modern art and my favourite artist is world-famous Claude Monet ... But I like young and not famous artists too. They are sometimes very unusual and beautiful. Do you like traditional or modern art?

Abror: Oh ... It doesn't matter. I like beautiful pictures ... and traditional genre painting is my favourite. I like to think about people in the picture, about their life and what the artist wanted to tell us.

Nilufar: You look like a real fan of art, don't you?

Abror: Yea ... When I go to other places I always visit a museum or an art gallery there. My dream is to look at original 'Mona Lisa' by Leonardo da Vinci.

Nilufar: I hope your dream will come true. I have a dream too. I'd like to visit the Museum of Modern Art or MoMA in New York. It was founded in 1929 and then it only had eight pictures. Now there are more than 200 000 works from paintings, sculptures, and drawings to photographs, films, and even performance art pieces.

Abror: Wow... interesting ... I'd like to visit the British Museum in London. It was founded in 1753. It's a museum of human history and culture from the ancient times to the present. There are more than 7 million objects from all continents.

Nilufar: Sounds great. I think we'll be able to visit these museums one day. Our city museum isn't a world-famous one but there are a lot of interesting things to look at.

Abror: Right ... Let's go.

Activity 4b Listen one more time and write about the museums. *4 min*
Objective: to develop listening for specific information

Ask the pupils to work in pairs. They listen to the dialogue one more time and complete the third column of the table.

Answer key:

	art style	favourite artist/ picture	what museum/when it was founded
Nilufar	modern art	Claude Monet	the Museum of Modern Art or MoMA in New York / 1929
Abror	traditional genre painting	'Mona Lisa' by Leonardo da Vinci	the British Museum in London / 1753

Activity 4c Work in pairs. Say who says the sentences. *5 min*
Objectives: to develop speaking; to enable pupils to express opinion

Ask the pupils to work in pairs. They read the statements and guess which speaker told that.

Answer key: *1) Abror; 2) Nilufar; 3) Nilufar; 4) Abror; 5) Abror; 6) Abror; 7) Nilufar; 8) Nilufar*

Homework *2 min*

Answer key: *1) going; 2) understand; 3) wants; 4) creative; 5) photography; 6) got broken; 7) good; 8) feelings; 9) helps; 10) understand*

LESSON 4 What's your favourite picture?

Aims	Learning outcomes	Vocabulary and structure	Required equip-ment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to activate old knowledge in their speech; - to enable pupils to write a review of a picture; - to enable pupils to listen for details *Socio-cultural:* - to raise awareness about pictures *Critical thinking:* - activating prior knowledge	By the end of the lesson, pupils will be able to write a review of a picture.	*New words:* academic *(n, adj)*, the Koran, purity (pure), symbol (symbolize), angel, headscarf *(pl headscarves)* *Familiar words:* gallery, paint, portrait, opinion, clothes, genre	Textbook; the DVD of the book

Homework checking *5 min*

The pupils work in pairs to check homework.

Activity 1 Work in pairs. Answer the questions. *6 min*
Objective: to enable pupils to activate previous knowledge

Ask the pupils to work in pairs. They ask and answer the questions about galleries and favourite pictures.

Activity 2a Work in pairs. Look up the new words. Listen and repeat.
Objective: to introduce new words *5 min*

Ask the pupils to work in pairs. They find out the meaning of the new words. Then the pupils listen and repeat.

Activity 2b Listen to the interview with a famous artist of Uzbekistan. Choose the correct answer to the questions. *9 min*
Objective: to develop listening for specific information

The pupils listen and choose the correct answer.

Answer key: *1b, 2a, 3b, 4: 1) c, 2) a, 3) b, 5b, 6a, 7b*

DVD script:

Akmal Nur (Nuriddinov) is one of the best-known artists of Uzbekistan and abroad. He was born in 1959 in Namangan city. In 1997, Akmal Nur became an academic, the chairperson of the Academy of Arts of Uzbekistan. And in 2003, he was given the title of People's Artist of Uzbekistan. Akmal Nur tells about his career in the interview to the journalist of Advantour.com.

– What are you looking for and what are you trying to find in your creative work?

– I've spent all my life to find out myself in my works. Generally

speaking, I believe that every creative person should try to find himself. Unfortunately, at times, we are wasting a lot of time.

– What are you working at now?

– Now I'm working at the picture of a woman with a child. This woman is pure like an angel. She wants her child to be healthy and clever, and she asks God for it. And the sentences from the Koran are written in the picture.

– Your works are full of love, aren't they?

– Any master should always be in love. As Al Arabi says: "Wherever you are, keep yourself in the state of love". As an artist I'm looking for God in a female. For example, I never take portraits, but I always try to look deeper into the person. I need to show my feelings.

– Every artist has his own secret symbols in his works. Please, share your secret of your symbols with us.

– Symbols in my pictures are mostly coming with my feelings. But in the East, bread is a symbol of God. There are some other symbols: an apple symbolizes life and youth, and fish is a symbol of purity. The picture "The World inside Me", for example, shows a shape of a fish, and a young girl inside it. This picture symbolizes beauty and purity for me.

– Do you often go to other countries? What country was the most interesting?

– I do not go often abroad. I remember especially a trip to Venice. At that time Venice seemed to me as the name of a beautiful girl. But I was most impressed by India. In 1992,I visited India and created a lot of works about that country. By the way, it was in India where I took the nickname Akmal Nur. Before this,I was Akmal Nuriddinov. Once an artist in India asked me, "Why is your surname Nuriddinov? According to oriental rule your name should sound like Akmal Nuriddin or Akmal Nur because there is religion and light in your works". I agreed and since1992 I began using the name Akmal Nur on my pictures.

– And what helps you create your works?

– My country Uzbekistan. The people and language is special here. I started creating the pictures of women in white headscarves. For me, a white headscarf is a symbol of purity.

– What's important for developing of fine arts in Uzbekistan?

– I'd like to say that we have a good school of painting here in Uzbekistan. This fact is known not only in our country but also in the world. Nowadays we like the European art school but we must have our national Uzbek school. As Chairperson of the Academy of Arts, I am fighting for bringing back the oriental school of fine arts. It will give Uzbek artists the opportunity to get academic knowledge of the ancient oriental traditions.

Activity 3a Work in pairs. Ask and answer questions about the picture.
Objectives: to develop speaking; to prepare for the next activity *7 min*

Ask the pupils to work in pairs. They look at the picture, ask and answer questions.

Activity 3b Work in pairs. Write a review of the picture. *11 min*
Objective: to develop writing

Ask the pupils to work in pairs. They write a review of the picture and use the questions as a plan.

Possible answer:

This is the picture "The Morning Walk" painted by Thomas Gainsborough in 1785. This is a portrait of two young people: a woman and a man in old fashioned clothes. The figure of the woman is in the centre. The woman is pretty and slim. She has blue eyes and thick curly golden hair. She is wearing a beautiful long light dress with a black belt and a big black hat. The man is tall and handsome. He has a black suit and short trousers on. His eyes are dark, he looks important. They are walking under a tree with a white dog. They are looking at something on the right. The people may be in a garden or in a park. The picture has dark colours but there is a piece of bright blue sky in the background. Perhaps it is early morning in the summer or spring. Both people look calm and happy. I think they are married or going to get married. The artist is very talented and we can see a lot of details in the picture. I like this picture because it makes me feel calm and peaceful.

Homework *2 min*

Answer key for Homework 1: *Pupils own answers.*
Answer key for Homework 2: *1) pure; 2) purity; 3) symbol; 4) symbolizes; 5) created; 6) creative*

LESSON 5 Do modern sculptures have meaning?

Aims	Learning outcomes	Vocabulary and structure	Required equip-ment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to learn and use new words; - to enable pupils to give an opinion about sculptures; - to enable pupils to listen for specific information *Socio-cultural:* - to raise awareness about sculptures *Critical thinking:* - activating prior knowledge	By the end of the lesson, pupils will be able to talk about sculp-tures.	*New words:* unkind, be angry (with/at) *Familiar words:* museum, famous, human, monument, take care, nature, important, problem	Textbook; the DVD of the book

Homework checking *5 min*

The pupils work in pairs to check homework.

Activity 1 Work in pairs. Answer the questions. *5 min*
Objective: to activate prior knowledge

Ask the pupils to work in pairs. They ask and answer the questions.

Activity 2a Listen and repeat the new words. *4 min*
Objectives: to introduce the new words; to prepare for the next activity

Ask the pupils to look up the new words. Then ask them to listen and repeat the new words after you.

Activity 2b Work in pairs. Match the statues and their descriptions.
Objective: to develop reading for specific information *6 min*

Ask the pupils to work in pairs. They read the descriptions and match them with the pictures.

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

Activity 2c Listen and check. *5 min*
Objective: to develop listening for specific information

Ask the pupils to listen and check their answers.

DVD script:

1) This sculpture is called Caring Hand. Eva Oertli and Beat Huber are the names of the sculptors. The sculpture is located in a beautiful city of Glarus, Switzerland. It was created as a message to show how important nature is. People must think of how to take care of the beauty all around them.

2) This work by British sculptor Gali May Lucas shows how people use smartphones in their everyday life. Three figures are sitting on a bench in the ordinary smartphone-user position and texting. The screens give light to their faces. The artist's idea is to send a message that people are looking at mobile phones all the time. The electronic devices give us information, but we stop thinking about the real world.

3) This sculpture shows us a figure of a man that is standing, with his hands in his pockets, and crying. If you get closer to the figure, you will see that there is real water running down his cheeks. This sculpture-fountain was created by the artist Marie-Louise Ekman and is called "The Swedish Language". The message of the sculpture is that people in the modern world have a lot of problems, but they should stay strong.

4) 26 figures of children is one of the brightest monuments of the Underwater Sculpture Park in Grenada, Spain. The statues have become a man-made home for sea animals and plants. The circle of children shows the life cycle and that humans must take care of the nature for the best future of children.

5) This art monument in Belgium is called "The Skyscraper". This is a very tall whale which consists of 5 tons of sea plastic that was collected in just 4 months. It has plastic packets, bottles, toys and even chairs and other things. According to the scientists, up to 10 million tons of plastic comes into the sea each year. It shows a problem of the dirty ocean to people and the fact that plastic may kill a lot of sea animals. We must keep rivers, seas and oceans clean.

6) At one of the Moscow Metro stations there is an unusual monument in the hall. The monument is about a dog whose name was Malchik. For three years the dog lived at the station when a 22-year-old woman killed

it. When it was killed, a lot of people were angry and the woman was taken by the police. People collected money and the sculptor Alexandr Tsigal made the monument in 2007. The sentence on the monument says that humans must not be cruel to animals.

Activity 3 Work in pairs or groups of three. Discuss the questions.
Objective: to develop speaking *8 min*

Ask the pupils to work in pairs or groups of three. Using the words and phrases in the box, they answer the questions about the sculptures in Activity 2b.

Activity 4a Work in pairs. Read and write T for True, F for False and NG for Not Given. *5 min*
Objective: to develop reading for details

Ask the pupils to work in pairs. They read and write if the sentences are True, False or Not Given.

Answer key: *1) NG; 2) NG; 3) F; 4) F; 5) NG; 6) F; 7) T; 8) T*

Activity 4b Work in pairs. Say who you would like to see at Madame Tussaud's and why. *5 min*
Objective: to develop speaking

Ask the pupils to work in pairs. They choose and talk about the people in Activity 4a.

Homework *2 min*

Answer key for Homework 1: *1) paintings; 2) painting; 3) painted; 4) painting; 5) paints*

Answer key for Homework 2:

Active voice	Passive voice
Marie Tussaud made a lot of wax models.	A lot of wax models were made by Marie Tussaud.
John Galsworthy wrote The Forsyte Saga.	The Forsyte Saga was written by John Galsworthy.
Thomas Gainsborough painted a lot of pictures.	A lot of pictures were painted by Thomas Gainsborough.
Many tourists visit the Great Canyon every year.	The Great Canyon is visited by many tourists every year.
V.Petrov painted Mountain settlement Brichmulla.	Mountain settlement Brichmulla was painted by V.Petrov.
Who wrote this poem?	Who was this poem written by?

Note: If you choose Project Version1 in Lesson 6, ask the pupils to bring pictures of sculptures or paintings from home. If you choose Version 2, ask them to prepare ideas for the persons they want to put into Madame Tussaud's.

LESSON 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the words related to the topic *Developing:* - to enable pupils to make presentations and give feedback *Socio-cultural:* - to raise awareness of pictures and artists and sculptures and sculptors	By the end of the lesson, pupils will be able to make presentation, give feedback.	Revision	Textbook; the DVD of the book

Homework checking. *5 min*

The pupils work in pairs and check homework.

PROJECT VERSION 1 *38 min*

Activity 1 Work in groups of three or four. Choose a sculpture or painting. You will present this piece of art to the class.
Objective: to prepare for the next activity

STEP 1: Put the pupils in groups of 3/4. Say: "You are going to present a piece of art to the class."

STEP 2: Ask them to decide who will:

- introduce it (title, date made, artist/sculptor)
- interpret it (what it is about)
- explain why the group likes it

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

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

Activity 2 Present your piece of art.
Objectives: to develop presentation skills;
to develop critical thinking

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.

STEP 3: The groups join with another group and practise presenting to each other. They give feedback to each other.

STEP 4: They proof read and edit their presentation.

STEP 5: Groups present to the class.

Activity 3 Listen to the presentations. Choose the best talks. Say why the talks were good.
Objectives: to develop critical thinking

The class listen to the presentations. They choose the best talks and explain why the talks were good.

PROJECT VERSION 2 *38 min*

Work in groups of 4/5. Choose a famous person you would like to put in Madame Tussaud's museum.

Tell your classmates: 1) the full name; 2) what s/he is famous for; 3) why you want to put him/her into Madame Tussaud's museum.

The steps are the same as in Project Version 1.

Homework *2 min*

Ask the pupils to read at home the text about "The Picture of Dorian Gray" by Oscar Wilde and get prepared for a class discussion.

HOME READING 8 *43 min*

Objective: to develop understanding of values of world literature by discussing the story written by Oscar Wilde.

STEP 1: Ask the pupils to read the text about "The Picture of Dorian Gray" by Oscar Wilde one more time.

STEP 2: Ask the pupils questions for understanding.

STEP 3: Have a class discussion on the story. Ask if they like this story. Why/Why not?

Homework *2 min*

Ask the pupils to get prepared for Progress Check 6.

PROGRESS CHECK 6 *45 min*

LISTENING

1 Listen to a dialogue and choose the correct answer. *(7x2=14)*

DVD script:

Lola: Hi Alisher. Have you finished your project work about an art museum?

Alisher: Not yet. But I have found a lot of information about the Savitsky's Museum in Nukus.

Lola: Interesting. What's it famous for? Is it old?

Alisher: It isn't an old museum. It was founded in 1966 but it has the second largest Russian avant-garde collection of the 20th century in the world! There are not only avant-garde works in the museum, but also applied arts of the Karakalpaks, archeological findings, paintings of the Karakalpak artists and others.

Lola: I've seen a documentary film about this museum 'Desert of not allowed art' in Tashkent GranArt Gallery. It was amazing.

Alisher: The documentary film 'Desert of not allowed art' was produced by American film makers, who worked for 7 years on it. They used unique documentary materials, old pictures, and the music was specially written for the film. After releasing the film, a lot of people all over the world have learnt about this museum. Many people made tours to Uzbekistan.

Lola: If the place were not so far from the central part of Uzbekistan, there would be much more visitors, I think.

Alisher: That's why the film is so important... By the way, the University of California in Los Angeles that has the Russian art courses, uses this film for its lectures. The courses are taught by well-known scientist and fine art expert of Russian avant-garde John Bolt.

Lola: So this film demonstrates the best of Karakalpak and Uzbek traditional art?

Alisher: Certainly. It was shown at over 70 international film festivals, and won some important prizes, and is now nominated for the Emmy American film award.

Lola: We live in Tashkent. If so many people come to Nukus from far away countries, why don't we go and see this interesting place? I would like to travel there on my holidays.

Alisher: Let's go there together. The museum is preparing new exhibitions, for example demonstration of the Karakalpak traditions, national food, throat singing performed by male singers called zhirau, and others.

Lola: I'm looking forward to visiting the museum to see everything with my own eyes. And I hope your presentation will be a success.

1) The museum is *old/modern*.
2) The museum was founded in *1966/1986*.
3) It has the *first/second* largest Russian avant-garde collection of the 20th century in the world.
4) There would be *more/less* visitors, if the place were not so far from the central part of Uzbekistan.
5) 'Desert of not allowed art' is *an exhibition of documentary materials and old pictures/a documentary film*.
6) John Bolt is an American *film director/expert of Russian avant-garde.*
7) The Savitsky's Museum is preparing *new exhibitions/ a concert with throat singing.*

Answer key: *1) modern; 2) 1966; 3) second; 4) more; 5) documentary film; 6) expert of Russian avant-garde; 7) new exhibitions*

GRAMMAR AND VOCABULARY

2 Read and complete the sentences. *(7x2=14)*

important to understand, has always been, common, friendly, were used, organized, from different countries

In November 2019 there was the International Art Forum, (1) ... by the BONUM FACTUM Gallery in Tashkent and the Embassy of Switzerland in Uzbekistan. This event connected artists and cultural experts (2) ... of Central Asia. There was also an Art Battle; its goal was to create a (3) ... competition to help the artists understand the culture of Central Asian people better. It is (4) ... the rich old traditions of each region. Traditions, art and poetry (5) ... as a source to create national culture in different countries. Central Asia (6) ... the centre of different cultures, religions and languages, a space where people have a dialogue. We live in different countries but we all have a lot in (7) ... .

Answer key: *1) organized; 2) from different countries; 3) friendly; 4) important to understand; 5) were used; 6) has always been; 7) common*

GRAMMAR

3 Choose the correct answer. *(4x2=8)*

e.g. This scarf ***was****/were* made by my granny.

1) Rare animals *has been/are* protected in many countries.
2) How many houses *was/were* broken by the storm last night?
3) Is this text written *by/with* a ballpoint pen?
4) Animals in the zoo are *fed/feeding* two times a day.

Answer key: *1) are; 2) were; 3) with; 4) fed*

4 Write the sentences in the passive voice. *(4x2=8)*

the Tower of London/build/in 1078

e.g. *The Tower of London was built in 1078.*

coffee/grow/in Brazil
chopsticks/use/in China
plants/water/every day
colour films/introduce/in the late 1920s

READING

5 Read and match the texts to headings. One heading is extra. *(3x2=6)*

A Global success
B Why are exhibitions so popular?
C Art Battle's birthday
D Why is it a big success?





1) Art Battle was born in New York City in 2001. Sean Bono and Max Bode wanted to bring the feelings and emotions of rap battles to the art world. The first battles were live competitions between artists, with the expert artists who chose the winner. The artists and audience loved it, and Art Battle was born!

2) As Art Battles became more popular, they began to look like performances. More and more people were becoming interested in the live events in New York and other places. These early events allowed Champions to take the best of the best on an exhibition tour of global cities. Many works by the winners were sold for big money. At present a lot of global cities are creating their own Art Battle events.

3) Today Art Battle International produces the global competition with more than 200 events each year in the US and Canada, and in more than 60 global cities around the world. From Toronto to Tokyo, Sydney to San Francisco, and Beijing to Bangladesh – Art Battle is the world's live art tournament.

Answer key: *1c, 2d, 3a, b-extra*

Total = 50 points

The list of new active and passive vocabulary

UNIT 8 (Lessons 1–6)		
academic *n, adj*	handmade *adj*	prehistoric *adj*
Amsterdam *n*	headscarf *n*	presentation *n*
angel *n*	hill *n*	province *n*
be angry (with/at)	homo sapiens *n*	pure *adj*
applied art *n*	hunting *n*	purity *n*
archaeological *adj*	Illinois *n*	purpose *n*
artwork *n*	ink *n*	realistic *adj*
as for me	interpret *v*	Romania *n*
at the end of	item *n*	Romanian *adj*
atmosphere *n*	jewellery *n*	royalty *n*
avant-garde *n*	the Koran *n*	sculptor *n*
background *n*	lacquer *n*	sculpture *n*
beauty *n*	liquid *n*	seascape *n*
to begin with	location *n*	seller *n*
break down *phr.v*	magic *n*	settle *v*
calligraphy *n*	matter *v*	settlement *n*
carpet *n*	means *n*	shout *v*
ceramic *adj*	means of communication	skyscraper *n*
cityscape *n*	middle ground *n*	soul *n*
colourful *adj*	might *modal v*	sportswear *n*
comic *adj*	to my mind	stall *n*
contemporary *adj*	miniature *n*	starry *adj*
course *n*	numismatics *n*	still life *n*
craftsman *n*	old-fashioned *adj*	storey *n*
criminal *n*	oriental *adj*	Strasbourg *n*
decoration *n*	ornament *n*	suitable *adj*
depressing *adj*	overhead *adv*	survive *v*
description *n*	paint *v*	technique *n*
exhibit *n*	painter *n*	transfer *v*
figure *n*	painting *n*	unkind *adj*
fine art *n*	passer-by *n*	unlike *prep*
fingernail *n*	pattern *n*	unreal *adj*
be fond of	peel *v*	Venice *n*
foreground *n*	photography *n*	version *n*
gallery *n*	poetic *adj*	watercolours *n*
genre painting *n+n*	porcelain *n*	wax *n, adj*
go round *phr.v*	portrait *n*	waxworks *n*
graphic *adj*	postmodernist *adj*	What is more
HOME READING 8		
after all *adv*	discuss *v*	incorrectly *adv*
apologize *v*	fall in love with smb.	no longer *adv*
the Atlantic *n*	get married *v*	servant *n*
attend *v*	herself *pron*	

UNIT 9 The environment

Inquiry question:

What should we do to protect the environment?

Inquiry theme:

To understand what each of us can do to improve our world

In this unit you will ...

- ✓ listen and complete the table
- ✓ listen to the texts about modern and old sources of energy
- ✓ discuss advantages and disadvantages
- ✓ read and complete the texts with suitable words
- ✓ do the quiz
- ✓ write tips

Academic skills:

- ✓ listening for examples
- ✓ interpreting results of questionnaires
- ✓ giving reasons
- ✓ understanding quotes
- ✓ understanding main ideas of paragraphs
- ✓ guessing meaning from context

Critical thinking:

- ✓ recalling information
- ✓ reasoning
- ✓ applying advice
- ✓ making a list
- ✓ inferring
- ✓ activating prior knowledge

LESSON 1 Mother nature

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to read for specific information; - to enable pupils to express their opinion *Socio-cultural:* - to raise awareness about advantages and disadvantages of using fossil fuels *Critical thinking:* - discussing; - reasoning	By the end of the lesson, pupils will be able to talk about advantages and disadvantages of using fossil fuels.	*New words:* environment, to depend (on), a process, ecosystem, a balance, fossil fuel, nuclear power, renewable, run out, biofuel, waste-to-energy (WtE), pollution (n) / to pollute (v) *Familiar words:* nature, environment, ecosystem, pollution, dangerous	Textbook; the DVD of the book

Activity 1 Listen and repeat the new words. *7 min*
Objective: to introduce the new words

Ask the pupils to look up the new words. Then they listen and repeat the new words after you.

Activity 2 Work in pairs. Match the words and explanations. *5 min*
Objective: to develop reading for specific information

Ask the pupils to work in pairs. They read the texts and guess what they are about.

Note: Nature, in the broadest sense, is the natural, physical, or material world or universe.

Answer key: *1b, 2c, 3a*

Activity 3 Work in pairs. Read and choose the best answer to the question. Give your own answer. *5 min*
Objective: to develop critical thinking

Ask the pupils to work in pairs. They read and choose the best answer to the question what "Mother Nature" means for them.

Activity 4a Listen and repeat the new words. *5 min*
Objective: to introduce new words

Ask the pupils to look up the new words. Then they listen and repeat the new words.

Note: Renewable fuels are fuels produced from renewable resources. Examples include: biofuels (e.g. Vegetable oil used as fuel, ethanol, methanol from clean energy and carbon dioxide [1] or biomass, and biodiesel) and Hydrogen fuel (when produced with renewable processes). This is in contrast to non-renewable fuels such as natural gas, LPG (propane), petroleum and other fossil fuels and nuclear energy. Renewable fuels can include fuels that are synthesized from renewable energy sources, such as wind and solar. Renewable fuels have gained in popularity due to their sustainability, low contributions to the carbon cycle, and in some cases lower amounts of greenhouse gases. Waste-to-energy (WtE) or energy-from-waste (EfW) is the process of generating energy in the form of electricity and/or heat from the primary treatment of waste, or the processing of waste into a fuel source.

Activity 4b Work in pairs. Complete the table about the sources of energy. *7 min*
Objective: to activate prior knowledge

Ask the pupils to work in pairs. They divide the sources of energy into renewable and not renewable.

Answer key:

fossil fuel or not renewable	renewable
coal, gas, oil, nuclear power	wood, water power, wind power, wave power, solar power, waste to energy

Activity 5a Work in pairs. Read the texts about advantages and disadvantages of fossil fuels. Pupil A chooses the texts about

advantages and Pupil B about disadvantages of fossil fuels. *7 min*
Objectives: to develop reading for specific information;
to develop critical thinking

Ask the pupils to work in pairs. Pupils choose sentences according to their aim. Pupil A chooses passages about advantages while Pupil B writes about disadvantages of fossil fuels.

Answer key: Pupil A. Advantages: 1, 3, 4, 6
Pupil B. Disadvantages: 2, 5, 7, 8

Activity 5b Discuss which is better: to use or not to use fossil fuels.
Objective: to develop speaking; to develop critical thinking *6 min*

The pupils can have a debate.

Homework *3 min*

Answer key for Homework 1:

natural things	man-made things
humans, animals, plants, stones, birds, fish, mushrooms, minerals, air, soil	clothes, furniture, paper, books, cars, buses, trains, ships, airplanes

Answer key for Homework 2: 1) changed; 2) technology; 3) needs; 4) invented; 5) ecosystem; 6) sources; 7) life; 8) future

LESSON 2 What are the alternative sources to fossil fuels?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to listen and read for specific information; - to enable pupils to express their opinion *Socio-cultural:* - to raise awareness about alternative sources of energy in Uzbekistan *Critical thinking:* - discussing; - reasoning	By the end of the lesson, pupils will be able to talk about alternative sources of energy in Uzbekistan.	*New words:* windmill, alternative *(adj)* *Familiar words:* source of energy, advantage, disadvantage, greenhouse gasses, economy	Textbook; the DVD of the book

Homework checking *5 min*

The pupils work in pairs to check homework.

Activity 1a Listen and repeat the new words. *3 min*
Objective: to introduce the new words

Ask the pupils to look up the new words. Then they listen and repeat them.

Activity 1b Work in pairs. Answer the question. *3 min*
Objective: to activate previous knowledge

Ask the pupils to work in pairs. They should tell the alternative sources of energy.

Note: *Solar power* is the first energy source in the world. It was in use much earlier before humans even learnt how to light a fire. For example, to keep warm or for drying clothes.

Wind power is one of the energy sources that have been in use for a very long time and for centuries.

Geothermal energy means energy drawn or harnessed from beneath the earth. It is completely clean and renewable.

Water power. The energy of the moving water can then be captured and called as hydroelectric power.

Biomass energy is generated through conversion of biological materials and wastes into forms that can be used as energy sources for heating, power generation and transportation.

Tidal energy. Wave energy and Ocean thermal energy conversion (OTEC) via which ocean energy can be harnessed.

Activity 2a Work in pairs. Match the sources of energy to pictures.
Objective: to activate previous knowledge *4 min*

Ask the pupils to work in pairs. They should name the kinds of energy represented by six pictures.

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

Activity 2b Listen to the text and say which sources of energy are modern or old. *5 min*
Objective: to develop listening for specific information

Ask the pupils to listen and say which sources of energy are old or modern.

DVD script:

Announcer: For a long time, electricity's been made by using the fossil fuels. We know that they're running out and they're dangerous for the environment. Scientists are looking at new, safer ways to make the power we need. Today, our guest is Mr Beckerson, a leading scientist on alternative sources of energy.

A: Good morning, Mr Beckerson. Could you tell us ... what are the alternative sources to fossil fuels for getting electricity?

B: The most important sources are ... nuclear power, solar power ... and the power of the wind.

A: Are they modern inventions?

B: Not really. Nuclear power ... yes, it's modern ... but solar and wind power ... no. The power of the wind was first used ... about 5,000 years ago, when people began to sail in the ocean. Then for hundreds years people used wind as a source of energy.

A: ... windmills?

B: Yes ... people used windmills to make flour.

A: Oh ... yes ... I remember, my granny told me stories about windmills. But nowadays people don't use them anymore.

B: You're right. But ... as you said ... we have problems with fossil fuels ... and people in many countries started using the power of the wind again and also energy of the Sun.

A: You said that people used solar power long ago ...

B: Yes... for example, over 3,000 years ago a King's palace in Turkey was warmed by water heated by the Sun...

A: Can people collect the solar energy?

B: Yes ... The first place for collecting the Sun's energy was built in France in 1714. Nowadays a lot of solar power stations have been built in Japan, the USA, France, Israel, Australia ...

A: What places are the best for solar power stations?

B: Er ... that's a very good question ... The whole planet gets much energy from the Sun ... er ... even a cool country like the UK gets 80 times more sunshine energy than ... its population can use.

A: Is solar power cheaper than wind power?

B: Hm ... wind power is cheaper but solar power ... has many good points: for example, both wind power and solar power are environmentally-friendly. They're not as dangerous as nuclear power and it'll be another 5000 million years of the sunshine!

Activity 2c Listen to the text one more time and complete the table about the sources of energy. *4 min*

Objective: to develop listening for specific information

Ask the pupils to listen one more time and complete the table.

Answer key:

energy sources	modern, old	dangerous, running out, expensive, cheap
wind power	old	cheap
fossil fuels	old	running out,dangerous
nuclear power	modern	dangerous
solar power	old	expensive

Activity 2d Work in groups of four. Discuss the question. *7 min*

Objective: to develop speaking

Ask the pupils to work in small groups. They discuss which alternative sources can be used in Uzbekistan. Explain to them that they should explain their choice.

Activity 3a Work in pairs. Read and match the titles to texts about biofuels. One title is extra. *6 min*

Objective: to develop reading for specific information

Ask the pupils to work in pairs. They should match the titles to text. Remind them that one title is extra.

Answer key: *1b, 2d, 3a, 4e, 5f, c – extra*

Activity 3b Work in pairs or in groups of four. Discuss the question.

Objective: to develop speaking; to develop critical thinking *6 min*

Ask the pupils to work in pairs or small groups. They should discuss possible disadvantages of biofuels.

They should check their ideas in the homework.

Homework *2 min*

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

LESSON 3 Our green planet

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to listen and read for specific information; - to enable pupils to activate prior knowledge *Socio-cultural:* - to raise awareness of giving advice on how to be nature-friendly *Critical thinking:* - activating prior knowledge	By the end of the lesson, pupils will be able to give advice on how to be nature-friendly.	*New words:* bacterium (pl bacteria), rechargeable, battery charger *Familiar words:* grow, tree, climate, raw material, waste, chemicals, pollution	Textbook; the DVD of the book

Homework checking *5 min*

The pupils work in pairs to check homework.

Activity 1a Work in pairs. Read and answer the questions. *5 min*
Objective: to activate prior knowledge

Ask the pupils to work in pairs. They ask and answer the questions.

Activity 1b Read and check your answer. *5 min*
Objective: to develop reading for specific information

Ask the pupils to read the text and find out the answers.

Activity 2 Work in pairs. Read and answer the questions. Put the verbs in the correct form. *5 min*
Objectives: to develop reading for specific information; to revise active and passive voice

STEP 1: Ask the pupils to work in pairs. They answer the questions.

STEP 2: Ask them to put the verbs in the correct form. Remind them the difference between passive and active voice.

Answer key: *Trees, much water, chemicals and energy are needed. No, it produces a lot of poisonous wastes.*

1) used; 2) are; 3) plant; 4) transport; 5) chopped; 6) needs; 7) are; 8) is; 9) thrown; 10) is; 11) takes

Activity 3a Work in pairs. Answer the question. *4 min*
Objectives: to activate prior knowledge;
to prepare for the next activity

Ask the pupils to work in pairs. They ask and answer the questions.

Activity 3b Listen and check. *5 min*
Objective: to develop listening for specific information

Ask the pupils to listen to the text and check their answers.

DVD script:

Pupil 1: Mr Green, ... is it effective to recycle material, for example, paper? We hear that this factory uses a lot of energy, water...

Mr Green: Yes... you're right. We use a lot of energy and water but... in fact, we use only half the energy and much less water than is needed to make paper from trees. And we save trees.

Pupil 2: Oh, that's interesting – so, making recycled paper uses fewer resources than making new paper. But, Mr Green, we've heard that a lot of chemicals are used in the factory... . Chemicals are very dangerous for people... and animals...

Mr Green: Hmm... Yes. But I want to point out two good facts: number 1 – as you say, if paper is recycled there is less waste and more trees are saved and number 2 – we use less harmful chemicals, for example, we don't use chemicals to make our paper white.

Pupil 1: Can children do something... to save trees?

Mr Green: Oh, yes! Have you ever collected paper for recycling?

Pupils: Yes, but...

Mr Green: 'But?' ...

Pupil 2: You see, ... we collected paper when we were small... but not now...

Mr Green: Oh... I see, well... that's not good... . I think you understand now how it is important to collect paper...

Pupil 1: Yes. We'll collect paper...

Pupil 2: And we'll write about this in our school newspaper...

Pupil 1: And we'll make a poster for our school.

Pupil 2: And we can make a leaflet and send to other schools.

Pupil 1: Thank you very much, Mr Green, it was very interesting.

Answer key: *1) We use only half the energy and much less water than is needed to make paper from trees. Making recycled paper uses fewer resources than making new paper. 2) We save trees. 3) It is less dangerous for the nature. We use less harmful chemicals, for example, we don't use chemicals to make paper white.*

Activity 3c Work in small groups. Listen again and answer the question. Add more ideas. *5 min*
Objective: to develop listening for specific information

Ask the pupils to work in small groups. They should listen and find out the answer to the question. Ask them to read the example and give their own examples.

Answer key: *collected paper, write about it in the school newspaper, make a poster for the school, make a leaflet and send to other schools.*

Activity 4a Listen and repeat the new words. *3 min*
Objective: to introduce the new words

Ask the pupils to look up the words. Then they listen and repeat them.

Activity 4b Work in pairs or in groups. Read and say which advice is the most useful. Why? *6 min*
Objectives: to develop reading for specific information;
to revise comparative and superlative degree of adjectives;
to develop speaking

Ask the pupils to work in pairs or in small groups. They should read and choose better advice. Explain to them that they must explain their choice.

Homework *2 min*

LESSON 4 Global climate change

Aims	Learning outcomes	Vocabulary and structure	Required equip-ment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to read for specific information; - to enable pupils to listen for details *Socio-cultural:* - to raise awareness of global disasters *Critical thinking:* - activating prior knowledge	By the end of the lesson, pupils will be able to talk about global disasters.	*New words:* flood, tsunami, heat wave, hurricane, oxygen, CO2 (gas), hunger, spray, disaster, hey, spray *Familiar words:* global, climate, greenhouse gas, dangerous, weather	Textbook; the DVD of the book

Homework checking *5 min*

The pupils work in pairs to check homework.

Activity 1 Listen and repeat the new words. *5 min*
Objective: to introduce the new words

Ask the pupils to look up the words. Then they listen and repeat them.

Activity 2a Work in pairs. Answer the questions. *5 min*
Objectives: to activate prior knowledge;
to prepare for the next activity

Ask the pupils to work in pairs. They ask and answer the questions.

Activity 2b Work in pairs. Read and check your ideas. *5 min*
Objective: to develop reading for specific information

Ask the pupils to work in pairs. They read and find out the answers.

Activity 3 Look at the Remember box and complete the sentences. Use very or really. *8 min*
Objective: to introduce grammar material

Answer key: *1) really; 2) really; 3) very; 4) really; 5) very; 6) really; 7) really; 8) really*

Note: We can use **very** before "weak/gradable" adjectives e.g. *very good, very bad*; we can use **absolutely/really** before "strong/ungradable" adjectives e.g. *absolutely awful, absolutely great.* (You cannot say "very wonderful"; You cannot say "absolutely good") Here are some more examples:

gradable adjectives		extreme/ungradable adjectives	
very really quite a bit	cold tasty hot bad, unpleasant old strong good interesting sad nice	really absolutely	freezing delicious boiling awful, terrible ancient powerful great, fantastic amazing wonderful exciting miserable lovely

Activity 4a Work in pairs. Look at the pictures. Listen and complete the table with years and natural disasters. *5 min*

Objective: to develop listening for details

Ask the pupils to work in pairs. They look at the pictures, listen and complete the table with years and natural disasters.

Answer key:

place	time	natural disaster	damage	reason
China	1931	flood; long dry period		
Europe	2003	heat wave		
East Africa	2011-2912	dry period without rain		
Australia	2019-2020	bushfire		

Activity 4b Work in pairs. Listen one more time and complete the table. *4 min*

Objective: develop listening for details

Ask the pupils to work in pairs. They listen one more time and complete the other two columns of the table.

DVD script:

1) The 1931 China floods were some of the worst floods in history, and together formed one of the worst natural disasters of the 20th century. Approximately up to 4 million people died, especially Tanka people. First

there was a long period without rain. Then many people and animals did not have any food and died from hunger. After that the floods came and more people were killed. After the floods many people died of hunger and illnesses.

2) European heat wave is one of the horrible natural disasters happened in the world. In 2003, the hottest summer resulted a heat wave in Europe that killed more than 70,000 people in Europe including France, Portugal, Germany, Netherland, Spain and Italy. France was hurt the most. During the heat wave average temperature was over 45ºC.

3) In East Africa from July 2011 to June 2012, there was a long dry period when there was no rain. Somalia, Kenya, Djibouti and Ethiopia were the main countries. Lives of more than 9,5 million people were in danger. Too many people went from Somalia to Kenya and Ethiopia which caused bad conditions of living, illnesses and little food. Many people died.

4) Australia has always had bushfires - it has a "fire season". But this year they are a lot worse than normal. Since September 2019 the weather in Australia was too hot and dry. 2019 was the driest year Australia has had since 1900. The reason is the rising levels of CO2 which warms the planet. That is why the bushfire was on the area of 63,000 sq km where most of the population lives and there are national parks for rare animals. Many people died. More than 1,250,000,000 animals were burnt alive. This includes thousands of koalas, kangaroos and other rare animals. Russell Crowe, an actor, film producer and musician, who has lived most of his life in Australia said, 'The tragedy in Australia is climate change-based. We need to act based on science, move our global work to renewable energy and save our planet for the unique and amazing place it is. That way, we all have a future."

Answer key:

place	time	natural disaster	damage	reason
China	1931	flood; long dry period	4 million people died	a long dry period without rain; hunger; floods; illnesses
Europe	2003	heat wave	70,000 people were killed	hottest summer; temperature was over 45ºC
East Africa	2011-2912	dry period without rain	more than 9,5 million people were in danger, many people died	bad conditions of living, illnesses and little food
Australia	2019-2020	bushfire	many people died, more than 1,250,000,000 animals were burnt alive	rising levels of CO2; climate change-based

Activity 5 Work in pairs. Think what people can do to reduce climate change. Complete the table. Use *mustn't, could, may, should, shouldn't*. *6 min*

Objectives: to develop speaking; to revise modal verbs

Ask the pupils to work in pairs. They complete the table.

Answer key:

problems	actions we can take
1) People burn old leaves. It (1) **could/ may** give CO_2 gas to the air.	1) We (2) **mustn't** burn old leaves.
2) People burn hay in the fields. It (3) **could/may** start fires.	2) We (4) **mustn't** burn hay.
3) Birds and homeless animals in winter do not have food. They (5) **could/may** die.	3) We (6) **should** feed the birds in winter.
4) We use a lot of spray for body and hair. It creates greenhouse gas.	4) We (7) **shouldn't** use it much. We (8) **should** use other hygiene things.

Homework *2 min*

Answer key for Homework 1:

1) really; 2) really; 3) very; 4) very; 5) very; 6) very

Answer key for Homework 2: *1d, 2h, 3c, 4a, 5g, 6f, 7b, 8e*

Answer key for Homework 3: *Pupils' own answers.*

LESSON 5 How can we help improve the world?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to activate previous knowledge; - to enable pupils to express their opinion; - to enable pupils to listen for specific information *Socio-cultural:* - to raise awareness oabout importance of recycling *Critical thinking:* - reasoning	By the end of the lesson, pupils will be able to talk about what people can do to improve the world.	*Familiar words:* disappear, plastic, cotton, paper, wool, rubber, scientist, recycling, climate change	Textbook; the DVD of the book

Homework checking *5 min*

The pupils work in pairs to check homework.

Activity 1 Work in pairs. Think what the quotation means. *7 min*

Objective: to develop critical thinking

Ask the pupils to work in pairs. They read and think what the quotation tells about.

Note: Anne Frank was one of the thousands of Jewish children who were killed in the Holocaust. She became a well-known name and one of the most discussed victims of the holocaust after her diary 'The Diary of a Young Girl' which has been translated into over 70 languages.

Activity 2a Work in groups of 4/5. Answer the questions. Make a list.
Objectives: to activate prior knowledge; *7 min*
to develop critical thinking

The pupils think and answer the questions. They make a list according to how fast things will disappear.

Activity 2b Work in groups of 4/5. Answer the question. *7 min*
Objectives: to develop speaking; to develop critical thinking

The pupils think how long each item will last (how many weeks, months, or years).

Activity 2c Listen and check. *5 min*
Objective: to develop listening for specific information

The pupils listen and check their ideas in Activity 2b.

DVD script:

items	will last
banana	3 to 4 weeks
paper bag	1 month
cotton bag	5 months
wool sock	1 year
leather boot	40 to 50 years
rubber sole of the boot	50 to 80 years
tin can	80 to 100 years
aluminum can	200 to 500 years
plastic bag	1,000 years
plastic jug, plastic bottle	1 million years

Note: The data above was gathered from sources such as the Oregon Department of Environmental Quality

Activity 3a Work in pairs. Do the quiz. *5 min*
Objectives: to develop critical thinking; to activate prior knowledge

Ask the pupils to work in pairs. They do the quiz.

Answer key:

1) 97% *(While it may sometimes seem in the media that scientists are debating whether or not people cause climate change, that's not true. Of all the climate scientists who are currently publishing research, about 97 percent agree that Earth is having human-caused climate change.)*

2) false *(Climate change is a long-term temperature and other climate-related facts. Global warming is a worldwide increase in average surface temperatures. Both things are happening.)*

3) a

4) b *(Even then, a much higher number of experts were concerned about global warming than "global cooling" as noted in a survey of the climate science literature published from 1965 to 1979.)*

5) b *(Recycling is great. But scientists say going car-free has a much bigger result.)*

6) a *(Just 9 percent of plastic waste is recycled. Most people thought the amount was 26 percent, according to a 2017 survey.)*

7) c *(And the other year was in 1998. By the way, we've been keeping modern-style global temperature records since 1880.)*

8) b *(One of the best climate scientists Kate Marvel told The New York Times, "It's too late to avoid climate change, but it's not too late to prevent the worst outcomes. Even if the planet is already warming, we still should do what we can limit the damage.)*

Activity 3b Work in pairs. Answer the question. *7 min*
Objectives: to develop critical thinking; to develop speaking

Ask the pupils to work in pairs. They answer the question.

Homework *2 min*

LESSON 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the words related to the topic *Developing:* - to enable pupils to make presentations and give feedback *Socio-cultural:* - to raise awareness of all types of energy which can be used in Uzbekistan; - to raise awareness of things that can be reduced, reused and recycled	By the end of the lesson, pupils will be able to make presentation, give feedback.	Revision	Textbook; the DVD of the book

Homework checking. *5 min*

The pupils work in pairs and check homework.

PROJECT VERSION 1 *38 min*

Activity 1 Work in groups of four. Make a list of all types of energy which can be used in Uzbekistan.
Objective: to prepare for the next activity

STEP 1: Put the pupils in groups of 4. Say: "You are going to present types of energy which can be used in Uzbekistan."

STEP 2: Ask them to make a list of all types of energy which can be used in Uzbekistan.

Activity 2 Make a pie graph.
Objective: to practise putting information into pie graphs

Ask the groups to put the types of energy into a pie graph with percentage.

Activity 3 Make a presentation. Decide which project is the most realistic.
Objectives: to develop critical thinking;
to practise making presentations

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.

STEP 3: Groups present to the class.

STEP 4: The class listen to the presentations. They choose the most realistic project and explain the reason.

PROJECT VERSION 2 *38 min*

Activity 1 Work in groups of four. Make a poster "Reduce, Reuse, Recycle".
Activity 2 Make a presentation. Decide which presentation is the most creative, useful and realistic.

The steps are the same as in Project Version 1.

Homework *2 min*

Ask the pupils to read at home the story about "Datiz and the Whale Shark" and get prepared for a class discussion.

HOME READING 9 *43 min*

Objective: to develop understanding of the importance of preserving coral reefs

STEP 1: Ask the pupils to read the story about "Datiz and the Whale Shark" one more time.

STEP 2: Ask the pupils questions for understanding.

STEP 3: Have a class discussion on the story. Ask if they like this story. Why/Why not?

Homework *2 min*

Ask the pupils to get prepared for Progress Check 7.

PROGRESS CHECK 7 *45 min*

LISTENING

1a Listen and match the texts with pictures. *(3x1=3)*





Answer key: *1A, 2C, 3B*

DVD script:



1) Heavy rainfall in 2000 caused a flood in Mozambique, South Africa. It was caused by heavy rainfall that lasted for five weeks. The capital Maputo was flooded. More than 800 people were killed and about 20,000 cows were lost. Lots of people are still homeless. It was the worst flood in Mozambique in 50 years.

2) One of the worst tsunami happened in December 2004 in the Indian Ocean. The tsunami killed at least 225,000 people in Indonesia, Sri Lanka, India, Maldives and Thailand. It brought extremely large waves that were up to 9 meters high. On the first day more than 150,000 people were killed and millions were missing in this environmental event.

3) In August 2005, the United States of America faced one of the worst hurricanes in a last hundred years' time. It hit the state Florida and some cities in Mississippi, New Orleans, Biloxi and Gulfport. Approximately 1833 people were killed in the hurricane Katrina and the floods which came there after the hurricane. Scientists say that the storm was made worse by rising sea levels and warming temperatures because of the climate change.

1b Listen one more time and complete the table. *(7x2=14)*

place	time	natural disaster	damage	reason
Mozambique, South Africa	2000	flood	more than 800 people were killed and about 20,000 cows were lost	
the Indian Ocean (Indonesia, Sri Lanka, India, Maldives and Thailand)	2004			

the USA (Florida and some cities in Mississippi, New Orleans, Biloxi and Gulfport)	2005			

Answer key:

place	time	natural disaster	damage	reason
Mozambique, South Africa	2000	flood	more than 800 people were killed and about 20,000 cows were lost	heavy rainfall
the Indian Ocean (Indonesia, Sri Lanka, India, Maldives and Thailand)	2004	tsunami	on the first day more than 150,000 people were killed and millions were missing	large waves that were up to 9 meters high
the USA (Florida and some cities in Mississippi, New Orleans, Biloxi and Gulfport)	2005	hurricane, flood	approximately 1833 people were killed	rising sea levels and warming temperatures because of the climate change

GRAMMAR AND VOCABULARY

2a Read and choose the correct words. *(4x2=8)*

e.g. *1) did not fly*

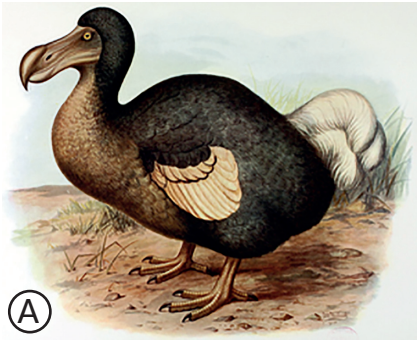
the dodo, relative, did not fly, could eat them, because of humans

The dodo was a bird that (1) ... . Like many other island birds, dodos only lived on the island of Mauritius. There were no other animals which (2) ... and they lost the power to fly. The dodo was about 1 metre tall and could have weight of 10.6-17.5 kg. It was brownish-grey with yellow feet. The first people landed on Mauritius in 1598. Less than 65 years later, (3) ... disappeared. Perhaps you've heard the popular saying "as dead as a dodo". The dodo is one of the first birds which have died (4) ... since the late 17th century. The nearest dodo's (5) ... is the Nicobar Pigeon.

Answer key:

1) did not fly; 2) could eat them; 3) the dodo; 4) because of humans; 5) relative

2b Read and choose the picture of the dodo bird. *(1)*





Answer key: *A*

3a Read and match the texts with headings. *(6x2=12)*

A Can't animals just run away from a fire?
B Were the Australia fires caused by climate change?
C What about the future?
D How big were the Australia fires 2020?
E How do the Australia fires usually start?
F How many animals have died in the fires?

1) Bushfires have always been a part of Australia's ecology and environment for thousands of years. Fires are usually caused by a thunderstorm. But some fires are started by people. The worst fires are caused by a long period when there is no rain and there are heat waves. The bushfires of 2019-2020 were a lot worse than normal. At least 26 people died.

2) More than 63,000 sq km in Victoria state, the Blue Mountains, the regions in Southern and Western Australia were on fire. This territory is as big as 6.3 million sports fields. An environmental scientist of the WWW Australia, Stuart Blanch, said that the fires had reached Victoria's Alpine National Park and New South Wales's Kosciuszko National Park – home to very rare animals.

3) Scientists have long talked that the climate is changing. Hotter and drier weather makes the risk of fires. In September 2019, the weather in Australia was too hot and dry. In January, the Australia's driest summer month, rainfall was 40% lower than average. It was caused by rising levels of CO2 on the planet. Australia had a new temperature record: an average maximum of 41.9C was recorded on 18 December 2019.

4) More than 1,250,000,000 animals have died in Australia's wildfires. This includes thousands of koalas, kangaroos, wallabies, kookaburras, cockatoos and honeyeaters which were burnt alive. But the fires don't only kill animals; they also ruined their habitat, leaving the animals without food and home. We can have no such rare animals as the corroboree frog, the mountain pygmy-possum, the black cockatoo and koalas in the

future. Experts say that more than 100,000 cows and sheep were lost for farmers.

5) "Certainly, large animals, like kangaroos, emus, many birds, can move away from the fire," Prof Chris Dickman, an expert on Australian wildlife, said. But he added that "Sometimes the fire is coming from different directions. In this case there is no way for any animals to leave away." "And there are the smaller animals that cannot run. Koalas are a good example. Approximately 8,000 of them have died from the fires," ecologists say. "That's almost one-third of all koalas in Australia, which forms their main habitat."

6) The president of the Australian Academy of Science, Prof John Shine, said, "Australia must take stronger action as part of the world community to limit global warming to reduce the worst problems of climate change in the future."

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

3b Read and say True or False. *(6x2=12)*

1) There were bushfires in Australia before 2020.
2) In the National parks the rare animals were saved.
3) It is summer in Australia in January.
4) Many domestic animals died in Australia's wildfires.
5) Many animals died after the fires.
6 The situation with bushfires may not happen in the future.

Answer key: *1T, 2F, 3T, 4T, 5T, 6F*

Total = 50 points

The list of new active and passive vocabulary

UNIT 9 (Lessons 1–6)		
act *v, n*	filter *n*	pollution *n*
agricultural *adj*	flood *n, v*	pot *n*
agriculture *n*	formation *n*	raw material *n*
almost *adv*	fossil fuel *n*	rechargeable *adj*
alternative *adj, n*	garbage can *n*	refrigerator *n*
aluminium *n*	global *adj*	renewable *adj*
approximately *adv*	greenhouse gas *n*	replant *v*
as much as possible	hay *n*	researcher *n*
bacterium *n*	heat wave *n*	rubber sole *adj+n*
balance *n*	How long does it take to ...?	run out *phr.v*
battery *n*	hunger *n*	seriously *adv*
battery charger *n*	hurricane *n*	single-use *adj*
benefit *n*	inexpensive *adj*	smell *n, v*
biofuel *n*	jug *n*	smog *n*
boiling *adj*	landfill *n*	soil *n*
burn *v* (*past, pp* burnt)	liquid *adj, n*	solar power *n*
can *n*	long-term *adj*	spray *n*
chemicals *n*	mainly *adj*	tap water *n*
chop *v*		taste *n*

climate change *n* CO2 (gas) = carbon dioxide condition *n* constantly *adv* container *n* crop *n* drill *v* ecosystem *n* end up *phr.v* environmentally friendly faraway *adj* farming *n*	make up one's mind material *adj* mine *v* miserable *adj* mostly *adv* natural gas *n* nature-friendly *adj* not-renewable *adj* nuclear power *n* oil *n* oxygen *n* pole *n* pollute *v*	tin can *n* trade *n* tropical *adj* tsunami *n* underground *adj* unpleasant *adj* waste-to-energy *adj* water power *n* wave power *n* wheel *n* wind power *n* windmill *n* wisely *adv*

HOME READING 9

arrive *v* blast fishing *n* bomb *n* bubble *n* coral *n* creature *n* dive *v* enormous *adj* fisherman *n*	float *v* gentle *adj* give up *phr.v* horrify *v* Mantanani Island merchant *n* mess *n* migrate *v* neighbouring *adj*	the Philippines plankton *n* reef *n* rush *v* size *n* sustainable *adj* tiny *adj* underwater *adj, adv* whale shark *n*

UNIT 10 All the world's a stage

Inquiry question:

What is the role of theatre in our life?

Inquiry theme:

To understand the role of theatre and its stages of development

In this unit you will ...

- ✓ listen and complete the table
- ✓ listen to the texts about different types of theatre
- ✓ read about the history of theatre
- ✓ read and complete the texts with suitable words
- ✓ write a letter and dialogue
- ✓ perform a play

Academic skills:

- ✓ listening for details
- ✓ giving reasons
- ✓ understanding main ideas of paragraphs
- ✓ guessing meaning from context

Critical thinking:

- ✓ recalling information
- ✓ reasoning
- ✓ inferring
- ✓ activating prior knowledge

LESSON 1 Ancient theatres

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to read and listen for specific information; - to enable pupils to express their opinion *Socio-cultural:* - to raise awareness about similarities and differences between Japanese and Uzbek puppet show *Critical thinking:* - inferring; - reasoning	By the end of the lesson, pupils will be able to talk about similarities and differences between Japanese and Uzbek puppet show.	*New words:* audience, gesture, tragedy, stage set, puppeteer, glove puppet, marionette, string *Familiar words:* theatre, perform, actor, sing, dance, show, playwright	Textbook; the DVD of the book

Activity 1a Listen and repeat the new words. *7 min*
Objective: to introduce the new words

Ask the pupils to look up the new words. Then they listen and repeat them.

Activity 1b Work in pairs. Answer the questions. *5 min*
Objectives: to activate prior knowledge;
to infer the answers to the questions

Ask the pupils to work in pairs. They ask and answer the questions about the first theatres.

Note: A theatre is a form of art performance that uses live performers, usually actors or actresses in a specific place, often a stage. The performers may communicate with the audience through gestures, speech, song, music and dance. Some people, both English and American, use the spelling 'theatre' to mean a place where live plays are performed, and the spelling 'theater' to mean a cinema.

Activity 1c Work in pairs. Read and check your ideas. *5 min*
Objective: to develop reading for specific information

Ask the pupils to work in pairs. They read and find out the answers to the questions in Activity 1b.

Activity 2 Work in pairs. Read and say how old the ancient Greek theatre is. *5 min*
Objective: to develop reading for specific information

Ask the pupils to work in pairs. The pupils read and try to understand how to calculate the dates AD (CE) and BC (BCE). If it is difficult for the pupils to understand, explain it to them in their language.

Note: Although the abbreviations AD and BC have been current since around 1800, many people now prefer to use CE (Common Era) and BCE (Before the Common Era), especially in academic texts. The numbering system is the same, but it avoids reference to Christianity. BCE stands for "Before the Common Era or BC (Before Christ). If the event happened in the 17th (AD) century, we should extract the number from now e.g. 21-17=2 centuries (200 years).

There is no 0 AD. So the year after 1BC is 1AD.

Possible answer key:

Ancient Greek theatre is (2020+700=) 2720 years old.

Activity 3a Work in pairs. Listen and repeat the new words, and show them in the pictures. *3 min*

Objective: to introduce the new words

STEP 1: The pupils listen and repeat the new words.

STEP 2: Ask the pupils to work in pairs. They find the objects in the pictures.

Activity 3b Work in pairs. Answer the questions. *5 min*

Objectives: to develop speaking; to develop critical thinking

Ask the pupils to work in pairs. They ask and answer the questions about the pictures.

Activity 4a Work in pairs. Listen and complete the table about Uzbekistan. *3 min*

Objective: to develop listening for specific information

Ask the pupils to work in pairs. They listen and complete the table about Uzbekistan.

Answer key:

	When was it formed?	Clothes?	Who speaks and operates a doll?	What are performances about?	What do puppets do?	Popular now?
Uzbek puppet show	**e.g.** *4th century BC*	*Uzbek national*	*One puppeteer moves and speaks for one doll*	*Uzbek traditions and culture, heroes of national literature, tales and legends*	*move; there is music*	*Yes*

Activity 4b Listen one more time and complete the table about Japan.

Objective: to develop listening for specific information *3 min*

Ask pupils to work in pairs. They listen and complete the table about Japan.

Note: If the pupils wish, they can calculate how old the Uzbek puppet show is: 2020+400=2420 years old. Bunraku show is 2020-1700=320 years old.

DVD script:

The tradition of the puppet show in Uzbekistan dates back to the 4th century BC, to the times when puppet shows gathered crowds of people on bazaar squares. On the simple place with a screen, there were mini-

shows about people in love, the rich and the poor. Puppet performances are still popular in many cities of Uzbekistan. The State Puppet Theater in Khiva is very special. This is the only Uzbekistan puppet theater, where one can still feel the ancient bazaar performances. Puppeteers use glove puppets and marionettes. Glove puppet is a toy person or animal that has a soft body so that you can put your hand inside and move. They are made of wood, ceramics and other materials. Marionette is a small model of a person or animal with parts of the body that are moved with strings. Each puppeteer speaks for his or her doll. The performances include tales and legends "Golden Watermelon", "The Tale of Shohsanam", "African Song", "Golden Fish", "Tutikhon Show" and others. They are still popular because in the performances Uzbek traditions and culture, national costumes and music is shown. It is part of our history. The audience can see heroes of national literature. The puppeteers show their performances in big and small cities of Uzbekistan and take part in International festivals.

Bunraku is a traditional form of Japanese puppet show which was formed in the 17th century. The National Bunraku Theatre in Osaka and the National Theatre in Tokyo are the best places to see it. One puppet, or doll, is operated by three people, making the doll humanlike. A traditional performance consists of the puppeteers, the singers and the musicians. The Bunraku puppets are made of wood with different heads and arms depending on the role. Their heads are really great. They can move their eyes, eyebrows, and lips, and even show a tongue. The story is told by one person, who also speaks the voice of all the puppets both males and females. Bunraku often shows stories based on classic Japanese sad love stories, legends, tales and stories based on historical events. The performances are visited by children and adults. Bunraku theatre is recognized by a UNESCO Cultural Heritage.

Answer key:

	When was it formed?	Clothes?	Who speaks and operates a doll?	What are performances about?	What do puppets do?	Popular now?
Japanese Bunraku	17th century	Japanese national	Three puppeteers operate one doll, only one person speaks the voice of all the dolls	stories, legends, tales and stories based on historical events	move their eyes, eyebrows, and lips, and even show a tongue; there are singers and musicians	Yes

Activity 4c Work in pairs. Say about differences about the Uzbek puppet show and Japanese Bunraku. *6 min*

Objectives: to develop speaking; to develop critical thinking

Ask the pupils to work in pairs. They compare Japanese and Uzbek puppet show.

Homework *3 min*

Answer key for Homework 1: *1) acts; 2) scenes; 3) dialogue; 4) stage set; 5)* stage directions

Answer key for Homework 2: *Pupils own answers.*

LESSON 2 He asked her to say...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to read and listen for specific information; - to enable pupils to express their opinion *Socio-cultural:* - to raise awareness about George Bernard Show and his play Pygmalion *Critical thinking:* - reasoning	By the end of the lesson, pupils will be able to talk about George Bernard Show and about characters of his play Pygmalion.	*Familiar words:* playwright, character, direction, ask, order, command, Imperative sentences in Reported speech	Textbook; the DVD of the book

Homework checking *5 min*

The pupils work in pairs to check homework.

Activity 1a Work in pairs. Look at the picture. Say what you know about Bernard Shaw. *5 min*

Objectives: to develop speaking; to activate prior knowledge

Ask the pupils to work in pairs. Looking at the picture, they say what they know about Bernard Shaw. Elicit some answers.

Activity 1b Work in pairs. Ask and answer. Pupil A: look at this page. Pupil B: look at page 75.

Objective: to develop speaking *5 min*

Ask the pupils to work in pairs. They ask and answer to complete the text.

Activity 2a Work in pairs. Answer the questions about the characters of the play Pygmalion. *5 min*

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

Ask the pupils to work in pairs. They ask and answer the questions.

Activity 2b Work in pairs. Read and check your ideas. *4 min*

Objective: to develop reading for specific information

Ask the pupils to work in pairs. They read the text and find out the answers.

Note: Pygmalion is a play by George Bernard Shaw, named after a Greek mythological figure in which Pygmalion was a sculptor who fell in

love with a statue he had carved. Shaw's play has been adapted numerous times, most notably as the musical My Fair Lady and its film version. It has a happy end. Higgins got married miss Doolittle.

Activity 3a Work in pairs. Listen and answer the questions. *4 min*
Objective: to develop listening for specific information

STEP 1: Ask the pupils to work in pairs. They read the questions.
STEP 2: They listen to the text and answer the questions.

Note: The word "ain't" is rarely used in English lessons, because it does not correspond to literary standards. However, it is widely used in some regions, for example, in southern states of America. "Ain't" is a shortening of: 1) am not, is not, are not; 2) has not *and* have not; 3) do not, does not. The word "ain't" is often used in combinations of one more violation of the norms of English grammar – double negation.

DVD script:

HIGGINS *[as a teacher]:* Say your alphabet.
LIZA: I know mine alphabet. Do you think I know nothing? I ain't not a child.
HIGGINS *[thundering]:* Say your alphabet!
PICKERING *[softly]:* Say it, Miss Doolittle. Please, do what he tells you; and let him teach you in his own way.
LIZA: Oh, well, if you put it like that. Ahyee, bayee, cayee, dayee – –
HIGGINS *[with the roar of a wounded lion]*: Stop! Listen to this, Pickering. She spent nine years in school to speak and read the language of Shakespeare and Milton. And the result is Ahyee, ba-yee, ca-yee. *[To Eliza]:* say A, B, C,D.
LIZA *[almost in tears]:* But I'm saying it. Ahyee, bayee, cayee — —
HIGGINS: Stop. Say, "a cup of tea".
LIZA: A capete-ee.
HIGGINS: Put your tongue forward until it squeezes against the top of your lower teeth. Now say "cup".
LIZA: C-c-c — — I can't. C-Cup.
PICKERING: Good, Miss Doolittle.
HIGGINS: Pickering, if she speaks good English, we could make a lady of her. *[To Eliza]:* Now do you think you could possibly say "tea"? Not te-yee, listen: *[Fortissimo]* Tea, Tea, Tea.
LIZA *[weeping]:* I can't hear no difference when you say it.
HIGGINS: Well, if you can hear that difference what are you crying for? Pickering, give her a chocolate.
PICKERING: No, no. Never mind crying a little, Miss Doolittle: you are doing very well, and the lessons won't hurt.
HIGGINS: Be off with you. Think about it. Try to do it by yourself and keep your tongue forward in your mouth. Another lesson at half past four this afternoon. Away with you.

Activity 3b Work in pairs. Explain the stage directions. *5 min*
Objectives: to make pupils aware of what stage directions are like; reading for specific information

Ask the pupils to work in pairs. They read and explain what the stage

directions mean. Elicit that the words in brackets say who the speaker addresses and how the words are said.

Activity 3c Work in pairs. Look at the sentences in 3b. Say which verb in Reported Speech is the best. Why? *6 min*

Objective: to introduce the imperative sentences in reported speech

STEP 1: Ask the pupils to work in pairs. Draw their attention to the Remember Box and explain the ways imperatives are reported. Explain that imperative sentences in reported speech are changed to infinitive phrases: *tell (ask) + an indirect object + an infinitive* or *tell (ask) + an indirect object + not + an infinitive*. According to the situation, other verbs like *advise, warn, suggest,* and in commands the verb *order* can be used.

Note: While reporting speech the pupils need to pay careful attention not just to the actual words, but also to what was said in the conversation before and to the relationship between the speakers.

STEP 2: Ask the pupils to look at Activity 3b again and pay attention to the words in the brackets. Ask them to say which verb in Reported Speech in Activity 3c is the best for them.

Note: In the first and fourth sentences 'told', in the second sentence both 'told' and 'ordered' are correct, because Higgins is quite demanding and not very polite. In the third sentence 'asked' is the best verb because even though he does not say 'please', Pickering is very mild and courteous. He addresses Liza very politely – he says 'Miss Doolittle'.

Activity 4 Listen and write the sentences in Reported Speech. *5 min*

Objectives: to develop listening for specific information;
to practise imperative sentences in reported speech

Ask the pupils to listen and write the sentences in Reported Speech.

DVD script:

1) **Albina** *(to her friend):* Please, visit me at hospital.
2) **Teacher** *(to the pupils):* Don't eat in the classroom, please.
3) **Director** *(to the pupils):* Don't use your mobile phones at the lesson!!!
4) **Sasha** *(to his mother):* I don't understand this book. Mom, can you help me?
5) **Mother** *(to her child):* Be careful and don't run when you cross the street.
6) **Alisher** *(to his sister):* Could you buy some bread?

Answer key:

1) Albina asked her friend to visit her at hospital.
2) The teacher asked the pupils not to eat in the classroom.
3) The director ordered/told the pupils not to use their mobile phones at the lesson.
4) Sasha asked his mother to help him to understand the book.
5) Mother told her child to be careful and not to run when s/he crosses the street.
6) Alisher asked his sister to buy some bread.

Homework *1 min*

LESSON 3 Cinema or theatre?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to read and listen for specific information; - to enable pupils to express their opinion *Socio-cultural:* - to raise awareness about preferences to watch films or the theatre *Critical thinking:* - activating prior knowledge - reasoning	By the end of the lesson, pupils will be able to talk about their preferences to watch films or the theatre.	*New words:* a matinee, the stalls, the balcony *Familiar words:* cinema, theatre, emotion, ballet, opera, play, actor, prefer	Textbook; the DVD of the book

Homework checking *5 min*

The pupils work in pairs to check homework.

Activity 1 Work in pairs. Read and answer the questions. *7 min*
Objectives: to develop critical thinking; to activate pior knowledge

Ask the pupils to work in pairs. They read and answer the questions.

Activity 2a Work in pairs. Say what you think about the ideas in the texts. Do you agree/not agree? *7 min*
Objective: to develop reading for specific information

STEP 1: Ask the pupils to work in pairs. They must read and match the headings with the texts. Remind them that one heading is extra.

STEP 2: Ask the pupils to say if they agree or don't agree with the ideas in the texts.

Answer key: *1f, 2c, 3d, 4a, 5e, b-extra*

Activity 2b Work in pairs. Say what you think about ideas in the texts. Do you agree/not agree? *8 min*
Objectives: to develop speaking; to develop critical thinking

Ask the pupils to work in pairs. They talk and tell their ideas.

Activity 3a Listen and write if the speaker likes the theatre or cinema.
Objective: to develop listening for details *4 min*

Ask the pupils to listen to the text and complete the first column of the table.

Activity 3b Listen one more time. Choose the correct answer in the table.
Objective: to develop listening for specific information *5 min*

Answer key: *1) theatre/ b; 2) cinema/ b; 3) theatre/ a; 4) theatre/ a 5) cinema/ a; 6) cinema/ b*

DVD script:

1) I have a friend who was in a very bad situation. I remember her crying about it all the time. She even started taking drugs and other bad habits. I'm an actor and I decided to take her out for a play I was acting in so that I could keep her from her real world. After the play, she came up to me and told me, "I never knew you could be sooo different on stage" and I told her to try it. She now does a play every two months and loves to be an actress and is happy. Her smile lights up the place, I'm so glad the theater helped her.

2) My name's Kevin Troy. Cinema has many advantages, if the film is good. It's easier to go to the cinema than to go to the theatre. The cinema is always somewhere next to you, the tickets are cheaper if we compare with the theatre's ones. There are lots of film shows at one day, there's popcorn and cola in offer and you don't need to be dressed in a classical clothes.

3) My name's Jessica Gilligan. I work at the theatre in Paris. Humans have started acting out stories probably since the invention of campfire. Theatre unites the imagination of the author, actors and the audience. It connects us to our childhood. And with that it can teach, entertain, and give emotions. Above all, theatre makes us think. It teaches its students to listen, to move, to communicate without speaking, how to be loud without saying a single word, and I don't think there's somebody on the planet that helps you discover yourself as much as the theatre does.

4) My name's Marie Phelps. I'm an actress. Theatre is collective. It needs work and participation from the audience - low energy in the audience gives worse performance - the audience must not be passive. I love this about the theatre. It's not passive like watching TV. Theatre needs imagination!

5) In my opinion, the cinema is more entertaining than live theatre. The material on film and television is much better quality than plays in the theatre. Film and television makes our mind work. On the other hand, live theatre and plays make you listen to long dialogues and give emotions we don't need. Film and television uses images and actions to communicate with the audience while plays use boring dialogue and makes you fall asleep or feel like an idiot. The characters in films and TV are more interesting than the characters in plays (with the exception of William Shakespeare).

6) My name's Davnish Singh. I work for Marvel Entertainment. I love cinema because I can tell stories that have never been told before! Working in cinema makes me happy to make beautiful stories and tell them to my audience through beautiful pictures. It's a way of showing images and an idea that is in your mind. I can make a show for several millions of people and change their thinking process through one idea.

Activity 4 Work in pairs or small groups. Say what you like more: a cinema or theatre. Why? *7 min*

Objective: to develop freer speaking

Ask the pupils to work in pairs. They talk about their preferences: movies or the theatre. Remind them that they should explain their choice.

Homework *2 min*

Answer key for Homework 1b:

Dear Ann,
Thank you for your letter. It was interesting to know that you have visited "The Globe" theatre in London which is so famous in the world. Last Saturday my friend invited me to go to the theatre to watch a new ***tragedy****. I agreed because I like theatre and the weather was* ***awful****. It was* ***windy and cold****. We went* ***by taxi*** *because we had* ***little time****. It was* ***an evening performance*** *and the tickets were* ***expensive****. We bought tickets in the box office, and we had* ***bad seats*** *in the* ***balcony****. We could see the stage very* ***badly****. There were a lot of* ***sad scenes*** *in the performance, and we* ***cried*** *a lot. The comedy made us feel* ***unhappy****.*
Write me soon about the play you have seen.
Love
Nigora

LESSON 4 Great playwrights

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to read and listen for specific information; - to enable pupils to write a dialogue for a play *Socio-cultural:* - to raise awareness about Shakespeare and his plays *Critical thinking:* - activating prior knowledge	By the end of the lesson, pupils will be able to talk about Shakespeare and his plays.	*Familiar words:* playwright, role, play, funny, sad, serious, moral issue	Textbook; the DVD of the book

Homework checking *5 min*

The pupils work in pairs to check homework.

Activity 1a Work in pairs. Answer the questions. *5 min*
Objectives: to develop speaking; to activate prior knowledge; to prepare for the next activity

Ask the pupils to work in pairs. They ask and answer the questions.

Activity 1b Read and check your answers. *5 min*
Objective: to develop reading for specific information

Ask the pupils to check their answers in Activity 1a.

Activity 2a Work in pairs. Match the pictures and the plays. *3 min*
Objective: to activate prior knowledge

Ask the pupils to work in pairs. They look at the pictures and match them with the names of the plays.

Answer key: *1c, 2b, 3a*

Activity 2b Work in pairs. Listen and match the texts with the plays.
Objective: to develop listening for specific information *7 min*

Ask the pupils to work in pairs. They listen and guess the plays.

Answer key: *1) Romeo and Juliet; 2) King Lear; 3) The Comedy of Errors*

DVD script:

This is 'Drama on the Radio' and I'm Sarah Silverstream bringing you up to date with all the latest theatre news. I'm happy to tell you that next week we're going to broadcast scenes from three theatre productions.

1) On Monday at 5.00pm you can hear an extract from a story about two young people from the Italian city of Verona. They love each other but cannot be happy because their families hate each other. Sad, isn't it?

2) The second one is even sadder, in my opinion. The two elder daughters tell lies to their father, the king, but he believes them. Finally, when they treat him very unkindly, he understands that it's only his youngest daughter who really loves him, but this understanding comes too late. You are invited to listen to this tragic story on Wednesday at 4.30pm.

3) The last play will be broadcast on Thursday again at half past four. It's a comedy about two twins who look exactly the same. They started living in different places when they were little boys. Well, they live in different countries, and one day when they are grown up, one of the brothers arrives in the town where the other brother lives. Of course, they are taken for each other by mistake, and because of this there are a lot of funny scenes in the play, and we'll hear one of them. Well, now the usual competition question: what are the plays called? Our young listeners should send their answers to 74 Blackfriars Road...(voice fades)

Activity 2c Work in pairs. Answer the questions. *8 min*
Objective: to develop speaking

Ask the pupils to work in pairs. They ask and answer the questions.

Activity 3 Work in pairs. Read and write a short dialogue. *10 min*
Objective: to enable pupils to write a dialogue for a play

STEP 1: Ask the pupils to work in pairs. They read the script and write a dialogue between Aladdin and the wizard Abanazaar. Explain to the pupils that they can also write a dialogue between Aladdin and the Princess or Aladdin and the Genie.

STEP 2: They act out the dialogue.

Homework *2 min*

Answer key for Homework 1:

1) Father *(to his son):* Bring me a glass of water.
2) Old woman *(to David):* Get out of my garden!

3) The man *(to them):* Look around.
4) Adrian *(to Susan):* Listen to me, please.

Answer key for Homework 2: Pupils' own answers.

LESSON 5 At the theatre

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to read and listen for specific information; - to enable pupils to write a dialogue about the theatre; - to enable pupils to analyze the context of a text *Socio-cultural:* - to raise awareness about famous theatres of Uzbekistan *Critical thinking:* - analysing	By the end of the lesson, pupils will be able to write and act out a dialogue about the theatre.	*Familiard words:* cast, curtain, performance, orchestra pit, stage, hall, the stalls, cloak-room, book	Textbook; the DVD of the book

Homework checking *5 min*

The pupils work in pairs to check homework.

Activity 1 Work in pairs and complete the sentences with the words.
Objectives: to develop analytical reading; *7 min*
to develop critical thinking

Ask the pupils to work in pairs. They read the text and think about the missing words.

Answer key: *1) booked; 2) performance; 3) cloak-room; 4) cast; 5) hall; 6) orchestra pit; 7) the stalls; 8) curtain; 9) stage;10) cafeteria*

Activity 2 Work in pairs. Ask and answer. Pupil A: look at this page. Pupil B: look at page 75. *8 min*
Objective: to develop speaking

Ask the pupils to work in pairs. This is a normal info gap activity. They ask and answer to find the missing information.

Activity 3a Work in pairs. Listen and choose Lena or Botir. Choose who ... *4 min*
Objective: to develop listening for specific information

Ask the pupils to work in pairs. They listen to the first dialogue and decide who says the sentences.

Answer key: *1) Lena; 2) Lena; 3) Botir; 4) Botir; 5) Lena; 6) both*

DVD script:

Dialogue 1

Botir: Hi Lena. I didn't know you love theatre.

Lena: Hi, Botir. Yes, I like this theatre. I usually don't like matinees with lots of children who are very noisy. I prefer evening performances when I go with my parents. My mother likes Shakespeare's plays very much. Have you been to this theatre before?

Botir: No, it's my first visit here. My friend booked two tickets for this performance. Our seats are in the box close to the stage. Where's your seat?

Lena: Lucky you. Mine is in the stalls. But the eighth row is my favourite. Do you like this theatre?

Botir: Yes, the hall is beautifully decorated. I hope the stage sets will be beautiful.

Lena: So do I. They're doing a new play today. I haven't seen it yet.

Botir: Neither have I. But the cast is excellent.

Lena: No wonder, there are so many famous stars in it.

Activity 3b Listen to the second dialogue and say True or False. *4 min*
Objective: to develop listening for specific information

Ask the pupils to work in pairs. They listen and decide if sentences are True or False.

Answer key: *1F, 2T, 3F, 4F, 5T, 6F, 7T*

DVD script:

Dialogue 2

Alice: What about going to the theatre on Sunday? They're doing a new play.

Bahrom: I'd love to. Do you think we'll be able to get tickets? I know that new plays are very popular with the public.

Alice: You're quite right, but I've already booked seats by telephone.

Bahrom: Oh, it's wonderful. Is it a matinee or an evening performance?

Alice: It's an evening performance.

Bahrom: Where shall we sit? In the stalls?

Alice: No. Our seats are in the balcony. So, perhaps, we'll need the opera glasses.

Bahrom: Shall we meet outside the theatre at 7.15?

Alice: It suits me fine.

Bahrom: So, see you soon.

Activity 4a Work in pairs. Make up your dialogue. *10 min*
Objective: to develop writing skills

Ask the pupils to work in pairs. They write a dialogue which is similar to the previous ones.

Activity 4b Act out your dialogue. *5 min*
Objective: to enable pupils to act out

Ask the pupils to act out their dialogues.

Homework *2 min*

LESSON 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to revise the topic-related words *Developing:* - to enable pupils to write a simple play script; - to enable pupils to discuss the moral of a play; - to enable pupils to take part in writing and staging a play *Socio-cultural:* - to raise awareness about plays, performances and the message of plays *Critical thinking:* - analysing	By the end of the lesson, pupils will be able to write and stage a play.	Revising the topic-related words	Textbook; the DVD of the book

Homework checking

In groups the pupils compare their homework. Ask them to choose the best in everybody's work. These things can be used in their play.

Activity 1 Work in groups.

- **Choose a play to perform**
- **Decide who will be what character**
- **Rehearse your play**

Objectives: to give pupils an opportunity to work collaboratively; to teach pupils to reach consensus

The pupils work in the same groups. Tell the groups that they should decide whose play is the best and get ready to stage it. They can certainly add things, like clever remarks and interesting stage directions, from different plays into their joint version. The next step is to decide who will play which role. For example, we suggest the following roles for "An Eastern Legend about Tobacco": the wise old man, two or three merchants, three or four people of the village. Then comes the most difficult part of the activity: the pupils must have some space to rehearse their play. They will also need quite a lot of time. If it is not possible to do this during the lesson, you could ask them to stay after classes for a rehearsal. In this case it will be easier to find empty classrooms and time will not be pressing. Then activity 2a will take place some other time, maybe next lesson.

Activity 2a Perform your play.

Objective: to teach pupils to be a good audience

Groups take turns in showing their plays. Make sure everybody in the audience is listening and watching and doing this with respect.

Activity 2b Discuss the plays performed. Say:

- **what the play teaches us**
- **whose play you liked best of all**
- **whose acting you liked**
- **whose props were the best**

Objective: to practise talking about the moral of the play and the way plays were performed

After all the plays have been shown, the pupils discuss them according to the suggested plan. Try to connect the moral of the plays to present day life, e.g. "The play teaches people not to smoke and not to believe tobacco companies' advertising". Then the pupils should choose the best play, the best actor or actress and the best props. This can be done by voting.

Homework

Ask the pupils to read at home "The Legend of Kirk Kiz" and get prepared for a class discussion.

HOME READING 10 *43 min*

Objective: to develop understanding of the importance of being brave in the protection of motherland from enemies

STEP 1: Ask the pupils to read "The Legend of Kirk Kiz" one more time.

STEP 2: As usual, prepare and ask the pupils questions for understanding.

STEP 3: Have a class discussion on the legend. Ask if they like this story. Why/Why not?

Homework *2 min*

Ask the pupils to get prepared for Test 3.

TEST 3 *45 min*

LISTENING

1a Listen and complete "Loves cinema/theatre" column of the table. *(4x1=4)*

DVD script:

1) My name's Shakerin Ahmed. I'm an engineer. I love watching movies: mostly action, science fiction and fantasy types of movies. It's like I'm lost in another world for a few hours.

2) My name's Alivia Jones. I'm a bachelor of Music Vocal Performance. I love theatre because you can be someone you're not. Or you can be in a situation you're not. It's really fun and exciting and scary and is usually a process of self-discovery. As an actress I wear costumes. They make me feel very important and ready to perform!

3) My name's Ashok Kumar. Cinema is connected to our mind, the way we're thinking. A film is a mix of many art forms like visuals, sound, performing, so at one time your mind takes many art forms. We can't visit every country and movie is a good form of art to connect the different places of the world.

4) My name's Tina Somber. Theatre keeps you at a distance, always wants you to be ready to listen to a dialogue. If you miss it, you won't be able to listen to it one more time because the next performance might have a different effect.

5) My name's Bruin Faber. I'm 34 years old. I love movies because they're designed to entertain or make you think. Humans live boring lives. Movies take a person and make a setting come to life. I really love movies because they take me away from reality. I mean you can watch the heroes breaking the ring of Mordor.

No.	name	Loves cinema/theatre	Why
1	Shakerin Ahmed	**e.g.** cinema	a) It looks like visiting other countries for a long time. b) It looks like he is in another world for a few hours.
2	Alivia Jones		a) She likes wearing different costumes but she doesn't like acting. b) She likes playing different roles and costumes help her act.
3	Ashok Kumar		a) It shows performances from many countries. b) It consists of many art forms and makes you think.
4	Tina Somber		a) All performances are different and you should listen to dialogues very carefully. b) All performances are the same and you'll be able to listen to a dialogue next time.
5	Bruin Faber		a) It makes our boring life more interesting. b) It doesn't make you think and only entertain you.

Answer key: *1) cinema; 2) theatre; 3) cinema; 4) theatre; 5) cinema*

1b Listen one more time and choose the correct answer. *(5x2=10)*

Answer key: *1b; 2b; 3b; 4a; 5a*

GRAMMAR AND VOCABULARY

2 Read and choose the correct answer. *(7x1=7)*

In 1986, the Department of "Robotic and Information Systems" (1) ... for the first time in Central Asia at Tashkent Polytechnic Institute. The modern level of technology development allows not only making hard work (2) ... but also be creative activity. The latest models of robots and Internet (3) ... are able to answer questions and make a dialogue, write poems and stories. All this (4) ... in sports robotics as an independent type of competitive activity, which has tens of thousands of fans (5) ... the world.

The competition (6) ... sports robotics, scientific and technical creative activities more popular and made engineering professions (7) ... among the youth.

1	a) was organized	b) organized	c) organizes
2	a) nicer	b) harder	c) easier
3	a) devices	b) bots	c) chats
4	a) using	b) is used	c) uses
5	a) around	b) near	c) during
6	a) was made	b) make	c) has made
7	a) less important	b) more important	c) important than

Answer key: *1a, 2c, 3b, 4b, 5a, 6c, 7b*

3 Choose the correct answer. *(5x2=10)*

1) Did you like the latest movie? No, it was so boring it made me _____.
A) happy B) pleased C) sleepy D) frightened

2) Wearing his new sunglasses _____ Tony look mysterious.
A) make B) making C) have made D) makes

3) Usually soft colours make people feel _____.
A) worried B) relaxed C) surprised D) excited

4) Tom's mother is good at cooking and she knows _____ to make food.
A) who B) how C) why D) which

5) I'd rather ___ to the Macdonald's Restaurant because I like listening to quiet music.
A) go B) going C) to go D) went

Answer key: *1C; 2D; 3B; 4B; 5A*

READING

4 Read and say True (T), False (F) or Not Given (NG). *(9x2=18)*



Kabuki is the traditional Japanese classical dance-drama which started in the 16th century. It is known for its very interesting acting and the colourful make up worn by the actors. The word "kabuki" means "singing and dancing". It also means strange and different, to be outside what is normal. Kabuki is not meant to look like real life. All the roles are played by men. In 1926, performances began in other countries. In 1954, East Side Theater was made, and Kabuki stage was on TV.

There are a lot of famous Kabuki actors in Japan such as Danjuro Ichikawa, Ebizo Ichikawa and Koshiro Matsumoto. Danjuro Ichikawa is

www.idum.uz сайтидан юклаб олинди



an especially famous Kabuki actor. He started *aragoto* at the age only of 14. The *aragoto* is a Kabuki genre about a brave warrior, a powerful god, or a demon. Kabuki actors do not perform only Kabuki but also act in TV drama and films. The name of a Kabuki actor usually goes from father to son.

People from around the world are now interested in Kabuki. It was recognized by UNESCO in 2006 as an important part of Japan's cultural history.

1) It is a theatre where actors sing, dance and play.
2) Kabuki is more than 400 years old.
3) The colourful clothes are made of silk.
4) Kabuki always shows the real life situations.
5) Now women are allowed to perform.
6) People in other countries can watch Kabuki theatre.
7) "Aragoto" is a special genre in the theatre.
8) Kabuki actors can't have the same name.
9) Kabuki theatre is only important in Japan.

Answer key: *1T, 2T, 3NG, 4F, 5 NG, 6T, 7T, 8F, 9F*

5 Read and choose the best summary. *(1)*

In a very good restaurant we have a dinner that is specially cooked for us; in a canteen we are served with standard portions of standard meal. And this is the difference between the living theatre and the mass entertainment of films, radio and television. In the theatre the play is specially cooked for us. It (the theatre) is the ancient but ever-youthful parent of all entertainment in dramatic form. It is a magical place where man meets his image.

1) The ancient art of theatre can help people understand the world and themselves better.

2) Theatre often offers us something special, which other forms of entertainment do not do because they produce things for a mass audience.

3) Theatre has given birth to other kinds of entertainment. But theatre is special because in a play we see real people, we feel close to them and recognise our own problems, joys and sorrows.

Answer key: *3*

Total = 50 points

www.idum.uz сайтидан юклаб олинди

The list of new active and passive vocabulary

UNIT 10 (Lessons 1–6)		
ailment *n*	dress-circle *n*	operate *v*
architecture *n*	Dublin *n*	orchestra pit *n+n*
Athens *n*	dwarf *n*	outdoor *adj*
audience *n*	ending *n*	outdoors *adv*
awake *adj*	error *n*	participation *n*
balcony *n*	fantasy *n*	peasant *n*
Before Common Era	at the foot of	persuade *v*
book *n, v*	gesture *n*	politely *adv*
box *n*	get out *phr.v*	popcorn *n*
bunch *n*	glasses *n*	powerful *adj*
cafeteria *n*	glove puppet *n*	puppet show *n*
campfire *n*	grow old *v*	puppeteer *n*
cast *n*	grow up *phr.v*	reply *v*
the Caucasus *n*	grow weak *v*	rub *v*
chorus *n*	interval *n*	smoke *v*
cloakroom *n*	issue *n*	spectator *n*
Common Era *n*	lamp *n*	stalls *n*
cough *v*	learner *n*	string *n*
crowd *n*	marionette *n*	success *n*
a crowd of	mask *n*	thief *n pl (thieves)*
cry *v*	match *v*	tobacco *n*
deal with *phr.v*	matinee *n*	tragedy *n*
decision *n*	musical *n*	unlucky *adj*
determine *v*	novelist *n*	unskilled *adj*
divine *adj*		
HOME READING 10		
alive *adv*	female *n, adj*	manage *v*
Amazon *n*	fight *v (past, pp* fought*)*	mount *v*
Amazonian *adj*	finally *adv*	pearl *n*
arrow *n*	fire *n*	quietly *adv*
battlefield *n*	flat *adj*	realize *v*
bloody *adj*	follow *v*	rider *n*
bravely *adv*	hear *v (past, pp* heard*)*	rode away *phr.v*
carefully *adv*	helmet *n*	save *v*
country *n pl (-ies)*	hope *n*	smile *n*
cry *n pl (-ies)*	horizon *n*	soldier *n*
defend *v*	kill *v*	stand *v (past, pp* stood*)*
different *adj*	kiss *v*	stay *v*
enemy *n pl (-ies)*	last *adj*	steppe *n*
enough *adj*	lit up	sword *n*
enter *v*	lose *v (past, pp* lost*)*	woman *n pl (-men)*

www.idum.uz сайтидан юклаб олинди

74.268.1Ingl
I54

Teens' English 8. Umumiy o'rta ta'lim maktablarining 8-sinf ingliz tili o'qituvchilari uchun metodik qo'llanma / S. Xan, L. Kamalova, L. Jo'rayev. – Toshkent: "O'qituvchi" NMIU, 2020. – 192 b.

ISBN 978-9943-22-469-8

UO'K 373.5.016:811.111
KBK 74.268.1Ingl

Svetlana Xan, Ludmila Kamalova, Lutfullo Jo'rayev

Teens' English 8

Ta'lim o'zbek va qardosh tillarda olib boriladigan umumiy o'rta ta'lim maktablarining 8-sinf ingliz tili o'qituvchilari uchun metodik qo'llanma

"O'qituvchi" nashriyot-matbaa ijodiy uyi
Toshkent – 2020

Muharrir *L. Jo'rayev*
Dizayner-rassom *N. Nurmatova*
Musahhih *E. Najimova*
Texnik muharrir *N. Niyozmuhamedova*
Badiiy muharrir *Sh. Toshturdiyev*
Kompyuterda sahifalovchi *N. Nurmatova*

Nashriyot litsenziyasi AA №0040, 10.12.2019.
Bosishga 2020-yil 10-iyulda ruxsat etildi. Bichimi 60x90$^{1}/_{16}$. Ofset qog'oziga ofset bosma usulida bosildi. "Pragmatica" garniturasi. Kegli 9. Shartli bosma tabog'i 12,0. Hisob-nashriyot tabog'i 12,00. Buyurtma №

O'zbekiston Respublikasi Prezidenti Administratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligining "O'qituvchi" nashriyot-matbaa ijodiy uyi. Toshkent, Yunusobod dahasi, Yangishahar ko'chasi, 1-uy. Shartnoma № 24 — 20.